



Robinson, Jackie Napoleon

A00038173

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 14 Jun 2002

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1997	08/1999	70	<b>Bishop State Community College</b>
09/1999	05/2000	32	<b>Belhaven College</b>
06/2000	08/2000	9	<b>Bishop State Community College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2000	06/2001	40	<b>Strategic Business Policies for the 21st Century</b> 8 - <i>Business and Economics (Upper Division)</i> 8 - <i>Business Writing (Upper Division)</i> 4 - <i>Strategic Management Theory (Upper Division)</i> 4 - <i>Organizational Behavior (Upper Division)</i> 8 - <i>Case Studies in Strategic Policies and Accounting (Upper Division)</i> 4 - <i>International Business and Economics (Upper Division)</i> 4 - <i>Composition (Upper Division)</i>
04/2001	06/2001	4	<b>Applied Geology: Hazards/Resources</b> 4 - <i>Applied Geology: Natural Hazards and Resources</i>
09/2001	12/2001	12	<b>The Management of Sports</b> 12 - <i>Sports Management</i>
01/2002	03/2002	8	<b>Learning How to Coach Basketball</b> 8 - <i>Basketball Coaching</i>
01/2002	03/2002	4	<b>Gateways Project</b> 4 - <i>United States History</i>
04/2002	06/2002	12	<b>Cultural Studies</b> 12 - <i>Cultural Studies/German</i>

**Cumulative**

191 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505

## INDIVIDUAL LEARNING CONTRACT

A00038173	Robinson	Jackie	N	Qtr Credit Hrs	
Student ID Number	Last Name	First	Initial	Fall	
30665	Dr. Magda Costantino			Wtr	
Sponsor no.	Sponsor			Spr	12
Cultural Studies		4-1-02	6-4-02	Smr	
Short Title		Beginning Date	Expected Completion	Total	12
Stu Matz				Class Standing	
Subcontractor(s) and Titles				Senior	

Learning Objectives:  
During this spring quarter I plan to engage in the intensive study of beginning German in Zurich, Switzerland while attending the Language Study International (LSI) school of languages and through this gain an understanding of the Swiss culture. In addition, I will research various aspects of professional and collegiate athletic team management in Switzerland and compare and contrast them to the respective methods used in the United States.

Related academic preparation and work experience:

This spring quarter will be my first experience studying German. The only other language that I have taken is Spanish. However, I have studied aspects of sports management in the United States while attending Belhaven College in Jackson, Ms and also while attending The Evergreen State College.

Activities under this contract: Weekly classroom component? ☐ Yes ☐ No  
During this quarter I will be studying German for 20 lessons per week with one lesson equaling 50mins. I will be taking this class for 4 weeks (April, 1-29-02). During this time I will be keeping a journal of my cultural experiences while in Switzerland. I will write my sponsor each week informing her of my progress. Also I will be comparing and contrasting the methods of the United States and those of Switzerland in respects to their Sports Management organizations. My research will be interview-based and I will outline my findings in a intensive research paper.

Support by the Sponsor and Subcontractor(s):

I will keep in contact with my sponsor by email, keeping her in formed with my progress and asking any questions that may need to be discussed.

Procedures for evaluating completed contract:

At the end of the quarter I will bring my journal, my certificate of completion and my research paper to be evaluated by my instructors.

☐ Yes ☐ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)  
☒ Yes ☐ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

<u>Jackie Robinson</u>	<u>2/28/02</u>	<u>Magda Costantino</u>	<u>2/28/02</u>
Student signature	Date	Sponsor signature	Date
<u>Stu Matz</u>			<u>2/29/02</u>
Signature(s) of Subcontractor			Date
<u>VPD</u>			<u>4.8.02</u>
Dean of Group signature			Date

Please turn in original contract plus 3 more copies to Registration and Records. PC97(6/98)



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

ROBINSON	Jackie	N.	A 00038173
Student's Last Name	First	Middle	ID Number
30665	Cultural Studies		
Program or Contract No.	Title		
	04/01/02	06/14/02	12
	Date began	Date ended	Qtr. Credit Hrs.

The purpose of this individual contract was to enable Mr. Jackie Robinson to enroll in the Language Study International School of Languages (LSI) in Zurich, Switzerland. Jackie's intent was to study the German language in an intensive course at the beginning level as well as engage in a study of the Swiss culture.

Jackie was required to keep in touch with me regularly; he was asked to bring me a Certificate of Attendance upon the completion of the courses and write a short paper reflecting on his cultural observations.

Jackie completed all of my requirements satisfactorily and therefore met the conditions of his individual learning contract. The Certificate of Completion is attached. Twelve credits are being awarded.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

12 - Cultural Studies/German

Faculty Signature(s)  
**Magda Costantino**  
Faculty Name

06/27/02  
Date

# LANGUAGE STUDIES INTERNATIONAL CERTIFICATE



LSI • Kreuzstrasse 36 • 8008 Zürich • Telefon 01 251 58 25 • Telefax 01 251 58 05 • info@lsizh.ch • www.lsizh.ch

We confirm that

**Mr Jackie Robinson**

completed an **Intensive German Course 20**  
at the **beginner level**

at our language school during the period  
**2 April 2002 to 26 April 2002.**

Mr Robinson attended the course regularly  
and ended his study at the  
**Elementary A1 level.**

Zürich, 26 April 2002

Ian Cryer  
Principal



The Evergreen State College - Olympia, Washington 98505

## INDIVIDUAL LEARNING CONTRACT

A00038173      Robinson      Jackie      N  
Student ID Number      Last Name      First      Initial

20534      Carol Minugh  
Sponsor no.      Sponsor

Gateway Project      1-7-02      3-22-02  
Short Title      Beginning Date      Expected Completion

Subcontractor(s) and Titles

Qtr Credit Hrs	
Fall	
Wtr	4
Spr	
Smr	
Total	4
Class Standing	
Senior	

### Objectives:

I will learn how the kids at Maple Lane institution function, and figure out why most of the incarcerated youth are there and when out do they plan on going back. I will gain a better understanding of the incarcerated youth, while also seeing what elements of society contributed to their life styles.

### Related academic preparation and work experience:

I have worked with youth back home in Alabama with youth basketball camps, and also youth church related functions.

### Activities under this contract:

Weekly classroom component?



Yes



No

I will be meeting with the kids at Maple Lane institution every Tuesday talking about the text that we were given to read. Each week I will be reading and doing extensive research on the books that are assigned to me to read. I will meet with Carol Minugh each week with a response paper on what I have read and observed.

Text: *Through the Eyes of the Judged* Terry, Simeon Ben, Peters Saecho, Chang *One Drop of Blood* Malcomson, L. Scott

### Support by the Sponsor and Subcontractor(s):

I will meet with my sponsor each week to update her on what I have learned in the books I have read, asking her questions about the reading, and receiving feedback if needed.

### Procedures for evaluating completed contract:

I will submit a self-evaluation to the sponsor by the end of the quarter and keep a reflective journal to be turned in at the end of the quarter. Ms. Carol Minugh will submit an evaluation of my work at the end of the quarter also.

☐ Yes ☒ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)

☐ Yes ☒ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

Student signature

Date

Sponsor signature

Date

Signature(s) of Subcontractor

Date

Dean of Group signature

Please turn in original contract plus 3 more copies to registration and Records.

Date rev. 7/7/95



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Robinson	Jackie	N.	A 00038173
Student's Last Name	First	Middle	ID Number
20534	Gateways Project		
Program or Contract No.	Title		
	1/7/02	3/22/02	4
	Date began	Date ended	Qtr. Credit Hrs.

Jackie participated in the Gateways Program at Maple Lane. He attended the workshops most of the time and was prepared to discuss the readings with the youth. The strength of his participation was in the one-to-one interaction he had with the incarcerated youth. He assisted them in their learning objectives by providing literary resources. His reading responses were well prepared and he had a good understanding of the text "One Drop Of Blood" by Scott Malcomson. He gained understanding of the struggles of peoples within the United States who have been left out of the usual history texts. He also read "Through The Eyes of the Judged" by Simeon Terry, et al. Jackie's personality was a great asset in this program; his upbeat attitude and encouraging manner added to the quality of the program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4--United States History

Faculty Signature(s)

Carol J. Minugh, Ed.D.

Faculty Name

May 23, 2002

Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Winter 02

Student ID Number A00038173	Last Name Robinson	First Jackie	Initial N	Telephone 360-259-1776
Faculty Sponsor Stu Matz	Faculty Telephone 360-867-6883	Internship Organization Northwest Christian Highschool		
Contract/Program No. 20520	Contract or Program Title Learning How to Coach Basketball	Title of Internship Position Assistant Basketball Coach		
Field Supervisors/Subcontractors: Names and Titles Derrick Pringle Head Basketball coach of Northwest Christain Highschool		Field Supervisor/Subcontractor Address and Phone Northwest Christian High school 4710 Park Center Dr. NE Lacey, Wa 98516		360-867-5065

Beginning Date: 1-7-02  
Expected Completion: 3-22-02  
Prior Internship Credit Earned: 0  
Class Standing: Senior

## Related Academic Preparation and Work Experience:

I have taken courses in sports psychology, sports marketing, and I also have done an independent learning contract with Stu Matz on sports organizations. I have play high school basketball for four years and this is my fifth year on the college level playing for a college team.

## Learning Objectives for Contract:

I will learn how to coach a basketball team, while at the same time learning all there is to know about the game of basketball.

Internship Activities:	Internship Credit Hours: 8	Internship Hours Per Week: 20	Rate of Pay Per Month:
During the quarter I will research and analyze Mr. Pringle and his basketball team. I will be helping Mr. Pringle with his team sharing all I know about my basketball experiences with them. I will also read basketball-related book doing extensive research on the game of basketball. I will also meet every week with Mr. Pringle, asking him questions about his coaching style and receiving feedback. I will meet with Mr. Pringle each week with a response paper on what I have read and observed. Text: Parkhouse, L., <i>Bonnie The Management of Sports Second Edition</i> . Lynch, Jerry <i>Creative Coaching</i> . Jackson, Phil <i>Sacred Hoops</i>			

Academic Activities:	Academic Credit Hours:	Total Quarter Credit Hours: 8
I will keep a reflective journal to be turn in at the end of the quarter.		
Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:		
I will meet with Mr. Pringle each week to update him on what I have learned in the books I have read, asking him questions about the reading, and receiving feedback if needed.		

## Procedures for Evaluation of Completed Contract:

The field sup will submit an evaluation to the sponsor by 3-15-02.  
I will submit a self evaluation to the sponsor by the end of the quarter.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.) ☐ Yes ☐ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature 	Date 1/18/02	Sponsor Signature 	Date 1/18/02
Field Supervisor/Subcontractor 	Date 1/18/02	Academic Planning Staff 	Date 1/18/02
Dean of Group Signature 	Date 1-30-02		



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>ROBINSON</u>	<u>Jackie</u>	<u>N.</u>	<u>A00038173</u>
Student's Last Name	First	Middle	ID Number
<u>20520</u>	<u>Learning How to Coach Basketball</u>		
Program or Contract No.	Title		
	<u>1/02</u>	<u>3/02</u>	<u>8</u>
	Date began	Date ended	Qtr. Credit Hrs.

Jackie Robinson entered into an 8 credit internship in "Learning How to Coach Basketball" in order to determine if this was a profession he would like to pursue. I met with Jackie weekly to discuss his progress. Most of his work was carried out on the site and attached is an evaluation from his supervisor Derek Pringle. Jackie also read *Creative Coaching* and *Sacred Hoops*. We talked about what Jackie learned by reading these books and how he could apply it to coaching. It was a pleasure talking with Jackie about coaching. He is an honest, thoughtful and intelligent man who has a bright future ahead. I am more than pleased with Jackie's efforts and feel that he has successfully met his learning objectives.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 8

8 - Basketball Coaching

Faculty Signature(s)  
Stu Matz, Ph.D.  
Faculty Name

July 30, 2002  
Date



March 18, 2002

Dear Mr. Matz

I am writing in regards to Jackie Robinson's internship. Jackie worked with me from late December to late March helping me to coach the basketball team at Northwest Christian High School. As head coach of this team, I was responsible for the main running of the team, but I gave Jackie a variety of responsibilities. He help me conduct practices during the week working closely in developing our post players' basic fundamentals so they could improved their game. He reviewed film after each game and prepared a scouting report for coaches and players. During the game, he assisted me in calling the plays, scouting the opposition and making substitutions. He also made travel arrangements for each away game, worked with handling our equipment needs and assisted in the end of year players evaluations. He was a big inspiration to these young players and I feel that Jackie has an excellent future in coaching if he chooses to pursue this avenue. Please contact me if you have any questions.

Best regards,

A handwritten signature in black ink, appearing to read 'Derek Pringle', with a stylized, cursive script.

Derek Pringle

Head Coach

Northwest Christian High School



The Evergreen State College - Olympia, Washington 98505

## INDIVIDUAL LEARNING CONTRACT

A00038173	Robinson	Jackie	N.	<table border="1"> <tr> <th colspan="2">Qtr Credit Hrs</th> </tr> <tr> <td>Fall</td> <td>12</td> </tr> <tr> <td>Wtr</td> <td></td> </tr> <tr> <td>Spr</td> <td></td> </tr> <tr> <td>Smr</td> <td></td> </tr> <tr> <td>Total</td> <td>12</td> </tr> <tr> <td colspan="2">Class Standing</td> </tr> <tr> <td colspan="2">Senior</td> </tr> </table>	Qtr Credit Hrs		Fall	12	Wtr		Spr		Smr		Total	12	Class Standing		Senior	
Qtr Credit Hrs																				
Fall	12																			
Wtr																				
Spr																				
Smr																				
Total	12																			
Class Standing																				
Senior																				
Student ID Number	Last Name	First	Initial																	
10501	Stu Matz																			
Sponsor no.	Sponsor																			
The Management of Sports	9-26-01	12-14-01																		
Short Title	Beginning Date	Expected Completion																		
Dave Weber Monica Heuer																				
Subcontractor(s) and Titles																				
<p>Objectives:</p> <p>The objective for fall 2001 is to continue my business management education by investigating current management topics in today's sports world. I will learn how different sports programs operate with respect to business management practices, including player recruitment and retention, incentives, finances, and advertising.</p>																				

**Related academic preparation and work experience:**

I have taken courses in sports psychology, sports marketing, and sports government while attending Belhaven College in Jackson, MS prior to attending Evergreen. During the 2000-2001 academic year, I participated in Strategic Business Policies of the 21st Century with instructor Cynthia Kennedy

**Activities under this contract:**

Weekly classroom component?

☐ Yes

☒ No

During the quarter I will research and analyze from *The Management of Sports* text, a sports management text, attending various sports managed programs every other week taking extensive notes, doing independent research on the program and writing papers on the various sites talking about how their programs run. I will meet with Mr. Matz each week with a response paper on what I have read and observed.

**Text:**

Parkhouse, L., Bonnie *The Management of Sports Second Edition*. Department of Sports Management and Leisure Studies Philadelphia, Pennsylvania

Gilson, Clive *Peak Performance: Inspirational Business Lessons From the World's Top Sport Organizations*. New York: Texere, 2000

**Support by the Sponsor and Subcontractor(s):**

I will meet with my faculty sponsor every week to update him on how my research is going, asking him questions about the reading, and receiving feedback if needed

**Procedures for evaluating completed contract:**

At the summation of the quarter, a final portfolio containing response papers, and notes from study will be turned in to my sponsor for a final evaluation. I will also write a self- evaluation at that time.

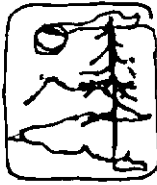
☐ Yes ☒ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)

☐ Yes ☒ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

Student signature: Jackie Robinson Date: 9/28-01 Sponsor signature: Stu Matz Date: 9/28-01  
 Signatures of Subcontractor: [Signature] Date: 9-28-01  
 Dean of Group Signature: [Signature] Date: 10-01-01

Please turn in original contract plus 3 more copies to registration and records.

Date: PC97(9/97)



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

ROBINSON	Jackie	N.	A00038173
Student's Last Name	First	Middle	ID Number
10501	The Management of Sports		
Program or Contract No.	Title		
	9/24/2001	12/14/2001	12
	Date began	Date ended	Qtr. Credit Hrs.

Jackie Robinson entered into a 12 credit contract in "The Management of Sports" in order to apply some of the concepts he learned in previous programs at The Evergreen State College. Specifically, he wanted to relate the business management concepts that he learned in Strategic Business Policies of the 21<sup>st</sup> Century to the business of running sports organizations. Jackie proposed a very ambitious plan of study and he was able to meet his learning objectives and accomplish most of his goals.

The base of Jackie's work consisted of reading *The Management of Sports* by Bonnie Parkhouse and writing response papers. His response papers were generally of good quality and provided a basis for interesting discussion in our bi-weekly meetings. Initially his writing needed some work. His papers had a clear focus, but needed elaboration and work on punctuation and sentence structure. Jackie worked hard on his writing and produced some solid writing. His best work was his paper on the "Sports Marketing Mix". In this paper he demonstrated a good understanding of economics and this allowed him to give a very good analysis of the intricacies of marketing professional sports teams.

The secondary thrust of Jackie's work consisted of visiting several sports organizations and interviewing the various managers. This part of his contract was less successful. He was able to visit several sports organizations, but was not able to write papers which would have compared how these organizations are run with how the textbooks suggest they should be run. He did, however, visit the following sites: University of Alaska Fairbanks, the AAU in Olympia and the University of Montana. In addition, he conducted a phone interview with the athletic director at Bishop State Community College. From these visits, Jackie took extensive notes and learned about the inner workings of these organizations. This was a valuable experience which allowed Jackie to understand how the theory taught in textbooks can be applied to real world situations. Overall, Jackie did a fine job with this contract and met his learning objectives.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 12

12 - Sports Management

\_\_\_\_\_  
Faculty Signature(s)  
Stu Matz, Ph.D.  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
February 13, 2002  
\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Robinson	Jackie	N	A00038173
Student's Last Name	First	Middle	ID Number
The Management of Sports		9-26-01	12-14-01
Title		Date Began	Date ended

Completion of my fall quarter independent contract, The Management of sports was a great achievement. The independent contract enhanced prior studies and aided in the preparation of graduate school. This independent contracted allowed me to focus on my principal areas of interest and concentrate on the field of sports management.

While studying the textbook *The Management of Sports*, I gained comprehension of the whole in Sports Management. With the edition of several other sports related books I was able to write advanced research papers on the Management of sports. This advanced writing and research gave me the opportunity to expand on new information and better prepare myself for further study in the field of Sports Management

In addition to the book study, I attended various sports sites to see how they operated their Sporting Organization. These site visits addressed many topics including sports psychology, sports marketing, and sports government. During these sessions I was able to see why organizations did the things they done and why the made the trades or moves they had to make.

This fall quarter and my independent contract has been ideal for me. Sports Management genuinely fascinates me, so there is nothing more rewarding than to gain knowledge in a field that I plan to pursue in the future.

Student's signature

Date

Faculty signature: Stu Matz

Date

**PROGRAM DESCRIPTION**  
**APPLIED GEOLOGY: Spring 2001**  
Faculty: Ken Tabbutt and Paul Butler

Applied Geology focuses on a broad spectrum of possible interactions between people and the physical environment. The nature of these interactions runs the full spectrum from devastating (natural hazards) to beneficial (use of mineral, energy and water resources). In addition, the technological advances of the last century have made human populations significant agents of landscape modification. In the process of modifying our environment, we also produce vast quantities of waste that need to be disposed of, now more than ever, in an environmentally responsible manner.

To provide flexibility for students, the program was taught in four modules:

1. an overview of natural hazards and resources
2. computer labs and one-day field trips to examine hazard and resource topics
3. an applied Geographical Information Systems (GIS) lab
4. optional field trip to either the Grand Canyon or central Washington

All students were required to enroll in the first module. They could also enroll in one or more of the other three.

Descriptions for the first three modules appear below. A description of the long field trip, if applicable, is included in the *Faculty Evaluation of Student Achievement*.

**Natural Hazards and Resources-Overview:** The text for this portion of the program was *Environmental Geology*, 8<sup>th</sup> ed., by Edward Keller. Topics covered in depth included: earthquakes, volcanic activities, mass movement, flooding, coastal erosion, global climate change, population growth, and water, mineral and energy resources. In addition to reading relevant sections of the text, students completed a series of homework assignments that included both short essays and problem sets. Students also completed a 5-page research paper that required them to do an in-depth investigation of one of the topics covered in the text. This assignment allowed the students to tell the "rest of the story," i.e., delve into topics that were relevant to our program, but not covered in depth in either the text or lectures.

**Computer Labs and One-Day Field Trips:** During computer labs, students used the Excel spreadsheet software to improve their quantitative skills. The labs focused on spreadsheet basics, plus the use of various statistical and graphing functions of the software. Specific assignments used Excel to study: population growth in China, flood-frequency analysis, a factor of safety calculation for a rotational landslide, analysis of rates of plate motion associated with the Hawaiian hotspot, and energy consumption for the U. S. and worldwide. Students submitted calculations, summary graphs, and a discussion of their results after each lab session.

Seven, 1-day field trips were taken during the quarter, investigating a variety of topics related to hazard and resource issues in the Pacific Northwest. On many of the trips, we were accompanied by experts from both the private and public sector. This gave the class a chance to hear from both the regulators, and those being regulated. In the realm of natural hazards, we explored the volcanic hazards associated with Mt. Rainier, evaluated the debris dam on the North Fork of the Toutle River (constructed after the eruption of Mt. St. Helens), visited the Seismographic Station at the University of Washington, witnessed the effects of extensive coastal erosion near Westport, and visited sites of serious flooding, bank erosion and landslides in the Deschutes River basin. To learn more about mineral and energy resources, we visited a coal-fired power plant near Centralia, the hydroelectric facilities at Mossyrock Dam on the Cowlitz River, and went to the site of the abandoned ASARCO smelter in Tacoma to learn about clean up of waste generated during metal recovery. We also toured the McAllister Springs water supply, and a storm-water retention facility to learn more about the water resources associated with our local community. Students wrote 1-2-page papers on topics assigned by the faculty after each field trip.

The final assignment for this module asked the students to describe the geologic hazards and resource issues associated with their hometown, or with a place that they have lived for an extended period of time. The paper focused on the geologic setting of their community, an overview of the types of hazards and resources that can occur there and then an in-depth study of one or two of the most significant hazards and one or two the most important resources.

**Applied Geographical Information Systems (GIS):** Students were introduced to ArcView GIS and then worked on developing a slope stability map for Cooper Point, a peninsula in northern Thurston County. During the first two weeks of the quarter students worked through the tutorials in *Getting to Know ArcView GIS* (1997). The slope stability project built on this knowledge and explored some more advanced features of ArcView and ArcInfo. Several extensions were utilized, including Spatial Analyst, ArcPress, Spatial Tools, X-Tools, and Model Builder. ArcInfo tools (ArcToolbox) were used to reproject data and register/rectify orthophotos. The students worked with a wide range of vector and raster data but their final slope stability model was based on the infinite slope equation and used digital elevation models (DEMs) and a geology theme. They field checked their model in order to verify its accuracy.



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>ROBINSON</u>	<u>JACKIE</u>	<u>NAPOLEON</u>	
Student's Last Name	First	Middle	ID Number
<u>0009P</u>	<u>APPLIED GEOLOGY: HAZARDS/RESOURCES</u>		
Program or Contract No.	Title		
	<u>04/01</u>	<u>06/01</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

Jackie completed most of the assignments but his work in this part of the program was inconsistent, some of his assignments were very well done, reflecting a high level of understanding and effort while others were superficial or reflected confusion. In part, this was because Jackie was out of class for a week due to illness in the middle of the quarter. His essays showed a good understanding of the geologic processes, natural hazards, and resources that were covered but Jackie needs to continue working on his writing skills so that he conveys his ideas clearly. Jackie experienced difficulty on his final exam, on both the quantitative and qualitative questions but subsequently retook the exam and demonstrated a reasonable understanding of the geologic processes, natural hazards, and resources that were covered.

Jackie wrote his "Hometown Hazards and Resources" on the Gulf Coast. He focused on hurricane hazards but briefly touched on petroleum and agricultural resources. The paper represented Jackie's best writing, but could still use considerable improvement. Additional attention to the paper's organization, citing references, and depth of the content were needed.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours): Total - 4

4 - Applied Geology: Natural Hazards and Resources

Faculty Signature(s)  
Ken Tabbutt, Ph.D.  
Faculty Name

September 27, 2001

Date

## ***Strategic Business Policies for the 21<sup>st</sup> Century***

### **Program Description Fall Quarter 2000**

This year-long program was created to help students learn how to evaluate, design and implement policies that are successful and socially responsible. Lecture and discussion sessions explored issues that may impact future business policies. Students attended two seminars each week and wrote weekly seminar papers that explored themes from a wide variety of readings drawn from history, political economics, sociology, ethics and more. Students worked in teams to evaluate strategic business policies of actual companies and write detailed analytical reports about their findings. Weekly workshops focused on accounting, case analysis writing and team building. Students worked on building small group skills throughout the quarter.

#### **Fall Quarter Required Readings:**

- Thompson and Strickland, Strategic Management Concepts and Cases
- Warren, Survey of Accounting
- Miller, *All My Sons*
- Tannen, Nine to Five
- Whyte, The Heart Aroused
- Zemke, Raines, Filipczak, Generations at Work: Managing the Clash of Veterans, Boomers, Xers, Nexters in Your Workplace
- Narayan, *The Guide*
- Durenmaat, The Physicists
- Heilbroner, The Economic Transformation of America 1600 to the Present
- Ohmae, The Borderless World: Power and Strategy in the Interlinked Economy

## **Strategic Business Policies for the 21<sup>st</sup> Century**

### **Program Description Winter Quarter 2001**

This was the second quarter of a year-long coordinated studies program. This quarter's work consisted of a weekly lecture, two workshops and two book seminars per week. The broad theme was international social and economic issues of importance to business managers. Students read and discussed journal articles dealing with recent developments in international business, three books containing differing perspectives about global economic trends, and two novels dealing with cultural change. Workshop exercises highlighted writing, business accounting and finance, designing an effective public presentation, working cross-culturally and the basics of comparative advantage. Lecture topics focused on international organizations, Washington State trade and the Japanese economy.

Students worked in case study teams. The teams examined strategic business policies and financial performance in three companies: Dell Computer, an international supermarket and a third company of their choice. Each team wrote a report on its findings and presented one of their cases orally. In addition, students evaluated strategic policies in a local business or non-profit organization and wrote a report containing recommendations to improve the organization's performance. Finally, the case study teams began playing the business simulation model that will be the focus of spring quarter.

#### **Texts:**

- **Thompson and Strickland**, *Strategic Management Concepts and Cases*, 1998
- **Thompson and Stappenbeck**, *The Business Strategy Game, A Global Industry Simulation - Player's Manual*
- **Warren**, *Survey of Accounting*
- **Friedman**, *The Lexus and the Olive Tree*
- **Lovett et. al.**, *U.S. Trade Policy*
- **Krugman**, *The Return of Depression Economics*
- **Soseki**, *Kokoro*
- **Saramago**, *All The Names*



## ***Strategic Business Policies for the 21<sup>st</sup> Century***

Spring 2001

### **Program Summary**

In the final quarter of the business policies program, students were engaged in seminar discussions dealing with a wide variety of social and economic issues. Seminar discussions and six seminar papers focused attention on race and multiculturalism in society and the workplace, environmental issues, and emotional intelligence. Workshops ranged from accounting to money and investing and personality styles.

In addition to seminars and workshops, students assembled in teams and played a simulation exercise. The business simulation featured a global footwear industry. All teams started the simulation with the same resources and needed to create and consistently implement strategic policies regarding marketing, production, human resources and finance. Teams could expand plants in the U.S., and build plants in Europe or Asia. Decision variables included exchange rates, labor costs, shipping costs, prices, quality standard, and market demand, among others. There were eight firms in the industry, six Evergreen State College teams and two teams from the Kobe University of Commerce in Kobe, Japan. The simulation provided students with the opportunity to experience strategic management in a fast-paced, fiercely competitive market.

In addition to "core" activities, students chose to do an (eight-credit) internship, business plan, or research paper.

#### **Texts:**

- Powers, Gain
- Hawken et al, Natural Capitalism
- Huntington et al, Culture Matters
- Cose, Rage of a Privileged Class
- Goleman, Working with Emotional Intelligence



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

ROBINSON	Jackie	N.	
Student's Last Name	First	Middle	ID Number
0126P	STRATEGIC BUSINESS POLICIES FOR THE 21 <sup>ST</sup> CENTURY		
Program or Contract No.	Title		
	10/00	6/01	40
	Date began	Date ended	Qtr. Credit Hrs.

Jackie Robinson successfully completed all of his commitments for Strategic Business Policies for the 21<sup>st</sup> Century. He demonstrated consistent progress throughout the year in all aspects of the program.

Jackie contributed to seminar discussions and worked hard to keep abreast of the program's assignments. He was an attentive listener. His attendance was good. When he missed class because of his commitment to basketball, Jackie consulted with the faculty about missed work.

During winter quarter Jackie participated in the Writing Focus Option, a basic composition program for selected students. Students who participated in the program opted out of regularly scheduled writing workshops for Strategic Business Management students, and instead, attended ten workshops and wrote numerous short papers. According to the two writing instructors responsible for the Writing Focus Option, Jackie met all of his obligations and consistently improved on his writing skills.

Jackie was a member of a five-person team during fall quarter that analyzed four business cases. Three were textbook cases similar to those covered fall quarter, while the fourth was a local firm that the group chose to study. In each of its cases, Jackie's group demonstrated its mastery of strategic management tools. They conducted excellent research, provided insightful analysis and intelligent recommendations for improvement. Particularly impressive was the group's ability to work collaboratively, which was one of the principal goals of the program.

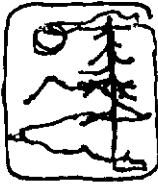
In winter quarter students analyzed three businesses in the case study section of their text and conducted research on a local organization. Students used strategic management tools and financial and accountings skills to critique the strengths and weaknesses of the organizations they studied and then made recommendations to management regarding improvements. Jackie and his group performed superbly throughout the quarter. They submitted three carefully written and organized papers that demonstrated good research skills, effective collaboration among team members and shrewd analysis. They presented publicly their findings from their fourth case study. Jackie and his group gave an effective presentation and provided useful answers to questions from the audience. Among all their case analyses, however, the group's work on a local fitness company was their best. While analyzing the firm's financial data, the group deftly sifted through fact and fiction and then made recommendations that clearly demonstrated the group members had developed good financial common sense.

Jackie's classmates praised him for his contributions to their successes. He demonstrated strong interest in the case study analysis, took the initiative to find new information and collaborated effectively with his classmates.

During spring quarter Jackie enrolled in *Strategic Business Policies* for eight credits and decided to write a research paper about the Magic Johnson Theatres, which is a major business venture spearheaded by the former basketball star turned entrepreneur. Jackie's paper is clearly written and carefully organized. It is obvious that he spent time polishing his prose and organizing his research. Unfortunately, Jackie's paper had several shortcomings.

Faculty Signature(s)  
Brian McMorrow  
Faculty Name

June 21, 2001  
Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

ROBINSON	Jackie	N.	
Student's Last Name	First	Middle	ID Number
0126P	STRATEGIC BUSINESS POLICIES FOR THE 21 <sup>ST</sup> CENTURY		
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He did not have a strong thesis statement. He failed to use adequate sources: he relies only on two websites, which are promotional, not scholarly. And Jackie failed to support his initial claim that Magic Johnson's project has improved the economy of many poor communities.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 40**

- \*8 - Business and Economics
- \*8 - Business Writing
- \*4 - Strategic Management Theory
- \*4 - Organizational Behavior
- \*8 - Case studies in Strategic Policies and Accounting
- \*4 - International Business and Economics
- \*4 - Composition

\*denotes upper division credits

Faculty Signature(s)  
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Faculty Name

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Date



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## 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.