



Mbewe, Julius

A00252387

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 06 Sep 2019

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2007	06/2010	60	Peninsula College
09/2007	06/2010	9	Peninsula College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2011	06/2012	44	<b>Native City: Histories, Policies and Images</b> 4 - <i>Pacific Northwest History</i> 4 - <i>Geography of Place</i> 5 - <i>Urban Studies</i> 5 - <i>Native American Studies: The Urban Experience</i> 4 - <i>Environmental History</i> 4 - <i>Ethnography: Readings and Methods</i> 4 - <i>Environmental Studies</i> 6 - <i>Field Research or Independent Study</i> 4 - <i>Expository Writing</i> 4 - <i>Scholarly Research and Presentation Skills</i>
09/2013	12/2013	16	<b>China: A Success Story?</b> 4 - <i>Modern Chinese History: Late Qing Dynasty to the Present</i> 4 - <i>Modern China: Politics, Economy, and Society</i> 4 - <i>Expository Writing</i> 4 - <i>Research Process and Presentation</i>
01/2014	06/2014	12	<b>China: Business, Economy, Society, Sustainability</b> 2 - <i>China Studies: Business, Economy, Society, Sustainability</i> 6 - <i>Business Strategy with simulation</i> 4 - <i>Individual Research Project: Chinese Investments and Exports</i>
01/2018	03/2018	8	<b>The Price of Inequality: Politics, Economics, and Policy</b> 4 - <i>Economics</i> 2 - <i>History</i> 2 - <i>Public Policy</i>
01/2018	03/2018	4	<b>Awakening the Leader Within</b> 4 - <i>Business Management</i>
04/2018	06/2018	8	<b>Critical Issues in Human Resources Management</b> 8 - <i>Human Resources</i>
04/2018	06/2018	8	<b>Viking Economics: Learning from Scandinavia</b> 4 - <i>Political Science and Philosophy</i> 4 - <i>Economic Geography of Scandinavia</i>
09/2018	12/2018	5	<b>Poverty: What, Why, and How</b> 3 - <i>Sociology of Poverty</i> 2 - <i>Social Policy</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2018	12/2018	2	<b>Doing the Business of Non-Profits: Ideas to Realities through Grantwriting and Fundraising</b> <i>1 - Nonprofit Development and Management</i> <i>1 - Grant Writing and Fundraising</i>
06/2019	09/2019	4	<b>Leading LEAN Transformation: The People Side</b> <i>4 - Business Management</i>
06/2019	09/2019	2	<b>Practical Program Evaluation</b> <i>2 - Program Evaluation</i>

**Cumulative**

182 Total Undergraduate Credits Earned



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Business administration and International relations is the focus of my academic career. I have always been fascinated with finding connections in humanity. I believe I can make a difference in the world by giving back and helping others. As I was supported by those, who thought they too could make a difference. Globalization has made the world a small place, and I'm passionate about finding those connections.

I started my research on U.S. immigration history and its impact on the economy. With the use of Geographic information system software. Here I examined the gradual implications of immigration on the U.S economy and the global markets. Results were astonishing. Skills acquired; program evaluation, reading and writing major research projects, time management was crucial to the success of the projects.

Next, I enrolled in a program called, China: A Success Story? Here I explored China's rapid rise to become one of the world's largest economies in the last thirty years. I then focused on China's: Business, Economy, and sustainability structures that have allowed such rapid growth. I learned how to analyze complex data. I then used this information to create and develop a successful business model. My group took first place in a class competition where we built a business simulation called StartSimChina.

The search for connection in humanity led me to study the Nordic model. Viking Economics: Learning from Scandinavia. An economic structure that has been admired by many, my research paper was on education as an economic equalizer in Denmark. I also took a program called Critical Issues in Human Resources Management in the same quarter. Here I gained a deeper understanding of day to day operations in human resources.

My liberal arts experience at TESC has granted me the tools needed to become a highly productive member of society. Learning through workshops, conferences, lectures, field trips, personal research and seminars which are standard methods of learning at Evergreen. I gained more confidence in my studies to have been instructed by Ph.D. professors, who are experts in their fields. Engaging with students, Faculty and Staff from all levels of society have been a highlight of my academic career. This learning model has allowed active dialogue and engagement between educators and learners. I have formed a management philosophy that fosters a balanced lifelong learning system. With practice, I have developed excellent customer service skills, a keen ability to connect and create relationships across an organization. I have been able to sharpen my communication style to be direct, and diplomatic. My final class was program evaluation and Lean Six Sigma concepts & methodology. knowledge gained will make me a better leader in key management roles.



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## **June 2019 - September 2019: Practical Program Evaluation**

2 Credits

### **DESCRIPTION:**

Faculty: Lachezar (Lucky) Anguelov, Ph.D.

In *Practical Program Evaluation*, students engaged in a range of activities in order to effectively describe different types of program evaluations, learn how to identify stakeholders for program evaluations, and demonstrate familiarity with the primary types of research designs used in program evaluations. In this class, students learned how to construct logic models and program performance measures, collect data, and write succinct reports on evaluations. A main focus of the curriculum was to learn how to successfully manage a program evaluation project and to gain experience in how to evaluate a public program.

This course intended to give the student an appreciation of the contributions and limitations of public and non-profit program evaluation, as well as a familiarity with the basic skills needed to conduct evaluations. Emphasis was placed on coping with the conceptual, methodological, organizational, political, and ethical problems which face evaluators.

Key learning objectives and student competencies included: (1) be able to describe different types of program evaluations; (2) be able to identify and engage stakeholders for program evaluations; (3) demonstrate familiarity with the primary types of research designs used in program evaluations; (4) demonstrate familiarity with the primary methods for conducting evaluations; and (5) develop and demonstrate skills in constructing logic models and program performance measures.

Students were assigned the 4<sup>th</sup> edition of *Handbook of Practical Program Evaluation* (Newcomer, Hatry, & Wholey, 2015) and along with in-class workshops, seminars, and exercises engaged in daily discussions. In addition to the interactive discussions posts, students critically reviewed an existing evaluation where they (i) described the focus and findings; (ii) identified the key evaluation questions; (iii) summarized the research design and data collection methods; and (iv) and addressed threats to measurement validity, measurement reliability, internal validity, external validity, and statistical conclusion validity. For a final project, students presented an evaluation design for a program of their choice.

### **EVALUATION:**

Written by: Lachezar (Lucky) Anguelov, Ph.D.

Julius Mbewe successfully completed the *Practical Program Evaluation* course in the summer quarter of 2019. As part of the requirements for the successful completion of the course, Julius submitted all required discussion posts and replies, written assignments, and projects. Julius regularly demonstrated a great understanding of the readings and contributed effectively to class and seminar discussions. Julius consistently submitted great written work, and was an active student in our class.

Julius, as part of a team, also submitted an outstanding evaluation plan for Paid Family Medical Leave Act (PFML). Overall, this was one of the best evaluation plans in our class in terms of both content, format and style. In the plan, the evaluation purpose was clearly outlined and all categories of stakeholders were identified. In their evaluation plan, Julius' team also included an excellent section on cultural competence that proposed steps to ensure diversity of stakeholders and feedback, as well as suggestions for creating culturally competent goals for the evaluation. The evaluation plan presented an excellent logic model and a clear evaluation design using a pre-post analysis comparing utilization rates of the last five years of unpaid family and medical leave (2014-2019) with utilization rates for the first five



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years of the paid family and medical leave program (2020-2025). The team also outlined data sources for all of the proposed evaluation questions.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Program Evaluation



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**June 2019 - September 2019: Leading LEAN Transformation: The People Side**

4 Credits

**DESCRIPTION:**

Faculty: Dariush Khaleghi

A great number of LEAN implementations fail and technical reasons are rarely the root cause. The major culprit of these failures can be attributed to the leadership and people side of the implementation. Implementing LEAN exacerbates the worry and anguish people experience when going through this major change. Leading successful LEAN transformations require a significant and pervasive change in mindset and commitment and constant reinforcement of the behaviors that support them. In this course, students learn how to lead successful LEAN implementation by understanding and influencing human behavior, leading change process and building a strong culture that embraces LEAN as the standard way of doing work. This class provides students with the opportunity to learn through reading, individual and group activities, cases, discussions and seminars, fieldwork, research, and team projects.

**EVALUATION:**

Written by: Dariush Khaleghi

Julius was an outstanding student and did a great job in this class. He completed the course objectives and received full credit. Julius's contributions to this course were excellent. He had previous experience working with the LEAN and Six Sigma tools and techniques, and his practical perspectives and examples on the topics taught in this class enriched discussions and learning. Julius's online postings were reflective, thoughtful, and insightful. Julius had a warm and approachable demeanor that made it easy for him to connect with his peers. This was Julius's last class before graduating from Evergreen. I was pleased to have him in my class. Congratulations, Julius!

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Business Management



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**September 2018 - December 2018: Doing the Business of Non-Profits: Ideas to Realities through Grantwriting and Fundraising**

2 Credits

**DESCRIPTION:**

Faculty: Don Chalmers, B.S., J.D.

Students in this class learned a lot about philanthropy in the United States and the role of nonprofits in contributing to healthy, sustainable communities. Together, we looked at the historical role of charitable giving before and after contact and the evolving role nonprofits have played and are playing in the U.S. As a part of this inquiry, we considered what it takes to create a nonprofit and grow and sustain existing organizations. Each student identified and developed an organization and a project over the course of the quarter. The organization and project was based on an existing nonprofit or one that was created for the purposes of the class. We also focused on Development Readiness<sup>tm</sup> for these organizations and how using this approach helps ensure a sustainable organization that benefits, for example, from an empowered and engaged board and staff as well as contemporary and ongoing strategic planning. The ethics issues facing nonprofit organizations were considered as was professional development and volunteer recruitment and management. These and other issues were addressed both in seminar and during in-class presentations and discussions. A portion of the course also included effectively finding funding sources for organizations and their programs. We learned about effective grant writing and fundraising for nonprofit, tax-exempt organizations.

**EVALUATION:**

Written by: Don Chalmers. B.S., J.D.

Julius attended and actively participated in many of ten classes and completed some of the assignments. He showed good imagination in developing his project focus for his final assignment. His comments and questions indicated that Julius had a good grasp of and showed interest in the issues facing non-profits. His work showed a good appreciation of steps that are needed to create and develop a sustainable non-profit organization. Overall, he demonstrated an enhanced understanding of the nature and role of nonprofit organizations as change agents in the U.S. and an increased understanding of the principles of community assessment, project articulation, and resource development within the context of community development. He would be suited to take additional coursework in non-profit management and resource development.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

- 1 - Nonprofit Development and Management
- 1 - Grant Writing and Fundraising



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## **September 2018 - December 2018: Poverty: What, Why, and How**

5 Credits

### **DESCRIPTION:**

Faculty: Wenhong Wang, Ph.D.

This program explored poverty in the context of increasing social inequality and used sociological theories to investigate various aspects of poverty and its particularities in the U.S. The questions we examined included: the definition of poverty, the causes of poverty, the intersection of race, gender, class and poverty, the relationship between political inequality and economic inequality, and the role of social welfare programs and their limits.

Using poverty as our subject of inquiry, we studied the major sociological theories and applied sociological imagination to poverty and class related issues. We explored the intricate and complex relationship between social structure and individuals.

This program valued each participant's lived experience of class, race, ability and other statuses as relevant to poverty while challenging one another to think more deeply how individual experiences fit into the large historical, social and political context and think of ways to address the issue together.

Program activities included lectures, seminars, and individual and group work. Students were required to write weekly seminar response essays, give regular feedback to peers' seminar responses and carry out an action-oriented research project on a topic of their own choosing, write a detailed outline and do a presentation for the project at the end of the quarter. To prepare for the internship of winter quarter, students also conducted three community scanning assignments to select potential organizations to do internship. Our program also invited guest speakers who are experts in areas of homelessness (Anna Schlecht), health and poverty (Paul Bunge), poverty and poetry (Suzanne Simons), wealth and racism (Tom Womeldorf), enterprise for equity (Lisa Smith and Scott Morgan), and ideology and poverty (Michael Vavrus). Students also participated in the first Equity Symposium on campus and write reflections on their participation.

The main texts we used included *The American Way of Poverty: How the Other Half Still Lives* by Sasha Abramsky, *The Poverty Industry: The Exploitation of America's Most Vulnerable Citizens* by Daniel Hatcher, *The Color of Welfare: How Racism Undermined the War on Poverty* by Jill Quadagno, supplemented by other journal articles and book chapters related to inequality and poverty.

### **EVALUATION:**

Written by: Wenhong Wang, Ph.D.

Julius entered our program with a background in other inequality programs, with a particular interest in learning about the causes of and solutions to poverty. He was an integral part of our community, and developed a comprehensive facility with our program themes. He participated actively and frequently in classroom discussion and activities including seminar and was a leader in provoking risky conversations. He met the majority of the program expectations with excellent quality work overall.

As a final project, Julius demonstrated ability to work collaboratively in a small group through a group project focused on the issue of racism and poverty alleviation. This group developed a relevant presentation that explained well the complexity of the topic. Julius researched and presented a proposal of a non-profit organization that focuses on providing resources to help youth in low income communities to attend college. He produced a short outline for his project.





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Julius contributed to the learning of our community by sharing his insights about poverty and inequality informed by his extensive international experiences. It was a pleasure working with Julius this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

3 - Sociology of Poverty

2 - Social Policy



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## **April 2018 - June 2018: Viking Economics: Learning from Scandinavia**

8 Credits

### **DESCRIPTION:**

Faculty: John Baldridge, Ph.D. and Stephen Beck, Ph.D.

Students in this program studied political philosophy, economic geography, and political science in order to better understand the "Nordic Model" of social democracy in Scandinavia, and in particular to understand why Scandinavian democracies routinely outperform the United States in many measures of socioeconomic success. Students read and discussed texts in political philosophy, specifically Locke's *Second Treatise of Government*, Paine's *Rights of Man*, and selections from Rawls' *Justice as Fairness* and Mills' *The Racial Contract*. Students were asked to juxtapose these readings with their own research questions and George Lakey's *Viking Economics*, in the "four Nordics": Iceland, Norway, Denmark, and Sweden.

To better understand "viking economics" in terms of place and practice, students joined a small group tasked to jointly deliver a student-led presentation on key social democratic institutions within one of those four countries. Group presentations were substantial, amounting to a full 4-hour student-led class, with a student-designed pre-test and post-test to assess peer learning. Each student was also assigned an academic essay that demanded substantial independent research, culminating in a 3-4000 word paper with MLA Style citations and references. Students were tasked with regularly reading their peers' drafts and then providing written feedback, as part of building college level writing and editing skills. Evaluation and award of credit is based on the student's development of understanding and skills as well as their engagement in and commitment to the learning community, as demonstrated in attendance, participation, and all of the above work.

### **EVALUATION:**

Written by: Stephen Beck, Ph.D.

Julius Mbewe completed all program work and is awarded full credit. Mr. Mbewe participated fully in all program activities; he was among the most active participants in seminar and program discussions, contributing relevant and insightful remarks on our topics.

For his research project, Mr. Mbewe inquired into the educational system in Denmark. He completed all iterations of the essay, which grew in scope to include broader considerations of economic equity. The essay demonstrated a detailed grasp on the educational system in Denmark as well as on the motivations behind it. Mr. Mbewe discussed the political philosophies of Locke, Paine, and Rawls in connection with his topic, showing a good understanding of the outlines of each. The essay needed to have a more explicit and coherent organizational plan. Nevertheless, it successfully met the objectives of the assignment in that it demonstrates understanding of economic geography and political philosophy.

Along with three other students, Mr. Mbewe led a full four-hour class session on the geography of Denmark. In addition to his participation in the fully collaborative features of the class session, Mr. Mbewe presented on the governmental structure, the foreign relations, and the educational system in Denmark. His presentation showed ample evidence of detailed research, but needed to have a more orderly organization to convey the information effectively.

Overall, Mr. Mbewe has demonstrated a good introductory understanding both of the economic geography and of the political philosophy we studied. He needs to continue to improve his English-language writing skills, particularly in the organization of his essays. Mr. Mbewe is prepared for work or further study that is appropriate for a liberally educated person.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

4 - Political Science and Philosophy

4 - Economic Geography of Scandinavia



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## **April 2018 - June 2018: Critical Issues in Human Resources Management**

8 Credits

### **DESCRIPTION:**

Faculty: Douglas Hammel

Companies today are working hard to stay relevant in a rapidly changing and hypercompetitive business environment. This is placing unprecedented pressure on both management and employees to transform workplaces to meet those business challenges. By designing human capital management systems and organization support structures that leverage knowledge of the organization's operations, employees, ever-changing compliance requirements and new technologies, human resources professionals have a huge role to play in shepherding the organization's cultural and organizational transformation to succeed. This two-quarter program first provided students with a foundation of the key components of effective human resources management that supports the employment life cycle. They then examined the new trends and challenges facing those functions, including: Changing workforce demographics (with five generations of workers in our workforce today) and the demand of today's workers for more personalization of their HR services; the legal and compliance environment relating to equal employment opportunity, nondiscrimination practices and workplace safety; human resources planning, recruitment, selection, hiring and employee development (training); compensation and benefits approaches within the shifting legal and regulatory environment; Performance management and employee development; Managing employee retention and termination; collective bargaining and labor relations; and putting the "human" in human resources by blending operational needs and strategic imperatives with tactics to empower employees and enhance the organization's employment brand.

### **EVALUATION:**

Written by Douglas Hammel:

Julius was conceptually a superior student. In the majority of his work, he demonstrated an ability to absorb new concepts and apply them both to theoretical and real world problem solving. He began the Quarter with practical academic skills and continued to improve on his abilities. He could have improved his work by focusing on basic writing skills and completing all assignments. He was an avid and insightful contributor in Seminar and made excellent use of class time to broaden his understanding of Human Resources materials. He completed 69% of his Discussion and Case assignments with thoughtful and well-developed posts and detailed analyses. He consistently showed a growing command of the discipline. His final project was a term paper focusing on Organizational Compensation Systems that included many insights into the workings of an auto dealership. His writing was structurally developmental but conceptually excellent. I recommend this student for advanced academic study.

### **Student Quote:**

"I took leadership in class discussions and seminars and found a way to expand the class dialogue to obtain a deeper understanding of the theoretical material and group dynamics."

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - Human Resources



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## **January 2018 - March 2018: Awakening the Leader Within**

4 Credits

### **DESCRIPTION:**

Faculty: Dariush Khaleghi

We need a new generation of leaders and game changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded the society's trust in their corporate, public and political leaders. There is an urgent need for conscious and principled leaders who are driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose, develop vision, mission, values, and a plan of action to serve their communities. This course provides students with the opportunity to reflect, collaborate, and learn through individual and group activities including self-evaluation, cases, discussions and seminars, and team projects.

### **EVALUATION:**

Written by: Dariush Khaleghi

Julius was an emerging leader who was able to sharpen some of his key personal and professional skills and attributes in this course to better serve as leader and game changer. Julius completed the course objectives and earned full credit. He was an outstanding student and did an excellent job in this class. Julius had perfect attendance and completed all assignments on time and with high quality. Julius had a leadership voice and strong presence. His use of metaphors and examples to simplify complex concepts made him a charismatic student. Julius demonstrated a deep passion for leadership and assumed full responsibility for his work, learning, and personal growth as a change maker.

Julius participated collaboratively in groups and seminars. He promoted a positive and collaborative learning community and was able to work well across the personal and cultural differences. Julius demonstrated excellent listening and communication skills which were imperative to effective leadership. His discussions and reflections demonstrated integrative, independent and critical thinking skills. Julius applied creative modes of inquiry to synthesize the theoretical framework discussed in this course with his own personal experiences to create opportunities for personal growth.

Julius's final project, redistribution of wealth, was a culmination of his learning from this course, demonstrating depth, breadth and the ability to reflect on the personal and social significance of effective leadership. Julius demonstrated skills, knowledge, and competency that left no doubt about his readiness to move on to more advanced work and/or study in this area. Julius completed this course with distinction.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Business Management



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## **January 2018 - March 2018: The Price of Inequality: Politics, Economics, and Policy**

8 Credits

### **DESCRIPTION:**

Faculty: Howard Schwartz, PhD

#### Program Description

This program can best be understood as an introduction to the political economy of inequality. Our focus was on the increase in economic inequality in the United States over the last forty years and the economic and political changes that led to that increase. Winter quarter introduced the economic concepts that help explain the increase in inequality and the data that define and illustrate the changes.

We studied long-term trends in economic inequality in Europe and America through a close reading of the first ten chapters of Thomas Piketty's *Capital in the 21<sup>st</sup> Century*. In conjunction with an economics text, students learned about the nature of capital, wealth and income, how they are distributed and how wealth, income and their distribution have changed over time. In order to provide some background in basic economics concepts, we read the first nine units of the on-line text *The Economy*. This introduced students to the concepts of choice, scarcity, distribution of income and wealth, the industrial revolution and growth, game theory, supply and demand, and markets of various kinds (competitive, non-competitive, labor, etc.) Lectures, videos, in-class workshops and supplementary readings helped students understand ideas that were new to them and provided an opportunity for advanced students to explore further dimensions of theories they had already studied.

The teaching and learning objectives of the program included the following:

- How to read a major academic work with complex quantitative arguments.
  - What the author sets out to do
  - How the author does it
  - How the book is structured and how the argument unfolds
  - What aspects of the topic (inequality) are not covered in the book and why the author chose not to include them
- Understanding some basic principles of economics and capitalism.
- Understanding the basic elements of economic inequality in individual countries: history, economic system, politics
- Understanding some of the options for reducing inequality and the politics involved in enacting them
- Understanding some of the global dimensions of inequality
- How to understand the use of statistics in supporting and guiding an argument
- Translating technical information into sentences that a general audience can use and understand.

In addition to attending and participating in all class activities, students were required to write a weekly two-page seminar paper and a final project consisting of a 5-10 page paper and a presentation to the class on a topic that was inspired by something that Piketty wrote that they wanted to explore further.

Students were evaluated on the basis of

Attendance.

- Attendance.



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- Full participation in workshops and seminars.
- Timely submission of all written assignments.
- Demonstrated understanding of the program material in terms of the teaching/learning objectives as laid out above.
- Organization and quality of writing: write and think clearly, properly structure sentences and paragraphs, use and understand correct grammar and spelling.

**EVALUATION:**

Written by: Howard Schwartz, PhD

Julius was delight to have in The Price of Inequality. He is smart and brings a wealth of life-experience to share with everyone. His participation in seminars and class discussions was extremely helpful since he raised questions and provided insights that no one else was capable of.

When focused on the program material, Julius wrote insightful weekly papers that showed that understood Piketty's data and narrative, but sometimes he was more interested in writing what interested him rather than what was assigned. What he wrote was interesting and often eloquent but it detracted from learning the program materials. His final project on what drives people to emigrate and the contributions they bring to their new country was also interesting and heartfelt, but could have been improved through better organization a tighter focus on its relationship to Piketty's discussion of the relationship of immigration to economic growth. His presentation to the class had a wealth of information and provoked a lively and fruitful discussion. In the future, Julius should fine-tune his writing to better express his thoughts. His writing improved considerably over the course of the quarter, so this should not be difficult for him.

All in all, Julius achieved the objectives of the program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 4 - Economics
- 2 - History
- 2 - Public Policy



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## **January 2014 - June 2014: China: Business, Economy, Society, Sustainability**

12 Credits

### **DESCRIPTION:**

Faculty: David Shaw, Ph.D.

This two-quarter program is designed to provide a sustained look at China's culture and society, primarily from a social science perspective. Readings and seminar discussions were supplemented with film viewings, group workshop activities and independent research presentations and papers in order to better understand contemporary business, economic, social, and sustainability issues in China. For many students, this program built on the related Fall 2013 program, "China: a Success Story?" to provide greater depth for analyzing contemporary China.

Winter quarter the program began with a focus on the classical roots of traditional Chinese culture in order to build a base for understanding the values, norms and behavior of the Chinese people. Readings on the "Three Teachings" of Daoism, Confucianism, and Buddhism included D.C. Lau's translation of Lao Tzu's *Tao Te Ching*; Nyland and Wilson's (2010) *Lives of Confucius*; and Arthur Waley's translations of *the Analects of Confucius* and the folk novel *Monkey*, an abridged version of Wu Ch'eng-En's *Journey to the West*. Film viewings included *Forbidden Kingdom* (2008; Rob Minkoff, director), *Journey to the West: Conquering the Demons* (*Xi you xiang mo pian*, 2013; Stephen Chow, director); the documentary *the Buddha* (2010; David Grubin, director); *the Emperor and the Assassin* (*Jing Ke ci Qin Wang*, 1998; Chen Kaige, director); and *Confucius* (*Kong Zi*, 2010; Hu Mei, director).

Next, a reading of McNeilly's (2012) *Sun Tzu and the Art of Business*, including Zieger's translation of Sun Tzu's *the Art of War*, and a viewing of the two-part films *Red Cliff* (*Chi bi*, 2007/8; John Woo, director) provided exposure to Chinese concepts of strategic thinking, leadership and alliances. Additional readings of journal articles or book chapters on business covered "Ancient Chinese theories of control" (Rindova and Starbuck, *J. Management Inquiry*, 1997) and *guanxi* ("Guanxi dynamics and network building", Chapter 4 in Min Chen, *Asian Management Systems*, 1995) as well as comparing and contrasting cultures in international business ("Categorizing cultures", Chapter 3 in Richard Lewis' *When Cultures Collide*, 2005).

In the last half of winter quarter, other topics covered in readings and lectures included China's traditional attitudes toward nature and the environment; China's contact with other cultures, including trade and travel with the outside world; the Chinese diaspora and settlement across southeast Asia; the rural/urban divide in China; China's "shame and humiliation" at the hands of foreign powers during the 19<sup>th</sup> Century; and its industrialization and political transformations in the 20<sup>th</sup> Century. Readings here included Susan Whitfield's (2001) *Life Along the Silk Road*; Fei Xiaotong's (1947/1992) *From the Soil*; and Orville Schell and John Delury's (2013) *Wealth and Power*, in addition to several journal articles. Film viewings included *Mountain Patrol* (*Kekexili*, 2004; Lu Chuan, director); *Blind Shaft* (*Mang jing*, 2003; Li Yang, director); *Yellow Earth* (*Huang tu di*, 1984; Chen Kaige, director); an episode of the NHK/CCTV documentary *the Silk Road* (1980) on the Dunhuang or Mogao caves; *Crouching Tiger, Hidden Dragon* (*Wo hu cang long*, 2000; Ang Lee, director); *Ip Man* (*Yip Man*, 2008, Wilson Yip Wai-sun, director); and *the Grandmaster* (*Yi dai zong shi*, international version, 2013; Wong Kar-wai, director).

Finally, for winter quarter, students were asked to meet in workshop groups based on their primary research interest in present-day China (business, economy, society or sustainability) and monitor and share current articles in the news. Students from each group were asked every week or two to post the best current article (published in the last 30 days, usually) to share for class discussion. At the end of the quarter, students were asked to collaboratively build an external analysis (list of opportunities and





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threats) of business and investment conditions in 'China for a firm or industry of their choice based on the information provided in these articles.

Spring quarter the program focused on modern China since its "reform and opening up" in 1979. For the China studies module, students organized into groups of four or five to specialize in one of four areas of focus for China studies for this period – business, economy, society or sustainability. Some groups also chose to add political economy to the mix. First, each group chose a Core Reference text to read to gain a common background on their area of focus on modern China. Each student in the group had the option of writing a response essay or making a class presentation on the Core Reference text. Next, each research group chose two books from a list of recommended books on their area of focus. After reading the book, the group was required to make a Critical Book Review presentation to the class summarizing the book and explaining the author's point of view to their classmates who had not read the book. Identifying any key takeaways or differences of opinion from other readings in the program was also a key goal for group members undertaking a Critical Book Review. In every instance, two different research groups were assigned to make a Critical Review of a given book. Group presentations varied from 20 minutes to one hour in length, followed by an in-depth question-and-answer discussion. To keep current on ongoing affairs involving China, students were also asked to complete two or three Common Readings weekly, generally newspaper articles, journal articles, or company newsletters related to business, economy, society and/or sustainability topics involving modern China.

Next, students attended a series of workshops on doing social science research. This was followed by a series of weekly film viewings examining social and environmental problems or challenges in modern China, or illustrating social change in different sub cultural contexts in China. Examples of films in the first category included *Beijing Bicycle* (*Shiqi sui de dan che*, 2001; Wang Xiaoshuai, director), *Luxury Car* (*Jiang cheng xia ri*, 2006, Chao Wang, director), and *Lost in Beijing* (*Ping guo*, 2007; Li Yu, director), Examples of films and documentaries viewed from the second category included *Comrades: Almost a Love Story* (*Tian mi mi*, 1996, Peter Chan Ho-Sun, director), *Young and Restless in China* (*Frontline*, 2008; Sue Williams, director), *24 City* (*Er shi si cheng ji*, 2008; Jia Zhangke, director), *Still Life* (*Sanxia haoren*, 2006; Jia Zhangke, director), and *A One and A Two* (*Yi yi*, 2000; director, Edward Yang). Classroom discussions were held for each film viewed; students also had the option of completing integrative essays relating their film viewings to other themes examined in the program readings and discussions.

For the business strategy portion of the program, students read Joan Magretta's *Understanding Michael Porter: the Essential Guide to Competition and Strategy* (2011) and then broke into six teams to participate in the business simulation *StratSimChina*. Here, each team took over a simulated domestic auto manufacturer and distributor in China, crafting business strategies to meet the needs of a segmented consumer market in four regions of China. Teams had to work within a simulated market using retailers to market autos indirectly to consumers. Teams crafted strategies for their auto firms over ten rounds of play. During the final week of class, students spent one day in a debriefing forum relating game results with documents generated by the team over the course of the simulation to examine alternate definitions of success in business, and to determine how well Porter's concepts and frameworks applied to game play in the simulation. Another day was spent having each team hold an annual meeting for their firms, explaining their firm performance after ten years of game play to firm shareholders and other firm stakeholders.

Finally, students had the option of undertaking new independent research projects related to their China studies spring quarter, or building on projects begun in a previous quarter. Students were tasked to identify a minimum of five additional references on their research topic. They had the option of making an 8-to-10 minute presentation on their research at the end of the quarter, or completing a draft research paper with 8-to-10 additional pages of material on their research topic.



Mbewe, Julius

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**EVALUATION:**

Written by: David Shaw, Ph.D.

Winter Quarter 2014: As a member of our learning community winter quarter, Julius fulfilled almost none of the requirements for credit in the program. For the first two or three weeks, Julius did attend class and participated fairly well in seminar. However, he did not submit any written work for winter quarter, nor was he able to attend the last seven weeks of the quarter.

Though Julius was extended the opportunity to submit all his missing work via an Incomplete, he was unable to do so by the deadline agreed upon of December 31, 2014.

Sprint Quarter 2014: As a member of our learning community spring quarter, Julius fulfilled all of the requirements for credit in the program. Julius was most engaged this quarter in his research project on "Chinese Investments and Exports". Julius worked effectively, participating regularly in most program activities. The student's work submitted this quarter shows a "mostly good" to "good plus" understanding of the themes outlined in the program description. Overall, he demonstrated a good ability to participate and contribute in our learning community.

Julius's attendance in the program this quarter was minimally acceptable, with irregular attendance and several absences. In our classroom discussions, however, he was a regular contributor, with fair participation, usually making high quality comments. In small group settings, Julius was a frequent participant and fully engaged in discussion. During the end of the quarter presentations, his participation during the question-and-answer discussion was very good, showing a commensurate level of engagement with the program themes.

Julius was a member of the Business interest group. Julius read three books for his group work this quarter, but opted to write papers on his own on the three books rather than make any group presentations. Specifically, he wrote a response essay for his Core Reference text and a research paper on the other two books. For his Core Reference text, then, Julius used Ronald Coase and Ning Wang's (2013) *How China Became Capitalist* as his Core Reference text. For his research paper, Julius read two books, Shaun Rein's (2012) *The End of Cheap China* and David Shambaugh's (2013) *China Goes Global: the Partial Power*.

Julius' six-page response essay on his Core Reference was good; if there had been more editing and spell checking it could have been excellent in quality. Noteworthy are Julius' use of a handful of quotes from the book, his inclusion of an introductory and concluding paragraph, and a sometimes critical point of view. Note that a bit more attention to editing and spell checking, additional reviewing of the content of the essay, and some expansion on several unsupported or underdeveloped statements or assertions made in the essay would have easily (and significantly) improved the quality of this essay.

The student's independent research project (a five-to-ten page research paper of a work in progress with a minimum of five citations requested for the bibliography, or an eight-to-ten minute presentation) took the form of a research paper only this quarter. The nine-page draft research paper on "Chinese Investments and Exports" (which essentially covered the Rein and Shambaugh books) was fair-to-good; the paper is well structured and does a fairly good job integrating concepts from several different articles and readings encountered in both China programs this year. However, the paper is not well polished, and reads at times in a disjointed way. There are good ideas and points of view here; perhaps more time spent editing the paper and improving the draft would resolve these issues. Writing was at a basic college level. Next steps should include more development of each main theme expressed in this paper, with additional support taken from the readings using in-text citations; addition of an introductory and concluding section; and consistent use of a style guide for organizing the paper, particularly for the Bibliography section.



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For the team-based business strategy simulation, Julius helped manage their firm with four other people, developing and revising their strategy under competitive conditions with five other firms in their industry. Julius was a fairly active member of his team, scoring fair in effort, contribution and leadership according to his team members' evaluation. His team was outstanding in performance overall in the simulation, placing first in cumulative points through ten rounds of game play.

In addition to the assigned work, Julius submitted a three-page integrative essay on the film viewings this quarter. This essay was good in quality, and observant of many details, though it could have been longer, and discussed more of our film viewings. Though there was some integration with other topics discussed in class or in our readings, even more would have been better whether from content covered in our program or from Julius' own life experience, for instance. In sum, the essay demonstrates a good ability to analyze and make sense of the program themes. Overall, the writing in this essay was at a basic college level. A bit of editing or grammar checking would also have improved this essay.

Overall, Julius shows some promise as a student at Evergreen. His self-motivation and his interest in a career in business bode well for his future efforts in academics and his career. It has been a genuine pleasure having Julius in the program this year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 2 - China Studies: Business, Economy, Society, Sustainability
- 6 - Business Strategy with simulation
- 4 - Individual Research Project: Chinese Investments and Exports



Mbewe, Julius

A00252387

Last, First Middle

Student ID

## **September 2013 - December 2013: China: A Success Story?**

16 Credits

### **DESCRIPTION:**

Faculty: Rose Jang, Ph.D. and David Shaw, Ph.D.

This one-quarter program focused its attention on modern China. Starting with a brief survey of modern Chinese history from late Qing Dynasty to the present, the program reviewed the development of Chinese politics, economy, and society over the last hundred years via lectures, film viewings, weekly readings, and seminars. The seminar readings included *Shenzhen: A Travelogue from China* by Guy Delisle, *Modern China: A Very Short Introduction* by Rana Mitter, *China in Ten Words* by Yu Hua, *China Road: A Journey into the Future of a Rising Power* by Rob Gifford, *The Party: The Secret World of China's Communist Rulers* by Richard McGregor, and *Out of Mao's Shadow: The Struggle for the Soul of A New Nation* by Philip P. Pan. While these readings provided systematic explorations of China's political, social, cultural, and economic situations the by-weekly current affairs workshops were designed to supplement the readings with an on-going, all-program monitoring of the most up-to-date events and issues, mostly through news articles, involving China.

Aside from participating in the lecture and seminar discussions, students were required to write weekly response papers to the assigned readings following a specified format of inquiry and analysis. Based on interest, students were divided into small research groups early in the quarter and instructed on basic library research methods and alternatives to the standard PowerPoint presentation. At the end of the quarter, each student gave an individual presentation within their research group, displaying individual research efforts. The program also arranged a one-day field trip to the international district/Chinatown in Seattle. Through the field observation, students were introduced to the Chinese Service and Information Center as well as the different aspects and needs of Chinese American communities in the area.

### **EVALUATION:**

Written by: Rose Jang, Ph.D.

Julius was one of the most present and enthusiastic members of the program. His attendance was exemplary, and his participation was consistently of high quality and intensity. On many program occasions, Julius took a natural leadership role in initiating significant topics of consideration and drove the discussion with genuine care and subtle critical energy. He was expressive, eloquent, and convincing in his comments, and he more than often made complicated connections between different materials immediately suggestive of sophisticated vision and mature perception. His participation in all phases of the program function manifested leadership skills and intellectual potency across the board. He always picked out some of the most poignant and thought-provoking quotations from the assigned reading for our seminar. Pushing group discussion on these firm and substantial tracks, Julius was repeatedly instrumental in the production of meaningful and memorable seminar moments. His contributions to all-program discussions during lectures and current affairs workshops were equally profound and consistently germane for the high level of intellectual discourse of the program. Always respectful and sensitive, Julius was not reserved from showing passion when the topic struck a particular cord with his personal or cultural background. He was also not shy from exercising fun and light-hearted humor in his intellectual communication.

In weekly writings which he submitted faithfully except for one, Julius also expressed his critical thinking abilities through ample channels. His choice of quotations mirrored his keenness in seminars, and his elaborations on these quotations offered further evidence of his careful contemplation on the reading. What was most delightful about his weekly reading responses was his ability of differentiating the various perspectives presented by the successive readings. By identifying the positioning of each and every



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author, he was able to look at China's economic and political situations from clearly defined angles and create a coherent line of inquiry for himself.

Julius' research presentation was extended from a big question, which inquired into both China's current image of global powerhouse and China's on-going race with the US. He summarized his multifaceted attention through sixteen words, cleverly referring back to an earlier reading by Yu Hua. Due to the time restriction and the complexity of the sixteen categories, Julius' presentation sacrificed specifics and clarity and opted for a general picture. It conveyed Julius' main message and left us with many intriguing questions to ponder.

Julius submitted an honest and thoughtful academic statement which concluded a wonderfully productive quarter for him. Within the last ten weeks, the maturity and exuberance Julius has shown in all aspects of the program, including speaking, writing, and thinking, were truly impressive.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Modern Chinese History: Late Qing Dynasty to the Present
- 4 - Modern China: Politics, Economy, and Society
- 4 - Expository Writing
- 4 - Research Process and Presentation



Mbewe, Julius

A00252387

Last, First Middle

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## Student Self Evaluation for China: A Success Story?

09/2013 - 12/2013

Normal 0 false false EN-US X-NONE X-NONE /\* Style Definitions \*/ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin-top:0in; mso-para-margin-right:0in; mso-para-margin-bottom:10.0pt; mso-para-margin-left:0in; line-height:115%; mso-pagination:widow-orphan; font-size:11.0pt; font-family:"Calibri","sans-serif"; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin;}

## China A Success Story?

I was able to learn about the rise of china. I mainly focused on the business and economic aspect of china's economic rise on the global market. The Evergreen way of learning challenges what you think you know verses what you actually know, and what you have learned. It is this philosophy that leaves no stone unturned. My thinking process was always challenged and I learned that there's always several ways of looking at a situation. The process of thinking about your thinking is a crucial realization of what is really important and what's relevant in all aspects of life. This is a way of channeling thoughts with the consideration of other people's thoughts. The Evergreen style of learning focuses on the mental process of actively applying and analyzing materials, this is mostly done through seminars, reading, writing, film and lectures. My thinking has been enhanced with the skill to recognize unstated assumptions and values, comprehend use of language with accuracy and clarity throughout the quarter. These tools of critical thinking have helped me get to reasoned conclusions. My thinking now incorporates logic and credibility through open minded observation. Thinking about my thinking prepares me for the real world where one's thoughts are measured not by a letter grade, but by loses and gains. The thinking process is start of a journey; critical thinking can make a difference in the direction our journey takes. Although I mainly focused on the business and economic aspect of china, I was also able to learn about its culture and political system. Tools learned in this class will be critical to my future endeavors in the business world, thanks to two PhD professors.



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## **September 2011 - June 2012: Native City: Histories, Policies and Images**

44 Credits

### **DESCRIPTION:**

Faculty: Kristina Ackley, Ph.D., Jennifer Gerend, Ph.D., AICP

During this year-long program we explored the spatial, cultural, and political linkages between American cities and Native Americans. Special emphasis was paid to the cities of Seattle, Chicago, New York and Albuquerque, as well as the influence of World's Fairs as events that shaped cities and revealed prevailing attitudes through built and human displays. In the winter quarter we examined the forces that formed cities (in the U.S. and elsewhere) – and how Native life changed as a result. We critically considered concepts of space and place, particularly urban places and the infrastructure and the people who support them. Students learned about Native displacement, industrialization, city planning, and arts and culture. Students were introduced to spatial analysis using Geographic Information Systems (GIS). In the spring, we turned our attention to incorporating history into place-making and different concepts of environmental conservation and historic preservation in urban, rural, and reservation-based settings. Co-management between tribal, governmental and non-governmental actors was examined.

Students developed as critical thinkers and writers through reading texts that investigated the perceptions and reality of urban and reservation-based Native life through the lens of history, urban studies, public policy, and cultural studies. In the fall they read *Urban Voices: The Bay Area American Indian Community* by Lobo, *Native Seattle: Histories from the Crossing Over Place* by Thrush, *Emerald City: an Environmental History of Seattle* by Klinge, *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* by Raibmon, *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* by Larson, *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond* by Ramirez, *Indian Metropolis: Native Americans in Chicago, 1945-75* by LaGrand, *New Tribe, New York: the Urban Vision Quest* by McMaster, and *Who's Your City?: How the Creative Economy Is Making Where to Live the Most Important Decision of Your Life* by Florida. In the winter students read King, *The Truth About Stories*, Ascher, *The Heights*, Cattelino, *High Stakes*, and Glennon, *Unquenchable*. In spring quarter, the program read Boyle, *When the Killing's Done*, Vincenti Carpio, *Indigenous Albuquerque*, Silko, *Yellow Woman and a Beauty of the Spirit*, and further selections from Glennon (above) and Allison and Peters, *Historic Preservation and the Livable City*. Students undertook independent research project projects between mid-winter and mid-spring, culminating in a 20-page research paper involving a thorough faculty and peer review process. Students also posted weekly journal entries to the program website during the project period and commented on each others' work. Finally, at the end of spring quarter students presented their work in academic theme-based panels before their peers.

Over the course of the year, students were required to write weekly papers, thesis-driven essays, an ethnographic interview narrative, field-based writings, short quizzes, and online responses. Through weekly seminars, workshops, and class discussions, students engaged a variety of mediums, including demographic analysis, film and literature critique, and analysis of visual art, imagery, and poetry. Students gained skills in teamwork and public speaking through three major presentations before their peers.

### **EVALUATION:**

Written by: Kristina Ackley, Ph.D. and Jennifer Gerend, Ph.D., AICP

Julius has a very good foundation of the ways U.S. cities have developed, particularly the forces that have intersected with Indigenous nations and people.



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Julius completed the weekly response papers, mostly on-time, and demonstrated his growing understanding of the issues presented in the texts. He was able to develop his thoughts substantively based on class discussions, readings, and papers. Julius is interested in business and development and its impact on different cultural groups. In his fall quarter discussion of Florida, *Who's Your City*, Julius was an active participant in the discussion, raising questions about the ways that cities can become more productive and innovative. He pointed to a bias towards industrialized nations in interpreting the data, writing, "A lot of people in the so-called 'developed' countries don't realize or choose to ignore that there is good life in the developing countries." Julius wrote a good fall quarter synthesis paper that demonstrated the ways Native people have organized to resist forced assimilation and colonization. He was encouraged to continue to locate evidence to support his arguments. Julius did well on the quizzes and completed a very good ethnographic interview. Julius was an active participant in seminar and worked well in both small and large groups. Julius's final fall quarter presentation introduced the idea of powwows to the class. He made a particularly insightful point when he critiqued the ways that non-Native people might seek to appropriate Native culture in attending powwows, and he argued that one should be respectful of Native communities when attending. Julius was an attentive listener during the other presentations, and offered practical and honest feedback to his classmates.

During winter quarter Julius continued to complete most seminar papers and assignments in a timely fashion. He was generally well-prepared for seminar discussion. Half way through winter quarter Julius began his independent research project about tribal business and economic development. He struggled somewhat with the writing of the final 20-page paper, but persevered to complete an adequate final paper. In this paper he discussed various tribally-operated businesses and economic development strategies, mainly in the Northwest. One of the important conclusions that he reached was that economic growth may not necessarily equate to increased cohesiveness within the tribal community, as he discovered in a conversation with a member of the Tulalip Nation. His final presentation on this research was well done.

Julius is a well-prepared and confident student. He was a valued member of the learning community.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 44**

- 4 - Pacific Northwest History
- 4 - Geography of Place
- 5 - Urban Studies
- 5 - Native American Studies: The Urban Experience
- 4 - Environmental History
- 4 - Ethnography: Readings and Methods
- 4 - Environmental Studies
- 6 - Field Research or Independent Study
- 4 - Expository Writing
- 4 - Scholarly Research and Presentation Skills





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Student Self Evaluation for Native City: Histories, Policies and Images  
09/2011 - 06/2012

Julius Mbewe

Native City

Fall, winter and spring 2011-2012

### Self-Evaluation

This past academic school year was very challenging for me because I was not used writing big research projects and independent study. However, I learned skills that will help me with my long term career goal of becoming an international businessman. The ten week project consisted of many types of research like interviews, observation, reading books as well as journals and internet searching. During this process I also learned how to use GIS maps and graphs. I really enjoyed the guest speakers that presented in class because I could relate to most of them. For example, when the speaker from New Zealand presented it reminded me of my own tribe. When the speaker spoke about respect and how it takes a village to raise a child is a big value within their tribe, I thought of my tribe and how it is the same. Seminar was a new concept for me but I have come to enjoy and like it because it was a very effective way of learning. I always looked forward to participating in seminars.

The books and materials assigned for this class were an eye opener to an American part of history. This program allowed me to explore and discover business and economic history of indigenous people which will be very beneficial to my long term career goals. My first year at Evergreen State College was mainly self-discovery and learning how the Evergreen State College educational system works. The transition from a traditional school to a non-traditional school like Evergreen is even more complicated for an international student such as me at first. Over time, everything fell in its place and I feel I have succeeded in this past academic year. I look forward to next academic year.



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.