



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

Former Name(s): Saupe, Jamey Diane;

DEGREES CONFERRED:

Bachelor of Arts Awarded 23 Mar 2018

TRANSFER CREDIT:

Start	End	Credits	Title
09/1985	06/1999	90	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2015	03/2015	4	Writing From Life 2 - Personal Essay Writing 2 - Literature Studies
01/2016	03/2016	6	PLE Document Writing 4 - Academic Research 2 - Academic Writing
03/2016	06/2016	6	PLE Document Writing 3 - Academic Research 3 - Critical Writing
09/2016	12/2016	4	PLE Document Writing 2 - Academic Research 2 - Editing and Peer Editing
04/2017	06/2017	12	Victory Gardens 8 - Origins of Agriculture 4 - History of Community Gardens
04/2017	06/2017	10	PLE Assessment I 5 - Organizational Behavior 5 - Communications Management
04/2017	06/2017	10	PLE Assessment II 5 - Project Management 5 - Project Development
04/2017	06/2017	10	PLE Assessment III 5 - Records and Information Services Management 5 - Records and Information Services Management Project Development
09/2017	03/2018	16	A Dyer's Garden: Growing, Creating, and Understanding Color 5 - Color in Science, Art, and History 5 - Art Practicum: Natural Dyes 3 - Plant Studies and Garden Design 3 - Cultural Ecology



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2017	12/2017	4	Ceramics: Function and Design <i>4 - Ceramics</i>
01/2018	03/2018	4	Ceramics: Wheel-thrown Pottery <i>4 - Ceramics</i>
01/2018	03/2018	4	Individual Learning Contract <i>2 - Ceramics</i> <i>2 - Anthropology: Global History of Ceramics</i>

Cumulative

180 Total Undergraduate Credits Earned



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My goal was to earn a degree with an emphasis in Anthropology and I explored my interests using Evening/ Weekend Studies, Prior Learning from Experience (PLE), and independent learning contracts. Prior to coming to Evergreen, I completed my Associate of Arts Degree at South Puget Sound Community College with an emphasis in Environmental Studies. I also earned the professional certification of Certified Records Manager (CRM) and the certificate of Electronic Records Management Master (ERM^M).

Based on my experiences learning to become a professional records manager in three different state agencies (Natural Resources, Ecology and Transportation), I began my journey at Evergreen with the PLE program in which I earned 30 credits. I received five credits for my learning while working in these agencies in each of the following areas: Management and Organizational Behavior, Management Communication, Change Management, Project Management, Records and Information Management, and Records Management Program Development. I also earned 16 PLE credits in research and writing. Overall, I have learned that in every profession we have to work with people. This relates to my emphasis because good leaders and project managers are needed to accomplish goals in the big picture.

I chose an emphasis in Anthropology and an angle of *records* because of my experience as a records manager and my interest in cultural ecology and environmental studies. My angle was to explore all the possible “media types” and as a result, I have learned many ways that history can be discovered, documented and told. For example, records are more than paper writings, legal documents or ancient scrolls. They are rocks, sediment layers, core samples, tree rings, fossils, the artifacts of broken pottery, spear points, basketry or textiles, seeds and plant materials, the ancient site, megalithic structures and the images on them, and the list goes on. I am now able to explain how records are more than business correspondence; that they, in fact, contribute to telling the story of Earth and life on it. I see it all as a piece of a story that is still unfolding but with each new piece of information that presents itself, it alters what we know about our history.

While learning about geology, anthropology, plants, art, photography and film, textiles, ceramics, paper records, and information preservation and management – I have also been learning to understand how humans use their environment, and how they adapt, learn, and survive changing conditions such as climate change by using and sharing information. I understand how this can be an asset in creating a sustainable future; gardening saved us once, it could do it again.

Through independent learning I learned how using records can help humans be healthy and sustainable in their environment. This learning has come through exploring food production in ancient and modern household gardens, war gardens, community gardens, and agriculture as subsistence and culture, the knowledge of which has been transmitted through records and documented history. As a result of my learning, I now have the ability to effectively use information technology for communication, while advocating for maintaining original hardcopy records, archives, and library materials for permanent preservation and back up.

My last two quarters at Evergreen have been focused on learning about color, textiles, dyes, and ceramics, including their histories, plants and earthen materials used to create the fantastic *records*. I learned about the origins of agriculture, including food crops and animals for food and wool from alpaca and llama domesticated in the Americas and sheep domesticated in the Fertile Crescent, along with cotton domestication in the Old World, and used them in creating dyed materials while exploring color. I researched plants and earthen materials such as aluminum, copper, and iron used for dyeing, along with the processes used by different cultures on different continents. I expanded my learning of cultural ecology with a research project exploring the environment, culture and art of Norway.

I explored how ceramics are constructed, now and in ancient traditions, which are the same hand-built and wheel-thrown processes. I learned about ancient pottery traditions, along with hands on glazing and firing in another independent learning contract. I learned about the ingredients used in glaze, mixed several glazes and learned how to fire them in the kiln.



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January 2018 - March 2018: Individual Learning Contract

4 Credits

DESCRIPTION:

Faculty: Ulrike Krotscheck, Ph.D.

This four credit Independent Learning Contract encompassed two credits in anthropology, researching ancient pottery traditions, and two credits in visual arts/ceramics, specifically in glazing and firing techniques. Learning objectives included gaining a thorough, historical understanding of the global history of pottery and learning glazing and firing. The student was expected to turn in essays every other week summarizing the readings to learn the overview of glazes and kilns, including mixing three or more glaze tests. These would include a glaze that needs a specific firing profile so that the kiln must be programmed. Readings included: *Pottery Analysis: A Sourcebook* by Prudence Rice, *A History of World Pottery* by Emmanuel Cooper, *Glazing and Firing* by Stephen and Britta Jepson, and *The Big Book of Ceramics* by Joaquim Chavarria.

In-studio work was completed under the supervision of supervisor Bruce Thompson, and research and writing was completed with Ulrike Krotscheck; the student was expected to submit work regularly, stick to a detailed schedule, and stay in frequent contact with supervisor and sponsor.

EVALUATION:

Written by: Ulrike Krotscheck, Ph.D., and Bruce Thompson, MFA

Jamey met or exceeded all expectations of this contract. For the research and writing portion, Jamey read all of the assigned sources and produced bi-monthly essays emailed to her main program sponsor. These essays demonstrated that Jamey engaged deeply with the readings and took away significant learning outcomes. They were consistently written in academic prose and contained appropriate citations and references. Her best essays were concise yet thorough summaries of the texts, in which she described the history of ceramics in a variety of different historical contexts. One of her strongest essays, on the pottery of pre-contact North America, explained how the unique shapes and techniques of different regions had to do with function and content of the vessels. Though these papers at times exceeded the initial expected page limit, this was necessary because the texts she was consulting were dense with information, and sticking to the 2-page limit would have omitted important information. Jamey was very receptive to faculty feedback and exhibited an advanced degree of academic accountability.

For the ceramics part of the Individual Learning Contract, Jamey sought out technical advice at the beginning of the quarter in preparation for her glaze tests. She carefully took notes and then measured out and mixed a glaze we use commonly in the studio. During the kiln programming demonstration, Jamey paid careful attention and asked multiple questions to clarify the process. We both then sat down and discussed a plan for working with different glaze ingredients. Jamey settled on three colorants: cobalt oxide, iron oxide and copper carbonate; and from there worked independently toward her goals. Over the quarter, Jamey successfully calculated material quantities for six small test batches of glaze. She was deliberate and meticulous in her process and took copious notes throughout. Her custom made glaze tests in both clear shiny-surfaced glaze and opaque matte glaze were very successful. She also programmed and fired our electric test kiln and used the resulting glaze on her own wheel-thrown work. In addition, Jamey produced an informative essay on the work of Stephen Jepson. Her writing about technical processes and step by step studio procedures flowed well and was to the point.

Jamey worked well within the studio environment, and cleaned up table surfaces and buckets before using them, and left everything cleaner than she had found it. Her communication with her supervisor was professional and she was always courteous and frugal with my time. Jamey more than met the requirements of her 2-credit contract, spending on average 6-8 hours per week on glaze mixing, testing



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and firing. She has come away with vital knowledge with regard to technical hurdles associated with studio pottery glaze-making and firing practices as well as a thorough historical understanding of the manufacture, techniques, and role of ceramics in a variety of cultural contexts.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Ceramics

2 - Anthropology: Global History of Ceramics



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January 2018 - March 2018: Ceramics: Wheel-thrown Pottery

4 Credits

DESCRIPTION:

Faculty: Bruce A. Thompson, MFA

The goal of this course is to provide students with opportunities to concentrate on advanced wheel throwing techniques. Students will learn to develop better control over their cylinders, create forms with walls of uniform thickness, improve handles, spouts, lids and trimming techniques. Weekly demonstrations will include surface techniques, lidded forms, plates, large vases, double wall cylinders, and teapots. Students will work toward the development of a personal style while drawing from a library of historically celebrated ceramic design.

EVALUATION:

Written by: Bruce A. Thompson, MFA

Jamey successfully met the requirements for this 10 week wheel-throwing course. She arrived to class on-time, prepared, and ready to engage in the course activities. Jamey worked well within a group setting, regularly assisted in studio cleanup, and was generally conscientious throughout the quarter. In addition, she provided positive feedback to fellow students during the production of creative work and on the outcome of assigned projects. Overall, Jamey exceeded expected course objectives. Her assigned essay on the ceramic artist Julia Galloway was well written, to the point, and insightful.

Jamey produced all of her work on a kick-wheel requiring more skill than an electric wheel. She exhibited an impressive grouping of thrown items for her final evaluation. She also worked through some defective glaze challenges and produced her own glazes with successful application on final work. In addition, her handle attachments and teapot were impressive.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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September 2017 - December 2017: Ceramics: Function and Design

4 Credits

DESCRIPTION:

Faculty: Bruce A. Thompson, MFA

This course was intended as an overview of ceramic studio practices. Students were exposed to a variety of wheel-thrown and hand-built ceramic techniques including traditional burnished pit fire reduction, slab constructed lidded vessel, and expressive scale driven coil-building. Thematic projects were designed to aid students toward the development of an informed and personal style while gaining solid foundational skills in both functional and sculptural ceramic based work. Demonstrations introduced students to clay types, kiln firing methods, glazing, and related surfacing techniques. Critical analysis of resulting work was scheduled through group discussions.

EVALUATION:

Written by: Bruce A. Thompson, MFA

Jamey completed all required course activities and arrived to class prepared and on time. She worked well with peers individually and in a group setting, showed marked progress throughout the quarter, and exhibited a strong, self-driven work ethic. Jamey communicated well within an academic environment, clearly illustrated concepts, and sought out discussions and advice relevant to studio work. In addition, she showed great attention to detail and produced some technically challenging work with good experimentation. Jamey consistently worked above the expected level.

Jamey produced several notable pieces throughout the quarter including a very nice large coil-built vase form and a competent slab-built box with lid and downward facing handles. She is technically proficient in hand-building and will improve her creative projects in the ceramics studio as she experiments more with glaze techniques. Overall good quality work!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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September 2017 - March 2018: A Dyer's Garden: Growing, Creating, and Understanding Color

16 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

Dyes are substances that impart color to other materials such as fibers (including fabric, paper, yarn, and baskets). Throughout this program, an Indigenous Fiber Arts Studio was under construction as the first step of establishing an Indigenous Arts Campus adjacent to Evergreen's "House of Welcome" Longhouse. In fall, students developed skills required to create a design proposal for a garden of dye plants to support the Fiber Arts Studio, and they had the opportunity to begin installation. They participated in four natural dye labs, learning basic dye techniques with nearly 30 different plants that created over 70 different colors. They selected and researched four dye plants, and created extensive dye sample books. Students also learned about the history of natural dyes in different places and times, including among the Coast Salish First Peoples; and they explored the spectral and pigment systems of color, human biological perception of color, art theory using color relationships, and pigment functions in plants. In winter, students continued to explore new dye techniques and dye plants, and to expand their understanding of color. They gained exposure to basic concepts in plant taxonomy. They also developed an introductory understanding of cultural ecology through readings, selecting a strand of their own heritage, and researching basic information about its environment and culture as well as the dynamics of how environment influences culture and how culture influences environment. Ultimately, students focused on the art, dominant colors, and regional dye plants associated with their heritage, gave a presentation about their learning, and carried out an individual dye project. Throughout the program, activities included lectures, readings, research, writing, workshops, labs, seminars, and hands-on fieldwork. Importantly, students gained direct exposure to Coast Salish traditional arts through three basket weaving workshops taught by Chehalis weaver, Trudy Marcellay, and a dye workshop taught by Puyallup artist, Misty Kalama. Texts included *The Secret Language of Color* by Eckstut and Eckstut, *Wild Color* by Jenny Dean, *Harvesting Color* by Rebecca Burgess, *A Garden to Dye For* by Chris McLaughlin, *Natural Color* by Sasha Duerr, *Introduction to Cultural Ecology* by Sutton and Anderson, and *What Color is the Sacred?* by Michael Taussig. Students also read "Coloring the Native Northwest Coast" by Melonie Ancheta, "Green plants & chlorophyll" from *Causes of Color*, and other readings on topics in botany and cultural studies.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Fall: Jamey was an active and engaged member of our class community. She completed her assignments and they were done with care, demonstrating learning in the many areas the program addressed. Specifically, Jamey learned basic methods for achieving color through dyeing with plants. She gathered the dozens of yarn and cotton fabric samples she created into an exemplary Dye Sample Book that consists of a master plant list, a terrific introduction, swatches organized by color groups, an index of sample-creation dates, and dye plant profiles. Jamey also chose to research four specific dye plants — foxglove (*Digitalis purpurea*), calendula (*Calendula officinalis*), dogwood (*Cornus* spp.) and scented bedstraw (*Galium odoratum*) — demonstrating the ability to research dye organisms, and incorporate the resulting information into a comprehensive, well-organized plant profile. Jamey consistently wrote excellent summaries of her learning from readings, lectures, and films. For example, Jamey developed a good understanding of the differences between the spectral and pigment systems of color and wrote about it clearly and succinctly. Jamey's regular weekly work in her color journal demonstrated strong engagement with observing and reflecting on color in her environment. As she explained, "It forced us to look at the color around us and also connect to the plants in the landscape..."



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Reflecting on the color changes helped us pay attention to that change and notice the contrast from the beginning of the quarter to the end... ” Jamey also contributed valuable care to the Longhouse Ethnobotanical Garden, and offered suggestions for ways to approach garden care in the future. Finally, Jamey chose to create a design for a “rainbow” demonstration dye garden near the new Fiber Arts Studio. Toward this end, Jamey strengthened her pre-existing knowledge regarding fundamentals of landscape design and planning. Jamey took initiative with the garden design and the resulting proposal was well-thought-out, was presented in PowerPoint and poster formats, and has already informed the actual development of the new Indigenous Arts Campus.

Winter: During this final quarter of Jamey’s undergraduate career, she maintained perfect attendance and submitted all of her assignments. This quarter, Jamey participated in three traditional Chehalis weaving workshops, creating two coiled baskets and a twined basket. She also participated in four dye labs, adding dye samples to her impressive dye sample book and willingly assisted with the dye labs. Jamey continued to maintain a vibrant Color Exploration Journal that demonstrated engagement with creating and replicating colors in her environment, and her weekly Color Insights Papers remained well done. Jamey also began to understand basic concepts in plant taxonomy. For her Heritage Study, Jamey focused on Norway, preparing a well-written essay and giving an extremely interesting PowerPoint presentation that discussed the environment, culture, cultural ecology (ways in which environment influences culture and culture influences environment), arts, dominant colors, and regional dye plants. For her independent dye project, Jamey created a beautifully-crafted tapestry utilizing fabric she dyed herself. The dye plants she used included woad, weld, and madder, which would have been used by her Norwegian ancestors. Jamey embellished her with and-dyed yarn to represent the embroidery aspect of Norwegian fiber arts. Through her continued strong engagement with the program, Jamey has broadened her understanding of basic techniques for dyeing with plants and has deepened her awareness of the nature of color, its presence in the world around her, and the nuanced perceptions of color in different cultural contexts. As Jamey states, “I enjoyed expanding on my learning from last quarter. I liked being able to double-dye fabrics to create new colors ... I enjoyed the components of cultural ecology, especially applying it to my research of Norway, and I plan to continue my learning. I also plan to continue my work to dye with natural materials.” It was a pleasure to have Jamey as part of our learning community both quarters. I am confident that Jamey will be successful in whatever endeavors she pursues after graduation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- Color in Science, Art, and History
- 5- Art Practicum: Natural Dyes
- 3- Plant Studies and Garden Design
- 3- – Cultural Ecology



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April 2017 - June 2017: PLE Assessment III

10 Credits

DESCRIPTION:

Faculty: Theresa A. Aragon, PhD

Prior Learning from Experience (PLE) is an academic program in which adult students reflect upon past work and other life experiences in order to assess and communicate learning which resulted. The student writes an extended paper that describes experiences and demonstrates the academic knowledge, skills and attributes acquired. Jamey's PLE document, **Records and Information Systems Management and Project Development** serves as the second component of her document. Jamey Taylor's twelve years of experience working in several positions, each with growing responsibility in the Department of Natural Resources and her subsequent work as Agency Records Manager for the Department of Ecology and currently as Manager of Records and Information Services for the Department of Transportation serves as the foundation for her PLE document. Her document demonstrates learning and skill development in records and information services management and project development and management as well as in organizational behavior, communication and change management.

EVALUATION:

Written by: Theresa A. Aragon, PhD

Jamey Taylor's PLE document is a compilation of two essays that address her learning and skill development in Records and Information Services Management and Records Management Program Development. Each essay is preceded by a summative statement listing of learning objectives.

Appendices include samples of course syllabi from each field, copies of training certificates she has received and a list of training she has completed in each field and acknowledgement of training and tests passed to receive her CRM and ERM certifications. Also included are plans and training documents for revitalizing and developing a Records and Information Service Management and process at the Departments of Ecology and Department of Transportation. It is clear from both Jamey's PLE document and appendices that she has taken full advantage of state and CRM training to support her learning and skill development. She also attend several training workshops at CRM conferences.

Throughout Jamey's career she has been engaged in self-directed learning on the job as well as through online training modules she has completed. She has also used several text books as guides for her learning each of these filed including what she refers to as her "bible on records management. In addition to Washington State RCW's, she also used several texts to guide project development including Franks, P.C. (2013) *Records and Information Management*. As a manager she has patently learned that in order to lead you must involve all of the stakeholders in a project. She has also used her skills in communication and change management to successfully direct the revitalizing of one records management system and developing a plan and building a strategy to develop an entirely new records and information services management system.

Jamey advantaged several sources to learn how to develop workshops, learning objectives and materials for training. She then took those skills and applied them to developing training workshops for stakeholder in the Departments of Ecology and Transportation. She used this avenue to move beyond management to leadership of these projects.

Jamey has worked diligently to insure all stakeholders in the two records management projects are well informed, aware of their part, the projects overall goals and strategy. She has trained over two thousand



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state agency employees in records management, project implementation and the institutionalization of same.

Jamey has prepared a PLE document that thoroughly supports her learning and skill development in Records and Information Services Management and Records Management Program Development. Her PLE document while extensive is very well organized and her essays are written in a very clear and concise style.

Jamey has fully earned the ten academic credits she requested for her PLE document.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 5- Records & Information Services Management
- 5- Records & Information Services Management Project Development



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April 2017 - June 2017: PLE Assessment II

10 Credits

DESCRIPTION:

Faculty: Theresa A. Aragon PhD

Prior Learning from Experience (PLE) is an academic program in which adult students reflect upon past work and other life experiences in order to assess and communicate learning which resulted. The student writes an extended paper that describes experiences and demonstrates the academic knowledge, skills and attributes acquired. Jamey's PLE document, **Change Management and Project Management** serves as the third component of her document. Jamey Taylor's twelve years of experience working in several positions, each with growing responsibility in the Department of Natural Resources and her subsequent work as Agency Records Manager for the Department of Ecology and currently as Manager of Records and Information Services for the Department of Transportation serves as the foundation for her PLE document. Her document demonstrates learning and skill development in Change Management and project management.

EVALUATION:

Written by: Theresa A. Aragon, PhD

Jamey Taylor's PLE document is a compilation of two essays that address her learning and skill development in project management and project development. Each essay is preceded by a summative statement and listing of learning objectives. Appendices include samples of course syllabi from each field, copies of training certificates she has received and a list of training she has completed in each field and acknowledgement of training and tests passed to receive her CRM and ERM certifications. Also included are plans and training documents for revitalizing and developing a records and information service management and process at the Departments of Ecology and Department of Transportation. It is clear from both Jamey's PLE document and appendices that she has taken full advantage of state and CRM training to support her learning and skill development. She also attended several training workshops at CRM conferences.

Jamey has spent countless hours in training on project management and project development. Her first extensive training in project management was spurred by a new assignment to develop and manage a project for the Department of Natural Resources. The first training, Fast Track in Project Management was a three-day certified instructor led course. She used this course to set learning objectives for her PLE which included: 1) identifying the five process groups and nine knowledge areas of the Project Management Body of Knowledge (PMBOK) Guide; 2) identifying the role and responsibilities of the project manager and team and identifying project stakeholders and determining their information needs; 3) drafting a project scope, stating and creating a work breakdown structure, developing a project schedule, identifying the resource needs of the project and developing a cost baseline; 4) recognizing the components of a project's quality management plan and performing a basic project risk assessment; and 5) defining the key elements need to measure and report on project scope, schedule and cost performance and identifying and analyzing changes to project scope.

Jamey met these learning objectives and developed her skills in project management with her initial project in DNR. However, she notes that the project was not fully successful due to a variety of reasons. She was able to analyze the issues and assess her learning from this project. She then took her newly honed skills plus knowledge on how to improve project management to lead a successful records management revitalization project at the Department of Ecology.

Jamey's next major challenge was to develop a records and information services management system for the Department of Transportation. This project provided challenges that allowed Jamey to utilize all



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her management learning and skill development in building a records and information services management system. One of her key learnings from previous projects was to involve all stakeholders in the project and make sure that their information needs were met. She was able to do this in large part because of her skill development in change and communication management as well as project development and management. She was able to develop a team of coordinators (representing regional and field offices) to help guide the project and meet stakeholders' information needs. She thoroughly utilized her learning and skill development from Franks, P.C. (2013) *Records and Information Management* in completing successful projects for both the Ecology and Transportation Departments.

In sum, Jamey has fully earned ten credits in project management and project development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 5 - Project Management
- 5 - Project Development



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April 2017 - June 2017: PLE Assessment I

10 Credits

DESCRIPTION:

Faculty: Theresa A. Aragon, PhD

Prior Learning from Experience (PLE) is an academic program in which adult students reflect upon past work and other life experiences in order to assess and communicate learning which resulted. The student writes an extended paper that describes experiences and demonstrates the academic knowledge, skills and attributes acquired. Jamey's PLE document, **Communication Management and Organizational Behavior** serves as the first component of her document. Jamey Taylor's twelve years of experience working in several positions, each with growing responsibility in the Department of Natural Resources and her subsequent work as Agency Records Manager for the Department of Ecology and currently as Manager of Records and Information Services for the Department of Transportation serves as the foundation for her PLE document. Her document demonstrates learning and skill development in organizational behavior and communication management.

EVALUATION:

Written by: Theresa Aragon, PhD

Jamey Taylor's PLE document is a compilation of two essays that address her learning and skill development in organizational behavior and communication management. Each essay is preceded by a summative statement and a listing of learning objectives.

Appendices include samples of course syllabi from each field, copies of training certificates she has received and a list of training she has completed in each field. It is clear from both Jamey's PLE document and appendices that she has taken full advantage of state training to support her learning and skill development. Throughout Jamey's career she has been engaged in self-directed learning on the job as well as through online training modules she has completed. She has also used several text books as guides for her learning in each of these fields.

Jamey has spent countless hours in training on organizational structure, behavior and culture as well as human resource and performance management. Texts used to guide her learning in this area included Armstrong, M. & Taylor, S (2014) *Armstrong's Handbook of Human Resource Management Practice* (13th edition); Bhattacharyya, D. K. (2009) *Organisational Systems, Design, Structure and Management*; Hiriappa, B. (2009) *Organizational Behavior*; Schedin, E. H. (2010) *The Jossey-Bass Business & Management Series: Organizational Culture and Leadership*; and Sims, R. R. (2016) *Managing Organization Behavior*.

Jamey's document chronicles her understanding of organizational structure, behavior and culture as well as human resources through examples from various positions which she held with the Department of Natural Resources. Her learning of organizational culture was solidified by noting and comparing differences in organizational culture between DNR's headquarters and a regional DNR office in both of which she worked.

Jamey also spent countless hours between 1989 and 2004 in training on communications management. She met the learning objectives of increasing her awareness of the importance and value of effective communications in organizations; writing clearly, concisely and convincingly; active listening; developing and presenting formal presentations and exploring the nature of conflict in organizations and identifying strategies to manage it. Again, Jamey demonstrated how she met these learning objectives through training, work experience and utilization of appropriate texts including Rai, U. & Rai, S.M. (2009) *Managerial Communication* and Raines, S.S. (2012) *Conflict Management for Managers: Resolving*



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Workplace, Client and Policy Disputes. She has provided ample examples of her skill development in active listening, giving feedback as well as noted her growing skill and confidence in giving public presentations.

Jamey has used her understanding of organizational behavior and skills developed in communication management to work diligently to insure all stakeholders in the two records management projects that she developed and managed were well informed, aware of their part in the project's success and understood the projects' overall goals and strategy.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 5 - Organizational Behavior
- 5 - Communications Management



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April 2017 - June 2017: Individual Learning Contract

12 Credits

DESCRIPTION:

Faculty: Eric A. Stein, Ph.D.

For the independent learning contract **Victory Gardens** in spring 2017, the student completed an extensive set of readings on the origins of agriculture in global perspective, with a focus on plant and animal domestication; she also studied the rise of twentieth century community gardens. Weekly 3-5 page essays offered detailed summaries of findings, focusing on social and cultural characteristics before and after the emergence of agriculture; regional environmental conditions/changes before and after the emergence of agriculture, biological processes and characteristics of domesticated species, cultural roles of domesticated species, and sustainability of food sources, including seed management, seed vaults, heirloom seeds, open-pollinated varieties. Emphasis was placed on Neolithic agricultural transitions especially in the Levant and other areas of high significance; substantial attention was also given to Asia, Africa, Europe, and South and Central America. Studies of community gardens focused on children's gardens and victory gardens in WWII.

Readings included M. Carroll, *Earthly Paradises: Ancient Gardens in History and Archaeology*; L. Lawson, *City Bountiful: A Century of Community Gardening in America*; and B. Smith, *Emergence of Agriculture*, as well as a set of twenty related articles and book chapters.

EVALUATION:

Written by: Eric A. Stein, Ph.D. (Anthropology and History)

Jamey had a highly productive, successful quarter of independent studies, absorbing a bountiful array of archaeological and historical findings on the origins of agriculture. The reading list was well-selected and impressive; it was clear that Jamey had completed each book and article with attention to detail. Weekly papers offered well-written summaries of content that explored each week's topic in depth, showing a mastery of the material. These sometimes also included questions that showed Jamey forming a basis for approaching the materials through independent inquiry. During the quarter we held several phone conversations that showed Jamey clearly explaining the various authors' theories for agricultural origins and practices. The question of why agriculture and animal domestication arose when it did in each place became central to Jamey's studies, resulting in a complex understanding of variability. It was clear throughout the work that Jamey had a substantial passion for gardens and gardening; she sometimes made insightful connections between her archaeological findings and her own gardening practices. The final weeks' studies of Victory Gardens evoked Jamey's memories of gardening in childhood, grounding the work in experience. In all it was a highly successful quarter. Jamey is now prepared to move on to completing more focused, advanced level independent research work involving primary source materials.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

8 - Origins of Agriculture

4 - History of Community Gardens



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

September 2016 - December 2016: PLE Document Writing

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

Each academic quarter, Students in Prior Learning from Experience build new academic skills and strengthen existing ones. Evergreen has a rigorous, portfolio-based Prior Learning Program in order that employers and graduate schools may be confident that students have proven the college academic equivalency of their professional and community-based learning and knowledge. Students develop extensive portfolios of documentary essays that strongly link academics and practice. Through expository writing and research, as well as appendices of prior work, they analyze and connect their experiences to equivalent college course-based theories and learning objectives/outcomes.

Students can earn credit through a combination of coursework and, later, independent faculty assessment of finalized portfolios. They may take Prior Learning for up to 16 credits, usually in four-credit increments. For each quarter enrolled, a student receives a new evaluation. A student may earn different academic credits each quarter based on the stage and focus of their work. As students build their Prior Learning portfolios, they are developing and honing several other skills, such as academic research, expository/analytical writing, critical reading, editing, and collaboration.

We regularly employ texts such as William Zinsser's *On Writing*. This quarter, we read David Scobey's essay, "Civic Engagement," which delved into correlations between workplace learning and higher education; "Tapping the Inner Teacher," examining how we learn, and "Reflections on Workplace Learning." These topical essays help mid-career professionals to discuss and collaborate on ways to identify and authenticate their academic knowledge from professional and community experience. Student essays serve as course "texts" for peer-review, editing, and enhancing critical thinking skills. Our program regularly employs research workshops in the library, as well as bringing in guest speakers to advise on complementary academic coursework and career alignment. This is a unique learning community of highly supportive and experienced adults who now have the opportunity to begin or complete a college degree, a significant and growing demographic in higher education.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Jamey Taylor finished the Prior Learning from Experience program with work of consistent excellence. She has made sophisticated strides in her academic research, writing, and ability to draw clear parallels between the education she has received through professional endeavors and their college-level academic equivalencies.

Jamey is the most organize student I have had in the PLE program. She put together a spread sheet for new students that would help them to make order and layers of the many aspects of a credit bearing essay. Not only did Jamey always offer insightful help to colleagues in class, she consistently visited the prerequisite course to offer pointers and encouragement.

Jamey made records management an exciting exercise in history for our learning community. She should be proud of the clarity with which she has recorded her own history of professional and academic achievement.



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

- 2 - Academic Research
- 2 - Editing and Peer Editing



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

March 2016 - June 2016: PLE Document Writing

6 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, M.F.A.

Each academic quarter, Students in Prior Learning from Experience build new academic skills and strengthen existing ones. Evergreen has a rigorous, portfolio-based Prior Learning Program in order that employers and graduate schools may be confident that students have proven the college academic equivalency of their professional and community-based learning and knowledge. Students develop extensive portfolios of documentary essays that strongly link academics and practice. Through expository writing and research, as well as appendices of prior work, they analyze and connect their experiences to equivalent college course-based theories and learning objectives/outcomes. Students can earn credit through a combination of coursework and, later, independent faculty assessment of finalized portfolios. They may take Prior Learning for up to 16 credits, usually in four-credit increments. For each quarter enrolled, a student receives a new evaluation. A student may earn different academic credits each quarter based on the stage and focus of their work. As students build their Prior Learning portfolios, they are developing and honing several other skills, such as academic research, expository/analytical writing, critical reading, editing, and collaboration.

We regularly employ texts such as William Zinsser's *On Writing*. This quarter, we read "Approaches to Portfolio Development," from *Portfolio Development and the Assessment of Prior Learning: Perspectives, Models and Practices*; and "Why Going Back to School Matters," from *Back to School*, by Mike Rose.

These topical essays help mid-career professionals to discuss and collaborate on ways to identify and authenticate their academic knowledge from professional and community experience. Student essays serve as course "texts" for peer-review, editing, and enhancing critical thinking skills. Our program regularly employs research workshops in the library, as well as bringing in guest speakers to advise on complementary academic coursework and career alignment. This is a unique learning community of highly supportive and experienced adults who now have the opportunity to begin or complete a college degree, a significant and growing demographic in higher education.

EVALUATION:

Written by: Nancy A. Parkes, M.F.A.

Jamey Taylor excelled in this quarter of Prior Learning from Experience. She demonstrated mastery in academic research to authenticate and correlate academic theory to her sophisticated experience. Her essays were extremely competent, and well balanced between theory and practice. She has made tremendous strides in her critical writing since beginning the program.

With each essay that Jamey wrote, she sought and benefited from both faculty and peer critique--though little was needed. Jamey had thoroughly researched respected college and university syllabi to match her experience to course expectations for equivalent academic credit. One essay was on management and organizational Behavior. This was an inspiration to several other students who will be documenting their work in similar areas. Another essay is about her extensive experience in complex project management. Both of these pieces are so well executed that I have asked Jamey for permission to use them in future classes as examples of exemplary essays.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Academic Research

3 - Critical Writing



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

January 2016 - March 2016: PLE Document Writing

6 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

Each academic quarter, students in Prior Learning from Experience build new academic skills and strengthen existing ones. Evergreen has a rigorous, portfolio-based Prior Learning program in order that employers and graduate schools may be confident students have proven the college academic equivalency of their professional and community-based learning and knowledge. Students develop an extensive written document comprised of documentary essays. Through expository writing and academic research, as well as appendices of prior work, they analyze and connect their experiences to equivalent college classroom theories and learning objectives/outcomes. Students earn credit through a combination of coursework and professional faculty assessment of finalized portfolios for college academic equivalency. Each student learns and extensively practices editing and peer editing. Students may take the program over a number of quarters up to a cumulative 16 credits, following the prerequisite course, "Writing from Life." For each quarter enrolled in Prior Learning from Experience, the student receives a separate evaluation. A student may earn different academic credits each quarter, depending on the stage and focus of their work. As students build their Prior Learning portfolios, they are also strengthening several academic skills, such as academic research, expository/analytical writing, and critical reading. Our regular texts include Zinsser's *On Writing* and *The Associated Press Stylebook*, along with topical essays that engage the learning community in seminars about various ways of identifying and authenticating professional and academic knowledge. The students' own essays serve as "texts" from which we conduct peer-reviewed research, find syllabi that support proper learning outcomes for courses that are equivalent to each student's professional or community-based experience, and become vehicles for the class to learn effective essay writing and editing techniques. This is a highly supportive learning community of adults who often have significant professional or community-based experience, yet haven't had the opportunity to complete a college degree. Students engage in library workshops each quarter on differing topics to deepen the academic content of their analysis. We regularly engage in peer-reviewed literature and citation methods so students learn or strengthen their ability to find academic texts and articles that make strong academic connections to students' professional or community-based work.

Assessment and award of credit for final documentary essays and portfolios is separate, conducted by faculty members with specific expertise in the specific area or areas authenticated by the students.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Jamey Taylor had a strong quarter in Prior Learning from Experience and demonstrated growth in academic essay writing and academic research.

This quarter, Jamey completed two well-organized essays augmented by research of peer-reviewed journals and texts. These were on the subjects of records and information management; and change management. She learned how to document her professional work to show the college equivalent knowledge and learning she has gained through her professional experience. In addition, Jamie gained skills at library research, particularly in finding journals and texts to illuminate best practices in the areas she documented.

Jamey is a hardworking and self-directed student with high standards for her work. She elevated the quality of our learning community with reflective listening and suggestions for peers on strengthening their essays. I look forward to continuing to work with her.



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

4 - Academic Research

2 - Academic Writing



Taylor, Jamey Diane

A00362896

Last, First Middle

Student ID

January 2015 - March 2015: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

This two-tiered course assisted future Prior Learning from Experience Students in writing documentary essays for academic credit, and gave remaining Writer's Workshop students with previous writing background the opportunity to engage in autobiographical and other writing.

One tier of the course served as the prerequisite for Prior Learning from Experience, a series of courses in which students with college level professional or community-based experience use essays to detail connections between experiential learning and academic theory/concepts. These students also wrote a preliminary autobiography that will eventually frame their collection of learning essays. Finally, they learned how to critique one another's work for evidence of credit requirement fulfillment.

Students in the Writer's Workshop (non-Prior Learning from Experience) joined the course with prior writing experience and an expressed ability to work part of the time in a structured, but semi-independent setting. They participated in most whole class assignments and activities, in addition to meeting in critique groups and engaging in a series of extemporaneous writing exercises turned in at the end of the quarter. Students in Writer's Workshop chose to write in one or two of several genres, including academic writing, essays, fiction, creative non-fiction, autobiography, or poetry.

Both sections explored various literary techniques for deriving, clarifying, and expressing meaning from life experience. All students participated in seminars on a quarter-long series of readings that allowed us to collectively discuss "what makes effective writing," as well as to gain a foundation in scholarly reading. We reviewed grammar and punctuation, with each student giving a presentation on a grammatical or punctuation challenge. Each had the opportunity to meet individually and collectively with the faculty member outside of class, as well as to meet weekly with our well-trained writing coaches/tutors in the Writing Center. Texts included selected essays from *Best American Essays of the Century*; *The Things They Carried*, by Tim O'Brien; and an essay by Dr. Cheryl Simrell King on students of working class origins, "What's a Girl like You Doing in a Place like This." All students wrote and revised at least two primary pieces during the course.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Jamey Taylor had a strong first quarter at Evergreen in the Prior Learning from Experience section of Writing from Life. She demonstrated significant growth in key areas. These include critical reading, analytical writing, and peer editing.

Jamey's major essay for the quarter focused on mManagerial communication. Her essay was well organized around learning objectives and outcomes from several college syllabi on managerial communication. This allowed Jamie to construct her essay by topical area in a way that links her knowledge gained from experience to academic theory and concepts taught in college classes. She will continue to hone these links in future quarters of Prior Learning from Experience.

Jamey was adept at picking up the complexities of writing this particular form of demonstrative learning essay, a feat often accomplished by students only in a later quarter of the Prior Learning Program. She is highly dedicated, takes cogent notes, and makes use of all web resources provided to her. Jamey also took positive advantage of faculty office hours to understand and execute her challenges to the best of her ability.



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She exhibited several other strengths in her first learning essay. These included clearly explaining her knowledge; elaborating on "how" she came to learn what she knows; and using specific narrative examples to highlight learning, challenges, and achievements.

Jamey is a strong student. I look forward to continuing to work with her.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Personal Essay Writing

2 - Literature Studies



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.