



Smith, Alison C

A00136999

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 03 Sep 2021

TRANSFER CREDIT:

Start	End	Credits	Title
09/1992	02/2017	18	Tacoma Community College
09/1999	12/2003	43	Seattle Central Community College
09/1999	12/2003	15	Seattle Central Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2005	12/2005	2	Cinematography: Techniques for Film and Digital <i>2 - Theory and Practice of Cinematography</i>
09/2005	12/2005	1	Audio Recording I: History, Aesthetics and Techniques <i>1 - Audio Recording</i>
09/2006	12/2006	7	Nature of Natural History <i>2 - Field Botany</i> <i>2 - Field Ornithology</i> <i>2 - Pacific Northwest Natural History</i> <i>1 - Introduction to Expository Writing</i>
01/2019	03/2019	8	Utopian Dreams, Dystopian Nightmares <i>4 - Literature: 20th Century Utopian and Dystopian Literature</i> <i>4 - Philosophy: Political Philosophy: Plato and Hobbes</i>
01/2019	03/2019	4	Cornerstone: Foundations for Success <i>4 - Writing: Inquiry in the Liberal Arts</i>
04/2019	06/2019	16	Current Economic Issues and Social Movements <i>4 - Sociology: Social Movements</i> <i>3 - Political Economy</i> <i>3 - U.S. Economic and Social Issues</i> <i>2 - Media Analysis</i> <i>2 - Political Economy of Mass Incarceration</i> <i>2 - Somatic Studies</i>
09/2019	12/2019	12	Reading and Writing LGBTQ Narratives of Resistance and Resilience <i>3 - Contemporary American Literature</i> <i>7 - Creative Writing</i> <i>2 - Humanities</i>
01/2020	03/2020	12	The Power of the Trauma Narrative in an Intersectional World: Impact on Bodies, Minds, and Lived Experiences <i>6 - Creative Writing</i> <i>6 - Psychology</i>
03/2020	06/2020	16	Marketing with GIS <i>8 - Geomarketing</i> <i>8 - Geographical Information Systems</i>



Smith, Alison C

A00136999

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2020	09/2020	7	Adventures in Archaeology <i>7 - Archaeology</i>
06/2020	09/2020	4	Foundations in Web GIS <i>4 - Geographic Information Systems</i>
09/2020	12/2020	16	Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab <i>8 - Cooperative Leadership</i> <i>4 - Entrepreneurship</i> <i>4 - Business Fundamentals</i>
01/2021	03/2021	12	Communicating Climate Change: Language and Data <i>4 - Applied Linguistics: Environmental Discourse</i> <i>4 - Quantitative Reasoning for Environmental Studies</i> <i>4 - Climate Change Communication</i>

Cumulative

193 Total Undergraduate Credits Earned



Smith, Alison C

A00136999

Last, First Middle

Student ID

It was my goal in attending, The Evergreen State College, to obtain a well rounded education. It is my desire to understand the ways in which world countries rely on one another and in which ways they are independent. I am interested in how world economies and events are intertwined. The politics of place, can shed light on our own lives; Who is born where, and which resources are found in that place, as well as domestic policies, all play a part in the opportunities we are offered in life. The psychology of privileged people in first world countries is of interest, as there is an egotistical sense of entitlement which comes along with being born into a good situation. The psychology of privilege is of particular interest to me as I see it as a root cause of otherness. Otherness or the psychology of separation and hierarchy are root causes of violence and genocide. I see this otherness to be unremedied misinformation. It is my goal to understand the way things work from the macro to the micro, and therein use this knowledge to improve the lives of as many people as possible.



Smith, Alison C

A00136999

Last, First Middle

Student ID

January 2021 - March 2021: Communicating Climate Change: Language and Data

12 Credits

DESCRIPTION:

Faculty: Rachel Hastings, Ph.D.

This one-quarter 12-credit program combined work in the areas of linguistics, quantitative reasoning, and climate change communication to identify effective strategies for communicating about environmental issues. Using tools from linguistics and mathematics we analyzed examples of climate communication in a range of texts from scientific literature to news media to fiction. We also used communication research studies to understand the effectiveness of different aspects of climate messages; for example, lexical choices, representations of data, and the use of personal stories. Class activities took place in online Zoom meetings due to the pandemic, and included seminar discussions, small group workshops, lecture, and guest speakers. Assignments included weekly linguistic and quantitative analysis problems, biweekly synthesis essays, biweekly translation (between genres) essays, collaborative text annotations, and a final project on climate communication.

In Quantitative Reasoning, we worked through Chapters 1-3 of *Quantitative Reasoning and the Environment* by Langcamp and Hull. Topics included dimensions, units, ratios, percentages, charts, and graphs. Students completed weekly homework problems from the book, and participated in weekly in-class collaborative problem-solving workshops. We also studied data representations through Bergstrom & West's *Calling Bullshit*, and quantitative natural science and social science research papers.

In Linguistics, weekly lectures, workshops, and homework covered areas of discourse analysis, pragmatics, and language structure. Topics included metaphor, metadiscourse markers, implicatures, sentence structure (syntax), oral tradition, and speech acts. Weekly homework assignment involved applying these modes of analysis to climate change communications across a variety of media and audiences.

Our studies of climate change communication included both examples of climate-related texts and also academic studies of environmental communication strategies, often drawn from the Yale Program on Climate Communication. For shared background on climate science we read *What We Know About Climate Change?* (Emanuel) for seminar discussion over several weeks. For our study of communication through fiction we read *The Parable of the Sower* (Butler). Students also participated in a module based on campus events on climate justice and resilience, with biweekly guest lectures and associated readings, annotations, and discussions. Topics in this module included Pacific Northwest climate resilience, eco-media, modeling climate change, communication through arts and fiction, wildfires, climate justice in global context, and Indigenous climate resilience and action.

Students gave two class presentations and completed a final project. The first presentation was on a current event relating to our class material, chosen by the student. The project and final presentation consisted of a climate communication (the format, audience, and mode were chosen by the student) together with a class presentation providing a reflection and analysis of the language, data, and other design elements that the student chose for the communicative piece.

EVALUATION:

Written by: Rachel Hastings, Ph.D.

Alison successfully completed the program Communicating Climate Change: Language and Data with consistent engagement across all areas and topics, and particular strength in the writing assignments and in collaborative learning through seminar discussions and workshops. Alison was an important member of our learning community, showing a positive and energetic approach to the work and great



Smith, Alison C

A00136999

Last, First Middle

Student ID

skill in sharing ideas in our discussions. I particularly appreciated Alison's strong support of other students, many of whom were newer to the college. Alison modeled effective participation strategies and really encouraged the strengths shown in the work of others. Despite the many challenges of remote learning environment and pandemic conditions, Alison showed dedication and perseverance throughout the course, missing some deadlines due to outside responsibilities but submitting most of the assignments by the end of the quarter.

In Quantitative Reasoning, Alison's work showed promise and engagement, but also had significant gaps. From in-class workshops and several homework assignments, it was evident that Alison can do good work in this area and was well able to consider and reflect on the meaning behind the numbers. I'd encourage Alison to keep pursuing these studies of environmentally-centered mathematics; the contextualization of problems seemed to provide a good fit with Alison's learning style.

Alison engaged very successfully with many of the linguistics topics we covered, and submitted almost all of the homework in this area with a good level of success. Alison's homework shows a really nice sense for inquiry into texts, using creative language and humor to express contradictions and ironies and offer social commentary in the course of language analysis.

Alison completed almost all of the synthesis, reflection, and translation writing assignments, and these showed some great integrative ideas and some very creative and compelling content. There was some variability in integrative depth, but overall Alison's skill with language use and imagery along with astute observations about our texts led to compelling messages and enjoyable reading.

Alison was committed to work and ideas that make a difference in the world; as such, engagement with our studies of climate change, climate communication, and climate justice and resilience were a great fit. Alison brought significant background to these readings and conversations, making insightful and important connections between texts and among a range of social issues. After exploring several project ideas Alison settled on one which made excellent use of the strong writing skills and commitment to social justice which Alison brought to the class. Alison's final essay was a piece of creative non-fiction, targeted towards a news site or web resource for informing progressive policy and media. While it would have been good to also include direct connections to the core environmental content of our work, the essay communicated ideas of political and social landscape, regional law enforcement, and privilege and oppression across gender and other forms of diversity. The result was an absorbing and inviting day-in-the-life story, which used vivid language and imagery to convey social geography through creative storytelling.

It is worth repeating that all Alison's work this quarter was accomplished against the backdrop of a global pandemic. Despite this context, an evident passion for learning and active engagement in our topics were able to propel Alison's learning and offer significant inspiration to the whole class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Applied Linguistics: Environmental Discourse
- 4 - Quantitative Reasoning for Environmental Studies
- 4 - Climate Change Communication



Smith, Alison C

A00136999

Last, First Middle

Student ID

September 2020 - December 2020: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

16 Credits

DESCRIPTION:

Faculty: Dion Gouws D Com, CPA, and Melissa Nivala Ph.D.

This program is a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision-making aspects of business fundamentals the entire program was run within the legal framework of an actual not for profit corporation established by the students with the Washington Secretary of State. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impact the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented, and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed the organization completely online. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation, web design, official record keeping and meetings management systems online.

EVALUATION:

Written by: Dion Gouws D Com, CPA and Melissa Nivala Ph.D.

Alison learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. She developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business, and value modeling; networking; bravery and developed a will to overcome obstacles within a team. Alison learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, Alison participated in forming a non-profit organization called Evergreen Collaborative Entrepreneurs with the Washington Secretary of State. Alison managed the organization as a knowledge creating company in the virtual online environment as a Director of the organization. They completed all the corporate formalities of establishing the corporation that included the filing of articles, election of officers and directors, and participation in the adoption of bylaws as well as their modifications. Alison attended formal directors' meetings where they properly recorded and approved minutes, participated in formal organizational decision making and participated in business modeling and revenue generation planning activities. Alison and her team successfully operated the organization. Alison's role in this organization was Project Management Lead.



Smith, Alison C

A00136999

Last, First Middle

Student ID

As a project, Alison developed a value proposition for a lean startup entitled Mobile Excursion Conversion. The objective of the lean startup is to promote happiness, sustainability, and safety so that vehicle living helps the earth and feels good. As a part of this development, Alison effectively worked together in a team where she integrated the project team development needs into that of the knowledge creating company and performed actual stakeholder visits and needs analyses. She presented a pitch for this lean startup in a large 4 program collaboration. Alison added to the knowledge development of this organization and presented a book entitled Senge: The Fifth Discipline. Her book presentation was very good.

During a 360-peer evaluation, Alison received feedback from her peers about her work in the Mobile Excursion Conversion project team as well as her performance as a director of Evergreen Collaborative Entrepreneurs. They noted in particular "Alison has a very bright and positive attitude, is very kind and a very encouraging team member with unique ideas. Alison is empowering, supportive and bold, and brings out the best in other people."

It was a pleasure to have Alison in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Cooperative Leadership
- 4 - Entrepreneurship
- 4 - Business Fundamentals



Smith, Alison C

A00136999

Last, First Middle

Student ID

June 2020 - September 2020: Foundations in Web GIS

4 Credits

DESCRIPTION:

Faculty: Michael Ruth, M.Sc, GISP

Foundations in Web GIS was an intensive summer course designed to enable students to learn the essentials of the Geographic Information Systems technology available in ArcGIS Online. Web GIS technology allows people to design, create, and publish maps - either as standalone webmaps, or through web-Apps that can be consumed using standard internet browser applications. This course focused on the applications of the *ArcGIS Online* platform (created by Esri, Inc).

During this course, students were given structured assignments that build skills in data management, layer creation, map making, and publishing apps, mainly using the cloud information technology of *ArcGIS Online*. Students were instructed in methods to find, validate, and upload public domain spatial datasets. Students used *Excel* to manage and improve tabular datasets through application of the Esri *Maps for Office* add-in. Students were introduced to Survey123 software for capturing field data observations. Students learned to use "Join" operations and apply spatial workflows that combine their datasets into webmaps and commonly used apps, such as comparison viewers, and *Map Journals*, as well as others, according to their individual interests and exploration of ArcGIS Online capabilities. The students were shown several methods for creating "Story Maps." Story maps blend supporting information, such as narrative text, charts, and photography or video, with functionality that provides context that helps an end-user explore the content of a web map (app).

For their final project, students created Story Map from their own independent research, which they presented to the class during the final class meeting.

EVALUATION:

Written by: Michael Ruth, M.Sc, GISP

Alison was successful in *Foundations in Web GIS*, having participated reliably in class meetings and completing all assigned mapping exercises on time and with accurate results.

Alison completed ten GIS lab assignments and a final project during this intensive course, making maps of volcanoes, national employment patterns, and world demographics, and on other themes related to their specific interests. Alison used Esri *Maps for Office* software to create maps inside Excel for publishing tabular data into ArcGIS Online. Alison generated apps that allow the end-user of the maps to enjoy an immersive interactive view and ability to query and interrogate the map layers. Alison developed new skills in the analysis and use of geotagged photography to create "map tour" apps. Alison explored data from the National Hurricane Center and created a 3D viewer app of meteorological data metrics that shows the progression of wind speed and pressure through a hurricane lifecycle.

For the final class project, Alison created a story map called "Americans Under Pressure." The story map provided a perspective on how pandemic pressures augment pre-existing issues of police brutality and poverty in certain places in the USA. The story map depicts locations of racial equity protests around the USA during 2020, and Alison included numerous clips of journalism exhibits to augment the story content. A subsequent interactive web map shows the locations across the USA of deaths to citizens caused by police, amounting to over 28,000 deaths (between 2000 and 2020). The dot map Alison created was based on public domain datasets and augmented by a pop-up that allows the user to see the subjects name, and address of record, age and race, and causes of death, with description of the police action that caused each subject's death. Alison integrated U.S. Census data, on poverty rates, and public domain data on Covid-19 density of cases. The purpose was to compare areas where high



Smith, Alison C

A00136999

Last, First Middle

Student ID

density of police-caused deaths also occur in areas of poverty and high pandemic impact. While more work needs to be done to show statistical significance in these correlations, Alison's final project was a solid example of how maps can mash up layers and, with the support of photo and journalistic content, bring awareness of broad social and equity issues into a spatial context.

At the conclusion of the *Foundations in Web GIS* course, Alison has demonstrated skills for finding and managing spatial data sources from public domain libraries, integrating spreadsheets into ArcGIS Online maps, and joining tables to create meaningful spatial datasets. Alison can compile spatial data into results-layers and webmaps using symbols, filters, labels, and scale-dependent visibility properties. Alison can create story maps as apps, and curate a Map Journal by creating context for the app using narrative, photographs, video, and other content.

Alison continued to develop GIS skills, building on the learning from previous coursework. Alison's curiosity and interest in GIS helped Alison to be persistent in completion of the course requirements and delivery of a solid final mapping project.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems



Smith, Alison C

A00136999

Last, First Middle

Student ID

June 2020 - September 2020: Adventures in Archaeology

7 Credits

DESCRIPTION:

Faculty: Ulrike Krotscheck, Ph.D.

This class introduced students to the science, methods, and theories of archaeology, both globally and locally. Locally, we invited a number of professional and academic archaeologists to give virtual guest lectures, so that students could learn about the variety of archaeological work and careers, and students attended and recorded "field trips," some of which were closer to home. Globally, we examined the material remains of past civilizations, including architecture, artifacts, mortuary remains, and other material as well as written sources. Our investigation took us, virtually, to every corner of the globe, and to many different periods in history, from the Mediterranean to Easter Island, and from the Neolithic Middle East to Colonial America.

We explored how the remains of past civilizations provide archaeologists and historians with clues that unlock the secrets of ancient societies. Students were expected to gain a broad understanding of global prehistory and history, anthropological methods of classifying "types" of civilizations, and human impact on the environment. We examined how humans lived, how they organized their societies, their diet and food procurement methods, their religious beliefs, and many other topics. We explored the variety of conceptual frameworks inherent in archaeology, such as indigenous archaeology, experimental archaeology, feminist archaeology, and the archaeology of virtual worlds. This class also considered the history of the discipline, the ethics of archaeological inquiry, and the political relevance of archaeology in the current American landscape.

The majority of class work was completed online, using Canvas and Zoom. Students were expected to attend two synchronous meetings each week, as well as participate in a number of other online activities, including weekly synchronous small group discussions, and eight asynchronous discussion posts, based on the field trips. These field trips were both virtual and "in person", and recorded in a field notebook, as well as discussed online. They included an online search for fake archaeology, a family ethnography, an "excavation" of a trash can, a demographic analysis of a local cemetery, one online workshop on experimental archaeology, a conference panel, and an online museum visit. Students were expected to read the text book, Muckle's *Introducing Archaeology*, on their own, and complete four timed online quizzes. Finally, students were expected to plan a final project on a topic of their choice. Associated assignments included a proposal, a bibliography, a three-page, narrative summary, and a visual presentation.

This narrative evaluation considers the completion and performance of each student in each of the listed learning activities and goals.

EVALUATION:

Written by: Ulrike Krotscheck, Ph.D.

Alison, who goes by Angus, attended many synchronous meetings of this class, and participated actively in lectures, workshops, and small group discussions. Angus was conscientious about communicating with faculty when it was impossible to come to class. Angus attended guest lectures and took an active role asking questions of the visiting experts. Angus also completed all asynchronous online work in discussion panels. These contributions were very strong: detailed and thorough, and addressing the questions carefully. Angus also responded substantively to other students' posts, making connections between different topics, and showing real interest in, and dedication to, maintaining and fostering a productive online conversation.



Smith, Alison C

A00136999

Last, First Middle

Student ID

Angus completed all but one of the online quizzes, earning very good scores. This shows a strong understanding of the basic components of archaeological work, methods, and theories, as represented in our textbook. Angus completed all field trips. Although no field trip notebook was turned in at the end of the quarter, Angus' discussion posts on these trips showed the same attention to high quality as other academic work. These posts and descriptions were rich in detail and often infused with humor.

Finally, Angus also completed all components of the final project on a topic of contemporary relevance: the life and career of Croatian archaeologist Vedrana Glavaš. Although Angus was unable to be present at the final presentations, all components of this project were well executed. The final paper and presentation described Glavaš' career trajectory and most important work. Angus clearly dove into complicated scholarship and also creatively rallied a variety of sources to help with the success of this project.

The successful completion of this project demonstrated Angus' ability to complete academic research on a bibliographical project, to write a short and concise summary of the main findings, and to present these findings in a clearly communicated fashion using visual aids in a very limited time frame.

Angus completed almost all academic expectations for this class. Angus' work shows a strong foundation in archaeological method, theories, and topics, and readiness to continue into upper level or graduate work in the humanities or social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

7 - Archaeology



Smith, Alison C

A00136999

Last, First Middle

Student ID

March 2020 - June 2020: Marketing with GIS

16 Credits

DESCRIPTION:

Faculty: Jon Baumunk, J.D., M.S.A., Mike Ruth, M.Sc.

This one-quarter program was designed for students to examine how geographic information systems (GIS) technology may be used to help solve various marketing problems, such as consumer spatial behavior, retail location models, and spatial strategies in retail and service activities, as well as product offerings, direct marketing, and advertising policy. Students learned skills in the use of GIS through hands-on mapping exercises and analysis of business data in various tabular formats. Students were introduced to GIS information technology for collaboration and publishing interactive apps using the ArcGIS Online cloud computing system, created and distributed by Esri, Inc.

Before learning about spatial marketing methods and strategies, students explored various marketing concepts, such as communications and social media, the role of branding, and consumer motivation and stimulation. The GIS skills were cumulative from week to week, leading up to the use of Esri Business Analyst software for production of spatial analysis layers and story maps. Over the course of the quarter, students progressively developed a final project on a marketing topic, which they presented to the class during the final week of the quarter.

This program was based on application of several software components of the ArcGIS Online platform for GIS and several of its popular components. These components included the ArcGIS Online Map Viewer, Story Maps, Insights, Maps for Office, and Business Analyst Web, created and distributed by Esri, Inc. Each week, faculty taught short-format lab exercises that focused on the use of Esri software for specific desktop mapping and spatial data management skills. Students also were introduced to a long-format mapping and analysis assignment that addressed a marketing need.

Through seminar and fundamental business texts, various short articles, a guest lecturer, in-class discussion posts, GIS lab exercises, and a final project, students examined the application of GIS to various types of marketing problems. Fundamental texts included Gérard Cliquet's "Geomarketing: Methods and Strategies in Spatial Marketing," Mike Saren's "Marketing Graffiti: The Writing on the Wall" (2nd ed.), Jonathan Campbell's and Michael Shin's "Essentials of Geographic Information Systems," and David DiBiase's "Nature of Geographic Information." The seminar text was Mark Monmonier's "How to Lie with Maps" (3rd ed.). The guest lecturer was a member of Esri's artificial intelligence team, whose specialty is creating quantitative geographic measures for modeling and prediction efforts for businesses.

Students were assigned 23 marketing and GIS in-class discussion post assignments, 10 lab exercises, and a final project. These and other program activities will serve as a foundation for careers in business and government. Students worked both independently, mainly focusing on improving critical reading, thinking, and analytical skills. They presented their work in written and verbal forms, as well as graphical charts and maps. Therefore, students leaving this program should be better equipped to understand how a successful business operates and to work within various types of organizations in conducting business and public policy and spatial analysis.

EVALUATION:

Written by: Jon Baumunk, J.D., M.S.A.

Alison was a very engaged student, ready and willing to learn challenging concepts of geomarketing and GIS. Alison proved to be a dedicated and committed participant of the learning community, and Alison's work demonstrates insight and a growing and developing view of how GIS can effectively solve spatial marketing problems in today's business world.



Smith, Alison C

A00136999

Last, First Middle

Student ID

Alison turned in all but two of the required marketing and GIS in-class discussion posts and nine of the GIS lab exercises, as well as one optional Introduction to Excel exercise. Alison also produced a final project, which Alison presented during the last week of classes.

Alison's written in-class discussion posts and GIS lab exercises exhibited a good grasp of the core concepts we studied. This indicates that Alison had studied the assigned reading covering various aspects of geomarketing and GIS. In summary, Alison's completed work demonstrates that Alison worked hard to understand the topics covered and achieved proficiency in them.

Alison was also a strong and consistent contributor during class and lab meetings. Alison's contributions were insightful, and Alison seldom had trouble consolidating the material in a clear and cogent way.

Alison clearly enjoyed the opportunity to dig into the concepts with other students through insightful questions and strong engagement in sessions outside formal class meetings. Overall, Alison's contributions show that Alison understood the ideas in the texts and found relationships between the texts' concepts and Alison's own experiences.

Alison's final project was a summary of the ongoing police brutality protests, which occurred during the latter weeks of this quarter. Alison created an Esri story map, using the newest Esri story map template. The story map was titled "America Under Pressure: Police Brutality, Poverty, Pandemic." Alison started the story map with a protest map that showed hundreds of locations of police violence events around the United States. Through the addition of photography and video exhibits embedded in the story map, Alison provided narration and context for the map content. In a subsequent map, Alison added a layer of poverty data, based on county boundaries and drawn from the Esri Living Atlas. Another layer showed the count of Covid-19 cases for each county in the United States. The final map is a "mash up" of police events, poverty rates and Covid-19 counts. Alison published the map story into ArcGIS Online and shared the story map for public consumption.

At the end of this program, Alison has shown that Alison can create web maps and generate layers of spatial content and apply structured attribute query statements to manage layers, symbols, visibility scales, labels, and other map properties. Alison can publish sophisticated mapping "apps" that allow a user an immersive interaction with spatial data, supported by photography, video, and narrative curation.

Alison can conduct business analysis in Esri Business Analyst Web software, using population demographics and marketing indices, and competition analysis to enable comparison and suitability studies of multiple trade area alternatives. Finally, Alison can create analytical charts and compute regression relationships from tabular and spatial data and embed Alison's charts in Alison's story maps.

In summary, Alison clearly met the expectations for this program. Through Alison's demonstrated understanding of geomarketing and GIS, Alison made significant progress toward accomplishing the program's learning objectives. Alison has expressed interest in pursuing further learning of GIS, and potentially, expanding on the final project map produced at the end of this program. Alison achieved a good grounding in the principles and practice of GIS and is well positioned to build on that foundation in future coursework in GIS.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - Geomarketing

8 - Geographical Information Systems



Smith, Alison C

A00136999

Last, First Middle

Student ID

January 2020 - March 2020: The Power of the Trauma Narrative in an Intersectional World: Impact on Bodies, Minds, and Lived Experiences

12 Credits

DESCRIPTION:

Faculty: Tara Hardy

Students will read stories, essays, poems, theory, and visionary work on the subject of trauma by people living intersectional lives, including but not limited to, People of Color, Trans and Nonbinary/Gender Nonconforming People, People with Disabilities, LGBTQ People, immigrants, trauma survivors, people who have been incarcerated, poor and working class people, elders, youth, and more. Through study and practice of the craft of writing, students will contribute to the narrative(s) of trauma with their own writing.

In addition to reading, students will offer pages for classroom workshop. This will be material to not only dissect, but from which to learn about the craft of writing. For a final project, students will produce and participate in a public reading of writing generated during the course. As a result of the development of a sense of community within the classroom, every student will participate in the reading.

Study of published work included writing by Ebo Barton, Gary Copeland Lilley, Robin DeAngelo, Joy DeGruy, Natalie Diaz, Mark Doty, Shira Erlichman, Amber Fayefox Kim, Judith Herman, Nicole Homer, Sonya Huber, Li-Young Lee, Therese Marie Mailhot, Carmen Maria Machado, Rachel McKibbens, Jennifer Mulan, Angel Nafis, Tim O'Brien, Cody Pherigo, Tracy K. Smith, Cheryl Strayed, Kai Cheng Thom, Jose Antonio Vargas, Ocean Vuong, Lidia Yuknavitch

EVALUATION:

Written by: Tara Hardy

Alison, who goes by Angus and uses they/them pronouns, came into this program interested to learn about trauma and its impact, and to approach the topic via creative writing. They were particularly interested in learning about the impact of sustained traumas. In class, Angus was present, and helped form a group of students around whom community formed. I believe this was due to not only Angus's keen insightfulness and talent, but also their ability to use humor. Angus took charge of their learning by being in immediate touch with faculty when they were going to miss a class.

Angus's engagement with program material was consistently inquisitive; they probed below the surface for additional elements that might be brought into the light. Angus demonstrated a strong ability to evaluate the craft of writing by giving generous feedback to classmates about their writing. I could always count on Angus to respond supportively to classmates who shared work. Although Angus's comments were spare, classmates were excited about Angus's participation and feedback. Their classmates' responses to them made it clear that Angus was a valued contributor to discussion and community. It was not uncommon for the room to fall into a hush when Angus raised their hand to speak. In this way, Angus was an exemplary leader for how to engage with program material.

Angus was able to easily absorb and apply new concepts to their own written work. After discussion about how to use an object as a primary image through which larger elements are illuminated, Angus wrote a poem that utilized an automobile as a primary object to amplify meaning about dangers born of isolation.

Angus was not at all reticent to jump into writing. Their papers were consistently strong, not just in terms of technical effort, but also in terms of emotional depth and investigation. Angus's work was among the best in the class. This is the second quarter in which I have had the privilege of having Angus in my



Smith, Alison C

A00136999

Last, First Middle

Student ID

program, and it remains true that their writing is not just consistently among the best amid their peers, but among the best I have had the pleasure to read during two decades of teaching creative writing. As Angus's knowledge and skills with craft grow, they are more and more able to showcase their profound talent. It's not just that Angus could enjoy success as a writer if they wanted. It's that, if they so choose, they will enjoy success as a writer.

What is most surprising about Angus's writing is their unique voice, a voice that readers will most certainly follow. Their subjects and their take on them are surprising. Their transitions are surprising. They are adept with language. They think way beyond the surface. An area to work on would be to not let internal criticism hold them back from pushing into the spotlight.

More than once, Angus provided an example for other students of the kind of risk-taking that can lead to growth. Additionally, they showed interest beyond merely completing what was assigned and took advantage of the option to participate in the program's final project of a public reading.

In addition, Angus eagerly engaged with learning about the ways that oppressions intersect. Concern about the unfair operating of power and privilege in the world is of obvious concern to Angus.

Given Angus's enthusiasm for the study of trauma, their astonishing talent for writing, their ability to incorporate feedback and instruction, and their ability to follow through on a goal, it's clear to me that success in the fields of trauma and/or creative writing are a given.

In short, it was an absolute delight to have Angus in class. I would be overjoyed if they chose to study with me in another program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6 - Creative Writing

6 - Psychology



Smith, Alison C

A00136999

Last, First Middle

Student ID

September 2019 - December 2019: Reading and Writing LGBTQ Narratives of Resistance and Resilience

12 Credits

DESCRIPTION:

Faculty: Tara Hardy

Students will read stories, essays, poems, theory, and visionary work by LGBTQ People living intersectional lives, including but not limited to, Queer and Trans People of Color, Trans and Non-binary/ Gender Nonconforming People, LGBTQ People with Disabilities, LGBTQ Immigrants, LGBTQ Trauma Survivors, Incarcerated LGBTQ People, Poor and Working Class LGBTQ People, LGBTQ elders and youth, and more. Through study and practice of the craft of writing, students will contribute to the narrative(s) of intersectionality with their own writing.

In addition to reading, students will regularly offer pages for classroom workshop. This will become material to not only dissect, but also learn about the craft of writing. Some portion of classroom time will be devoted to generating new work, work that could often develop into responses to assignments. For a final project, students will produce and participate in a public reading and LGBTQ open mic.

Study of published work include writing by Lucille Clifton, Justin Chin, Natalie Diaz, Leslie Feinberg, Essex Hemphill, Cyree Jarelle Johnson, Carmen Maria Machado, Angel Nafis, Lindsay Nixon, Pat Parker, Leah Lakshmi Piepzna Samarasinha, Adrienne Rich, Julia Serano, Leanne Simpson, Danez Smith, Kai Cheng Thom, Michael J. Twitty, Jose Antonio Vargas, Ocean Vuong, Joshua Whitehead, and more.

EVALUATION:

Written by: Tara Hardy

Alison, who goes by Angus and uses they/them pronouns, came into this program late. If somewhat reluctant to write, Angus came into this program eager to read and learn about LGBTQ+ lives. Despite their initial hesitation, Angus produced a great deal of work in the class. I was never concerned that they weren't engaging with the material; their approach was enthusiastic and thoughtful. Angus took charge of their learning by not missing a single class and turning in all assignments on time.

Student will demonstrate the ability to reflect upon the content and craft of published work, one's own writing, and the writing of one's classmates.

Angus demonstrated a strong ability to evaluate the craft of writing by giving exacting and enthusiastic feedback to classmates about their writing. When Angus commented on another student's writing, it was clear that the student had been heard and appreciated. I relied on Angus to reflect the value of their classmates' written work.

It's a little difficult for me to comment on whether or not Angus was able to reflect on the quality of their own work, because while I believe they were able to reflect, I also believe that it was through a harsh lens of perfectionism. It was not uncommon for them, along with the assignment, to send a list of apologies for quality. This was not ever necessary, as Angus's prose is particularly strong.

Angus was able to readily absorb and apply new concepts to their own written work. In addition, although Angus's comments were spare during discussions, they were particularly insightful. It was not uncommon for the room to respond strongly to Angus's comments.



Smith, Alison C

A00136999

Last, First Middle

Student ID

Student will acquire and demonstrate new skills in the craft of writing, as well as deepen and exhibit a sense of ownership of one's own writing.

At first, Angus was reluctant to turn in their writing, or to do so without an apology or caveat. I don't believe this came from a place of disinterest or reluctance to work, but rather resulted from a very loud internal critic.

What Angus writes surprises me, in that it was fresh, authentic, and for lack of a better term, unpredictable. The math of Angus's prose was unpredictable—it didn't follow conventional rules or a logical path, but it still managed to hang together quite well as a whole. One of the things I struggle to teach students is how to break through to their most authentic voices. Angus has cracked this. And people respond. When Angus read in class, the students erupted with praise. For good reason.

Angus showed interest beyond merely completing what was assigned and took advantage of the option to participate in the program's final project of a public reading—the audience loved what they read. During rehearsals, Angus gave classmates an example of how to gracefully step forward, even when afraid, and read aloud. I believe that because Angus read, many others were able to follow.

Finally, Angus did an additional project of making a video of one of the poems they wrote in class. Using visual art they admired from J.J. Grandville, they were able to illustrate one of their poems, and then pair the video with music. The result was astonishing, and evidence of how Angus thinks/creates in not just language, but visual images.

Students will more broadly and deeply demonstrate knowledge and understanding of one's positionality, and of the workings of internalized oppression, systemic oppression, and cultural biases.

Angus eagerly engaged with learning about the ways that oppressions intersect in the lives of LGBTQ+ people. Concern about the unfair operating of power and privilege in the world is of obvious concern to Angus. These subjects were of frequent concern in Angus's writing.

Via work on the Evergreen student's academic statement, students will acquire skills related to articulating one's synthesis of learning, as well as the personal and social significance of that learning.

Angus chose to take advantage of the opportunity to work on the Evergreen Academic Statement during class, and was able to articulate synthesis of learning during class discussion. I have no doubt that, when the time comes, Angus's Academic Statement will be a work of art.

In short, it was a joy to have Angus in class. Should Angus choose to study in any other program in which I teach, it would be a delight to have them.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

3 - Contemporary American Literature

7 - Creative Writing

2 - Humanities



Smith, Alison C

A00136999

Last, First Middle

Student ID

April 2019 - June 2019: Current Economic Issues and Social Movements

16 Credits

DESCRIPTION:

Faculty: Peter Bohmer and Elizabeth Williamson

This program gave students the opportunity to study four contemporary social issues that have given rise to significant mass movements: Black Lives Matter, the fight for \$15, reproductive justice, and anti-fascism. Students developed an understanding of these movements and the political economic context and social problems that spurred them to organize through lectures, seminars, guest speakers, field trips, film screenings, and critical writing assignments. Through their written assignments and in-class work, students were asked to wrestle with the relationship between intersectionality and capitalism, to articulate the root causes of economic and social issues and their impact on ordinary people, to describe the past and present role of social movements in creating social change, and to critically analyze contemporary news sources. Students also played a leadership role in the program by creating presentations and leading discussions. Students enrolled in the 16-credit section worked to identify and assess potential solutions to social problems did additional readings in political economy through an extended independent research project or informal internship.

The reading list included: Federico Finchelstein, *From Fascism to Populism in History*; Jonathan Rosenblum, *Beyond \$15: Immigrant Workers, Faith Activists, and the Revival of the Labor Movement*;

Reproductive Justice: An Introduction; Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*; David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*; Jonathan Smucker, *Hegemony How-To: A Roadmap for Radicals*; Cinzia Arruzza, Nancy Fraser, and Tithi Bhattacharya, *Feminism for the 99%*.

EVALUATION:

Written by: Elizabeth Williamson

Alison came to this program with a background in film studies and a great deal of self-awareness. Her outgoing personality and willingness to testify from her own experience regularly broke the ice in large group discussions, and she was a vital presence during our field trip to Seattle. Alison successfully advocated for herself and set her own goals, but she also continually asked questions to make sure she was on track with faculty expectations. When teaming up with a fellow student to run seminar she found herself in the position of needing to adjust her own expectations about their lesson plan on the fly; she did so quickly and mindfully, and checked in with me about it immediately afterward. Peers praised her sense of humor, her willingness to be direct about her views, and the clarity of her expression. Alison's attendance was generally strong, and all required assignments were successfully completed.

In this program, students worked on enhancing their knowledge and skills by pursuing the following learning objectives:

Analyze the political and economic contexts of social movements

Alison has very strong reading comprehension and when present for seminar demonstrated the ability to succinctly paraphrase and explain key concepts and events described in the texts we were studying, particularly Taylor and McNally's books. As someone who has lived enough to know how serious the current right-wing backlash is, she found the material taxing at times; I appreciated her willingness to acknowledge the fact that studying this subject matter has emotional consequences. Although our focus was not, for the most part, on close reading political speech, she repeatedly demonstrated excellent rhetorical analysis when given the opportunity to do so.



Smith, Alison C

A00136999

Last, First Middle

Student ID

Alison's synthesis paper provided an apt summary of key ideas from Taylor about how racism has evolved as a structure of political control in the U.S. Her academic writing would be strengthened by more systematic integration of quotations and smoother transitions from one set of ideas to the next. Her thinking tends to be associative, rather than linear.

Alison's self-evaluation re-appropriated Reaganomics in order to explain what she calls the "trickle down of consent" that supports our current political and economic structures. Importantly, she notes that both labor and consumerism are part of this consent; understanding that these two activities are both central to perpetuating neoliberalism was not something either Peter or I articulated explicitly and this move demonstrates Alison's ability to make sense of the material on her own terms.

Critically analyze contemporary news sources

Alison took an unconventional and highly creative approach to an assignment that asked students to analyze how different media outlets cover a single topic. What she did instead was to provide a kind of transcript of the experience of channel surfing between MSNBC, CNN, Fox, and VH1. One implication of adding VH1 to this list is that this channel, at least, openly admits that all it is doing is offering entertainment. At the time that she was watching CNN, Anderson Cooper was interviewing Howard Stern, which further reinforces her point about the complete breakdown between categories. Alison's commentary on what she witnessed was manifested mainly in the formatting and her editorial interjections, though at the end she noted that she only felt more confused after watching these various "news" pieces—the implication being: "how could one *not* be confused?"

Identify and assess potential solutions to social problems, including both reformist and more radical approaches

For her final project Alison began exploring the possibility of offering a transcendental meditation (TM) class to youth who are incarcerated at Echo Glen, a prison located in Squoqualmie, WA. Alison quickly learned that introducing programming to a detention facility is more challenging and more political than it should be, but she continued to explore some of the research suggesting that such programs, implemented at other facilities, have significant positive impacts. In her write-up of her work, she drew usefully on Taylor's analysis of the roots of modern mass incarceration and explained her personal connection to the topic. She also explained why prisoners at Echo Glen, who are often the victims of abuse themselves, would benefit from TM, which often helps individuals suffering from PTSD. Alison's argument would have been strengthened through the addition of formal academic citations.

Alison presented on this topic in the final week of the quarter. As usual, she was clear, funny, and engaging. She provided a particularly compelling bite-sized overview of TM and its benefits. Most of the rest of her presentation was devoted to two videos from the Lynch Foundation website; I would have liked to hear more from her about Echo Glen and about the specific history of incorporating meditation practices into prisons.

In short, it was a pleasure working with Alison in this program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Sociology: Social Movements
- 3 - Political Economy
- 3 - U.S. Economic and Social Issues
- 2 - Media Analysis
- 2 - Political Economy of Mass Incarceration



Smith, Alison C

A00136999

Last, First Middle

Student ID

2 - Somatic Studies



Smith, Alison C

A00136999

Last, First Middle

Student ID

January 2019 - March 2019: Cornerstone: Foundations for Success

4 Credits

DESCRIPTION:

Faculty: Stephen Beck (Ph.D., Philosophy)

This course aimed to introduce students to practices of teaching and learning at Evergreen as well as to strengthen students' reading, writing, and critical thinking skills. Students read *Riches for the Poor* by Earl Shorris and a range of articles and book chapters aimed to introduce students to the liberal arts. Students wrote several brief seminar responses, kept a seminar journal, and participated in seminar discussions on these readings. Students participated in workshops and toured some central student academic support offices. Students also wrote at least four drafts of an academic inquiry paper, for which the goal was to give an account of a significant academic inquiry, and to undertake some preliminary research and outlining of that inquiry project. Evaluation and award of credit are based on meeting academic commitments and the development of reading, writing, and critical thinking skills, as demonstrated in all of the above work.

EVALUATION:

Written by: Stephen Beck (Ph.D., Philosophy)

Alison Smith completed all course work and is awarded full credit. Ms. Smith has developed an introductory understanding of liberal arts education as pursued at Evergreen. She was a quiet yet engaged seminar participant; she spoke infrequently but always concisely and relevantly to the topic at hand. For her academic inquiry essay, she inquired into both the science and the spiritual significance of the pineal gland. Her research focused largely on the spiritual side. The essay successfully set out some promising avenues for further inquiry. Ms. Smith is developing a foundation of college-level writing skills and should continue to develop her skills so as to take on more advanced inquiries. She is a dedicated and responsible student who is prepared for further college-level study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Writing: Inquiry in the Liberal Arts



Smith, Alison C

A00136999

Last, First Middle

Student ID

January 2019 - March 2019: Utopian Dreams, Dystopian Nightmares

8 Credits

DESCRIPTION:

Faculty: Steve Blakeslee, M.A., and Stephen Beck, Ph.D.

Students in this program studied ideas and models of both utopias and dystopias through works of literature and philosophy. Students read the whole of Plato's *Republic* and selections from Hobbes' *Leviathan* in order to understand some philosophical attempts to justify particular conceptions of ideal societies. They considered literary images of utopias and dystopias through reading Orwell's *Animal Farm*, Gilman's *Herland*, Atwood's *The Handmaid's Tale*, and Le Guin's *The Dispossessed*. To gain a broad overview of utopian thought, students read Lyman Tower Sargent's *Utopianism: A Very Short Introduction*. Students attended lectures, participated in conceptual workshops, and engaged in book seminars on our texts. They wrote weekly response essays, alternating between our philosophical and our literary texts. Students read a book of their own choice on the program's theme, and they crafted a concise bibliographic entry on their book for inclusion in a program bibliography of utopian texts. Evaluation and award of credit is based upon understanding of our program's themes and development of skills in interpretative and critical reading and writing, as demonstrated in attendance, participation in program activities, and written work.

EVALUATION:

Written by: Stephen Beck, Ph.D.

Alison Smith completed all program work and is awarded full credit. Ms. Smith demonstrated notable growth in her interpretive reading and writing skills, and she put these to good use in developing her understanding of utopian and dystopian thought in both literature and philosophy.

Ms. Smith was an active and engaged participant of the program throughout the quarter. Her contributions were regular, concise, and on-point. She would do well to develop her comments further in discussion; while she seemed hesitant to claim the floor too much, we would have benefited from hearing her expand upon her terse statements.

In her written work, Ms. Smith began tentatively yet by her second response was making perceptive interpretive observations. There, for example, she observed that Plato's *Republic* itself would be banned from Socrates' ideal city. In her response on *Herland*, she noted that the imaginary society came into being with sexual assault, just as the novel concludes with sexual assault. Where Ms. Smith needs to improve further is in developing and expanding upon her insightful interpretations, by exploring their consequences and implications.

For her final text, Ms. Smith chose to read Philip Dick's *Do Androids Dream of Electric Sheep?*, and she wrote an annotation for the program bibliography that presents the setting and summarizes the central theme of the book.

Overall, Ms. Smith has had a successful quarter. She has developed her formal writing skills and has begun to engage seriously with demanding texts. She should continue to develop her formal writing skills and her ability to develop her reasoning through multiple steps. She is prepared for further college-level study in the humanities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Literature: 20th Century Utopian and Dystopian Literature



Smith, Alison C

A00136999

Last, First Middle

Student ID

4 - Philosophy: Political Philosophy: Plato and Hobbes



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Smith</u>	<u>Alison</u>	<u>C</u>	<u>A00136999</u>
Student's Last Name	First	Middle	ID Number
<u>10059</u>	<u>Nature of Natural History</u>		
Program or Contract No.	Title		
	<u>25-SEP-2006</u>	<u>15-DEC-2006</u>	<u>7</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D. and Alison Styring, Ph.D.

This was a field-based program focused on the natural history of Washington State. As a learning community we traveled to a variety of ecosystems including high desert, rainforests, prairies, riparian woodlands, and marshes. We studied environmental gradients and learned how climate and geomorphology affect plant and animal life. Students were expected to learn the plants and birds common in the Pacific Northwest. In addition to studying fresh plant material, students also studied herbarium specimens. We studied preserved specimens of animals to learn basic morphology and anatomy. Students maintained a detailed natural history journal and developed basic illustration skills to sketch observations in the field.

As a learning community we pondered the following questions: what is natural history? Is it an antiquated way of learning about the natural world? Why is it marginalized in contemporary American society? What roles do natural historians play today? Is natural history different from ecology or other life sciences and if so how? What do natural historians do? What kinds of questions do they ask? What kinds of methods do they use? What is the history of natural history in the Western world? In addition to practicing the art and science of natural history, students explored the rise of natural history with particular emphasis on the Victorian era, arguably the pinnacle of its popularity. We studied the cultural history of natural history.

Criteria for evaluation included: (I) a take-home exam, (II) submission of a natural history journal including 10 species accounts, and (III) participation in lectures, workshops, and field trips

EVALUATION:

Written by Alison Styring, Ph.D.

Alison Smith met most of the criteria for evaluation listed above. Alison demonstrated a clear interest in the field components of the program, particularly Field Ornithology. Through her species accounts, she demonstrated development in her observational skills and a unique eye for detail. She was an active and enthusiastic participant in field trips and expressed a kind of curiosity for nature that is uncommon in many students. Alison performed well on the take home exam, demonstrating a synthesis of the different components of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

- 2 - Field Botany
- 2 - Field Ornithology
- 2 - Pacific Northwest Natural History
- 1 - Introduction to Expository Writing

February 20, 2007

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Smith</u>	<u>Alison</u>	<u>C</u>	<u>A00136999</u>
Student's Last Name	First	Middle	ID Number
<u>10193</u>	<u>Audio Recording I: History, Aesthetics and Techniques</u>		
Program or Contract No.	Title		
	<u>26-SEP-2005</u>	<u>16-DEC-2005</u>	<u>1</u>
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Aaron Kruse

Audio Recording I is the first of a two-quarter sequence in which students are introduced to the subject of audio production. Major topics include: analog and digital recording, audio consoles, microphone design and application. Students made extensive use of the API 1604 audio console and digital audio recording with Pro Tools LE software and hardware. For the lab experience each student completed a multi-track recording and a stereo mix. The main objectives for the course include: field recording, microphone design and application, digital multi-track recording, audio console signal flow, and digital audio editing.

EVALUATION:

Written by: Aaron Kruse

Allison successfully passed the API Studio proficiency which assures that she has a basic understanding of block diagrams, analog mixers and multi-track recording. She spent time early in the quarter learning the mixer and recording process but she missed a few classes and did not turn in a final project.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1

1- Audio Recording

January 10, 2006

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Smith	Alison	C	A00136999
Student's Last Name	First	Middle	ID Number
10230	Cinematography: Techniques for Film and Digital		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	2
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: David Cramton

Students in *Cinematography: Techniques for Film and Digital* learned the basics of photography for the moving image, location lighting, electrical safety, and set operations through lecture and reading. They applied their learning through still photo assignments on slide film. These were projected in class and subjected to critique. There were group lighting problems shot on video and discussed in class, and the final group project in which the class divided into three groups and shot a four-minute script in 16mm film. The resulting projects were shown in class and used as the basis for discussion. The emphasis was on teaching the basic skills that could then be applied across genre, media and situation.

EVALUATION:

Written by: David Cramton

Alison successfully demonstrated that she had learned and understood the technical skills taught in class. These skills include proper use of a light meter to set aperture and lights, choice and placement of lighting instruments for effect, and composition within a frame. Based on the slides that she submitted and class participation, Alison showed adequate grasp of the skills taught in class. Alison turned in two of three assignments.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 – Theory and Practice of Cinematography

April 4, 2006
Date



The Evergreen State College • Olympia, WA 98505 • 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) 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.