



Le, Vincent

A00432782

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/1941	12/2010	135	Washington State University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	03/2022	16	Culture as History: From the Great Depression to the Great Society 8 - American History: the 1930s 4 - Film Studies 4 - 20th Century American Literature
09/2021	12/2021	4	Algebraic Thinking 4 - Algebraic Thinking
01/2022	03/2022	4	Precalculus I 4 - Precalculus I
03/2022	06/2022	4	Precalculus II 4 - Precalculus II
03/2022	06/2022	4	Statistics I 4 - Statistics
03/2022	06/2022	2	Individual Learning Contract 2 - Film Studies
03/2022	06/2022	2	Tutoring Math and Science 2 - Tutoring Math and Science

Cumulative

171 Total Undergraduate Credits Earned



Le, Vincent

A00432782

Last, First Middle

Student ID

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

Vincent successfully completed all required components of the course and was a fully engaged member of our learning community. Vincent completed all required homework assignments and was well prepared for class discussions. Often Vince would bring in personal experience and additional sources to class conversations. Vincent's final project was a video blog in which he combined information learned in class with additional sources to explain how love, dignity and respect play a roll in learning. Vincent's project reflected personal understand of topics covered in class, demonstrated deep applied learning around inclusive strategies for learning communities. Vincent's final project was outstanding! Vincent plans to pursue education as a career and will make a skillful and inspiring math teacher who brings people in and includes those who normally are excluded from learning the joy of math.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Tutoring Math and Science



Le, Vincent

A00432782

Last, First Middle

Student ID

March 2022 - June 2022: Individual Learning Contract

2 Credits

DESCRIPTION:

Faculty: Mark Harrison, Ph.D.

This individual learning contract was centered on Clint Eastwood's interpretations of the Western film genre. The purpose was to examine the conventions of the genre, to discover how it represents foundational values within American culture, and to study how the Western evolved after its classical era (the 1940s/1950s). An unforeseen acquisition within the individual learning contract was to gain deeper insight into how newly arriving immigrants may have experienced American culture of the late 20th century and the Western film genre in particular. The films studied included four Clint Eastwood films, one from each decade starting in the 1960s: *The Good The Bad and The Ugly* (1966), *The Outlaw Josey Wales* (1976), *Pale Rider* (1985), and *Unforgiven* (1992). Primary research included *The Western Reader*, a collection of articles analyzing the genre and each of the aforementioned Eastwood films. Two complimentary papers were written to document the research.

EVALUATION:

Written by: Mark Harrison, Ph.D.

Vincent Le's individual learning contract is an original and absorbing perspective on the Western film genre as seen through the lens of two substantial essays analyzing four Clint Eastwood films. He has done very sound research to substantiate his writing. His commentary on Eastwood's films is exceptional. In the process Vincent has acquired a keen understanding of the genre's function in American culture--how it reflects "our value systems, ideologies and mythologies." Were this examination the extent of what Vincent has accomplished, it would certainly be a more than adequate amount of work for two credits. But Vincent also brings a truly unique perspective to his subject matter which he shared in his essays. His parents are Vietnamese refugees of a proxy war in Vietnam who became huge fans of Eastwood's films during the 1980s. More than the average viewer, they understand first-hand the violence that is basic to the Western genre. Their love of Westerns clearly rubbed off on Vincent and fueled his desire to dig deeper into this quintessential American art form. It was a pleasure advising Vincent and reading his wonderful essays.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Film Studies



Le, Vincent

A00432782

Last, First Middle

Student ID

March 2022 - June 2022: Statistics I

4 Credits

DESCRIPTION:

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:

Written by: Alvin Josephy, MES

Vincent (Vince) Le completed all of the requirements of this introductory statistics course, doing consistently excellent work. His work on the class exams was well done. He was a strong participant in this class and contributed regularly to the in-class discussions. His homework and labs were all done very clearly and completely. Vince presented an article from the *New York Times* that, in Vince's words, provided data supporting the idea that many mass shootings in the U.S. are the result of extremist philosophies being played out in real time. The article included a graph that divided murders into categories and showed that 55% of murders connected to extremist violence were inspired by ideas of white supremacy. Anti-government killings were 14% of the total. Vince backed this article with a study released by the Anti-Defamation League that supported these numbers. For his assignment, Analyzing a Study, Vince chose a study that considered stereotypes in sports and what effect they have on athletic performance. There were two separate studies conducted at two different colleges. At heart, Vince explained, the studies sought to test their ideas on groups of white and black athletes. Vince described the methods on the study, which involved the playing of simple games, and concluded that in fact, racial stereotyping does have an effect on performance. As evidenced by his great work in this class, Vince is well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics



Le, Vincent

A00432782

Last, First Middle

Student ID

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.

Vincent was an active and positive participant in our synchronous Zoom sessions and in breakout rooms. Vincent's written assessments consistently demonstrated exceptional and proficient performance for each of the process outcomes above for the entire course content. During mid-quarter meetings, Vincent's classmates spoke to how helpful Vincent was in breakout rooms. Vincent has a good aptitude in math and is well prepared for calculus. Vincent 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



Le, Vincent

A00432782

Last, First Middle

Student ID

January 2022 - March 2022: Precalculus I

4 Credits

DESCRIPTION:

Faculty: Vauhn Foster-Grahler, M.S., M.Ed.

This was a problem-solving-based overview of functions that model change that was taught remotely due to the COVID-19 pandemic. Classes were held twice weekly via Zoom. Students participated in group work during our virtual class meetings, and submitted weekly problem sets and took resource-limited exams. We studied functions and functional notation, linear, exponential and logarithmic functions and their applications in depth and represented them and worked with them algebraically, numerically, graphically, and verbally. There was an emphasis on context-based problem solving and collaborative learning. The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed.* Connally, Hughes-Hallett, Gleason, et al. Chapters 1 - 6 and parts of chapter 10. Due to the COVID-19 pandemic, all class sessions were synchronous classes held via Zoom. In addition to the content of the course, the students were assessed and self-assessed on the following eight outcomes for each content area.

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and 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, M.S., M.Ed.

Vincent had regular attendance at our synchronous Zoom sessions and Vincent was an active and positive participant in group work and in the class. Vincent's submitted quizzes and assessments consistently demonstrated exceptional and proficient performance for each of the outcomes above, for the entire course content. In fact, Vincent produced a perfect final exam. Vincent had a very strong aptitude in math and was very well prepared to take PreCalculus II. Vincent was encouraged to continue studying math. Vincent was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus I



Le, Vincent

A00432782

Last, First Middle

Student ID

September 2021 - December 2021: Algebraic Thinking

4 Credits

DESCRIPTION:

Faculty: Vauhn FosterGrahler MS, M.Ed.

The course, Algebraic Thinking, covered concepts and algebra of functions, as well as an introduction to linear, quadratic, and exponential functions and their applications. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Students attended class via synchronous Zoom sessions. Classes were recorded so students could access them asynchronously as well. Text: Algebraic Thinking for Science by Vauhn FosterGrahler and Megan Olson-Enger, 2020. In addition to the content, students were assessed and self-assessed on the following eight outcomes.

1. Used correct mathematical notation.
2. Used appropriate mathematical procedures.
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 FosterGrahler MS, M.Ed.

Vincent was an active and engaged participant in our synchronous Zoom class sessions. Vincent's written problem sets and exams consistently demonstrated exceptional and proficient performance for each of the outcomes above for the entire course content. Vincent is very well prepared to take precalculus I and is encouraged to do so. Vincent was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Algebraic Thinking



Le, Vincent

A00432782

Last, First Middle

Student ID

September 2021 - March 2022: Culture as History: From the Great Depression to the Great Society

16 Credits

DESCRIPTION:

Faculty: Mark Harrison, PhD; Susan Preciso, M.A.

We began our study during a time of multiple crises when we were dealing with a global pandemic and political upheaval. Students explored history as one lens to understand how the U.S. reacted to crises in previous decades and cultural production provided another. We examined cultural products, from high art to popular culture, with particular focus on film and literature, to see how they reflected our history and shaped our mythology.

Fall quarter's study focused on the Great Depression, when 25% of Americans were unemployed, banks were failing, and farms were literally blown away in massive storms of dust. We learned how this eventful decade altered our view of government, studying the New Deal and its effect on the lives of ordinary Americans. We examined the ways that in a time of hardship and deprivation, the Golden Age of Hollywood emerged to embody our cultural realities through genre films, such as the screwball comedy, the musical, and the Western. We explored the ways in which literature reflected and shaped the decade as well. Field trips to the Tacoma Art Museum and LeMay American Car Museum provided ways to think about material culture, both pieces of art and automobiles.

Assigned readings included Timothy Egan's *The Worst Hard Time*, August Wilson's *The Piano Lesson*, John Steinbeck's *Of Mice and Men*, Eudora Welty's short stories, Clifford Odet's *Waiting for Lefty* and excerpts from Thomas Schatz's *Hollywood Genres*, Morris Dickstein's *Dancing in the Dark*, and Warren Susman's *Culture as History*. Films we studied included *Modern Times*, *Grapes of Wrath*, *Goldiggers of 1933*, *Top Hat*, *My Man Godfrey*, *Sullivan's Travels*, *Stagecoach*, *Citizen Kane*, and *The Cradle Will Rock*.

In Winter Quarter, we focused on a consequential mid-century decade ('55-'65). We learned how upward—and outward—mobility informed who and where we are today. We learned about the impact of the Civil Rights Movement and Johnson's Great Society, how the Vietnam War and counter-cultural pursuits transformed the country; how cars, freeways and the rise of the suburbs re-shaped the cultural landscape and how television expanded the scope of mass media and popular culture. Winter texts included James Baldwin's *The Fire Next Time*, David Halberstam's *The Fifties*, Ray Bradbury's *Fahrenheit 451*, Tennessee Williams' play *Cat on a Hot Tin Roof*, Gwendolyn Brooks' *Selected Poems* and Juan Williams' *Eyes on the Prize*. Assigned films included episodes of the documentaries *Eyes on the Prize* and David Halbertstam's *The Fifties* as well as *The Price of the Ticket* and *Berkeley in the Sixties*. We also studied iconic films from the decade, including *In the Heat of the Night*, *Rebel Without a Cause*, *Far from Heaven*, *Good Night, and Good Luck*, *High Noon*, and *Dr. Strangelove*.

In addition to weekly seminars and workshop activities, students submitted and shared their answers to study questions for each text and reflected bi-weekly on what they had learned and connections between and among various books and film. Each quarter concluded with a creative project, either a three dimensional conceptual representation inspired by the work of Joseph Cornell or a conceptual scrapbook. They presented their work to the program along with a two page artist's statement.

EVALUATION:

Written by Susan Preciso, M.A. and Mark Harrison, PhD



Le, Vincent

A00432782

Last, First Middle

Student ID

When he began the program, Vincent wanted to "cultivate a higher value for learning, extract more joy from learning, and become a better reader and writer." All of his work in our program demonstrated his strong and continued growth in all three areas. Vincent's engagement with each text, film, and activity was clear, prompting lively discussions. A generous collaborator, Vincent was supportive of his peers, taking a lead role in every discussion and activity. Vincent noticed quiet members of the program and invited them into the conversation by asking them a question. As a future educator, his skills in this area will serve him well.

Vincent was a skillful writer and built on this strength throughout fall quarter. For each writing assignment, he supported his assertions with useful examples from the works. He became especially adept at making connections between the works, as well. For example, writing about August Wilson's *The Piano Lesson* and Chaplin's *Modern Times*, he noted:

"Like Chaplin's film, *Modern Times*, and the works of Steinbeck we've covered in this program, *The Piano Lesson* also holds a critical perspective on American capitalism and the American Dream. A capitalist society says that money is the most important thing to have because it unlocks opportunity and a 'good' life."

Vincent's fall project, "Home Is Where the Hope Is" based on the "art boxes" of Joseph Cornell was inspired by Timothy Egan's *The Worst Hard Time*. Writing about his process, Vincent said "With the land itself being central to *The Worst Hard Time*, I chose to make it central to my piece. Creating the fine, dry dust was an embodied interaction with the history we studied." The thought and care he invested in the piece is evident in the his creative process. In order to create the dust, he baked

"about five pounds of dirt to extract the moisture and then sifted the dried dirt through a fine mesh strainer. This resulted in my workspace being littered with dust; every time I sneezed I felt, on a micro-scale, to be connected to the experience of the people of No Man's Land."

Vincent's Cornell Box was a fine conclusion to his studies fall quarter as was the box he created winter quarter. In this case the subject matter was the Cold War and *Dr. Strangelove*. "The War Room" juxtaposed small circus figures who satirically represent the generals in the absurd comedy Vincent saw in the film. The circus ring contained within the box is influenced by the war room set of the film. Vincent said, "It was a gift to have a space to laugh with the class community amidst the serious course content of the program." His work was carefully crafted and visually engaging. Vincent was always highly prepared for every class activity. Careful notes supported his analyses of each text and film. He was a generous collaborator who frequently assumed a leadership role in seminar and workshops. Vincent is a scholar, who takes his studies seriously. All of his work demonstrated his knowledge about our subject matter. He will bring this standard of excellence to his future work at the college and to his future graduate studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - American History: the 1930s

4 - Film Studies

4 - 20th Century American Literature



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.