

**THE EVERGREEN STATE COLLEGE**  
**2002 ALUMNI SURVEY OF THE CLASS OF 2000-01**  
**TACOMA PROGRAM SUBSET**

**A. Sample and Response Rates**

<b>Total Tacoma Program Undergraduate Degree Recipients AY 2000-01</b>	<b>76</b>
Number with no known address and/or e-mail	3
<i>(Note: Survey contact was attempted, but all mail and e-mail contacts were returned undeliverable, and we were unable to locate more recent contact information.)</i>	
Deceased	0
<b>Final Sample Size</b>	<b>73</b>
Refusal	1
No Response	54
Paper Survey Respondents	18
E-mail Survey Respondents	0
<b>Total Respondents</b>	<b>18</b> <b>24.7%</b> <b>response rate</b>

The following Tacoma subset analysis includes the responses of the 18 alumni who were coded as Tacoma program in the Banner tracking system, plus one additional alum whose survey response indicated that Tacoma was the campus primarily attended (despite being coded as Olympia at the time of graduation). Thus, the total respondent group for this report is 19 alumni.

**B. Methodology**

The graduating class of 2000-01 (degree awarded between Fall 2000 and Summer 2001) was surveyed one-year after receiving their baccalaureate degrees, during Summer 2002.

In July 2002, surveys were mailed to all members of the graduating class who had address information. When surveys were returned as undeliverable, the Evergreen student database and internet resources were explored for new or secondary addresses to which surveys were redelivered. In late August 2002, an e-mail version of the survey was developed and sent to all alumni who had e-mail addresses available in Banner (and had not yet returned a paper survey). Completed surveys were accepted between July 2002 and January 2003. A “Greener Grad” bumper sticker was offered as a small incentive for survey completion. The stickers were mailed with a thank you note as completed surveys were received.

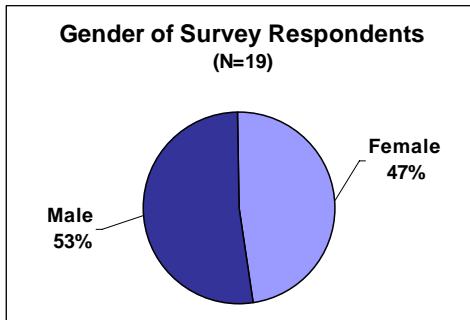
**C. Respondent Demographics**

All 19 of the Tacoma Program alumni earned Bachelor of Arts degrees. Alumni respondents ranged in age from 22 to 60. Their average age was 40, and median age was 41. Washington State was the current residence of 17 of the 19 Tacoma respondents (89.5%). The other 2 alumni were living in Virginia and California.

Alumni were asked to select as many ethnic background categories as they felt applied to them. Those who selected more than one category are shown in the applicable multiple race categories in the following table. Caucasian alumni were somewhat over-represented in the respondent group (53%) compared to their proportion of all Tacoma graduates in 00-01 (40%). The over-representation primarily resulted from the poor participation rates of Hispanic (who were 8% of all graduates) and Native American alumni (8% of all graduates). African

American respondents were also slightly underrepresented as they made up 32% of the respondent group and 37% of all Tacoma graduates.

Alumni Indicated Ethnic Background	Total N=19
White/Caucasian	(N=10) 52.6%
African American	(N=6) 31.6%
Asian American/Pacific Islander	(N=0)
Hispanic/Latino/Latina American	(N=0)
Native American	(N=0)
Asian American/Pacific Islander <i>and</i> Caucasian	(N=1) 5.3%
Native American <i>and</i> mixed race	(N=1) 5.3%
Prefer not to respond	(N=1) 5.3%

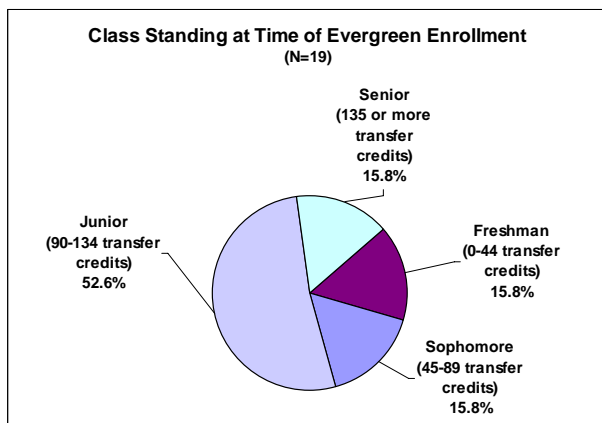


In a situation that is very atypical for Evergreen surveys, male alumni were over-represented in the respondent group (53%) compared to their proportion within the Tacoma graduating class (34%). This difference was significant at  $p \leq .05$ .

Alumni identified the one area that best described their primary area of study at Evergreen; the distribution of their responses is presented in the next table.

Social Sciences	(N=11) 57.9%
Humanities, Language Arts (Culture, Text & Language)	(N=4) 21.1%
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=3) 15.8%
Environmental Studies	(N=1) 5.3%
Media, Visual Arts, Drama (Expressive Arts)	(N=0)
Science, Math, Computers (Scientific Inquiry)	(N=0)

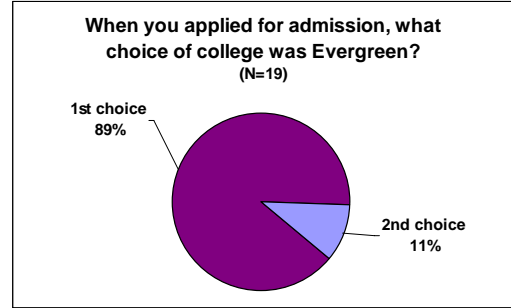
### Enrollment Status as a Student at Evergreen



Over half of the Tacoma alumni reported that they had first enrolled at Evergreen as junior-level students. During their Evergreen experiences, all but one of the respondents were primarily enrolled as full-time students.

## Choice of College

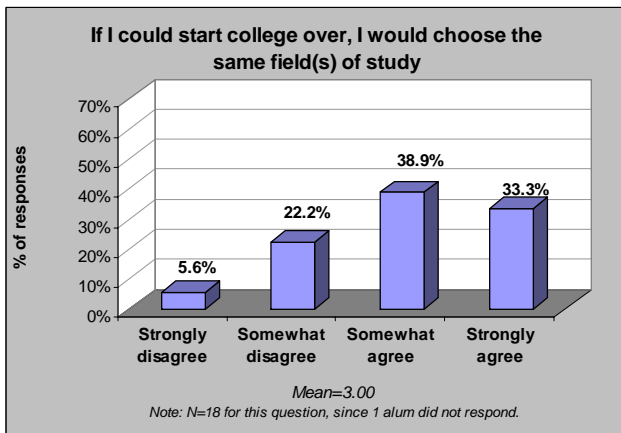
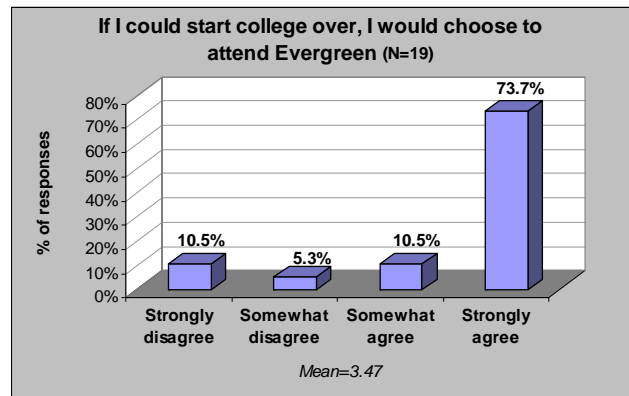
When they applied for admission, Evergreen was the first choice of college for 89% of the alumni respondents. None of the Tacoma alumni indicated that Evergreen was a third or fourth choice of college.



## D. Alumni Satisfaction with Experience

Alumni indicated their level of agreement or disagreement for each of the next two statements on a four-point scale (1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree). Average ratings for both questions fell on the “agree” side of the scale.

If they could start college over, 84% of the alumni agreed that they would choose to attend Evergreen.



72% of the alumni would choose the same field(s) of study.

## 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.

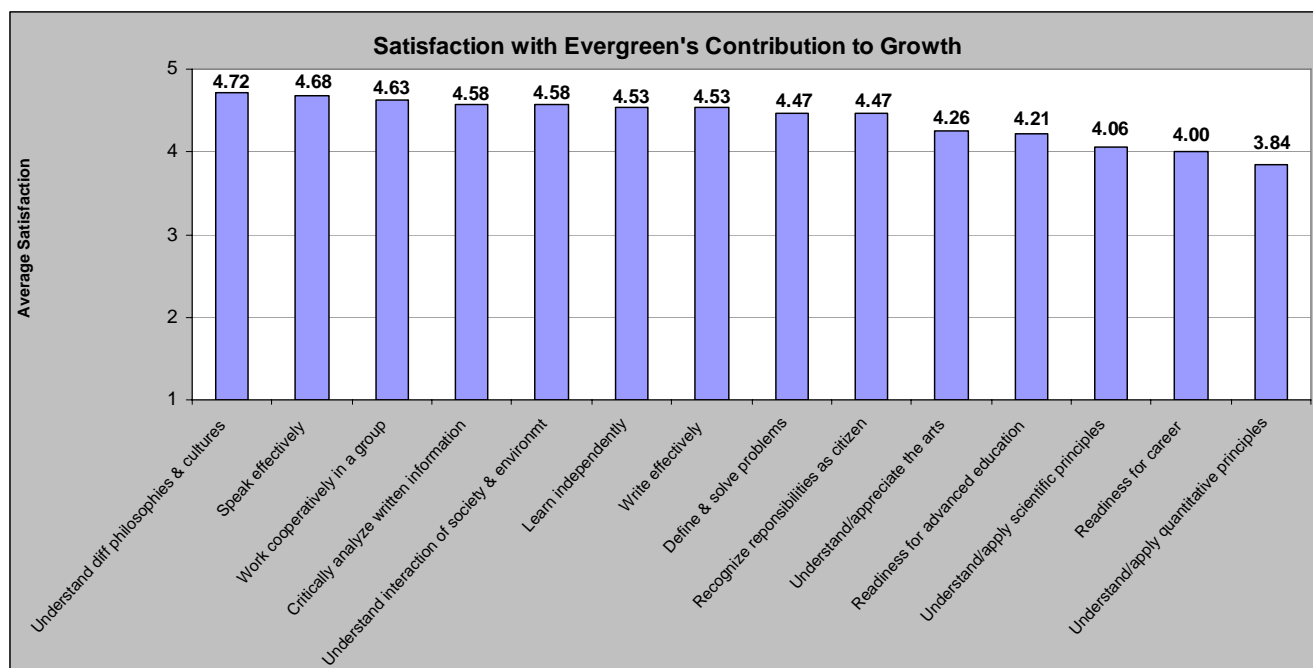
Overall, the alumni felt satisfied with their growth in all areas. In all 14 areas, over half of the alumni reported being *mostly* or *very satisfied* with Evergreen’s contribution (which were the top two ratings on the scale). The two areas that received the highest percentage of *mostly* and *very satisfied* ratings were “critically analyzing

written information” (100%) and “speaking effectively” (100%). The two areas that received the lowest percentage of *mostly* and *very satisfied* ratings were “understanding and applying quantitative principles and methods” (58%) and “understanding and applying scientific principles and methods” (67%).

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied
Critically analyzing written information (N=19)	0%	0%	0%	42.1%	<b>57.9%</b>
Speaking effectively (N=19)	0%	0%	0%	31.6%	<b>68.4%</b>
Learning independently (N=19)	0%	5.3%	0%	31.6%	<b>63.2%</b>
Understanding the interaction of society and the environment (N=19)	0%	0%	5.3%	31.6%	<b>63.2%</b>
Writing effectively (N=19)	0%	0%	10.5%	26.3%	<b>63.2%</b>
Defining and solving problems (N=19)	0%	0%	10.5%	31.6%	<b>57.9%</b>
Recognizing your rights, responsibilities and privileges as a citizen (N=19)	5.3%	0%	5.3%	21.1%	<b>68.4%</b>
Understanding different philosophies and cultures (N=18)	0%	0%	11.1%	5.6%	<b>83.3%</b>
Working cooperatively in a group (N=19)	0%	0%	15.8%	5.3%	<b>78.9%</b>
Readiness for advanced education (N=19)	0%	5.3%	15.8%	31.6%	<b>47.4%</b>
Understanding and appreciating the arts (N=19)	0%	5.3%	21.1%	15.8%	<b>57.9%</b>
Readiness for a career (N=18)	0%	5.6%	27.8%	27.8%	<b>38.9%</b>
Understanding and applying scientific principles and methods (N=18)	0%	5.6%	27.8%	22.2%	<b>44.4%</b>
Understanding and applying quantitative principles and methods (N=19)	0%	5.3%	<b>36.8%</b>	26.3%	31.6%

Note: the number of respondents varies for a few academic areas, since some alumni skipped questions or felt an area was not applicable to their experience.

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart. The average ratings for each academic area fell above the *somewhat satisfied* point on the scale.



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

## Work-related skills and abilities

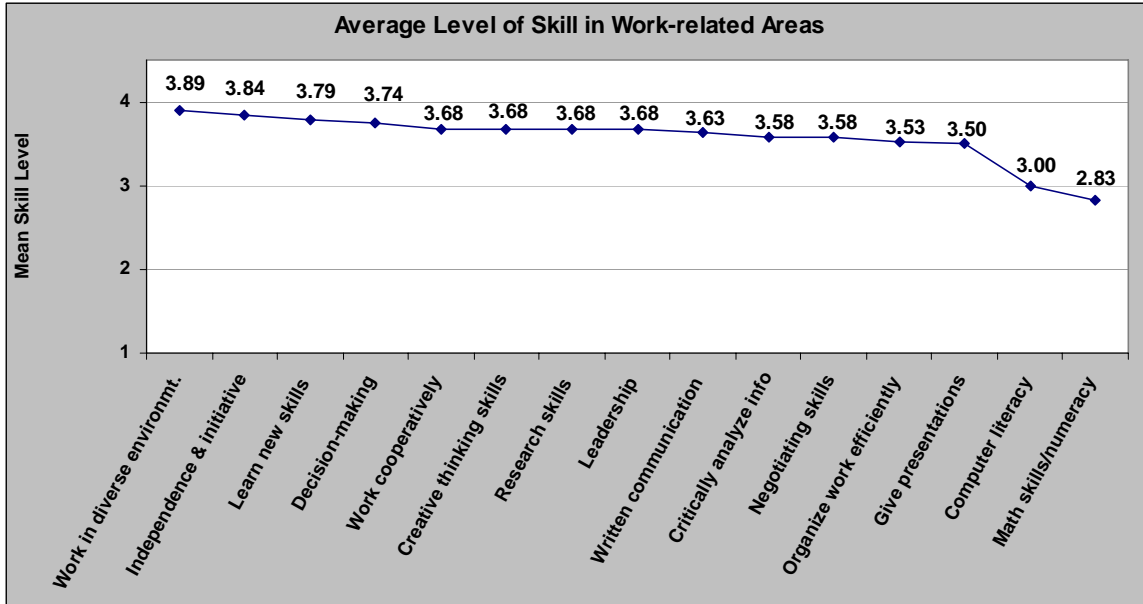
Alumni rated their skill levels in a series of work-related activities. Then the alumni who rated their skill levels also rated how well the education they received at Evergreen prepared them in each area. The following table provides the frequencies of the alumni responses about their work-related skills.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

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	1= Poor	2= Fair	3= Good	4= Excellent	N/A	Not at all	To some extent	A great deal
<b>Ability to organize and tackle work efficiently</b> (N=19)	0%	0%	47.4%	<b>52.6%</b>	0%	5.3%	<b>63.2%</b>	31.6%
<b>Ability to work in a culturally diverse environment</b> (N=19)	0%	0%	10.5%	<b>89.5%</b>	0%	0%	21.1%	<b>78.9%</b>
<b>Computer literacy:</b> ability to use software for a range of different tasks (N=19)	0%	21.1%	<b>57.9%</b>	21.1%	0%	5.3%	<b>57.9%</b>	36.8%
<b>Creative thinking skills:</b> ability to generate new ideas; to be original and inventive (N=19)	0%	0%	31.6%	<b>68.4%</b>	0%	5.3%	42.1%	<b>52.6%</b>
<b>Decision-making ability:</b> ability to determine options and choose the best alternative (N=19)	0%	0%	26.3%	<b>73.7%</b>	0%	0%	<b>57.9%</b>	42.1%
<b>Independence and initiative:</b> ability to take charge of projects and work without supervision (N=19)	0%	0%	15.8%	<b>84.2%</b>	0%	10.5%	31.6%	<b>57.9%</b>
<b>Leadership:</b> ability to lead and provide direction (N=19)	0%	5.3%	21.1%	<b>73.7%</b>	0%	15.8%	31.6%	<b>52.6%</b>
<b>Math skills/numeracy:</b> ability to use numbers, data and graphs with accuracy (N=18)	5.6%	22.2%	<b>55.6%</b>	16.7%	0%	22.2%	<b>66.7%</b>	11.1%
<b>Negotiating skills:</b> ability to discuss a difficult issue with others and reach a mutual agreement (N=19)	0%	0%	42.1%	<b>57.9%</b>	0%	26.3%	21.1%	<b>52.6%</b>
<b>Research skills:</b> ability to conduct research carefully to obtain information (N=19)	0%	5.3%	21.1%	<b>73.7%</b>	0%	5.3%	31.6%	<b>63.2%</b>
<b>Willingness and aptitude to learn new skills</b> (N=19)	0%	0%	21.1%	<b>78.9%</b>	0%	10.5%	42.1%	<b>47.4%</b>
<b>Give presentations in the work environment</b> (N=18)	0%	0%	<b>50.0%</b>	<b>50.0%</b>	0%	0%	44.4%	<b>55.6%</b>
<b>Written communication in the work environment</b> (N=19)	0%	5.3%	26.3%	<b>68.4%</b>	0%	10.5%	42.1%	<b>47.4%</b>
<b>Critically analyze information</b> (N=19)	0%	0%	42.1%	<b>57.9%</b>	0%	5.3%	31.6%	<b>63.2%</b>
<b>Work cooperatively in team efforts</b> (N=19)	0%	5.3%	21.1%	<b>73.7%</b>	0%	2.5%	33.9%	<b>63.6%</b>

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

Average skill level ratings were calculated for each work-related area. Based on average ratings, the alumni felt their strongest three skill areas were

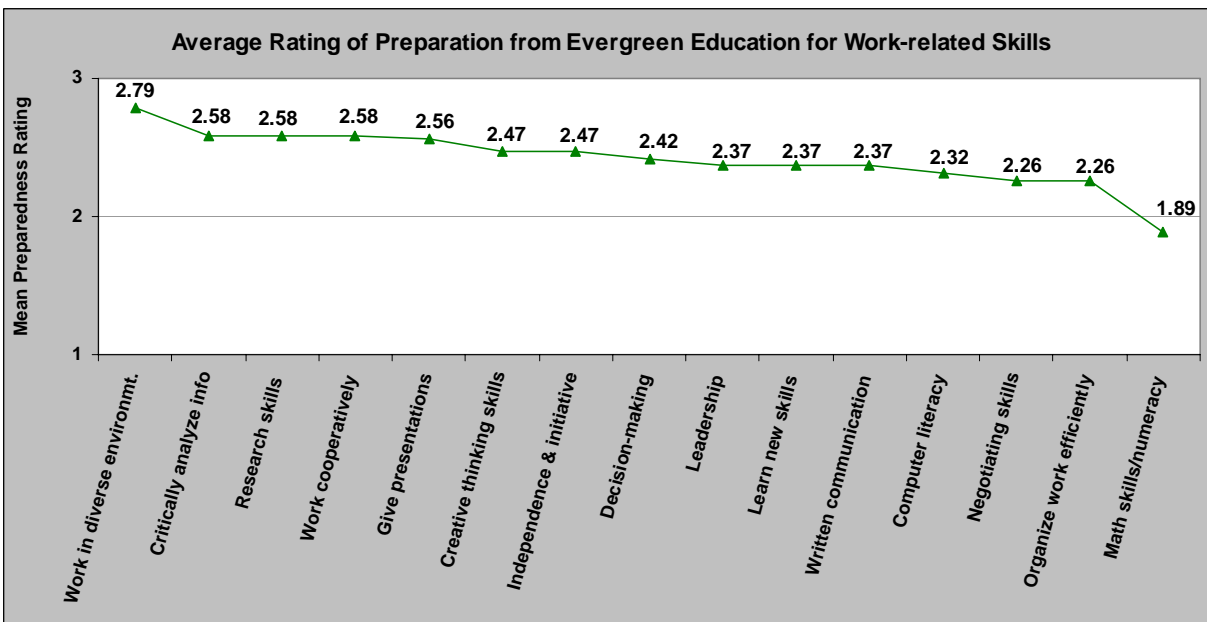
- ability to work in a culturally diverse environment
- independence and initiative
- willingness and aptitude to learn new skills



Note: Each ability was rated on a four-point scale in which 1=poor, 2=fair, 3=good, and 4=excellent.

The top rated skill in regards to *preparedness from their Evergreen education* was also the “ability to work in a culturally diverse environment,” but the other highest rated preparedness areas differed from the alumni’s top skill areas. The Tacoma alumni reported that Evergreen provided the greatest preparation in the following areas:

- ability to work in a culturally diverse environment
- critically analyzing information
- research skills
- and work cooperatively in team efforts



Note: Level of preparedness was rated on a three-point scale where 1=not at all, 2=to some extent, and 3=a great deal.

Alumni reported that “math skills/numeracy” was the lowest area in terms of current ability *and* preparedness from their Evergreen education.

## 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 Tacoma program alumni (100%) indicated that they had participated in interdisciplinary study, narrative evaluations, instruction and academic advice from faculty, exposure to different viewpoints, and intellectual discussions with other students. However, six experiences in the list were revealed to be less universal to the alumni.

- 90% participated in a culminating senior experience
- 79% participated in contracts and other individual work with faculty
- 74% participated in community service or volunteer work
- 58% participated in internships
- 50% participated in opportunities for advanced work at Evergreen
- 11% participated in study abroad

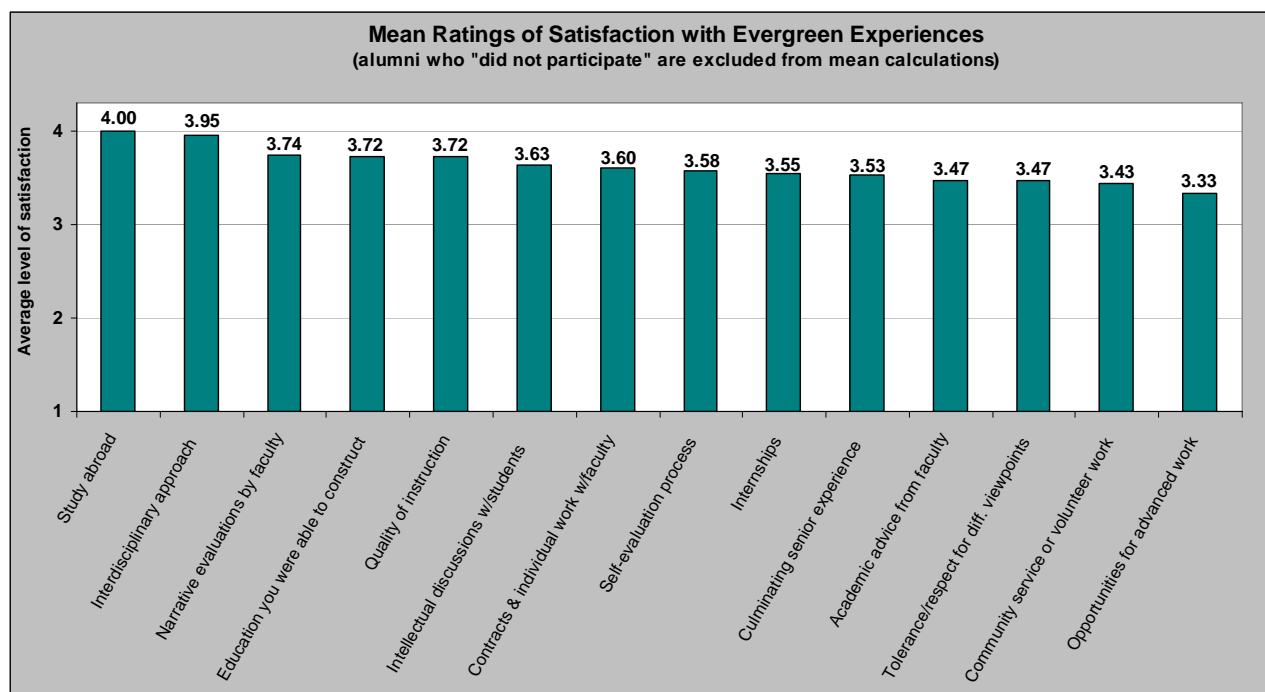
Tacoma alumni were just as likely as all Evergreen alumni from the class of 00-01 to have participated in a contract or other individual work with faculty (79% for Tacoma vs. 80% for all Evergreen). Tacoma program alumni were *more* likely than the whole graduating class to have participated in community service (74% vs. 57%), a culminating senior experience (90% vs. 54%), and internships (58% vs. 48%). Tacoma program alumni were *less* likely than the whole class to have participated in advanced-level work (50% vs. 62%) and study abroad (11% vs. 22%).

The following table shows the distribution of the alumni satisfaction responses; the table is sorted in order of the experiences that were most commonly experienced by the alumni to those that were less commonly experienced. For alumni who had participated in an experience, *very satisfied* was the most common response category for all experiences, except one area. The most frequent satisfaction rating for “opportunities for advanced work at Evergreen” was *somewhat satisfied*.

Educational Experiences as a Student at Evergreen	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Did Not Participate
Evergreen’s interdisciplinary approach to education (N=19)	0%	0%	5.3%	<b>94.7%</b>	0%
Narrative evaluations written by faculty (N=19)	0%	5.3%	15.8%	<b>78.9%</b>	0%
The quality of instruction (N=18)	0%	0%	27.8%	<b>72.2%</b>	0%
The education you were able to construct as an Evergreen student (N=18)	0%	0%	27.8%	<b>72.2%</b>	0%
Self-evaluation process (N=19)	0%	0%	42.1%	<b>57.9%</b>	0%
Tolerance and respect shown for different or opposing viewpoints (N=19)	0%	10.5%	31.6%	<b>57.9%</b>	0%
Academic advice from faculty (N=19)	0%	15.8%	21.1%	<b>63.2%</b>	0%
Quality of intellectual discussions with other students, for example, in seminars (N=19)	0%	5.3%	26.3%	<b>68.4%</b>	0%
Contracts and other individual work with faculty (N=19)	0%	5.3%	21.1%	<b>52.6%</b>	21.1%
Community service or volunteer work (N=19)	5.3%	0%	26.3%	<b>42.1%</b>	26.3%
Opportunities for advanced work at Evergreen (N=18)	0%	0%	<b>33.3%</b>	16.7%	50.0%
Internships (N=19)	0%	0%	26.3%	<b>31.6%</b>	42.1%
Culminating senior experience (capstone, thesis, or senior summative self-evaluation) (N=19)	0%	5.3%	31.6%	<b>52.6%</b>	10.5%
Study abroad (N=19)	0%	0%	0%	<b>10.5%</b>	89.5%

Note: The number provided next to each item in the list reflects the number of alumni who rated their satisfaction; the number varies since some alumni skipped questions.

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. The average ratings for all items fell on the satisfied region of the rating scale (mean score above 3.0). “Study abroad” was the most satisfying experience for those who participated, but only two alumni participated in this activity. Evergreen’s “interdisciplinary approach to education” was a close second in terms of satisfaction, and all of the alumni respondents had participated in this experience. “Opportunities for advanced work at Evergreen” had the lowest average satisfaction rating of the experiences in this series. The means for the experiences are presented in the next chart.



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

## E. Satisfaction with Campus Resources

Alumni respondents also rated their level of satisfaction with nine campus support resources. They used a four-point scale to rate their level of satisfaction, (1=very dissatisfied to 4=very satisfied); or they could check a box indicating that they *did not use* a particular service. The distribution of their responses is provided in the next table; the table is sorted in order of the most frequently used services to the least frequently used.

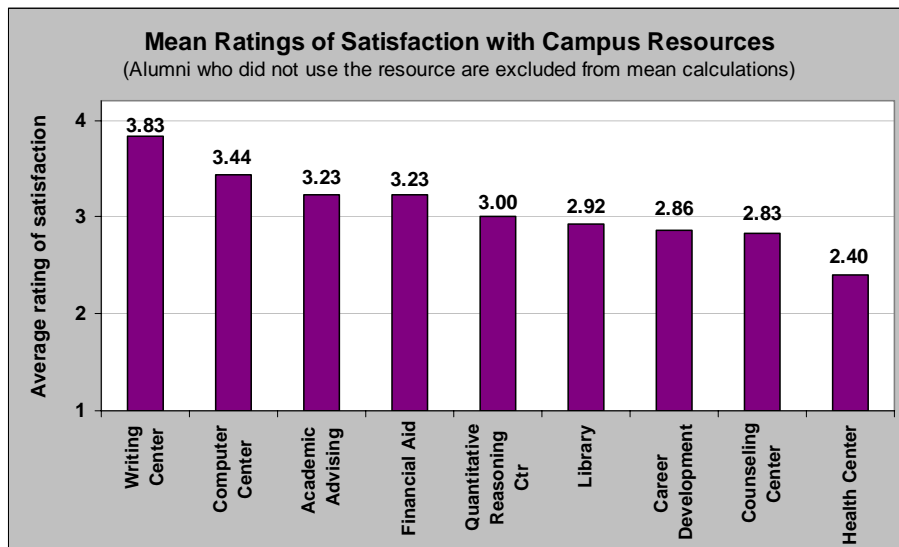
Campus Resources at Evergreen	1= Very Dissatisfied	2= Somewhat Dissatisfied	3= Somewhat satisfied	4= Very satisfied	Did Not Use
<b>The Computer Center</b> (N=19)	0%	10.5%	31.6%	<b>52.6%</b>	5.3%
<b>The Academic Advising Office</b> (N=19)	5.3%	5.3%	26.3%	<b>31.6%</b>	31.6%
<b>The Financial Aid Office</b> (N=19)	5.3%	0%	<b>36.8%</b>	26.3%	31.6%
<b>The Evergreen Library</b> (N=19)	5.3%	15.8%	<b>21.1%</b>	<b>21.1%</b>	36.8%
<b>The Career Development Office</b> (N=19)	5.3%	5.3%	<b>15.8%</b>	10.5%	63.2%
<b>The Counseling Center</b> (N=19)	5.3%	5.3%	<b>10.5%</b>	<b>10.5%</b>	68.4%
<b>The Writing Center</b> (N=19)	0%	0%	5.3%	<b>26.3%</b>	68.4%
<b>The Health Center</b> (N=19)	5.3%	<b>10.5%</b>	5.3%	5.3%	73.7%
<b>The Quantitative Reasoning (Math Tutoring) Center</b> (N=19)	0%	0%	<b>10.5%</b>	0%	89.5%

Note: The number provided next to each item in the list reflects the number of alumni who rated their satisfaction.



The Computer Center was the most commonly used resource by this group of alumni, and of those who used it 84% were satisfied. The Computer Center, Academic Advising, Financial Aid, and the Library were the only Evergreen resources on the survey in which more than half of the Tacoma program alumni reported participation.

Average satisfaction ratings were computed for each campus resource, excluding the alumni who indicated that they had not used a specific service. Of the alumni who had used a service while they were Evergreen students, the Writing Center received the highest average rating of satisfaction. Average ratings for the Library, Career Development Office, the Counseling Center, and the Health Center fell slightly below the satisfactory level on the rating scale (mean score <3.0). Mean satisfaction ratings are presented in the following chart.

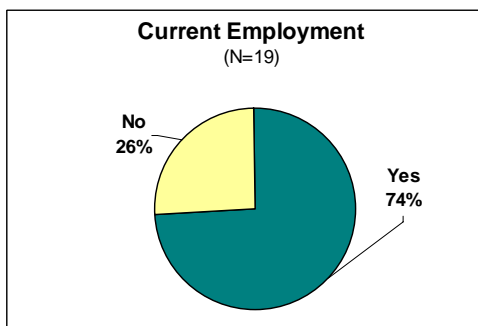


Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

### Career Development Office

None of the Tacoma alumni had contacted the Career Development Office for *help in finding a job after graduation*. Alumni who had attended or been accepted to graduate school since graduation from Evergreen were asked if they had contacted the Career Development Office *for help in learning about and/or applying for graduate or professional school*. Of the seven Tacoma respondents who had already pursued graduate studies, two had sought the help of the Career Development Center. One of them reported that this contact was “somewhat helpful,” and the other felt it was “not helpful.”

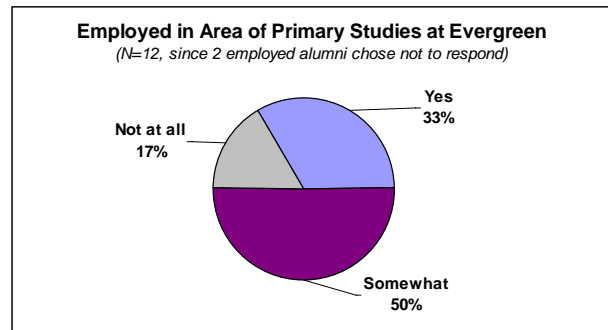
### F. Alumni Employment Data



74% of the Tacoma program alumni reported that they were currently employed one year after graduation from Evergreen. (This compares to 87% of all alumni respondents from the class of 00-01.)

Of the employed Tacoma alumni, 83% were employed in an area that was at least somewhat related to their area of primary study at Evergreen. (This compares to 74% for all Evergreen alumni survey respondents.)

All of the alumni who answered “yes” to this question had described their primary area of study at Evergreen as Social Sciences.



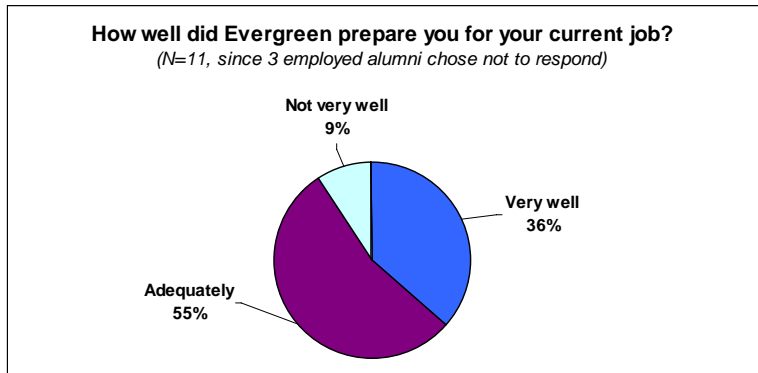
Employed alumni were asked to indicate which of the following characteristics described their employment and other life activities. The table provides the percentage of alumni respondents who indicated that each characteristic applied to their current circumstances.

Employed full-time: 83%	Seeking employment: 8%
Employed part-time: 25%	Enrolled in job skills training program: 0%
Employed on a temporary basis: 17%	Caring for home or family members: 25%
Self-employed/own business: 33%	Other: 0%

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

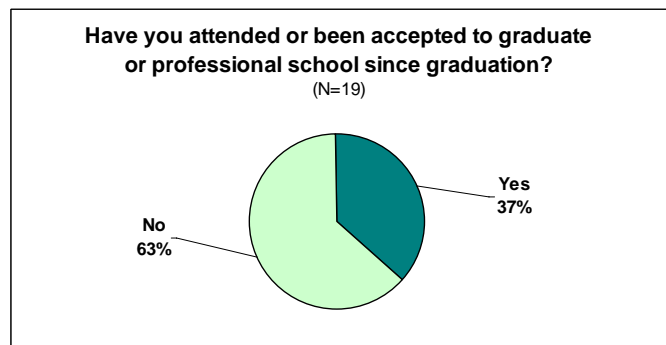
Type of Employment Category	N=14 employed alumni
Social services/political or community organizing	42.9%
Sales/service/restaurant work	14.3%
Expressive arts/media	7.1%
Medicine/medical technology/health services	7.1%
Teaching/education	7.1%
Other ( <i>written in</i> ): Legal clerk/civil rights	7.1%
Business support (office manager, financial, clerical, etc.)	0%
Business administration (management, marketing, public relations, etc.)	0%
Natural sciences (biology, physics, chemistry, math, etc.)	0%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	0%
Computer programming/data processing	0%
Agriculture/horticulture/landscaping	0%
Environmental work	0%
Type of employment not indicated	14.3%

91% of the alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



### G. Graduate or Professional School

37% of the Tacoma program alumni (N=7) have attended (or been accepted to) graduate or professional school within one year of graduating from Evergreen. (This compares to 17% for all Evergreen alumni survey respondents.)



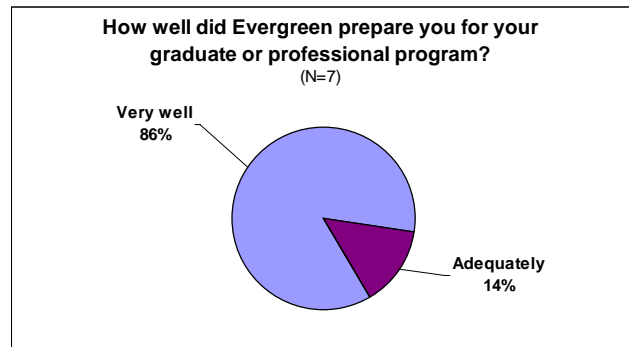
Of the 12 alumni who indicated that they had not yet attended graduate school at the time of the survey, 75% (N=9) reported their intention to apply to graduate or professional school in the future.

The alumni who were attending graduate school selected one area that best described their field of study. The next table shows the number graduate students in each area.

Field of Study in Graduate/Professional School	N=7
Counseling/Social Work	N=2
Education	N=1
Law/Justice	N=1
Library and Information Science	N=1
Public Administration	N=1
Social Science (Psychology, Anthropology, etc.)	N=1
Business	N=0
Environmental Studies/Environmental Science	N=0
Expressive Arts (Fine Arts, Performance, Visual Arts, Media)	N=0
Humanities (Literature, History, Philosophy)	N=0
Medicine/other Health-related field	N=0
Natural Science (Biology, Physics, Chemistry, Math)	N=0

Of those attending graduate school, 6 alumni were working toward various master’s degrees (such as MPA, MSW, MIT, etc.), and 1 alum was working toward a doctoral level JD degree. Tacoma alumni were completing their graduate-level studies at Antioch University, University of Washington, Pacific Lutheran University, Chapman University, City University, University of Pittsburgh, and The Evergreen State College.

All of the alumni who were in graduate school felt that Evergreen had prepared them *adequately* or *very well* for their advanced programs.



## H. Special Strengths Developed at Evergreen

Alumni were asked an open-ended narrative question in which they described special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. 90% of the Tacoma alumni (N=17) wrote in a response to this question. Tacoma alumni frequently mentioned speaking/oral communication skills, diversity awareness/respect for different people and ideas, critical and analytical thinking ability, independent learning, group work/networking skills, and writing skills as Evergreen-developed strengths that were serving them well in their lives.

The alumni comments are presented in the table below; they have been reviewed to remove any details that could potentially identify an individual respondent.

Special Strengths or Skills Developed at Evergreen That Are Especially Useful in Current Endeavors
“Critical analysis”
“Evergreen changed me for the better in so many ways. I’ll try to mention just a couple. First, it taught me to break down the departmentalization that prevents from approaching experiences with our whole person (e.g. denying personal experiences in the context of work). Second, it taught me to value diversity, on many levels, but primarily when it comes to ethnicity and socioeconomic perspectives.”
“Evergreen helped me become a well-rounded thinker.”
“I am able to speak more effectively in public.”
“I gained greater speaking skills, and improved my writing. In addition, learning to work in diverse groups was very helpful. Group skills I will use forever thanks to Evergreen.”
“I have complete confidence now in presenting to large and small groups of people. I do it with ease and flair...whereas before Evergreen I was a quivering mass of free-floating anxiety.”
“I improved in my writing skills, computer skills and in personal growth. I truly enjoyed my time at Evergreen. I did blossom at Evergreen as a writer. Eventually, I’ll write my autobiography.”
“I was encouraged to use my skills to follow my dreams”
“Independent learning; leadership; critical thinking; research; collaborative effort; teamwork; civic duty and pride.”
“My writing improved tremendously with Professor Brown at Tacoma campus and [in my current job] it is critical that my writing be understood by many readers.”
“Networking; accessibility of professor”
“Public speaking; independently learning/working; computer literacy; leadership”
“Self-evaluation”
“Self-motivation, ability to study and work without any hand holding, critical analysis, public speaking.”
“Tolerance.”
“Working with a diverse community”
“Writing, thinking critically”

## I. Recognition of Special Individuals

In an open-ended narrative response question, all alumni respondents from the class of 00-01 were asked if there were particular individuals that made a special contribution or genuine difference to their educational or personal growth at Evergreen. 259 of all Evergreen alumni respondents (88%) wrote in a response to this question, and they identified 227 different individual faculty and staff members that had made special contributions to their growth. The list included many full-time, part-time, adjunct, visiting, and post-retirement faculty. Staff members from a wide variety of campus offices and support services were also named. The complete list of individuals was presented as a poster during an employee recognition ceremony in May 2003. Of note, Willie Parson, Eddy Brown, and Joye Hardiman of the Tacoma program were among the top 25 most frequently named individuals by the Evergreen class of 00-01.

84% of the Tacoma alumni (N=16) wrote in a response to this question, and those comments are provided in the next table. Comments have been reviewed to remove content that could identify the alumni respondent.

<b>Individuals That Made a Special Contribution or Genuine Difference to Educational and Personal Growth at Evergreen</b>
“Barbara Laners, incredibly supportive of me, while I was at the school and applying to [graduate school]. She is an attorney and professor and a great role model for me. I have a great deal of respect for her.”
“David Whitener, Lloyd Colfax”
“Dr. Willie Parson and Dr. Eddy Brown”
“Dr. Willie Parson was a beautiful person! He provided insight and challenged me to improve! Parson really listens and gives helpful insight. Joye Hardiman was a wonderful upbeat joy in the mornings! She could always raise spirits and provide needed uplifts! I truly loved the senior project, the feedback after speaking is so uplifting. It helps to hear others see one’s strong points!”
“Dr. Willie Parson, Dr. Gilda Sheppard, Dr. Duke Kuehn, Dr. Joye Hardiman, Dr. Tony Reynolds, Professor Eddy Brown”
“Dr. Willie Parson, Dr. Joye Hardiman, Dr. Gilda Sheppard”
“Dr. Willie Parson”
“Eddy Brown”
“Ernestine Kimbro from the library reference service.”
“Ms. Gilda Sheppard – multimedia and my advisor; Ms. Joye Hardiman – divine wisdom and inspiration, always! Professor Maxine Mimms – founder of Tacoma Evergreen campus. Dr. Willie Parsons – TESC teacher.”
“Professor Eddy Brown – great educator, firm but fair.”
“Professor Eddy Brown”
“Professor Eddy Brown”
“Professors: Gilda Sheppard, Willie Parsons, Duke Kuehn, Barbara Laners, and Joye Hardiman. It was a ‘family-like’ atmosphere. All of the faculty were like that.”
“Staff was all great – but was also equally inspired by students attending”
“Two people stand out in my mind as making a significant and meaningful contribution to my experience: Craig Carlson and Tom Mercado”

## J. Alumni Recommendations

74% of the Tacoma alumni respondents (N=14) suggested things they would change about Evergreen or their experiences at Evergreen. Tacoma alumni mentioned things they would change about Evergreen itself such as more course options at the Tacoma campus (specifically in Human Service/Social Service, art, music, and graduate-level studies) and improved access to student resources, (such as the Library, Financial Aid, Career

Development Office, the Bookstore, and computers). They also identified different choices that they might have made during their education, such as studying abroad, taking more math courses, or spending longer at Evergreen.

### K. Statewide Transfer Study Questions

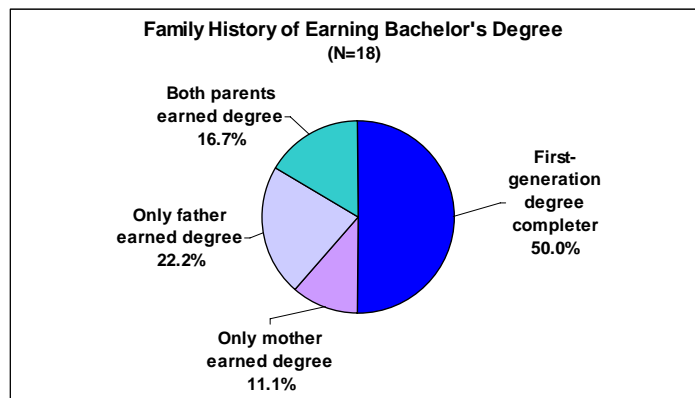
Evergreen’s Alumni Survey 2002 included an additional series of questions related to transfer student experiences. The questions were collaboratively developed by an inter-institutional team headed by the Washington State Board for Community and Technical Colleges, including participants from the state’s four-year public colleges, community colleges, Council of Presidents’ Office, and the Higher Education Coordinating Board. The survey data will eventually be analyzed as part of a larger inter-institutional project studying student pathways to a Bachelor’s degree in Washington State. Following are the results of the statewide transfer study questions for Tacoma subset alumni survey participants. The number of alumni who responded to each question is noted with the results.

#### Has anyone else in your immediate family earned a Bachelor's degree?

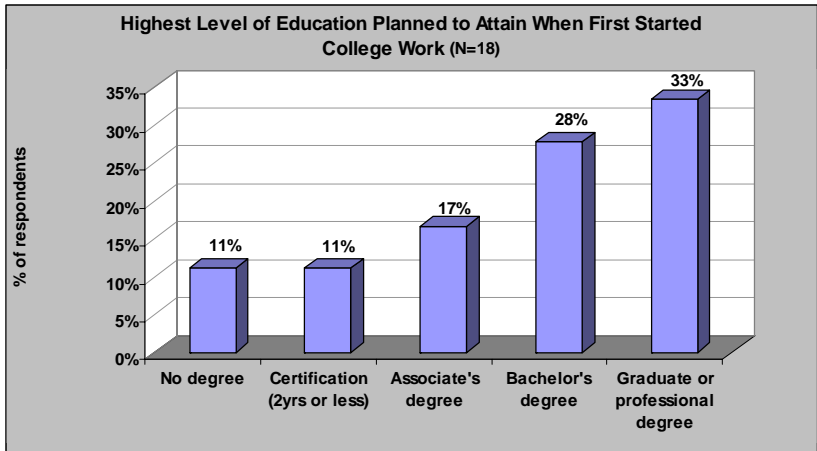
Of 18 Tacoma alumni who responded to this question, 39% revealed that they were the first person in their immediate family to earn a Bachelor’s degree.

Degree Status in Immediate Family	Frequency of response (N=18 alumni who answered this question)
<b>I am first in immediate family</b> to earn Bachelor’s degree	<b>38.9%</b> (N=7)
<b>Mother</b> earned Bachelor’s degree	<b>27.8%</b> (N=5)
<b>Father</b> earned Bachelor’s degree	<b>38.9%</b> (N=7)
<b>One or more siblings</b> earned Bachelor’s degree	<b>22.2%</b> (N=4)
<b>Another member of my family</b> earn Bachelor’s degree	<b>5.6%</b> (N=1)

Further exploration of the responses to this question revealed that 50.0% of these alumni were first-generation Bachelor’s degree completers, (i.e. neither of their parents had earned a Bachelor’s degree).



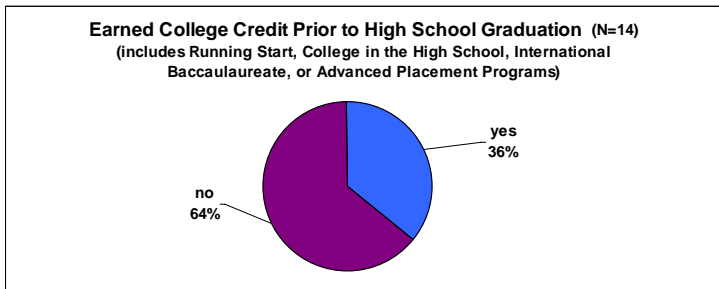
#### What was the highest level of education you planned to attain when you first started college work?



61% of the alumni reported they planned to attain a Bachelor's degree or higher level of education when they began their college studies.

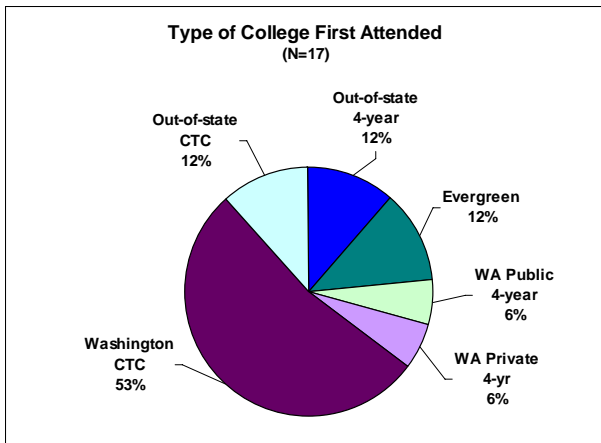
### College Credits Earned Prior to High School Graduation

Alumni were asked to report whether they had entered college with credits that they earned prior to high school graduation. They were asked to identify the number of Advanced Placement, International Baccalaureate, Running Start, or College in the High School courses that they had completed.



36% of the Tacoma respondents had completed at least one college course prior to completing high school. They had completed Advanced Placement and College in the High School courses, but none had participated in International Baccalaureate or Running Start. (Note: 5 alumni did not respond to this question.)

### Type of College First Attended



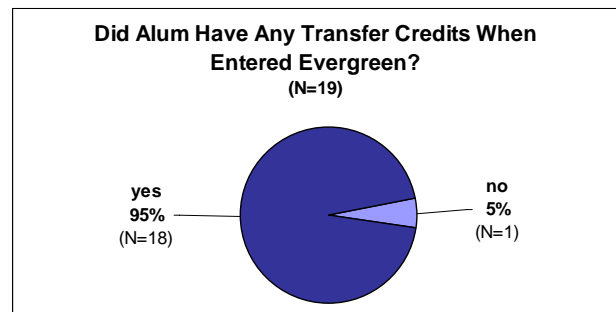
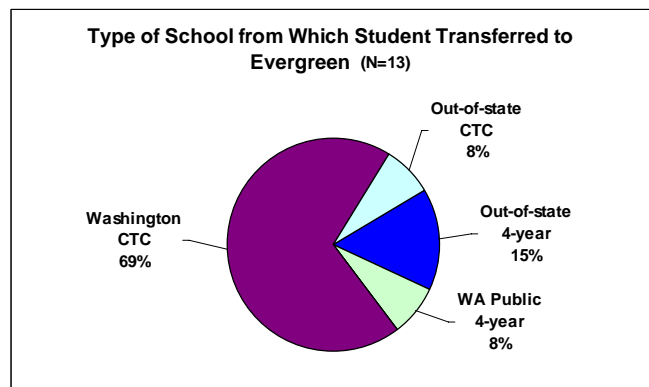
53% of this group of alumni began their college studies at a Washington State community or technical college. 24% first attended a college outside of Washington State.

**Type of School from Which Student Transferred to Evergreen**

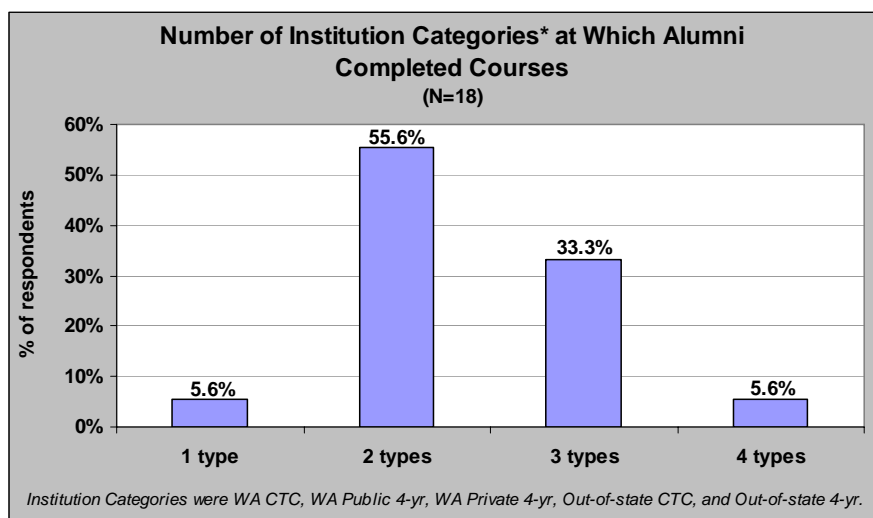
Alumni who transferred into Evergreen identified the type of school from which they transferred. 69% of the transfer students came to Evergreen from Washington State community or technical colleges.

Some alumni skipped this question, despite the fact that they indicated bringing transfer credits with them to Evergreen. A few of these alumni explained that they brought *advanced standing* transfer credits with them, but they had not actually transferred from one college to another.

95% of the respondents said they had transfer credits when they entered Evergreen.







A variable was calculated to identify the number of institution categories at which each alum had completed courses. The results indicate that 94.4% of the alumni had completed college work at more than one type of institution.

### Transfer Student Experiences

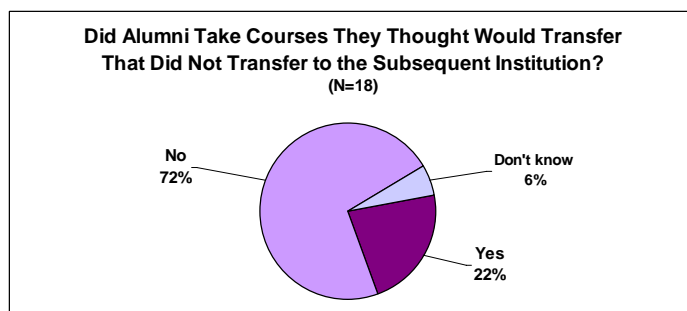
The 18 alumni who reported having transfer credits when they entered Evergreen were asked a final series of questions about their transfer experience.

77% of the alumni with transfer credits at entrance to Evergreen had earned some or all of their transfer credits at a Washington State community or technical college. 47% had received an Associates degree before entering Evergreen.

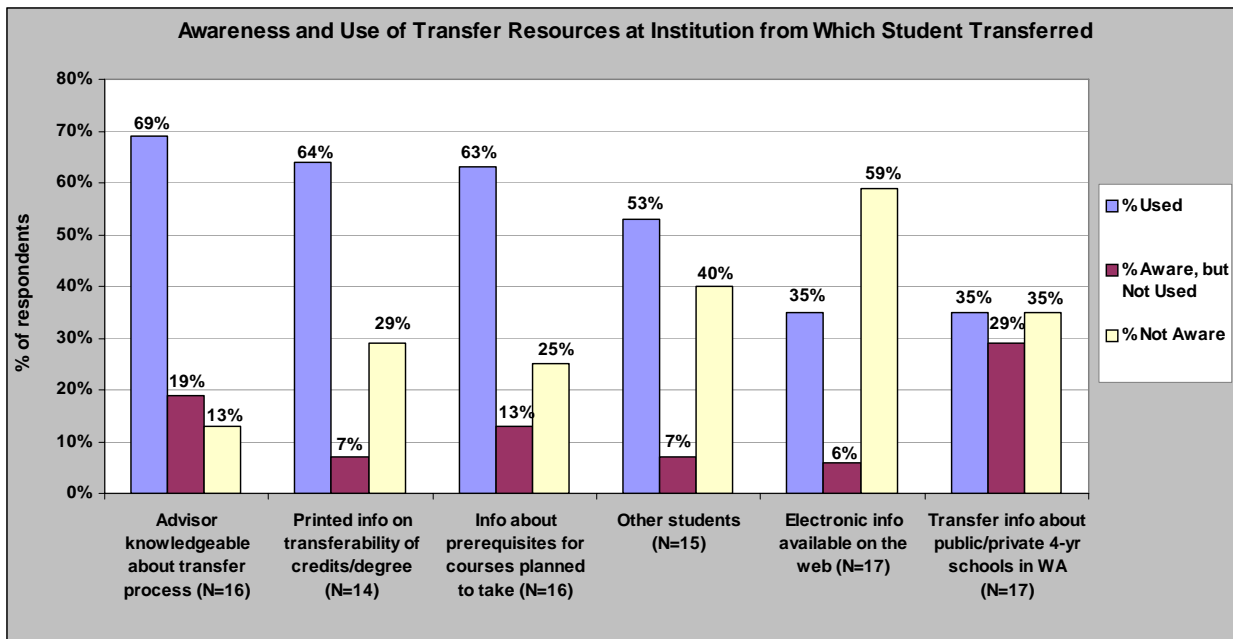
At the time they enrolled in their first institution, 24% of the transfer students were already planning to attend the specific college to which they ultimately transferred. Likewise 24% selected courses at their first school to specifically meet the transfer requirements of a particular school.

22% of the transfer students (N=4) took coursework that they expected would transfer, but later found out would not transfer.

Two alumni did not provide any additional detail about the courses that didn't transfer, and one alum wrote in "don't recall." The one who could remember was disappointed that AAS – Chemical Dependency Counselor certificate credits were not accepted by the subsequent institution.

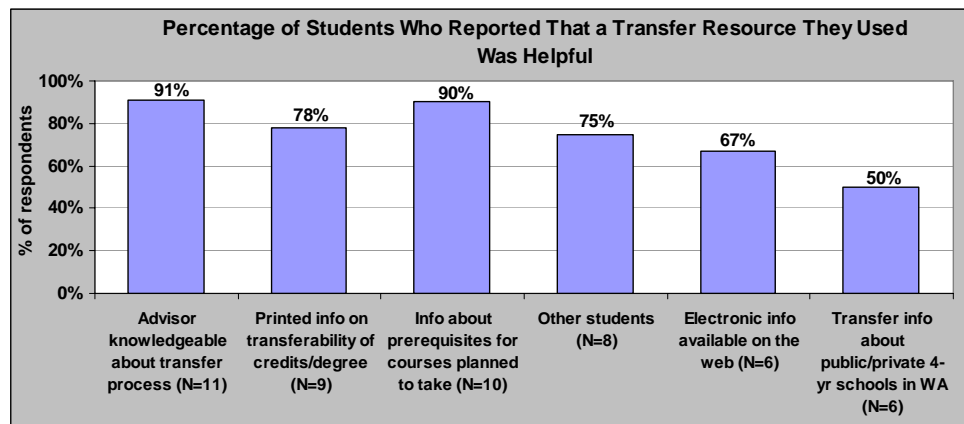


A complex series of questions asked alumni who had transferred to Evergreen to indicate which transfer-related resources they were aware of, had used, and found helpful at the institution from which they transferred.



Per alumni responses, transfer students were most likely to use *an advisor knowledgeable about transfer processes* and *printed information of the transferability of their credits*. They most often were aware of, but opted not to use and *transfer information about public and private four-year schools in Washington*. Transfer alumni were least aware of *web-based transfer information* and using *other students* as transfer resources.

Those who used transfer resources felt that *knowledgeable advisors* and *information about prerequisites* were the most helpful in their transfer process.



Transfer alumni wrote in the following suggestions about information that was lacking, but would have been helpful to them in their transfer process:

- “Graduate school info”
- “I switched majors at TCC, but really didn’t have to.”
- “It went smoothly. It would be helpful if speakers could inform two-year college students how much Evergreen has to offer.”
- “Just more explicit information”
- “Specific details about credits/classes in the social science field.”
- “That there were limitations to credit accepted, even though they would have been accepted if other causes were present!”

Transfer alumni reported greater satisfaction with the transfer assistance they received from Evergreen than from the institution from which they transferred. 81% of the alumni were moderately to very satisfied with Evergreen’s transfer assistance; 56% of them were moderately to very satisfied with the help they received from their prior institution. On a five-point rating scale, average satisfaction with Evergreen transfer resources was 4.50; average satisfaction with the prior institution’s transfer assistance was 3.94.

<b>Overall, how satisfied were you with the transfer assistance you received from...</b>	<b>1= Not at All</b>	<b>2= A little</b>	<b>3= Somewhat</b>	<b>4= Moderately</b>	<b>5= Very</b>
<b>the institution from which you transferred?</b> (N=16)	0%	18.8%	25.0%	0%	56.3%
<b>Evergreen?</b> (N=16)	0%	6.3%	12.5%	6.3%	75.0%