

**THE EVERGREEN STATE COLLEGE**  
**Excerpts from the 2006 Alumni Survey of the Class of 2004-05**

**EVENING AND WEEKEND STUDIES SUBSET**

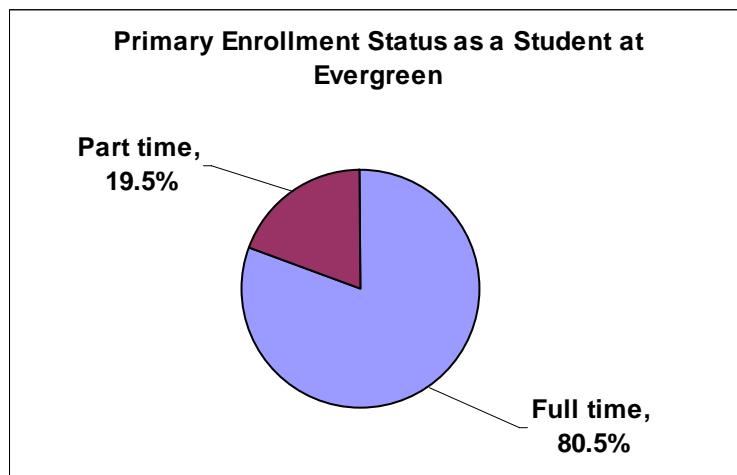
**The overall response rate for locatable members of the class of 2004-05 was 31%. Respondents identified their primary areas of study as presented in the following chart.**

<b>Primary area of study (concentration) at Evergreen</b>	<b>Total N=360</b>	<b>EWS N=82</b>
Social Sciences (Society, Politics, Behavior, and Change)	(N=105) 29.2%	(N=28) 34.0%
Humanities, Language Arts (Culture, Text & Language)	(N=72) 20.0%	(N=14) 17.0%
Science, Math, Computers (Scientific Inquiry)	(N=46) 12.8%	(N=8) 9.8%
Media, Visual Arts, Drama (Expressive Arts)	(N=43) 11.9%	(N=9) 11.0%
Environmental Studies	(N=36) 10.0%	(N=2) 2.4%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	(N=21) 5.8%	(N=6) 7.3%
Education	(N=16) 4.4%	(N=6) 7.3%
Business	(N=16) 4.4%	(N=9) 11.0%
Native American Studies	(N=5) 1.4%	0

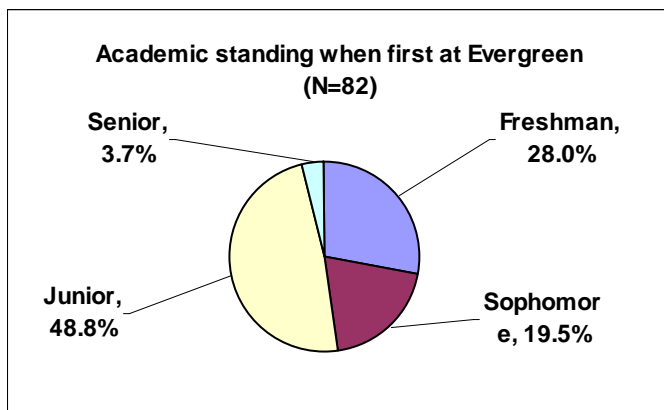
**The following data include only the responses from a selected subset of Evening and Weekend Studies students. The group includes any student for whom 50% or more of the curricular offerings taken since Fall 2001 were in EWS. Based on these criteria, 82 alumni are included in the EWS alumni report, which represents 22.8% of all alumni respondents.**

**Following are a few demographics of the EWS alumni survey respondents:**

- **16% of the EWS group were alumni of color (N=13)( African American 4%; Native American/ Alaskan 2%; Asian/Pacific Islander 4%; Hispanic/Latino 6%)**
- **76% were female (N=62); 24% were male (N=20)**
- **95% earned a BA degree (N=78); 4% earned a BS (N=3); and the other 1% (N=1) earned dual BAS degrees.**
- **Age: mean: 31.2; median: 28**
- **Of the 82 alumni in the EWS subset: 4 took 100% EWS, 23 took 75%-99% EWS offerings, and 55 took 50%-74% EWS offerings.**



## Class standing when enrolled at Evergreen



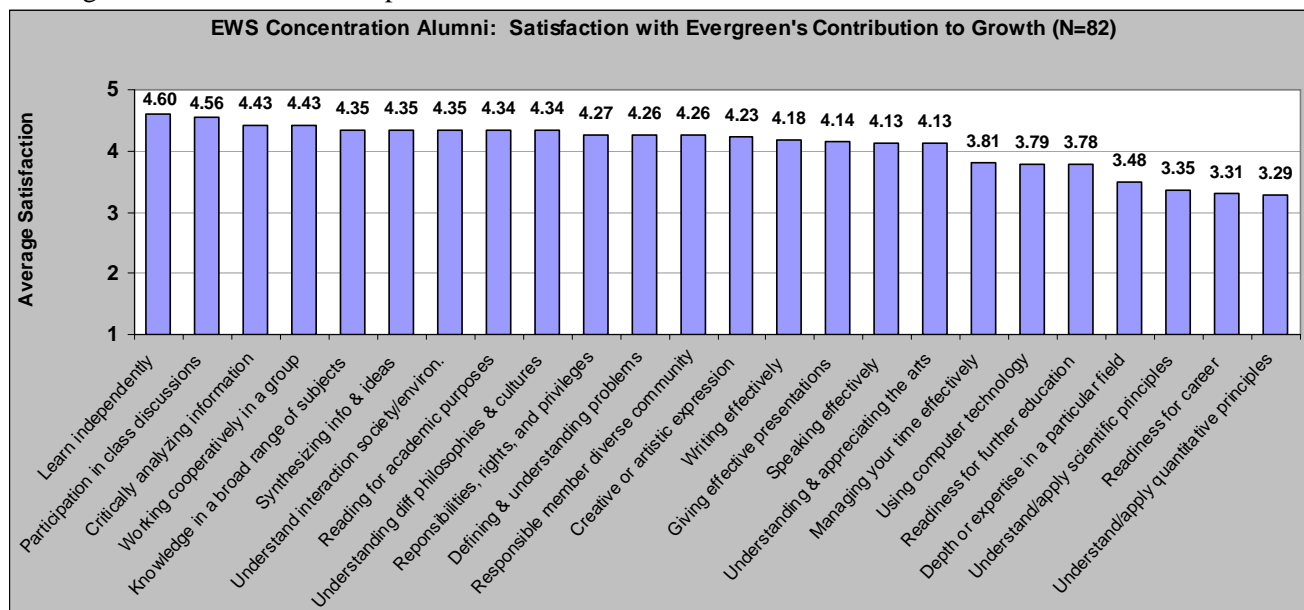
48.8% of the EWS alumni reported that they had first enrolled at Evergreen as junior-level students. During their Evergreen experiences, 80.5% of the EWS alumni were primarily enrolled as full-time students.

## Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in each of the following academic areas on a five-point scale from 1=not at all satisfied to 5=very satisfied.

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	1.2%	4.9%	12.2%	37.8%	<b>43.9%</b>	0
Speaking effectively	0	1.2%	19.5%	<b>43.9%</b>	35.4%	0
Reading for academic purposes	1.2%	1.2%	12.2%	32.9%	<b>52.4%</b>	0
Giving effective presentations	1.2%	3.7%	23.5%	23.5%	<b>48.1%</b>	0
Participating in class discussions	0	1.2%	8.6%	23.5%	<b>66.7%</b>	1
Critically analyzing information	0	1.2%	7.3%	39.0%	<b>52.4%</b>	0
Learning independently	0	0	8.6%	22.2%	<b>69.1%</b>	1
Understanding and appreciating the arts	1.3%	6.3%	20.0%	23.8%	<b>48.8%</b>	0
Understanding and applying scientific principles and methods	3.7%	22.2%	<b>30.9%</b>	22.2%	21.0%	1
Understanding and applying quantitative principles	8.8%	16.3%	31.3%	<b>25.0%</b>	18.8%	2
Defining and understanding problems	0	2.4%	14.6%	37.8%	<b>45.1%</b>	0
Working cooperatively in a group	2.4%	2.4%	11.0%	18.3%	<b>65.9%</b>	0
Readiness for a career	7.4%	17.3%	<b>32.1%</b>	23.5%	19.8%	1
Understanding different philosophies and cultures	1.2%	2.4%	11.0%	31.7%	<b>53.7%</b>	0
Understanding the interaction of society and the environment	1.2%	2.5%	12.3%	28.4%	<b>55.6%</b>	1
Recognizing your rights, responsibilities and privileges as a citizen	1.2%	2.5%	17.3%	25.9%	<b>53.1%</b>	1
Knowledge in a broad range of subjects	2.5%	0	13.6%	28.4%	<b>55.6%</b>	1
Synthesizing information and ideas from many sources	0	1.2%	17.3%	27.2%	<b>54.3%</b>	1
Managing your time effectively	1.2%	6.2%	28.4%	<b>38.3%</b>	25.9%	
Functioning as a responsible member of a diverse community	0	2.5%	12.5%	41.3%	<b>43.8%</b>	2
Expressing yourself in creative or artistic ways	2.5%	3.8%	13.8%	28.8%	<b>51.3%</b>	2
Using computer to present work, find information, or solve problems	2.5%	7.4%	19.8%	<b>49.4%</b>	21.0%	1
Readiness for further education	2.5%	11.1%	24.7%	29.6%	<b>32.1%</b>	1
Depth or expertise in a particular field	2.5%	17.3%	29.6%	30.9%	<b>19.8%</b>	1

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart. EWS alumni were most satisfied with their growth in learning independently, participation in class discussions, and critically analyzing information. This group was least satisfied with their growth in understanding and applying quantitative principles and readiness for career. Average satisfaction ratings for all learning areas fell above the midpoint of the scale.



Note: Satisfaction was rated on a five-point scale where 1=not at all satisfied, 2=little satisfaction, 3= somewhat satisfied, 4=mostly satisfied, and 5=very satisfied.

## Work-related skills and abilities

Alumni rated their skill levels in a series of work-related activities. Then the alumni who rated their skill levels also rated how well the education they received at Evergreen prepared them in each area. The following table provides the frequencies of the alumni responses about their work-related skills. The most common rating category for each work-related skill is presented in bold print for emphasis.

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	1= Poor	2= Fair	3= Good	4= Excellent	N/A	Not at all	To some extent	A great deal
<b>Organize and conduct work effectively</b> (N=78)	0%	5.1%	37.2%	<b>57.7%</b>	0%	3.9%	<b>76.3%</b>	19.7%
<b>Work in a culturally diverse environment</b> (N=78)	1.3%	3.8%	30.8%	<b>64.1%</b>	0%	5.1%	<b>53.8%</b>	41.0%
<b>Effective communication skills</b> (N=78)	0%	5.1%	33.3%	<b>61.5%</b>	0%	1.3%	42.3%	<b>56.4%</b>
<b>Creative thinking skills</b> (N=78)	0%	5.1%	32.1%	<b>62.8%</b>	0%	1.3%	41.0%	<b>57.7%</b>
<b>Decision-making ability</b> (N=78)	0%	9.0%	39.7%	<b>50.0%</b>	0%	16.9%	<b>59.7%</b>	23.4%
<b>Independence and initiative</b> (N=78)	0%	5.1%	28.2%	<b>66.7%</b>	0%	5.1%	42.3%	<b>52.6%</b>
<b>Leadership</b> (N=78)	0%	10.3%	<b>46.2%</b>	43.6%	0%	11.5%	<b>55.1%</b>	33.3%
<b>Negotiating skills</b> (N=77)	1.3%	14.3%	53.2%	<b>31.2%</b>	0%	14.3%	<b>62.3%</b>	23.4%
<b>Research skills</b> (N=77)	0%	22.1%	35.1%	<b>41.6%</b>	1.3%	6.6%	<b>47.4%</b>	46.1%
<b>Willingness and aptitude to learn new skills</b> (N=77)	0%	0%	24.7%	<b>74.0%</b>	1.3%	5.3%	42.1%	<b>52.6%</b>

Note: The number provided by each item reflects the number of alumni who rated their initial skill level; the number varies for some skill areas, since some alumni skipped questions.

## Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=*very dissatisfied* to 4=*very satisfied*. They also had the option of indicating if an educational experience did not apply to them.

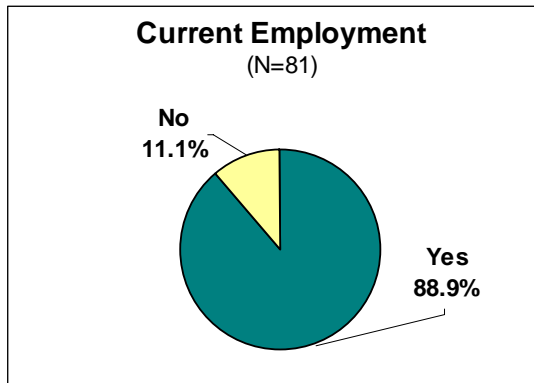
Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Evergreen's interdisciplinary approach to education	99%	0%	7.6%	10.1%	<b>82.3%</b>	2
Narrative evaluations written by faculty	100%	0%	8.8%	32.5%	<b>58.8%</b>	2
The quality of instruction	100%	1.3%	3.8%	40.0%	<b>55.0%</b>	2
Quality of learning interaction with other students, for example, in seminars	100%	2.5%	8.8%	36.3%	<b>52.5%</b>	2
The education you were able to construct as an Evergreen student	100%	1.3%	7.5%	21.3%	<b>70.0%</b>	2
Tolerance and respect shown for different or opposing viewpoints	99%	9.0%	14.1%	23.1%	<b>53.8%</b>	3
Academic advice from faculty	99%	1.3%	15.4%	34.6%	<b>48.7%</b>	3
Opportunities for advanced undergraduate work at Evergreen	90%	4.2%	16.9%	<b>39.4%</b>	<b>39.4%</b>	3
Self-evaluation process	100%	0%	12.5%	32.5%	<b>55.0%</b>	2

For students who participated in each activity, the most common response was that they were *somewhat satisfied* or *very satisfied*. Evergreen's "interdisciplinary approach to education" and "the education you were able to construct as an Evergreen student" were the highest in satisfaction of the common Evergreen experiences. 23.1% of alumni were dissatisfied with "tolerance and respect shown for different or opposing viewpoints".

The following table shows how many students participated in special learning opportunities while at Evergreen. Alumni who participated then rated their satisfaction with the experience. Except in the category *Culminating senior experience*, *very satisfied* was the most common response category.

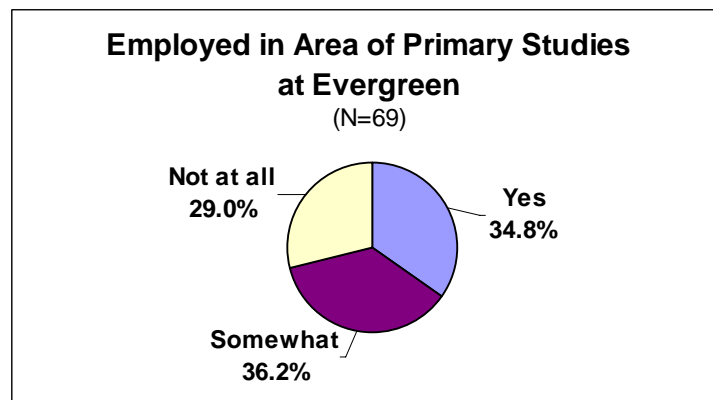
Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Contracts and other individual work with faculty	74.1%	6.7%	6.7%	35.0%	<b>51.7%</b>	1
Community service or volunteer work	42.0%	2.9%	14.7%	29.4%	<b>52.9%</b>	1
Culminating senior experience (capstone, thesis, or senior summative self-evaluation)	24.7%	20.0%	10.0%	<b>45.0%</b>	25.0%	1
Internships	39.5%	6.3%	9.4%	21.9%	<b>62.5%</b>	1
Study abroad	19.8%	0%	0%	33.3%	<b>66.7%</b>	1

## Alumni Employment Data



89% of the EWS alumni subgroup were employed one year after graduation; which is higher than the percentage of all alumni respondents (84%).

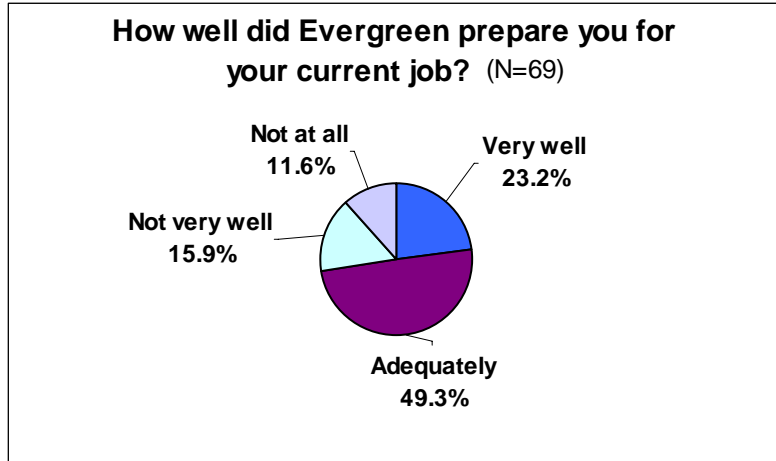
Of those who were employed, 71% of the EWS alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen. This compares to 69% of all employed Alumni Survey 2006 respondents.



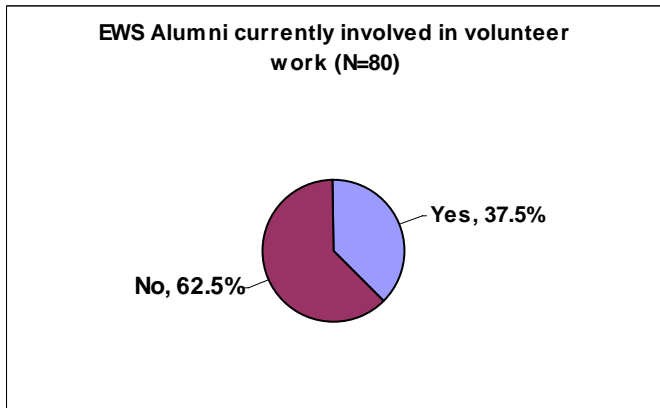
The 72 employed EWS alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Education/Library	15.3%
Office/Administration support	13.9%
Business management	12.5%
Community and Social Service	12.5%
Media and Communications	1.4%
Food Preparation/Service	2.8%
Sales	1.4%
Art and Design	1.4%
Business Operations	9.7%
Entertainer/Performer	2.8%
Farming/fishing/forestry worker	2.8%
Computer/Mathematical	1.4%
Life Science	1.4%
Health Care Practitioner	5.6%
Social Science	4.2%
Construction/Installation/Repair	2.8%
Production/Manufacturing	1.4%
Protective Service	2.8%
Legal Occupations	1.4%
Not indicated	2.8%

72.5% of the EWS alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



### Volunteerism



37.5% of the EWS alumni were involved in volunteer activities one year after graduation compared to 34% of all alumni respondents

### Graduate or Professional School

26% of EWS alumni applied to graduate/professional school within one year. Of the 21 alumni who applied, 13 alumni (61.9%) had been offered admission, another 5 applications (23.8%) were still pending at the time of the survey, and only 3 had been denied admission (14.3%).

Of the total 82 EWS alumni in this analysis, 11 had attended or were currently attending graduate or professional school at the time of this survey. The 11 alumni were continuing their work in Washington (8), other states (2), and internationally (1). Three alumni had enrolled graduate studies at Evergreen in this timeframe. This rate of 14% of alumni going directly to graduate school within one year is slightly lower than the 21% of all Evergreen alumni respondents who entered graduate school within one year of graduation.

Field of graduate study	Number	%
Education	4	36.4
Social Science	3	27.3
Legal Professions and Studies	1	9.1
Foreign languages, Literature, and Linguistics	1	9.1
Library Science	1	9.1
Public Administration	1	9.1

## APPENDIX: Evening Weekend Studies Alumni Subset Narrative Comments

**What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?**

Writing skills, intrapersonal/interpersonal skills, collaborative group work skills, presentations, general people skills (ability to tolerate, accept, understand and work with difference) critical thinking and reading skills. Evergreen was the best gift I ever gave myself. I wish I had gone there straight out of High School.
writing skills, critical thinking. Feeling of ability to succeed.
Working with people in general. In my job as a business manager: Working with artists and customers, developing plans and strategies for business growth. In my community: taking a leading role in the projects and groups that I take part in.
Working independently due to unavailability of faculty.
Working collaboratively and independently, effective communication
Willing to talk in meetings. Interconnections in disciplines.
Utilizing scientific journals to conduct research experiments. Designing projects, modifying them through the process, analyzing data. Working in a group, recognizing group member's strengths.
To work more efficiently with people
The strong background in economics and political movements I gained is surprisingly relevant in my day-to-day life.
The ability to trust myself to do self-education.
The ability to support others in their goals.
The ability to look beyond the box, not just outside, but look for an entire new box. Evergreen helped me to look @ myself as an educational source. If I wanted to know something I was encouraged to seek it out not to wait to hear about it in seminar.
The ability to know what I want to fight for and articulate why I am willing to invest energy and time in the pursuit of my goals. I knew how to make my voice heard before I came here, but I wasn't clear about why I would bother. Leaving here I am much clearer about why I fight for the things I am passionate about. I feel as though I speak from a point of strength now, I can see the value of my efforts instead of just seeing overwhelming futility.
THE ABILITY TO CRITICALLY ANALYZE WRITTEN INFORMATION AND THE ABILITY TO UNDERSTAND AND APPLY QUANTITATIVE PRINCIPLES AND METHODS.
The ability to communicate effectively, both through verbal and written approaches.
the ability to adapt to a career. my AAS degree is in this field, but my BA is in liberal studies. I credit evergreen with growth – I may not have been trained sufficiently to do what I wanted with my BA, but it helped to expand my knowledge.
TESC helped me develop better research and writing skills.
Talking in groups. My friends and I get together and have discussions about books we are reading.
self-confidence. speaking and leadership skills. organizational and facilitation skills. and everything i learned while working at the Evergreen Organic Farm.
Reasoning, writing, decision making, time-management, research.

Public speaking & presentation prep. interdisciplinary education & education
Psychology classes: helped deal w/ cranky customers
Personal growth and acceptance of opposing view points, satisfied my curiosity about different types of people.
People skills, oppression awareness, self-sufficiency
negotiation, critical thinking
My photography work has been wonderful in the traveling I've been doing in the last year, I've been expanding my photography abilities,
My critical thinking skills were sharpened by my Evergreen experience. Because many of the classes' assigned readings and activities that were "recommended," but not required, I soon learned that doing more than what is required is the best way to live life. This really made my learning experiences meaningful and deep. It also helped out when I completed my teaching training at UWT. My experience at Evergreen exposed me to many cultures that I had never even heard about. The faculty at Evergreen constantly challenged me to step outside my realm of knowledge and seek out seek unique perspectives.
Multi-tasking, time management, being self-motivated, finding a will and a way to do what I want rather than wait for it to be handed to me
Love of knowledge and information; ability to interact with a diverse group of individuals; ability to find interest in a VERY wide variety of topics. Research skills, reading skills, writing skills.
Learning more about cultural diversity. Analytical Thinking. Researching Information. Public Relations
leadership, presentation, confidence, understanding and interpretation of research
Leadership, oral and written communication, planning, group facilitation, group dynamics, working with diverse opinions/backgrounds, broad educational background.
Leadership and confidence
knowledge of the environment and interacting and working well with others
interpersonal skills independent study skills
independent learning contracts help me narrow in on my passion. I learned independence, professional social skills and cooperative group work.
I left college with an emphasis in social services and am now self employed flipping houses in Kelso/Longview because I was unable to find a job and needed an income. This is not Evergreen's fault in any way. As a student, I made some poor academic choices, however, I feel my biggest downfall was not being aware of, and not utilizing the schools resources until it was too late.
I learned the basics of American Sign Language, learned about deaf culture and Education. Through contracts I further my education because TESC offers very minimal classroom opportunities for this field. BUT through my own motivation I was able to adequately prepare myself for being accepted into my program.
I learned that I must take responsibility for my own work and most of all I learned effective interaction with others!
i have learned how to communicate better with people. My writing skills are better then what they were in the past.



<p>I developed confidence in public speaking and providing presentations. I use this skill frequently in my current job. Effective communications, in both writing and verbal, is another skill I continue to improve upon in the workplace. This was stress as an important asset for a successful and effective manager. Completing my PLE document helped me prepare for study for and passing the examination for certification as a Certified Professional Public Buyer (CPPB) through UPPCC. This document helped me analyze stages of my life and the lessons learned.</p>
<p>I currently work in a community with a large population of people very low on the socio-economic scale, as well as many people of foreign descent and the elderly. My experiences at Evergreen opened my heart and mind and taught me to see these people as individuals and sympathize with their difficulty in finding adequate health care. On another note, I have become more interested in seeking out projects that interest me at work. I am able to identify what I would like to do, and I have the skills to research and organize my project, and then take it to management where I can present my idea, and almost always get the okay to follow through! It is because of the structure at Evergreen that I was able to gain the confidence to tackle interesting projects, and the skills to convince other people that they are worthwhile.</p>
<p>I am most aware of the high consciousness I have of the issues between the western world and the Islamic world and the foundation of the problems which exist between the two. I am great at being a bridge person and educating people on a day to day level on this subject. I am very confident about myself as an artist and from the "boiling pot" that TESC provided me for developing my work and the conceptual basis of it, I am very wholistic in my approach to this. Perhaps most importantly, I am very aware of privilege and the role it plays in society and in my own life and feel that I have a gift for creating understanding around this that is not based in conflict. I am terribly grateful to TESC for this, though I often feel lonely in my understanding because my experience was so unique.</p>
<p>group collaboration, leadership skills, speaking in public, cultural competency.</p>
<p>Evergreen have lots of chances to learn many different subjects. So I could find something I want to study. After I found the thing that I want to focus, school and faculty support me to develop my idea. For that reason I am able to show something I focused on at college at gallery now. Without flexible school system I don't think I could develop my art work.</p>
<p>Evergreen has taught me to think outside the box and that I can achieve anything as long as I set my mind to it and never give up.</p>
<p>Cultural sensitivity, lesson planning, ASL</p>
<p>Critical thinking, research, writing skills</p>
<p>Critical thinking, effective communication skills, writing ability, ability to function in a diverse society/work environment, empathy/sympathy skills, conflict resolution, etc...</p>
<p>Critical thinking reasoning</p>
<p>Critical thinking and ability to analyze situations from a variety of viewpoints. Seminarng at Evergreen for 2 years helps me at meetings and round table discussions with colleagues and community members.</p>
<p>Critical thinking</p>
<p>Critical thinker, improved presentations, + better at research on issues I don't know enough about.</p>
<p>Critical analysis, writing, ability to work in diverse environment</p>
<p>Computer and digital media skills. Some research skills pertaining to library science, photographic/artistic skills.</p>
<p>Compassion, objectivity, critical thinking, self-confidence, the ability to disagree effectively, expressive writing skills.</p>

communication, working w/others in seminar/groups, critical thinking, meditation
communicating confidently in groups. Writing well & creatively. I'm not shy about solving problems or doing math type stuff like I was before.
Collaboration & communication skills working with diversity, understanding human physiology and the human condition.
Checking many different resources.
Being at Evergreen strengthened my ability to work in groups and taught me how to think for myself.
-Awareness of political economy -Unique lifestyle choices [non-academic]
Anti-oppression training, public speaking, community organizing
Although I am retired, if I return to empowerment I now have a BA degree along with my work experience
Advocating for change in local, state, federal to help my clients and myself.
ability to speak to a group of adults, ability to voice opinion in a group of peers, critical writing, and ability to understand written materials
Ability to problem solve and critical thinking assessment. Writing aptitude. Creative thinking in proposals, presentations, and project ideas.
A strong sense of my own interests and goals.
A skill I value is critical thinking and I'm finding a lack of use in the masters program I am in. I think I learned to speak up in class through seminar and to manage my time as Evergreen had a heavy load of homework. All of these skills help me in my employment.
...essay questions on a survey? well of course, its Evergreen! there'd have to be!... needless to say, reasoning and writing skills are something honed at Evergreen. I live in Belgium, my basic ability at French learned from evergreen comes in very handy. evergreen is a very overall education which gave or improved too many skills to list that are useful in running a growing tech business, with worldwide connections, managing both business and technical tasks every day, while managing my own work and relaxation time -- a skill that must be learned to succeed in evergreen's rather lax, master-of-your-own-destiny upper-division setup.
- global thinking w/ local awareness (in terms of specific jobs) - communication - planning - sensitivity (to issues to difficulty, race, politics, etc.) - foreign language - team work - leadership - management - acceptance/openness

**The Evening Weekend Studies alumni subset from the class of 2004-05 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.**

Yvonne Peterson sponsored several of my contracts when no one else would. I didn't make any real connections with faculty in a student/teacher setting. I have relationships with faculty members in the community and fellow/sister organizers for social justice.
Yes, Walter Grodzik
Yes, some faculty. Especially Dan Leahy and Helena Meyer-Knapp had a strong impact on my education and growth, personally, academically and intellectually.
Yes, I had much support from staff and faculty. Which was the added enforcement that I needed @ times to remember what I could achieve.

When I look back at my Evergreen experience, it is the relationships with my faculty that I will always remember as the highlight of my education. Especially Susan Preciso and Marla Beth Elliott - these women opened my eyes to so many things and helped me grow tremendously as a person. They believed in me and challenged and supported me throughout my education. I am forever grateful to them.
Tom Grissom was by far the best professor and outstanding interesting individual. He changed my perspective on the universe and science during the class "The Physicists World"
Theresa Aragon, Neil Delisanti, John Filmer
Theresa Aragon -- She sets high standards & holds one to them to bring out the best. Stephen Beck was my first instructor at TESC & had a major influence on my success
The Evergreen Student Health Center Student Medical Assistant program contributed substantially to my abilities as a health care professional, my desirability to medical schools, and my personal growth. I am grateful to have been a part of this program and would recommend it to anyone interested in a health care profession. In addition to every Student Health Center and Counseling Center staff member, Cindy Beck, Peter Robinson, Gillies Malnarich, Emily Lardner, Peter Pessiki, and Ted Whitesell made a special contribution to my education and personal growth.
Student Activities gave me arguably more skills and impacted my life to a much greater extent than my classroom experience -- particularly Tom Mercado and Greg Porter. With their help, I gained much needed self-confidence and leadership skills. I really miss the resources in CAB320. Also, THE ORGANIC FARM helped me illustrate my passions in agriculture. I could not have gotten there without Mike Beug and Martha Rosemeyer.
Stephanie Coontz and Nancy Parkes were my two favorite professors. I took multiple classes/programs from each, and feel that they helped me develop my skills the most.
Sonja Weidenhaupt was instrumental in showing me the value and how-tos of effective communication. Ralph Murphy was probably one of the most influential instructors I have ever had. He gave me the tools to think critically and to analyze data and their inherent assumptions.
Sarah Ryan - an inspiration and a supporter.
Sandy Yannone, my employer at the Writing Center had the most impact on my education. My work at the Writing Center contributed more to my education than any of the classes I took here. I cannot adequately express what it meant to be steeped in that kind of writing community. Raul Nakasone also had profound impact on my education. Spending a year enrolled in his program- Patience, studying with his family in Peru, and travelling through South America taught me lessons I could not have learned in any other way. Bill Arney supported another contract that mattered. He allowed me to work with Capital High School students while investigating educational theory. Char Simons encouraged my writing in ways no other teacher did. Emily Lardner is also in this category I wished to work with her a great deal more than I did. Pat Krafik, Michael Pfeifer, Don Foran, and Marla Beth Elliot deserve more than an honorable mention too.
Ryo Imamura, Helena Meyer-Knapp, Joe Tougas
Rick McKinnon, Char Simons
Ratna Roy, Nancy Parkes, Anne Ellsworth, Bob Woods!
Peter Pessiki! Joan Bantz! Cindy Beck! Mark Hurst! Jolie Sandoz! Academic Advisors! Financial aid "lady", Ernestine Kinbro, President Les!
Peter Bohmer, Mary Craven, Holly Colbert
Neil Delisanti !!!!

Nancy Parkes and Dennis Hibbert. Dennis opened up a new realm of fascination for me. I found a new hobby in biogeography, and I appreciate how much I learned from each of his classes. Of course, study abroad with Hirsh Diamant was memorable, and I credit that program with exposing me to what China and Mongolia REALLY are.
Nancy Allen and Susie Seip
Most recently my part-time faculty really helped me gain insight into my life and direction. I was able to grow independent and confident under their care. Helena Meyer-Knapp and Marcella Benson-Quaziana were instrumental in polishing my education into a sharp point.
Mary Craven: Encouraged me to learn more about gender issues. Randy Stilson: Taught me how to research. Joe Tougas: Assisted in writing skills for content etc. Ernestine Kimbro: Gave me support and emotional permission to write for my life.
Marla Elliot and Ann Storey were excellent faculty and made going back to school a great rewarding experience.
Mark Hurst
Marilyn Frasca, Simona Sharoni
Marge Mahoric and Cheryl King
Many of the teachers and faculty were wonderful and very helpful in my studies. I had a tough time with the counselors at first, but found one counselor in particular to be very helpful.
Lots. My professor from the science department in particular but pretty much all of them were great. One was just ok. But even she was entertaining at least. All of them would help me as much as I wanted to get anywhere I wanted. Serious about serving. Excellent staff all around. Make me want to come back.
Liza Rognas is amazing, Joanne Jackson was a big help through some tough times, and Hirsh Diamant was a godsend, he delivered me to my current passion. And of course the TESC Children's Center, where I worked for my three years at TESC and where I learned I really do like children and they like me! Totally changed my direction!
Joli Sandoz is an outstanding teacher, she is the best writing instructor I have ever had. Dean Rita Pougiales is an amazing support person to students, faculty and staff.
Joli Sandoz and Anne Ellsworth really made my time at Evergreen very special and gave me an experience that I will remember for ever! Great Program!
Joli Sandoz -- advocate towards disabilities.
Jerry Lassen and Dave Hitchens' first year history/economics program was important for my transition from high school to college. Evelia Romano opened my eyes to bilingual education, politics of schooling, and my desire to teach.
Jason Kilmer also laid a very strong foundation for my pursuits in research and graduate work. Stephen Beck's influence on my writing and critical thinking skills was amazing and continues to impact my current processes. Without these two faculty, whom I worked with for a very brief time my senior year, I don't think I would be prepared at all for continuing my education.
Jan Ott - I was going to study psychology, but she encouraged me to follow my heart and pursue teaching. So, I completely changed the course of my career. Joli Sandoz - My experiences in her classes were amazing. She touched me emotionally. She really cared. Anne Ellsworth-- Anne is AMAZING. She is one of my favorite people in the world. I have learned a lot from her. Career Development Ctr.--They really me in finding a prof. school to complete my teaching training, I'd have been lost without this service.

In my first year, John Filmer was my primary instructor at Evergreen. He exposed me to the wide world of diverse writers and voices in the business world. Most of all, Neil Delisanti was the most influential during my time at Evergreen. He offered encouragement as I sought promotions in WSDOT. He offered guidance for future career moves. His commentary of my papers were helpful in establishing concrete, critical analysis of reading assignments. I feel I am a strong writing and can analyze problems more effectively and efficiently as a result.
I thought Susan Preciso was a phenomenal professor and Kate Crowe...Always professional, organized, helpful and provided insight, mastery in their field etc.
I mostly study under Mike Moran. He exhibits his sculpture at many different places. I was really happy to have him as my faculty, because it is way better to have teachers who actually doing something out side of school, so they can tell us something more useful than textbook.
I feel that the two quarters I took with Stephanie Coontz were some of the most challenging and rewarding quarters from my 4 years in college.
I attended Evening and Weekend classes. All of the instructors were great, but I especially felt supported by Helena Meyer-Knapp, Susan Preciso, and Sarah Ryan. Other instructors who enhanced my learning experience were Joe Tougas and Stephen Beck.
Hugh Lentz, Steve Davis, MalPina Chan, Susan McNeil, Katie Baldwin, Colleen Cox
Hirsh Diamant and Frances Rains
Helena Meyer-Knapp was an ongoing source of support throughout my educational experience at Evergreen.
Helena Meyer-Knapp changed my life. I love her!
Gail Tremblay, Simona Sharoni, Lance Laird, Therese Saliba, Hirsh Diamant, Char Simons, Peter Dorman and Joe Fahoum.
Frances Rains, Liz Frey (part time, summer), Nakoto Okawahara (visiting), Daryl Morgan, Bob Haft
Faculty: Jean MacGregor- Environmental education instructor, Peter Randlette- music technology instructor, Larry Mosqueda- political science instructor. Resources services: Photoland, media services, music tech labs, musical inst. checkout, gameroom, and Sean Williams.
Dr. Mark Hurst, Marla Elliott, Mary Craven, Emily Lardner, Jane Wood, Jean Eberhardt, Joyce Stahmer in Advising, Edwin Bliss
douglas schuler douglas schuler douglas schuler. brilliantly teaching computer science emphasizing social responsibility and taking a no-nonsense view at possible futures and technology's place within them.
Dianne Conrad, Char Simons, Kate Crowe
Dianne Conrad at the Cooper Point Journal. I can't begin to describe the many things she taught me about...myself, life (both personal and professional)and what I need to continue to focus on to succeed. Plus she's a dear friend. Thad Curtz added depth to my education- he's a wonderful teacher. Other notables: Dean Olson, David Marr, Sam Schrager, Cynthia Kennedy, John Filmer.
David Marr, Laura Coghlan, Joan Bantz, Alan Nasser, Peter Dorman
Daryl Morgan taught me a lot about woodworking, which has helped me to think 3-dimensionally and realize how materials can be transformed to work for the benefit of humankind.
Candace Vogler is a genuine counseling professional whom I would love to see duplicated in the working world...A true inspiration in the ways of viewing and accepting individuals and their way of being or mode of thinking...

Both Tim Kelly (Transcendent Practices 2004) and Peter Randlette both have contributed to my personal growth at Evergreen and the "real" world.
Bob Haft was so inspirational & encouraging,
Arlene Sandifer-Cruz, Teresa Aragon, Anne Ellsworth, Jason Kilmer.
Anne Ellsworth: Awesome sign language teacher. Arleen Sandifer- awesome teacher in law and debate
Anne Ellsworth, who is the ASL teacher, she also works in the Library. She got me where I am today. Thanks Anne. Also, love Daryl Morgan, Mike Moran, doranne crable...wonderful faculty
Ann Storey, Joli Sandoz
Ann Storey was an amazing teacher, who inspired me and pushed me. The students all loved her. Her passion for art and travel was infectious, and she believed that anyone with a will could do anything if they applied themselves. She was not judgmental and not a pushover, able to meld differing opinions in the classroom. She wasn't afraid to correct or advise you. Evergreen is lucky to have such an EXCELLENT staff member. I would take any class she would teach.
Although I greatly admired most of the faculty on campus, I would have to say that the team that taught Health and Human Development were three of my favorites. Jan Ott, Carrie Margolin, Nancy Cordell.
All the science instructional technicians and several professors, Erik Thuesen especially.
All of the science dept. in general, and the QLC Director [Vauhn Foster-Grahler].
Absolutely! Nita Rinehart is a true mentor and friend. She offered me invaluable educational feedback and encouragement. Susan Preciso has fantastic passion for writing and literature. I learned so much from her and owe her for all her help and encouragement, as well. Also, Ron Barnhart in the part-time studies counseling office was the reason things went so smoothly for me starting my education at Evergreen.
Absolutely! I was ready to quit Evergreen after my first quarter because of the pair of instructors I had. While I learned a great deal and enjoyed the class, the evaluation process / experience with these instructors was simply terrible. I could not believe the immaturity these two people displayed during the process. Fortunately, I decided to give Evergreen one more chance. I was accepted into Theresa Aragon's course in business administration. She co-taught with Neil Delisanti, also an amazing instructor and incredible man. Theresa was most definitely a demanding instructor who pushed very hard, but she also was an amazing coach and encouraged her students to keep going at difficult periods of workloads, deadlines, many many papers... I can't begin to say enough about both Theresa and Neil and how they shaped my Evergreen experience. Had I not had the encounter with them following that first class experience at Evergreen, I would had almost certainly left the school. I had other very good instructors as well following that first experience, but Theresa and Neil made the difference.

**If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?**

<p>We only have BA and BS. When I applied for graduate school, some schools asked me to get a BFA. I thought I would find what I wanted to study and focus on art as other students who have BFA. Evergreen helped me to find what I want to do, but I was hoping the school would have a BFA program. For art, a BFA degree makes students easier to apply for a job or graduate school. I was hoping to have more different types of art faculty. It would be more interesting school.</p>
<p>Understanding and acceptance of cultural diversity including conservatives, Republicans, and all walks of life that are not well-represented at TESC.</p>
<p>Um..not much! ..More affordable meals, open more often? I had Saturday class and having nothing good around was a bit of a let-down...and that pizza in the CAB gives me and others the runs, lol, check into that!!</p>
<p>There needs to be more diversity in regards to faculty teaching and subjects. The world does not consist of only liberals.</p>
<p>The only thing I would change would for Evergreen to offer more Grad programs such as a "Green MBA."</p>
<p>Students should be held to higher standards in order to get credits and graduate. Watching people who were unable to write complete sentences in class receive the same diploma I did was disappointing.</p>
<p>Sometimes the professors lack a level of professionalism in the sense that they are just a little bit too out-there. That said, I also had a handfull of utterly amazing professors who blew me away with what they had to offer. It's hard when you are a student paying your own way to show up to a class where the prof wants to do Tai Chi for 30 minutes as a warm up, say, in a class completely unrelated to the art form. If I wanted to study Tai Chi extensively I would have signed up for that. Sometimes classes felt like a waste of time (this was rare, but when it happened it was extremely frustrating). Time is money. Money is time. Education is priceless but no one wants their time wasted within the classroom.</p>
<p>Some classes/programs cover a wide range of topics, and due to the time constraints of the quarter system, the coverage of some topics is a bit superficial.</p>
<p>Seminars, I never liked them, too much stress. They made me anxious, which made it a difficult learning environment.</p>
<p>Seminars are so ineffective. Students are rarely prepared. It's often a joke. When instructors are involved in the seminar process and present in a group, it's much more productive. Some instructors who transition from the workforce to college don't know how to build course work that is of value.</p>
<p>Registration process (too hard to get into classes).</p>
<p>Offer more evening classes to those who work during the day. More weekend classes.</p>
<p>Narrower/better focus and more study abroad. More language.</p>
<p>More required work with different computer software in full-time programs.</p>
<p>More outreach and after-graduation support for job searching and professional development. Evergreen does not really prepare their grads for the conventional workplace; many employers do not think outside the "box."</p>
<p>More focus on grad school prep (i.e.--basic proficiencies like Art History 101 NW + US History 101).</p>
<p>More evening class options (for more than 4 credits each) per quarter. As an adult returning to Evergreen, night classes were my only option.</p>

More business and economic programs would have been very beneficial. I could never get a straight answer (or the same answer) from Financial Aid.
More accessibility to graduate programs at other schools. There is too much catch-up work to do for me to get an MA from the University of Washington since I was not prepared to transfer to that school. More programs that are designed to transfer OUT of Evergreen would be nice.
<b>MANDATORY SEXUAL HARRASSMENT TRAINING FOR ALL FACULTY</b>
Make the parking closer and free. Offer pre-graduate programs.
Lower-level math courses or a refresher course for college-level math would be helpful. The lowest level math course available at the time of my attendance was Calculus. Many students in this evening class had not taken a college-level course in a number of years. One student in my class had not taken one in 15 years; for myself, it was close to that as well.
Instructors not pushing their political views and basing their view of the students that way.
Increased diversity in student population. Local/sustainable food services. More environmental education-focused programs/courses. To a lesser degree--intramural sports participation.
Incorporate fresh faculty perspective (many "close-minded" facilitators). Even if they may be "right" in their thinking, such an attitude closes the door for creative thinking. Execute further encouragement to enroll/tailor contracts to subjects that are more concrete and venturous...I regret being allowed (and somewhat encouraged) to study things in which I already had background and/or were "cop-outs" to serious academic progress...
Inconsistency of the programs. Some classes are constructive and great, others are a waste of time. I would like to see more part-time classes offered in the day time. I found the part-time programs more challenging and useful; the faculty, more experienced.
I would put my efforts into making older returning students (as well as night and weekend students) aware of and welcome to the resouces that are available to them. I believe that many older returning students have a misplaced sence of matuity that prevents them from seeking help...and utilizing it. Through research that I conducted on campus, I found that many older returning students fealt isolated and somewhat rejected.
I would put more money and institutional resouces (more faculty) at the Organic Farm so that students can have wider opportunities in agricultere at Evergreen. I would also kick out whichever multinational corporation is currently operating food service at Evergreen and replace it with a Culinary Arts program.
I would offer more night classes and more hands-on art classes that accept more than 24 students (eg. ceramics and wood shop).
I would offer evening/weekend classes during the daytime. In other words, single discipline classes offered during the daytime would allow a lot of students greater opportunity to choose their education more appropriately, through class instead of program (but I wouldn't get rid of programs entirely).
I would like to create a program that would better ensure the pedalogical methods and integrity of the professors. I would make it inexusable for mediocre or low-level work to pass with a decent evaluation.
I would like more oversight of the faculty's evaluations of student work. Many of my evals have proofreading and editing mistakes; two of them even have my name misspelled! That looks very sloppy and unprofessional. I had a really hard time with the lack of clarity from several of the teachers at Evergreen. It's nice to have some flexibility & fluidity with assignments, but I really did not know what was expected of me in several classes.
I would implement more requirements for courses so we can get a more in-depth education.



I would hope that students would have a better access to the Fine Arts Programs. I had to wait almost four years to get into a photography class. Also classes would be a little more focused to prepare for specific employment after graduation.
I would have went to Evergreen for my whole 4 years and maybe stayed longer. I would have applied for scholarships instead of racking up student loans. Also, I would have liked to volunteer more and get involved in various activities.
I would have wanted an advisor to help me select my classes, in order to ensure a more deliberate, focused course of study, which is what employers/public expect.
I would have used Academic Advising more. I might have found another way to get all my teaching prerequisites while pursuing my central passions. The path I followed does not appear coherent to folks outside of Evergreen, and I even have trouble understanding the thread.
I would change the perception that studying at Evergreen is anything but serious. I would also redesign the Core entry program. I think the class was too large, even with multiple faculty members, and too broad.
I would add a larger Deaf Studies program, including Deaf Education/Cultural Studies, and more advanced American Sign Language, and an Interpreter Training program. Sarah Williams ruined my experience of fulltime programs. Her teaching style and
I wish there was a way for new transfer students who come in as sophomores to get into classes such as Metalworking before they are seniors. This would have been my area of focus, had I been able to get into the class before I was a senior. I don't like how teachers seem to take your self-eval and re-write it in their own words. I'd rather have their true opinion of my work than a good eval. I felt many, not all teachers did this.
I wish someone would point out the hypocrisy of those idiots that prove away Pro-Life demonstrators and mistreated them, free speech anyone? But that's a personal issue, not an institutional thing. Really, I can't think of anything I'd change institutionally.
I wish I would have had more mandatory career counseling from right when I transferred in.
I wish Evergreen offered more Master's programs. I would have loved to continue at Evergreen, but there is no psychology degree offered.
I was disappointed that Evergreen did not have any upper-level Botany classes. I also did not like seminar and the combined "programs". I wanted to pick and choose, and chose the wrong school for what I wanted to accomplish, which was a degree in Botany.
I was able to attend Evergreen through the Evening and Weekend Studies program. Without this program I wouldn't have been able to achieve my goal of graduating. Having said that, I think there needs to be more diverse course/program offerings for students attending during those times. I felt I often had to just pick a program that best fit my interests and schedule, but didn't fully engage me or offer me a true understanding of any particular subject - I always felt like I needed/wanted a bit more from the curriculum. While I did feel challenged academically - it was more from the pressure to do so much in so little time rather than the subject matter/course of study.
I think it might be important to have mandatory career counseling for students. While I learned a lot at Evergreen, when I graduated, I felt like, "okay. I have a diploma. Now what do I do?"
I struggled with the process of writing self-evaluations. Perhaps it's just a difficulty I have about writing good or bad elements of my performance. Anyway, for me it would have been helpful to have had a better structured format (much like this questionnaire) to follow. Secondly, and I think this is true at all schools, it would have been much easier economically if course text books or assigned books for a particular course were identified much earlier--perhaps before course postings each quarter. Doing so would give students the opportunity to locate these books through sources other than the book store, where prices are simply unreasonable.

I feel that I am inadequately prepared if I were to attempt graduate school at this time in writing, math, or most of the basic foundation course structures. I would have students each year check the advances in their major against a test or two and see if they measure up to others at other four-year colleges.
I enjoyed my time @Evergreen --I don't think I would change anything.
I don't think I would change anything.
Have the right staff/administrators pay more attention to faculty evaluations to improve faculty performance for the benefit of students' education.
Have some day classes available for night students. Have an orientation for returning "older" part-time studies (night) students who may be intimidated at returning.
Go to a graded system. It is difficult to get into grad school because of the evaluation process. It meant taking the GRE and MAT. There is a real lack of color on campus. Why is it that evergreen is not recruiting students from around the state (i.e. eastern Washington, etc.)? Why is it that all the day students are young? I often felt very unwelcome in day programs as an older student of color.
For social sciences, I'd like more terminology...would be very helpful in current endeavor. More diverse graduate program options--I'd really like to receive my Masters from Evergreen, but the current choices aren't appealing. You should definitely offer a Social Sciences graduate degree.
Focusing more in areas so that major and minor are more specific (i.e. Social Services, Policy).
Expand the opportunities for study at Grays Harbor and other local colleges on weekends. Without this chance to attend school at GHC I would not have graduated.
Evergreen's emphasis on interdisciplinary education can interfere with students' abilities to achieve focused learning.
Evergreen speaks about open-mindedness excessively and I have found that faculty and students create their own little world and don't let anyone in and don't expect people that are not exactly like them, yet never stop preaching about being open-minded.
Cost (: I would try to offer students more courses that supply info on professional careers, i.e., a course dealing w/ the foundational issues. Skills regarding library and information sciences, or business, or education, etc.
Bring back Matt Groening for grad speaker!
As a parent I had to choose classes that also worked with my family schedule--i.e. I did not take M2O because of its intensive requirements.
Add additional graduate programs.
A better way to advertise to students the services available on campus such as Key student services, First Peoples, and Access Services. I was eligible for all these programs but didn't hear about them until the end of my schooling at Evergreen. Evergreen ideals matching up with reality more, such as faculty being open to criticism. Faculty and students having educational events on consensus and anti-oppression.
1. Make Evergreen more career-oriented 2. Have more food options.