

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

OLYMPIA EXPRESSIVE ARTS 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 N=293
Social Sciences	(N=95) 32.4%
Humanities, Language Arts (Culture, Text & Language)	(N=54) 18.4%
Environmental Studies	(N=38) 13.0%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%
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%
Native American Studies	(N=7) 2.4%
Other field: Education	(N=4) 1.4%
Other field: Midwifery	(N=1) 0.3%

The following data include only responses from students who primarily attended the Olympia campus and who identified Expressive Arts as their primary area of study or among their primary areas of study at Evergreen. 46 alumni respondents met these criteria.

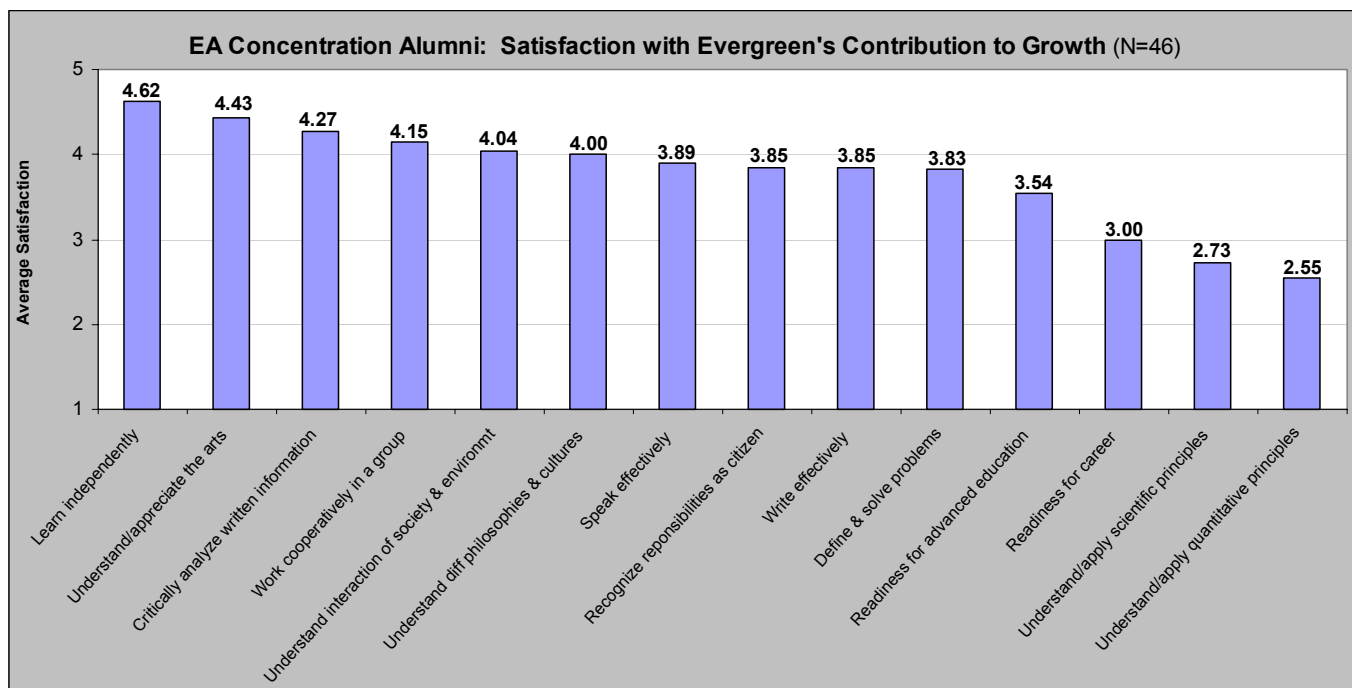
- 11% of the EA respondents were alumni of color (N=5).
- 54% were female (N=25); 46% were male (N=21).
- 1 alum earned a BS degree, 1 earned a dual BAS degree, and the other 44 earned BA degrees.

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	2.2%	6.5%	26.1%	34.8%	30.4%	0
Speaking effectively	0%	8.7%	23.9%	37.0%	30.4%	0
Critically analyzing written information	0%	4.4%	8.9%	42.2%	44.4%	1
Learning independently	0%	0%	6.7%	24.4%	68.9%	1
Understanding and appreciating the arts	2.2%	4.3%	2.2%	30.4%	60.9%	0
Understanding and applying scientific principles and methods	12.5%	30.0%	32.5%	22.5%	2.5%	6
Understanding and applying quantitative principles and methods	17.5%	32.5%	27.5%	22.5%	0%	6
Defining and solving problems	2.2%	6.5%	26.1%	37.0%	28.3%	0
Working cooperatively in a group	2.2%	2.2%	15.2%	39.1%	41.3%	0
Readiness for a career	15.2%	21.7%	23.9%	26.1%	13.0%	0
Readiness for advanced education	4.3%	17.4%	23.9%	28.3%	26.1%	0
Understanding different philosophies and cultures	4.3%	2.2%	19.6%	37.0%	37.0%	0
Understanding the interaction of society and the environment	0%	8.7%	15.2%	39.1%	37.0%	0
Recognizing your rights, responsibilities and privileges as a citizen	2.2%	4.3%	34.8%	23.9%	34.8%	0

The mean satisfaction rating for each academic area was calculated and the results are presented in the next chart. Expressive Arts concentration alumni were most satisfied with their growth in learning independently, understanding and appreciating the arts, critically analyzing written information, and working cooperatively. This group was least satisfied with their growth in understanding and applying quantitative and scientific principles and in readiness for a career; means for these three learning areas fell at or below the midpoint of the scale. Average satisfaction ratings for all other areas of learning growth were above the “somewhat satisfied” midpoint of the scale for this subset of alumni.



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

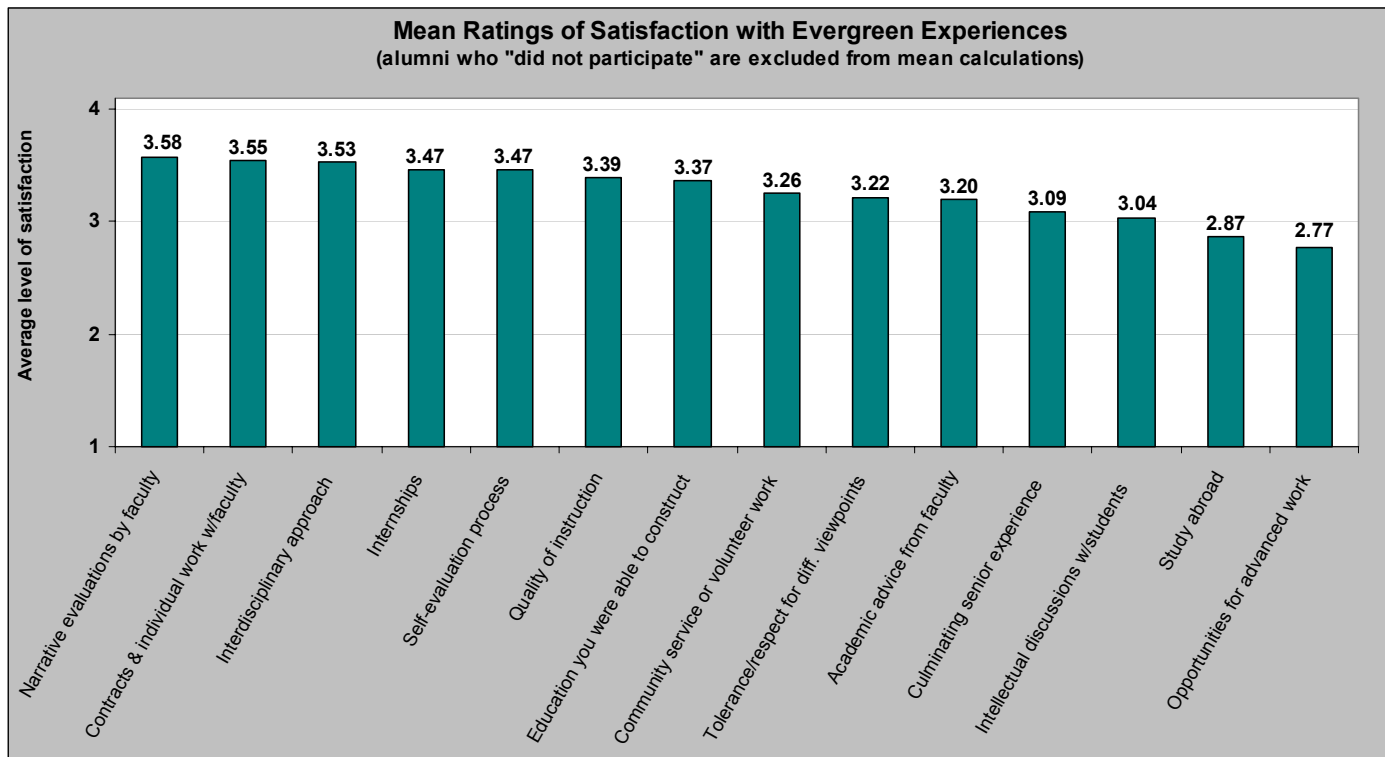
Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=very dissatisfied to 4=very satisfied. They also had the option of indicating that they *did not participate* in a particular experience.

All of the alumni who indicated a concentration in Expressive Arts (100%) indicated that they had received narrative evaluations from faculty, participated in constructing their own education, engaged in quality instructional experiences, had been exposed to different or opposing viewpoints, and had intellectual discussions with other students. Nearly all of these alumni (98%) had participated in self-evaluation, interdisciplinary educational experiences, and received academic advice from faculty. Participation in other educational experiences were somewhat less universal.

- 83% participated in contracts and other individual work with faculty
- 59% participated in opportunities for advanced work at Evergreen
- 50% participated in a culminating senior experience
- 41% participated in community service or volunteer work
- 41% participated in internships
- 33% participated in study abroad

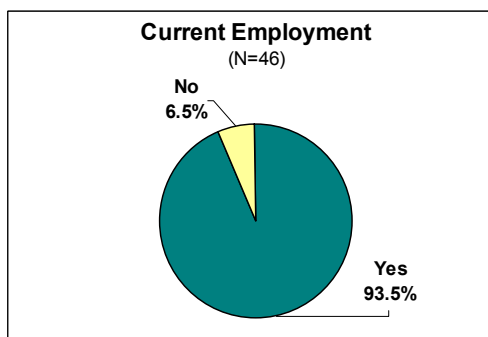
Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. Narrative evaluations by faculty, contracts and independent work with faculty, and Evergreen’s interdisciplinary approach to education received the highest average ratings. Opportunities for

advanced work and study abroad were rated the least satisfactory in this series, and they were the only two areas whose means slipped below the “satisfied” region of the rating scale (mean scores below 3.0).



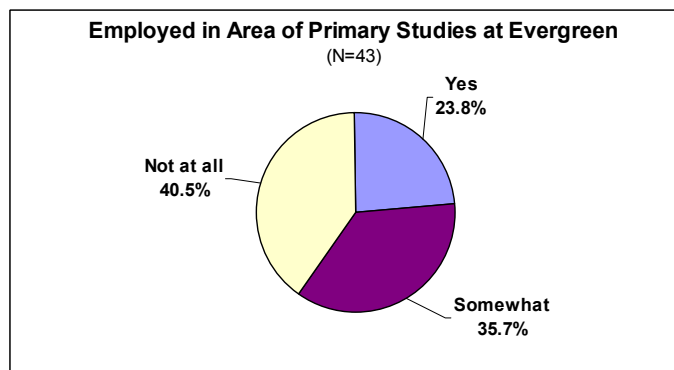
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Alumni Employment Data



94% of the EA concentration alumni were employed one year after graduation compared to 87% of all alumni respondents.

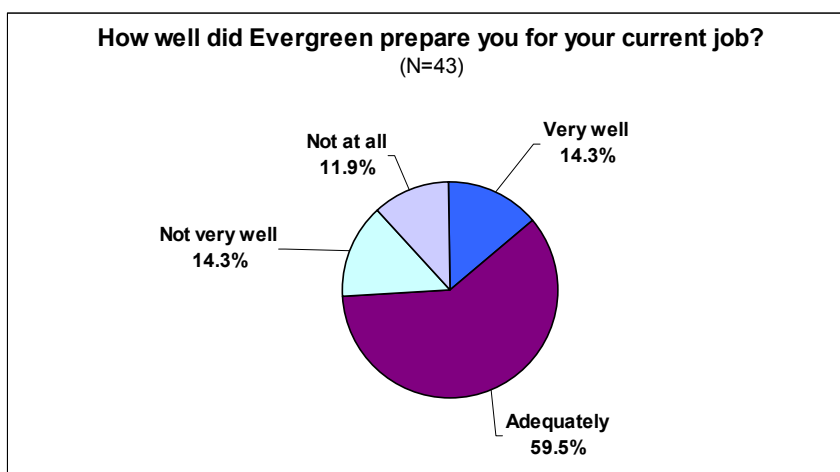
Of those who were employed, 60% of the EA alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



The 43 employed EA alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Expressive arts/media	30.2%
Business support (office manager, financial, clerical, etc.)	18.6%
Sales/service/restaurant work	16.3%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	9.3%
Teaching/Education	9.3%
Business Administration	7.0%
Social services/political or community organizing	4.7%
Natural sciences (biology, physics, chemistry, math, etc.)	2.3%
Not indicated	2.3%

74% of the EA alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 46 EA alumni survey respondents, 3 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. They were enrolled in graduate programs in Clinical Psychology, Teaching, and Architecture at The Evergreen State College, Antioch University, and Arizona State University. Two of them reported that Evergreen had prepared them “adequately” for their graduate programs, and the other felt “very well” prepared.

Compared to the 17% of all alumni respondents who entered graduate school within one year of earning their Evergreen degrees, the EA alumni rate of 6.5% is quite a bit lower. Of those who had not yet attended graduate school, however, 77% reported that they intend to apply to graduate school in the future.

APPENDIX: Expressive Arts Concentration Alumni Narrative Comments

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

A greater sense of self worth. I nailed down what my passion actually is and to value it. I learned how inspiring it was to inspire or teach others what you yourself know. I grow and learn new things while interacting and watching others grow.
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 work in a diverse environment and be an integral part of that environment; contributing as well as learning.
At Evergreen, I was able to gain a lot of hands-on experience in using computers to create media. (Although resources seemed to always be stretched to their limit...)
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.
Communication w/others. Listening and being listened to.
Creative problem solving, ability to debate and instigate
Critical thinking, presenting my point of view in an argument, either in writing or verbally, ability to recognize my strengths and strengths of others to form strong partnerships. Ability to work independently in problem solving and resourcefulness.
Critical thinking; working in a diverse environment; presenting to large groups
Cross disciplinary skills
Digital nonlinear video editing.
English speaking and writing skills
Evergreen gave me room to grow personally so that I could develop intellectually and I now feel I have a confidence instilled within me, which carries me into new experiences. This is a direct result of the nurturing I received from my professors at Evergreen; the interdisciplinary approach itself, and the flexibility of campus policy that allows artists and thinkers to ebb and flow.
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
How to participate in social realms. What I wanted to <u>do</u> in this life. How to survive an earthquake.
I discovered my passion for photography under the guidance of Evergreen faculty. Although, I learned technical skills and some critical examination of my work as well as fellow students I do not believe that my time struggling at TESC has prepared me for graduate studies in my field.
I feel that I have the ability to teach myself almost anything that I want to know. I don't rely on others to provide new information. I can present myself and my work in a sophisticated manner. However, I'm not entirely sure if these realizations came because of Evergreen or <u>in spite of</u> Evergreen.
I gained greater confidence in my creative and analytical abilities. I learned to place greater trust in my intuitive intellect.
I have confidence in my ability to find a way to work through problems. My art is on a higher level than it would have been without TESC, and the hope that someday I will be able to make money from it. We shall see.
Independent Learning
Independent study skills and an understanding of combining several specialized concepts in the real world.
Learning to create a mode of study that was what I wanted. The idea that you don't have to go the traditional path to do what you want to do.
Making decisions and doing what it takes to get things done (independent contract). Enhanced photography skills. Belief in my abilities and talents (dance).
Patience

Patience, linear thinking for writing, research
Putting together a nice art portfolio. Being able to evaluate people and myself
Respect for others opinions and ability to step out of my own viewpoint. Diversity of cultures, thoughts, religion, etc. Ability to work independently in all areas. Ability to defend my own opinions while respecting others. I learned how to work as a team!
Self-motivation skills, research skills, speaking/communication skills, organization skills, acting skills, PR.
Some of the benefits of attending Evergreen did not become apparent to me until I was gone some time. I believe Evergreen assisted me in allowing for the natural process of things while taking an active but not forceful role in them. I feel inspired to attend graduate school but not dependant on an institution, feeling capable of self-education.
Sound, man! Sound!!!
Speaking/Presentation; Group interaction; Problem solving
Teamwork skills and effective communication skills
Television production; International and political analysis (useful in pissing me off); Colonial History (colonization/neo-colonization)
The ability to work and develop projects independently.
The ability to work independently on projects with multiple and divergent tasks without losing perspective on how they fit together as a whole.
To look at the big picture of anything and try to relate it to information I'm familiar with to make the best decision
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.
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.
Video skills, networking with other people.
Work well in group situations; Creative ideas; Work independently
Writing, art, communication

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

Arts facilities access (was great, now poor). Diversity of student body. There is a diversity of ideas, but not ethnicity.
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 academic advising. Advisors who are not so aloof. I would give faculty or staff credit for mentoring and being advisors.
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!
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.
First I would begin attendance as a freshman so that I could take advantage of the interdisciplinary courses and then move on to independent contracts. I did not take advantage of the independent contracts - I didn't have enough time. Second, I would have applied for Senior Thesis.
Focus on after-college life (employment). A BA in Liberal Arts from Evergreen isn't taken seriously.
Give professors more freedom to create their own programs.

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.

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 had a hard time getting into the classes I needed to take to get the skills I want to acquire before graduation because of the growing student population. I also think the self-evaluation process should be optional for the transcripts- I don't feel they contribute very much to my overall Evergreen experience.

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 the "tit-for-tat" nature of evals needs to change. Faculty and students are both trying to get good marks from each other, it seems more important than the actual learning.

I transferred as a senior from the University of Washington and was enrolled at TESC for 5 quarters. My studies focused primarily on photography. In regards to this, I was very disappointed by the quality of instruction provided by one of the instructors. [My faculty member's] knowledge and teaching skills are not at the level I would expect, nor the college should expect, of its instructors. Additionally, the overall learning atmosphere was negatively impacted by the "(social) clique" that staff in the Photo Lab constructed using their discretionary power to hire students for the Black and White Photo Lab and Digital Imaging Studio. To hinder favoritism, hiring should be performed by performed by a manager who is not involved in academic instruction. I spoke with many students who felt shut out or alienated by this cliquish atmosphere, not just when working in the labs but even while seeking help from the student interns or the instructors. This is an entirely inappropriate atmosphere in an educational setting. I have not and will not hesitate to warn prospective TESC students of this situation in the "photography department". (To add perspective, I never applied for, nor expressed interest in one of the student positions.) If any of the college's administrators would like to contact me in a dialogue regarding my comments, they are more than welcome to contact me.

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 the attitude of the Career Development Center. When they couldn't help me, they didn't point me in the direction of someone that could. I didn't need much help and what I needed help with they didn't help me on. I'm glad you changed the policy so that students can take 20 credits. Evergreen needs an advanced course in mathematics for economists. There need to be more mathematics classes in general, and students need to be told how much math is needed in jobs and graduate school.

I would change the evaluation process by adding a meeting mid-quarter where the student and faculty could discuss what they were trying to get out of each other in the class.

I would create a Toast masters-styled speaking lab so working-class/minority students would have an opportunity to develop their interpersonal/discourse skills in a therapeutic environment. I would create a world-class Masters in Writing program or a Mental Health Professional program.
I would have liked to take a math class, other than self-paced math, in addition to my theatre work, just to keep my brain refreshed, but I didn't have the opportunity unless I took 8-16 credits worth in an interdisciplinary class. The Academic Advising Office has in my experience, more than its fair share of very unhelpful, difficult people. In addition, the agenda seems to be more about keeping me in class than helping me get a good education. (The student advisors and the travel abroad advisor were all very helpful!)
I would have someone read through the student's evaluations and generate a GPA. Everyone wants to know - it is very difficult to explain that I have no GPA – but I'm sure I am – and was a good student.
I would listen to students when it comes to their concerns with faculty. Stop cutting the art department and fire the teachers that people complain about.
Improve computer lab
More computer skills offered and possibly required courses have to be taken before graduating.
More dialogue about diversity on campus. More preparation for career skills. Better academic guidance.
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. [Faculty member] 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 diversity within student population. More Masters programs- it's too effective a system of learning to not take it to the next level.
More facilities and faculty for the Performing Arts. More access to the opportunities of a larger city.
More math courses; help finding a job
More opportunity for higher education
More preparation support for seniors prior to graduation. Assigned academic advisors/counselors. No mention of senior summative self-evaluation, leaving transcript appearing inadequate/incomplete to employers
Offer more courses in the arts! Many first year students have to wait years before they are finally able to register for art courses. This is discouraging and fills modules with students about to graduate, not continuing students looking to cultivate skills/interests.
Seminar is a waste of everybody's time. Those who like to speak, will. Those who don't won't. Most are in the middle. This doesn't change, no matter how many seminars are attended. Techniques are used to coax the quiet, but forced responses rarely bolster their desire/skill for public speaking or debate. Most often seminar is a prequel to or an extension of a conversation or debate had between a small handful of already extroverted students already interested in the subject matter. For the rest, it is too often the pedagogical equivalent of naptime. [Faculty member] is an irrelevant, argumentative little man with little to no ability to provide students with material or assignments with any potential to inspire original thoughts or the process necessary to form them.
Seminars
Seminars are a fine idea, but as a basis for many classes they fail. Though I understand the more "free" environment, I would have appreciated more discipline during freshman core program. I was young and it was easy to slide through with little to no work.
Talking about how TESC education relates to a career at least a little bit. If a student is studying X what are some of the options they have in the working world? Stop talking about TESC being aware of cultural/political diversity. For the most part it's a bunch of left winged kids. I'm one of them, but I'll tell you I was challenged more at SPSCC than at TESC. There I was required to defend my side, my opposition's side and a negotiation. Saying "I can't defend something I don't believe in" was not tolerated.
The level of academic standards expected of students. A mandatory internship program.
The objectivity of the faculty, meaning having more programs with more than a single instructor.
While I feel the fact that I was able to create my own curriculum, I do not feel I took full advantage of the opportunities offered at Evergreen. I wish I had explored other areas of study (I did mostly writing and visual arts and wish I had done more humanities and Social Sciences). I DON'T recommend having requirements, but do wish someone had pushed me a little to explore other fields that I did not think to do.

Would have taken media classes sooner and skipped some like writing and geography. Not that they're not useful, but four years is not that long, not long enough to have any serious grasp on reality. Reality, which is not to be confused with the "real world."

The Expressive Arts concentration alumni 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 my faculty will always be appreciated for various reasons.
All of my professors and classmates!
All were very good.
Art professor Lucia Harrison.
Arun Chandra was spectacular. Simona Sharoni encouraged my growth.
Bob Haft, college professor extraordinaire. He has forever changed the way I see the world, and introduced me to the most meaningful of all human experiences, convulsive beauty. The man is a genius. I hope that Evergreen is lucky enough to have him as a faculty member for a long time.
Brian Price
Brian Price, showed the importance of learning and applying that acquired knowledge beyond the classroom.
Craig Carlson, Steve Niva, Pete Bohmer
Doranne Crable was an incredibly tremendous asset to my education, both through her willingness to engage students in leadership roles, and through her dedication to her teaching. She is among the most talented educators I have ever encountered. Olivia Archibald was both the finest writing teacher, and during my work in the LRC, was the best supervisor I ever had in a work environment. Mark Hurst was an incredibly talented and patient instructor, who made the often dense and complicated studies with psychology both palatable and interesting.
Dr. Sally Cloninger, she is the type of teacher I aspire to become: erudite, generous, innovative, etc.
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.
Gail Tremblay, Carol Minugh, Alan Parker.
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
I was not totally satisfied with my experiences at Evergreen until my final quarter when I took two classes with Doranne Crable. She is the absolute finest aspect of Evergreen that I experienced. A remarkable, inspiring woman. If it were not for her, I don't think the benefits of Evergreen would have come together for me. I would have graduated and not known what to do next. Because of Doranne, I feel confident and inspired and know what I want to do.
I was very impressed and grateful for the fine arts studio spaces available. Actually for all of the resources available i.e. woodshop, foundry, metal shop etc.
I was very influenced by Sally Cloninger. She was my faculty for 2 years at TESC.
I would commend Bob Haft for his superior teaching skills, his even handedness with all students, and his apparent absence from petty politics of the photography department.
It was Susan Aurand and Dharshi Bopagedera of the Light Program that first made me feel a part of Evergreen-kind of brought me into the fold, so to speak. Later, the experiences and the interdisciplinary approach I had there contributed greatly to the rest of my Evergreen experience.
Jean Mandeberg- she taught me my senior year- I learned a lot from her- not just in the field we studied but dealing w/faculty who won't let students use certain facilities. I learned a lot about communicating my needs as a student- Evergreen still did not support me.
Joyce Stahmer in advising, Steve Stephens, Russ Fox, Paul Pritz, Rob Knapp, Carlos Diaz in the library (wow, don't wanna forget him), everyone in the printing shop.

Kabby Mitchell III. He knew I needed the influence and opportunity offered by a larger city like Seattle and he then encouraged me to pursue a contract in the city of Seattle where there is more performance opportunity. He made Evergreen bearable for me.
KAOS; media lab/services
Laurie Meeker, Gilbert Salcedo, Patricia Krafcik, Angel Aviles, Jesse Carbonell
Lisa Sweet
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.
Marilyn Frasca was amazing. She helped me expand my critical abilities.
Mike Moran, Marilyn Frasca and Bob Haft were all inspiring and thoughtfully demanding. The CRC swimming pool, the sauna in winter and the green around the buildings and playfield gave me strength when I needed time away from my studies to reflect on what I was learning.
My instructors, Lisa Sweet and Robert Leverich were both integral parts of my confidence to continue, and catalysts for my independent problem solving at the same time. Doug Hitch was also key to my success as a student at Evergreen. His patience was endless! The Career Development Center helped tremendously with evaluations, tests, and by providing choices for after graduation.
Paul Sparks, Bill Ransom
Paul Sparks, Jean Mandenberg, Bob Haft – I love these guys
Peter Randlette, Marge Brown
Professor Mario Caro, art history. Gregory Porter, student activities
Rebecca Chamberlain
Ruth Hayes. She was an excellent instructor and treated me with respect as an adult.
Sally Cloninger, for her enthusiasm and high standards for her students. Patricia Krafcik for showing genuine interest in her students' ideas.
Sandie Nisbet is a professor I will always remember, for her feminist brilliance and her writing knowledge.
Sean Williams in the Awakening Ireland program is a fantastic scholar and mentor
Stepan Simek, Jill Carter, Bill Arney.
Susan Aurand
Terry Setter and Peter Randlette, with their omni-directional pickup patterns and seemingly inexhaustible supply of cosmic phantom power, display an incredible ability to transduce everything from low-end fundamentals to high-end complexities with both clarity and warmth. Excellent tolerance for high SPL and high voltage situations is present in all applications, with superb AD/DA translation to all learning units. Great on their own, even better as a stereo pair. And you can tell them I said so!
Terry Setter is the best institutional teacher I've ever had
Terry Setter; Peter Randlette
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.
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.
Virginia Hill and John Filmer. Virginia helped my writing tremendously. They both strengthened my analysis skills, and helped me have faith in myself.
Wendy Freeman at Career Development. Hirsh Diamant
Without a doubt Rose Jang contributed greatly to my Evergreen experience. She was my first instructor at Evergreen and lay as excellent foundation for my time spent there. Throughout my studies at Evergreen Rose Jang's advice and attitude were extremely important to me. She is, in my opinion, one of the most important assets to Evergreen.
Yes! Suzy at writing support center.