RECORD OF ACADEMIC ACHIEVEMENT
The Evergreen State College - Olympia, Washington 98505

Apolaya Torres, Luis Arturo	A00423674
Last, First Middle	Student ID

Former Name(s): Apolaya Torres, Luis ;

CREDENTIALS CONFERRED:

Master of Public Administration   Awarded 10 Jun 2022

EVERGREEN GRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	6	**The Context of Public Administration** *2 - Critical Thinking* *2 - Histories and Traditions of Public and Nonprofit Administration* *2 - Teamwork*
09/2020	12/2020	2	**Washington State Budget Process** *2 - Public Administration*
01/2021	03/2021	6	**Doing Democratic Public Administration** *2 - Public Management* *2 - Ethics* *2 - Organization Behavior*
01/2021	03/2021	4	**Foundations of Public Policy** *4 - Foundations of Public Policy*
03/2021	06/2021	6	**Policy, Finance, and Budgeting for Public Administration** *2 - Public Policy* *4 - Public Budgeting*
03/2021	06/2021	4	**Local Governance in Washington** *4 - Political Science: Washington State Local Governing Systems*
06/2021	09/2021	4	**Graduate Learning Contract** *4 - Qualitative Research*
09/2021	03/2022	12	**Analytical Techniques for Public Service I and II** *2 - Public Administration/Policy Research Design and Deployment* *2 - Survey Research Design and Data Collection* *2 - Interview/Focus Group Research Design and Data Collection* *4 - Quantitative and Qualitative Data Analysis* *2 - Presenting and Communicating Research Results*
09/2021	12/2021	2	**Organizational Citizenship Behavior, Contractual Obligations, and Teachers' Time** *2 - Policy Analysis*
01/2022	03/2022	4	**Changes in School District Funding for Teaching Staff Since 2006** *4 - Public Administration*
03/2022	06/2022	6	**Capstone** *6 - MPA Capstone*

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EVERGREEN GRADUATE CREDIT:

Start	End	Credits	Title
03/2022	06/2022	4	**Advanced Research Methods** *4 - Advanced Research Methods*

Cumulative

60 Total Graduate Credits Earned

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March 2022 - June 2022: Advanced Research Methods
4 Credits

DESCRIPTION:
Faculty: Lachezar (Lucky) Anguelov, Ph.D.

In Advanced Research Methods, students explored statistical approaches to analyzing data from a practical viewpoint using RStudio, a powerful tool for statistical modeling. The course introduced students to a variety of statistical research techniques. In addition, students acquired abilities to generate, read, and interpret research findings. The goal was for students to become better users and readers of research and workplace data. Students learned how to analyze data sensibly, and in context, in order to enhance decision-making and organizational performance.

In this class, students used R to fit statistical models to data, assess the goodness of fit, display estimates, standard errors, and predicted values derived from models. The software also provided students with the means to define, manipulate, explore, tabulate, and sort data. The assigned textbook provided programming scripts and datasets for practice and homework assignments.

Students used *Statistics: An Introduction Using R,* 2nd Edition (Crawley, 2015), to achieve the following learning objectives:

1. Develop and achieve familiarity and competency with concepts and application of advanced quantitative methods typically used in administrative, service, and policy arenas. This includes both statistical procedures and software application.

a. Understand how to use these in research design.

b. Know what questions to ask of data; the techniques to use to ask the "right" questions and how to interpret findings.

2. Develop facility with interpreting the use of these methods in research done by others; be able to understand when the methods are applied appropriately and what the results do and do not tell us.

3. Make meaning of research output.

4. Acquire proficiency with R.

5. Increase proficiency with other research methods including sampling, secondary data analysis, and statistical process control.

EVALUATION:
Written by: Lachezar (Lucky) Anguelov, Ph.D.

Luis Apolaya Torres successfully completed the Advanced Research Methods course in the spring quarter of 2022. As part of the requirements for successful completion of the course, Luis submitted all written assignments. Luis consistently submitted excellent written work that met or exceeded expectations.

This quarter, students participated in weekly online discussions on a range of topics. Luis was consistently an active contributor and participated with multiple entries engaging the class and course materials. Throughout the quarter, students submitted exercises where they (1) demonstrated ability to use Analysis of Variance (ANOVA), and pair-wise comparisons, and also (2) estimated multiple

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regression models with numerical and categorical explanatory variables. Luis' assignments demonstrated ability to perform the necessary analyses and correctly interpret the results.

Luis' final project consisted of estimating multiple regression models using RStudio. Luis estimated a number of models and explained how the best overall model fit was determined. Luis' project demonstrated abilities in quantitative analyses, and competency in interpreting the results of regression models with categorical and numerical explanatory variables. Luis' final project included an exhaustive analysis and was one of the most comprehensive in our class. Overall, Luis' efforts in this class were exemplary, and demonstrated outstanding work ethic. Luis' excellent final assignment and homework exercises demonstrated abilities to organize and display data; compute characteristics of data; ability to work with discrete and continuous probability distributions; and competencies in hypotheses testing and multiple regression analyses.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Advanced Research Methods

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March 2022 - June 2022: Capstone
6 Credits

DESCRIPTION:
Faculty: Meghan Doughty, Ph.D., Cali Mortenson Ellis, Ph.D., and Wenhong Wang, Ph.D.

Students "cap off" their studies in the MPA program by completing a Capstone project. In the Capstone course, students engage in an applied demonstration project of their own design (demonstrating the knowledge, skills, and abilities gained in the MPA program) as related to the MPA mission statement; i.e., how you are demonstrating your ability to think critically and creatively; communicate effectively; work collaboratively; embrace diversity; value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities in order to accomplish positive change in our workplace and in our communities.

The learning objectives of Capstone are:

- To demonstrate KSAs (knowledge, skills, and abilities) as competent transformational analysts of data, information, and decision making;
- To exhibit an understanding of the practical applications of analytical techniques in PA;
- To integrate the concepts of social science, public service, governing, and leadership into course discussions, writings, and Capstone projects focused on practical issues in public administration;
- and to utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

EVALUATION:
Written by: Wenhong Wang, Ph.D.

Luis met all the learning objectives for capstone and received full credit. Luis was a thoughtful student contributing to class discussions and workshops.

Capstone Project

Dr. Cali Ellis, advisor of Luis's capstone project had the following to say about Luis's work:

For Capstone, Luis independently worked on a project titled The Path to Certification for Multilingual School Staff: A Case Study of Shelton School District which was engaging, important, comprehensive, and helpful to the community.

> Luis' independent project was an outstanding example of the MPA program motto of, "Be the Change." Luis successfully completed a project that was highly engaged with a real-world policy issue affecting school district leaders seeking to address the needs of multilingual staff who want to become teachers.

> Luis completed a multi-part Capstone project that included a whitepaper explaining and contextualizing the results of their qualitative research project, a targeted policy memo for Shelton School District (SSD) Executive Leadership, and a useful graphic breaking down the multiple steps to teacher certification in Shelton School District, identifying supports and needs at each step. Luis also gave an outstanding and policy persuasive public presentation of Luis' research and findings at the conclusion of the Capstone course.

> The qualitative research paper focused on the extant literature on paraeducators, and the results of semi-structured interviews with staff, principals, and the Superintendent, which were

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coded for major findings. Luis identified the essential policy questions around barriers and opportunities to certification, such as financial, academic, and logistical needs. Luis also identified actions that can be taken at the district level to support paraeducators seeking certification.

For all written outputs, Luis translated the results of their research project into an accessible format with the potential for wide readership from school district leadership to implement practical policy solutions for strengthened staff support. Luis worked to develop a practical, step-by-step graphic outlining the different policy points where effective changes can happen. All written products - the qualitative research paper, policy memo, presentation, and graphic - that were developed by Luis were highly professional, well-written, engaging, and ready to be shared with any interested party to advance these policies.

Due to Luis' dedication to this issue and excellent work, the project completed by Luis certainly has the potential to materially improve the ability of the Shelton School District - and other interested school districts - to identify the key points in the certification pathway to put effective policies in place to benefit staff, teachers, and students.

Individual Assignments

Luis completed all individual assignments in addition to the capstone project.

For the first individual assignment, students prepared for the next step in their career with a Public Administration Job Application. Luis updated their resume, and wrote a targeted cover letter that demonstrated their commitment to taking the next career steps with an MPA in hand.

Another individual assignment required students to select a public administration book of their choosing, and prepare a book talk, and review. The purpose of this was to train students to be able to share ideas to the public. Luis selected the book, *Policy Paradox* by Deborah Stone. Luis' review of the book offered a balanced critique of the book's main point -- the *polis* approach to policy which emphasizes the effect of community interests and dynamics on policy, countering the market-based approach which emphasizes individual choice and priorities. Luis's presentation was engaging and dynamic.

For the Administrator Interview assignment, Luis interviewed a colleague at their workplace. The purpose of this assignment was to practice qualitative interviewing and networking skills. Luis's essay was thoughtful, organized and made organic connections to the readings of the week. The essay demonstrated Luis's skill at distilling concepts from ground level practice.

Finally, Luis conducted a Racial Equity Impact Assessment and Stakeholder Analysis of the teacher certifications program for prospective teachers of English Language Learner (ELL) students in The Master in Teaching Program at The Evergreen State College. This analysis was well-researched and timely. Luis thoughtfully identified major stakeholders using the framework of power v. interest while spelling out the complexities of identifying them and proposed solutions to the equity issues informed by the skills gained from MPA program.

Overall, Luis demonstrated the ability to conduct both collaborative and individual work, and Luis's outstanding work in this course indicated that Luis is highly prepared for advancement in the professional world of public administration.

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GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6 - MPA Capstone

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January 2022 - March 2022: Changes in School District Funding for Teaching Staff Since 2006

4 Credits

DESCRIPTION:
Faculty: Michael Craw, Ph.D.

For this one-quarter project titled **Changes in School District Funding for Teaching Staff Since 2006**, Luis carried out a program evaluation of Washington's McCleary plan for achieving equalization in school funding. Under McCleary, funding for "basic education" functions in public K-12 education were centralized to the state level, with a goal of equalizing per-pupil expenditures across school districts. At the same time, Washington imposed caps on local school district levies. To evaluate the effects of these measures, Luis compiled data from F-195 budget records for each school district in six counties: King, Snohomish, Pierce, Yakima, Thurston, and Mason from the 2013-14 school year to the 2020-21 school year. Luis analyzed this data to measure the relationships, within county and year, between district per pupil spending and 1) district poverty rate and 2) district levy revenue per pupil. Luis used linear regression analysis to measure these relationships, finding evidence for success for McCleary overall, but the potential for future inequities should levy caps be loosened.

EVALUATION:
Written by: Michael Craw, Ph.D.

Luis presented his findings in a program evaluation paper that was well-organized and thoughtful in its presentation. Luis defined the inequity problem at the start, walked through the way in which McCleary attempts to address this problem, identified a weak spot in the McCleary plan (i.e. he levy caps), and then set up a strategy to evaluate how well McCleary worked. These are all important elements to a professional program evaluation study. The approaches and methods Luis used in this paper are reasonable choices to evaluate 1) whether school funding since McCleary is equitable with respect to poverty (by evaluating the relationship between district expenditures per pupil and a measure of the district's poverty rate, % free and reduced lunch) and 2) whether changes in the levy caps might be expected to widen inequalities between poor and wealthy districts in per pupil spending going into the future. The regression approach Luis used is appropriate to giving some insight into the answers to these questions, even though it has some limitations.

The contribution of Luis' work is to provide insight into whether there are deeper problems in McCleary that need to be addressed for it to be successful. Luis' work demonstrated that, broadly, McCleary has succeeded in achieving funding equity between poor and rich districts and may even provide ways to direct more resources to poorer districts that can offset some of the academic vulnerabilities faced by students in poverty. But Luis' analysis also finds that the McCleary system remains vulnerable to changes in levy lids. While the analysis does not give direct evidence that reductions in levy lids are increasing inequity, it does demonstrate that the dollars raised from levies go almost dollar for dollar to per-pupil expenditures, and thus remain a potential way in which inequity would widen if the lids are relaxed. The study implies that further analysis of the impact of levy lid changes on school funding equity is needed.

Overall, Luis' work illustrates his command of the problem of school funding inequalities; the ability to compile and use statistical indicator data to analyze this problem; to bring statistical tools (particularly linear regression analysis) to help with problem analysis; and to describe the findings in a program evaluation paper.

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GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Public Administration

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September 2021 - December 2021: Organizational Citizenship Behavior, Contractual Obligations, and Teachers' Time
2 Credits

DESCRIPTION:
Faculty: Sue Feldman, PhD

In this continuation of Independent Learning Contract **Organizational Citizenship Behavior, Contractual Obligations, and Teachers' Time** during the summer of 2021, the student drafts and revises a publishable paper discussing how eight Washington school district collective bargaining agreements codify teachers' job responsibilities and make organizational citizenship behavior in schools possible. This analysis uses a resource-allocation framework as defined in Bergeron (2007) and the literature review of organizational citizenship behavior in schools compiled by Somech & Oplatka (2015). The goal is to produce a publishable paper that makes rigorous arguments and adheres to best practices in writing and revising an article intended for publication in an education journal.

EVALUATION:
Written by: Sue Feldman, PhD

Luis Apolaya Torres met all expectations for this two credit Independent Learning Contract, **Organizational Citizenship Behavior, Contractual Obligations, and Teachers' Time**. This term, Luis completed a final draft of a policy analysis paper. Drawing on work Luis began in the summer, including conducting a review of the literature on Organizational Citizenship Behavior (OCB) which formed the basis of a theoretical framework Luis used to analyze eight teacher contracts and to answer three research questions: 1) How is teachers' work conceptualized, defined, explained, or specified in CBAs as responsibilities to be accomplished within the workday and outside of the workday? 2) How do CBAs affect the OCBs teachers can engage in? 3) How does using a resource-allocation framework (Bergeron, 2007) to analyze CBAs explain teachers' work?

This term Luis completed his analysis and was able to answer his research questions and draw new insights about both the concept of Organizational Citizenship Behavior and the affordances and constraints of labor contracts for defining and structuring meaningful interactions in the workplace. This research process was a challenging and successful introduction for Luis to pursuing his own knowledge, rather than completing assignments. Luis persisted through a multistep, methodical analytic process, and four drafts of a paper clarified and sharpened the insights and conclusions from the policy analysis. Luis is a good thinker and a strong writer. His writing skills are up to the task of producing new knowledge and guiding a reader through complex policy analysis.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Policy Analysis

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September 2021 - March 2022: Analytical Techniques for Public Service I and II
12 Credits

DESCRIPTION:
Faculty: Meghan Doughty, Ph.D., Cali Ellis, Ph.D., and Wenhong Wang, Ph.D.

Analytical Techniques for Public Service (ATPS I and II) was a two-quarter, Core program for second-year MPA students. While each quarter was focused on specific approaches to applied public service research, the learning objectives were achieved across both quarters. The learning objectives included:

- Understand research methodology; understand why we do research in public service;
- Understand how various approaches can be used to maintain the status quo and/or as instruments of positive social/economic/political change.
- Situate analytic techniques in management/public policy (the context); understand the importance of these techniques;
- Understand analytic techniques in practice (public policy, budgeting and finance, performance measurement and management, evaluation research, etc.);
- Develop competencies in quantitative and quantitative data collection and analysis;
- Develop skills in communicating about data (displaying data, presentations) and writing research reports; and
- Become a savvy and sophisticated consumer of research.

The primary assignment, across both quarters, was a team research project that informed a public, policy, organizational, or social/cultural question or challenge.

In fall quarter, we focused on questions of research design and deployment and the application of analytical techniques in public service. Each research team defined their area of inquiry, research question, and designed instruments to collect qualitative and quantitative data. All students completed CITI Training for Human Subjects Review, an external certificate validating understanding of ethical research principles.

In winter quarter, students collected and analyzed primary data; created documents and other materials to convert data into information; and presented research results in various forms.

In addition, over the course of the program students completed a variety of assignments in writing and analysis to gain knowledge, skills, and abilities in doing and using research.

The primary social science methodological texts for this course were:

- Dillman, D. A., Smyth, J. D. and Christian, L. M. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*.
- Gooden, S. T. and Berry-James, R. M. 2018. *Why Research Methods Matter: Essential Skills for Decision Making*.
- Krueger, R. and Casey, M. A. 2014. *Focus Groups: A Practical Guide for Applied Research*.
- Rubin, H. J., and I. Rubin. 2011. *Qualitative Interviewing: The Art of Hearing Data.*
- Schwabish, J. 2016. Better Presentations: *A Guide for Scholars, Researchers, and Wonks*.
- Singleton Jr., R. A. and B, Straits. 2018. *Approaches to Social Research.*
- Wilson, S. 2008. *Research Is Ceremony: Indigenous Research Methods.*

These were supplemented by focusing an understanding of diversity, equity, and inclusion into the process of learning about research methods, which was especially critical as we prepare future administrators to evaluate the research of others. Seminar readings engaged directly with the social

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implications of the research process for various members of society, including underrepresented racial minorities, indigenous peoples, women in male-dominated fields, and individuals with intellectual disabilities. The study of diversity, equity, and inclusion was made integral to the class through the use of required seminar readings with collaborative annotations that complemented shared seminar discussion time.

EVALUATION:
Written by: Cali Ellis, Ph.D.

Luis met, and exceeded, expectations for this two-quarter course and achieved the learning objectives.

Individual Assignments - Fall and Winter Quarter Seminars

The learning objectives of 1) understanding research methodology; 2) why we do research in public service; and 3) how various approaches can be used to maintain the status quo and/or as instruments of positive social/economic/political change were accomplished primarily through the fall quarter written assignments.

Luis' fall quarter seminar faculty member, Meghan Doughty, had this to say of their work:

> "Luis exceeded and fulfilled all learning objectives for the MPA Core Course, Analytical Techniques I Fall 2021. Luis is an exemplary student who is always engaged and possessed a strong understanding of research design.
>
> Luis established an understanding of the concept of research methodology in multiple arenas, but this was best illustrated through Luis's development of a Qualtrics survey and conducting and transcribing an interview. Luis's surpassed expectations at becoming a savvy and sophisticated consumer of research through Luis's completion of a book critique on *Research Is Ceremony: Indigenous Research Methods*. Luis's critique was thoughtful and demonstrated understanding of both the form and content of a book critique.
>
> Luis demonstrated understanding of researcher identity development through active seminar participation. Luis was an engaged seminar participant, who excelled in leaving reflective and thought-provoking comments on PerusAll. Luis also did an exemplary job at articulating larger thematic issues in a clear relatable way in seminar. Luis also completed the CITI Training for Human Subjects Review, illustrating Luis's growing knowledge of research methodology.
>
> Overall, Luis was one of my best students this quarter."

The learning objective of becoming a savvy and sophisticated consumer of research was the critical part of Luis' winter quarter 2022 individual written assignments and written engagement with seminar readings.

This quarter, in addition to the data collection and analysis of the team project, Luis read one policy-oriented book (*Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream* by Sara Goldrick-Rab) and completed three individual assignments. These individual assignments refined Luis' skills in critical analysis of text, identifying and developing effective data visualizations, and critically assessing the written work of the research projects of other students by following the steps of a peer-reviewed journal's scholarly peer review process. Luis began as a strong writer and usually met assignment deadlines.

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Luis' strongest individual piece of writing this quarter was an outstanding journal-oriented book critique about the Goldrick-Rab book. that balanced the evidence in the book with compelling and valid critique of the limitations of her work. Luis demonstrated the ability to use Tableau, a data visualization and analysis tool to make a dashboard for cross tabs to analyze variables in the research project.

Luis was a thoughtful and engaged student who fostered a thought-provoking online seminar environment, both synchronously online and through contributions to online collaborative annotated readings about the diversity, equity and inclusion aspects of the research process. Luis made thoughtful and unique contributions to shared seminar readings and videos on research storytelling, the Data for Black Lives (D4BL) movement, selections from *Why Research Methods Matter: Essential Skills for Decision Making* by Susan T. Gooden and RaJade M. Berry-James, and a lecture by indigenous researcher Dr. Eve Tuck. Luis' active engagement with the online conversations on these seminar readings enriched online seminar discussions for everyone.

By the end of the two quarters, Luis demonstrated the professional skill of an exemplary analytical writer, and produced written work that was very carefully written and always thoughtfully engaged.

Team Project - Fall and Winter Quarters

The learning objectives fulfilled by Luis as part of a team project were to 1) become competent in qualitative and quantitative data collection and analysis; 2) understand analytical techniques in practice; 3) develop skills in communicating about data and writing research reports; and 4) be able to situate analytic techniques in public service and understand the importance of these techniques. The team's faculty sponsor, Wenhong Wang, had this to say of the team's work:

> "The team that included Luis successfully fulfilled all of the required assignments that were components of the team project on time and with an excellent level of attention to detail.
>
> Fall: Research Development - As part of the process of facilitating teamwork skills for a long-term project, Luis completed regular evaluations on Team Dynamics. These assessments were intended to encourage frequent communication among team members, encourage active listening, and promote healthy conflict management as the team worked through the complex and difficult process of extended applied research. Everyone on the team, including Luis, completed all of these assessments on time, which contributed to a positive team dynamic of respectfulness and reliability.
>
> Luis worked on a two-person team that completed exemplary work on their policy-relevant project. In fall quarter, the team used a topical mind map to develop a research strategy to understand the retention issues of the public school teachers. They asked these questions: who in Washington state is currently thinking about resigning from their teaching positions, and which factors influenced their considerations towards resignation. These research questions are especially relevant and timely because of the high teacher turnover and the retention crisis of the public school teachers that were exacerbated by the Covid-19 pandemic.
>
> Luis, as part of a team, was able to fine-tune these questions into the various components of a research project that could be answered through a mixed-methods research framework. The team proposed to utilize surveys and interviews to explore the themes of the teachers' intention to resign, general job satisfaction, connections with their communities and their vision for improvements.
>
> The research team was highly responsive to faculty and peer feedback and submitted drafts that, over time, substantially strengthened their arguments by producing an annotated

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bibliography as well as a thoughtful and detailed literature review from which to situate their research question and hypotheses.

Eventually, the team developed a web-based survey to be deployed using online platforms, interview questions and an early qualitative analysis strategy, a detailed timeline, and a data dictionary, which were submitted to the college's Institutional Review Board (IRB) for review. The project was approved for human subjects data collection research in time to begin data collection.

Winter: Research Deployment, Analysis, and Presentation - In winter quarter, Luis, as part of a team, developed a research plan, conducted a pilot analysis of their survey, and drafted a plan for the analysis of their quantitative and qualitative data, including a detailed plan for preparing to analyze interview data.

The team collected quantitative survey data using snowball sampling from online interest forums and social media and collected qualitative data from 6 interviews with teachers in Washington. The team members worked together to conduct, record, and transcribe semi-structured interviews that were the basis of the qualitative data analysis, and all worked cooperatively to develop the codebook used in that analysis.

The team that included Luis developed a codebook for their qualitative data analysis, using thematic coding that helped draw out major themes of positive factors for keeping teachers in their current job, negative factors that are actively alienating them, needs they have identified that would mitigate these issues, a vision they have for large scale reforms, local/distant entities of power that would be responsible for these changes, and the context for their current intentions. This coding served as the basis for identification and interpretation of patterns and themes in their textual data to help answer their research question.

Luis, as part of a team, utilized Excel to conduct a statistical analysis of their survey data, utilizing descriptive statistics, ANOVA and chi-square goodness of fit test to determine which factors are correlated with teachers' intention to leave their teaching position. The team found that the teachers' likelihood to resign can be more readily identified by their attitudes towards teaching and their communities, not their demographics. Also, interviewed teachers were more likely to identify local entities such as schools and school districts as responsible for the factors that affect their retention.

Throughout all stages of the project, Luis and the team produced excellent and consistently improving drafts of the analysis, presentation, and audience-specific written piece. The team, including Luis, took a thoughtful approach to combining qualitative information from their interviews, and connecting them to quantitative findings from the survey, as well as the literature.

The final presentation by Luis and the team was well-practiced and highly engaging, with effective visuals that captured the key findings from their qualitative and quantitative data analysis. The information conveyed to the audience was thorough and clearly articulated, and complemented by an exceptional and targeted Op-Ed that clearly explained the team's research interest and findings.

Overall, Luis and the team produced a highly relevant and outstanding report with thorough analysis of their data. Luis, as part of a team, produced original research on an important public policy issue that deserves this level of attention. Their work was particularly commendable considering that the team had to recover from the loss of a member midway. As a key member

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of the team throughout, Luis grew tremendously in research skills and shined in leadership and teamwork."

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

2 - Public Administration/Policy Research Design and Deployment
2 - Survey Research Design and Data Collection
2 - Interview/Focus Group Research Design and Data Collection
4 - Quantitative and Qualitative Data Analysis
2 - Presenting and Communicating Research Results

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June 2021 - September 2021: Graduate Learning Contract
4 Credits

DESCRIPTION:
Faculty: Sue Feldman PhD

This four-graduate credit contract had the overall objective of learning to use qualitative research methods to conduct policy analyses. The chosen policy was school district teacher contracts and the analytic interest was teaching time, assumptions about teaching and learning, and peripheral expectations beyond the explicit agreements within the contract. This contract included conducting a focussed review of the literature, writing a conceptual framework to use as an analytic lens, developing themes, and a coding schematic and coding process. Testing codes in a pilot study and conducting a policy analysis of eight school district teacher contracts.

EVALUATION:
Written by: Sue Feldman PhD

Luis completed all the objectives in his contract. We met weekly throughout most of the quarter to discuss the content and context of this project. Following the objectives of the contract, Luis used a typical qualitative research process to conduct a preliminary review of the research on teacher's time in teachers' contracts. Luis began by developing a conceptual framework to explain and describe the theoretical context for the contractual structure of teachers' time. This framing process helped Luis clarify some of the complexity in this area of study and helped narrow Luis's focus. His review of the teacher contract literature introduced him to the concept of Organization Citizenship Behavior (OCB). OCBs define the work people do beyond what is specified in their contract. This concept was a useful focus for Luis's contract analysis.

Beginning with a pilot study of three school districts' teacher contracts, each of different student population size and spread across the state. In the pilot study Luis practiced using theme codes and practiced making evidence-based claims. Luis then conducted a study of eight representational Washington state school district teacher contracts. Using documentary analysis, and axial coding Luis developed an analytic plan and process to study time, orientations toward teaching, collegial responsibilities, and OCBs. Using thematic codes developed from his conceptual framework, Luis began to see new themes. He re-analyzed the contracts using these emergent codes, focusing on activity rather than time, and looking at resource allocation as a way to examine the assumptions about teaching and learning embedded in the contract. Using the analytic approach of compare and contrast within and between contracts and examining the similarities and differences in the structure and content of the contracts, Luis learned how to produce insights through documentary review methods. He also learned the importance of methodical analysis and how quickly an analysis can become too broad or too narrow to offer insight. Through this analysis, Luis met his first objective of learning how teacher contracts effect and do not effect teachers' time and schedules.

Luis' second objective, to learn how teacher contracts in different states organize teachers' time, with particular focus on how decisions at the school board, state, federal, and teacher union level affect scheduling proved useful as an original framing for examining contracts and quickly fell away when Luis began reading the state and federal policy on teacher time. Luis found that while there is little in policy that defines, explains, or limits teacher use of time or teaching schedules, schools across the state and the country tend to schedule teachers' time the same ways, and isomorphism and other organizational dynamics began to emerge as a compelling and perplexing area for further consideration.

For the third objective, Luis learned that proposing actionable change from research is complex and meeting the expectations of a research-based action or a research-based recommendation requires

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extensive review of the literature to understand what has been studied and recommended in the past, and a well-designed analytic plan and a thorough and careful analysis which all takes time. Luis has committed that time and is now ready to write up his findings in a publishable format.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Qualitative Research

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Student ID

March 2021 - June 2021: Local Governance in Washington
4 Credits

DESCRIPTION:
Faculty: Stephen H. Buxbaum, MPA

This course explored how Washington State's system of local governance evolved out of a unique set of geographic and political circumstances leading to the creation of a web of over 60 different types of local governing bodies. We examined how the state's system of local governance influences the delivery of public services and drives public policy. We considered how economic and environmental issues and interests are testing the viability of our current system. Case studies and systems thinking exercises were used to probe the dynamic relationships between cities, counties, and special purpose districts as they strive to deliver critical programs and services. Our reading included selections from *The Closest Governments to the People, A Complete Reference Guide to Local Government in Washington State* by Steve Lundin and *Social Science Theory for Environmental Sustainability* by Marc J. Stern. Students also read *A History of Washington's Local Governments: Washington State Local Governance Study Commission Report (2007 Update)*, and James Madison's classic essay "Federalist Paper No. 10."

Our class meetings were conducted on-line. Students were required to work together in small student-managed seminar groups for part of each class. Each student completed a short research paper that compared the governance systems and geographic and political characteristics of three Washington State counties. Students also worked in teams to compare and discuss two Washington State cities, including viewing recorded city council meetings and work sessions. Students completed short written reflections of lessons learned following each of our eight interactive class sessions. Our classes were intensive, drawing from a variety of on-line media, including videos, audio news reports and interactive web sites. Each session was highly participatory and demanding.

EVALUATION:
Written by: Stephen H. Buxbaum, MPA

Luis contributed meaningfully to our class learning community; often sharing questions and comments that helped us go deeper and draw out more from the material we covered.

Luis combined internet research with information from our class readings to produce a well written comparative analysis of three Washington State counties in terms of their size, geography, and resources. Luis's paper addressed the complex relationships that exist between the many levels of Washington State's local governance system. Luis drew thoughtful insights from the video recordings of city council meetings, and actively engaged with classmates in considering our readings and case studies.

Luis' work in this class provided evidence of a strong working knowledge of Washington State's governance system. Luis was well positioned to use the information taken from this class and apply it directly both academically and professionally.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Political Science: Washington State Local Governing Systems

Apolaya Torres, Luis Arturo

A00423674

Last, First Middle

Student ID

March 2021 - June 2021: Policy, Finance, and Budgeting for Public Administration
6 Credits

DESCRIPTION:
Faculty: Lucky Anguelov, Ph.D., Meghan Doughty, Ph.D., and Amy Gould, Ph.D.

Building on our work from winter quarter, we examined the public policy, budget, and fiscal foundations of serving the public. This quarter we explored what it takes to move a policy and budget agenda in a democracy. We engaged in policy analysis and impact assessments to examine public problems and critique possible solutions; crafted recommendations for decision makers; while weighing sources of revenue against implementation expenditures. We focused on how public funds are generated and allocated while recognizing equity impacts in governing.

EVALUATION:
Written by: Amy Gould, Ph.D.

Through assignments in vocabulary strengthening, policy mapping, budget estimations in Excel and a budget proposal, research design critique, equity impact assessment with budget request, plus an online group presentation with a powerful visual aid, Luis successfully exhibited the following knowledge, skills, and abilities:

Luis had a foundational understanding of public budgeting and public policy processes along with how these practices foster or inhibit decision makers' actions for the equitable administration of public services. Luis displayed a grasp of many of the decision-making dilemmas faced by public administrators given their specific roles, responsibilities, and relationships within our fiscal and policy-based systems of governance. In addition, Luis discussed competing arguments about controversies in theories regarding the equity constraints of administrative approaches and policy changes.

In sum, Luis demonstrated an understanding of the diverse political and fiscal issues involved in decision-making within governments and non-profits. As seen in Luis' team based equity impact assessment and budget request about "The Washington Student Achievement Council's Teacher Shortage Conditional Scholarship Program," Luis was developing the critical ability of working in a team dynamic to identify and define problems within a public policy, develop feasible recommendations, and convey a detailed analysis in a professional manner with powerful evidence.

Luis participated in seminar and was an active listener. Luis was a true scholar by seeking out knowledge and creating paths for the learning process. It is obvious Luis completed the readings and did so with a critical eye. Luis showed expansion in skills related to scholarly debate about course topics by being insightful and relating to the main concepts presented within both applied and personal contexts. Luis' strengths were in the areas of critical thinking, investigative reading, and technical writing. Luis was able to analyze complex information while communicating the analysis in a clear and concise manner. Luis was a compassionate and dedicated student who was respectful to fellow students, faculty, and the topics being discussed. In sum, Luis exhibited observable growth in skill and knowledge related to the study and practice of public administration. I look forward to working with Luis in the future as a colleague.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

2 - Public Policy

Apolaya Torres, Luis Arturo

A00423674

Last, First Middle

Student ID

4 - Public Budgeting

Apolaya Torres, Luis Arturo	A00423674
Last, First Middle	Student ID

January 2021 - March 2021: Foundations of Public Policy
4 Credits

DESCRIPTION:
Faculty: Cali Mortenson Ellis, Ph.D.

To be effective, applied public policy analysis must be both objective and engaged with the political world. Public policy analysis is often presented as objective, data-driven, and empirical. When analysts work hard to put forth the best ideas based on the best data, it can come as a surprise to see that these ideas are not implemented, but in the real world, public policy is just one part of a continuous struggle between many varied interests that is based in the process of politics.

This course gave students the tools to understand, analyze, and be able to advocate for policy in the political environment. Learning about stakeholders and participants in the policy process, including elected officials, lobbyists, advocates, appointees, and others is a critical first step, but understanding their motivations and interests, as well as external institutional, social, economic, and cultural factors is important as well.

This course was grounded in the issues and topics of the Washington State Legislature during the 2021 legislative session. Each student selected their own bill to track through this process, and had individual assignments due every week, all of which were the building blocks to the final assignment, an in-class presentation about a bill. The primary texts for this class were *Agendas, Alternatives, and Public Policies* by John Kingdon and *Governing the Evergreen State: Political Life in Washington*, edited by Cornell W. Clayton, Todd Donovan and Nicholas P. Lovrich.

This course was explicitly designed around skill-building, and all students developed competencies in bill tracking, policy memo writing, testimony preparation and public delivery, group dynamics, interviewing, and public speaking. By the end of the class, students had the knowledge and expertise to effectively teach others about the content, status, and importance of their selected bill.

EVALUATION:
Written by: Cali Mortenson Ellis, Ph.D.

Even teaching fully online during a pandemic, Foundations of Public Policy continues to be one of the most engaging and rewarding classes I have taught during my time at Evergreen and it was due to the diligent, consistent, and active participation and engagement of each and every student in this class, including Luis.

Luis was highly committed to the overall goals of the course - learning about the development of public policy in Washington through the legislative process - as well as each written and oral assignment, which were completed to very high standards of excellence. The enthusiasm and dedication brought by Luis to every class directly contributed to an outstanding learning community that benefited everyone.

With perfect attendance, Luis was a highly engaged student and took the opportunity to maximize assignments, class time, and the class experience. Luis was an active participant in all class discussions, small-group exercises, and in discussions with the guest speakers.

For this class, Luis followed HB 1028, on the topic of requirements for evidence-based assessments of teaching effectiveness. In the process of following this bill, Luis completed assignments that demonstrated learning proficiency in:

- issue identification,

Apolaya Torres, Luis Arturo
A00423674

Last, First Middle
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- legislative committee identification and tracking,
- bill selection and tracking,
- agency legislative strategy development,
- agency-level policy memo writing,
- writing and delivering legislative testimony,
- critiquing the legislative testimony of others,
- interviewing, and
- professional public speaking.

In particular, Luis demonstrated excellent writing and analytical abilities in the crafting of both policy memos. Luis' first policy memo, which examined best practices in Georgia and Wisconsin, demonstrated effective research skills and the ability to translate findings into useful recommendations. Luis' second policy memo for a state agency was written to Alexandra Manuel, Executive Director of the Professional Education Standards Board, and explained the case for agency action on HB 1028 in a succinct practical way.

Luis evidenced strong writing and public speaking skills by writing astute legislative testimony on HB 1028 and delivering it verbally in a mock senate committee hearing online following the current practice of the Washington legislature. Luis was very well-prepared in answering questions from a classmate acting as a committee chair, and in turn, Luis was highly engaged when acting as a committee chair and questioning other students. Luis' active and responsive participation in this exercise indicates that Luis has the speaking and applied writing skills to participate effectively in the legislative process.

Luis also engaged directly with participants in the policy process by interviewing Sue Feldman, director of the Master in Teaching (MiT) program at The Evergreen State College. Luis did a great job leveraging the interview strategy to understand the issue from the interviewee's point of view. Luis wrote a very insightful and in-depth analysis of how the interviewee saw how their position meshed with other stakeholders and interested parties.

Finally, Luis' presentation of the progress of HB 1028 on the last day of class was highly professional, and demonstrated a high degree of preparation and skill in public speaking, including the ability to effectively answer challenging questions.

Overall, Luis was a pleasure to have in class. Luis was a respectful and helpful class member and demonstrated respect for classmates through active listening. Through thoughtful analyses, it was clear that Luis was always well-prepared for class by having completed the readings. Luis' contributions to class discussions and excellent writing indicate that Luis was actively engaged and well-prepared for advancement in the professional world of policy analysis and public administration.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Foundations of Public Policy

Apolaya Torres, Luis Arturo   A00423674

Last, First Middle   Student ID

January 2021 - March 2021: Doing Democratic Public Administration
6 Credits

DESCRIPTION:
Faculty: Lucky Anguelov, Ph.D., Meghan Doughty, Ph.D., Amy Gould, Ph.D.

Our focus was on doing administration with an emphasis on democratic processes and systems thinking, particularly the roles and relationships of administrators across sectors. Important themes of the quarter included how to manage equitably and ethically, how to apply a variety of frameworks for making sense of organizational phenomena, and how to meet potential changes.

Learning Objectives:

- Evaluated ethical and equitable processes for administering public goods in democratic organizations.
- Developed introductory organizational analysis skills.
- Understood policies and management products within diverse organizations.
- Recognized public management and organizational differences across sectors, roles, and partnerships.

EVALUATION:
Written by: Lachezar (Lucky) Anguelov, Ph.D.

Luis Apolaya Torres successfully completed the Doing Democratic Public Administration course in the winter quarter of 2021. As part of the requirements for successful completion of the course, Luis submitted all written assignments. Luis consistently provided exemplary written work as evident by the completion of three policy memos, and a "phase 1" organizational analysis. In these assignments, Luis highlighted real governance challenges and assessed their implications for democratic implementation of public policy. In the three policy memos, Luis tackled ethical dilemmas and assessed management response to an evaluation audit. In addition, Luis was one of the most active contributors to seminar this quarter.

Luis is able to examine and evaluate practices for administering and leading in a democracy. Luis' ability to develop and implement an introductory organizational analysis exceeded expectations. In the organizational analysis assignment Luis' team was able to identify a range of important challenges and provide potential recommendations for future solutions. For the analysis, Luis' team evaluated Teach for America (TFA). The team examined the organization's scope, success of recruitment efforts, equity failures, student achievements, donor influence, as well as the political involvement. The analysis also highlighted the growing national teacher shortage and increased demand for alternative teacher education pathways. The team recommended the organization broaden its recruitment effort, with an emphasis on paraeducators.

This quarter Luis showed great ability to work effectively in diverse and challenging environments. Luis was a good team member as highlighted by the work on the drafts of the Organizational Analysis paper. Luis demonstrated mastery of novel presentation tools, and displayed confidence in conference style presentations. The team effectively used visual aids to present their organizational analysis. Luis did an outstanding job of presenting a group project and showed exceptional knowledge on the organization's background and history. As exhibited in this group assignment and contributions in seminar, Luis' ability to work collaboratively and effectively in teams is outstanding.

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GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

2 - Public Management
2 - Ethics
2 - Organization Behavior

Apolaya Torres, Luis Arturo	A00423674
Last, First Middle	Student ID

September 2020 - December 2020: Washington State Budget Process
2 Credits

DESCRIPTION:
Faculty: Michael Craw, Ph.D.

More than any other arena of state policymaking, budget policy invites conflict. Budget policy consists of decisions on how governments will raise revenues and how those revenues will be distributed across different policy goals, agencies and programs. In short, budgets determine who will bear the costs of state government and who will receive its benefits and thus invariably creates winners and losers.

As future public sector professionals, you will be an active participant in budgetary decision-making. In many cases, you may need to make decisions between different program priorities. In others, you may need to advocate for resources for a particular program or agency. And in still others, you will need to determine what resources are needed to achieve particular outcomes efficiently and effectively. In this course, you will develop analytic skills for each of these types of policy decisions. By the end of this course, you will have demonstrated your ability to:

--- Evaluate the economic and political constraints on state government budgets

--- Analyze the economic and social impact of tax and spending proposals at the state level

--- Compare the process of state budget development in Washington to that in other states

--- Evaluate alternative arrangements for intergovernmental finance between federal and state governments and state and local governments

Students in this course demonstrate competency in meeting these objectives in three ways:

1) Course participation: Engage in activities such as discussion and group work that call on the student to apply new ideas from the reading to policy problems. This encompasses attendance at class sessions, collegiality, preparation for the class session by completing the course readings, and out-of-class engagement.

2) Book review: Students prepared a scholarly review of one of the two books assigned for this course. Forsythe and Boyd's *Memos to the Governor* or Newman and O'Brien's *Taxing the Poor*.

3) Analytic essay: Following the course's weekend session, students write an essay of 1500 – 3000 words (5 – 10 pages double spaced) in response to an essay question that I will provide for you in class. This essay evaluates the student's ability to integrate course readings, discussions, assignments, and analytic skills in order to apply them to ongoing dilemmas in state budgeting.

EVALUATION:
Luis consistently demonstrated professional-quality work throughout the course and accomplished each of the course objectives in the course syllabus. Luis was an active and engaged participant in our weekend-intensive class session, demonstrating command of the assigned readings for each module of the course. During both small group discussions and in class plenary discussions, Luis raised and responded to questions in a clearly informed way. And at times he was able to contribute personal experiences to the conversation, such as when we discussed the process of new municipal formations in Los Angeles County.

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Luis' book review similarly demonstrated master of the course goals. His review focused on Forsythe and Boyd's *Memos to the Governor*, which argues that state governors can and should play a central role in maintaining budget balance in the state's budget development process. Luis' review identified a number of key implications of the budget process that Forsythe and Boyd describe, and supported that analysis with important concepts and ideas from the other course readings. Luis' review demonstrated analytic depth and clear communication to the extent that the review would be highly useful to someone who has not read Forsythe and Boyd.

Luis' analytic essay reflected professional quality work in a vein similar to that of his book review. Luis' essay focused on analyzing Washington State's school funding system. His essay succeeded in describing how inequalities in school funding emerge under purely localist funding systems, and made a significant comparison of the school funding system used in Illinois (which is localist) to that in Washington State. Luis' essay excelled at describing the design of the school funding systems in both states and at evaluating the possible outcomes from adopting a more centralized funding system similar to Washington's in the state of Illinois.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

 2 - Public Administration

Apolaya Torres, Luis Arturo   A00423674
Last, First Middle   Student ID

September 2020 - December 2020: The Context of Public Administration
6 Credits

DESCRIPTION:
Faculty: Lucky Anguelov, Ph.D., Meghan Doughty, Ph.D., Amy Gould, Ph.D.

The purpose of our year long 1st year core course is to identify and explore the fundamentals of governing and administering for the public. In the fall quarter, we examined the foundations of public service by investigating the enduring issues for public administrators. Multiple readings informed our shared learning, and we relied on the following primary texts:

- Anheier (2014). *Nonprofit Organizations: Theory, Management, Policy*
- Guy and McCandless (eds.) (2020). *Achieving Social Equity: From Problems to Solutions*
- Harjo, et al. (2014). *Nation to Nation: Treaties Between the United States and American Indian Nations*
- Paul and Elder (2019). *The Miniature Guide to Critical Thinking: Concepts and Tools*
- Stillman (2009). *Public Administration: Concepts and Cases*

Through lecture, workshops, and via seminar discussions students examined the following key questions:

- What is public administration as a field of study?
- Who are public administrators and who are the public?
- Why does public service matter?
- What are the enduring issues and why?

Our specific learning objectives were accomplished through critical thinking essays, case analyses, a census databook assessment, and a major team project resulting in an applied white paper and team presentation with an original visual aid. The learning objectives were:

- Develop the foundations of critical analysis and critical thinking
- Understand histories and traditions of public service
- Recognize systemic inequities in the public sphere
- Develop the ability to work effectively in teams

Ultimately, this fall quarter we increased our understanding of the political, social, cultural, and economic contexts of public administration. Our goal was to gain an understanding of how practitioners can apply theories of public administration through praxis. We analyzed the responsibilities of public administrators across sectors of governing.

EVALUATION:
Written by: Meghan Doughty, PhD

Luis fulfilled and exceeded all learning objectives for "Context of Public Administration". Luis is an excellent student. Luis is constantly looking for new ways to improve and challenge himself.

Luis developed the foundations of critical analysis and critical thinking in multiple arenas, but this was best illustrated through Luis's completion of two critical thinking essays and participation in seminar. Luis's essays illustrated the ability to synthesize disparate sources of information into well-organized, thoughtful and persuasive essays. Luis excelled in small and large groups during seminar.

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Luis compared and deconstructed histories and traditions of public service most effectively in two different case analyses. Luis's work demonstrated a strong grasp of course concepts and was nuanced and well-researched.

Luis recognized and classified systemic inequities in the public sphere in the majority of assignments this quarter, most particularly with the completion of the census book data assignment. Luis's assignment on "Acknowledging the Public/Charter Divide in K-12 Education Data Collection" excelled at telling an engaging story with data.

Luis's ability to work effectively in teams improved through the drafting and presentation of a professional quality white paper. Luis's team's paper, "Reauthorization of Washington's 2016 Charter School Act" was politically savvy, balanced and professional. Luis's team's presentation was one of the best in the class. The presentation was creative, demonstrated strong subject matter expertise and effectively used presentation tools in the online environment.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

2 - Critical Thinking
2 - Histories and Traditions of Public and Nonprofit Administration
2 - Teamwork

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Former Name(s): Apolaya Torres, Luis ;

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2020	09/2020	4	**Statistics for Public Service and Managers** *4 - Introduction to Statistics*

Cumulative

4 Total Undergraduate Credits Earned

Apolaya Torres, Luis Arturo
A00423674

Last, First Middle
Student ID

June 2020 - September 2020: Statistics for Public Service and Managers
4 Credits

DESCRIPTION:
Faculty: Lachezar (Lucky) Anguelov, Ph.D.

In *Statistics for Public Service and Managers*, students explored fundamental statistical concepts and became familiar with software that is commonly used in the public sector as well as the business world. In this class, students learned how (1) to present and describe information; (2) draw conclusions about populations of interest using sample information; and (3) make reliable forecasts. Ultimately, students gained knowledge about improving organizational processes in the public as well as private sectors by using statistics.

Statistics for Public Service and Managers introduced the concepts and techniques of elementary statistics. Topics included descriptive statistics, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing, and linear regression. This course intended to provide students with the essential tools used in statistical analysis, as well as to provide them with proficiency in using Excel for a range statistical analysis.

Students used *Statistics for Managers Using Microsoft Excel* (Levine, Stephan, & Szabat, 2017) to achieve the following learning objectives: (1) organize and display data clearly and effectively; (2) describe and compute characteristics of data; (3) understand the concept of probability; (4) understand and be able to work with discrete and continuous probability distributions, and their expected values; (5) understand and compute probabilities from sampling distributions; (6) estimate confidence intervals; (7) understand and perform hypothesis testing; (8) understand and perform linear regression analysis.

EVALUATION:
Written by: Lachezar (Lucky) Anguelov, Ph.D.

Luis Apolaya Torres successfully completed the *Statistics for Public Service and Managers* course in the summer quarter of 2020. As part of the requirements for successful completion of the course, Luis submitted all written assignments. Luis consistently submitted written work of exemplary quality. Luis was also one of the most active seminar members in our class this quarter. Luis demonstrated research and analytical skills that are essential for conducting sound statistical analyses.

Luis' homework exercises demonstrated mastery of descriptive statistics, and fluency in working with discrete and continuous probability distributions. Luis' exercises also demonstrated competency in hypothesis testing for different types of data. Luis successfully performed analysis of variance (ANOVA), chi-square tests, and regression analysis.

Luis' final project consisted of estimating a range of multiple regression models. Luis also performed residual analysis, and successfully determined the significance of the models. Luis estimated ten models and logically explained the steps taken to determine the best fitting model. In addition, Luis successfully interpreted the coefficients for the statistically significant independent variables. Overall, Luis submitted some of the best work in our class this summer.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Statistics

EVERGREEN

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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:
Our curriculum places high value on these modes of learning and teaching objectives:
- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

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

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

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

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

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

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

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

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

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

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

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