



Desiderio Herrera, Priscila

A00345541

Last, First Middle

Student ID

Former Name(s): Desiderio, Priscila ;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 15 Jun 2018

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	16	What Does it Mean to be an "American"? Colonial America to Present 6 - Survey of Colonial and U.S. History (through World War I) 3 - Introduction to Primary Historical Documents 3 - Introduction to Political Economy of early U.S. History 4 - Introduction to Analytic Writing
01/2015	03/2015	16	The Empty Space: Performance, Movement, and Theatre 4 - Theater, History and Dramatic Literature 4 - Creativity and Imagination 4 - Theater Workshop 4 - Movement Workshop
01/2015	03/2015	2	TRiO at Evergreen: Deconstructing Your Academic Experience and Understanding the Financial Cost 1 - Reflective Writing 1 - Financial Literacy
03/2015	06/2015	16	Worlds of Waste: Urbanization, Sanitation, and Design 4 - Introduction to Wastewater Science and Management 4 - Urban Studies 3 - Global Health 3 - Anthropology of Waste 2 - The Psychology of the Body
09/2015	03/2016	32	Inside Language 12 - Introduction to Linguistic Structure 12 - Language in Society 4 - History of the English Language 4 - Independent research: Language Acquisition
03/2016	06/2016	15	Stories and Histories: El cuento latinoamericano 6 - Latin American and Latino Short Stories from the Twentieth and Twenty-First Centuries (in Spanish) 4 - Fiction and History (in Spanish) 3 - Advanced Spanish Language: Critical and Creative Writing 2 - Community-Based Learning



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2016	03/2017	32	Gateways for Incarcerated Youth: Acknowledging the Past, Claiming the Future <i>4 - Juvenile Justice Studies</i> <i>4 - Cultural Studies ? Africana Studies</i> <i>4 - Service Learning / Incarcerated Youth</i> <i>4 - Storytelling through Essay Writing and Creative Production</i> <i>4 - Political Economy of American Society</i> <i>4 - History of Community Organizing and Resistance</i> <i>4 - International Power and Resistance</i> <i>4 - Political Economy of Incarceration</i>
09/2016	12/2016	4	Statistics I <i>4 - Statistics</i>
04/2017	06/2017	16	Internship Learning Contract <i>16 - Cultural Studies</i>
09/2017	12/2017	16	Writing, Communication, and Leadership for the Common Good: Creating Change <i>6 - Writing, Communications, and Narrative Studies</i> <i>4 - Leadership and Community Studies</i> <i>4 - Profit Organizational Development and Philanthropic Studies</i> <i>2 - Community Research, Oral History, and Media Projects</i>
01/2018	03/2018	16	Student-Originated Studies: Literacy and Culture (CCBLA) <i>12 - Internship with Upward Bound and Familia - Evergreen State College, Olympia, WA</i> <i>4 - Community-Based Learning and Action</i>
04/2018	06/2018	12	Boost Up Program <i>8 - Peer Mentoring</i> <i>2 - Data Analysis</i> <i>2 - Public Speaking</i>
04/2018	06/2018	1	Core Ballet <i>1 - Ballet</i>

Cumulative

194 Total Undergraduate Credits Earned



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My first program "What does it mean to be an American" taught me that as an immigrant, the American dream does not exist, America has evolved slowly, but we still need to fight for Equity. I learned to question everything I see on media and question what I am being told. I taught myself to start seeing the world in different perspectives.

I challenged myself to take a theater class in which I learn to put my religious views aside and create my own beliefs. I started to appreciate and love my culture by taking Linguistics and learning about Latin America. These two classes opened up my eyes and i became eager to go back to my roots and learn more about my family tree and my parents indigenous language.

I took Gateways for incarcerated youth my junior year. My Junior year was toughest, yet the most memorable. I found my voice and my passion to advocate for youth and myself. I learned that public schools are vital in the success of marginalized students. For that same reason I became interested in working in education. I foresee myself succeeding in a future career serving students based on their individual circumstances rather than assuming every student's needs are the same.

My junior year was also the year that I became unafraid for being documented. I was thought to be quiet and watch from afar, to keep a clean record so that one day I can gain my citizenship. When Trump was elected I was hurt by the amount of people who wanted to build a wall and deport us back. I decided to take my emotions and turn it into my motivation. In fall 2017, I was part of a group of students to develop a retention program proposal to institutionalize it at Evergreen state college. I became a student group coordinator for Familia; our mission is to serve underserved and undocumented students. Through this work I learned to recruit members and facilitate weekly meetings. I gain organizational skills and communication skills. I wrote operational budget proposals, and facilitated workshops and events at Evergreen. I am passionate about serving underserved and undocumented students, therefore I developed training presentations for faculty and staff at Evergreen, providing information on ways to support undocumented student.

I applied and was chosen as a Presidential Equity Adviser in summer 2017. My role in this job was to work with seven other students to revise the Student Code of Conduct, work on a proposal for the new Equity Center, and give recommendations to better serve students. I attended staff meetings, training's and campus activities. At the end of this work period, my coworkers and I developed a presentation for President George Bridges and the school Board of Trustees highlighting our research comparing other schools' policies with ours.

This year I built a new Boost up mentoring program at Shelton High School focused on English Language Learner students. As part of the undocumented student task force I was a part of writing a grant to the provost to fund our program in partnership with Upward Bound to serve undocumented students at Shelton high school through Evergreen. I help students prepare and apply for Scholarship essays, colleges, cultural enrichment activities, service-based learning and providing academic advising and with homework. I also became apart of the Strengthening Sanctuary to provide Know Your Rights workshops for immigrant families.

After four years, I have seen growth in myself academically and personally. I was awarded with the Governors Civic Leadership award for 2018. Being recognized at the school and in my community has been an accomplishment. My four years in college have been successful in preparing me for my future career.



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April 2018 - June 2018: Core Ballet

1 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria

In this course, students will learn fundamentals of ballet and gain greater physical flexibility and coordination. In addition, they will practice developmental movement therapy, Beamish BodyMind Balancing Floorbarre and visualization exercises. They will work to achieve a heightened awareness of self through movement both in and outside of class.

EVALUATION:

Written by: Jehrin Alexandria

Priscilla participated in ballet class. In practicing the ballet vocabulary and steps they increased their overall flexibility as well as coordination. In addition they participated in core strengthening, foot and flexibility exercises used in the Beamish Bodymind Balancing technique. They were introduced to the work and exercises of Bette Lamont, Neurological Reorganization therapist.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1

1 - Ballet



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April 2018 - June 2018: Boost Up Program

12 Credits

DESCRIPTION:

Faculty: Elizabeth Williamson

In this internship, **Boost Up Program**, the student developed direct admissions and recruiting experience. She did this by working at Shelton High School to identify the needs of high school students of different grade levels and learning to assess the effectiveness of the services offered. She also developed her own program to help underserved ELL (English Language Learner) students. The student assisted in an ELL class and provided after school homework help as part of facilitating students' transition to college. She worked intensively one-on-one with about 10-15 students.

The student also worked with Evergreen's admission program to familiarize herself with the work of that office. The student shadowed campus tours, information sessions, and ambassador trainings to develop skills in public speaking and audience-specific messaging. She also created their own 20-minute presentation, in both English and Spanish, about Evergreen.

EVALUATION:

Written by: Elizabeth Williamson

Priscila is a gifted mentor and leader who was successful at both of her job sites this quarter. Megan Rosenberg, Campus Visit Coordinator at Evergreen, noted that Priscila is hard working, open to feedback, and successful at implementing that feedback. Rosenberg commented that Priscila has excellent one-on-one communication skills, and the real potential to make a difference in the retention of underserved students. She also has strong public speaking skills but could use perhaps slightly more practice in front of a larger audience.

Riva Villa, assistant director of Upward Bound at Shelton High School, writes the following of Priscila's work:

"The new Shelton Upward Bound project out of Evergreen is a federal grant assisting a caseload of 60 students at Shelton High School in their pursuit of a college degree. Upward Bound is limited to serving this set number of eligible students, and the Shelton grant only has two full-time staff managing these students. By coming to Shelton High School every Monday and Thursday, Priscila Desiderio was able to help provide support to students who were officially ineligible for Upward Bound services, such as students who did not meet income, first-generation, or residency eligibility, and students who did not apply to the Upward Bound program.

During Priscila's time at Shelton High School she identified a list of students who demonstrated 1) a desire to potentially go to college, and 2) a need for her assistance to become more competitive applicants for 4-year schools, such as students with lower grades, language barriers, and/or a lack of resources. As such, she worked continuously throughout the quarter with the same case load of students, identifying individual needs, assisting students through academic and socio-emotional issues, informing students about the benefits of college as well as the process for applying (including FAFSA and WASFA), and tracking student improvement.

Although she tracked quantitative and qualitative data on students' progress using a digital workbook that I would periodically review, Priscila's primary way of reporting her progress was through stories she would tell about her experiences. It was clear that, despite identifying realistic ways to help improve students' grades, the issues that affected her students' confidence, self-esteem, and grades the most were more complex than she could address on her own. Understandably, this would feel discouraging,



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but the students she mentored benefited greatly from the high expectations she held for them to succeed; some of those students do not have positive role models at home to believe in them, and her influence helped to push them to reach their potential. This, in turn, convinced many of them to consider college as a viable option for them. She did this by working with students one-on-one and addressing the specific needs she identified in each individual student, such as drop-out intervention and subjective tutoring/mentoring, during these interactions. Without her influence this quarter, some of the students would not have returned to school, and others would not have even considered college. Now, the group of students she served stand a better chance of getting into college later."

It has been a pleasure getting to know Priscila this year. I'm delighted that she took this quarter to develop some career-specific skills, while remaining anchored in her passion for helping her community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 8 - Peer Mentoring
- 2 - Data Analysis
- 2 - Public Speaking



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January 2018 - March 2018: Student-Originated Studies: Literacy and Culture (CCBLA) 16 Credits

DESCRIPTION:

Faculty: Catalina Ocampo, Ph.D.

This Student-Originated Studies program was designed to support students working in community settings and schools through internships or projects. Offered in collaboration with Evergreen's Center for Community-Based Learning and Action (CCBLA), the program built skills for community-based work and offered a collaborative space to share experiences and learning. The program consisted of *two components*: a) 4 credits of academic work, which included classroom learning, seminar, reflection, and workshops, and b) a community-based independent project or internship (or a combination of the two) developed by students with guidance and support from faculty and community partners.

For the academic component of the program, students completed weekly readings on themes like community knowledge, cultural humility, asset-based thinking, storytelling, organizing, burnout, and compassion fatigue. Workshops led by community partners and classroom activities complemented readings and developed skills around reflective practices, working across significant differences, documentation, communication, problem solving, and self-care. Students also participated in a field trip to the Farmworker Justice Tribunal organized by Community-to-Community Development in Olympia, WA. Each student also worked on a final project to document their acquired knowledge and leave as a resource for community partners.

For the internship or independent project component of the program, students worked anywhere from 5-30 hours per week in a variety of community projects and organizations, including schools, non-profits, and independent projects. Students focused on a range of issues, including immigration, education, youth empowerment, support to LGBTQ+ communities, community media, homelessness, support for survivors of sexual assault, and community organizing. In this case, the student completed an internship with the Upward Bound Program at the Evergreen State College and in collaboration student group *Familia* created better supports for undocumented students at Shelton High School. She also led *Familia* and collaborated with the Undocumented Student Task Force at Evergreen to design and lead trainings for students, faculty, and staff.

Readings and Media: Paolo Friere and Myles Horton, *We Make the Road by Walking* (selection); John L. McKnight, *Building Communities from the Inside-Out* (selection); Kim Bobo, *Organizing for Social Change* (selection); dir. Vivian Chávez, *Cultural Humility* (documentary); Chimamanda Ngozi Adichie, "The Danger of a Single Story (TED Talk); and essays by bell hooks, Gloria Anzaldúa, Gigi Schroeder Yu, Tara Yosso, Maria Cuevas, Diane Otto, Subcomandante Marcos, chris cavanagh, Lee Anne Bell, Dipti Desai, and Kayhan Irani. Students also chose their own independent readings for the last three weeks of the quarter.

Assignments: nine weekly progress logs recording time and activities in internships and independent projects; eight 1-2 page audio-visual journals recording and reflecting on experience; one 3-5 page personal essay; one 3-5 page integrative essay; one 3-5 page reflective introduction to final project; final project (resource for community partners).

EVALUATION:

Written by: Catalina Ocampo Londoño, Ph.D.

Priscila had a very successful quarter in "Student-Originated Studies: Community-Based Work in a Challenging Time," and did excellent work in all aspects of the program, including her internship with Familia and Upward Bound and the academic component of the program. Priscila completed 300+ hours



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working with Familia to support underserved and undocumented students, both at the Evergreen State College and at Shelton High School, where she worked in collaboration with Upward Bound to provide mentorship and support to high school students. Priscila is a driven and motivated student, with exceptional leadership skills and a strong sense of personal responsibility and commitment to supporting students in their educational journey. The various components of her internship this quarter attest to her deep understanding of student needs and the importance of implementing holistic approaches that create pathways to college for high school students—especially undocumented students—while making sure that the college provides the necessary support structures when students get to college. Priscila demonstrated that she is capable of coordinating and calling in students, staff, and faculty to participate in programs and events that she helped design in collaboration with others. In addition, Priscila was also a valuable member of our learning community: she participated actively in all program activities, was diligent about turning in all assignments, and showed care and concern for others in class, often providing support and reaching out to English-language learners in the program. She is clearly respected by her peers, and recognized by faculty and staff for her talents and untiring hard work. It is for good reason that this year she received the prestigious Governor's Civic Leadership Award for all of her efforts to support students on and off campus. Priscila is an extraordinary asset to our classroom and campus community, and holds exceptional promise as a leader and student advocate.

Academic Component:

Priscila did excellent work in the academic portion of this program. She attended class regularly, participated actively in all program activities, and was attentive during classroom discussions, though I encourage her to speak up more often in large-group discussions, as she clearly has important insights to contribute. Priscila is observant and an excellent listener, and this shows in her attention not only to what is being said but also to how it is being said. This was evident in her audiovisual journals, which Priscila used to document her learning about how best to support students and also to record her attendance at various conferences where Priscila kept a close eye on the strategies of presenters. Priscila's audiovisual journals were carefully prepared, though they might have benefited from additional reflection on program readings. Priscila's essays too demonstrated excellent observation skills and capacities for self-reflection. Her integrative essay, for example, used an extended metaphor of romantic relationships to reflect on her relationship to her community and the importance of strengthening a sense of self-worth in order to be an effective leader within that community; it included some excellent quotes from hooks about the importance of trust, and from *Organizing for Social Change*, though more detailed analysis and examples from her experience would have enriched Priscila's thoughtful observations on the nature of leadership, community, and service. These observations and Priscila's ongoing reflection throughout the quarter were also evident in her final project, which consisted of a binder with all of the resources that Priscila gathered to support students throughout the quarter as well as guides for how to organize the kinds of events that Priscila put together this quarter. By not submitting the introduction to the final project, Priscila missed an opportunity to reflect on the structure of her final project and to provide an overview of how the project came about and what its intent was for the future. This reflection might have led to improvements in the final project, such as creating a table of contents that might have made navigating the binder easier. The binder nevertheless included a comprehensive set of materials and resources that reflected Priscila's broad and expanding knowledge of the necessary resources to support undocumented and underserved students both in high school and in college.

Internship with Upward Bound and Familia:

This quarter Priscila worked with Shelton High school and the Evergreen student group Familia, which supports underserved students at the college. Priscila's internship had two major components. 1) The first part focused on supporting other students, including high school and college students in their educational journey. As part of this element of her work, Priscila collaborated with staff from Upward Bound to create a program that would better support underserved students at Shelton high school,



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specifically undocumented students. The student assisted in ELL class and after school homework help, translated and helped students with their work and their transition to college. She also helped organize a visit from Shelton High School to the Evergreen Olympia campus and promoted relationship-building between high school students and Evergreen students. 2) For the second part of her work, Priscila created and co-developed workshops to train staff and faculty on how to properly support undocumented students at the Evergreen State College. Priscila continued the work that she had done last quarter and this quarter adapted a staff training for Athletics Program staff. She also participated on a panel on how to better support underserved students at the "Globalization, Diversity, and Education" conference in Airway Heights, WA, and deepened her knowledge about how to better serve undocumented students at the "Beyond 1079" conference in Yakima, WA. Finally, Priscila created a workshop on "know your rights" for undocumented students and networked with churches in Tacoma, WA as places to offer the workshop.

Ami Magisos, Internship Coordinator at the Evergreen State College and member of the Undocumented Student Task Force, served as one of her field supervisors, and collaborated with Priscila to design and lead the trainings for students, faculty, and staff. This is what Ami had to say about Priscila's work in the various pieces of her internship work this quarter:

Priscila brought multiple strengths to her internship project this quarter: A strong foundation of knowledge and relationships with administration, staff and faculty at the Evergreen State College; organizing skills honed in her creation of a complex event with student leaders ("Seeds of *Familia*"); mentoring skills and experience with Gateways for Incarcerated Youth; and presentation design and training facilitation skills developed through her participation in the Undocumented Student Task Force. Priscila holds a deep commitment to improving the educational opportunities for underserved students in both high school and college, and I have seen how in her internship she has thoughtfully and strategically collaborated, planned and taken action toward that overall goal from multiple directions. With the Shelton High School youth, Priscila built relationships with students and teachers to understand more about their specific needs and the systems they have to navigate at school and as prospective college students. She reflected on ways that she could effectively use her own experiences to connect with them, and carefully considered how to create healthy professional limits. Using this relational learning, she researched and created specific supports that met their needs, including WASFA and immigrant rights information and guidance, tutoring, and her plan for the SHS visit to Evergreen. Priscila's communication and leadership skills shone as she effectively organized *Familia* student leaders to regularly participate in the Shelton High School mentoring, and recruited and prepared a wide array of faculty, staff, and student leaders to implement a unique and high-impact plan for SHS students' visit to campus. At Evergreen, I observed how she used her critical judgment to customize a presentation and co-present a training for approximately 10 Athletics Program staff on how to support undocumented students. Priscila responded to complex and sometimes sensitive questions to help staff understand the realities of students, and engaged them in thinking of creative collaborations. She followed up by getting athletes and CRC to participate in the culminating SHS visit. Overall, I have observed Priscila's growth in discerning the most impactful choice of action grounded in her relationships and based on her analysis of groups, institutions, and timing. I have seen her gain confidence and strength in her ability to recruit team members and coordinate the efforts of students, staff and faculty toward her clearly articulated action plans. Finally, I have seen her grow in professionalism, deepen her understanding of the slow timeline of organizational change, and gain confidence in her own creative approaches to her career vision.

In addition, Riva Villa, Associate Director of College Access Programs and Priscila's second field supervisor, offered the following observations about Priscila's work this quarter:



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The new Shelton Upward Bound project out of Evergreen is a federal grant assisting a caseload of 60 students at Shelton High School in their pursuit of a college degree. Upward Bound is limited to serving this set number of eligible students, and the Shelton grant only has two full-time staff managing these students. By coming to Shelton High School every Monday and Thursday, Priscila Desiderio was not only able to help provide support to Upward Bound students—alleviating some of the Education Advisor's and my outreach responsibilities, which allowed time for us to develop programming—but she was also able to provide support for students who were officially ineligible for Upward Bound services, such as students who did not meet income, first-generation, or residency eligibility.

As such, she provided much of her support to a population of students who, overall, will see more obstacles on their diverse paths to college than other students: the ELL students. In working with the SHS students, and especially the ELL students, Priscila learned to diagnose and assess the complexity of the students' academic paths, and she learned what type of support she could provide that would address the diverse needs of these students. One of the issues she commonly encountered was retention and the lack of a college-bound culture at SHS, and she learned that more than just academics contributed to these issues.

So, in order to address the socio-emotional development of the students, Priscila coordinated a field trip and event, A Day at The Evergreen State College, wherein students had the opportunity to participate in a variety of activities designed to introduce students to the more interesting side of school, such as college sports, a tour and admissions talk, and an engaging student/staff/faculty panel. In coordinating and carrying out this event, Priscila learned the importance of socio-emotional support on students' journeys to college, and how this impacts their goals and the steps they take to achieve their goals. Consequently, the students responded really well to the event, recognizing for the first time the importance of community in their learning.

Priscila is still learning the difficult balance between supporting students' socio-emotional development and emphasizing their academic achievements, and she plans to work one-on-one with students for her next internship to provide the depth of support she learned students needed by working with them this quarter.

Priscila accomplishments:

- Worked one on one with ell students as they cycled through one of the ELL classrooms
- Helped students with scholarship applications
- Helped students with FAFSA/WASFA
- Organized and coordinated an event to promote college-bound culture, exposed students to resources and activities available to them through college
- Connected students with tutors and mentors
- Worked with students to help prepare them for the rigors of post-secondary study

This quarter Priscila showed tremendous leadership skills and a sense of personal initiative to make things happen, even with limited institutional support. Priscila's strong ability to collaborate with others and to draw people in will serve her as she pursues her future interests in student advocacy. Priscila exceeded all internship requirements presented in her contract and in our classroom community.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 12 - Internship with Upward Bound and Familia - Evergreen State College, Olympia, WA
- 4 - Community-Based Learning and Action



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September 2017 - December 2017: Writing, Communication, and Leadership for the Common Good: Creating Change

16 Credits

DESCRIPTION:

Faculty: Rebecca A. Chamberlain

This program explored how individuals, organizations, and communities create lasting change through the stories they tell and the messages they share. Students combined individual study projects and independent learning within a strong learning community. Learning from community leaders, they explored a number of questions, including: what are the challenges of doing the right thing and moving beyond good intentions to take effective action? What are the different roles of non-profit organizations, government agencies, private businesses, or foundations? How are non-profit organizations, higher education, or other causes funded? Who are the new social entrepreneurs and how do they create change? How do individuals, families, organizations, and communities—in diverse cultures and societies—build systems of service, altruism, and gift giving? What does it take to cultivate lives of service, meaningful work, and reciprocity in private, public, or non-profit organizations, or during times of challenge and change?

Through a rigorous course of study, students worked to develop habits of organization, critical reading, writing, analysis, and reflection that they can apply to their personal and professional lives. Through a variety of workshops and assignments, they practiced the art and craft of writing and communication. They developed skills and techniques of editing, writing style and usage, business writing, persuasive writing, grant-writing, feature articles, creative non-fiction, storytelling, and giving effective presentations. They cultivated various leadership styles and identified what motivates themselves and others. Learning from experts and community leaders, they had opportunities to participate in oral history and community research projects and to assess government, philanthropic and nonprofit organizations. Students had to be self-directed as they applied these skills to substantial independent study projects or internships.

In the fall, students developed leadership skills, along with a practical and theoretical understanding of how to combine stories, strategy, and structure to make effective change and work towards the common good. They explored the impact of non-profit and philanthropic organizations locally and globally. They attended "Return to Evergreen," and met with prominent alumni and community leaders. They wrote essays, feature articles, conducted interviews, and participate in an oral history project to learn the stories of peoples' lives in the context of which they work, live, and give back. They learned to design and give dynamic oral and visual presentations.

Texts included: Shariff Abdullah, *The Power of One: Authentic Leadership in Turbulent Times*; David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*; Nancy Duarte, *Resonate: Present Visual Stories That Transform Audiences*; Robert Egger, *Begging for Change: The Dollars and Sense of Making Nonprofits Responsive, Efficient, and Rewarding for All*; Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Learning to Lead with Emotional Intelligence*; Dan Portnoy and Brian Morykon, *The Non-Profit Narrative: How Telling Stories Can Change the World*; William Zinser, *On Writing Well*

Guest lecturers included: Amanda Walker, V.P Evergreen Foundation; Sam Schrager, Ph.D.; Katya Miltimore, CEO, Boys & Girls Club of Thurston County; Joyce Irvine and Paul Goldberg, Evergreen Foundation Board of Governors; Shariff Abdullah, J.D., Commonway Institute; Hilary Young, V.P Advocacy & Philanthropy, Pioneer Human Services; Duke Vivan and Liz Vivian, PCEO of the Women's Funding Alliance; and other community leaders.



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EVALUATION:

Written by: Rebecca Chamberlain, M.A.

Priscila is an extremely bright, talented, practical, student who engages in class seminars and workshops and she is becoming a thoughtful leader. At times she got behind, but she is learning to prioritize her busy life and commitments, and to complete assignments, manage, organize, and document her academic work on a class website and in a portfolio. Priscila missed two class sessions and was late nine times. She makes thoughtful comments in seminars, synthesized program readings, and topics, and communicates a solid understanding of non-profit and philanthropic organizations locally and globally, community and academic research, and the role and effect of communication—the importance of implementing Gantz's concept of story, strategy, and structure through oral, written, and electronic forms—to make change. She also demonstrates a strong understanding of how culture shapes society, and how individuals and communities can work to make positive change.

Priscila is learning to manage a challenging workload as she developed her writing, critical reading, and comprehension skills. She is learning the value of meeting deadlines; she turned in most of her work on time at the beginning of the quarter, though by the middle of the quarter she got behind and turned in 14 late assignments. However, she was always prepared for class, and she worked effectively in editing groups to incorporate feedback and critique as she pushed her writing to new levels. She completed detailed and realistic learning goals, an academic statement about her about how to channel “emotion into motivation,” as she explored her academic goals. She wrote an essay on a field trip that featured Evergreen's history and alumni success, and she was a presenter at a workshop on how the college, local, and national community can work to support undocumented students, and immigrants, through education, leadership, and public policy. She wrote nine reading response essays that are a thoughtful synthesis of program themes and ideas, and in which she focuses on key points, quotes, and insights. She often made thoughtful comments on other students' essays. She completed two major writing projects which she revised through multiple drafts. The first was a personal essay that was extremely well written as she described the powerful lessons that come through family values, support systems, and humor. This essay, “Boyfriend Talks,” describes how her parents have motivated her to become strong, independent, and resourceful, and to pursue her education and a career. The second was an interview and feature article with Amanda Walker, Vice President of the Evergreen Foundation. Priscila's interview synthesizes her conversation with Amanda and features key quotes. Priscila describes Amanda's background and commitment to serve the college, the role of philanthropy in higher-education, and the cultivation of human relationships in fundraising efforts. Priscila's writing is comprehensive and detailed, and she writes with passion and purpose. Though she still needs to focus on editing and refining her work, she has excellent ideas and is learning to use techniques of creative non-fiction and academic essay writing. Her essays demonstrate elements of persuasive writing and narrative techniques. She is finding her voice and power as a writer and is becoming an effective communicator.

Priscila's major work was a substantial independent study project in which she worked with members of the campus community, and several student and community organizations around issues of student funding, access, undocumented students, and immigration issues. Priscila developed an ambitious project proposal and kept a weekly-learning-log that documented over 220 hours of work. She developed an annotated bibliography of seven sources that included research, articles, and resources exploring immigration, education, DACA, access for minority students, and college funding. She also wrote a grant, asking for \$3,160, which she submitted to the college to support Evergreen students to work as mentors with local High School students. They will address issues of access, success, college funding, and other issues. She wrote this grant, collaborating with a community of student leaders, and she has already begun this work. Priscila's project culminated in an excellent Power-point presentation— based on Nancy Duarte's principles of audio/visual storytelling— that detailed the issues of undocumented students, the



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role she has as a mentor and leader on campus working with students, faculty, and administration, the work that still needs to be done, and her goals for the future. She designed an aesthetically beautiful Prezi document, with wonderful images and demonstrating an excellent understanding of graphic design and oral presentation techniques. Priscila also led workshops and demonstrated strong ideas about how to get students engaged and committed to working individually and collectively to make social change and to support each other in meeting their educational goals.

In closing, Priscila was a valued citizen in "Writing, Communication, and Leadership for the Common Good: Creating Change." She showed initiative, reliability, and responsibility to her learning, the material, and the community, and was a strong collaborator. She made important contributions to all aspects of the program, and she met each intellectual challenge and academic opportunity. She has considerable potentials and is doing important work in the world, and is becoming a strong, empathetic leader. I look forward to seeing where she takes her work in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Writing, Communications, and Narrative Studies
- 4 - Leadership and Community Studies
- 4 - Profit Organizational Development and Philanthropic Studies
- 2 - Community Research, Oral History, and Media Projects



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April 2017 - June 2017: Internship Learning Contract

16 Credits

DESCRIPTION:

Faculty: Rashida Love, M.S.

Priscila Desiderio's internship with the office of First Peoples Multicultural Advising centered on working closely with her field supervisor to develop and implement a retention program for underserved students, with an emphasis on undocumented students. Throughout her internship, she took on critical, high-stake roles that strongly shaped her long-term professional goals and helped her find her strength as a natural leader.

EVALUATION:

Written by Rashida Love, M.S. and Mimi Alacantar, B. A.

In early Spring, Priscila launched her contract in an exceptional way by presenting to the Student Affairs Division and speaking about the importance of a retention program from a student perspective. This was her first time presenting her story as a first-generation, low-income student in front of a big audience, and it marked the beginning of a series of presentations that transformed the perspectives of staff and faculty at the college. As part of her mid-quarter assessment, she demonstrated her learning and its relevance in higher education via a PowerPoint presentation that she shared with her fellow students. Giving these presentations served as an avenue for her to hone her skills in framing her experiences to other students. It allowed her to show how personal experiences can serve as motives for doing work that serves the communities we care about.

Priscila accomplished various tasks and projects with grace and tremendous passion, but perhaps her most distinguishing work this quarter was with the student organization that she founded. As part of her internship, Priscila founded a new student organization called Familia that was specifically designed to support underserved students that, similar to the retention program, focused on reaching undocumented students. Due to the current local and national political climate, it was an extremely challenging endeavor to come up with a support system for a group like undocumented students, as it involved using language and doing outreach that reached the target audience without putting them at risk. Additionally, while Priscila's work was primarily on creating a space that centered undocumented students, she did so while engaging members of the community that are not undocumented. Even though it was a daunting task to manage all of the different needs and expectations from multiple stakeholders, Priscila amazed staff and faculty on campus with her methodical approaches, presenting herself and the club in intentional ways and working strenuously with key people to find the best ways to support all students.

As part of her role as coordinator for Familia, Priscila expanded her outreach to high school and community members. She identified that one of the critical points of intervention for at-risk youth to continue on to higher education was during their teenage years. Given that one of her long-term professional goals is to become a high school counselor, Priscila keenly utilized her position as a student and as a student organization coordinator to visit Shelton High School, a high school in the neighboring community with a high immigrant population. She collaborated with a fellow student on conducting a series of presentations that informed majority Latinx high school students of the resources available to students of color at Evergreen. In these presentations, Priscila invited the high school students to join Familia and affirmed that there was a place for them in higher education if they chose to pursue it. Her work in bringing this information to the students and sharing her story was not only empowering to the youth, but also beneficial to Evergreen as a college.

Finally, as the biggest part of her work this quarter, Priscila pioneered the first ever student-led fundraising event for undocumented students, titled "Seeds of Familia." In preparation for the event, she



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wrote and presented a budget proposal to the Student Activities Board that got fully funded; recruited students to plan and execute the fundraising event; facilitated weekly planning meetings to design the program schedule and delegate essential tasks; and planned a series of mini-fundraisers to fund additional aspects of the main event. As a way to reinforce the event's mission to support undocumented students, Familia – under Priscila's leadership – decided to use the event as a platform for undocumented students to share their stories. Giving students a place to have a voice and educate the campus community strengthened the commitment of the campus to continue building an institutionally-funded space that supports the recruitment and retention of underserved students. The event was an astonishing success with an incredible turn out that resulted in a final fundraised amount of \$3,000!

Priscila is the quintessential example of watching a student grow into an influential and powerful student leader. She is now assuming the leadership that allows for longer-term sustainability of a program. Given that some of the other students who were a part of this work will be graduating, Priscila is the primary person who will carry on this work next year. She is a reliable and passionate student leader who has developed the skills needed to continue advocating for culturally-relevant spaces that support the academic, personal, and professional success of underserved students. The college has a promising future in becoming a place that supports underserved students thanks to Priscila's wholehearted investment in continuing this work, and by drawing from the resources she has gained this quarter, leading the way for others who are just as passionate in being involved. It was an absolutely inspirational and life-changing experience to work with Priscila this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

16 - Cultural Studies



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September 2016 - December 2016: Statistics I

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

Priscilla Desiderio completed all of the requirements of this introductory statistics course. Her homework was well done and complete. Priscilla presented an article published in *Prison Magazine* that discussed "mass" incarceration in the U.S. The article she presented on included lots of data on numbers of inmates in the country, numbers and varieties of prisons and jails, and the sheer complexity of the range of facilities and levels of government involvement. She also presented data describing sentencing anomalies, often between races. Priscilla did a great job, both in her oral presentation as well as her write up, with describing the design of the survey and the data that resulted. Priscilla worked with her group on a presentation that considered losses due to natural disasters. Priscilla reported on Hurricane Katrina, where total damages were in the \$100 billion dollar range, the costliest hurricane event ever in the U.S. Losses in life were similarly catastrophic. As evidenced by her work in this class, Priscilla is well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics



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September 2016 - March 2017: Gateways for Incarcerated Youth: Acknowledging the Past, Claiming the Future

32 Credits

DESCRIPTION:

Faculty: Joye Hardiman, Ph.D. and Lawrence J. Mosqueda, Ph.D.

In Fall quarter, students in the Gateways program, critically evaluated the history, policies, practices and geographic realities of the Public Education, Pre-School to Prison Pipeline, zero tolerance, and 3 strikes you're out. They also investigated possibilities of advocacy, restorative justice and/or social action. They studied pre-enslavement African history, the trans-Atlantic MAAFA, the seasoning process, and current African American Incarceration realities. They also looked Black history as a case study in resistance, resiliency and endurance. They acquired basic op-ed writing skills and practiced the effective use of data and reflective inquiry. They developed mentoring and gang awareness skills through training, workshops, service learning, collaborative experiences, active listening and on-going dialogue. They also learned the function, techniques and impact of powerful storytelling through the exploration of stereotypes, labels and positive identity construction.

They read the following texts: *Through the Eyes of the Judged: Autobiographical Sketches by Incarcerated Young Men*; *The Coming* by Daniel Black; *The Other Wes Moore* by Wes Moore; *Just Mercy* by Bryan Stevenson; and *Voices of a People's History of the United States* by Howard Zinn and Anthony Arnove. They also read the following articles: *National Geographic* October 2011 "The Science of the Teenage Brain" and "The Community Cultural Wealth Framework" by T. J. Yosso from "Whose Culture has Capital: Race, Ethnicity and Education."

They watched the following videos and films: *The Origins of American Public Education: Horace Mann & the Prussian Model of Obedience*, Chimamanda Adichie's *The Danger of the Single Story*, *Blood in Blood Out: Bound by Honor* and Ava DuVernay's "13th". They also learned from guest speakers including Marcenia Milligan, DOC Transition Coordinator; Tom Pinella and Louis Guidon JRA, Marcia Tate Arunga – author of *The Stolen Ones* and *How They Were Missed*.

In Winter quarter, students focused on the issue of power in American society. We investigated the nature of economic, political, social, military, ideological and interpersonal power. The interrelationship of these dimensions was a primary area of study. We explored these themes through lectures, films, seminars (including weekly seminar papers), and a journal.

The analysis was guided by the following questions, as well as others that emerged from the discussions: What is meant by the term "power"? Are there different kinds of power and how are they interrelated? Who has power in American society? Who is relatively powerless? Why? How is power accumulated? What resources are involved? How is power utilized and with what impact on various sectors of the population? What characterizes the struggle for power? How does domestic power relate to international power? How is international power used? How are people affected by the current power structure? What responsibilities do citizens have to alter the structure of power? What alternative structures are possible, probable, necessary or desirable?

The class read the following texts: Howard Zinn and Anthony Arnove-*Voices of a People's History of the United States*; Michelle Alexander-*The New Jim Crow: Mass Incarceration in the Age of Colorblindness*; Daniel Hunter-*Building a Movement to End the New Jim Crow*; Christian Parenti-*Lockdown America: Police and Prisons in the Age of Crisis*: New Edition (2008); Angela Davis-*Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundation of a Movement*. Also, several articles and handouts



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were used to supplement the texts. Students also read an extra book for the class that was summarized and presented to the class.

The following films and videos were also used and critiqued: *Ethnic Notions; Peace, Propaganda and the Promised Land; Independent Media in a Time of War; Conscience and the Constitution; A Place of Rage; Requiem for The American Dream; Precious Knowledge; Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers; Sir! No Sir!; William Kunstler: Disturbing the Universe; We Are Them: The Words of Rachel Corrie.*

EVALUATION:

Fall Students Evaluation: Written by Joye Hardiman, Ph.D.

Priscila Desiderio was a student enrolled in the Gateways program fall quarter. She participated in seminars and all program lectures and workshops. She attended the weekly workshops at Green Hill School for incarcerated youth and wrote an op-ed article titled: One last chance, on the Ban the Box Movement. The Ban the Box Act allows people with a criminal background a chance to apply for jobs without having to write their background on their application. Her article was well researched and documented and clearly showed the logic of her argument. Her final truth and falsehood presentation was about stereotypical reactions to prostitutes. It was very thoughtful and self-revealing. Even though Priscila was one of the more quiet members of seminar, when she spoke she did so, from a point of authenticity and thoughtfulness.

Winter Student Evaluation: Written by Lawrence J. Mosqueda, Ph.D.

Priscila was enrolled in Gateways for Incarcerated Youth this quarter. The subtitle of the class was "Understanding the Past/Creating New Narratives: Political Economy of the Past/Building New Futures," which explains a great deal of the topics covered. Her attendance was very consistent. She tended to be quiet in the seminar but she did participate in small groups. She was especially interested in topics that concerned incarceration studies, social justice, and options for the future of incarcerated youth. Her preparation for the seminar and weekly written questions indicated that she was engaged with the material. Her weekly seminar papers became better as the quarter progressed. Both the faculty and the students appreciated her participation in the seminar.

She was active in the Wednesday mentoring and workshop sessions at Green Hill, the facility for Washington youth. She helped with the discussions and was instrumental in the workshop on a game show that featured successful ex-inmates.

Her journals were good starts on the topics but have gone into more depth on the readings.

Her extra book presentation to the class was on James Lowen's *Lies My Teacher Told Me*. The book has become a classic in education and was a valuable lesson for the class. The paper was well written and presented. The writing represented her best work in the class.

Overall Priscila's work in this program was good, she earned full credit, and she is ready for more advanced work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4- Juvenile Justice Studies
- 4- Cultural Studies - Africana Studies
- 4- Service Learning / Incarcerated Youth
- 4- Storytelling through Essay Writing and Creative Production



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- 4 - Political Economy of American Society
- 4 - History of Community Organizing and Resistance
- 4 - International Power and Resistance
- 4 - Political Economy of Incarceration



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March 2016 - June 2016: Stories and Histories: El cuento latinoamericano

15 Credits

DESCRIPTION:

Faculty: Catalina Ocampo, Ph.D. (Latin American literature)

Taught entirely in Spanish, this advanced Spanish-language program explored the interrelationship between history and storytelling in Latin America and the Latino United States. Focusing on short stories by Latin American and Latinx/@ writers from the twentieth and twenty-first centuries, students perfected skills in reading, writing, and speaking in Spanish while developing skills in analyzing literature within its historical context. Particular attention was given to the ways in which literary texts have reinterpreted historical events such as the European conquest, struggles for independence and self-determination in Latin America, the Mexican Revolution, revolutionary movements in Cuba, Colombia, and Perú, dictatorships in the Southern Cone, the Chicana/o Movement, Latinx/@ migration to the United States, and the role of media in shaping recent historical narratives. In addition to reading, discussing, and analyzing texts both orally and in written form, students wrote creative texts in Spanish that explored the role that storytelling has played in their personal, familiar, and collective histories.

Students also engaged in various community events where they continued to explore the role that storytelling plays in shaping historical narratives and the ways in which power and privilege impact the ways in which stories are told. These events included: Day of Absence and Day of Presence, writing workshops, lectures, and readings at Evergreen, a storytelling workshop led by the playback theater group Pasajer@s, the Latino Youth Summit organized by Proyecto MoLE, and a *peña* or collaborative concert led by the Seattle-based musical group *Sin Fronteras*. The program also included a community-based learning component, which consisted of three workshops with youth from Proyecto MoLE, a program that provides academic and personal support to Latinx/@ youth in Tacoma. In these workshops, students shared stories and explored different means of storytelling, including theater and movement, oral narratives, photography, and writing. Throughout the program students developed skills in literary and artistic interpretation, critical thinking, analytical and creative writing, community-based learning, and cross-cultural communication, while a weekly focus on grammar allowed them to review and refine advanced grammatical constructions within their own writing. A typical week included 3 hours of lecture, 1 hours of workshop, 4 hours of seminar discussion, 1 hour of grammar, and 3 hours of community work or community events.

Assignments: Nine seminar questions; three “reading guides” consisting of a short story summary, an author biography, and an analysis of the relationship between the story and the historical events depicted in it; two creative writing texts; a performance in the *peña*; four reflections on community events and community-based learning; one analysis essay (3-5 pages); a final paper in which students could choose between a final analysis essay (4-6 pages) or a short story along with a critical introduction analyzing its relationship to program readings (4-6 pages); a final presentation in which students presented their final paper, either through visual or oral means.

Readings: Augusto Roa Bastos, “Contar un cuento”; Pedro Gómez Valderrama, “El historiador problemático”; Carlos Monsiváis, “Nuevo catecismo para indios remisos”; Subcomandante Marcos, “La historia de las preguntas” and “La verdadera historia de Mary Read y Anne Bonnie”; Augusto Monterroso, “El eclipse” and “Mister Taylor”; Elena Garro, “La culpa la tienen los Tlaxcaltecas”; Eduardo Galeano, selection from *Memoria del Fuego: Génesis*; José María Arguedas, “La agonía de Rasu-Ñitu”; Fernando Iwasaki, “Mar del sur” and “Mal negro es el congo”; Luis López Nieves, “El gran secreto de Cristóbal Colón”; Carlos Fuentes, “Tlactocazine, del jardín de Flandes”; Alvaro Mutis, “El último rostro”; Nellie Campobello, selection from *Cartucho*; Juan Rulfo, “Nos han dado la tierra”; Ana Castillo, “Who Was Juana Gallo?”; Ignacio Solares, selection from *Ficciones de la Revolución Mexicana*; Reinaldo Arenas, “Mi primer desfile” and “Termina el desfile”; Plinio Apuleyo Mendoza, “El día que enterramos las



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armas"; Alba Lucía Angel, "El guerrillero"; Daniel Alarcón, "Lima, Perú, 28 de Julio de 1979" and "Abraham Lincoln Has Been Shot"; Jorge Ninapayta de la Rosa, "El león de piedra"; Rodolfo Corky González, "I am Joaquín"; Alicia Gaspar de Alba, "Malinche's Rights"; Ilan Stavans, selection from *A Most Imperfect Union: A Contrarian History of the United States*; Elba Rosario Sánchez, "Cartohistografía: Continente de una voz"; Luisa Valenzuela, "Cuarta versión"; Antonio Skarmeta, "La composición"; Pedro Lemebel, "La Noche de los visones (o la última fiesta de la Unidad Popular)," "Las joyas del golpe," and "El Hospital del Trabajador (o El sueño quebrado del doctor Allende)"; José Emilio Pacheco, "Cuando Salí de la Habana, Válgame Dios"; Alejo Carpentier, "Viaje a la semilla"; Cristina Peri Rossi, "La influencia de Edgar A. Poe en la Poesía de Raimundo Arias"; Rodrigo Fresán, selection from *Historia Argentina* (selección); Alicia Yáñez Cossío, "La IWM mil."

EVALUATION:

Written by: Catalina Ocampo Londoño, Ph.D.

Priscila successfully completed the program *Stories and Histories: El cuento latinoamericano*. Priscila is an animated student who met program expectations regarding attendance and participation and showed a growing capacity to reflect on the relationship between stories and histories in Latin America and Latinx/a/o communities. She came into the program with excellent oral skills in Spanish and good reading comprehension and worked on improving her written communication and advanced grammatical constructions. Priscila also worked to develop skills in reading and analyzing texts in Spanish, particularly the capacity to make connections between literary texts and historical contexts. She made some progress in this regard, particularly when allowed to show her understanding through creative modes of expression. She was an active and involved participant in events like the *peña* (or collaborative concert) and an invaluable part of our in our visits to Proyecto MoLE in Tacoma, where she showed particular enthusiasm and talent for community-based work. With some improvement in her analytical writing and further work on refining her grammar, she will be doing very good work in advanced Spanish-language classes.

Priscila's analytical writing and participation in seminar demonstrated an increasing ability to read with depth and develop independent observations about the material. Her written work also showed marked improvement in advanced grammatical constructions and the conventions of written Spanish. Though she completed most of the grammatical exercises for the quarter, she would benefit from continued work on written grammar, particularly on issues of spelling and punctuation. With regards to content, Priscila's seminar papers showed improvement in summarizing short stories and articulating the central tensions in the readings though her seminar papers suggest that Priscila continued to work on comprehending all the details in a text and on identifying and analyzing historical references. Her mid-quarter essay, however, showed progress in literary analysis: the essay included an insightful thesis that effectively tied short stories by Monterroso, Monsivais, and López Nieves and showed how the main characters' authority is undermined by the secrets in their histories. The essay was well-structured and included solid evidence from the texts, and only needed a conclusion and more detailed analysis to be an excellent paper. In seminar, Priscila showed similar growth, and seemed increasingly comfortable analyzing texts in dialogue with others and speaking up in large group discussions.

In addition to her analytical writing and seminar participation, Priscila also demonstrated her understanding of program themes and expanded her expressive capacities through creative writing and active participation in various community events. Through her work with Latinx/a/o youth involved with Proyecto MoLE, the collaborative poem that she and three other students performed at the *peña*, and her final short story and presentation, Priscila demonstrated excellent interpersonal and collaborative skills, as well as an intuitive understanding of the importance of storytelling in developing collective histories. Priscila showed particular skill working with youth from Proyecto MoLE and through humor and enthusiasm drew students in and animated them to share their stories. The poem that she co-wrote with her fellow students was also beautifully crafted, and used vivid imagery to challenge conventional beauty



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standards and find points of intersection between the histories of the four women writing it. Their performance at the *peña* was well staged, and included choral and individual readings to create a moving and dramatic performance. Finally, Priscila's final short story was a very well-conceived reinterpretation of López Nieves's story "El gran secreto de Cristóbal Colón," told through the point of view of an indigenous woman who had presumably been Columbus's lover in his first "secret" voyage. The short story effectively used the main character as a metaphor for the lost possibilities in a colonial history and imaginatively reflected on the persistence of historical memory and the way it can return to haunt a community. As with other analytical writing, the introduction would have benefited from further analysis and closer attention to historical detail, but the short story was an excellent demonstration of Priscila's understanding of program themes.

Overall, Priscila had a fine quarter of engagement and learning and is well poised to continue developing her academic skills and to refine her Spanish-language capacities in coming quarters. I highly encourage her to consider other advanced Spanish classes at the college and to explore other contexts in which she can engage in community-based learning. She demonstrated excellent interpersonal skills and her positive attitude and enthusiasm contributed to the positive climate in our program. It has been a pleasure to have Priscila in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 6 - Latin American and Latino Short Stories from the Twentieth and Twenty-First Centuries (in Spanish)
- 4 - Fiction and History (in Spanish)
- 3 - Advanced Spanish Language: Critical and Creative Writing
- 2 - Community-Based Learning



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September 2015 - March 2016: Inside Language

32 Credits

DESCRIPTION:

Faculty: Diego de Acosta, Ph.D.

This full-time academic program consisted of three modules each quarter. In fall, the modules included an introduction to linguistic structure, an introduction to macro-sociolinguistics, and an introduction to the history of the English language. In spring, the modules included linguistic structure, micro-sociolinguistics, and an independent research project. Each week consisted of 2 sessions on structural linguistics, 2 sessions on sociolinguistics, 2 sessions on English language history (fall only), and a workshop, lab, or film.

The linguistic structure modules in fall and winter dealt with speech sounds, word and sentence structures, meaning, and language use, i.e., phonetics, phonology, morphology, syntax, semantics, and pragmatics. Topics included phonetic transcription, the mechanisms of speech articulation, phonological processes and rules, morphological analysis, syntactic rules and phrase structure trees, lexical and compositional semantics, conversational maxims, and implicature.

The sociolinguistic modules examined social and cultural aspects of language. In fall, topics included the varieties of societal multilingualism, language ideology and beliefs about 'proper' language, language policy, bilingual education, and language endangerment. In spring, topics included language variation by region, age, gender, and socioeconomic class; politeness in conversation; and language and gender.

The history of English module traced the development of English from Proto-Indo-European to the present day. Topics included sound shifts, the development of a literary standard, analysis of Middle English and Modern English texts, and English dialects.

Assignments: (fall) weekly problem sets, weekly seminar responses (1/2-1 page each week), three exercises on the History of English, a phonetics lab, a report (2 pages) on an endangered language, two integrative essays (3-4 pages each) synthesizing material from the sociolinguistics readings, and a take-home final exam; **(winter)** weekly problem sets, weekly seminar responses (1/2-1 page each week), a corpus linguistics lab, a phonetics lab, a semantics paper (2 pages), a take-home final exam, a research project proposal (1-2 pages), a review of three scholarly sources (3-5 pages), a longer independent research project (8-10 pages), and a 10-minute oral presentation of the student's research.

Readings: (fall) *Language Files 11: Materials for an Introduction to Language and Linguistics*; Barbara Fennell, *A History of English: A Sociolinguistic Approach*; Tej Bhatia and William Ritchie, (editors), *The Handbook of Bilingualism and Multilingualism* (selections); John Rickford and Russell Rickford, *Spoken Soul: The Story of Black English* (selections); Bernard Spolsky, *Language Policy* (selections); as well as shorter scholarly articles and current pieces from newspapers and magazines; **(winter)** *Language Files 11: Materials for an Introduction to Language and Linguistics*; Steven Pinker, *The Language Instinct*; Deborah Cameron, *Verbal Hygiene* (selections); Finnegan and Rickford (eds.), *Language in the USA* (selections); as well as several scholarly articles on language in interaction.



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Films: (fall) *The Linguists* (Dirs. Seth Kramer and Daniel Miller), *Do You Speak American?* (Dir. William Cran), *The N Word* (Dir. Todd Williams), *Language Matters* (Dir. David Grubin); **(winter)** *Pygmalion* (Dir. Anthony Asquith), *Breaking the Maya Code* (dir. David Lebrun), *The King's Speech* (Dir. Tom Hooper), *The Baby Human* (dir. Eileen Thalenberg).

EVALUATION:

Written by: *Diego de Acosta, Ph.D.*

Priscila carried out adequate work in this academic program, her introduction to formal linguistics.

Linguistic Structure (Fall and Winter)

For the 'Linguistic Structure' and 'History of English' modules of this program, Priscila completed 16 of 17 problem sets, 5 of 5 exercises, and 1 semantics paper. Her work demonstrated a foundational grasp of the principles and practices of linguistic analysis covered both quarters, as well as a need for further practice with the International Phonetic Alphabet, phonological processes and rules, morphological analysis, phrase structure trees, and conversational implicatures. Each of her final exams showed some improvement from the quarter's assignments and indicated a developing overall command of program material related to language structure. To improve her performance in this kind of analytic discipline, I encourage Priscila to focus on the overall consistency of her work. Though she clearly understands the basics of structural linguistics, she needed to stay attentive to details and complete each step of each problem in order to better her assignments.

Sociolinguistics—Seminar and Writing (Fall and Winter)

For the 'Language in Society' module of this program, Priscila usually came to seminar ready to engage with the materials and worked well to deepen her understanding of the readings. In small groups, Priscila found ways to add to conversations, while in larger settings she tended to participate by listening attentively and shared her thoughts on a few key occasions. In fall quarter, Priscila completed 6 of 6 written responses to seminar readings, and these were generally well written; in winter, she completed 9 of 9 online posts and responded to her classmates' posts on 7 of 9 occasions. As Priscila continues with her studies, she should look to keep expanding her strategies for participating in group discussions and find more ways to convey orally the insights that she puts into writing.

Priscila completed 2 of 2 integrative essays in the fall, and her compositions demonstrated a strong understanding of the subject matter and themes of this program. Priscila tended to need a more thorough discussion of the evidence that she gathered from the assigned reading, but she wrote clearly and showed she had thought about the texts. For example, Priscila's first essay thoughtfully explored the ways language marks a person's social identity, and is therefore an ingredient in judgments that others make about that person's social status. Priscila is clearly working well toward developing more specific thesis statements and supporting her ideas with solid textual evidence, and I encourage her to keep dedicating energy to these aspects of her academic writing in future programs.

For her fall research project on an endangered language, Priscila chose Bororo, an indigenous language spoken in southern Brazil. Her written report on this language described some aspects of its location and structure well, and identified the main reasons for its endangerment. Priscila's oral presentation of her research was well prepared and communicated the main points from her report to her classmates.

Research (Winter)



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Priscila carried out solid work on her winter quarter research project, which explored differences between the development of hearing and deaf infants. Her final essay, an eight-page piece based on five sources, presented a good overview of the factors affecting infant development, including parents' attitude toward deafness and medical intervention (in the form of cochlear implants). Though the paper would have been stronger with a better-developed thesis to frame the discussion, nevertheless it was informative and effectively conveyed information from the material that she had read. Priscila's oral presentation of this project was well organized and nicely delivered with an effective use of visuals. As one classmate stated, "I really appreciated how you considered the relationship between parents and children so thoroughly!"

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

12- Introduction to Linguistic Structure

12- Language in Society

4- History of the English Language

4- Independent research: Language Acquisition



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March 2015 - June 2015: Worlds of Waste: Urbanization, Sanitation, and Design
16 Credits

DESCRIPTION:

Faculty: Eric Stein, Ph.D., Jennifer Gerend, Ph.D., AICP

In this program, we explored the connections between human waste, urbanization, disease, and cultural order. Looking both globally and in the U.S., with an emphasis on the Puget Sound Region, we considered wastewater planning efforts both past and present. From global philanthropic efforts to address sanitary living conditions to new innovations in household bathroom infrastructure, our examination addressed both system-wide plans as well as detailed design issues of individual units. Students learned about urban wastewater infrastructure, technical innovations in green building solutions, such as grey water systems and composting toilets, and developments in low-income settings globally. We also explored the cultural dimensions of purity and waste, looking at potty humor, the gendering of bathroom spaces, pollution, social class, and the roles of philanthropies and governments. Readings included Johnson's *The Ghost Map*; Drinan and Spellman's *Water and Wastewater Treatment*; Molotch and Noren's *Toilet*; as well as numerous scholarly articles and other texts representing the anthropology, urban planning, and public management disciplines.

Students engaged in collaborative group projects and presentations, writing based on readings of texts, field-based assignments, and a final examination. Field trips were organized to the LOTT Wastewater Treatment Plant in Olympia and to Seattle, where we toured the Bullitt Center (a "living building") and the Bill and Melinda Gates Foundation. Guest speakers and documentary films contributed to student learning as well. This program was preparatory for further study or professional interests in public infrastructure, urban planning, global health, international development and philanthropy, or engineering.

EVALUATION:

Written by: Eric Stein, Ph.D., Jennifer Gerend, Ph.D., AICP

Priscila completed some successful work in Worlds of Waste. She met each of the program responsibilities, attending nearly all class sessions and turning in each assignment on time. She pushed herself to participate in seminar and other program discussions, and was generally engaged in the inquiry.

Priscila's briefing paper on the LOTT treatment facility was among her best work for the quarter; it gave a good overview of the wastewater treatment process and was especially effective in the formatting of the information. An analytical paper reflected on the basic arguments of several of our readings on a somewhat personal level, and could have done more to connect with the authors' various arguments. Priscila's bathroom graffiti field study offered a good description of a university dorm bathroom, but was missing a linguistic analysis of particular expressions. Priscila's did poorly on her final exam, suggesting that she needs to do more in future studies to complete all of her readings and review key terms.

Priscila worked effectively with a group of two other peers on a collaborative study of "Human Behavior around Fecal Matter." The group provided a good overview of key psychological theories and perspectives. For her part Priscila offered a lively, provocative discussion of various phobias and related psychological theories.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Introduction to Wastewater Science and Management
- 4 - Urban Studies



Desiderio Herrera, Priscila

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Last, First Middle

Student ID

- 3 - Global Health
- 3 - Anthropology of Waste
- 2 - The Psychology of the Body



Desiderio Herrera, Priscila

A00345541

Last, First Middle

Student ID

January 2015 - March 2015: TRiO at Evergreen: Deconstructing Your Academic Experience and Understanding the Financial Cost

2 Credits

DESCRIPTION:

Faculty: Felix Braffith, MiT

The purpose of this TRiO@Evergreen course is to provide eligible students with the academic supports, tools, and resources to understand the financial cost of their education. Over the quarter students will access resources and staff that will allow them to identify the most effective means for funding or reducing the cost of their education at Evergreen. Selected lessons developed by *Khan Academy's Better Money Habits* and the *New York Times Financial Literacy Curriculum* will support the development of each students' knowledge, competencies, and skills directly related to understanding how finances influence their educational and life decisions. Additionally, students will participate in academic workshops that support the development of their writing and communication skills. Weekly required readings and writing prompts will promote growth in higher order thinking, such as critically responding to texts, analyzing and synthesizing resources of financial information. Creating a five year budget/plan will be the culminating project to challenge students to think financially about life after Evergreen and how to best prepare.

OPTIONAL: Participation in the 2015 TRiO Civic Engagement and Advocacy Day will be an encouraged service learning experience for the students.

EVALUATION:

Written by: Felix Braffith MiT

Priscila has completed the **TRiO@Evergreen: Deconstructing Your Academic Experience and Understanding the Financial Cost** course, and is awarded 2 credits. The course content supported the development and submission of a scholarship essay and a five year budget/plan. These reflective assignments allowed Priscila to focus on her personal experiences, perceptions and financial journey to Evergreen as a first generation college student. She attended *most* class sessions and completed her scholarship essay and five year budget/plan. Priscila's scholarship was very personal and demonstrated her strength in the midst of adversity. Her five/year plan discussed her living situation, current/future student employment, and developing strategies to gain experience at Evergreen prior to entering the workforce.

In the weekly reflection response assignments Priscila demonstrated an *excellent* understanding of self-reflection and critical analysis that would best prepare her successfully managing her finances during and after her time at Evergreen. Participation in class discussions, seminars, and workshops allowed her to build on academic strengths and identify areas of growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

- 1 - Reflective Writing
- 1 - Financial Literacy



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January 2015 - March 2015: The Empty Space: Performance, Movement, and Theatre

16 Credits

DESCRIPTION:

Faculty: Walter Eugene Grodzik, PhD, Cynthia Kennedy, MBA

In this all-level program we explored the interior spaces where performances begin and the exterior spaces where performances are realized. Students engaged in weekly movement and theatre exercises that centered and focused the mind and body in order to open themselves to creative possibilities and performance. They also studied movement and theatre as a means of physical and psychological focus and flexibility that enabled them to more fully utilize their bodies and emotional selves in creating theatrical performance. The program also included weekly seminars and film screenings of various theater productions.

Weekly movement and theater workshops deepened the understanding and embodiment of somatic concepts such as awareness, intention, centering, authenticity, and the interplay of mind and body. In these workshops, students had the opportunity to explore creative imagination as it expresses itself from their own life processes, rather than from externally imposed images, standards and expectations creating short performances from a variety of plays. The class used experiential techniques derived from several traditions of somatic philosophy such as Anne Bogart, Mikhail Chekhov, Viola Spolin, and Gabrielle Roth. At the end the quarter, all students participated in a festival of one-act plays, which were well-received by the Evergreen community.

In seminar, students read a broad variety of texts about creativity, improvisation, performance, performance history, and Western theatre history and dramatic literature. In particular, students read Rollo May, Julia Cameron and twentieth century works which included Chekov, Glaspell, Williams' *The Glass Menagerie*, Miller's *Death of a Salesman* as well as pieces from Theater of the Absurd.

EVALUATION:

Written by: Cynthia Kennedy, MBA

Priscila joined *The Empty Space* half-way through, at the beginning of winter quarter. This is always a tough adjustment for students, but Priscila adjusted well to the chaotic and experimental environment we offer in this program although her performance was sometimes uneven. She was a serious-minded student, attending class regularly and on time and working hard in the theater and movement portions of the program; she was focused and engaged in course materials and topics. Sometimes, however, she struggled with the written work and the quizzes. This, coupled with her reflective nature, make it hard to see all of the learning that may have been going on for her. Overall, I can say she has shown a basic understanding of the themes outlined in the program description.

Priscila arrived at our weekly seminar discussions with text and notes in hand. In seminar, she helped create a place she could explore ideas from all parts of the program in more detail with her peers. As I mentioned above, Priscila tends to be a quieter member of large groups, but when in small groups of four to six students, she was better able to share her comments and questions. She can work to offer more oral contributions to her future program-wide and seminar discussions. In this way, all members of her future learning communities will benefit from her good thinking.

Dance, awareness exercises, reflective writing, and other creative practices were also central to students developing their creative habits, both in the program and in their own daily creative practices. Priscila engaged in these practices with depth and dedication, demonstrating growth over the course of the program. In fact, her individual creative piece culminated in a painting that represented this growth. In movement, Priscila shows a good movement vocabulary and an understanding of the ways that



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movement can be a catalyst into freeing ourselves of the fear and inhibitions that lock down our creative impulses. In our weekly movement classes, she showed a strong ability to move her body in a variety of ways.

Priscila's work in theatre workshop was good. She was an active participant in theater warm-ups and exercises. She completed the weekly performance projects where her work was creative. These performances focused on acting and movement technique, enabling the students to speak and move fluidly on stage. Her final performance in the one-act play festival was excellent as she and two of her peers took on a challenging play about body image. Because of her discipline, talent, and energy, Priscila grew tremendously this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Theater, History and Dramatic Literature
- 4 - Creativity and Imagination
- 4 - Theater Workshop
- 4 - Movement Workshop



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September 2014 - December 2014: What Does it Mean to be an "American"? Colonial America to Present

16 Credits

DESCRIPTION:

Faculty: Liza Rognas, M.A., M.L.I.S.; Michael Vavrus, Ph.D.; and Artee Young, Ph.D., J.D.

In the first quarter of this two-quarter introductory program, students examined how the meaning of "American" has changed historically and into our current era. Specifically, students considered how the concept of "democracy" has been applied historically. Among the questions investigated in this program were: What does social belonging involve? Why are some individuals included while others are excluded from full participation in civic life? How do individual or group identities influence participation in social, economic and political processes? Where and how do differences and diversity fit with the idea of the "American Dream"?

To address these questions and others, students explored the origins and manifestations of the contested concepts of race, gender, and socioeconomic class in the colonial era of U.S. history through World War I. During the fall quarter, students explored how identity and perceived identity have resulted in differential social, economic, and political treatments and how social movements emerged to challenge systemic inequities.

Central to this program was a study of historical connections between European colonialism prior to U.S. independence as a nation and the expansion of U.S. political and military dominance globally since independence. In this context, students were provided opportunities to investigate how the bodies of various populations have been racialized and gendered. Students examined related contemporary concepts such as racism, prejudice, discrimination, patriarchy, gender, class, white privilege, and color-blindness. Students also considered current research and commentaries that surround debates on genetics vs. culture ("nature vs. nurture").

Students engaged in historic and contemporary perceptions of identity through readings, seminars, workshops, films, and academic writing that integrated program material. Students were assigned a variety of short, analytic papers. These included 11 seminar preparation papers based on assigned readings, 6 papers that integrated or synthesized program material for a particular week of study, and an end-of-the quarter essay on the theme of this program. Students were assigned to complete 9 brief outlines on primary documents in preparation for program workshops. Two in-class, open-book quizzes were administered. Students also wrote an autoethnography on the social formation of their own racial identities by exploring the historic foundations of their own personal narratives. The program provided field trips to the Squaxin Island Tribal Museum and the Wing Luke Museum of the Asian Pacific Experience.

Texts used in fall quarter included Zinn's *A People's History of the United States* and Zinn and Arnove's (editors) *Voices of a People's History of the United States*. The following chapters and documents from selected texts were also required: Deloria's "Frenchmen, Bears, and Sandbars"; "An Act for Better Ordering and Governing of Negroes and Slaves, South Carolina, 1712"; "Three-Fifths Compromise": U.S. Constitution, Article I, Section 2; "An Act Prohibiting the Teaching of Slaves to Read"; Tatum's "Defining Racism: 'Can We Talk?'" ; "The Working Men's Party Declaration of Independence," 1829; Johnson's "Capitalism, Class, and the Matrix of Domination"; *Dred Scott v. Sandford*, 1857; "Emancipation Proclamation"; U.S. Constitution: 13th, 14th, 15th Amendments; *Plessy v. Ferguson*, 1896; DuBois' "The Black Codes," 1935; excerpt from Davis' *Life in the Iron Mills*, 1861; excerpt from Riis' *How the Other Half Lives*, 1890; Langer's "Famous Are the Flowers: Hawaiian Resistance Then – and Now"; Spring's "Global



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Migration and the Growth of the Welfare Function of Schools"; and Addams' "Personal Reactions During War," 1922.

Students also took notes on program films and were required to write brief summaries on the following: the 3-part series "Race, the Power of an Illusion"; "The West: The People"; "You Can't be Neutral on a Moving Train"; "The People Speak" (based on *Voices of a People's History of the United States*); "Traces of the Trade: A Story from the Deep North"; "Inequality for All"; "Not for Ourselves Alone: The story of Elizabeth Cady Stanton & Susan B. Anthony" (part 1); "Westward, the Course of Empire Takes Its Way" (1845-1864); "Reconstruction, the Second Civil War"; "Slavery by Another Name"; "Savage Acts"; excerpts from "Becoming American: The Chinese Experience"; "Emma Goldman, an Exceedingly Dangerous Woman"; and "Secrecy."

EVALUATION:

Written by: Michael Vavrus, Ph.D.

Priscila Desiderio successfully completed this the first quarter of this two quarter program by conscientiously meeting most program expectations. Her work was generally good. Priscila evidenced significant academic analyses and critical reflections on program material and her own learning.

Priscila's weekly seminar preparation papers and weekly integration papers along with workshop notes demonstrated a high degree of engagement with assigned texts. Priscila was often quiet during whole-group in-class seminars; however, when she participated, she made a positive contribution to interpretations of assigned texts. Overall, Priscila's written work for these regular assignments evidenced an emerging ability to analyze program material, including films. Taken together, the results of Priscila's two quizzes over program material were slightly above the minimum program expectation.

In regards to an essay assignment on the meaning of "an American" from the colonial era through World War I, Priscila covered many important key events and perspectives from program material. For future academic essays, Priscila is encouraged to use the Writing Center services to proof-read her papers for correct language usage and grammar in order to provide increased coherence to her writing.

In summary, Priscila demonstrated the basic knowledge, disposition, and academic skills to engage in further studies in history and the social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Survey of Colonial and U.S. History (through World War I)
- 3- Introduction to Primary Historical Documents
- 3- Introduction to Political Economy of Early U.S. History
- 4- Introduction to Analytic Writing



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.