



Robertson, Onya

A00429268

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2004	03/2006	22	California State University
09/2006	03/2007	4	Portland Community College
04/2009	06/2010	22	Seattle Central College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2021	06/2021	15	The Power in Community: Pathways to Resourcefulness 5 - <i>Sociological Theory and Ethnographic Performance</i> 2 - <i>Human Ecology</i> 2 - <i>Geography</i> 3 - <i>Project Management</i> 3 - <i>Research</i>
06/2021	09/2021	16	Therapy Through the Arts-Eve 6 - <i>Art Therapy and Counseling</i> 6 - <i>Art Therapy and Education</i> 4 - <i>Art Therapy and Written Expression</i>
09/2021	12/2021	11	Literacies of Transformation 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Topics in United States History</i> 5 - <i>Research Process</i>
09/2021	12/2021	4	Writing From Life 2 - <i>Personal Essay Writing</i> 2 - <i>Literary Studies</i>
01/2022	03/2022	16	Washington State Legislative Internship 16 - <i>Washington State Legislative Internship</i>
03/2022	06/2022	16	Literacies of Transformation 3 - <i>Project Management</i> 3 - <i>Research: Urban Housing Policy</i> 5 - <i>Environmental Policy</i> 5 - <i>Creative Writing</i>
06/2022	09/2022	8	Writing Beyond the Basics 4 - <i>Advanced Composition</i> 4 - <i>Creative Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	06/2023	44	With Liberty and Justice for Whom? <i>2 - Autobiographical Literature and Expository Writing</i> <i>2 - Topics in United States History</i> <i>3 - Contemporary Social Issues</i> <i>3 - Applied Community Research</i> <i>6 - Project Management</i> <i>4 - Human Biology</i> <i>8 - Research Methodology and Legal Writing</i> <i>5 - Algebra in Society</i> <i>2 - Black Culture and History</i> <i>5 - Interdisciplinary Studies</i> <i>4 - Constitutional Law and History</i>
01/2023	03/2023	2	Black History and Culture <i>2 - Black History and Culture</i>

Cumulative

180 Total Undergraduate Credits Earned



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In 2018, over four hundred female youth advocates attended an annual summit designed to “empower, educate and encourage the potential of every youth leader.” My role was to deliver the girls safely every morning and retrieve them every evening. I wondered what they were doing, what were the guest speakers saying that had these girls energetic and confident when I picked them up at the end of the day? In the quiet of night, I’d remember my late father encouraging me to go back to school and finish my degree. I had tried so many times over the years, to no avail. Eventually I went back to school and started my journey to be a lawyer and a judge. Over the course of my time at Evergreen, I excelled where I didn’t even know I had interest. All the while empowering myself and changing the legacy of my family.

I became an artist. I embodied Ida B Wells in a performance where I had a conversation about Feminist, Marxist, and Critical Race Theories with WEB Dubois, while “Strange Fruit” was sung quietly in the background in Russian. I started painting and drawing, using mixed media to create images that expressed the world I saw staring back at me: joy, fear, love, anger.

I fell in love with the environment. I learned place making and keeping, and the environmental hazards in my own environment. I’m more in tune with the trees on my property and the animals that reside in them. I consider the wind and the rain and the impact of my actions on the land I walk on.

I found my voice at Evergreen. I wrote the most beautiful poetry I had ever imagined, acknowledging my struggles, empowering my spirit of survival and my need to be vulnerable and nurture myself; I learned to communicate in a different way with my children, past loves and more.

I became a Washington State Legislative Intern. Two weeks into my internship, I was promoted to Session Aide. I was Prime Sponsor in a Mock Committee Hearing; my bill made it to the floor and was passed into “law”; the same day my Senator was giving a speech I wrote about a resolution I also wrote. Additionally, I started a research project to answer the question, What are the Facilitators of Success for Women of Color in Public Office? I acquired qualitative data from over 25 women of color senators, representatives, judges, staffers, and mayors.

I hosted Evergreen State College’s 50th birthday celebration. As I’m facilitating the panel -- Daniel J Evans, current Evergreen President Dr. John Carmichael, current Evergreen Executive Vice President, Dr. Dexter Gordon, and myself -- I couldn’t help but think about how far I had already traveled towards my dreams of law school, being a lawyer, and ultimately being a judge

I applied for the Tacoma Service & Activities Board Coordinator position and was selected. I carried out the full duties of governance for the entire year. My role was to keep the bylaws in mind while carrying out the wishes of the student body through the roles of the other board members. I removed barriers and supported the board. I learned conflict resolution through painstaking circumstances; navigating individual differences and all our growth. I learned to listen and ask for guidance. But most importantly I learned what I am capable of.

I edited the Sankofa Newspaper, and it lit the fire of journalism, editing, and graphic design. I created dozens of weekly newspapers, highlighting events in the learning community. I elevated diverse communities and solidified the Sankofa Newspaper into the culture of the institution.

I traveled to Kenya, Africa via Evergreen and learned what freedom is. I lost much of my fear of the unknown in Kenya; walking on the land of my ancestors. Exploring beauty, learning the value of education and family and fun. Kenya rekindled my love for self in a way I could not have imagined. I walked away with an appreciation for my ancestors that survived being taken from everything and everyone they knew. The pain of their journeys makes me stand up taller, channeling their strength, perseverance; grit.

I am in control of my future. I started this journey scared, uncertain and haphazard. Through my journey, I’ve encountered many challenges, but the strength of my ability to evolve has only grown. I’m preparing adequately, I’m taking advantage of all opportunities, and thoroughly enjoying this journey.



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January 2023 - March 2023: Black History and Culture

2 Credits

DESCRIPTION:

Written by: Marcia Tate-Arunga

The offering, titled Black Culture and History, explored literature, art, and historical events that surrounded the exit of Africans from the African Continent, with particular attention to the Americas during the era referred to as the Middle Passage or Trans-Atlantic Slave trade. We examined historical interplay of imperialism, colonialism, as well as the African contributions to the world's development. In addition to lecture, poetry, music, dance, instrumentation, and literary prose, students practiced oral presentation, in-class discussions, as well as the facilitation and report back of large and small group dialogue.

In this experiential and culturally immersive format, students were expected to attend all four classes. Evaluations were on the basis of participation in discussion and activities. In addition, participation in the Founders Day program was required to gain full credit. Alternatively, in lieu of perfect attendance, students could write two essays on the recommended readings of books: *Barracuda*, by Zora Neal Hurston; *The Stolen Ones and How They Were Missed* by Marcia Tate-Arunga.

EVALUATION:

Written by: Marcia Tate-Arunga PhD

Onya Robertson attended all classes and participated in the Founders Day. She was a full contributor to class discussions and activities. She earns 2 full credits for the class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Black History and Culture



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September 2022 - June 2023: With Liberty and Justice for Whom?

44 Credits

DESCRIPTION:

Faculty: Peter Bacho, Mingxia Li, Paul McCreary, Tyrus Smith, Marcia Tate-Arunga, and Kamara Taylor

The faculty and students embark upon a thorough study of the origins and current status of justice in American society. From an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics include social and environmental justice, just political and economic systems, criminal justice, just healthcare and public health, access to education and other systems, representations of justice in media, as well as concepts of equity, fairness, equality, and access. By the end of the academic year, will be able to offer concrete recommendations for the steps necessary to achieve justice for all in our society.

The theme for the fall quarter was *identifying the problem and clarifying the question*. We laid the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept is analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experiences with justice issues by constructing an autobiographical memoir.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In the spring, the theme was progress to implementation. This final quarter was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

Selective Courses offered by faculty to assist students in their progress throughout the academic year:

The Science of Human Individuality and Public Health (Mingxia Li, Fall 2022)

This class explored the topic of human uniqueness from multiple angles. The investigation helped us to understand how human individuality forms, why it matters, and how this uniqueness enables us to live and work together successfully in social groups. Through close readings of required texts, listening to lectures, debating, discussing, and researching, we built our understanding of human biology, particularly neuroscience, and genetics. We studied biological processes, such as memory, brain sexualization, senses (for example sights, tastes, and smells), sleep, circadian rhythm, and human intelligence. We linked our knowledge of these biological processes in light of new discoveries in human diversity and uniqueness. Together we envisioned a future free with respect to human individualities. We further explored how to apply our knowledge to the health and wellness of diverse communities and ourselves. This class provided foundational information for students with career interests in health and wellness, social work, human services, education, public health, and health equity.



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Little Red Schoolhouse Math (McCreary, Fall 2022)

In the fall offering of mathematics, the more experienced students helped explain things to those with less experience. Each student helped at least one of their classmates learn and progress. Students considered how math is not just about numbers and computations. It is more about organizing, creating categories in which to sort things, and looking at relationships – between people and between ideas. As the great civil rights activist Bob Moses said, "Quality math education is a basic civil right!" Math literacy also makes us effective citizens. Students took steps to make this a reality in their lives.

Defining Justice: A History of the Supreme Court (Bacho, Winter 2023)

This class focused on the U.S. Supreme Court and the role it has played in enhancing or restricting the rights and lives of marginalized Americans. Students studied key cases in the evolution of Americans' notions of rights and justice. Recent outcomes - such as the Dobbs decision (removing the constitutional right to abortion) - have indicated that the conservative majority is inclined to protect the rights of certain groups. What impact will cases such as Dobbs have on Americans' views of the Supreme Court's legitimacy? This trait is essential to the effectiveness of the court, which, unlike the other two branches of government, does not have military power (Executive), nor does it have the power to raise money (the Legislative). These and other issues were raised and discussed during the term.

Outta My Mind, Abnormal Psychology (Taylor, Winter 2023)

This course provided students with an introduction to Abnormal Psychology. Broadly, we studied psychological dysfunction that is associated with distress or impaired functioning in a manner that is not typical, or expected, based on cultural and societal norms. The content was organized in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course used an integrative approach to the study of abnormal psychology including the interaction of biological, developmental, and social factors.

Black Culture and History (Tate-Aruna, Winter 2023)

The offering entitled, Black Culture and History explored literature, art, and historical events that surrounded the exit of Africans from the African Continent, with particular attention to the Americas during the era referred to as the Middle Passage or Trans-Atlantic Slave trade. We examined the historical interplay of imperialism, and colonialism, as well as the African contributions to the world's development. In addition to lecture, poetry, music, dance, instrumentation, and literary prose, students practiced oral presentation, in class discussions, as well as the facilitation and report back of large and small group dialogue.

Internship (Evergreen Empowerment Group, Spring 2023)

Onya completed an internship for Evergreen Empowerment Group where she researched multiple state laws that benefitted multiple clients that ranged from Legal Financial Obligations, Expungement with the Washington State Patrol and Vacating criminal records within superior, district and municipal courts. Onya participated in the writing of petitions for multiple cases statewide. Onya carried diversity, equity and inclusion work, including training.

EVALUATION:

Written by: Tyrus Smith, Ph.D.

Onya Robertson was enrolled in the "With Liberty and Justice for Whom?" program during the 2022-23 academic year. Onya fulfilled the requirements for the program.



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During the fall *Lyceum and Seminar* series Onya's completed work and contributions to discussions demonstrated solid critical thinking skills. Her comments addressing the subject matter were consistently thoughtful and reflective. This work was evidence of the ability to communicate clearly and coherently and demonstrated a proficient understanding of how past political, economic, social, and cultural narratives in United States history shaped the present. Overall, this work demonstrated a proficient ability to think critically by analyzing and evaluating historical events and questioning and rethinking preconceived notions regarding United States history.

During winter's *Lyceum and Seminar* series, Onya met program expectations with distinction by demonstrating an excellent ability to analyze content and articulate an understanding in class discussions and writing assignments. The work indicated a very good understanding of how various models of engagement have created pathways for systemic change. This included demonstrating the ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw insightful conclusions about the meaning and relevance of this content. Onya also refined skills in research design by developing a research proposal consistent with the requirements of the APA format and style. This research proposal focused on understanding and addressing barriers that limit civic engagement and citizen participation in BIPOC communities and strategies that may be implemented to increase civic engagement and citizen participation. This proposal convincingly met expectations by formulating a researchable question and synthesizing empirical research related to this problem and strategies to address it. Overall, Onya's work has demonstrated an excellent ability to examine issues and topics from multiple cultural models and worldviews and the ability to effectively communicate and work across significant personal and cultural differences.

During the spring *Lyceum and Seminar* series, Onya's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw well-developed and insightful conclusions about the meaning and relevance of course content. This included examining issues and topics from multiple cultural models and worldviews and demonstrating the ability to work and communicate across significant personal and cultural differences. Onya worked effectively with fellow students as a member of a planning committee for a campus event designed to showcase student-originated research projects. Onya met regularly with faculty and students on the committee to plan how to support both in-person and remote student presentations. Onya's work on this committee was of high quality and contributed greatly to the success of the event. Overall, Onya's performance this quarter has met course expectations. Onya is a very good student who has performed well in this academic program.

In addition to participating in the *Lyceum and Seminar* series, Onya completed coursework in other areas of this program:

Onya completed studies in *The Science of Human Individuality* and expanded literacy in biology and health and wellness. Onya was fully engaged in various activities of the class ranging from reading, writing, discussion, and research and presentation from multiple aspects to gain an understanding of contributing biological factors to human individuality. We explored biological processes of memory, brain sexualization, senses, sleep, circadian rhythm, and human intelligence. We also studied cellular reproduction, molecular biology and genetics, the endocrine system, and the nervous system. We linked our knowledge of these biological processes in light of new discoveries in human diversity and uniqueness. Onya researched and gained the ability to employ knowledge of human biology as a means of communicating ideas that contribute to social justice and community wellbeing. The final presentation demonstrated an impressive understanding of female sexual arousal, its research history, and current advancement, using reliable, peer-reviewed sources to support this understanding. It was an accumulation of significant knowledge gained and crucial insights developed throughout the quarter. In fulfilling the learning expectations of the class, Onya convincingly demonstrated depth, breadth, and



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synthesis of learning and an excellent ability to reflect on the personal and social significance of that learning.

In work on *Mathematics*, Onya's performance convincingly met program expectations. Onya actively participated in individual and group presentations of ideas and activities. She actively helped classmates focus on and evaluate their presentation skills for effectively communicating mathematical ideas. Onya did an excellent job collaborating with her team's homework group members on the problems and gained a very good understanding of the mathematical concepts and problem-solving skills emphasized in each assignment. She maintained a high level of intellectual engagement with the mathematical topics covered. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. Onya demonstrated her ability to interrogate her learning of mathematics by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and real-world applications.

During studies in *Constitutional Law and History* Onya demonstrated that she is an excellent student. She was consistently well-prepared for class. She was continuously engaged in class discourse. Her verbal contributions to class were insightful and demonstrated a clear grasp of the issues raised. Her written work was always comprehensive, sophisticated, and very well written. The substance of the work was of consistent and very good quality.

Onya completed an internship with the *Evergreen Empowerment Group* where she worked effectively with mid and senior management. Onya's supervisor, Corwin Scott, stated that "during the spring quarter, Onya handled a series of important situations that included a matter in Oregon. Onya was timely, competent, open to positive criticism, keen sense of awareness and intuitiveness to the needs of clients. Onya has an amazing ability to question, investigate, inquire, search, and learn from others and legal situations that she is around. Onya has the ability to understand complex concepts, legal terminology and DEI protocols and principles. Onya has clearly demonstrated her proficiency with legal writing and research methodology. We are so impressed with Onya's work; we have decided to add her to an additional project we have with a partner agency and the Department of Commerce. Additionally, Onya researched how decisions in housing, food access, education, and criminal justice intersect and can lead to equity or inequity. Onya also participated in DEI workshop development and training, and actively worked on her development of communication business skills. Lastly, Onya was a member of a team that executed a statewide summit to ban the sale of flavored tobacco products in Washington state. Overall, Onya's performance this quarter has met course expectations. Onya is an excellent student who has demonstrated proficiencies that are recommended for law school admission."

In fulfilling the learning expectations of the program, Onya convincingly demonstrated the depth, breadth, and synthesis of her learning and an excellent ability to reflect on the personal and social significance of that learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 44

- 2- Autobiographical Literature and Expository Writing
- 2- Topics in United States History
- 3- Contemporary Social Issues
- 3- Applied Community Research
- 6- Project Management
- 4- Human Biology
- 8- Research Methodology and Legal Writing
- 5- Algebra in Society
- 2- Black Culture and History



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5 - Interdisciplinary Studies

4 - Constitutional Law and History



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March 2022 - June 2022: Literacies of Transformation

16 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Tara Hardy, M.F.A. (Creative Writing, Sociology, Literature, Gender, Sexuality, and Queer Studies, Cultural Studies); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science)

The Tacoma campus program was designed for students who are preparing for professional advancement, completing their Bachelor of Liberal Arts degree, preparing for graduate or professional school, and interested in community leadership. This year's studies addressed multiple ways of thinking, learning, and doing in the midst of a rapidly changing world. Our faculty and staff have designed a curriculum to develop skills in research, analysis, and critical and creative thinking. In our 2021-22 academic program, we applied a variety of knowledges while focusing on issues, challenges, and emergent solutions within students' professional lives and communities.

In spring quarter, students continued to research and use various communications media to demonstrate the transformations that they have analyzed and interrogated throughout the program.

EVALUATION:

Written by: Tyrus Smith, Ph.D.

Onya Robertson was enrolled in the Literacies of Transformation program during spring quarter of the 2021-22 academic year. Onya fulfilled all the requirements for the program.

During the spring Lyceum and Seminar, Onya Robertson's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw well-developed and insightful conclusions about the meaning and relevance of course content. This included examining issues and topics from multiple cultural models and worldviews and demonstrating the ability to work and communicate across significant personal and cultural differences. Onya worked effectively with fellow students to complete a collaborative research project and public presentation titled, "Property & Home Purchase (The Come up): Decluttering Housing History, Credit, Financial Basics, and Navigating Resources". The focus of this project was to highlight the importance of homeownership and demystify the process of financing and purchasing a home. The contributions that Onya made to this collaborative research project were very good and showed enhanced skills in communication, presentation, evaluation, and reflection. Overall, Onya's performance this quarter has met course expectations with distinction. I credit this to the diligence displayed in meeting course expectations; attending class regularly, actively participating in discussions, and submitting first-rate work.

In addition to participation in the Lyceum and Seminar series, Onya also completed coursework in other areas of this program:

Onya's studies in Environmental Policy demonstrated an excellent ability to research community industrial environmental hazards and activities that are regulated by government agencies. During this class, Onya was introduced to Frickel and Elliott's theory of socio-environmental succession and applied it to describe processes such as industrial churning, residential churning, and risk containment in urban communities. Onya's completed assignments and participation in class discussions demonstrated an excellent understanding of social and environmental impacts resulting from community-based



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environmental hazards and their implications for the quality of life of the residents. The final presentation did an excellent job sharing evidence gathered from EPA databases and mapping programs to describe the EPA-regulated environmental facilities located in a chosen community and how these facilities contribute to socio-environmental succession. Overall, Onya's performance this quarter met expectations with distinction. As a result, Onya has demonstrated a solid understanding of the federal and state laws and regulations that pertain to environmental contamination, toxic releases, and the generation, treatment, and disposal of hazardous materials.

Onya also completed studies in Creative Writing, and her performance met expectations with distinction. She actively participated in discussions, frequently adding content that caused the conversation to shift in a new direction towards deeper learning. Onya greatly enhanced her understanding of the craft of spoken word and creative writing, and regularly demonstrated her ability to assess spoken-word poems. She was easily able to incorporate new learning into her writing, which grew significantly over the quarter. Her writing assignments convincingly demonstrated the ability to produce a product that built upon what we studied about the craft of writing. Her strengths as a writer include the use of language, images, depth of concept, emotional tone, characterization, and fostering tension on the pages. She possesses the rare gift of originality—the essential ingredient for any poet. Much to the delight of the audience and her classmates, Onya participated in the end-of-quarter public reading by performing a poem she had written during the quarter. Overall, she has demonstrated an excellent understanding of the spoken word and creative writing. Onya is ready for further study in this field; I will not be surprised at her success.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3 - Project Management
- 3 - Research: Urban Housing Policy
- 5 - Environmental Policy
- 5 - Creative Writing



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Last, First Middle

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January 2022 - March 2022: Washington State Legislative Internship

16 Credits

DESCRIPTION:

Faculty: Cali Mortenson Ellis, Ph.D.

This internship presented the opportunity to observe firsthand the development of public policy in the legislative arena. Students deepened their understanding of the structure and processes of Washington's Legislative system; learned about proposed legislation on current issues facing the state of Washington; and learned to analyze policy proposals and political discourse from using theoretical frameworks.

Students worked as an intern with a legislator and their staff for a regular 40-hour work week during the 2022 legislative session, in an all virtual format. Intensive staff-apprenticeship activities included conducting legislative research, drafting policy and other documents, bill tracking, and constituent communications. Interns were included in opportunities created by legislative program staff such as attending guest presentations, field trips, workshops on the state budget, shadowing public policy leaders, and attending media panels. Toward the end of the quarter, students participated in mock floor debates with interns from across the state. Students also wrote short responses to assigned readings aimed at strengthen their ability to analyze policy debates from multiple perspectives.

In addition to working directly for the legislature, students read excerpts from *Governing the Evergreen State: Political Life in Washington*, edited by Cornell W. Clayton, Todd Donovan and Nicholas P. Lovrich, and were expected to write four (4) individual assignments: Tracking Your Own Bill, Legislative Testimony, Best Practices Memo to the Bill Sponsor, and Policy Memo to a State Agency. These individual written assignments complemented the office work with the legislature and demonstrated the ability to delve deeper into the policy implications of the legislative process.

EVALUATION:

Written by: Cali Mortenson Ellis, Ph.D.

Onya completed all of the academic written assignments for the legislative internship, demonstrating a strong engagement with the analytical aspects of the policymaking process.

Onya's supervisor, Louis Lindstrom, Civic Education Director at the Washington State Senate, had the following to say about Onya's performance. Below, I am paraphrasing the evaluation of Onya's supervisor, which also incorporates office feedback as well as commentary about their overall experience.

"Onya is in my opinion the model intern. There was not one moment where I was not amazed by her spirit, tenacity, and commitment. At every possible moment of this internship Onya was progressing herself in ways that not all interns do or are even able to do. It was clear at the beginning that she was a true gatherer. She had an ability to talk to anyone and bring people together. She was always reaching out to other interns to get to know them more. She also did this with several different offices and individuals in the Legislature. Even when she became the session aide in her office her commitment to bringing people together didn't stop even though her plate got fuller.

"As the internship went on her plate got fuller and fuller. However, she continued to work just as hard, and she always communicated with us so that we could best help her in the way that she needed. Overall, she never backed down from a challenge and always focused on progress, whether it be her own progress or the progress of those around her.



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"She met everything head on and remained kind and caring through it all. In a virtual format it can be hard to get a sense that you really know those who you work with. However, I feel like Onya really let people in to the point that we are all walking away with a clear idea of who she is. She is hard working, kind, optimistic, and driven, and she will be an intern that we will remember for years to come in the best way possible. I am so excited to see what she does in the future because she is a force to be reckoned with, and I am really glad that I got to see that even if it was only for a couple of months.

"In terms of communication skills, Onya was very self-motivated to learn and try different things. She wrote both of the Senator's resolution speeches!

"In terms of research skills, we didn't have many research projects but she kept me updated on her personal research project.

"In terms of decision making and problem-solving skills, Onya's legislative assistant (LA) would feel very comfortable having her run the office!

"In terms of professional and inter-personal skills, Onya handled a lot of sensitive negotiation for one of our resolutions. She was tactful and made sure everyone was on the same page according to the wants of the Senator.

"Overall, she was wonderful, easy to work with, and by far one of the strongest women I've ever met even while facing adversity."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

16- Washington State Legislative Internship



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September 2021 - December 2021: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

This two-section course assisted future Prior Learning from Experience students in writing documentary essays for academic credit and offered a separate group, Creative and Effective Writers, space to strengthen their writing.

Writing from Life serves as the prerequisite for Evergreen's Prior Learning from Experience program, a sequence of courses for students with college-level or community-based experience, to write essays connecting academic theory and experiential learning. Students in this section wrote a preliminary draft autobiography and gained a foundation in writing academic essays to analyze their professional and community work for evidence of college equivalent knowledge. They learned or deepened academic research skills. The rigorous Prior Learning program is highly participatory, engages in readings on adult pedagogy/learning, and teaches self-editing and peer editing.

The Creative and Effective Writing section is made up of students with a foundation in college writing. They committed to working in a semi-independent setting with significant peer feedback, faculty critiques of two main pieces, and faculty availability sessions. Students were assigned writing exercises and asked to read these in subsequent classes. They were assigned to select two major writing assignments to draft and revise, culminating in a public reading.

Both sections explored literary techniques for deriving, clarifying, and expressing meaning from life experiences. Students explored "what makes effective writing," and ways to strengthen critical reading. Each offered a presentation on a grammatical issue. All were encouraged to meet with faculty and to work with writing groups and Evergreen's Student Writing Center. Texts included *Between the World and Me*, Ta-Nehisi Coates; selected essays from *Best American Essays of the Century*; *English Grammar: 100 Tragically Common Mistakes and How to Correct Them*, Williams, and additional literary essays.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Onya Robertson had a strong quarter in Writing from Life and has met the prerequisite requirements to proceed to Prior Learning from Experience. As she has just been awarded an internship with the Washington State Legislature, she hopes to return to Prior Learning from Experience at a later time. Onya joined the program as the first student from our Tacoma campus, with an amazing resume of professional and life experience, and plans for lifelong learning and graduate studies.

Onya will have many professional experiences and achievements to document for college credit, ranging from program management to policy development.

She was diligent in her commitment to the program and was the rare student who asked for a weekly meeting with me to dig deeper into how she will document her past work and add to this library research that annotates current and best practices.

In a career of teaching, here and there a student pops out as outstanding. I can predict now that Onya will be one of my top five students and that all of her professors will be honored to write letters of recommendation for her.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Personal Essay Writing

2 - Literary Studies



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A00429268

Last, First Middle

Student ID

September 2021 - December 2021: Literacies of Transformation

11 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Tara Hardy, M.F.A. (Creative Writing, Sociology, Literature, Gender, Sexuality, and Queer Studies, Cultural Studies); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science)

The Tacoma campus program was designed for students who are preparing for professional advancement, completing their Bachelor of Liberal Arts degree, preparing for graduate or professional school, and interested in community leadership. This year's studies addressed multiple ways of thinking, learning, and doing in the midst of a rapidly changing world. Our faculty and staff have designed a curriculum to develop skills in research, analysis, and critical and creative thinking. In our 2021-22 academic program, we applied a variety of knowledges while focusing on issues, challenges, and emergent solutions within students' professional lives and communities.

In fall quarter, students researched and critically examined multiple intelligences and the social construction of knowledge and theory, and de-colonial approaches to various literacies. These included but were not limited to the following types of interdisciplinary literacies: textual, linguistic, numeric, scientific, financial, media, logical, statistical, sociological, environmental, technological, legal, theories of knowledge, and cultural responsiveness.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

During fall's Lyceum and Seminar series, Onya Robertson's written work and contributions to discussions demonstrated solid critical thinking skills. Comments addressing the subject matter were consistently thoughtful and reflective. Onya has demonstrated good writing skills. The work completed is evidence of the ability to communicate clearly and coherently and demonstrated a proficient understanding of how past political, economic, social, and cultural narratives in United States history shaped the present. Overall, this work demonstrated the ability to think critically by analyzing and evaluating historical events and question and rethinking preconceived notions regarding United States history.

Onya also developed a well-written memoir paper that demonstrated her reflexive understanding and coherency in her ability to go through drafts, ethnographic research, particularly from a sociological and public health lens in completion of her memoir in this interdisciplinary liberal arts curriculum. Overall, the work completed in this section of the program is exemplary and is evidence of a strong foundation for their professional and academic success.

Onya's work for a study of the research process met expectations with distinction. Generally speaking, Onya's work was of consistently exceptional quality and her contributions to discussions indicated that she was actively engaged with content. Her participation in seminar activities revealed substantive intellectual engagement with the readings. Her contributions were consistently relevant and anchored in a careful reading of the text. For the major project, Onya developed a literature review that focused on the topic of what factors determine the success of Black women running for political office. Her work in completing this assignment convincingly demonstrated the ability to produce a product that communicates an understanding of the body of knowledge related to a specific research topic, as well as the methods of inquiry used to investigate this subject matter. She also demonstrated a proficient ability



Robertson, Onya

A00429268

Last, First Middle

Student ID

to complete assignments in a manner that adheres to the APA format and style. Overall, she has demonstrated an advanced understanding of research process and design in the social sciences, as well as an ability to apply this knowledge to evaluate and critique scholarly research.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

3- Autobiographical Literature and Expository Writing

3- Topics in United States History

5- Research Process



Robertson, Onya

A00429268

Last, First Middle

Student ID

June 2021 - September 2021: Therapy Through the Arts-Eve

16 Credits

DESCRIPTION:

Faculty: Gilda Sheppard, Ph.D.

Therapy through the Arts was a perfect course to enroll in these times, when social distancing is important. The course offered students the added opportunity to apply learning goals and objectives explored in this course to their environment outside the classroom, giving the students an opportunity to enhance not only the theories involved in art as therapy but also to introduce students to hands-on activities outside the classroom in order to navigate their terrain in uncertain times. The course increased skills and consciousness of the role of movement, visual art, theater, music, and media can play in problem solving, social justice, and in the resolution of internalized fear, conflicts, or blocks. Because the course was developed using a variety of hands-on activities, the ability to complete assignments away from campus presents an ideal setting to apply learning, meet learning goals and objectives, and assess and expand learning in contexts outside of the classroom. Crayons, paper, glue, paints, scissors, and camera phone to take pictures, etc. can be tools used to complete assignments. Such activities as online art museum tours as field trips, readings, online short films/video, Zoomed in local and national art therapist guest speakers, and scavenger hunts of spaces and methods outside of the classroom where art as therapy can be discovered and practiced from inside students' homes, in social media interactions, etc. were a part of the course in order for students to discover sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer in their own contexts and in asynchronous (outside of the classroom) environment. To minimize our time in front of a computer, two of the weekly days of class sessions were completed as a student workshop with detailed assignments to complete in asynchronous (outside of the classroom) settings. These assignments will be discussed in synchronous (inside the Zoom classroom) sessions, and in breakout rooms during synchronous Zoom class meetings.

Students interested in human services, social sciences, social justice, media, humanities, and education found this course engaging. The course did not require any prerequisite art classes or training.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Onya Robertson was enrolled in Therapy Through the Arts during the full summer session. Onya's responses to the readings and class activities effectively met the program's requirements, distinguishing herself among her peers. Onya's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Onya brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Onya's written response to *The Art Therapy Sourcebook* provided a very good overview. In addition, her application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For Onya's final project she guided the learning community in a meditation of gratitude.

Utilizing insights gained by applying learning in the program, Onya demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and



Robertson, Onya

A00429268

Last, First Middle

Student ID

practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Art Therapy and Counseling

6 - Art Therapy and Education

4 - Art Therapy and Written Expression



Robertson, Onya

A00429268

Last, First Middle

Student ID

March 2021 - June 2021: The Power in Community: Pathways to Resourcefulness

15 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Anthony Zaragoza, Ph.D. (Political Economy, History, Cultural Studies).

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." bell hooks

This year's program was designed to help students explore the history, theories, strategies, and practices of how diverse communities have contributed to the construction of the material world around us and shaped the environment, which in turn has molded our own consciousness. Our 2020-21 program's focus was on the power within diverse communities to develop resources for fundamental transformation, a transformation that sustains and grows a healthy, just, and compassionate community - personally, collectively, across differences, within institutions, and other enumerable diverse contexts. The construction, design, and sustaining of resources developed through initiatives, strategies, and practices initiated in diverse communities has been a linchpin in the transformation of our world.

This program explored the capacity and power of communities working together to develop resources in order to critically explore societal narratives, and interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. Social and environmental policies, economic and political institutions, structures/systems, neighborhoods, classrooms, public health entities, jobs, professions, families, and digital and social media were the micro and macro contexts for this exploration. Understanding the role of community agency as pivotal in how people's power can develop and sustain resources for healthy coexistence and co-creation was also critically examined. Methods of improving citizens' knowledge and skills in problem solving as well as an ability to see multiple sides of the problem and practice communication and decision-making skills were integrated into our program.

The courses designed in this year's program gave students the opportunity to become acquainted historically with local, national, and global models of social change and the role that community initiated resources have played in providing reform as well as attempts at fundamental revolutionary transformations leading to equity and justice, particularly for those who live in the margins. The impact of race, class, gender, sexuality, and ideological factors was examined to understand possibilities and contradictions in social interactions in the development of community resources.

We were able to not only imagine a society where communities provide leadership in the direction of transformation, but also practice and apply our learning in interdisciplinary ways. We examined theories and practices of community engagement, movements, and community disruptions (pandemics), etc. in humanities, social sciences, mathematics, natural sciences, media, and technology that simultaneously represent and influence community resources developed with individuals, groups, and organizations to change our society and environment locally, nationally, and globally throughout the ages.

The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.



Robertson, Onya

A00429268

Last, First Middle

Student ID

Each quarter, students participated in the weekly lecture/seminar series and attend two additional courses of their choice. These courses were taught by one or two faculty in their field of discipline and academic interest. They were designed to contribute to the program's overall theme and further students' learning in depth.

In spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in the winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrate the graduating class.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Onya Robertson constructed an excellent foundation in this liberal arts, interdisciplinary academic program. Her academic excellence in the theories and practices of law and public policy, quantitative and qualitative analysis and research, the humanities, media arts, and the social sciences, particularly history, sociology, and political science, were demonstrated in a consistently exemplary manner that distinguished herself among her peers. Her articulation and presentation of ideas, theories, and practices were exemplary.

Ms. Robertson consistently brings depth to seminar discussions and works excellently across significant differences. Her studies indicated an in-depth understanding of how various models of engagement have created pathways for systemic change. Her work in completing writing assignments demonstrated her ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw her well-developed and insightful conclusions about the meaning and relevance of this content. She is a model student who will do well in her academic studies.

Ms. Robertson's studies in human ecology and community geography convincingly met expectations. Her work in this program offering has consistently demonstrated her ability to apply ecological principles to study and evaluate the effects and consequences of human activities on communities, ecosystems, landscapes, and the Puget Sound Bioregion. Overall, Ms. Robertson's work indicates that she has substantially increased her understanding of the relationships between humans and the more than human world. Ms. Robertson's written work and contributions to discussions demonstrated a proficient understanding of content. Her weekly writing and research assignments were thoughtful and well-written. Overall, her work indicated a very good ability to articulate her understanding of the human dimensions of ecology, especially the ecological effects of human activities. This included demonstrated her familiarity with different levels of organization within the field of ecology and how organisms interact with the abiotic environment and each other. Specifically, she has substantially increased her understanding of the ecology, behavior, natural history, and taxonomy of selected area plant and animal species. For her final presentation, Ms. Robertson shared her observations and analyses of a site located on the remnants of a forest ecosystem. She extended content by synthesizing her research on the environmental history of this site and discussing how anthropogenic activities impact the local ecology and ecosystem services connected to environmental quality and human well-being. Her presentation was a good example of how to apply a place-based approach to examine the ecological, social, and physical components of her local environment.

Ms. Robertson distinguishes herself among her peers. Her writing was clear, concise, and comprehensive. Her contribution to seminars, group discussions, and ability to work across significant



Robertson, Onya

A00429268

Last, First Middle

Student ID

differences as she integrated theory with practice and creative work was exemplary in its meeting of academic requirements.

For her final project, Ms. Robertson worked in a group that integrated early race theory from the early 16th century to latter historical context. Their group chose W.E.B. Dubois as their main point in history. Their devised theater piece was exquisite, with depth and breadth from aesthetic rendering, to scholarly research from material inside the academic program as well as outside sources that extended the historical, sociological, political, and anthropological analysis. Using critical social theory, critical race theory, gender analysis, and Marxism, the group developed a theater piece that explored perspective from the point of view and self-reflexive philosophical character development. The temporal development of the narrative was punctuated using black and white coloring aesthetically to convey the past and then zoom image to move to a contemporary time of critical discourse about the past and students' attention to the past as present in their contemporary lives. Dubois's philosophical positions of women, double consciousness, gender, colonialism, and neo-colonialism were unraveled in the narrative using media tropes to deepen the role of the medium that conveys the message. Contemporaries of Dubois such as international activist and journalist Ida B. Wells, the first president of Independent Ghana West Africa, Kwame Nkrumah, as well as Dubois's international movement to parts of Asia, Africa, and western and eastern Europe were integrated using acting, drama, language and metaphor. In addition, Ms. Robertson's collaboration in the overall creation of the project including ideas, references, research, and acting, she acted and created a script to reflect her research on the parentage of Dubois. She played the role of Ida B. Wells. From her performance there was evidence that she did rigorous research on Ida B. Wells and the historical context of her life. She designed this section using costume and ambience of light and shadow to punctuate the historical time and ideas as well as policies and practices that informed the relationship between Ms. Wells and the Dubois's. Her media literacy skills were demonstrated excellently. This design gave an excellent scaffold for the song "Strange Fruit" sung in Russian alongside a recording of Billie Holiday's singing. This brought an international solidarity posture to the theater piece and deepened the meaning from a global and international analysis and legacy. Both Dubois and Wells were international global figures. The performance brought added meaning to solidarity and the presence of working nationally in connection with global and international allies and contradictions.

Ms. Robertson and her peers completed a rigorous and comprehensive research project titled *The Effects of the Subconscious Mind: How Using Radical Acceptance Skills Transforms our Behavior*. The collaborative research centered trauma as a point of study with a focus on dialectical behavioral theory and radical acceptance skills. She developed and worked in all aspects of the research project: introduction, literature review, bibliography, the section for discussion, methodology, and conclusion. In addition, the research group developed an interactive mechanism for people who engaged with the research online. This qualitative collaborative research project demonstrated her skills in research using APA style.

Ms. Robertson's concern for justice was peppered throughout her studies and laid an excellent and solid foundation for her interest in law and plans to graduate and attend law school. Her discipline, organization, maturity, ability to conduct rigorous research, and excellent communication skills with reflection and articulation with clarity and depth will go a long way for her success in law school.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 5- Sociological Theory and Ethnographic Performance
- 2- Human Ecology
- 2- Geography
- 3- Project Management



Robertson, Onya

A00429268

Last, First Middle

Student ID

3 - Research



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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) 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.