

# Evergreen One-Year Alumni Survey 2016

## A Survey of the Undergraduate Class of 2015

### Tacoma Subset

#### Introduction

Every two years, the Office of Institutional Research and Assessment surveys undergraduate degree recipients one year after graduation. The survey collects alumni outcomes data such as employment status, post-baccalaureate studies, and participation in volunteer work. Alumni are also asked to provide feedback on their learning and experiences at Evergreen and are given the opportunity to offer recommendations for how Evergreen can better serve its students. What follows are results for the Tacoma subset of survey respondents. Additional information about survey methodology can be found in the full report, *2016 Alumni Survey of the Class of 2015*, at [www.evergreen.edu/institutionalresearch/alumnisurveyoneyear](http://www.evergreen.edu/institutionalresearch/alumnisurveyoneyear).

#### A. Sample Size and Response Rate

<b>Total Tacoma Undergraduate Degree Recipients 2015</b>	<b>87</b>
Number with no known address or email	0
Deceased	0
<b>Final Sample Size</b>	<b>87</b>
Refused	2
No Response	59
Paper Survey Respondents	0
Web Survey Respondents	26
<b>Total Respondents</b>	<b>26</b>
	<b>29.9%</b>
	<b>Response rate</b>

#### B. Respondent Demographics

Survey results were representative of the overall population of 2015 Tacoma graduates in terms of age, sex, Pell status, and first generation status. Representativeness could not be tested for disability, low income, poverty, or veteran status due to small sample size. Detailed demographic data are provided in Appendix A.

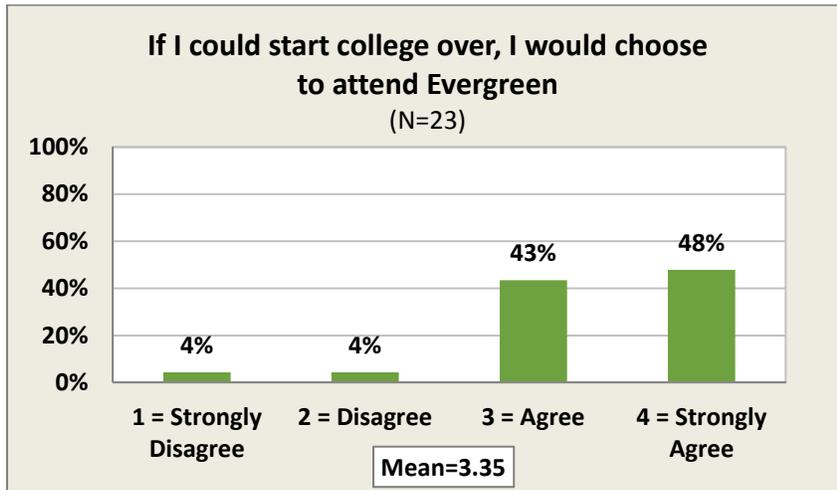
#### C. Primary Area of Study (Concentration) at Evergreen

Alumni were asked to identify the category that best described their primary area of study at Evergreen. The distribution of their responses is presented in the table below.

<b>Primary Area of Study</b>	<b>N</b>	<b>%</b>
Social Sciences	13	50.0%
Liberal Arts/Interdisciplinary Study ( <i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i> )	8	30.8%
Education	<5 each	19.2%
Humanities, Cultural Studies, Languages		
Science, Math, Computer Science		
Sustainability		
<b>Total</b>	<b>26</b>	<b>100%</b>

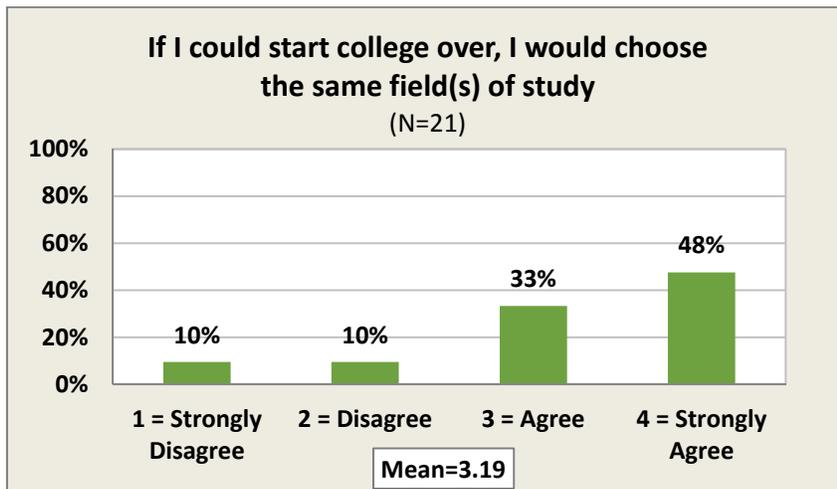
## D. Satisfaction with Evergreen Experience

Alumni were asked how strongly they agreed with two statements related to their Evergreen experience, using a four-point scale from (1) Strongly disagree to (4) Strongly agree. For both questions, alumni indicated substantial agreement.



If they could start college over, 91% of Tacoma alumni agree they would choose to attend Evergreen.

Note: Categories do not sum to 100 due to rounding



81% agree they would choose the same field(s) of study.

Note: Categories do not sum to 100 due to rounding

### 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 26 academic areas using a five-point scale from (1) *Not at all satisfied* to (5) *Very satisfied*.

Average satisfaction ratings were calculated for each academic area. All 26 academic areas received a mean satisfaction rating of at least 3 (somewhat satisfied) and most received mean satisfaction ratings between 4 and 5 (mostly or very satisfied).

Tacoma alumni indicated the highest average satisfaction with:

- Expressing themselves in creative or artistic ways
- Functioning as a responsible member of a diverse community
- Understanding different philosophies and cultures

The three areas with the lowest mean scores were:

- Writing effectively
- Using computer technology for artistic expression
- Understanding and applying quantitative principles and methods

## Average Satisfaction with Evergreen's Contribution to Growth



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 were asked to rate their level of skill in a series of work-related areas on a 4-point scale from (1) Poor to (4) Excellent. They could also select N/A if they felt a skill was not applicable to them. Alumni who rated their skill level on an item were asked to rate how well the education they received at Evergreen prepared them in that area, using a 3-point scale from (1) Not at all to (3) A great deal.

The frequency table below shows results ranked in order of how many alumni felt their level of skill was "Excellent." The most common rating for level of skill and level of preparation are shown in bold for each item.

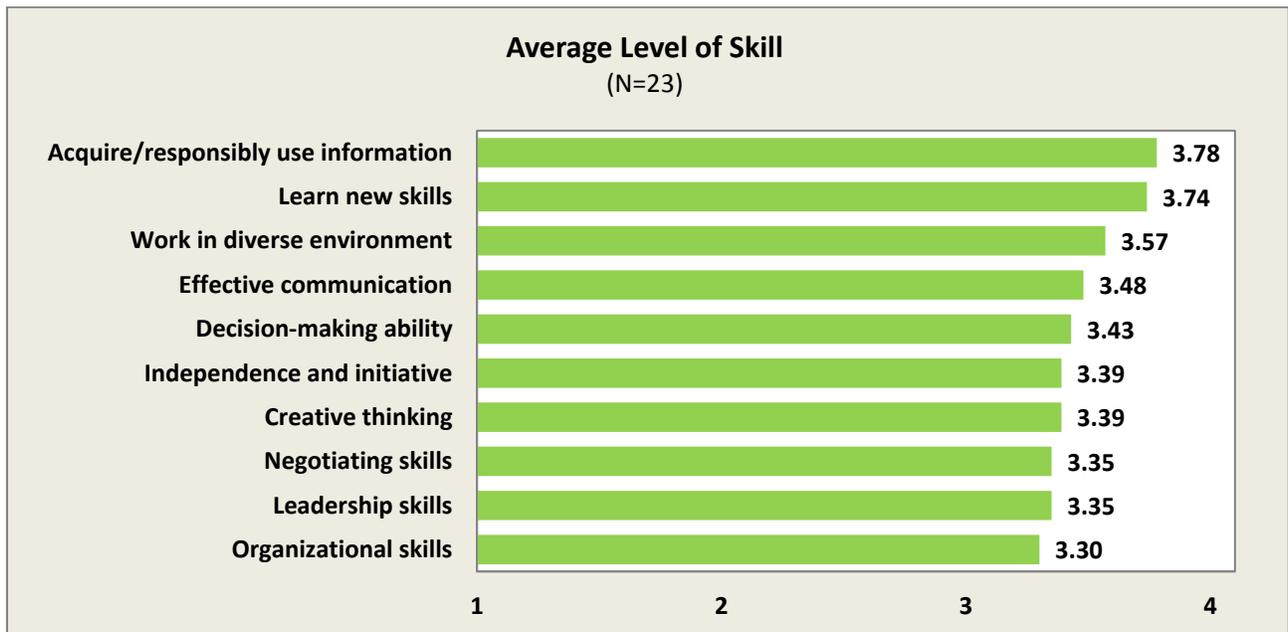
For all ten skill areas, the majority of Tacoma alumni rated their level of skill as good or excellent. The areas that received the highest percentage of excellent ratings were:

- Ability to work in a culturally diverse environment (57% of respondents rated their level of skill as excellent and 94% felt Evergreen prepared them to some extent or a great deal in this area)
- Independence and Initiative (57% felt their level of skill was excellent and 89% felt Evergreen prepared them to some extent or a great deal)

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Ability to work in a culturally diverse environment (N=23)	0.0%	0.0%	43.5%	<b>56.5%</b>	0.0%	5.6%	11.1%	<b>83.3%</b>
Independence and initiative (N=23)	4.3%	8.7%	30.4%	<b>56.5%</b>	4.3%	11.1%	<b>44.4%</b>	<b>44.4%</b>
Effective communication skills (N=23)	0.0%	4.3%	43.5%	<b>52.2%</b>	0.0%	0.0%	<b>55.6%</b>	44.4%
Ability to acquire and responsibly use information (N=23)	0.0%	0.0%	43.5%	<b>52.2%</b>	0.0%	0.0%	29.4%	<b>70.6%</b>
Leadership skills (N=23)	4.3%	8.7%	34.8%	<b>52.2%</b>	4.3%	11.1%	<b>44.4%</b>	<b>44.4%</b>
Negotiating skills (N=23)	4.3%	8.7%	34.8%	<b>52.2%</b>	4.3%	16.7%	33.3%	<b>50.0%</b>
Decision-making ability (N=23)	0.0%	4.3%	<b>47.8%</b>	<b>47.8%</b>	0.0%	11.1%	38.9%	<b>50.0%</b>
Willingness and aptitude to learn new skills (N=23)	0.0%	0.0%	<b>47.8%</b>	<b>47.8%</b>	0.0%	0.0%	35.3%	<b>64.7%</b>
Creative thinking skills (N=23)	0.0%	8.7%	43.5%	<b>47.8%</b>	0.0%	0.0%	<b>50.0%</b>	<b>50.0%</b>
Organizational skills (N=23)	0.0%	8.7%	<b>52.2%</b>	39.1%	0.0%	5.6%	<b>50.0%</b>	44.4%

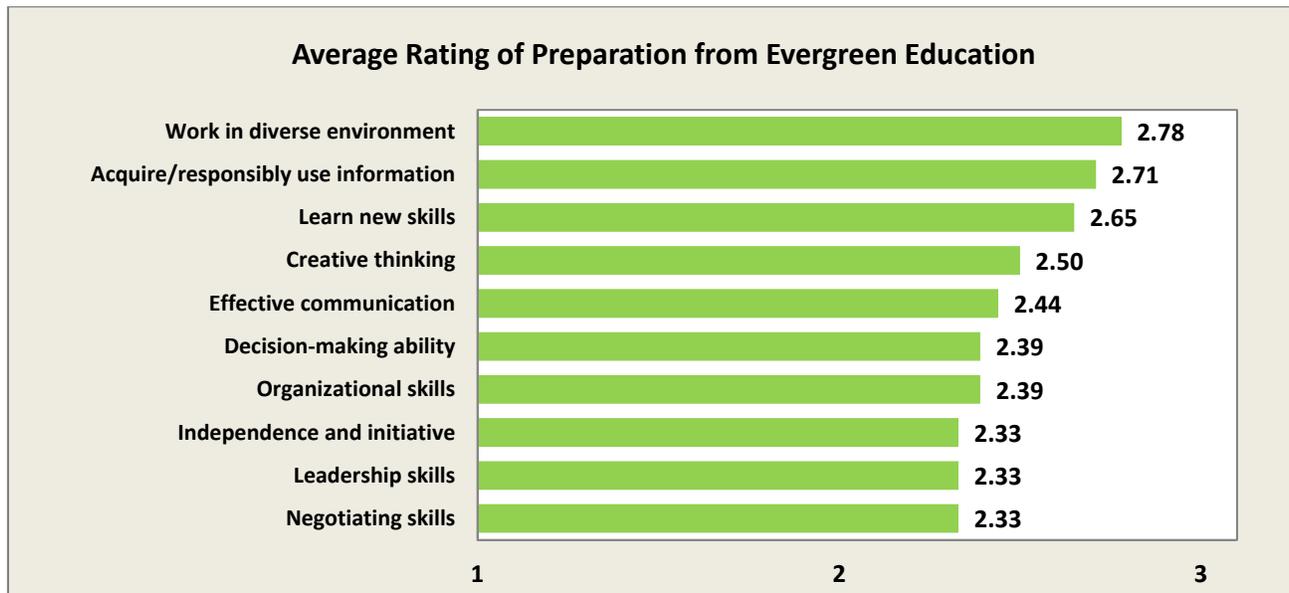
Note: The number in parentheses by each item reflects the number of alumni who rated their skill level; the number varies between skill areas as some alumni skipped questions. Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the "Preparation from your Evergreen education" calculation for that area.

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). The skills with the highest average ratings were Ability to acquire and responsibly use information and Willingness and aptitude to learn new skills. Tacoma alumni rated their skills between Good and Excellent in all ten areas.



Alumni rated their level of skill using a 4-point scale where 1=Poor, 2=Fair, 3=Good, and 4=Excellent.

Alumni were asked to rate how well the education they received at Evergreen prepared them in each area. Tacoma alumni indicated that Evergreen provided the greatest preparation in the Ability to work in a culturally diverse environment, the Ability to acquire and responsibly use information, and Willingness and aptitude to learn new skills. They felt they received the least amount of preparation in Negotiating skills, Leadership skills, and Independence and Initiative.



Alumni rated the level of preparation they received from Evergreen using a scale where 1=Not at all, 2=To some extent and 3=A great deal.

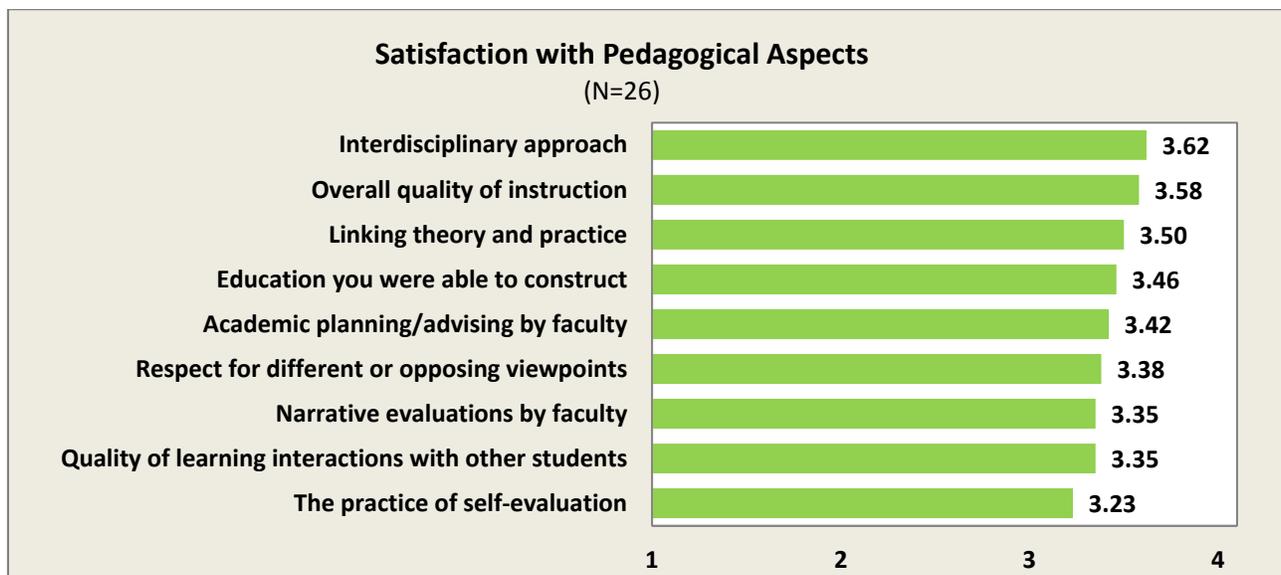
#### Satisfaction with Pedagogical Aspects at Evergreen

Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen using a four-point scale from (1) Very dissatisfied to (4) Very Satisfied. Average satisfaction ratings were calculated for each area and results are shown in the chart below.

For all nine pedagogical areas, Tacoma alumni reported average satisfaction levels between 3 and 4 (Satisfied to Very Satisfied). They reported the highest satisfaction with:

- Evergreen’s interdisciplinary approach to education
- Overall quality of instruction
- Linking theory and practice

Tacoma alumni were least satisfied with the practice of self-evaluation.



Alumni rated level of satisfaction using a scale where 1=Very dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Very satisfied.

## Satisfaction with Educational Experiences

Alumni were asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a four-point scale from (1) Very dissatisfied to (4) Very satisfied. The table below shows results in descending order of alumni participation in each educational experience. The most common satisfaction rating for each area appears in bold print for emphasis.

### Academic Statement

- All 24 Tacoma alumni who responded to this question indicated they completed an Academic Statement (compared to 70% of the overall alumni group).

The Academic Statement is a requirement for students admitted or re-admitted to the college fall quarter 2013 or later, therefore not all alumni in this survey group were subject to the requirement. Of 26 Tacoma survey completers, 15 were subject to the requirement and, of these, 14 indicated they completed an Academic Statement (one did not answer the question). Among the 11 Tacoma alumni who were *not* subject to the requirement, 10 indicated they completed an Academic Statement and one did not answer the question.

21 of the 24 Tacoma alumni who completed an Academic Statement rated their level of satisfaction with the experience. The mean satisfaction rating among Tacoma alumni was 3.19 compared to 3.0 among the overall group. Among the 15 Tacoma alumni who were subject to the Academic Statement requirement mean satisfaction was 3.23, while among the 11 not subject to the requirement mean satisfaction was 3.13. Mean satisfaction among the overall alumni group was 3.07 (statement required) and 2.92 (statement not required).

### Other educational experiences

- 71% of Tacoma alumni participated in a culminating senior experience compared to 38% of the overall alumni group.
- 54% of Tacoma respondents identified as having participated in a learning community compared to 48% of the overall group.

Educational Experiences at Evergreen (N=24)	# / % Participated		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	TOTAL Satis.	Missing N
	Academic Statement	24	<b>100%</b>	0.0%	4.8%	<b>71.4%</b>	23.8%	95.2%
Culminating senior experience	17	<b>70.8%</b>	0.0%	7.1%	<b>57.1%</b>	35.7%	92.8%	3
Learning community	13	<b>54.2%</b>	0.0%	0.0%	<b>54.5%</b>	45.5%	100.0%	2
Contracts and other individual work with faculty	11	<b>45.8%</b>	0.0%	10.0%	40.0%	<b>50.0%</b>	90.0%	1
Team-taught programs	11	<b>45.8%</b>	0.0%	0.0%	<b>66.7%</b>	33.3%	100.0%	2
Community service or volunteer work	8	<b>33.3%</b>	0.0%	0.0%	<b>62.5%</b>	37.5%	100.0%	0
Internships	8	<b>33.3%</b>	0.0%	14.3%	<b>42.9%</b>	<b>42.9%</b>	85.8%	1

Note: The number and percentage of alumni who participated in each type of educational experience are shown to the right of each item, followed by satisfaction ratings from those who did participate. "Missing N" refers to the number of respondents who participated but did not rate their level of satisfaction.

Fewer than 20% of Tacoma respondents participated in foreign language study and study abroad. Half of those who studied a foreign language were satisfied or very satisfied with their experience, and all who participated in study abroad were satisfied or very satisfied with their experience.

Average satisfaction was calculated for the 7 educational experiences listed in the table above. For all 7 areas, alumni reported average satisfaction levels between 3 and 4, or Satisfied to Very satisfied.



## E. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a four-point scale from (1) Very dissatisfied to (4) Very satisfied. The table below shows rate of use and level of satisfaction for each campus resource in descending order of use by alumni. Figures in bold indicate the most common satisfaction rating for each resource.

The resources most frequently used by Tacoma respondents were:

- Campus Computing Resources: 91% used this resource and alumni reported a total satisfaction rate (percent satisfied or very satisfied) of 81%.
- Electronic Media: 91% used this resource and reported a total satisfaction rate of 91%.
- Academic Advising Office, Workshops, or Tacoma Student Services Coordinator: 74% used this resource and reported a total satisfaction rate of 88%.

Resources used by fewer than 5 Tacoma alumni included the Veterans Resource Center, Housing/Residential Life, College Recreation Center, and Center for Community-Based Learning & Action.

Just over half of Tacoma respondents (52%) used the Campus Library, and of those only 42% were satisfied or very satisfied (the lowest total satisfaction rate of all campus resources).

Campus Resources at Evergreen	#/% Used Resource		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	TOTAL Satisfied
	Campus Computing Resources (N=23)	21	<b>91.3%</b>	4.8%	14.3%	<b>42.9%</b>	
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=23)	21	<b>91.3%</b>	4.8%	4.8%	<b>52.4%</b>	38.1%	90.5%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=23)	17	<b>73.9%</b>	5.9%	5.9%	<b>52.9%</b>	35.3%	88.2%
Financial Aid Office or On-site Financial Aid Counselor (N= 23)	17	<b>73.9%</b>	5.9%	5.9%	<b>47.1%</b>	41.2%	88.3%
Writing Center or Writing Tutors (N=23)	17	<b>73.9%</b>	5.9%	5.9%	41.2%	<b>47.1%</b>	88.3%
Media Loan (N=22)	13	<b>59.1%</b>	7.7%	7.7%	<b>46.2%</b>	38.5%	84.7%
Campus Library (N=23)	12	<b>52.2%</b>	<b>33.3%</b>	25.0%	<b>33.3%</b>	8.3%	41.6%
Counseling Center or On-site Counselor (N=23)	11	<b>47.8%</b>	9.1%	18.2%	<b>36.4%</b>	<b>36.4%</b>	72.8%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=23)	10	<b>43.5%</b>	10.0%	20.0%	<b>50.0%</b>	20.0%	70.0%
Photo Services/Photoland (N=23)	8	<b>34.8%</b>	12.5%	12.5%	<b>50.0%</b>	25.0%	75.0%
Health Center (N=23)	7	<b>30.4%</b>	14.3%	14.3%	<b>42.9%</b>	28.6%	71.5%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=23)	<5	<b>&lt;25.0%</b>	33.3%	0.0%	<b>66.7%</b>	0.0%	66.7%
College Recreation Center, Athletics, or Recreation Programs (N=23)	<5	<b>&lt;25.0%</b>	25.0%	25.0%	<b>50.0%</b>	0.0%	50.0%
Housing/Residential Life (N=22)	<5	<b>&lt;25.0%</b>	33.3%	0.0%	<b>66.7%</b>	0.0%	66.7%
Veterans Resource Center (N=23)	<5	<b>&lt;25.0%</b>	25.0%	0.0%	<b>50.0%</b>	25.0%	75.0%

Note: The number of alumni who responded to each question is shown in parentheses by each item. Of those who responded, the number and percent who used each resource are shown in the adjacent columns. All alumni who used resources rated their level of satisfaction.

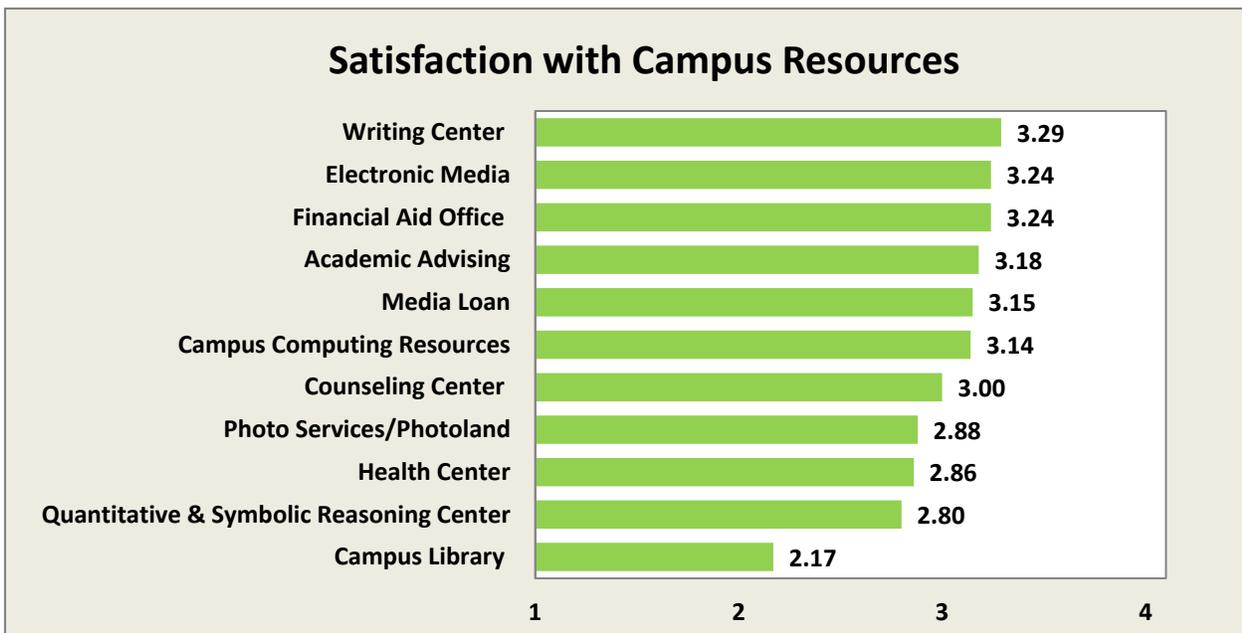
Average satisfaction was calculated for each campus resource used by at least five people and results are shown in descending order of satisfaction in the mean chart below.

The resources with the highest average satisfaction ratings were:

- Writing Center
- Electronic Media
- Financial Aid Office

Tacoma alumni gave four campus resources an average satisfaction rating below 3 (satisfied):

- Campus Library
- Quantitative and Symbolic Reasoning Center (QuaSR)
- Health Center
- Photo Services/Photoland



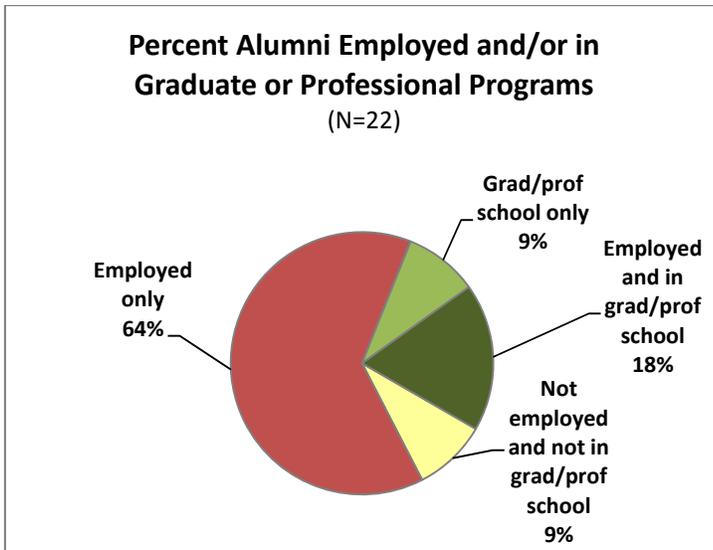
Alumni rated level of satisfaction using a scale where 1=Very dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Very satisfied.

### Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office or talked to a Career Development Counselor for help finding a job and/or applying for graduate or professional school. If so, they were asked to rate how helpful this resource was using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.

- Five Tacoma respondents contacted the Career Development Office or talked to a Career Development Counselor for help finding a job after graduation. Three felt the resource was somewhat helpful, one felt it was very helpful, and one felt it was not helpful.
- Six respondents contacted the Career Development Office or talked to a Career Development Counselor for help learning about and/or applying for graduate or professional school. Three rated the resource as somewhat helpful, two rated it as very helpful, and one rated it as not helpful.

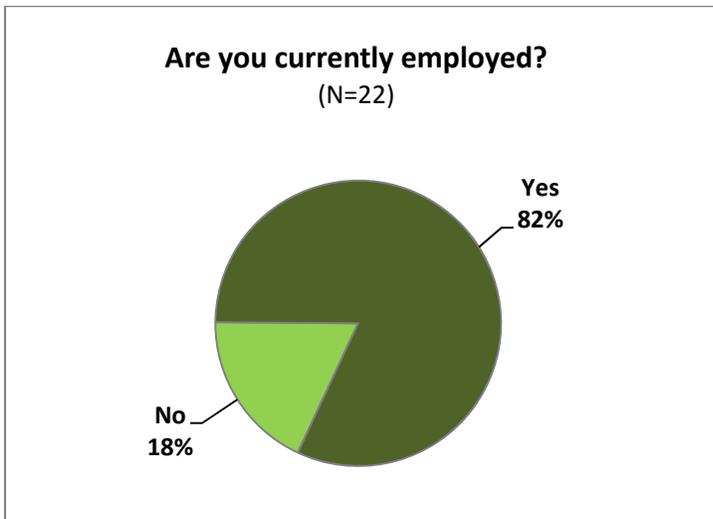
## F. Overall Employment/Graduate School Rate



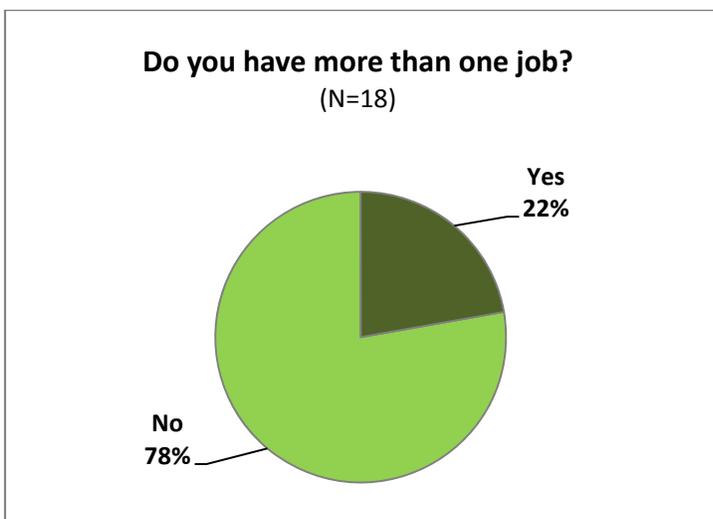
At the time of the survey, 91% of Tacoma respondents were employed and/or attending a graduate or professional program (compared to 90% of all alumni respondents).

## G. Alumni Employment Data

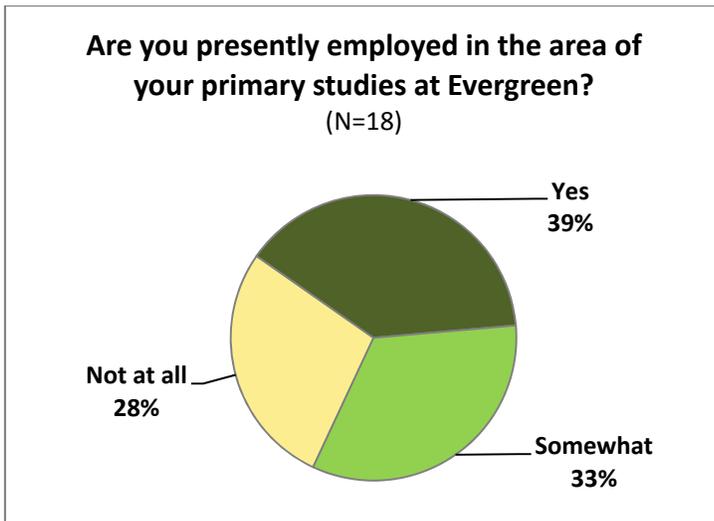
Alumni were asked a series of questions about their employment status, including type(s) of employment, relatedness of their work to their primary area of study at Evergreen, and level of preparation for employment they felt they received from their Evergreen education.



82% of Tacoma alumni (N=18) were employed one year after graduation from Evergreen compared to 84% of all alumni respondents.



Of 18 employed alumni, 4 (22%) indicated they had more than one job. (23% of the overall alumni group had more than one job.)



Of the employed Tacoma respondents, 72% answered “Yes” or “Somewhat” when asked if they were employed in their area of primary study at Evergreen (compared to 69% of all alumni surveyed).

Employed alumni were asked to indicate which characteristics listed in the following tables best described their current employment situation. Alumni could choose more than one category therefore percentages do not sum to 100.

<b>Nature of Employment</b> ( <i>all that apply</i> ) (N=18)	<b>N</b>	<b>%</b>
Employed full-time	13	72.2%
Employed part-time	<5 each	38.9%
Employed on a temporary basis		
Self-employed/own business		

<b>Employment Sector(s)</b> ( <i>all that apply</i> ) (N=18)	<b>N</b>	<b>%</b>
Public agency (government, public school, tribal, etc.)	8	44.4%
Non-profit agency	5	27.8%
Private, for-profit company	6	33.3%

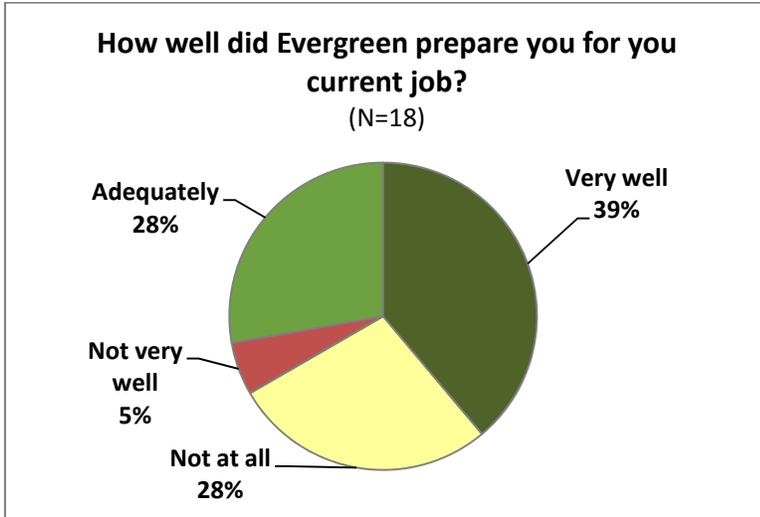
72% of employed Tacoma alumni were working for public and/or non-profit agencies.

Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond with the job they considered to be their *primary* occupation in mind. The most common area of employment for Tacoma alumni one year after graduation was community and social service.

<b>Type of Work</b> (N=18)	<b>N</b>	<b>%</b>
Community and Social Service	6	33.3%
Personal Care and Service	4	22.2%
Education/Training/Library	2	11.1%
Office/Administrative Support	2	11.1%
Construction/Installation/Repair	1	5.6%
Legal Occupations	1	5.6%
Management	1	5.6%
Unknown	1	5.6%

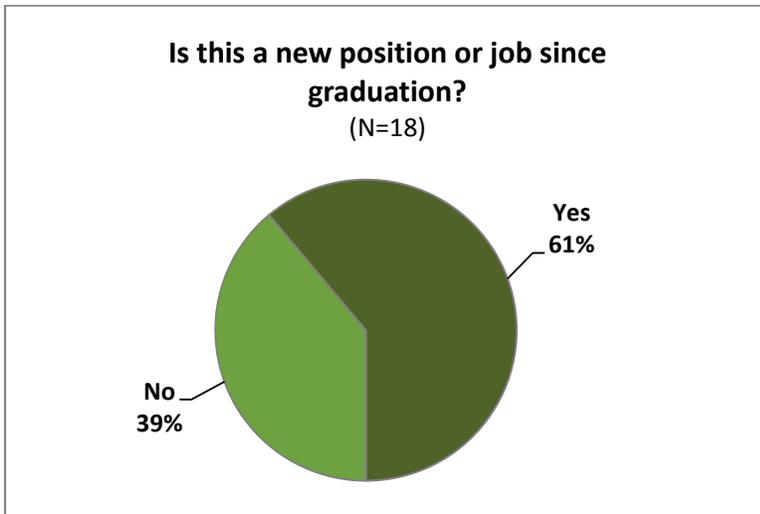
*Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.*

Respondents were asked to rate how well Evergreen prepared them for their current job, using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



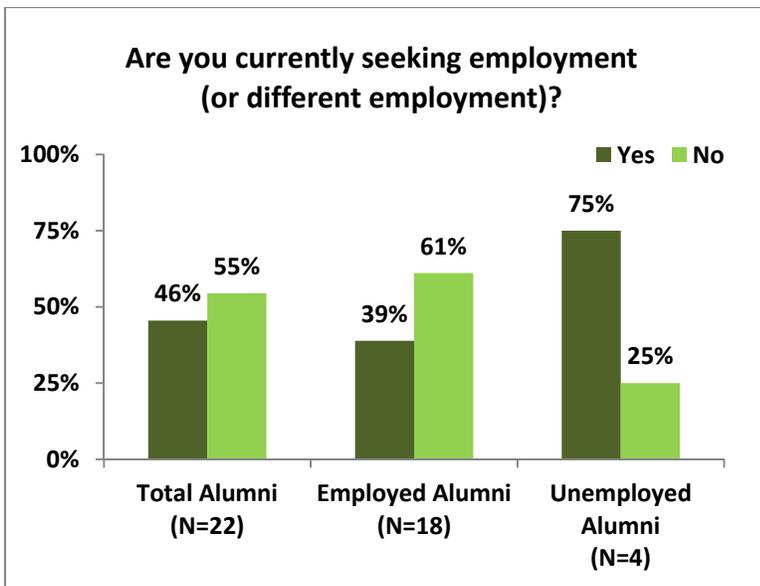
67% of Tacoma alumni (N=12) felt their Evergreen experiences prepared them adequately or very well for their current employment compared to 74% of the overall alumni group.

(Note: 4 of the 5 alumni who responded “Not at all” were working at the same job they had when they graduated from Evergreen.)



Recognizing that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For 11 of the 18 employed Tacoma respondents (61%), this was a new job.

All Tacoma alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. The following chart shows responses for total alumni and for employed and unemployed alumni.



46% of the overall group of Tacoma alumni were seeking employment. 39% of employed alumni were seeking employment, and 75% of unemployed alumni (3 out of 4) were seeking employment (the fourth was enrolled in a graduate program).

## H. Graduate or Professional Programs

Respondents were asked whether they had applied to a graduate or professional program and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 21 Tacoma alumni who responded to this question:

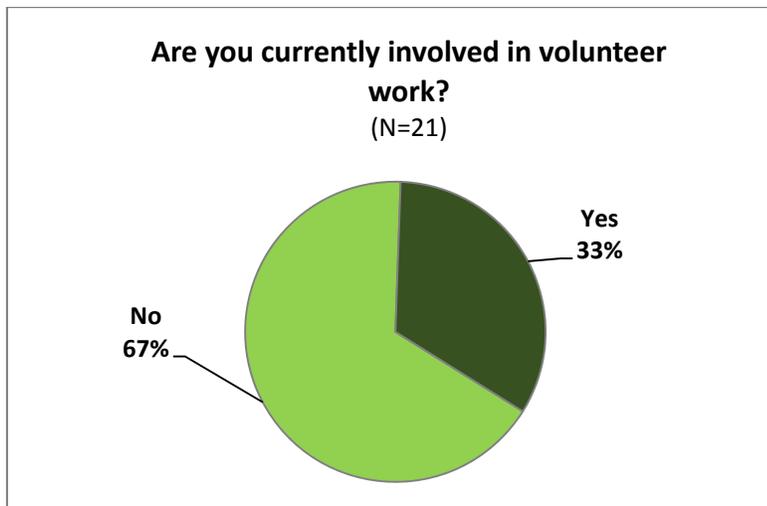
- 33% (N=7) had applied to graduate or professional programs within one year of graduating from Evergreen. (Of the 14 respondents who had *not* applied, 11 indicated that they intend to in the future.)
- 86% of those who applied (6 of 7) were accepted.
- 29% (N=6) had attended or were currently enrolled in graduate or professional programs. (The overall rate of graduate or professional school attendance for all Evergreen alumni surveyed was 20%.)

Of the 6 alumni who had attended or were attending graduate or professional school, 5 were seeking master's degrees and one had completed a professional certificate program. Fields of post baccalaureate study included social service professions, mental health services, education, and business.

Alumni were asked how well they felt Evergreen prepared them for their graduate or professional program, using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well. All 6 alumni who had attended graduate or professional school felt Evergreen prepared them adequately (N=3) or very well (N=2) for their advanced programs. Zero respondents indicated not very well or not at all.

## I. Volunteerism

7 Tacoma alumni reported they were volunteering at the time of the survey, in the following categories: Youth organizations/education, Social services/public health, Justice advocacy and action, Arts/Music/Media/Culture, Local community/business/politics, and Religious groups/organizations. Four felt Evergreen prepared them very well for their volunteer work and 3 felt Evergreen prepared them adequately.



33% of Tacoma respondents (N=7) were involved in volunteer activities one year after graduation (compared to 42% of all alumni respondents).

## J. Overall Well-being

Alumni were asked to rate their level of life satisfaction in various areas using a 5-point scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very. Average satisfaction ratings were calculated for each area and results are shown in the chart below.

Tacoma alumni reported the highest satisfaction with:

- Their ability to handle challenges
- The positive impact they have on the people around them
- Support of friends and/or family

Like the overall group, Tacoma alumni were least satisfied with having a livable income and having a comfortable income.



*Alumni rated their satisfaction using a scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very.*

## K. Special Strengths or Skills Developed at Evergreen

Alumni were asked in an open-ended narrative question, “What special strengths or skills did you develop at Evergreen that are particularly useful in your current endeavors?” 14 Tacoma alumni responded to this question and their comments are listed in the table below.

“While studying at Evergreen Tacoma Campus, I was taught many useful things about community, social environment and many injustices within the law. Learning these things gave me the ability to research information, look up laws that govern our federal government as well as states. I learned about the bias that myself and others have towards our differences in culture, family upbringing and personal experiences. I believe learning these things will allow me to be more effective in my career field.”

Special strengths or skills (N=14)
Confidence, working with others
Creative listening
Critical thinking
Cultural Awareness, Courage and Passion/purpose
Evergreen opened my mind up to a more liberal understanding of the world. Evergreen landed to my understanding and appreciation for culture and diversity.
Group work
Learn about the environment and areas we live in and how people act because of their environment.
Learning how to relate to people no matter their background. Respect for them within their lives.
Learning to think critically has opened up new avenues
The ability to communicate and work with others passionately. Having an abundance of knowledge on our history and other [cultures] as well. My writing skills have improved.
The ability to handle stressful situations when dealing with difficult people. Evergreen requires tons of group work and I am better prepared to deal with the adult learners.
While studying at Evergreen Tacoma Campus, I was taught many useful things about community, social environment and many injustices within the law. Learning these things gave me the ability to research information, look up laws that govern our federal government as well as states. I was learned about the bias that myself and others have towards our differences in culture, family upbringing and personal experiences. I believe learning these things will allow me to be more effective in my career field.
Writing
Writing and continued public speaking

## L. Advice to current students

Alumni were asked “If you could give one piece of advice to current Evergreen students for how to make the most of their education, what would it be?” 14 Tacoma alumni gave advice to current students:

Advice to Current Students (N=14)
Actively listen and invest in your education. No one will work as hard as you. What you put in is what you get out. You market yourself. You can get the right tools from evergreen to advocate for yourself but it's up to you to use them.
Apply yourselves to your studies.
Get involved and ask as many questions as you can.
I would encourage them to take internships or volunteer in the career field they chose to explore. After graduation with a liberal arts degree, I have started to feel this degree is almost worthless and have recently had to take a state certification in the area that I see myself being most helpful while having a purpose within my community and life fulfillment. If I had have known that this degree would require me to have experience because it is considered a general education degree, I would have taken internships and volunteer work more seriously.
Keep up on your reading
Know what you want and make sure you are getting it.
Pay attention and do what is asked of you, without hesitation. There is a purpose though at times it's hard to see. Listen.
Pay attention to others and LISTEN to what their stories are and how they may be able to influence you life
Put in the actual work. Don't slack on the reading. Use the free time you actually have to read and learn while you have the time. That window will disappear when you become employed and you will scramble to find time to further your understanding through reading.
Read, Read, Read. Also, take advantage of the opportunity to learn in a different yet challenging way.
To keep an open mind, speak up when you have an opinion even if it is different then what others believe.
Trust the experience
Trust the process
Use the social exposure and a learning experience

## M. Recognition of Special Individuals or Services

Alumni were asked “Were there particular individuals or services that made a special contribution or genuine difference to your education or personal growth at Evergreen?” 12 Tacoma alumni answered this question and their comments are listed below:

Special individuals or services (N=12 with at least one individual or service mentioned)
Dr. Bacho
Dr. Gilda Sheppard
Dr. Gilda Sheppard was my advisor and was always supportive and very intelligent. Dr. Bacho was another excellent instructor and explained things about literature and writing in a way that was easy to follow and understand.
Dr. P. Bacho Dr. B. Laners Dr. G. Sheppard Dr. T. Smith
Dr. Sheppard, Dr. Smith
Drs. Laners, Bacho, Zaragosa, Speights
Gilda Shepard is amazing!
Gilda Sheppard and Barbara Laners. Without them I would not have had the phenomenal learning experience I had.
The two most influential instructors at the Tacoma Campus are Dr. Laners and Bacho, both these instructors have knowledge and lived experience that is valuable when teaching adults. They also have a understanding of different cultures and systematic injustices that create environmental conditioning that contributed to the attitudes that oppression embedded in the law and cultural upbringings can cloud ones judgement or viewpoint about our social attitudes and economics in society.
Tyrus smith, Olga, McCreary, my cohort supported me a lot.
Yes, Olga, Dr Dorothy Anderson, and Dr Paul McCreary.
Yes, Professor Barbara Laners. She kept me stay steady, focused and motivated me to keep going.

## APPENDIX A: Respondent Demographics

All 26 Tacoma respondents identified as primarily full-time students.

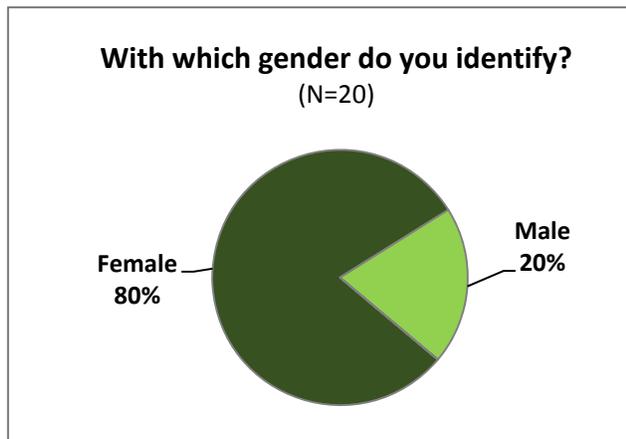
The average age of survey respondents was 41 compared to a mean age of 40 among the total population of Tacoma graduates, therefore survey results should be representative of the overall group of 2015 Tacoma alumni in terms of age.

96% of survey respondents were nontraditional age compared to 97% of the overall population of Tacoma graduates. This difference could not be tested for significance due to small sample size.

At the time of the survey all 26 Tacoma respondents were still living in Washington.

### Gender

Male alumni (as reported in Banner) comprised 27% of survey completers compared to 31% of the Tacoma graduating class as a whole. This difference was not significant at  $p < .05$ .



When asked, "With which gender do you identify?" 16 respondents self-identified as female (80%) and 4 identified as male (20%). 6 alumni did not indicate their gender.

### Sexual and Gender Orientation

Fewer than five Tacoma respondents identified as gay, lesbian, bisexual, transgender, queer or questioning.

### Pell Grant Recipients

81% of survey respondents were Pell Grant recipients compared to 79% of the total population of 2015 Tacoma graduates. This difference was not significant at  $p < .05$ .

### Poverty

A higher percentage of survey respondents were living below poverty level while attending Evergreen compared to the total population of 2015 Tacoma graduates (89% versus 84%, respectively). This difference could not be tested for significance due to small sample size.

### Low Income

A higher percentage of survey respondents had low income status while attending Evergreen compared to the total population of 2015 Tacoma graduates (89% versus 86%, respectively). This difference could not be tested for significance due to small sample size.

### Disability

A lower percentage of survey respondents had disability indicated in the Banner student tracking system compared to the total population of 2015 Tacoma graduates (8% versus 10%, respectively). This difference could not be tested for significance due to small sample size.

## Ethnic/Racial Background

### Banner data

Based on Banner ethnicity and race codes, 46% of survey respondents were students of color compared to 56% of the Tacoma graduating class as a whole. This difference was not significant at  $p < .05$ .

### Survey self-report

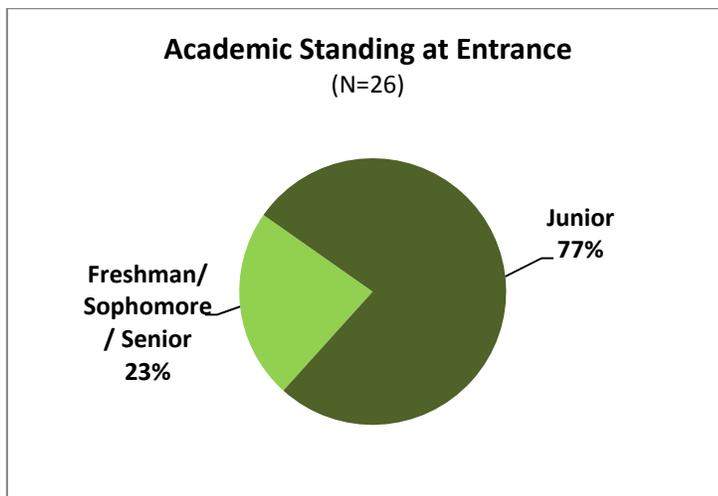
The survey asks alumni to select as many ethnic/racial categories as they feel apply to them. In the first table, respondents who selected multiple categories are counted in all applicable categories, therefore percentages do not sum to 100. In the second table alumni are grouped into mutually exclusive ethnic/racial categories (White/Caucasian, non-Hispanic, All other ethnicities/races, and Unknown ethnicity/race) based on survey self-report. It is interesting to note that when asked, 31% of this alumni group self-identified as people of color compared to 46% documented in Banner. 6 Tacoma alumni (23% of survey completers) did not provide race/ethnicity information which may account, at least in part, for the discrepancy between self-reported race/ethnicity and Banner data.

Alumni-Indicated Ethnic/Racial Background (All That Apply) (N=26)	N	%
Black/African American	7	26.9%
White/Caucasian	14	53.8%
All other ethnicities/races	4	15.4%
Unknown ethnicity/race*	6	23.1%

Alumni-Indicated Ethnic/Racial Background (Mutually Exclusive Categories)	N	%
White/Caucasian, non-Hispanic	12	46.1%
All other ethnicities/races	8	30.8%
Unknown ethnicity/race*	6	23.1%
<b>Total</b>	<b>26</b>	<b>100%</b>

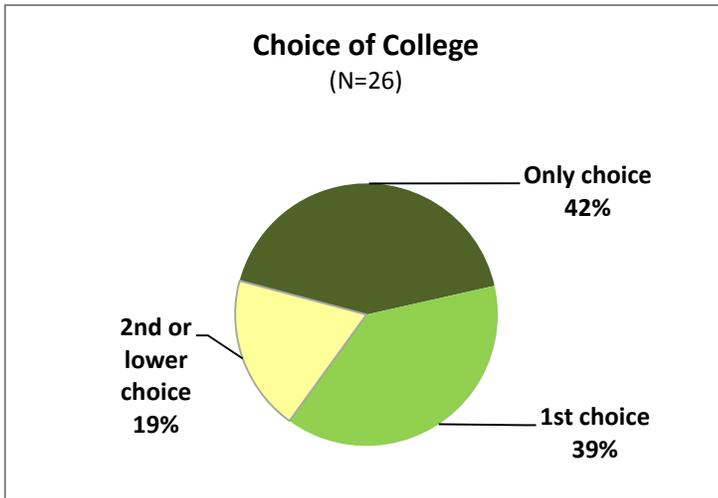
\*Respondent selected *Prefer not to respond* or skipped the question

## Academic Standing When First Enrolled at Evergreen



77% of Tacoma respondents (N=20) first enrolled at Evergreen as juniors. The remaining 23% (N=6) entered as freshmen, sophomores, or seniors.

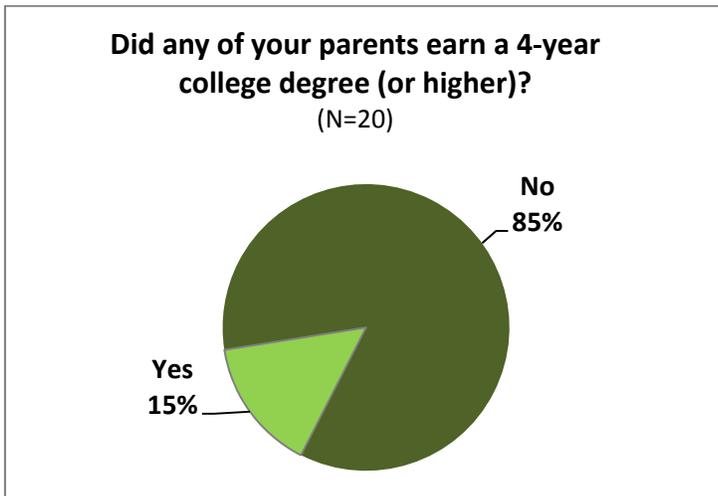
### Choice of College



Evergreen was the only choice of college for 42% of Tacoma alumni respondents (N=11) and the first choice for 39% (N=10). For the remaining 19% (N=5), Evergreen was their 2<sup>nd</sup> choice of college or lower.

### First Generation Baccalaureate Earners

50% of survey respondents were identified as first generation baccalaureate earners in Banner compared to 51% of the total population of 2015 Tacoma graduates. The difference in first generation status between respondents and non-respondents was not significant at  $p < .05$ .



85% of alumni respondents (N=17) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 50% of Tacoma respondents as first generation. [Note: 6 alumni did not answer this question.]

### Veteran Status

Fewer than five Tacoma respondents reported having served in the US armed forces.