RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Sackrider, Jalyn M — A00428047

Last, First Middle — Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	06/2020	70	**South Puget Sound Community College**
09/2018	06/2020	20	**Central Washington University**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	16	**Chemistry Counts!** *8 - Introductory Chemistry with Microsoft Excel Skills Laboratory* *6 - Algebraic Thinking for Science* *2 - Foundations of College Success*
01/2021	06/2021	32	**Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab** *16 - Cooperative Leadership* *8 - Innovation and Entrepreneurship* *8 - Business Fundamentals*
09/2021	06/2022	48	**Changemaker Lab: Business Fundamentals,Team Entrepreneurship and Systems Theory** *12 - Establish, Manage and Operate a Learning Organization II* *12 - Managing My Learning and Development II* *12 - Enterprising and Entrepreneurial Practice II* *4 - International Business* *8 - Principles of Team Coaching*

Cumulative

186 Total Undergraduate Credits Earned

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September 2021 - June 2022: Changemaker Lab: Business Fundamentals,Team Entrepreneurship and Systems Theory

48 Credits

DESCRIPTION:
Faculty: Dion Gouws D Com, CPA, Melissa Nivala Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating company. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed these organizations online and some in person. They gained proficiency in various online tools to enable and do conferencing, project management, scheduling, team collaboration, value proposition creation, business model design, cost accounting, financial statements, cost volume profit analysis, web design, search engine optimization, official record keeping and meetings management systems.

This program is offered in annual cycles. Students can enter during any quarter.

EVALUATION:
Written by: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

Jalyn learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. She developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team. Jalyn learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, she participated in forming a knowledge creating company called Systems of Change. Jalyn and the team successfully operated and managed the organization as a knowledge creating company and earned revenues. Her role in Systems of Change was Vice President. She added to the knowledge development of this organization and presented books titled Dialogue - The Art of Thinking Together by Isaacs, Leadership Gold by Maxwell, Eat That Frog by 21 Great Ways to Stop

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Procrastinating by Tracy and Get More Done in Less Time by Norton. Jalyn's book presentations were excellent.

As a project, Jalyn developed a value proposition for a lean startup titled Next Level Athletic Prep. The objective of the lean startup is to discover and place otherwise overlooked student athletes and pair them with colleges that suit their unique needs. As a minimum viable product, the project team developed a recruiting service that connects student athletes to schools that best fit them and will help them achieve their goals. As a part of this development, Jalyn effectively led her team and worked together in a team where the project team development needs were integrated into that of the knowledge creating company. She performed actual stakeholder visits and needs analyses. Jalyn presented an excellent pitch with a video for this lean startup in the setting of a large collaboration. She performed Cost Volume Profit analysis, pricing and unit cost calculations. Jalyn successfully developed the website to present the project objective and performed Search Engine Optimization for the website. Jalyn did excellent work in web design and search engine optimization. The website is placed within the first three results of the google search results.

Jalyn participated in an International 24 hour birth giving project with Team Entrepreneurs from Tanzania. The objective of the lean startup is to spread entrepreneurship skills all around the globe. They hope to serve underprivileged communities through their website that provides useful resources for future entrepreneurs.

During a 360 peer evaluation, Jalyn received peer feedback about work in the project team as well as her performance as Vice President and director of Systems of Change. They noted in particular: "Jalyn is always positive and engaged, super helpful and thoughtful, always dedicated, passionate and hard-working, and willing to help anyone who asks … You're a valuable source of resources and support for any team you're in… You stay calm under pressure, and have a great support quality while also being a leader … You have been so helpful in ensuring we are organized and capable of moving forward as a group in decision making and dialogue."

Jalyn is a remarkable team player and collaborative leader. Jalyn knows exactly when to intervene with just the right information to help her team move along. When Jalyn speaks it is noticeable how others listen and follow. It was a pleasure to have Jalyn in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

12 - Establish, Manage and Operate a Learning Organization II
12 - Managing My Learning and Development II
12 - Enterprising and Entrepreneurial Practice II
4 - International Business
8 - Principles of Team Coaching

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January 2021 - June 2021: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

32 Credits

DESCRIPTION:
Faculty: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

This program is a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas, unique value propositions, and strategic visions for enterprises around these.

To gain hands on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the legal framework of actual not for profit corporations established by the students with the Washington Secretary of State. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilizes the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community, sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed the organization completely online. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation and business model design softwares. Students learned about business model design, cost accounting, cost volume profit analysis, web design, search engine optimization, official record keeping and the conduct of official business meetings.

Students had further elective credit options in International Business and Marketing Statistics.

EVALUATION:
Written by: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

Jalyn learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. She developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; networking; bravery and developed a will to overcome obstacles within a team. Jalyn learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, Jalyn participated in forming a non-profit organization called The Evergreen Collaborative Entrepreneurs with the Washington Secretary of State. Jalyn managed the organization as a knowledge creating company in the virtual online environment as a Director of the organization. The company completed all the corporate formalities of establishing the corporation that included the filing of articles, election of officers and directors, and participation in the adoption of bylaws as well as their modifications. Jalyn attended formal directors meetings, properly recorded and approved minutes, participated in formal organizational decision making, participated in business modeling and revenue generation planning activities. Jalyn and her team successfully operated the organization. Jalyn’s role in

this organization was Chief Executive Officer. Jalyn added to the knowledge development of this organization and presented books entitled "The 17 Indisputable Laws of Teamwork" and "The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You," both by John C. Maxwell, "Flow, The Psychology of Optimal Experience" by Mihaly Csikszentmihalyi, and "The 10 Faces of Innovation" by Tom Kelly. Her book presentations were very good.

As a project, Jalyn developed a value proposition for a lean startup entitled The Good Hemp Clothing Co. The objective of the lean startup was to create sustainable products through worker-owned business and local collaboration to achieve the goal of leaving a better environment for future generations to enjoy. As a part of this development, Jalyn effectively worked together in a team where she integrated the project team development needs into that of the knowledge creating company and performed actual stakeholder visits and needs analysis. She presented a pitch for this lean startup in the setting of a large collaboration, performed Cost Volume Profit analysis, pricing and unit cost calculations. Jalyn successfully developed a website to present the project objective and performed Search Engine Optimization for the website.

During a 360 peer evaluation, Jalyn received feedback from her peers about her work in The Good Hemp Co. project team as well as her performance as a director of the Evergreen Collaborative Entrepreneurs. They noted in particular: “She’s a kind and professional team member/leader who helped keep us organized as we worked and on track when we didn’t. Contributes a lot to discussions, always tries to help, and participates in all activities.”

It was a pleasure to have Jalyn in the program. From her very first day in the program, Jalyn took initiative in directing her own learning. She is very responsible, collaborative, intelligent, and possesses a natural talent for inclusive leadership. Her well rounded skill set and unending drive to achieve make her an invaluable member of any team she works with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

16 - Cooperative Leadership
8 - Innovation and Entrepreneurship
8 - Business Fundamentals

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September 2020 - December 2020: Chemistry Counts!

16 Credits

DESCRIPTION:
Faculty: Dharshi Bopegedera, Ph.D. and Vauhn Foster-Grahler, MS., M.Ed.

The Chemistry Counts! program explored topics in introductory chemistry and algebraic thinking for science using a context-based problem-solving approach. Students also learned to use spreadsheet software for graphing. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program.

The **Introductory Chemistry** component covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to quantum mechanical model, atomic and molecular weights, the mole concept, balancing chemical equations, reaction stoichiometry, molarity, Lewis structures, VSEPR model, and acid-base 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* (2^{nd} Ed.), by Flowers, Theopold, Langley, Neth, and Robinson, OpenStax (Rice University, TX).

The **Microsoft Excel skills laboratory** focused on learning how to use this software package, especially for graphing and data analysis. Linear (including linear regression), exponential, and pi graphs were the main focus. Students' ability to use this software effectively was assessed via weekly assignments and a final exam.

Students engaged with eight different hands-on chemistry activities while learning remotely from home. These activities were mailed to students at the beginning of the quarter and were used to engage them with various chemistry concepts they learned. The activities explored interaction of light with matter, chemical bonding, acid-base chemistry, introduction to thermochemical concepts, and building a home-made spectroscope.

The **Algebraic Thinking for Science** portion of Chemistry Counts! introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science*. Vauhn Foster Grahler 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.

First-Year students' academic skill development was supported by their participation in **Foundations of College Success**, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies to foster both personal and academic growth.

Sophomore-senior students participated in **Enrichment Activities** that explored topics on global climate change. Students read and discussed the first four chapters from "Human-caused Global Warming and Climate Change: Understanding the Science" by John Gibbonsin class. Topics explored included: fossil fuels, greenhouse gases and their relationship to global warming, historical perspectives on global warming, evidence for global warming, the measurements of warming and their reliability, and aspects of climate denialism. Students wrote short papers each week in response to their readings and discussions. These papers were evaluated for their scientific content and writing skills. Students were then directed to read "A Global Transition to Clean Energy: Challenges and Opportunities" (American Chemical Society Discovery Report). Each student was assigned a chapter to study from this reading and prepared two PowerPoint slides to share the information they learned. Students used their slides as visual aids for a 10-minute oral presentations to their peers. Towards the end of the quarter, students read "The Dangers of Ocean Acidification" by Scott Doney (Scientific American, 2006, *294*(3), pp58-65). Each student took one section of this article and led a seminar discussion of their section.

EVALUATION:
Written by: Dharshi Bopegedera, Ph.D. and Vauhn Foster-Grahler, MS., M.Ed.

Introductory Chemistry: Jalyn completed all the homework assignments on time and they were consistently well done. She completed all of the hands-on chemistry activities while learning remotely from home, demonstrating interest in applying the chemistry concepts learned in class. Jalyn was well engaged during lecture sessions, worked well in small teams with fellow students during breakout sessions, and engaged well with them to solve chemistry problems. Her first mid-term exam was above average, the second mid-term was below average and the final exam was good demonstrating a good grasp of the concepts covered. Her work on stoichiometry-based problems in the final exam was outstanding. She was ready for further studies in chemistry.

Jalyn participated in all of the **Microsoft Excel laboratory** sessions and completed all the weekly assignments exceptionally well. Her final exam was also very good indicating that she has a solid grasp of the skills taught this quarter.

Algebraic Thinking for Science: Jalyn had regular attendance at our synchronous Zoom classes and completed 7 of 7 problem sets and 3 of 3 exams. Jalyn's final exam was exceptional. Jalyn's submitted written problem sets and assessments consistently demonstrated proficient performance for each of the process outcomes including use of correct mathematical notation and procedures; development and/or interpretation of mathematical models; use of technology; use of multiple representations to solve and model problems; understanding of functions; use of logical and correct critical reasoning; and effective communication of mathematics for the entire course content. Jalyn was a fully engaged member of our learning community and was prepared and encouraged to take Precalculus I. Jalyn had a strong aptitude in math and was a pleasure to have in class.

Foundations of College Success: Jalyn successfully completed the Foundations of College Success portion of our program, submitting their work in a timely fashion and consistently engaging in the community-building and academic support activities. Jalyn's submitted work was consistently high quality and well-written.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - Introductory Chemistry with Microsoft Excel Skills Laboratory
6 - Algebraic Thinking for Science
2 - Foundations of College Success

EVERGREEN

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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) 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.