

THE EVERGREEN STATE COLLEGE
Excerpts from the 2002 Alumni Survey of the Class of 2000-01

EVENING AND WEEKEND STUDIES SUBSET

The overall response rate for locatable members of the class of 2000-01 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total Alumni Respondents N=293	EWS Alumni Subset N=87
Social Sciences	(N=95) 32.4%	(N=32) 37.8%
Culture, Text & Language, Humanities, Language Arts	(N=54) 18.4%	(N=16) 18.4%
Environmental Studies	(N=38) 13.0%	(N=12) 13.8%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%	(N=7) 8.0%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%	(N=8) 9.2%
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=22) 7.5%	(N=8) 9.2%
Native American Studies	(N=7) 2.4%	(N=2) 2.3%
Other field: Education	(N=4) 1.4%	(N=2) 2.3%
Other field: Midwifery	(N=1) 0.3%	--

The following data include only the responses from a selected subset of Evening and Weekend Studies students. The senior year enrollment history for survey respondents was reviewed to determine their eligibility for the EWS subset. The group includes any student who took an EWS half-time program at Olympia or Grays Harbor during their senior year, even if they also participated in the full-time curriculum. In addition, the subset includes students who for at least one quarter of their senior year took only courses, or only a combination of courses and contracts/internships with EWS continuing faculty or adjunct faculty. Students who took a course concurrently with a full-time program are not included in this EWS subset, (unless they also met one of the other criteria). Based on these criteria, 87 alumni are included in the EWS alumni report.

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

- **16% of the EWS group were alumni of color (N=14).**
- **74% were female (N=64); 26% were male (N=23).**
- **86% earned a BA degree (N=75); 12% earned a BS (N=10); and the other 2% (N=2) earned dual BAS degrees.**
- **78% reported their primary enrollment status at Evergreen was full-time (N=68).**
- **22% reported their primary enrollment status at Evergreen was part-time (N=19).**

24% of the EWS alumni started at Evergreen as freshmen. It was most common for alumni to report starting Evergreen at the junior level.

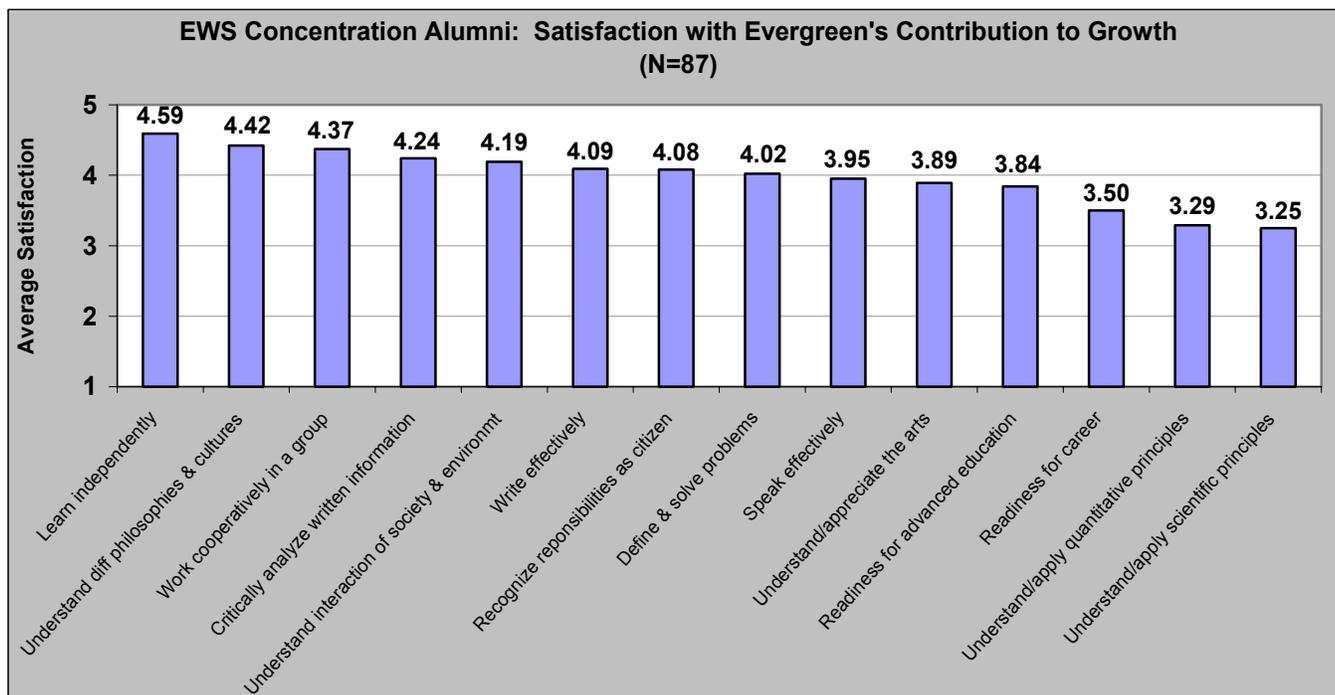
Class standing when enrolled at Evergreen	EWS Alumni Subset N=87	Total Alumni Respondents N=293
Freshman	24.1%	28.3%
Sophomore	17.2%	20.5%
Junior	49.4%	43.3%
Senior	9.2%	7.8%

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	0	4.7%	14.0%	48.8%	32.6%	1
Speaking effectively	0	5.8%	24.4%	38.4%	31.4%	1
Critically analyzing written information	0	5.9%	14.1%	30.6%	49.4%	2
Learning independently	0	0	8.2%	24.7%	67.1%	2
Understanding and appreciating the arts	3.6%	2.4%	25.0%	39.3%	29.8%	3
Understanding and applying scientific principles and methods	7.4%	19.8%	29.6%	27.2%	16.0%	6
Understanding and applying quantitative principles and methods	6.1%	20.7%	26.8%	30.5%	15.9%	5
Defining and solving problems	0	4.7%	23.3%	37.2%	34.9%	1
Working cooperatively in a group	0	4.7%	9.3%	30.2%	55.8%	1
Readiness for a career	7.0%	16.3%	22.1%	29.1%	25.6%	1
Readiness for advanced education	1.2%	11.8%	23.5%	29.4%	34.1%	2
Understanding different philosophies and cultures	0	2.3%	11.6%	27.9%	58.1%	1
Understanding the interaction of society and the environment	1.2%	5.9%	9.4%	40.0%	43.5%	2
Recognizing your rights, responsibilities and privileges as a citizen	1.2%	4.7%	15.3%	42.4%	36.5%	2

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, understanding different philosophies and cultures, working cooperatively, and critically analyzing written information. This group was least satisfied with their growth in understanding and applying scientific and quantitative principles. Average satisfaction ratings for all learning areas fell above the “somewhat satisfied” 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.

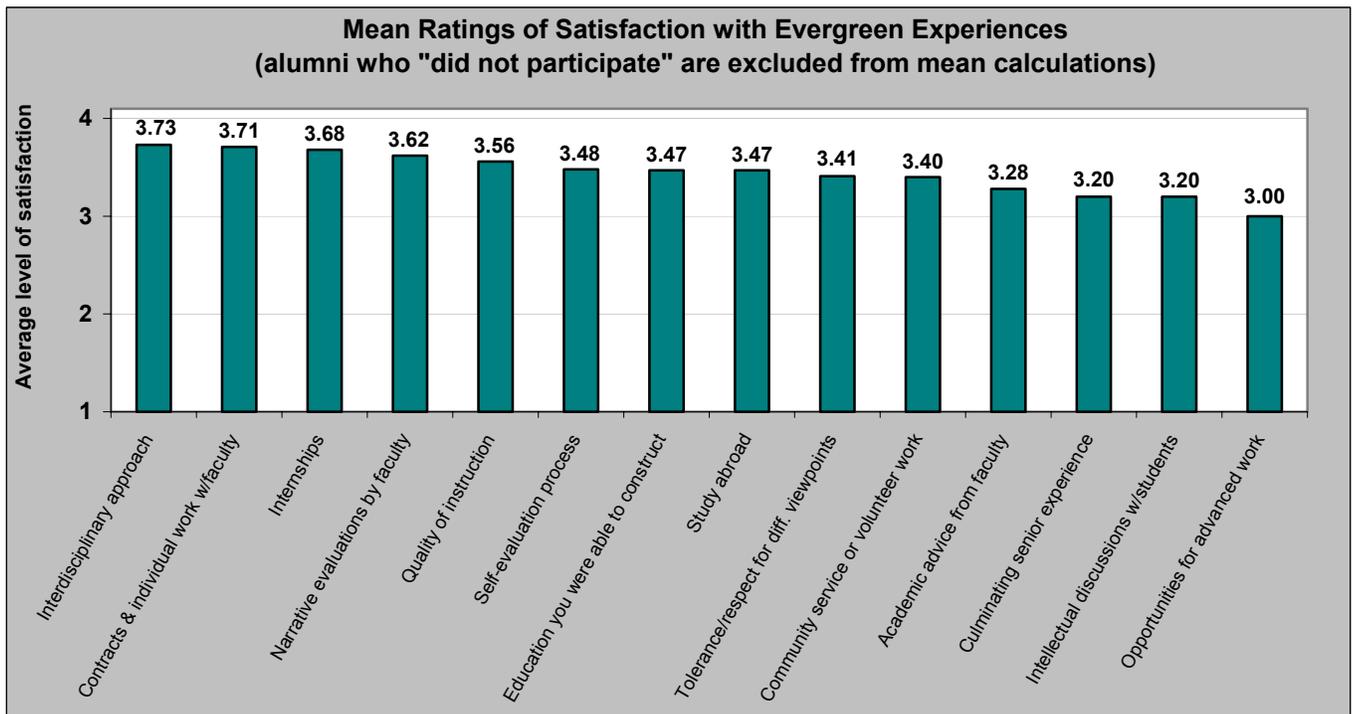
Satisfaction with Evergreen Experiences

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 that they *did not participate* in a particular experience.

All of the EWS concentration alumni (100%) indicated that they had received narrative evaluations from faculty, participated in constructing their own education and interdisciplinary work, engaged in quality instructional experiences, and had intellectual discussions with other students. Nearly all EWS alumni had been exposed to different or opposing viewpoints (99%), completed self-evaluations (97%), and received academic advice from faculty (95%). Participation rates in other experiences were somewhat less universal.

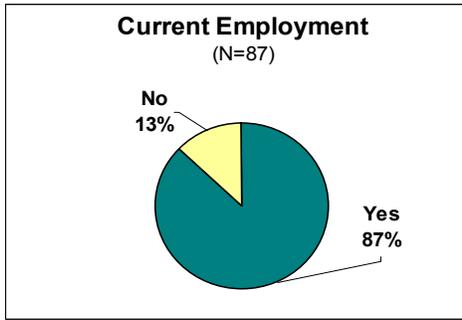
- 76% participated in contracts and other individual work with faculty
- 64% participated in opportunities for advanced work at Evergreen
- 55% participated in community service or volunteer work
- 48% participated in a culminating senior experience
- 44% participated in internships
- 17% participated in study abroad

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. As evident in the following chart, the means for all items fell at or above the satisfied region of the rating scale (mean score above 3.0). Evergreen's interdisciplinary approach, contracts and independent work with faculty, internships, and narrative evaluations received the highest average ratings.



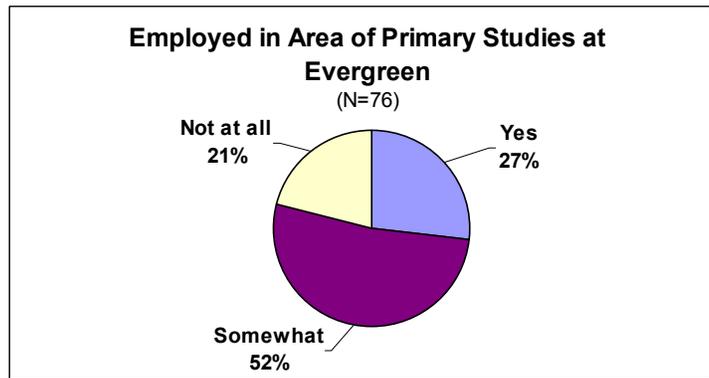
Note: Satisfaction was rated on a four-point scale where 1=*very dissatisfied*, 2=*somewhat dissatisfied*, 3=*somewhat satisfied*, and 4=*very satisfied*.

Alumni Employment Data



87% of the EWS alumni subgroup were employed one year after graduation; which is identical to the percentage of all alumni respondents.

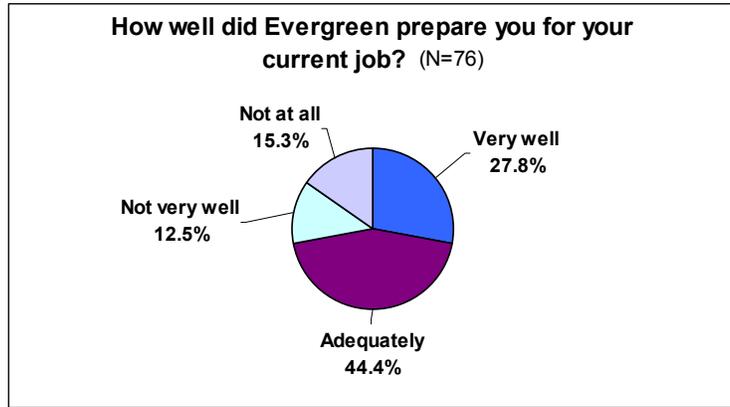
Of those who were employed, 79% of the EWS alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen. This compares to 74% of all employed Alumni Survey 2002 respondents.



The 76 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.

Business support (office manager, financial, clerical, etc.)	15.8%
Teaching/education	15.8%
Social services/political or community organizing	14.5%
Business administration (management, marketing, public relations, etc.)	10.5%
Medicine/medical technology/health services	7.9%
Expressive arts/media	6.6%
Computer programming/data processing	5.3%
Natural sciences (biology, physics, chemistry, math, etc.)	5.3%
Sales/service/restaurant work	3.9%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	3.9%
Agriculture/horticulture/landscaping	2.6%
Environmental work	2.6%
Law Enforcement	1.3%
Not indicated	3.9%

72% of the EWS alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 87 EWS alumni, 13 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. Four were enrolled in Evergreen’s Master of Environmental Studies, Master of Public Administration, and Master in Teaching programs. Two were at the University of Washington studying Library Science and Medical History and Ethics. Two others were enrolled at City University in Teaching and Public Administration programs. The others were attending Argosy University, Lewis and Clark College, Seattle University, The School of the Art Institute at Chicago, and Western Washington University. They were pursuing degrees in Clinical Psychology, Creative Writing, Deaf Education, Law, and Vocational Counseling. All 13 felt that Evergreen prepared them *adequately* (54%) or *very well* (46%) for their graduate and professional programs.

This rate of 15% is slightly lower than the 17% of all alumni respondents who entered graduate school within one year of graduation. However, of those who had not yet attended, 80% of the remaining EWS alumni intended to apply to graduate school in the future.

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?

Ability to analyze both sides of a situation/scenario to arrive at a better conclusion.
Ability to take charge when necessary and work independently. Learned to write and research business plans as part of Independent Learning Contract.
Ability to think independently; Ability to learn and apply what I've learned; Ability to communicate; An ability to acknowledge my unique story and choose what I love in the world..
Ability to utilize technology especially specialized software applications. Writing skills, both technical and general (i.e., business memos, etc.).
Analytical thinking, communication skills, understanding and interacting with others
At Evergreen, I learned how to write effectively. Presentations every week made me become comfortable with speaking in front of an audience.
At this time, I am a Stay-At-Home Mom with three children. In the future I plan to attend Graduate School. Most of my skills are being used to teach my children
Awareness of cultural and environmental issues. Work great in groups, able to debate and come to conclusions. My greatest strength and skill learned at Evergreen was attributes of the heart.
Being able to communicate with diverse groups. Ability to work independently as well as being a team player.
By sharing my own experiences (academic, personal and employment), I discovered a greater value in them.
Computer architecture, low and high-level programming, openness to really weird viewpoints.
Creative problem solving
Critical reasoning/analysis; better understanding and appreciation of diversity; and increased desire to write- and write well! My 2-year involvement as a medical assistant in the student health clinic provided me with excellent hands-on training that is easily transferable to varied community medical settings. My personal interest in energy work and hospice/end of life issues were enriched through several classes and especially through several independent contracts that turned out excellent!
Critical thinking skills, "big picture" framework.
Critical thinking skills, writing, communications
critical thinking skills; organizational skills; public speaking
Critical thinking. Group seminars helped me to respect the ideas of others and their opinions.
Critical thinking; group/teamwork; research and application; self evaluations; writing skills; applying business organizations to larger universal areas, such as environment, family, and comparative thinking
Environmental awareness; Independent learning skills; Understanding different philosophies
Expressing my thoughts in a group environment (seminar). Faculty/student relationship: ability to feel comfortable with supervisors (evaluations).
First and foremost, the ability to listen critically in a musical context. The ability to produce and record musical experiences. Enhanced my public speaking ability. Renewed my interest in learning
Flexibility, open-mindedness, persistence (it took me 10 years to finish due to job, family and chronic illness), strength in research, writing and working independently. Courage to follow my own interests
General: Critical thinking; interdisciplinary thought; networking; independent learning skills (very important)// Specific: plant taxonomy; ecology; natural history; journaling
Graduate level work and research projects. It also allowed me to present at WPA Conference. This helped me with graduate school.
Group interaction/dynamic and cooperative accomplishment of projects.
I acquired better communication skills, which supports both my professional and personal life. My writing skills improved from attending Evergreen, which enables me to articulate myself on paper and verbally. I think it just really taught me to put as much into something as you want to get out of it. Effort and focus creates manifestation!

I believe in myself, my opinions, observations, and leadership abilities. The job interviews that I have participated in have all been positive, and future employers are impressed with my abilities in critical thinking and grasp of the situation and solution.
I believe research and the writing were the most helpful
I developed the ability to work productively and resourcefully on my own. I developed confidence in my own voice and abilities. I developed my own resourcefulness and learned how to ask for help when I needed it, and how to locate the assistance I need. I learned something about putting together a curriculum for myself and how to guide my own process, but I have not yet mastered this. These are all things that I developed primarily through contract work, although I did some independent work in class as well. The contracts were so helpful though and the contract system was the reason I chose to go to Evergreen. The opportunity to work one-on-one with a professor is normally only afforded during graduate school.
I found my "voice" at Evergreen. I am now working on making it not tremble- when I am passionate about a topic in a meeting and in disagreement with others.
I gained a lot of experience in doing presentations, and also in writing articulately, and being able to analyze a piece of writing. I gained a lot of computer experience, and gained research skills. The library and its staff were great.
I gained a lot of web/computer programming skills at Evergreen and I use those skills everyday at work.
I gained more perspective and through seminar and appreciation for diversity of opinions and views which provides for increased open mindedness, tolerance and communication skills.
I have learned to analyze information, think critically, respect diversity, and use my writing and laboratory skill proficiently.
I learned how to work in a team with diverse groups of people.
I learned the ability to learn.
I learned the importance of self-expression and allow my students to be themselves...let them out of the box J
I think it taught me to attempt to think "out of box"
I was able to improve my writing skills through the many research papers I wrote at Evergreen. Learning alternative viewpoints on many issues and subjects was also valuable part of my Evergreen education. One of the best qualities about the school is its amazing ability to instill a sense of duty to make the world a better place. Many schools are focused solely on grades, tests and making lots of money.
Increased awareness of issues important to others, became less self-centered. Increased inner picture of my artistic abilities and goals. In group discussions I learned that my comments are not always necessary to be spoken. On the other hand, sometimes it was critical to speak up because of my age perspective. More self-leveling evaluation, on-the-fly.
Independence (research skills, leadership skills, self-motivation, choosing a course of study); Critical reading, critical thinking; writing for an audience (not just for myself)
Independence, critical thinker!
Independent study skills and an understanding of combining several specialized concepts in the real world.
Initiative, communication, group work, critical analyze, holistic thinking/perspective, community minded, consciousness.
Interacting with diverse groups
Interpersonal skills
Making decisions and doing what it takes to get things done (independent contract). Enhanced photography skills. Belief in my abilities and talents (dance).
My ability to work with others and to do substantial research.
My communication skills were definitely improved upon and I gained a lot from my interactions with my professors. I also learned more about hypocrisy than I ever thought I would.
My writing has improved tremendously. My ability to communicate effectively in writing is an important part of my profession. My critical thinking has also become more highly developed
New teaching methods. Seminar is a wonderful method of teaching. Appreciative inquiry for problem solving is another useful tool.
None. Can sort of use Excel at work. Actually that's not true. I did learn that I study better at home by myself than with a bunch of people bickering at each other. Actually that doesn't benefit me at all-since I now stay away from working in groups of people because none of my groups at Evergreen agreed to disagree

One strength I developed was the ability to be more vocal. Seminar and group projects helped me in this area. Entering graduate school I believe this will be very beneficial.
Open to discuss issues from all sides with a goal to reach a common solution or understanding.
Open-mindedness is one of the best qualities I obtained at Evergreen. The ability to judge someone by their words, not by their appearance, is a special gift.
Organization; conflict management; leadership; presentation/public speaking
Patience, critical reasoning, logic, writing skills, orator
Public speaking; working with groups; doing an internship at PAWS Olympia Wildlife Center – I am now certified and working on my license.
Putting together a nice art portfolio. Being able to evaluate people and myself
Relating to people; thinking about young people; political interest/awareness; social consciousness; analytical thinking
Self-discipline, critical thinking, group process management
Since I was an international student from Japan, I improved my English ability as a second language. I also gained writing skills, and learned that there are much more things to learn or problems to solve in the world.
Speaking up when things aren't right or safe when working with expensive technical instruments. Dealing with people who disagree with or don't do a good job. Wanting to learn more and do my best.
Speaking/Presentation; Group interaction; Problem solving
Stronger political and social views- and better understanding of my perceptions of the above.
Teamwork, writing skills, presentation abilities
The ability to communicate effectively with others
The ability to communicate effectively; the willingness to try and succeed at things I have no experience with; spontaneity; commitment to my own process
The ability to make Science an interdisciplinary study. The ability to relate well within a culture of a different race, religion, and socioeconomic level. The importance of imparting critical thinking skills to others.
The ability to really listen and understand and use other peoples points of view.
The ability to research information, resources, etc.; public speaking, group working skills, problem solving
The ability to work independently and think critically and to further learn and develop skills. Also, the ability to work in a team setting. I've learned to look beyond the basics and further dig to find and figure out all aspects of what I'm working on.
The ability to work well in groups as well as individually. Better communication skills, and the ability to excel in a variety of disciplines.
The critical thinking skills acquired have enhanced my communication, both verbal and written, which are especially useful in my current endeavors.
"The Powers and Limitations of Dialogue" honed some of my communication and conflict resolution skills. "Victoria Still Rules" exercised my group-work abilities and, to a small extent, my research skills. Both courses furthered my growth as a critical thinker and proponent of group learning. The non-competitive environment was harmonious with the cooperative environment of the nonprofit work I do. However, I cannot honestly say that I <u>developed</u> any of these skills at Evergreen.
The seminars helped me learn to express myself and to feel more confident. Evergreen gave me encouragement to learn and explore outside my regular closed box. It opened up new ideas.
The seminars were a great deal of help in getting me to be more active in a group setting.
To equally weigh issues from conflicting viewpoints- to think for myself and draw alternative conclusions- let the imagination take over when critically analyzing social symptoms, etc.
To succeed in this school you have to be a self-starter and individually motivated to accomplish good work. I feel that I had the opportunity to develop my writing skills to a level that made graduate work possible.
To work independently but also as part of a team. To value other peoples' opinions even though they may be different from mine. To be organized at all times
Tolerance and ability to better manage my time.
Tolerance for other peoples' differences.
Understanding the importance of process has been the most beneficial attribute I picked up at Evergreen. The college provided the liberty to design my own curriculum, and with the opportunity came more responsibility, the necessity to visualize a final project, and the intermediary steps required to achieve that final project.

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

A better connection between Evergreen academics and extracurricular activities would be a nice addition. I'm beginning to realize that I didn't take advantage of many resources that were at my fingertips i.e. sports, drama groups, physical fitness facilities.
Attitude and image – a small number of students reflect on the overall appearance of the college. After attending Evergreen I truly realize what a great learning environment this college is. I would like to see a change in the way the community accepts this institution. Respect for others is discarded based on self beliefs.
Availability of administrative resources such as registration, student accounts, and counseling outside of normal business hours. Timely processing and delivery of official evaluation forms. I often received my eval at the end of the next quarter. This caused me problems since my employer required a copy of my letter grade or eval form signed by the instructor, prior to being reimbursed for tuition.
Before I ever even applied to Evergreen, I spent time researching my options. I went to the council office and talked to 3 different people regarding my plans for attending Evergreen. I asked for a way to ensure I was not going to be lacking in any requirements to continue my education after Evergreen, but was informed they had nothing that would outline any requirements. This was/is still frustrating.
Better advising and post graduate help, smaller seminars again.
Evergreen is a good school and it is difficult to critique because my perspective could be totally different from someone else's and my experience was a difficult one having children/a family. I would have liked more support from faculty.
Evergreen really needs to create a better transition period for those who are transferring from other schools. I felt as though I had no support, nor did I know what to use at the school.
Faculty have a significant impact on the quality of a class. It would be helpful to have information about each professor to make more informed decisions when choosing programs. I wish I had had more time there!
Faculty needs to be more organized, particularly in regards to use with media equipment. Every single class I took wasted time with the details involved in using technology. Also, faculty working as a team should be clear and coordinated with each other's ideas so that they are all communicating the same deadlines (and such) to the students. Faculty should also recognize that when raising discussion of serious issues, they should act as a supportive facilitator to make sure that personal insults are not tolerated and that everyone's perspective is allowed a voice. I have seen many seminars shut down when they became arguments between a few students, and faculty did nothing – or even participated in the argument – to bring about any sort of understanding or resolution. Financial Aid office personnel gave me false information and jeopardized my ability to continue my education. If personnel are not able to provide accurate information, then students should be able to set up individual appointments with the actual Aid director to get serious questions answered. I understand that there is a high volume of students using this service, however I have heard multiple horror stories of money being taken away or not coming through because of the discontinuity of information given by the office employees. They are not particularly friendly or helpful, and quite honestly they should be. They hold a position that could make or break a student's education, and should take that service very seriously.
Financial Aid: employ <u>more</u> and <u>new</u> staff. Current staff constantly appeared disgruntled and unwilling to offer any help. Very discouraging as an addition to a full course load. A dismissive and condescending attitude was often present.
Get rid of some of the dead weight faculty that should retire. They are burnt out.
Go lighter on the socialistic attitude- political agendas should not be a part of each class. Try to change the local areas perception of TESC- I am proud to be a grad from there but many make fun of the "greeners".
Have more business classes.
Having worked as a plant (facility) engineer for a Kodak research lab for many years, I must state that space allocation and usage is pretty abysmal. Seeing the Mac classroom in the computer center used as a regular classroom is pathetic, almost as pathetic as seeing 6 students and an instructor seminar in the recital hall for hours on end. Using specific use areas in non-specific ways is wrong and very wasteful of the capital expenditures used to create them.

I did not find the self-evaluation process particularly useful. Also, I felt that most of my faculty evaluations were not entirely indicative of my work – many were too general to the entire class, not my specific performance in the class. This was especially true of my programs, many of which faculty did not get to know me or my academic goals and/or strengths. At times, this left me unhappy with my Evergreen experience, especially when I felt the faculty member should have known certain things about me or my goals (after taking multiple part-time programs with him or her).
I feel that the seminars need to be more structured by the instructors. More instructors I had allowed students to get <u>way</u> off the subject matter. They also often allow one person to repeatedly dominate and use way too much time up in seminar, and often never encourage quiet students to take part.
I really longed for the level of academic rigor that is sometimes found at Evergreen but is not required. I wish that students were more accountable to the group for how their involvement or lack of involvement in their own studies affects the whole group.
I remember there were “quiet” dorm buildings when I lived on campus, but other buildings were too loud to study at. Evergreen should have a few “officially loud” buildings where music kids or drunk kids live, and all other buildings should be quiet. I couldn’t study in my room at all. Also, computer center and library should be open 24 hours.
I think Evergreen needs more writing workshops!
I think students should be required to be more focused and prepared by the end of their time at Evergreen. They need to have figured out what they might want to do when they graduate, even if it’s multiple options, and make sure they use their last year at Evergreen becoming prepared and ready to pursue those options. For example, students should have a completed portfolio.
I think that Evergreen is a wonderful school for self-motivated people, you can get as little or as much as you wanted, and still graduate either way. I wish that for the people who aren’t self-motivated, and could use a little push now and then, that there were advisors that checked your progress along the way. Someone who motivated and inspired you and pointed out the all the opportunities available, because I really wasn’t aware of all my options. I think computer skills could have been pushed a little more. The staff at the Computer Lab could be more approachable and nice and helpful.
I wasn’t much interested in going to college when I went. Not Evergreen’s fault. I couldn’t figure out how to learn the things I wanted to learn while at Evergreen. I felt alienated by the political/intellectual environment of Evergreen
I wish I could have earned a teaching certificate there, so I could have my own classroom while attending the MIT program.
I wish I’d attended 4 years instead of transferring. I’d define my academic goals/path more, but would stick to the same emphasis- Humanities. I think academic counseling and guidance should be implemented more in students’ educational process. Teachers shouldn’t allow the focus/purpose of seminar to stray. I found it irritating when students talked in circles and the teacher would not (briefly) re-direct.
I would add an MFA program
I would better regulate students writing abilities. It should be an instructor’s responsibility to correct and guide students’ writing abilities. I wiggled through all of their offenses, defending my inability to write. Now I struggle. So, perhaps administration could initiate a cattle prod program to shock students into accepting their current inability to write, and necessity to improve writing abilities while still nestled in the warm bosom of the educational system.
I would change Evergreen by making it a lot more racially diverse.
I would encourage faculty members to teach more consistent upper-division science classes so students can better plan their curriculum, over a four-year period. I was very frustrated as a senior that there was not better selection of upper-division ecology and biology classes. I ended up taking several graduate-level classes and a political science my senior year, which were valuable, but they did not necessarily follow a logical academic trajectory.

I would have appreciated more structure at the college, more guidance. I discussed this with another alumni and he said if only Evergreen paid attention to the students who weren't benefiting from the school- we would be in a different boat. I continuously cut classes and dropped classes. It should have sent up red flags-but at Evergreen it was dismissed (I did get a letter about the situation but it was thrown away). Any other school would have made an attempt to correct the problem (my brother's school UT called our parents when his academic standing was compromised). I wish that there had been more classes with more availability. I took mostly the dump classes to graduate- because my 1 st choice was never available. I really regret going to Evergreen because I left with nothing to help my future. I did learn things I never would have learned on my own, like tapestry, but that doesn't pay my bills.
I would have attended/completed much sooner if I'd learned/found out that TESC was/is a legitimate institution – its extremist reputation does much to undermine its credibility. There needs to be a lot more information sharing between part and full time studies classes. I would have rearranged my work schedule had I known more about the full time classes.
I would have entered as a Junior instead of as a Senior.
I would have looked into one of the classes I signed up for more before registering.
I would like to hear someday that the first thing that comes to people's minds about Evergreen is its education, not the "hippies or greeners". I would hope that Evergreen can be regarded as a rigorous college, not an institution that allows "underwater basket weaving" courses.
I would like to see Evergreen offer a Master's degree in clinical and/or counseling psychology
I would love to be able to pursue a graduate degree in film/video/communications. I think TESC is the perfect school to offer such an academic program.
I would make a clearer distinction about upper division classes. I found that in botany courses, social science courses, and part time classes designed as upper level, no prerequisites were required or prerequisites were not enforced. Students in these classes weren't prepared to engage on an upper level.
I would not let the faculty flunk a student who had put 90+ hours a week into a subject when that faculty was not even putting in the minimum amount of teaching. I would put people in the career office who were not baffled by science or at least have more than one person who did more than show you a couple of web sights to look at.
I would offer more programs to enable a student to fulfill MIT pre-reqs. It became challenging to acquire what was needed by taking full-time programs, half-time and 4 credit classes, rather than having specific full-time programs that have all that is needed over a 2-3 yr. time period.
I would offer more weekend classes.
I've only spent a year at Evergreen. It would have been nice to stay longer to study.
Improve computer lab
In my experience, there is no sense of "career" preparation at Evergreen. Rather, there is an atmosphere of "life" preparation. Now, I would accept the argument that "life" is more important than "career" and that the skills that seminar learning develops are applicable to careers. Unfortunately, too many of my graduate peers are finding themselves at a loss when it comes to acquiring and holding a job with an attractive salary. Please don't discount my observation; I know that many things are more important than money: love, family, joy, right livelihood. But poverty sucks. And a low-paying job may be spiritually satisfying but it doesn't provide for the needs of a baby.
Informing students of their responsibility to school and workforce, that it is equal. And the need to research job interest 1 st day of school for future job placement. For example, I type 35 wpm and jobs require 50 wpm.
It is most problematic to travel back into time-not? Why, if ever given the chance, distort the distorted- get me here? However, TESC should direct social science majors/liberal arts students in the direction of grad school- for myself that is the only lack in LA knowledge- to further it!
It was always a little disturbing that in general, the class body & faculty spent a great deal of time questioning and analyzing the status-quo and the "political right"- frequently providing depth and insight- however, many similarly erroneous and fallacious arguments from those proposing change and the "political left" were never questioned, giving no opportunity for intellectual progress left of center without first bashing the status-quo and the "right".
Letting certain students overpower discussions and ruining the education process for others because of their adamant opinion. The negative community response to Evergreen.
Library hours on Sunday and alumni library privileges.

Make faculty evaluations weigh more in continuing of faculty at school. Different graduating system because some teachers are getting away with students failing grades/exams but giving passing evaluations.
More advanced courses that work better for grad schools
More art classes which aren't centered on male European artists/art. More classes offered in women studies.
More art mixed with science. More business and economy classes. Students are often narrow-minded, stuck on hippie ideals, not truly open to learning all perspectives.
More classes for part-time studies.
More community-based "positive and legal" activities. TESC needs local support and May Day protests distracts from that support and damages school's credibility. Less anti-establishment whining and additional critical thinking, solutions, and conflict resolution (with respect for differing opinions).
More computer skills offered and possibly required courses have to be taken before graduating.
More direction from faculty. I often felt that faculty wasn't present enough, taught no true, concrete facts, rather too much openness (needs direction, sticking to syllabus, teaching facts). Students didn't seem too focused. Too much party, not enough study. Seems like Evergreen has been accepting every applicant. Arun Chandra was a disgrace to Evergreen. I was ashamed and embarrassed to be part of his class. He was unprofessional, insulting, and a waste of my tuition dollars.
More effort put into the synthesis of programs – many of them sound amazing but in reality, the faculty aren't able to gel it that well and they can feel disjointed as if they were separate courses entirely.
More library access to scientific journals. A graduate program that encompassed a broader range of disciplines. I think that a multi-disciplinary approach to graduate school would be a great addition to the WA State University system.
More part-time graduate studies for teacher's program/masters (weekend and evening)
More rules, more guidance, higher standards, crack the whip! (students, teachers, administrators get away with doing as little work as they wish!); better funding for the library
More support and direction through academic advising. Counselors are not knowledgeable.
Offer more classes that directly interest groups of students that are pursuing the same interests/degree. For example: Basic prerequisites for natural science/environmental studies (8 credit program, interdisciplinary). More elective classes for arts so more people have exposure, rather than 16 credit programs (8 credit electives).
One thing that I would change is the workload of a 4-credit class. From my perspective the 4-credit class was just as much work as a 12-16 credit class.
Our community's opinion of TESC needs to be more positive.
Personally, I do not believe all internships are worth senior credit. Group work is difficult and frustrating however, invaluable experience for entering the workforce. I wouldn't change any aspect.
Probably things I have no right to and can't change about the student body. Many people in the Northwest (employers for example) still see Evergreen as "that hippie school," and I was actually surprised at the level of pretentious slackerdom in the student body while I attended.
Quality of instructors varies from wonderful to dismal. Honest feedback cannot be given to an instructor if you need that teacher's help with contracts or letters of recommendation in the future (speaking of negative feedback). The physical plant significantly hampers learning. Cold or hot classrooms, noisy fans, broken furniture, dirty public gathering spaces.
Sometimes it was a bit difficult to "plan" my classes, because: I was a part-time evening student; there are fewer classes for students to choose from who want to work and go to school; and very few classes are repeated with any regularity. If I missed taking a class, then I did not know if I could take it at a future time.
Speak more in terms of diversity as a personal sense. It is everywhere at Evergreen, but it seems to be so abstract. We really don't learn a lot of details about people from different backgrounds (i.e. how is their life different?) without the drama attached to it.
Students not taking full-time programs need to be taken more seriously. Just because a student is not available for day-time classes does not mean the student is not serious about their education. I felt that the Dean of Part Time studies brushed me off as someone not serious enough. I would change that attitude completely. It was hard enough to work full time and go to school full time. I would rather not have to deal with attitude.
Take advantage of Media Services and take more computer classes.
Teachers setting it up so there was less of an incentive to b.s. about the work they didn't do. I know a lot of Greeners that rarely did the reading. More qualitative work would help.

The classes I had at Grays Harbor were limited in subject matter. Business degrees are interesting to a few, not all. Also, we were given the same teachers repeatedly in Gray's Harbor. This limits subject area content and the rich learning experience that Evergreen has to offer. Let me add however, the teaching was excellent, just not varied.
The college should offer a Master's degree in Computer Science.
The enrollment staff (registration) doesn't seem to consider students customers. My experience when registering was always a little negative, they don't seem to like students. Maybe training...
The first aspect that I'd like to change would be to expand the science programs. Evergreen's teaching style is an excellent way to learn science. I found some (if not most) programs to be too specific and not for everyone. I would have liked to stay another year but found nothing of interest being offered in the next school year. More surveys on student interest should be done to find out what students want. Seminar-based classes are not the greatest. More resources for the sciences are needed. Lab equipment should be updated and more updated library resources are needed.
The part-time studies program needs work! There really isn't much of an interdisciplinary approach in these evening programs. I also feel that the part-time studies faculty was often not as committed or interested – they frequently expressed lack of support/connection from TESC. In one disastrous class at night, it was blatantly obvious that the faculty really knew nothing at all about TESC's philosophy and style! She quit halfway through the quarter!
To have a deaf education program within the education track. I had to have an independent contract for the 2 yrs. that I was there. This was great because I got a lot of one on one work with my teacher but it would have been nice to have had peers to share my experiences with.
Updated classrooms

The Evening Weekend Studies alumni subset from the class of 2000-01 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.

All of the staff and faculty that I encountered at Evergreen were helpful, especially the red-haired woman at Registration. Special mention must go to Patrick Hill. He is one of the two most engaging, articulate and challenging teachers I've ever worked with. He is uncompromising in his expectation that we do our best. With his facilitation, seminar was always everything seminar is meant to be.
All were very good.
Ann Storey and Sarah Ryan
Anne Ellsworth
Arun Chandra was spectacular. Simona Sharoni encouraged my growth.
Bill Ransom, Joe Feddersen.
Bob Haft, Sarah Ryan, Simona Sharoni
Bob Leverich, Kate Crowe, Alan Nasser
Brian McMorrow was probably the most wonderful teacher I have had in all aspects. David Rutledge was by far the most interesting and profound. I have learned so much in his classroom. Jeb Thornton was the one contact that I had with the office. He personally guided me through all the college paperwork stuff. Without his help, I believe I would not have made it.
Brian Price and Robert Cole
Carrie Margolin gave me confidence in math and statistics. She is a generous and talented teacher. Ron Henson for willingness to meet students where they are at and for his passion for art history. Brian Price for his nurturing spirit and love of critical thinking and history. Ryo Imamura provided excellent material and high standards.
Char Simon's encouragement/invitation for an ILC to work on my book helped me continue with academic work while pregnant and caring w/my fourth child.
Craig Carlson taught me more about myself than I ever thought was possible. He challenged me and I will miss him a great deal.

Dave Hitchens kind of acted as my advisor. He was a very understanding and kind man, plus a wonderful teacher.
Dave Milne and Erik Thuesen (faculty) definitely made my educational experience at TESC rewarding. They made learning rigorous, challenging and enjoyable.
Doug Schuler and Randy Groves. They are the best instructors I've ever had and I really appreciate what they taught me.
Dr. Brian Price taught me to organize my goals. I learned that I need to organize my life or college would've eaten me up. Dr. Al Wiedemann allowed for the opportunity to find my course of study, observe, and most of all, love plants for their dynamic beauty.
Dr. David Paulsen in the Science of Mind program supported me through the program. He is valuable to Evergreen
Dr. Mark Hurst, Kate Crowe, John Perkins, Russ Fox
Dr. Theresa Aragon and Mr. Neil Delisanti. Both of them provided support, advice, and help while understanding other demands in life but still maintaining a high level of performance expectation.
Emeritus Professor Bill Williams, who taught a climatology program I was enrolled in during a pivotal point in my Evergreen academic career. I'd also like to thank the people of Cooper's Glen, the crazy guy, coin-op laundry, the fern spirits, the tree people, and the police.
Evelia Romano is by far the most effective faculty I have encountered at this school. She pushes students to achieve the highest quality of work they are capable of, and she acts as a living example of one who also achieves such levels in her own work. Ratna Roy was also a very powerful influence throughout my education here. She was both challenging and supportive, and enriched our seminars with her worldliness and thoughtfulness. Joyce Stahmer at Academic Advising provided excellent support during my times of need.
Faculty- Ernestine Kimbro
Frederica Bowcutt & Terry Hubbard
Gail Tremblay, Carol Minugh, Alan Parker.
George Freeman, Tom Womeldorff, Carol Minugh, Hirsh Diamant, Setsuko Tsutsumi.
Helena Meyer-Knapp
Helena Meyer-Knapp, Susan Preciso, Carrie Margolin, Jules Unsel, Cindy Beck
Helena Meyer-Knapp, Susan Preciso, Heesoon Jun, Mark Hurst
Hirsh Diamant was a wonderful, insightful instructor, who went out of his way to make sure he was being a wide range of educational options to the lesson plans
Hirsh Diamant's class Arts and the Child was pretty much the only time I really felt interested/engaged/inspired by a class at Evergreen. I had many great professors, I just couldn't figure out how to learn what I wanted to at Evergreen.
I believe all of my teachers, classes, and opportunities have done exactly that! Thank you.
I enjoyed all of the faculty at Evergreen.
I had great faculty- Joli Sandoz, Sarah Ryan, Nancy Koppelman, Joe Tougas, Mary Craven, Susan Preciso and John McCann. Also- really appreciate help and compassion from Deborah Rohovit in part-time advisors office
I had some outstanding faculty who encouraged me and had faith in my ability, they worked with my learning issues and helped me to regain my confidence. These faculty were Erik Thuesen, Paula Schofield and Andrew Brabban, Char Simons, Peter Robinson and Marty Beagle (in lab stores) also my work Angie Skov, Jean Eickholt, Linda Pickering was wonderful to try to get things done for my accommodations as well as Niki Amarantides in Key Services.
I have to give Peter Pessiki special credit. He seems to be respected by the students but unable to achieve the full-time status that he deserves. He puts more time and energy into his teaching/research than any other faculty member I know.
I particularly enjoyed my classes with Joe Tougas, especially our trip to Mexico last summer. He has a very refreshing attitude about teaching and worked very hard to get all students engaged (thinking about and discussing) in class, while at the same time encouraging all points of view.
I really felt honored and grateful to most of my faculty that I was experienced at Evergreen. To name a few: Hirsh Diamant, Olivia Archibald, Justino Balderrama, Terry Ford, Emily Decker, Nancy Koppelman, and Anne Ellsworth.

Janet Partlow, who was a Physicians Assistant in the student Health Clinic- and supervisor/teacher of the student medical assistant program there- was invaluable for me! She not only trained me to be an excellent clinician, but she continually supported and mentored me as I explored avenues of personal interest within mainstream and alternative health fields. Also- Joli Sandoz and Emily Decker were superb faculty with regard to my writing and its development- their feedback to me on paper and in person was so relevant and professional. I feel strongly that Joli and Emily offer the kind of instruction necessary for graduate level work/writing... something I didn't receive much of at TESC, unfortunately, in part-time studies.
Justino Balderrama, and Mark Hurst. They were great and encouraging and challenged me at the same time.
Key services made me feel welcome and a part of the social structure at Evergreen and I strongly suggest that it expand to reach more students who need the extra help and guidance in the adjustment to college life.
Lee Lambert was a great instructor, and an inspiration and help to me choosing to apply to law school. I had a few instructors who were terrible, but I won't name names. Liza Rognas in the library was a great help to me.
Mal Pina Chan truly cares about students. Kabby Mitchell III treats students as his equal. Mike Moran's thorough and to the point teaching style is very effective.
Marge Mohoric and Mark Hurst- two very educated, well rounded instructors. Open to all types of ideas and different perspectives, enjoyed learning from both.
Marge Mohoric- Business competencies; Dr Mark Hurst- psychology (SOS); both consummate professionals and genuinely decent human beings. Both dedicated to help each student learn. Life-long friends now
Mark Hurst (psychology), Joe Tougas (ethics/philosophy)
Mark Hurst, Helena Meyer-Knapp both gave me encouragement and permission to go beyond and to believe in myself. They believed in me when I was afraid. Deborah Rohovit
Mark Hurst, Kate Crowe, Don Bantz, Simona Sharoni, Deborah Rohovit at Academic Counseling, J.E.B. Thornton
Michael Pfeifer was a great help to me and was very encouraging to me, as I am an "older" student.
Most of the faculty were great to work with and learn from, but I think some of the greatest learning experiences came from the other students during seminar.
My academic advisor and a faculty member.
My first year at Evergreen I was enrolled in a program that made the students do an individual project. I found an internship that basically led me into a career choice. I had no idea what I wanted to do prior to the internship but thanks to the requirement in the program I found something that I really enjoy doing. I would highly encourage all students to find an internship.
My growth came through my courses. Plants and Healing was a particularly challenging and fulfilling course.
My most amazing academic experiences were with Don Finkel who unfortunately is no longer with us. Wendy Freeman, the director of the Career Resource Center, provided amazing support to me throughout my Evergreen years. She really changed the way I think about work and I am indebted to her for it.
Nancy Parkes-Turner- Always provided a very safe writing environment for her students.
Neil Delisanti was the most influential
One of my instructors, Carolyn Dobbs, her enthusiasm for volunteering has made me want to volunteer more myself.
Patrick Hill
Paul Butler did some fantastic things for me! My TESC experience would not have been complete with out him.
Paul Przybylowicz and Mike Beug were great teachers, and have given good advice after I was out of their classes.
Pete Sinclair, give that man what he asks for! He is a phenomenal wellspring of experience and knowledge.
Peter Pessiki, Howard Schwarz, Paul Butler
Peter Randlette, Marge Brown
Professor Alfred M. Wiedemann, Lab II
Professor Tom Rainey, Joyce Stahmer in student affairs
Rebecca Chamberlain

Rose Jang, Lin Crowley, Peter Bacho- were all very helpful in my educational process. Rose and Lin both taught me Chinese- because the class was not offered at Evergreen. Peter Bacho was an excellent mentor in writing. He participated in our seminars and controlled the flow of discussion, which is the one thing Evergreen needs to do- is control the group discussions. I don't know how many hours of my life were wasted by people bickering and regurgitating the same discussions over and over again. East Wind West Wind classes were the only classes I truly enjoyed.
Simona Sharoni really helped me start expanding my awareness around social issues, particularly related to gender.
Simona Sharoni, Pat Labine, Russ Fox, and all my friends at student activities.
Susan Aurand
Susan Preciso- wonderful supportive faculty! As an older student, Ms. Preciso was instrumental in assisting me. Jolie Sandoz- fabulous teacher! Well organized, caring, and supportive.
Susan Preciso, Helena Meyer-Knapp, Marla Elliot, Jolie Sandoz top my list of faculty that have made a genuine difference in my education and personal growth at Evergreen.
Terry Ford from "Forms in Nature" 1999-2000. She was my first seminar leader, and very helpful and understanding about my ability of work as an international student.
Terry Setter; Peter Randlette
Thad Curtz who was the first professor I had at Evergreen really inspired and pushed me to do great work. Tom Rainey who is perhaps one of the most passionate teachers I have ever had.
The art teacher I had- Ann Storey
The faculty who had the greatest positive influence on me during my time at TESC are Rebecca Chamberlain and Doug Schuler. All of my faculty, with few exceptions, were excellent, but these 2 and their program had the greatest impact on my educational experience.
The housing facilities team helped me so much in dealing with future jobs. Working in housing facilities has been the BEST job I have had and has been the greatest challenge and learning experience. Scott Putzier has been a huge influence and great boss.
The use of acupuncture and healing touch in the health center was incredibly valuable to me, as I ripped a tendon in my hand several years ago. I thought my hand was permanently damaged until I visited the Evergreen health center. Janet Partlow did healing touch to my hand, and this was the first time my hand was free of pain in two years. Discovering healing touch and acupuncture through the health center helped me to heal my hand and changed my life.
There was no particular individual, faculty or staff person that made a genuine difference to my experience at Evergreen. Media loan service made special contributions to my education by providing necessary equipment, advice, and recommendations, conveniently, and free. Faculty and staff as a whole were awesome. I was inspired and intrigued by the staff and the faculties' drive to continue their education. Allotting time for sabbatical, weekend seminars, intensive programs, research, and other various means of gobbling up information.
There were many: Emily Decker, Susan Preciso, John McCann
Theresa Aragon- amazing instructor
Tom Grissom!!!! Sara Rucker in the academic advisor office.
Too many to mention
Virginia Hill had an amazing influence on my Evergreen experience. Her teaching and personal guidance allowed me to broaden my viewpoints and absorb much more knowledge than I thought possible. Working with her was a wonderful privilege
Wendy Freeman at Career Development. Hirsh Diamant