RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Maxwell-Miller, Vanndon S — A00422767

Last, First Middle — Student ID

DEGREES CONFERRED:

Bachelor of Science — Awarded 10 Jun 2022

TRANSFER CREDIT:

Start	End	Credits	Title
09/2016	12/2017	32	**Cuesta College**
09/2016	12/2017	4	**Cuesta College**
09/2018	06/2019	20	**Grays Harbor College**
09/2018	06/2019	5	**Grays Harbor College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	16	**Introduction to Environmental Studies** *5 - Introduction to Environmental Geology* *5 - Introduction to Environmental Social Science* *3 - Environmental Problem Solving and Communication* *3 - Introduction to Descriptive and Inferential Statistics*
01/2020	03/2020	16	**Analyzing Permaculture Systems** *4 - Applied Precalculus I* *4 - Applied Precalculus II* *4 - Systems Thinking and Analysis* *4 - Introduction to Energy, Soil, and Perennial Plant Systems*
03/2020	06/2020	16	**Intermediate Macroeconomics** *6 - Intermediate Macroeconomics* *6 - Survey of Heterodox Economics* *4 - Economic Methodology and Theory Choice*
09/2020	06/2021	40	**Integrated Natural Sciences** *4 - General Biology: Evolution and Ecology* *5 - General Biology: Molecular and Cellular Biology* *3 - General Biology: Animal Physiology* *3 - General Biology: Biodiversity* *3 - General Biology Laboratory (partially virtual)* *16 - General Chemistry I, II, and III with Laboratory* *3 - Field Techniques and Scientific Communication* *3 - Applied Math: Scientific Problem Solving Skills*
03/2021	06/2021	4	**Agroforestry Systems** **4 - Agroforestry Systems*

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	32	**Freshwater Ecology and Hydrology** **4 - Freshwater Ecology* **4 - Freshwater Hydrology* **3 - Aquatic Entomology* **3 - Aqueous Chemistry* **4 - Spatial Analysis: GIS* *4 - Statistics 1 & 2* **2 - Seminar* **8 - Research Project*
03/2022	06/2022	16	**Symbiosis** **5 - Symbiosis* **5 - Symbiosis Laboratory* **4 - Ecophysiology* **2 - Symbiosis Seminar*

Cumulative

201 Total Undergraduate Credits Earned

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Life gifts particular underlying messages. The most emphatic and recurrent message for me is the philosophy that it is not about the destination but the journey. My journey is not as traditional as many students', yet with each step, I have been rewarded with greater clarity of purpose and scope.

Due to financial access issues, I was unable to attend college full-time for many years. I was stuck in a rat race just to survive hand to mouth. 2016 I was brutally mugged. My recovery from this incident is ongoing. Early on, a physician advised that healing might be strengthened by a return to academia. The potential to improve both mind and body through education strengthened my resolve to re-enroll in college. By sheer determination, focus and resourcefulness, I would find a way to earn a degree in a field of study I was passionate about.

I have long believed in the civic responsibility of every person within a community. It is our obligation to care and provide for our Commons just as we should everyone - to find ways for social equality through accessibility and to offset the negative impact created by man's destructive practices on earth’s ecosystems that we are responsible to steward. There is far too much emphasis on the individual and ownership; far less emphasis on community and equal access for all. As I move through the healing process, the concepts of civic obligation and ecological stewardship have directed my educational pursuits.

Environmental Studies was the first program I completed at Evergreen in the Fall of 2019, and I found it truly inspirational. We explored foundational concepts, combining environmental, social sciences, ecology, and earth sciences. These concepts included understanding interconnected social-ecological-physical systems, environmental justice, indigenous knowledge systems, biocultural diversity, population biology, and demography. I learned physical geology and became familiar with geologic materials, processes, and time.

During the Winter quarter, I switched to Analyzing Permaculture Systems to satisfy my pre-calc 1 and 2 requirements. This course covered the quantitative and hands-on skills needed to measure, calculate, and work with sun and shade patterns, greenhouses, solar energy systems, passive solar structures, water-capture, and irrigation systems, soil tests and plant nutrients, composting systems, seeding rates, planting densities, and yields for annual crops, cold storage, and natural building materials.

Spring of 2020, I took Intermediate Microeconomics which helped me to discover my love of statistics and economic data. This program focused on Intermediate Macroeconomics, Heterodox Economics, and Economic Methodology. Standard topics of Macroeconomics were covered (e.g., the relationship between trade balance and budget positions, the production function, monetary theories from the quantity theory of money to modern monetary theory, fiscal and monetary policies, and the effectiveness of government actions).

For all quarters of 2020-21, I studied Integrated Natural Science (INS), an interdisciplinary program designed to combine the concepts and methods of general biology and general chemistry, providing a rigorous and intensive foundation in the natural sciences. Spring of 2021, I also took Agroforestry Systems in conjunction with INS, my first experience with upper-division sciences at Evergreen. The Agroforestry Systems course introduced me to diverse temperate and tropical land management systems that intentionally integrate woody perennial plants with other crops and livestock to produce environmental, economic, and social benefits.

In the Fall and Winter of 2021-22, I included Freshwater Ecology and Hydrology. This program covered freshwater ecology and hydrologic concepts to understand rivers from a landscape perspective and how streams, lakes, wetlands, and groundwater interact with terrestrial ecosystems. We investigated the impacts of local geology, land-use practices (logging, urbanization, agriculture), and how terrestrial disturbances (forest fires, landslides, insect outbreaks) influence water quantity and quality. We also learned different Scientific Instrumentation, including the ion chromatograph and the digital spectrophotometer analytics.

During the Spring quarter of 2022, I added Symbiosis, another upper-division science program that focused on many distinct aspects of Symbiosis. We explored the defining aspects of mutualistic symbioses, including plant-animal, fungus-plant, animal-animal, bacteria-plant, bacteria-animal, and protozoa-animal symbioses at the organismal, physiological, cellular, biochemical, molecular, and ecological levels. We also examined parasitic

symbioses. Lastly, we investigated the characteristics that define the integration between the host and symbiont of specific associations through hands-on fieldwork and experimental laboratory sessions.

After completing my Bachelor of Science, I plan to attend the Environmental Studies Master's Program at Evergreen. Eventually, I plan to obtain a Doctorate in Sustainable Economics and Sociology. My goal is to assist struggling communities in finding a more sustainable economic model within their area, utilizing ecologically responsible, localized resources for personal and economic growth.

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March 2022 - June 2022: Symbiosis

16 Credits

DESCRIPTION:
Faculty: Lalita Calabria, Ph.D. and Erik V. Thuesen, Ph.D.

Students in this junior/senior level program studied the biology of symbiotic associations through lectures, readings, laboratory sessions, and seminar topics taken from the primary literature. The phenomenon of symbiosis was examined at organismal, physiological, cellular, biochemical, molecular, and ecological levels. Characteristics that define the integration between the host and symbiont of many different specific associations were investigated and included the following topics: alga-invertebrate, N-fixing bacteria-plant, chemoautotrophic bacteria-animal, mycorrhizae, lichens, endophytes, parasitology, gut microbes, bioluminescence, and evolution through symbiosis. Ecophysiological aspects of these relationships were highlighted. Each student was required to give a short in-class presentation using PowerPoint on a specific symbiotic relationship. Students' understanding of topics covered was assessed through three in-class quizzes, a take-home essay quiz, and a final oral exam. In seminar, students were each responsible for presenting a research article from the primary scientific literature.

Developing experimental and observational laboratory skills was a significant focus of the program. Weekly laboratory sessions (~6-7 hours per week) included the isolation and pure culture of *Rhizobium* spp. followed by inoculation and nodule growth on *Trifolium* sp.; CO_2 consumption/ evolution measurements of a lichen symbiosis using an infrared CO_2 probe; field and lab observations and identification of lichens and mycorrhizae; culturing and morphotyping of plant endophytes; DNA isolation, PCR and sequence-editing and alignment to identify *Symbiodinium* spp. from corals; isolation and identification of helminth ova from dog feces; and microscopy observations of parasites of humans and other vertebrates. Students kept their laboratory notes compiled in a binder that contained the results of their experimental laboratory work and their descriptive observations in the lab. Laboratory results were presented in worksheets, posters, and short reports.

A multi-day field trip to the Olympic Peninsula focused on natural history and symbiotic associations in coastal marine and temperate rainforest ecosystems. Students worked in teams to develop field-based research questions and then carried out data collection and data analysis, culminating in video research presentation.

Textbooks used in this program:

Symbiosis: an introduction to biological associations (Paracer and Ahmadjian, 2000, Oxford University Press)

I contain multitudes: The microbes within us and a grander view of life (Yong, 2016, HarperCollins)

EVALUATION:
Written by: Erik V. Thuesen, Ph.D. and Lalita Calabria, Ph.D.

Vanndon (Van) met all of the major learning objectives for this program and made good progress in understanding the biology of symbiosis. Van's performance on in-class and on-line quizzes indicated an adequate comprehension of the topics covered. Van did satisfactory on the final oral comprehensive exam at the end of the quarter, and he displayed breadth and depth in some of his answers. His best responses were to questions about lichens and *Symbiodinium*-coral symbioses.

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Van's laboratory notes were mostly complete and well organized. His illustrations of fungal symbioses and animal parasites were satisfactory. Some would have benefited from more labels and annotations. His notes on experiments were typed up and clear. Overall, Van's laboratory reports and worksheets contained the main results and calculations. He was able to put his work in the context of the primary literature. To prepare for our field trip to the Washington coast, Van completed a virtual ecosystems assignment comparing rocky intertidal and marine ecosystems. Van's responses to this assignment indicated developing observation skills and a fairly good understanding of ecosystem processes. During our field trip Van was an active participant in field investigations of marine and terrestrial ecosystems. Van worked with a partner to complete a video research project on skunk cabbage-pollinator symbiosis. The final video presentation was very good and included footage and still images collected in the field and lab along with reference to scientific literature related to his work.

Van participated during seminar making relevant contributions to discussions. He deepened skills in interpreting primary scientific papers from a critical perspective by leading a successful discussion on the article "Transfer of ^{13}C between paired Douglas-fir seedlings reveals plant kinship effects and uptake of exudates by ectomycorrhizas" (Pickles *et al*. 2017, *New Phytologist*). Van gave a lightning talk on a parasitic fungus, *Botryosphaeria dothidea,* of the coastal redwood *Sequoia sempervirens.* His presentation covered relevant material about this symbiosis. Overall, Van worked hard this quarter and made great contributions to our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

*5 - Symbiosis
*5 - Symbiosis Laboratory
*4 - Ecophysiology
*2 - Symbiosis Seminar

* indicates upper-division science credit

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September 2021 - March 2022: Freshwater Ecology and Hydrology

32 Credits

DESCRIPTION:
Faculty: Kenneth Tabbutt, Ph.D. and Carri J. LeRoy, Ph.D.

Rivers and streams rank as some of the most imperiled ecosystems on Earth. They are heavily influenced by transportation, agricultural and forest practices, energy production, waste disposal, and recreation. Due to both high extinction rates of freshwater species and projected influences of climate change on the hydrologic cycle, it is crucial to understand both how freshwater ecosystems function and how stream ecosystems can be restored. This program covered freshwater ecology, hydrology, aquatic chemistry and aquatic entomology concepts to understand rivers from a landscape perspective and to understand how streams, lakes, wetlands and groundwater interact with terrestrial ecosystems. We investigated the influences of local geology, land-use practices, and terrestrial disturbances on water quantity and quality. Students learned to use quantitative methods for both spatial analysis and statistical analysis to understand variation across landscapes and complete group research projects.

This program covered freshwater ecology in streams, rivers, lakes and wetlands using the text, *Freshwater Ecology* (Dodds and Whiles). A major focus was on research methods in both the field and the lab. Topics covered included: water chemistry, ecosystem processes, trophic dynamics, ecological interactions, organic matter and nutrient dynamics, and current threats to freshwater ecosystems. The course focused on current research in ecosystem ecology, community ecology, and terrestrial-aquatic interactions.

This program focused on hydrology concepts using the text, *Hydrology and the Management of Watersheds* (Brooks, Ffolliott and Magner). The course material covered components of the hydrologic cycle, including precipitation, evaporation and transpiration, infiltration, runoff, the role of groundwater, and stream flow. Stream channel morphology and sediment-size distribution were also examined. These topics were considered through the lens of environmental change and the direct relationship between hydrology and freshwater ecology.

Aspects of aqueous chemistry were covered in the second quarter; this included chemical weathering, redox, carbonate chemistry, sorption and ion exchange. Students read the primary literature and conducted field and lab work that linked theory to practice. Field instruments were used to measure water quality parameters such as conductivity, pH, DO, turbidity and temperature. In the lab, students learned to filter samples, prepare internal standards, perform total alkalinity titrations, and prepare samples for sorption experiments.

Content in aquatic entomology was covered in the second quarter using the text, *Aquatic Entomology* (Lancaster and Downes). Topics included: evolution and systematics, biomechanics, locomotion in and on water, feeding devices, foraging strategies, gas exchange, reproduction & mating, and insect development. Students spent time every week working with dissecting microscopy to learn the major aquatic insect orders, taxonomy and vocabulary, and to identify insects and non-insect invertebrates to the lowest taxonomic level possible.

Statistical and spatial data analysis were also emphasized. Students were expected to collect and analyze data associated with weekly field and lab assignments as well as group research projects. Students learned how to calculate descriptive statistics, understand probability and probability distribution functions, perform parametric statistics (Student's t-tests, Chi-square tests, analysis of variance (ANOVA), simple linear regression, multi-way ANOVAs, ANCOVA), permutative statistics (permutative ANOVA), multivariate statistics (permutative MANOVA, NMS ordination), and meta-analysis using various statistical software packages (R, JMP-in, JASP, PAST, OpenMEE, Excel). Geographic

Information Systems (GIS) was used to analyze and display spatial data. Students used ArcGIS Pro to import raster and vector data, reclassify, delineate watersheds, reproject, select, create new shapefiles, import XY data, create true and false-color images, create layouts, display 3D data, and other data manipulations. They also learned the theory behind GIS, GPS, coordinate systems and remote sensing.

Seminar readings focused on human-freshwater interactions and regionally important freshwater topics in the Pacific Northwest. Students read *Eager: The Surprising, Secret Life of Beavers and Why They Matter* (Golfarb) and *Where the Salmon Run: The Life and Legacy of Bill Frank Jr.* (Heffernen) as well as papers from the scientific literature.

Small-group research projects were a major component of this program and blended learning in hydrology, freshwater ecology, aquatic chemistry, aquatic entomology, statistics, and GIS. Students developed research proposals in the fall quarter and conducted the research, analyzed results, and shared their findings in winter quarter. These projects provided an opportunity for students to apply what they had learned in class to self-defined ecological questions. This research allowed students to explore a topic of interest in more depth than was covered in class. In addition, students developed skills in collaboration, time management, trouble-shooting, developing or adapting standard methods, critical thinking, and communicating through scientific writing and oral presentations.

EVALUATION:
Written by: Carri J. LeRoy, Ph.D. and Kenneth Tabbutt, Ph.D.

Vanndon Maxwell-Miller, who goes by Van, entered the program with an interest in environmental studies and the long-term goal of doing graduate work in this discipline. Van worked diligently and completed all of the assigned work. Van's overall understanding of the material covered was good but, at times the work lacked attention to detail and appeared rushed. Over the two quarters, Van became more comfortable with the lack of structure and the expectations of students being more responsible for their own learning. The research project improved Van's collaboration skills and facilitated critical thinking - something that Van needs to continue to work on.

Freshwater Ecology
Learning in freshwater ecology was demonstrated through participation in class, workshop completion, demonstrated knowledge on quizzes and exams, and bi-weekly fieldwork reports. Van was able to complete most weekly workshops that allowed students to practice quantitative skills and apply knowledge of concepts to solving problems in freshwater ecology. This weekly practice solving problems was one method Van used to study for three quizzes and two exams in freshwater ecology. Other methods must have proved more challenging, because Van struggled some on all quizzes and exams. Overall, Van demonstrated some competence with the concepts in freshwater ecology on assessments this quarter. Finally, students were asked to complete field tasks each week and submit bi-weekly reports on their freshwater ecology field experiences. Van submitted detailed, organized, and well-documented field reports that included most required components: title, date, names, location, map, coordinates, hydrological information, habitat information, climate/weather information, data collected, illustrations, photographs, and a written narrative of the experience. The field reports submitted by Van were of consistently high quality.

Freshwater Hydrology
Based on the results of workshops, quizzes, exams and field reports, it is evident that Van gained a good understanding of the hydrology topics that were covered this quarter. The results of Van’s quizzes and exams were inconsistent, quiz scores were higher than the in-person exams. Despite this, the results indicated a reasonably solid understanding of concepts and ability to solve quantitative problems. Van worked well with peers during workshop and in the field; all of the group assignments were completed in a timely manner and reflected an understanding of the hydrologic cycle, infiltration, stream discharge,

grain-size distribution analysis, hyporheic flow and other concepts. Van completed all four field reports, but they ranged from adequate to well done, the measurement of stream discharge and channel profile was most complete. Throughout the quarter, there was an improvement in Van's ability to think critically and synthesize information.

Aquatic Chemistry
The results of Van's quizzes, workshops and lab reports indicate a reasonable understanding of the aqueous chemistry topics that were covered. Van's workshops indicated an understanding of chemical weathering, redox, the carbonate system and sorption as well as good quantitative reasoning skills. Van's first quiz was indicated a good understanding of the material, unfortunately Van didn't take the second quiz. Van worked well with others in workshop, doing fieldwork, and in the lab. At times Van's lab work seemed rushed which resulted in errors, but when Van took his time and came prepared, Van demonstrated careful lab technique.

Aquatic Entomology

Van learned a lot about aquatic insects and invertebrates this quarter. Weekly lectures on a variety of topics were distilled into three quizzes, and Van did well on all assessments. In addition to learning about concepts in aquatic entomology, Van also dove into learning about how to classify and identify aquatic invertebrates using dichotomous keys. This work was recorded in an organized notebook including sketches. Van struggled to provide all required details that were expected, but did consistent work throughout the quarter.

Statistics 1 and 2

Van worked diligently on statistics lab each week. Van completed all statistics assignments covering a variety of topics and the applications of statistics to real-world data. The work on statistics labs was variable, but Van often did the optional work in RStudio. This required that Van practice R language and coding to run statistical analyses. Van should be commended on this additional work. Learning to code in R is challenging, but this will be an important skill moving forward. Based on four quizzes and two exams, Van was challenged to demonstrate mastery of statistical concepts and the ability to think through statistical problems. Van and a partner had difficulties showing independent abilities to apply what they learned about statistical concepts and methods to the data they collected in their research project. After considerable guidance, they were able to successfully analyze their data.

Spatial Analysis: GIS
Van demonstrated a good understanding of the GIS tools and theory covered, but Van's work was inconsistent; some of Van's labs seemed rushed and lacked an attention to detail. Van struggled on a lab that involved unsupervised LandSat classifications but showed proficiency on a labs that delineated watersheds, imported GPS data, and edited new shapefiles. The results of Van's GIS quizzes reflected a reasonable understanding of the theory. Van contributed to creating a maps for the research project. The final layout included a clear legend, research sites, and critical spatial data.

Readings, Seminar, and Research Proposal Writing
Van worked with two other students and completed a research project proposal, "Effects of Organic Agriculture on Water Quality." The initial draft was very rough, lacking detail, organization and many components. The final proposal was better but still lacked any background research on the topic and the organization. The aims, significance, details of proposed work and methods sections were much improved. Due to a conflict, the group was reduced to just two students and faced a last-minute push to complete the final written proposal. Van should continue to work on building skills to help resolve conflicts during group work. The group's oral presentation gave an overview of their proposed project. Van used

PowerPoint slides to explain the experimental design, sampling strategy, and statistical methods that they planned to use.

Van wrote thoughtful posts for all the seminar readings but didn't always respond to other's posts. Van's posts reflected a critical assessment of the reading and an understanding of central themes.

Research Project

Van was a member of a collaborative research group that implemented the fall quarter project proposal with some modifications in winter quarter and expanded the ideas and research question into an expansive research project. The culmination of the project was a final scientific research paper titled, "Nitrate effects on stream surface water quality above and below urbanized areas." The final draft was conformed to the journal article format, including title, keywords, abstract, introduction, methods, results, discussion, acknowledgements, references, tables, and figures. Many of these sections met our expectations for the work but some lacked focus and depth. The final draft showed significant improvement over their first draft and, as a whole, the scientific article represents a good final draft. Although they did not end up with the results they anticipated, they did learn a lot about designing and conducting scientific research and the students were able to apply aspects of what they learned in GIS, statistics, freshwater ecology, aquatic chemistry, hydrology, and aquatic entomology to their final project.

Their oral presentation was well done; it was organized and coordinated with both group members contributing equally. They used well-designed PowerPoint slides to frame their talk. They managed the time well but additional time clarifying the rationale behind their research question would have better define their work; their discussion of methods and results were comprehensive. They projected a good understanding of the topic and clearly gained a better understanding of nutrient analysis and experimental design.

Van worked diligently on this project, assumed leadership roles, and contributed significantly to all aspects of the project, from developing the research questions to analyzing the resulting data. Van did background research, helped with site selection, conducted some of the field work, and ran nitrate samples. Van contributed to most sections of the paper and performed statistical analyses of the data. Van presented this information during the oral report. At times, Van became frustrated with the lack of progress, but worked very well with a partner, demonstrated collaboration skills, and persevered. This applied project was a valuable experience, as Van noted "this research project helped to contribute to my academic pathway and career goals by helping to develop my skills in teamwork."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

*4 - Freshwater Ecology
*4 - Freshwater Hydrology
*3 - Aquatic Entomology
*3 - Aqueous Chemistry
*4 - Spatial Analysis: GIS
4 - Statistics 1 & 2
*2 - Seminar
*8 - Research Project

* indicates upper-division science credit

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March 2021 - June 2021: Agroforestry Systems

4 Credits

DESCRIPTION:
Faculty: Steve Scheuerell, Ph.D.

The Agroforestry Systems course introduced students to diverse temperate and tropical land management systems that intentionally integrate woody perennial plants with other crops and/or livestock to produce environmental, economic, and social benefits. Students discussed and responded to assigned questions related to scientific journal articles that emphasized abiotic constraints and ecological interactions between agroforestry system components. Students also searched databases for journal articles on assigned themes, posted commentary, and shared links to videos that they found to show agroforestry practices in action.

EVALUATION:
Written by: Steve Scheuerell, Ph.D.

In completing the advanced agroforestry coursework, Vandon, who goes by Van, consistently had discussion contributions and written assignments that showed very good understanding of tropical and temperate climate agroforestry principles and practices. Van could clearly describe the ecological structure and functions for the agroforestry practices of silvopasture, alley cropping, forest farming, food forests, riparian forest buffers, and windbreaks. Van's work showed a very good ability to discuss management complexity and the environmental, economic, and social consequences of adopting these practices, especially climate change mitigation and adaption potential.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Agroforestry Systems

* indicates upper-division science credit

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September 2020 - June 2021: Integrated Natural Sciences

40 Credits

DESCRIPTION:
Faculty: Clarissa Dirks, Ph.D., Carri J. LeRoy, Ph.D., Lydia McKinstry, Ph.D.

Integrated Natural Sciences covered topics in general biology, general chemistry, statistics, and applied math. Students could choose to enroll in all or various combinations of the subject areas. Program work focused on the intersection of these disciplines to develop students' interdisciplinary understanding of the interactions of matter and energy in the natural world, and to develop problem-solving skills directed at understanding natural phenomena. Students used scientific process and reasoning skills and were expected to gain field research experience in designing experiments and analyzing data. Depending on the subject area, evaluations of student achievement were based on: weekly on-line quizzes, on-line examinations, weekly homework assignments, discussion boards, final and practical exams, formal laboratory reports, and engagement and collaborative participation in all program activities.

General Biology: Evolution and Ecology – Lectures and workshops focused on introducing students to the following areas of general biology: chemical evolution, mitosis and meiosis, Mendelian genetics, evolutionary processes, population genetics including Hardy-Weinberg equilibrium, speciation, phylogenies, history of life, introduction to ecology and earth systems, as well as community, population and ecosystem ecology. Assessments were based on weekly homework assignments and weekly quizzes.

Textbook: S. Freeman, *Biological Science*, 6th ed.

General Biology: Molecular and Cell Biology – Lectures and workshops focused on introducing students to the following areas of general biology: structure and function of cells and biomolecules, energy and enzymes, cellular respiration, metabolism, the central dogma of how genes work, gene regulation and genomics. Assessments were based on weekly homework assignments and weekly quizzes.

Textbook: S. Freeman, *Biological Science*, 6th ed.

General Biology: Animal Physiology – Lectures and workshops focused on introducing students to the following areas of general biology: water and electrolyte balance in animals, nutrition, gas exchange, circulation, nervous systems, and reproduction and development. Assessments were based on weekly homework assignments and weekly quizzes.

Textbook: S. Freeman, *Biological Science*, 6th ed.

General Biology: Biodiversity – Lectures and workshops focused on learning about the variety of life on earth by examining bacteria, archaea, green algae and plants, protists, fungi, and animals. To complement this work, students also learned about viruses and the immune system of animals. Assessments were based on weekly homework assignments and weekly quizzes. The culminating experience was an in-depth individual research paper and a group presentation.

Textbook: S. Freeman, *Biological Science*, 6th ed.

General Biology Laboratory – Laboratory investigations were focused on basic microscopy using both dissecting and compound microscopes, observational studies, making solutions and media, microbiology techniques such as working with bacteria, plant dissection and analyses, as well as DNA extraction,

PCR, restriction digestion and gel electrophoresis. In-person labs gave students hands-on skills while learning theory. Remote laboratory exercises focused on the theory of the techniques used and reading of primary literature papers associated with the skills.

General Chemistry I, II, and III with Laboratory – The following fundamental principles of chemistry were presented: the definition and characterization of matter and inorganic nomenclature; stoichiometry and the mole; atomic structure, electron configuration and periodic properties of the elements and trends. Principles of chemical bonding including Lewis structures and molecular shape were also introduced as well as gas laws and the relationship between structure and physical states of matter. More detailed quantitative topics included thermochemistry, chemical kinetics, chemical and acid-base equilibria including buffers, thermodynamics, redox reactions, and electrochemistry. In the chemistry laboratory students were introduced to basic chemistry experiments, as well as qualitative and quantitative techniques involving aqueous solution chemistry. Experiments included acid-base titrations; redox titration; kinetics and determination of activation energy; free energy and solubility equilibria; and testing of buffer capacity. Evaluations were based on participation, engagement, and weekly assessments including homework assignments, on-line examinations and quizzes, post-lab homework assignments, and formal laboratory reports.

Textbook: T. E. Brown, H. E. LeMay, B. E. Bursten, C. J. Murphy, P. M. Woodward, and M. W. Stoltzfus, *Chemistry: The Central Science,* 14th ed.

Statistics I – Concepts in Statistics I and hands-on activities allowed students to practice using statistical methods with real-world data. Topics included probability, variable types, basic summary statistics (mean, median, mode, variance, standard deviation, standard error), and parametric statistical methods: Students t-tests, Chi-square tests, Least Squares Regression, and Correlation. Students learned to use formulae and macros in Excel. Students learned to analyze raw data, interpret statistical results, and create professional quality figures to display scientific results. Students had biweekly quizzes on statistical concepts to test their own knowledge progression. Students engaged in weekly discussion boards while working on statistics labs to problem-solve issues with data analysis, software, and the interpretation of statistical findings. They completed a final practical exercise where they selected the appropriate statistical tests to analyze data collected through field research projects. They needed to collect and organize data, run hypothesis tests, interpret results, and create figures.

Field Techniques and Scientific Communication – Field exercises were intended to deepen the understanding of concepts covered in biology and statistics lectures/assignments. This area focused on data collection using field techniques such as plant identification, snail surveys, and quadrat plot sampling. The focus was on building students' understanding of the process of science with a particular emphasis on experimental design, data collection, statistical analysis, and scientific communication. Mid-to-late fall quarter, students read and answered questions about three primary literature papers, and worked in groups to design small field projects. As a small group, they collected and analyzed field data, wrote up their findings in a short paper, and presented their work to the class in a formal presentation. Mid-to-late winter quarter, students read and answered questions about two primary literature papers and a research talk presented to the class.

Applied Math – Assignments included problem sets on algebra practice, including logarithms and exponents, dimensional analysis, making solutions and dilutions, spatial reasoning, graphing and experimental design. Evaluations were based on participation and weekly completion of the work.

Foundations of College Success – First-Year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies to foster both personal and academic growth.

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EVALUATION:
Written by: Clarissa Dirks, Ph.D., Carri J. LeRoy, Ph.D., Lydia McKinstry, Ph.D.

Vanndon (Van) enrolled in the General Biology, General Chemistry, Field Techniques and Scientific Communication, and Applied Math components of Integrated Natural Sciences. Van's engagement in the program was excellent as evidenced by attendance and participation. Van was committed to doing well and learning the concepts and methods introduced. Throughout the year, students synthesized their learning with many homework assignments, weekly quizzes and biweekly exams, formal reports, and by reading several primary literature papers. Van has now gained the foundational knowledge necessary to pursue upper level work in science.

General Biology: Evolution and Ecology – Van demonstrated an overall fair to minimal comprehension of the concepts and skills presented in General Biology: Evolution and Ecology as evidenced by work in online problem-solving sessions and online weekly quizzes. Van's performance on quizzes indicated a fair understanding of the material. Van turned in 14 of 17 homework assignments, which were fairly well done. When present, Van showed enthusiasm for learning biology and engaged in group work during online workshop sessions.

General Biology: Molecular and Cell Biology – In General Biology: Molecular and Cell Biology, Van demonstrated an overall very good comprehension of the concepts as evidenced by work in online problem-solving sessions and online weekly quizzes. Van's performance on quizzes indicated a good understanding of the material. Van turned in all homework assignments.

General Biology: Animal Physiology – Van demonstrated an overall very good comprehension of the concepts and skills presented in General Biology: Animal Physiology as evidenced by work in online problem-solving sessions and online weekly quizzes. Van's performance on quizzes indicated a good understanding of the material. Van turned in all homework assignments.

General Biology: Biodiversity – Van demonstrated an overall very good comprehension of the concepts and skills presented as evidenced by their work in online lectures and workshop sessions. Van's performance on online quizzes indicated that they had a good understanding of the material. Van turned in all homework assignments, which were always well done. In general, Van showed enthusiasm for learning biology and worked well with peers during online workshop sessions. At the end of the quarter, Van showed excellent communication skills with an outstanding and informative paper and a well-delivered presentation on the bacteria that caused the bubonic plague, *Yersinia pestis.*

General Biology Laboratory (partially virtual) – This work was an opportunity for Van to engage in hands-on biology to learn a variety of skills for upper division work. Van participated in 4 of 6 in-person labs and engaged virtually with other labs using primary literature. During lab sessions, Van showed very good laboratory skills, was a good problem solver, and frequently asked insightful questions. Van turned in all pre-lab assignments and laboratory reports showed a good record of thinking and actions while performing experiments.

General Chemistry I, II, and III with Laboratory – Van is a dedicated student who worked hard to develop a good to very good understanding of the basic concepts and skills presented in chemistry overall. Van was well prepared for each activity and submitted all homework assignments with good detail. Van was an active learner throughout the year and made good use of workshop time, which greatly enhanced his learning. Van's responses on homework assignments, quizzes, and examinations demonstrated very good working knowledge of stoichiometry and aqueous solution calculations, atomic structure and periodic trends, and the fundamental theories of chemical bonding. Van also demonstrated good to very good understanding of the quantitative material involving acid-base chemistry and buffers, redox chemistry, kinetics, chemical equilibrium and thermodynamics. Van was very efficient during the

chemistry laboratory sessions and effectively developed the bench skills introduced. Van was also well prepared for laboratory work as evidenced by completed pre-lab assignments. Van completed all post-lab assignments and his laboratory reports included calculations and data analysis that were somewhat incomplete, but demonstrated good understanding of the purpose and concept of each experiment.

Field Techniques and Scientific Communication – Van demonstrated very good learning and engagement in Field Techniques and Scientific Communication and turned in all assignments in this area. Van participated in learning field survey techniques and seminars of primary literature about evolution and ecology. As a culminating research experience, Van engaged in a small group study of plant species richness along an elevation gradient. Van's team was tasked with both writing a scientific paper and developing an oral Ignite presentation on their research. It involved considerable time outside of class as well as collaboration and organization. The group gave a very good presentation of their work and Van was an equal contributor.

Applied Math – Van was mostly consistent in participation and collaboration in applied math workshops throughout both quarters. He submitted all but one of the problem sets and to a high level of completion. This work demonstrated good quantitative reasoning skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 40

- 4 - General Biology: Evolution and Ecology
- 5 - General Biology: Molecular and Cellular Biology
- 3 - General Biology: Animal Physiology
- 3 - General Biology: Biodiversity
- 3 - General Biology Laboratory (partially virtual)
- 16 - General Chemistry I, II, and III with Laboratory
- 3 - Field Techniques and Scientific Communication
- 3 - Applied Math: Scientific Problem Solving Skills

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March 2020 - June 2020: Intermediate Macroeconomics

16 Credits

DESCRIPTION:
Faculty: Thomas Womeldorff, Ph.D.

This program focused on Intermediate Macroeconomics, Heterodox Economics, and Economic Methodology. Standard topics of Macroeconomics were covered (e.g., the relationship between trade balance and budget positions, the production function, monetary theories from the quantity theory of money to modern monetary theory, fiscal and monetary policies, and the effectiveness of government actions). Work in the textbook was complemented by attention to the current economic crisis caused by the corona virus pandemic and government responses (e.g., expanded actions of the Federal Reserve to provide liquidity and economic stimulus checks).

In addition to neoclassical macroeconomic theory, students explored heterodox schools of thought ranging from Austrian and Monetarism to Keynesian, Post-Keynesian and Marxian Political Economy. Specific attention was given to distinguishing characteristics and theory choice across the diverse schools of thought.

Readings included (for example) Peter Dorman, *Macroeconomics: A Fresh Start*; John Komlos, *Foundations of Real-World Economics*; Jonathan Nitzan and Shimshon Bichler, *Capital as Power*; Maurizio Lazzarato, *The Making of the Indebted Man*; A. Mitchell Innes, “What Is Money?;” Fred Foldvary, “The Austrian Theory of the Business Cycle;” Robert H. Nelson, “Economic Religion and the Worship of Progress;” Diana Strassmann, “The Stories of Economics and the Power of the Storyteller,” Deirdre McCloskey, “Storytelling in Economics;” and numerous current articles on the nature of the current crisis and responses of the Federal Reserve Bank and Federal Government.

In addition to participating in class, students completed six macroeconomic theory exams; 16 briefs and 7 short abstract/essays focused on seminar readings; and two independent mini-projects.

EVALUATION:
Written by Thomas Womeldorff, Ph.D.

Vanndon, who goes by Van, has successfully completed *Intermediate Macroeconomics* and is awarded 16 credits. Overall, he demonstrated a good solid understanding of program themes.

Through exams and class discussion, Van demonstrated a very good understanding of intermediate macroeconomic theory (e.g., the Keynesian Cross, monetary schools of thought, and the relationship between trade balances and public/private budget positions).

Through seminar preparation, discussion and completion of essays, Van demonstrated a good grasp of themes of heterodox economics, economic methodology and the current economic crisis. Van consistently prepared thoroughly to discuss seminar readings as reflected in his seminar briefs, which were excellent. Van's seminar essays were good, reflective of his consistent interaction with the texts.

For his first mini-project, Van chose to read and review Alan Weisman's *Gaviotas: A Village to Reinvent the World*. His paper provided a good review of the major themes of the book (i.e., the development of a sustainable community outside many of the hierarchical structures of the country's economy). For his second mini-project, collaborating with a classmate, Van co-wrote a proposal for a sustainable egalitarian community on Wrangle Island in Alaska titled “Phoenix Alaska: A Sustainable Proposal for Alaskan Homesteading.” The proposal built on his understanding of Gaviotas and was comprehensive in

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considering industry, trade and energy. The paper was well done and certainly exceeded the expectations for this assignment.

This quarter was truly extraordinary, as college classes were converted on short notice from face-to-face teaching to remote teaching primarily through Zoom. Van proved to be adept at adjusting to the new realities and consistently contributed and collaborated with his classmates remotely. I appreciated the seriousness and care with which he approached his education and that of his classmates.

Van is a serious and self-reflective student, and I have enjoyed working with him. I would certainly welcome the opportunity to do so again.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Intermediate Macroeconomics
6 - Survey of Heterodox Economics
4 - Economic Methodology and Theory Choice

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January 2020 - March 2020: Analyzing Permaculture Systems

16 Credits

DESCRIPTION:
Faculty: Melissa Nivala, Ph.D. and Steve Scheuerell, Ph.D.

The *Analyzing Permaculture Systems* program spanned two quarters, and this student elected to join us for the second quarter. The second quarter emphasized the importance and utility of studying Precalculus through an exploration of ecological, agricultural and built systems. Each week, students completed field labs in and around the campus farm to experience, measure, and monitor ecological, agricultural, and built systems. Several microscopy and microbiology labs introduced students to microbial growth and soil food web analysis. Classroom and computer laboratory workshops had students collaborate to understand and calculate solutions for applied scenarios and prepare for proctored exams. Systems thinking and analysis were considered through 4 texts: *Braiding Sweetgrass, Farming While Black, Gaviotas: A Village to Reinvent the World,* and *In the Shadow of Green Man*. Students' written analysis of these texts provided the preparation for student-led seminars on understanding what permaculture and justice mean to diverse voices around the world, while challenging students to develop their own understanding of permaculture and systems thinking applied to natural, social, and built systems.

Applied Precalculus I covered general function theory and the algebraic, numerical and graphical descriptions of polynomial (particularly linear and quadratic), rational, power, exponential and logarithmic functions. Applied Precalculus II covered right-triangle trigonometry, angles and periodic functions (sine, cosine, tangent, their reciprocals and their inverses). Special topics included polar coordinates and graphs, complex numbers, and the dynamics of the Mandelbrot set. Curriculum was supported by the text *Precalculus: An Investigation of Functions (2nd Ed)*, by Lippman and Rasmussen.

Applications of Precalculus I and II to permaculture were explored. Precalculus I applications included analysis of water, energy and food systems, and population dynamics. Precalculus II applications included shade lines cast by the sun and naturally periodic phenomena such as diurnal and annual fluctuations. Mathematical modeling using a combination of non-periodic and periodic functions allowed students to explore oscillating patterns with a changing midlines and/or amplitude. Weekly computer labs focused on graphical descriptions of functions and their use in modeling real-world data and making predictions. Students who had previously been successful in the math curriculum offered had the option of acting as a Math Teaching Assistant in lieu of retaking the subject(s).

EVALUATION:
Written by: Melissa Nivala, Ph.D. and Steve Scheuerell, Ph.D.

Over the quarter, Vanndon, who prefers to be called Van, was usually in attendance. Van gained a good introduction to fruit tree horticulture, and learned how to select varieties based on plant qualities, site topography, soil conditions, and climate zones. Van could use tree measurements to calculate building and fuelwood quantities, and assess the impact of home insulation on fuelwood use efficiency. Focusing on soils, Van could effectively measure and interpret soil pH, and learned soil food web fundamentals by successfully completing microscopy and microbiology laboratories. Van learned to apply trigonometric functions for determining tree heights and shadow lengths as part of solar site assessments. Van thoroughly learned passive solar principles based on their greenhouse design. Van demonstrated the ability to work with watts, volts and amps in electrical calculations, and explored photovoltaic system components and system capacity calculations while working with a team to design an off-grid electrical system.

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In Systems Thinking and Analysis, Van met the minimum requirements for using examples from seminar texts to write about and discuss how human social systems interact with natural and built systems in positive and negative ways. To gain depth in a topic of their choice, Van demonstrated a beginning ability to develop a research question, analyze primary sources, and write a report on creating a pond cistern.

In Applied Precalculus I, Van exhibited good work overall. Van completed 4 of 4 proctored quizzes, showing strong individual mastery of a full range of problems. Homework assignments were well done, and 3 of 3 computer labs were submitted, showcasing excellent understanding of the graphical nature of functions. Van submitted 4 of 4 creative assignments, illustrating a very strong ability to apply Precalculus I to personal areas of interest.

In Applied Precalculus II, Van exhibited very good work overall. Van completed 4 of 4 proctored quizzes, showing strong individual mastery of a full range of problems. Homework assignments were outstanding, and 3 of 3 computer labs were submitted, showcasing very good graphical understanding of periodic functions and their applications. Van submitted 2 of 2 creative assignments, illustrating a strong ability to apply trigonometry and sinusoidal functions to permaculture.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Applied Precalculus I
4 - Applied Precalculus II
4 - Systems Thinking and Analysis
4 - Introduction to Energy, Soil, and Perennial Plant Systems

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September 2019 - December 2019: Introduction to Environmental Studies

16 Credits

DESCRIPTION:
Faculty: Kenneth Tabbutt, Ph.D. and Edward Whitesell, Ph.D.

This program served as an introduction to the interdisciplinary field of environmental studies, using natural and social sciences, as well as humanities, to understand and address current environmental challenges. Students engaged in a variety of hands-on learning activities including statistics labs, field trips, case studies, and workshops—as well as lectures, and seminars—with the central goal of advancing students' ability to think critically and in-depth about environmental challenges and solutions. Students were introduced to foundational concepts, combining environmental social sciences, ecology, and earth sciences. These concepts included understanding interconnected social-ecological-physical systems, environmental justice, indigenous knowledge systems, population biology and demography. Students learned about environmental geology and became familiar with how earth resources are formed, extracted, and utilized—including water, minerals, and fossil fuels—and about the pollution that society generates. Interpreting and analyzing numerical data was the focus of weekly statistics labs, in which they learned how to calculate descriptive statistics, probability, inferential statistics (chi-square and t-test), and regressions (linear and non-linear). Their lab assignments required them to do manual calculations as well as utilize Excel to assess large data sets. Field trips to the Columbia Basin, Mount Rainier National Park, and the Olympic Peninsula coast were designed to provide opportunities to make direct observations of geologic systems. Students also developed skills in analytical writing through three field trip papers and four seminar papers.

Readings included *Environmental Geology* by Montgomery; *Timefulness: How Thinking Like a Geologist Can Help Save the World* by Bjornerud; *Humans in the Landscape* by Lee, Freudenburg, and Howarth; *Thinking in Systems* by Meadows; selections from *Cataclysms on the Columbia: The Great Missoula Floods* by Allen, Burns, and Burns; *A River Lost* by Harden; selections from *Sharing the Earth: An International Environmental Justice Reader* edited by Ammons and Roy; selections from *Social Science Theory for Environmental Sustainability* by Stern; and a variety of shorter readings including short stories and poems related to the climate crisis. Students were required to come to weekly seminars with a one-page “seminar pass,” responding to one or more prompts that challenged them to reflect and analyze the assigned reading for the day. They also wrote four seminar papers of 500–750 words each, analyzing and reflecting upon key texts. The term project was a case study of an environmental problem chosen by each student that required research using authoritative sources and which resulted in a brief class presentation. This project was designed to develop student skills in library research and the ability to think about environmental problems and solutions through the lens of systems thinking. On the final day of class, all students were required to submit a carefully organized portfolio of all their work.

EVALUATION:
Written by: Kenneth Tabbutt, Ph.D.

Vanndon (Van) entered the program with a strong interest in the environmental science and gained a good understanding of the topics covered while contributing to the learning community. He worked diligently and improved his communication skills, both written and oral, his study habits and demonstrated the ability to work collaboratively with other students as well as independently. His portfolio was complete and very well organized. Van completed all the environmental social science quizzes but his scores indicated a need for additional review and suggested that quizzes don’t accurately reflect his understanding. His environmental geology quiz scores were reasonable, indicating an adequate understanding of the material. Van attended all three field trips and wrote descriptive reflections that made connections with other program topics. He used these opportunities to observe and learn about

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natural processes and social issues. Van needs to continue to work on the clarity of his writing. He completed all the seminar passes and papers, but often his focus was description and not analysis. Van came to seminar well prepared to discuss the reading and was a regular and respectful contributor. Van completed a very good case study on invasive Northern Snakehead fish. He utilized many authoritative sources and his oral presentation was organized, informative, professional, rehearsed, and reasonably paced. Van's interest in this subject was apparent. He was able to frame the problem through systems thinking and his quality PowerPoint slides stressed the extent and severity of this environmental problem. His talk and answers to questions reflected a thorough understanding of the topic. Van completed all the statistics labs and demonstrated reasonable proficiency with Excel. Based on the labs, his understanding of descriptive statistics, probability, inferential statistics, and regression improved slightly as the term progressed; he experienced the most difficulty with the probability lab and did well on the inferential statistics lab. In general, he did reasonably careful work and collaborated well with others, helping peers that were stuck and seeking help when he encountered difficulty.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

5 - Introduction to Environmental Geology
5 - Introduction to Environmental Social Science
3 - Environmental Problem Solving and Communication
3 - Introduction to Descriptive and Inferential Statistics

EVERGREEN

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.