



Doveno, Vanessa M

A00422497

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
01/2020	12/2021	55	Pierce College
01/2020	12/2021	15	Pierce College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2022	06/2023	48	<b>With Liberty and Justice for Whom?</b> 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Topics in United States History</i> 3 - <i>Contemporary Social Issues</i> 3 - <i>Applied Community Research</i> 3 - <i>Project Management</i> 3 - <i>Research: Practices of Restorative Justice</i> 5 - <i>Environmental Policy</i> 5 - <i>Algebra in Society</i> 5 - <i>Discrete Mathematics</i> 5 - <i>Legislative Process</i> 5 - <i>History of Mathematics</i> 3 - <i>Human Ecology</i> 2 - <i>Geography</i>
06/2023	09/2023	8	<b>Therapy Through the Arts</b> 3 - <i>Art Therapy and Counseling</i> 3 - <i>Art Therapy and Education</i> 2 - <i>Art Therapy and Written Expression</i>
09/2023	06/2024	18	<b>Liberal Arts: Seeking Common Ground: From Local to Global, Lyceum</b> 2 - <i>Autobiographical Literature and Expository Writing</i> 2 - <i>Topics in International Relationships</i> 2 - <i>Research Process</i> 3 - <i>Contemporary Social Issues</i> 3 - <i>Applied Community Research</i> 3 - <i>Project Management</i> 3 - <i>Research in Sustainability Policy</i>
09/2023	12/2023	7	<b>Studies in Community Engagement Needs and Analysis</b> 4 - <i>Community Engagement Strategies</i> 3 - <i>Environmental Policy: Climate Policy</i>
01/2024	03/2024	14	<b>Community Engagement Focused on Climate Issues and Inclusivity</b> 8 - <i>Environmental Education and Outreach</i> 4 - <i>Project Management</i> 2 - <i>Sustainability Leadership</i>
04/2024	06/2024	5	<b>Audioethnography: Stories in Sound</b> 5 - <i>Spoken Word Recording and Editing</i>
04/2024	06/2024	5	<b>Individual Learning Contract</b> 5 - <i>Sustainability Education</i>



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**Cumulative**  
175 Total Undergraduate Credits Earned



# ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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This transcript from The Evergreen State College includes an Academic Statement, written by the student, that documents the student's undergraduate education. If the student has not yet graduated, the College offers the option of including an interim Academic Statement in the transcript. Please note that, in the latter case, the student's current academic work may not be reflected in the transcript.



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During my tenure at Evergreen, I embarked on a journey marked by a commitment to environmental sciences and student advocacy. As a student on the Tacoma campus, I recognized the need for greater inclusivity and access to resources, which fueled my efforts to bridge the gap between the Tacoma and Olympia campuses.

One of my most significant achievements was leading the Hydroponics Development Pilot Program. This initiative involved extensive collaboration with the Center for Climate and Sustainability (CCAS) to create and sustain student interest in environmental science through hands-on learning opportunities. I successfully secured grant funding from the Clean Energy Committee (CEC), which was pivotal in bringing several paid internships to Tacoma. This not only generated student interest but also provided practical experience in the field.

Developing this program required meticulous planning and execution. I created a comprehensive curriculum that encompassed all aspects of hydroponics, from theory to practical application. My responsibilities included budgeting, purchasing necessary equipment, and developing standard operating procedures to ensure the program's smooth operation. Additionally, I worked closely with college administration to address last-minute challenges, such as relocating the program when the initial site proved unsuitable. Throughout this process, I documented every step through written reports and photographic records, ensuring transparency and continuity for future iterations of the program.

Beyond the hydroponics project, I demonstrated my commitment to sustainability by revitalizing the outdoor school garden. I designed and built outdoor raised garden beds, restored the surrounding structures, and installed a security gate after securing funds from the Student Activities Board. This project not only enhanced the aesthetic and functional value of the garden but also ensured its accessibility and security for all users.

My advocacy efforts extended beyond individual projects. Upon arriving at Evergreen Tacoma, I discovered that students were not allowed access to the courses offered at the Olympia campus, which contradicted Evergreen's liberal educational model. Determined to address this disparity, I campaigned for Tacoma students to have the ability to enroll in courses across both campuses. My efforts were successful, and for the first time, Tacoma students could access the diverse educational opportunities available in Olympia, without having to leave their home campus.

This journey at Evergreen has been a profound period of personal and professional growth. Embracing new challenges allowed me to hone existing skills and acquire new competencies, enriching my ability to effect change. Through diligent research and proactive engagement, I initiated community outreach initiatives during my ILC Fall Quarter and Winter Quarter tenures, demonstrating my commitment to transformative action.

As I approach the culmination of my undergraduate journey this June, I am fueled by a steadfast commitment to continued learning and professional development. I aspire to channel my passion for education into a career path that aligns with my values and aspirations. Whether advocating for environmental justice, delving into the sciences, or preserving local history, I am poised to make meaningful contributions as an educator and change agent in my community and beyond.

In summary, my time at Evergreen has been characterized by a dedication to enhancing educational opportunities, fostering sustainability, and advocating for student inclusivity. These experiences have equipped me with the skills and determination to continue making impactful contributions in the realms of education and environmental advocacy.



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## **April 2024 - June 2024: Individual Learning Contract**

5 Credits

### **DESCRIPTION:**

Faculty: Arlen Speights

Through reading and analysis, Vanessa set out to learn what is necessary to interpret the impacts of social and educational structures by analyzing existing educational programs on sustainability principles and concepts.

### **EVALUATION:**

Written by: Arlen Speights

Vanessa successfully researched and synthesized leading knowledge and best practices for sustainability practices in higher education. She surveyed research in the field and applied it to projects on which she has taken a leading role over this academic year. In this way, she has synthesized practice into *praxis*, and she comes away with a stronger understanding of barriers to effective sustainability practices and how to address them. The scholarly work complements her work with an urban gardening project for the college. Overall, the work has been a success, contributing to Vanessa's focus and to her trajectory as a scholar and community activist.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

5- Sustainability Education



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## **April 2024 - June 2024: Audioethnography: Stories in Sound**

5 Credits

### **DESCRIPTION:**

Faculty: Arlen Speights

We set out to learn to create audio stories. We learned to develop, record, and edit personal narratives that engage listeners. Students drafted and refined written vignettes for spoken delivery; then, recorded them using best practices for quality sound with available tools; then, edited them with digital sound tools to use rhythm and pacing to support the vignettes.

### **EVALUATION:**

Written by: Arlen Speights

Vanessa did excellent work in the course. She wrote vignettes that were relatable and that carried strong personal meaning. Her vocal delivery became more deliberate and refined with each iteration. She developed editing skills that enabled her to control the speed, rhythm, and silences of a spoken word piece, and to mix voice with background music. It culminated in a piece that served as her senior synthesis presentation, which was well received. It demonstrated solid new skills and Vanessa's high standards for all her work.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

5- Spoken Word Recording and Editing



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## **January 2024 - March 2024: Community Engagement Focused on Climate Issues and Inclusivity**

14 Credits

### **DESCRIPTION:**

Faculty: Anthony Levenda

This Individual Learning Contract, **Community Engagement Focused on Climate Issues and Inclusivity**, combines applied and ethnographic research methods, laboratory work, field observations, and the development of a lab manual. The student will engage with the public sector to understand existing urban agriculture operations and to generate interest in the program.

This plan is designed to be flexible, allowing for adjustments as the development phase of the hydroponics programs is an iterative process and flexibility for unforeseen circumstances that can come with pilot programs. Regular reflections and discussions will be integrated to gauge the effectiveness of the program and the student in the learning objectives.

In the proposed 10-week pilot program focusing on hydroponics and the Outdoor Community Garden, the student will engage with various academic areas that span both applied and theoretical aspects of environmental sciences and urban agriculture. The plan is designed to provide a multidisciplinary learning experience.

### **Learning Objectives and Activities:**

Gain expertise in urban agriculture and its relation to public health and environmental education.

Attend local urban agriculture workshops or webinars.

Identify key challenges and opportunities in urban agriculture.

Study urban agriculture practices and their impact on public health and sustainability.

Engage in hands-on experiences, such as managing the Hydroponics Pilot Project and revitalizing the campus garden.

A research report on the connection between urban agriculture and environmental educational concepts.

Hydroponics Fundamentals and Lab Manual Development

Research Best Practices in the industry and develop an outline for the hydroponics lab manual.

Research standard operating procedures and Industry Specific Safety Protocols for educational Hydroponic systems in lab settings and develop the content for the manual.

Collaborate with experts to ensure the manual is industry standard and that it also aligns with environmental educational standards.

Completion of the hydroponics lab manual.

### **Communication, Coordination and Outreach**

- Collaborate with local community organizations to build a network of support.
- Engage in discussions with potential program participants.



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- Plan and host community workshops or information sessions.
- Identify potential partners for the campus community garden revitalization.
- Plan and host a community Garden Revitalization Build Event.

Documentation of community engagement partners and collaboration efforts.

Successful Community participation in the revitalization effort

### **Lead and manage the development of an environmental education pilot program**

- Develop a detailed plan for the environmental educational pilot program.
- Define specific objectives, goals, and outcomes for the program.
- Create a comprehensive timeline for the 10-week duration.
- Facilitate regular team meetings to discuss progress, challenges, and strategies.
- Delegate tasks and responsibilities to ensure efficient workflow.
- Oversee the day-to-day implementation of the program.
- Facilitate workshops, presentations, and hands-on activities.
- Writing for grants to secure financial sustainability

The outcomes of the program implementation.

### **Documentation and Reporting**

- Create a system for the maintenance of records, what content to include on the program activities.
- creating standard operating procedures based on academic and industry standards.
- Prepare regular progress reports for stakeholders.
- Document lessons learned for future program improvements.
- Monitor the progress of the pilot program, collecting data and feedback from participants.

Proposal of a sustainable Integrated Urban Agriculture Education program: Hydroponics and the Community Garden

### **EVALUATION:**

Written by: Anthony Levenda

Vanessa enrolled in an individual learning contract to develop and pilot a hydroponics laboratory set up at the Evergreen Tacoma campus. Vanessa set out to gain expertise on urban agriculture, learn about the technical set up and operations of hydroponics growing, coordinate lessons with hydroponics experts, and do community outreach to build interest for the project. Vanessa achieved each of these learning goals through a variety of research activities, hands-on experience, and the creation of materials for operating the hydroponics lab. Vanessa delivered a number of major outcomes with this ILC, including written manuals for operating the lab as well as an outline for continued curriculum to enable peer learning through the hydroponics laboratory. The deliverables were professional, well formatted and researched, and demonstrated that Vanessa is prepared for advanced levels of work in a career and/or graduate school.

Vanessa not only delivered on the technical, day to day aspects of standing up a hydroponics pilot program, but also envisioned a bigger picture of the role this lab could play in advancing opportunities for learning and community engagement in Tacoma. This showed significant creativity and leadership, attributes that I believe Vanessa continues to develop through education at Evergreen. Through this work, Vanessa also helped build a team of Tacoma students who are engaging in and sustaining the





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hydroponics lab, engaged in curriculum delivery by hydroponics experts, and working to build connections between the Evergreen's campuses and local communities.

Throughout the quarter, there were a number of institutional and safety requirements that had to be met for the development of the hydroponics laboratory. Vanessa handled these circumstances with professionalism, working to adapt and develop solutions to ensure that the work of developing a pilot program continued. These real-world experiences are also valuable lessons that went beyond the planned learning objectives, but nonetheless, were important to Vanessa's learning outcomes. In particular, Vanessa gained an understanding of how project management requires some flexibility and adaptability to meet goals on restricted timelines. Vanessa added much to her broader skillset and I think will continue to grow as a sustainability and environmental education specialist. I believe this project was a wonderful success, and its continued success will owe much to Vanessa's efforts. Overall, I believe that Vanessa has exceeded expectations of this individual learning contract.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14**

- 8 - Environmental Education and Outreach
- 4 - Project Management
- 2 - Sustainability Leadership



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## **September 2023 - December 2023: Studies in Community Engagement Needs and Analysis**

7 Credits

### **DESCRIPTION:**

Faculty: Tyrus Smith, Ph.D.

During the fall quarter of 2023, Vanessa Doven completed an Individual Learning Contract, **Studies in Community Engagement Needs and Analysis**, designed to gain a deeper understanding of climate policy community engagement strategies. This individual learning contract was designed to achieve the following learning objectives: to learn about Effective Community Engagement Strategies in public policy; to increase her understanding of the City of Tacoma's (Washington State) effort to engage citizens in local climate policy initiatives; and to enhance her ability to perform a policy analysis by evaluating and critiquing the community engagement strategies implemented by the City of Tacoma (informed by her review or relevant research literature related to this topic)

### **EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Vanessa, easily met each learning objective while completing excellent work. Vanessa substantially increased her understanding of central ideas and concepts presented in the research literature related to effective community engagement strategies. This included discussing similarities and differences regarding what community engagement is and how it should be approached as viewed from the perspectives of grassroots/community-based organizations, local city governments, and philanthropic organizations. Next, she reviewed the literature documenting and detailing the characteristics of "effective" community engagement strategies. This included performing a comparative analysis that highlighted similarities and differences among each type of organization concerning their adoption of specific "principles of community engagement" and measures of "success in efforts" to enhance public involvement in climate/sustainability programs.

Informed by this information, she created a framework to analyze the efforts of the City of Tacoma's climate policy initiatives. Vanessa's analysis was shared in a very thoughtful and well-written policy paper. This analysis identified aspects of the community engagement strategy viewed as positively impacting community engagement efforts associated with the City of Tacoma's climate policy; however, she did identify areas where the plan may be improved to increase the effectiveness of the City's community engagement strategy. In particular, Vanessa identified the following areas: the need to be more inclusive, the challenges faced by communities a "digital divide" in public communication and outreach, the need for greater transparency and increased awareness of climate policy programs, and exactly how citizens may be more involved in informing the processes.

In all aspects of this Individual Learning Contract, Vanessa has gone above and beyond expectations. Vanessa has completed excellent work and substantially increased her understanding of both climate policy initiatives and effective community engagement strategies.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7**

- 4 - Community Engagement Strategies
- 3 - Environmental Policy: Climate Policy



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## **September 2023 - June 2024: Liberal Arts: Seeking Common Ground: From Local to Global, Lyceum**

18 Credits

### **DESCRIPTION:**

Faculty: Mingxia Li, Ph.D.; Paul McCreary, Ph.D.; Arlen Speights, MA, MFA

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. These transformations have brought on many conflicts among peoples and nations. How can we understand these conflicts on both a local and global level? How can we respond to and help to resolve these conflicts? How do we find commonality among peoples? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded, automated, and digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program will examine and explore. From local to global we will study and learn from cultures of people past and present while pursuing our own intellectual and imagination development. Drawing on an interdisciplinary perspective, we will consider various definitions and theories of globalism and humanism. By the end of the program, we will be able to apply our newly obtained knowledge and skills to seek common ground among peoples locally and globally that may overcome racism, nationalism, sectarianism, and tribalism and help people to embrace the principle of liberty and justice for all.

Our fall theme was identifying the problem and clarifying the question. This quarter was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of connectivity, historically and in a contemporary context, as it is explicated in theory and practice. In seminars, we read and analyzed documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students examined their personal experiences with human connectivity by constructing an autobiographical memoir. Our work was supplemented with a series of courses designed to assure literacy with words, numbers, environmental and biomedical sciences, and images. Students took the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme was researching roots, causes, and potential solutions. We looked at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in environmental policies, public and global health, law, education, government, and domestic and foreign politics. Students investigated specific issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In spring the theme progressed to implementation. We focused on the design and implementation of projects aimed at addressing the issues of interest identified in winter. Seminar groups combined their efforts to assist the community in facing today's challenges. The projects took the form of educational events, publications, multimedia presentations, or art installations to help the community seek common ground with its neighbors and with the rest of the world. Courses assisted in the successful implementation and evaluation of student group activities.

### **EVALUATION:**

Written by: Arlen Speights, MA, MFA

Vanessa participated fully in the program of "Seeking Common Ground: From Local to Global." By attending lyceum lectures and seminars, completing assigned readings and writings, and participating class activities with intellectual rigor, Vanessa significantly gained awareness and abilities to understand historical, theoretical, and philosophical traditions that inform efforts to design pathways for future



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possibilities. Vanessa learned to reflect autobiographically on how traditions and their changes played a role in professional and academic life.

Individually Vanessa made significant progress in fall quarter developing research skills and worked diligently to refine writing skills with great success. Vanessa's academic memoir was well written and developed a trajectory aimed toward social responsibility and a life's work. Vanessa contributed to the collective effort in seminar discussion in order to excel in academic studies. Through these interactions with peers and faculty Vanessa cultivated a mature ability to work across significant human differences, and convincingly met the expectations of the program and earned full credits with excellent work. Vanessa is an exemplary adult learner and a respected member of our learning community.

In winter quarter, Vanessa engaged fully with course materials. Vanessa's response writing to the course readings were thoughtful and reflected a high level of synthesis and application to a diversity of cultural moments.

Vanessa contributed substantially to a research project proposal focused on sustainability in policy. The project was well done and reflects Vanessa's ability to work in teams to accomplish shared goals. The work also reflects a team process that overcame difficulties to produce a document on time that met the assignment's expectations.

Vanessa contributed to the collective effort in seminar discussion in order to excel in academic studies. Through interactions with peers and faculty Vanessa cultivated a mature ability to work across significant human differences, and convincingly met the expectations of the program and earned full credits with excellent work.

In spring quarter, Vanessa and peers carried on the design and implementation of their project aimed at addressing the issues of interest identified and researched in winter. They interacted with the targeted communities, developed vehicles to disseminate the information of their project and presented their project at the annual community spring fair on Evergreen-Tacoma campus, coordinated with activities at the campus's urban garden. The project included an informative brochure with QR codes for more information. Overall, the project was very well done and a clear success.

Vanessa contributed to the collective effort in seminar discussion of readings on community building and of research methodology, as well as lyceum lectures. Vanessa and research team further developed their academic writing skills in critical analysis and research data evaluation and reporting with success. Vanessa also practiced an ability to work across significant human differences and to cultivate skills in academic discourses and convincingly met the expectations of the program and earned full credits with excellent work. Vanessa has consistently been an exemplary adult learner and a respected member of our learning community.

#### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 18**

- 2- Autobiographical Literature and Expository Writing
- 2- Topics in International Relationships
- 2- Research Process
- 3- Contemporary Social Issues
- 3- Applied Community Research
- 3- Project Management
- 3- Research in Sustainability Policy



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## **June 2023 - September 2023: Therapy Through the Arts**

8 Credits

### **DESCRIPTION:**

Faculty: Dr. Gilda Sheppard

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging.

In this class, we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

### **EVALUATION:**

Written by: Dr. Gilda Sheppard

Vanessa Doven was enrolled in Therapy Through the Arts during summer, 2023. Vanessa's responses to the readings and class activities effectively met the program's requirements and was distinguished among their peers. Vanessa's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Vanessa brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Vanessa's written response to the Art Therapy Sourcebook provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Vanessa asked students to bring an image of an animal that represented themselves in some way. The variety of ways that students shared stimulated up a lot of discussion about how each student saw themselves in relation to other species as well as within their biography. Vanessa facilitated this exercise with precision and engagement.

Utilizing insights gained by applying learning in the program, Vanessa demonstrated productive learning to receive full credit for an effective summer.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

3- Art Therapy and Counseling



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3 - Art Therapy and Education

2 - Art Therapy and Written Expression



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## **September 2022 - June 2023: With Liberty and Justice for Whom?**

48 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, Mingxia Li, Paul McCreary, Tyrus Smith, Marcia Tate-Arunga, and Kamara Taylor

The faculty and students embark upon a thorough study of the origins and current status of justice in American society. From an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics include social and environmental justice, just political and economic systems, criminal justice, just healthcare and public health, access to education and other systems, representations of justice in media, as well as concepts of equity, fairness, equality, and access. By the end of the academic year, will be able to offer concrete recommendations for the steps necessary to achieve justice for all in our society.

The theme for the fall quarter was *identifying the problem and clarifying the question*. We laid the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept is analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experiences with justice issues by constructing an autobiographical memoir.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In the spring, the theme was progress to implementation. This final quarter was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

Selective Courses offered by faculty to assist students in their progress throughout the academic year:

### *Environmental Policy and Practice* (Smith, Fall 2022)

This program offering examined the implementation of environmental policy on the local/community level. Students first gained an understanding of the role and responsibilities of federal and state government agencies authorized under specific environmental statutes and the dilemmas, trade-offs, and unintended consequences associated with policy decisions. Next, students analyzed and critiqued approaches utilized by government policymakers to design and implement policies. This includes assessing mechanisms for including public participation in environmental decision-making processes. Beyond examining how federal, state, and local actors have historically designed and implemented environmental policy, students also formed teams to research and address a policy issue and its implications for a specific community or interest group. The final project involved designing a policy proposal that will address a community-based environmental problem and the limitations of existing policy (or situations where there is no policy).



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*Little Red Schoolhouse Math* (McCreary, Fall 2022)

In the fall offering of mathematics, the more experienced students helped explain things to those with less experience. Each student helped at least one of their classmates learn and progress. Students considered how math is not just about numbers and computations. It is more about organizing, creating categories in which to sort things, and looking at relationships – between people and between ideas. As the great civil rights activist Bob Moses said, quality math education is a basic civil right! Math literacy also makes us effective citizens. Students took steps to make this a reality in their lives.

*The Legislative Process* (Smith, Winter 2023)

This course was grounded in the issues and topics of the Washington State Legislature. This course was intended to give students the tools to understand, analyze, and be able to advocate for legislative policy change. Students in this course enhanced their understanding of the legislative process and the workings of the Washington State Legislature. Skills developed in this program offering included identifying relevant issues, drafting and delivering testimony, tracking bills, writing effective op-eds, and communicating effectively with legislators. Coursework included completing weekly readings and writing assignments and delivering a formal presentation on a bill introduced in the 2023 session of the Washington State Legislature. By the end of the class, each student became an expert on a bill of their choice and was able to explain it to their classmates.

*Discrete Mathematics* (McCreary, Winter 2023)

In the Discrete Mathematics offering, we looked at problems, games, and puzzles that are designed with computer applications in mind. For example, arranging a pickup and delivery schedule for all outlets and supply locations so that the delivery vehicles use the least amount of fuel. We learned the math needed to answer these kinds of questions. We investigated what kinds of problems it makes sense to have computers work on and we learned the ideas that help organize computer needs in professional fields.

*History of Math* – (McCreary, Spring, 2023)

In the History of Mathematics offering, we looked at the history of math in Egypt, Mexico, and the Basque region of Spain to see how several cultures have dealt with the meanings and use of numbers in different ways. For example, ancient Egyptians only ever divided by 2! And yet they correctly found the answers to *all* division problems. We investigated how women have been instrumental in the development of math and considered just why we most often do not hear about these important figures. We also viewed how certain cultures have used mathematical ideas to address issues of equity.

*Human Ecology and Community Geography: People, Place, and Environment* (Smith, Spring 2023)

This course integrated the fields of human ecology and geography to explore the relationships between humans and the more-than-human world. Within this context, students applied a place-based approach to examine the ecological, social, and physical components of their local environment. This involved applying concepts, theories, and principles introduced to identify, observe, and document ecological interactions and relationships in one's local community while noting the implications for humans and the more-than-human world. The major project for this class was developed through a series of weekly assignments. This work will be synthesized in a final presentation. For the major project, students identified an ecosystem or habitat of ecological importance (e.g., prairie, forest, wetland, estuary, lake, etc.) in a defined geographical area. Students were expected to visit this location repeatedly throughout the quarter. Beyond researching the history of environmental impacts associated with human activities on this site, students recorded their observations, documented environmental impacts, and assessed the implications for human health and environmental quality. Finally, students delivered an in-class presentation where teaching their peers about this local ecosystem or habitat while detailing the nature





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and extent of human impacts and offering research-based recommendations on strategies that can be tailored to this site to effectively mitigate the negative environmental impacts and promote human health and environmental quality.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Vanessa Doven was enrolled in the "With Liberty and Justice for Whom?" program during the 2022-23 academic year. Vanessa easily fulfilled all the requirements for the program.

During fall's Lyceum and Seminar series, Vanessa's written work and contributions to discussions demonstrated strong critical thinking skills. Comments addressing the subject matter were consistently thoughtful and reflective. Vanessa has demonstrated very good writing skills. The work completed is evidence of the ability to communicate clearly and coherently and demonstrated a proficient understanding of how past political, economic, social, and cultural narratives in United States history shaped the present. Overall, this work demonstrated an advanced ability to think critically by analyzing and evaluating historical events and questioning and rethinking preconceived notions regarding United States history. Vanessa also developed an excellent memoir titled, "The Lost City." Vanessa followed the prescribed writing process to draft a story that identified a meaningful experience in her life and reflected on how this experience informed her life afterward. The final draft of this story was evidence of significant improvement from prior drafts and the ability to utilize strategies and techniques appropriate to the memoir/fiction writing style. Overall, the work completed in this section of the program convincingly met expectations.

During winter's Lyceum and Seminar series, Vanessa met program expectations with distinction by demonstrating an excellent ability to analyze content and articulate an understanding in class discussions and writing assignments. The work indicated an advanced understanding of how various models of engagement have created pathways for systemic change. This included demonstrating the ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw insightful conclusions about the meaning and relevance of this content. Vanessa also refined skills in research design by developing a research proposal consistent with the requirements of the APA format and style. This research proposal focused on understanding and addressing problems related to exclusionary school discipline policies and the role that restorative justice programs can play in preventing these impacts. This proposal convincingly met expectations by formulating a researchable question and synthesizing empirical research related to this problem and strategies to address it. Overall, Vanessa's work has demonstrated an excellent ability to examine issues and topics from multiple cultural models and worldviews and the ability to effectively communicate and work across significant personal and cultural differences.

During the spring Lyceum and Seminar, Vanessa's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw well-developed and insightful conclusions about the meaning and relevance of course content. This included examining issues and topics from multiple cultural models and worldviews and demonstrating the ability to work and communicate across significant personal and cultural differences. Vanessa worked effectively with fellow students to complete a collaborative research project and public presentation titled, "The Connection Between Exclusionary Discipline and the School-to-Prison Pipeline." This assignment demonstrated their ability to conduct research that identified a research problem of concern and evaluate strategies that may be effective in reducing the use of exclusionary discipline in public schools. To this end, the group explored the use of restorative justice practices as an alternative approach. The contributions that Vanessa made to this collaborative research project were substantial and showed enhanced skills in communication, presentation, evaluation, and reflection. Overall, Vanessa's performance this quarter has met course expectations with distinction. Vanessa is an excellent student who has demonstrated



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consistent progress in this academic program. I credit this to the diligence Vanessa has displayed in meeting course expectations; attending class regularly and actively participating in discussions, and submitting exceptional work.

In addition to participating in the *Lyceum and Seminar* series, Vanessa completed coursework in other areas of this program:

In her work on *Mathematics*, Vanessa's performance convincingly met program expectations. Vanessa actively participated in individual and group presentations of ideas and activities. She actively helped classmates focus on and evaluate their own presentation skills for effectively communicating mathematical ideas. Vanessa did a very good job collaborating with her team homework group members on the problems and gained an excellent understanding of the mathematical concepts and problem-solving skills emphasized in each assignment. She maintained a high level of intellectual engagement with the mathematical topics covered. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. She was part of a team that planned and presented an intriguing project on mathematical ideas. Vanessa Doven demonstrated her ability to interrogate her learning of mathematics by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and real-world applications. Her teamwork convincingly demonstrated a well-practiced understanding of effective and inclusive communication and a very good ability to work collaboratively.

Vanessa's studies in *Environmental Policy* convincingly met expectations. Throughout the quarter, Vanessa demonstrated a very good understanding of the systems, institutional structures, and decision-making processes that underlie the field of Environmental Policy and efforts to implement environmental policy on federal, state, and local levels. Her work throughout the quarter completing required readings and writing assignments was evidence of her learning. Vanessa actively participated in weekly class discussions of course materials. Her seminar preparation and participation revealed substantive intellectual engagement with the content presented in the reading assignments. Her contributions to discussions showed very thoughtful reflections on our assigned readings as the comments she made and questions asked about the required texts were consistently insightful and relevant. She also demonstrated her ability to extend the content covered to real-world examples. For the major project this quarter, Vanessa worked with a fellow student to design a policy proposal. The problem focused on was the environmental impacts associated with leaded aviation fuel. This proposal demonstrated her solid ability to research an environmental policy problem, past, and current efforts to address it via policy, and proposed a new approach to more effectively address this policy problem. Her overall contributions to this project as evidenced by her written work and contributions to discussions indicated an in-depth understanding of the environmental policy-making process. Overall, Vanessa's performance this quarter was very good! As a result, she has substantially broadened and deepened her awareness of pressing issues, problems, and dilemmas inherent in the field of Environmental Policy.

In the *Discrete Mathematics* offering, Vanessa more than satisfied all requirements. Vanessa participated effectively in collaborative problem-solving sessions and, further, actively participated in individual and group presentations of ideas and activities about discrete mathematics. The student actively helped classmates focus on and evaluate their own presentation skills for effectively communicating mathematical ideas. Vanessa did an excellent job collaborating with their team homework group members on the problems and gained a very good understanding of the discrete mathematics concepts and problem-solving skills emphasized in each assignment. Vanessa demonstrated an excellent ability to understand and communicate about discrete mathematics by collaboratively producing a final project. The final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics.



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Vanessa completed studies in the *Legislative Process*. Vanessa's work throughout the quarter has demonstrated the ability to meet expectations with distinction. Each week students completed assigned readings, and writing assignments and participated in discussions that focused on the role and context of the Legislature in state government, including its relationships with the Executive and Judicial Branches. Within this context, students applied Kingdon's Multiple Streams Approach (MSA) to guide their analyses of how the legislative policy process can be situated into problems, policy, and politics. Generally speaking, Vanessa's written work was of consistently high quality and the contributions to class discussions indicated that Vanessa was actively engaged with course content. Vanessa's participation in seminar activities revealed substantive intellectual engagement with the readings and the contributions made were consistently relevant and anchored in a careful reading of the text. For the major project, Vanessa identified a bill introduced in the Washington State Legislature's 2023 Session and tracked the progress of this bill to explain the various factors that influenced the ultimate fate of this proposed legislation. The bill focused on was HB 1305 titled, "Improving access to and provision of a free appropriate public education for students with disabilities". The work in tracking this bill throughout the quarter included researching the positions of interest groups advocating on behalf of this proposed legislation, identifying the committee where the bill was introduced, and documenting the arguments presented in public hearings, and the media. Vanessa also wrote a persuasive opinion editorial piece arguing in favor of this proposed legislation and highlighted actions that other citizens can take to advocate for this bill in the Washington State Legislature. The work in completing required writing assignments and the ability to explain the bill and its importance to the class in the final presentation indicates an enhanced understanding of the legislative process, specifically, how to research and track legislation, how to access and read key legislative documents, and how citizens can influence the legislative process. Vanessa's overall performance in this class was very strong. Vanessa is an excellent student!

In work for the *History of Mathematics* Vanessa more than satisfied all expectations in an exemplary manner. She participated effectively in collaborative problem-solving sessions. Vanessa actively participated in individual and group presentations of ideas and activities about mathematics her-story (history). She actively helped classmates focus on and evaluate their presentation skills for effectively communicating mathematical ideas. Vanessa did an excellent job collaborating with team homework group members on the problems and gained an excellent understanding of the mathematics and history concepts and problem-solving skills emphasized in each assignment. Vanessa demonstrated ability to integrate their learning of mathematics and mathematics history by collaboratively producing a final project. The final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and mathematics history.

Vanessa's studies in *Human Ecology and Community Geography* met expectations with distinction. The work completed in this program offering has easily demonstrated the ability to apply ecological principles to study and evaluate the effects and consequences of human activities on communities, ecosystems, landscapes, and the Puget Sound Bioregion. Overall, Vanessa's work indicates a broadened and deepened understanding of the relationships between humans and the more-than-human world. Completed weekly assignments were very thoughtful and well-written and indicated an excellent ability to articulate an understanding of the human dimensions of ecology, especially the ecological effects of human activities. This work demonstrated a familiarity with different levels of organization within the field of ecology and how organisms interact with the abiotic environment and each other. Vanessa's final project presentation focused on a local low-land forest ecosystem. This presentation extended course content by synthesizing research on the environmental history of this site, documenting the observations made, and discussing how anthropogenic activities impact ecosystem services and influence environmental quality and human well-being. Vanessa was well-researched and offered recommendations for decision-makers to promote human health and environmental quality. Vanessa's performance in this class was exemplary.



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In fulfilling the learning expectations of the program, Vanessa has convincingly demonstrated depth, breadth, and synthesis of learning and an excellent ability to reflect on the personal and social significance of that learning.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48**

- 3 - Autobiographical Literature and Expository Writing
- 3 - Topics in United States History
- 3 - Contemporary Social Issues
- 3 - Applied Community Research
- 3 - Project Management
- 3 - Research: Practices of Restorative Justice
- 5 - Environmental Policy
- 5 - Algebra in Society
- 5 - Discrete Mathematics
- 5 - Legislative Process
- 5 - History of Mathematics
- 3 - Human Ecology
- 2 - Geography



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Student Self Evaluation for With Liberty and Justice for Whom?

09/2022 - 06/2023

**My Personal Reflection on Academic Excellence: Intersections of Human Ecology, Restorative Justice, and Her-History of Mathematics**

To start off, I will note that my academic journey this quarter has been marked by a relentless pursuit of knowledge all around me and a genuine passion for understanding the intricate connections between humans, myself and the environment. I am proud to share my accomplishments in three courses: "Human Ecology," "Lyceum- With Liberty and Justice for Whom?", and "Her-history of Mathematics." With unwavering dedication, timely work completion, and exceptional performance, I have strived to embody academic excellence and expand my horizons in each of these subjects.

What I learned from the course Human Ecology was in summary the importance of nurturing the bond between humans and the environment. My dedication to the course was driven by an insatiable curiosity to unravel the complex relationship between humans and the natural world. By completing all assignments and coursework on time, I wholeheartedly engaged in every facet of the course. Through extensive research and critical analysis, I embarked on a transformative journey exploring sustainability, environmental justice, and the impact of human actions on our planet. Armed with newfound knowledge and insights, I am eager to advocate for sustainable practices and foster a harmonious coexistence with our environment.

What I learned from the Lyceum course, "With Justice and Liberty for Whom," is the importance of illuminating paths to equality and empathy. This course provided a platform for me to actively participate in a groundbreaking group-led spring project. Building upon our prior research on restorative justice in schools, our collaborative efforts were aimed at shedding light on the importance of implementing alternative approaches to punitive measures in educational settings. By synthesizing our findings, engaging in thought-provoking discussions, and critically analyzing existing systems, we presented evidence-based strategies to foster empathy, accountability, and reconciliation within schools. Our project aimed to create a more just and equitable educational environment through meaningful dialogue and stakeholder involvement. The successful completion of this group-led endeavor underscored my leadership skills, effective teamwork, and ability to synthesize and communicate complex ideas.

What I learned in the course "Her-history of Mathematics" was the importance of unveiling forgotten narratives and inspiring change. This course ignited a deep-seated passion within me to explore the fascinating interplay between history, mathematics, and the remarkable contributions of women mathematicians. With meticulous attention to detail and a commitment to completion of all assignments and coursework, I immersed myself in the rich tapestry of mathematical history. Through extensive research, I uncovered the remarkable achievements of women mathematicians who overcame societal barriers to leave an indelible mark on the discipline. This course not only expanded my knowledge of mathematical history but also ignited a broader understanding of the importance of gender equality and representation in STEM fields. Inspired by the narratives of these pioneering women, I am determined to advocate for their recognition and work towards a more inclusive and diverse academic landscape.

In conclusion, my journey through each of these courses this quarter has been characterized by unwavering dedication, timely completion of assignments, and the highest marks. I take pride in my commitment to academic excellence, rigorous research, critical thinking, and effective collaboration. These courses have broadened my understanding of ecological principles, social justice, and the contributions of women to society. Armed with this knowledge and newfound skills, I eagerly look forward to making meaningful contributions in the fields of ecology, social justice, and mathematics, shaping a better future for all.



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://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.