RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Carreon, Lidia J — A00424634

Last, First Middle — Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
03/2015	06/2020	56	**Skagit Valley College**
03/2015	06/2020	34	**Eastern Washington Univ**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2022	06/2022	10	**Chemistry Counts!** *10 - Introductory Chemistry with Laboratory*
03/2022	06/2022	4	**Precalculus II** *4 - Precalculus II*
03/2022	06/2022	2	**Tutoring Math and Science** *2 - Tutoring Math and Science*

Cumulative

106 Total Undergraduate Credits Earned

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March 2022 - June 2022: Tutoring Math and Science

2 Credits

DESCRIPTION:
Faculty: Margaret Blankenbiller, MPA

Tutoring Math and Science was designed to enhance students' skills working with diverse groups, and to introduce student to a variety of student-centered pedagogies and discuss their effectiveness. In addition, students explored the educational impact of race, gender, sex, socioeconomic status, and neurotype and how these impact teaching and learning.

Students read excerpt from many texts including: *Whistling Vivaldi* by Claude M. Steele, *Demarginalizing the Intersection of Race and Sex* by Kimberle Crenshaw, *Supporting Neurodiverse College Student Success* by Coghill and Coghill and *A Framework for Understanding Poverty* by Ruby K. Payne. Students wrote reflections, summaries of reading, participated in weekly seminars and completed a final summative paper connecting and evaluating approaches to tutoring.

EVALUATION:
Written by: Margaret Blankenbiller, MPA

Lidia successfully completed all required components of the course and was a fully engaged member of our learning community. Lidia actively engaged with group discussions, sharing valuable insights with her classmates. Lidia completed all required homework assignments. Lidia completed an excellent final project that reflected deep application of the themes and topics covered in class. In addition, Lidia took time to creatively find a structure and format to convey the importance of what she learned through the written word making her final project showcase her interdisciplinary work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Tutoring Math and Science

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March 2022 - June 2022: Precalculus II

4 Credits

DESCRIPTION:
Faculty: Vauhn Foster-Grahler, MS, M.Ed.

Pre-calculus II was a problem-solving-based overview of functions that model change. The course continued to prepare students for calculus and more advanced study in mathematics and science. The course included an in-depth study of, sinusoidal functions, right and non-right triangle trigonometry, polynomial, and rational functions, and polar coordinates and curves. In addition vectors and parametric curves were introduced. Students learned collaboratively, and approached problems using multiple representations (algebraically, numerically, graphically, and verbally). The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed. Connally,* Hughes-Hallett, Gleason, et al. T.J. Wiley. Chapters 7, 8, 11, and 12. Due to the on-going Covid-19 pandemic, all classes were held remotely and included four hours of synchronous instruction each week. Students completed four quizzes and three time and resource-limited exams, including a comprehensive final exam.

In addition to the content, students were assessed and self-assessed on the following process outcomes:

1. Used correct mathematical notation

2. Used appropriate mathematical procedures correctly

3. Developed and/or correctly interpreted mathematical models

4. Used technology appropriately to investigate and solve problems

5. Linked algebraic, graphic, verbal, and numeric representations and solutions

6. Demonstrated an understanding of functions

7. Used logical and correct critical reasoning

8. Communicated mathematics for the clarity of the receiver

EVALUATION:
Written by: Vauhn Foster-Grahler, MS, M.Ed.

Lidia was a positive participant in our synchronous Zoom sessions and in breakout rooms. Though Lidia's written assessments were inconsistent, Lidia produced a good comprehensive final exam. Overall, Lidia's written assessments demonstrated satisfactory performance for each of the process outcomes above for the entire course content. With more consistent effort, Lidia is prepared for calculus. Lidia is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II

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March 2022 - June 2022: Chemistry Counts!

10 Credits

DESCRIPTION:
Faculty: Dharshi Bopegedera, Ph.D.

The Chemistry Counts! program explored topics in introductory chemistry using a context-based problem-solving approach. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program. Synchronized lectures and workshops via the Zoom platform and in-person chemistry laboratories were utilized each week.

The lecture portion of Introductory Chemistry covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to the quantum mechanical model, atomic and molecular weights, the mole concept, percent composition by mass, balancing chemical equations, reaction stoichiometry including limiting reactants and yields, molarity, Lewis structures, VSEPR model, bond and molecular polarities, intermolecular forces, acid-base reactions, and precipitation reactions. Students worked in small teams in weekly workshops designed to develop problem solving and quantitative reasoning skills. Students were given weekly homework assignments and three exams to assess their learning. Text: *Chemistry: Atoms First* (2nd Ed.), by Flowers, Theopold, Langley, Neth, and Robinson, OpenStax (Rice University, TX).

In the chemistry laboratory students developed wet lab skills, record keeping skills, and lab report writing skills. Students learned to use Microsoft Excel software for graphing and analysis of laboratory data. Experiments included exploring accuracy and precision using volumetric glassware, emission and absorption spectroscopy including Beer-Lambert law, chromatography of a homogeneous mixture, separation of a heterogeneous mixture, extracting copper from malachite, and synthesis of aspirin. In addition, several hands-on activities were included so students could make connections with chemistry concepts covered in lectures. These included building a home-made spectrometer, exploring ultra-violet detecting beads (interaction of matter with light) and light sticks (chemiluminescence), making bath bombs (acid-base reactions), and creating tie-dye scarves and a chemical bookmark (chemical bonding and polymer chemistry). Students submitted written reports of their laboratory investigations each week for evaluation.

EVALUATION:
Written by: Dharshi Bopegedera, Ph.D.

Introductory Chemistry with Laboratory: Lidia completed all the homework assignments on time, and these were consistently about average. She seemed to work well in small teams with fellow students during breakout sessions to solve chemistry problems. Her performance in all three exams was below average. Her comprehension of the concepts covered this quarter is barely sufficient. I urge Lidia to revisit this material before proceeding in further studies in chemistry.

Lidia participated in seven of the eight laboratory sessions. However, to her credit, she submitted all of her lab reports on time for evaluation. These indicated that Lidia learned all the skills and analyzed laboratory data well enough to demonstrate that she can use Microsoft Excel for graphing and data analysis adequately. She can draw conclusions based on her analyses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

10 - Introductory Chemistry with Laboratory

EVERGREEN

The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours:	Fall 1979 to present
Evergreen Units:	1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
	1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.
All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.
If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.