



Rose, Suzanne J

A00377168

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2016	09/2016	4	Statistics I: Introduction to Statistics <i>4 - Statistics</i>
06/2020	09/2020	4	Statistics for Public Service and Managers <i>4 - Introduction to Statistics</i>

Cumulative

8 Total Undergraduate Credits Earned



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June 2020 - September 2020: Statistics for Public Service and Managers

4 Credits

DESCRIPTION:

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

In *Statistics for Public Service and Managers*, students explored fundamental statistical concepts and became familiar with software that is commonly used in the public sector as well as the business world. In this class, students learned how (1) to present and describe information; (2) draw conclusions about populations of interest using sample information; and (3) make reliable forecasts. Ultimately, students gained knowledge about improving organizational processes in the public as well as private sectors by using statistics.

Statistics for Public Service and Managers introduced the concepts and techniques of elementary statistics. Topics included descriptive statistics, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing, and linear regression. This course intended to provide students with the essential tools used in statistical analysis, as well as to provide them with proficiency in using Excel for a range statistical analysis.

Students used *Statistics for Managers Using Microsoft Excel* (Levine, Stephan, & Szabat, 2017) to achieve the following learning objectives: (1) organize and display data clearly and effectively; (2) describe and compute characteristics of data; (3) understand the concept of probability; (4) understand and be able to work with discrete and continuous probability distributions, and their expected values; (5) understand and compute probabilities from sampling distributions; (6) estimate confidence intervals; (7) understand and perform hypothesis testing; (8) understand and perform linear regression analysis.

EVALUATION:

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

Suzanne (Sue) Rose successfully completed the *Statistics for Public Service and Managers* course in the summer quarter of 2020. As part of the requirements for successful completion of the course, Sue submitted all written assignments. Sue consistently submitted written work of exemplary quality. Sue was also one of the most active seminar members in our class this quarter. Sue demonstrated research and analytical skills that are essential for conducting sound statistical analyses.

Sue's homework exercises demonstrated mastery of descriptive statistics, and fluency in working with discrete and continuous probability distributions. Sue's exercises also demonstrated competency in hypothesis testing, and analysis of variance (ANOVA).

As a member of a team, Sue estimated a range of multiple regression models. Sue's team also performed excellent residual analysis (the best in our class), and successfully determined the significance of the models. The models estimated by Sue's team were logically structured and described effectively their fit and adequacy in explaining the variation in the dependent variable. In addition, Sue's team successfully interpreted the coefficients for the statistically significant independent variables. The final assignment submitted by Sue's team was the best in our class this quarter. The two-person team, led by Sue, submitted exceptional work!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Statistics



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Student Self Evaluation for Statistics for Public Service and Managers
06/2020 - 09/2020

I signed up for Statistics for Public Service and Managers because I work for the state and was eager to learn how to analyze and share data with stakeholders. This class satisfies the statistics pre-requisite for Evergreen's MPA program. I attended classes two times a week for a total of five weeks.

This class helped enhance my Excel skills, including how to download and use the data tool pack. I discovered new online tools such as the z-calculator. I explored the different ways to analyze data using scatterplots, boxplots, and graphs. I learned how to talk about the data I am analyzing in a clear and cohesive manner.

I had to push myself hard outside of class to learn the material and complete the homework assignments. I challenged myself throughout this course and hope to use what I learned on a regular basis in my daily work.



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June 2016 - September 2016: Statistics I: Introduction to Statistics

4 Credits

DESCRIPTION:

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students worked in groups to provide a narrative discussion using statistics to "tell a story" about a topic chosen by the students. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:

Written by: Alvin Josephy, MES

Suzanne Rose completed all of the requirements of this introductory statistics course, doing very good work. Her homework was well done and complete. Her work on the class exams was good. She contributed regularly to the in-class discussions with interesting and inciteful comments. Sue presented an article from *Yes! Magazine* entitled "The Most Radical Break from Patriarchy of All - More Women Than Ever are Choosing Not to Marry!" The article, she reported, included several issues and an analysis of data to support the theses. The points she reported on included the ideas that marriage by itself doesn't improve economic prospects, that women earn more if they don't marry while men earn less, a spouse who is less well educated can be an economic drag, and "everyone benefits when unmarried women vote." Her presentation was interesting, demonstrated the data from the study and engendered lots of discussion in the class. As evidenced by her excellent work in this class, Sue is very well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics



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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.