



Gillies-Alvarez, Jennifer Jodene

A00134757

Last, First Middle

Student ID

**Former Name(s):** Gillies, Jennifer Jodene; Anderson, Jennifer Jodene;

**EVERGREEN GRADUATE CREDIT:**

Start	End	Credits	Title
09/2013	12/2013	6	<b>The Context of Public Administration</b> <i>6 - Introduction to Public Administration</i>
01/2014	03/2014	6	<b>Doing Democratic Public Administration</b> <i>6 - Overview of Organizational Dynamics</i>

**Cumulative**

12 Total Graduate Credits Earned



Gillies-Alvarez, Jennifer Jodene

A00134757

Last, First Middle

Student ID

## **January 2014 - March 2014: Doing Democratic Public Administration**

6 Credits

### **DESCRIPTION:**

Faculty: Amy Gould, Ph.D., Steve Laubacher, Ph.D., Greg Weeks, Ph.D.

This quarter we explored what it means to administer for the public good in a democracy. Our emphasis was on the public sector, but we also considered the particular contexts of nonprofit organizations when assessing the roles and responsibilities of organizations with a democracy. Our focus was on doing public administration with systems thinking, co-governance, and innovative processes within the evolving roles and relationships of administrators in our democracy. An important theme of the quarter included how to use systems thinking to manage sustainable change. Specifically, how to diagnose what is happening in an organization and craft innovative strategies for organizational change. To this end, students developed their organizational analysis skills using existing information available and applied organization theories to a real world organization. This major assignment provided a framework for students to gain an understanding of how to apply recommendations that may lead to successful change in public organizations.

### **EVALUATION:**

Written by: Amy Gould, Ph.D.

Through the analysis of organization theories, a sustainable change and systems analysis, case analysis, action memo, an applied organization analysis, and a public presentation, Jennifer (Jen) successfully exhibited the following knowledge, skills and abilities:

Jen has a foundational understanding of classic and contemporary organization theories whose writings influenced the study and practice of public administration along with how these theories foster or inhibit democratic actions within an organization. Jen has a grasp of many of the decision-making dilemmas faced by public administrators due to their roles, responsibilities, and essential relationships.

In addition, Jen discussed competing arguments about controversies in organization theories and the relationship between sustainable change and systems thinking. Jen has an understanding of the diverse political, socio-economic, and cultural issues involved in leading organizations within governments and non-profits. Finally, as seen in Jen's team based analysis and public presentation using advanced technology about the Seattle Police Foundation's "IF Project," Jen is developing the critical ability of working in a team dynamic to identify and define problems within a public organization, developing feasible recommendations, and presenting these publicly in a professional manner with powerful technical visual aids.

Jen participates in seminar and is an active listener. It is obvious Jen completes the readings and does so with a critical eye. Jen showed expansion in skills related to scholarly debate about course topics by being insightful and relating to the main concepts presented within both an applied and personal context. Jen's strengths are in the areas of critical thinking and investigative reading while an area for improvement is analytical writing. Jen is a compassionate and dedicated student who exhibited observable growth in skill and knowledge related to the study and practice of public administration.

### **GRADUATE LEVEL CREDIT**

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6- Overview of Organizational Dynamics



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## **September 2013 - December 2013: The Context of Public Administration**

6 Credits

### **DESCRIPTION:**

Faculty: Amy Gould, Ph.D., Steven Laubacher, Ph.D., and Greg Weeks, Ph.D.

In the first quarter of our year long core course we explored many of the enduring issues of U.S. public administration and increased our understanding of important aspects of the political, social, cultural, and economic contexts of effective public administration. Through readings, class participation, and applying critical analyses, students gained an understanding of the classic theories of public administration as a discipline and assessed contemporary practices in public service. Students assessed competing arguments about controversies in public administration and we discussed what public administrators do in context at the federal, tribal, state, county, city and non-profit levels. These lectures, workshops, and guest speakers helped students gain understandings of the roles, responsibilities, and relationships of the various participants in governance processes. The major project for the quarter was to write a group white paper analyzing a current public policy. Through this process, students developed their abilities to work effectively in teams and with diverse populations by identifying the decision-making dilemmas faced by public administrators within policies. Finally, we were forward looking and assessed future challenges and opportunities in public administration and public policy.

Through interdisciplinary study and collaborative learning we explored the following questions: What is public administration? Who are public administrators? Who is the public? Why does public administration matter? What are the enduring debates of the field and why do they endure? What are the roles of economics, governments, non-profits, trust, leadership, power, politics, social construction, community, citizenship, change, and knowledge in public administration? How do we embody praxis: the dynamic combination of theory and practice?

### **EVALUATION:**

Written by: Greg Weeks, Ph.D.

Jennifer (Jen) Gillies-Alvarez has successfully completed the initial quarter of core studies in the Evergreen State College Master of Public Administration program. During the quarter, in addition to a substantial reading list and seminar and program classroom participation, Jen was asked to write three analytical seminar papers, an action memo, a case study, and work with other students on a white paper and formal presentation covering a substantive public policy issue.

Through her work during the quarter, Jen demonstrated graduate level competencies both as a writer and an oral communicator. From the first assignment, she read the assigned work with a well-developed critical and analytical perspective. She was a leader in the seminar discussion, often framing the conversation and moving it to interesting and productive topics. She respected her fellow students and helped to ensure there was broad participation in the seminar discussions. Her comments in seminar reflected her academic development as they were analytical, sophisticated and often linked several of the readings together.

The team assignment that culminated the students' work for the quarter was the development and presentation of a white paper on a policy selected by the students. Jen worked with three other students on the topic of homeless youth and the problems implementing the McKinney-Vento Homeless Assistance Act. Their white paper was well organized and clearly written and did a terrific job explaining a complex topic in a way that was both understandable and accurate. I also liked the creativity of their "out of the box" recommendation to provide housing vouchers. They were very effective in using data and information to support their argument.



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As well done as their written white paper was, I thought the formal presentation to the entire program surpassed it. The entire team was effective in all throughout the presentation, from narrator to presenter. The presentation made effective use of technology and completely held the audience's attention throughout. Jen developed the web site that formed the core of their presentation and narrated her portion of the presentation. She was clear and articulate and held the audience's rapt attention.

Through all the writing assignments, Jen wrote grammatically, clearly and her papers were well organized. As the quarter progressed, I thought Jen's writing became stronger and better integrated the program readings to the assignment. I found myself commenting that her argument "made me think" on several of her papers. She is a clear and powerful writer who is able to write analytically and effectively. She writes well.

Jen is doing well in developing her understanding of public administration as a field of endeavor within the historical contexts of politics, economics, culture, and the academic discipline. She is rapidly gaining familiarity with classic and contemporary authors whose writings have influenced the study and practice of public administration. Jen made a good start in building her expertise in public administration and public policy in scholarship and practice. In her reading, discussion and writing, she demonstrated a solid understanding of the roles, responsibilities and relationships of the various participants in governance processes. Several of the quarter's readings dealt with students' relation to public service and citizenship. Through her written work, classroom participation and seminar discussion, she showed her appreciation of the decision-making dilemmas often faced by public administrators.

Jen is a committed and dedicated student who is respectful to fellow students and faculty, and exhibited observable growth in her skills and knowledge related to the study and practice of public administration.

**GRADUATE LEVEL CREDIT****SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6- Introduction to Public Administration



Gillies-Alvarez, Jennifer Jodene

A00134757

Last, First Middle

Student ID

**Former Name(s):** Gillies, Jennifer Jodene; Anderson, Jennifer Jodene;

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 03 Sep 2010

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2000	06/2008	75	<b>Grays Harbor College</b>
09/2000	06/2008	15	<b>Grays Harbor College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2008	06/2009	36	<b>Building Communities and Managing Organizations</b> 12 - <i>Building Inclusive Communities</i> 8 - <i>Changing Organizational Systems and Cultures</i> 8 - <i>Analyze and Change Local, National and Global Organizations</i> 8 - <i>Managing Diverse Cultures</i>
06/2009	09/2009	8	<b>Opportunity Grants Internship</b> 8 - <i>Student Services</i>
06/2009	09/2009	8	<b>Poetry Camp on the Beats at Ft Flagler</b> 8 - <i>Poetry Writing</i>
09/2009	12/2009	8	<b>Making Your Place</b> 3 - <i>Introduction to Psycholinguistics</i> 3 - <i>Introduction to Documentary Theatre</i> 2 - <i>Family Studies</i>
01/2010	06/2010	16	<b>Composing A Life: From Research to Relevance</b> 2 - <i>Developmental Psychology</i> 2 - <i>Health Psychology</i> 2 - <i>Interpersonal Relations</i> 2 - <i>Positive Psychology</i> 4 - <i>Appreciative Leadership</i> 4 - <i>Organizational Systems and Change</i>
06/2010	09/2010	8	<b>Rebel Poets at Fort Flagler</b> 8 - <i>Poetry Writing</i>
06/2010	09/2010	6	<b>Coming Out Studies</b> 6 - <i>Gay, Lesbian, Bisexual and Transgender Psychology</i>

**Cumulative**

180 Total Undergraduate Credits Earned



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40367	Individual Learning Contract		
Program or Contract No.	Title		
	21-JUN-2010	03-SEP-2010	6
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Mark A. Hurst (Ph.D., Psychology)

This contract, **Coming Out Studies**, focused on building a broader and deeper knowledge base regarding gay, lesbian, bisexual and transgender issues through an examination of peer-reviewed literature, as well as first-person accounts, then use this foundation to develop a resource website for students, faculty, and staff at The Grays Harbor College in Aberdeen, Washington.

**EVALUATION:**

Written by: Mark A. Hurst (Ph.D., Psychology)

Jennifer Anderson completed all learning goals for this individual learning contract. Her work focused on developing a fundamental knowledge base regarding gay, lesbian, bisexual, and transgender issues, then applying this knowledge toward the development of a resource website for The Grays Harbor College community.

Jennifer documented her work well in her research paper, by accessing strong resources, which she used to detail the hardships GLBT individuals face before they "come out" (especially after a history of heterosexual relationships and raising children), the experiences they have when finally coming to terms with their homosexuality and come out to their families, and the effect this has on their children.

Jennifer is an outstanding thinker and writer, who is capable of strongly influencing the reader. After examining the literature and writing about her discoveries, she then created a detailed website (which will continue to grow) for the GLBT community at Grays Harbor College, as well as other interested parties (family, friends, faculty, staff, professionals). I was impressed with all of Jennifer's work. She is an outstanding example of the returning student at TESC, who is committed to using her time and energy to make her life better, as well as profoundly impact her community.

Jennifer is the kind of lifelong learner who is an outstanding model of human growth and potential. I feel fortunate to have sponsored this important work.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6 - Gay, Lesbian, Bisexual and Transgender Psychology

September 17, 2010  
Date



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


Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Individual Learning Contract			
Program or Contract Title			
		21-JUN-2010	03-SEP-2010
		Date Began	Date Ended

For the Individual Learning Contract I researched different theories on what gay and lesbians individuals go through in the stages of the coming out process. Coming out is a common term often referred to how a person tells their family and friends they are a gay or lesbian.

Two prominent psychologist theorists, Vivienne Cass PhD., her work is in psychology and homosexual identity formation and Eli Coleman PhD., who is the sexual health academic chair for the University of Minnesota. I researched the models of coming out, challenges gays and lesbians face in coming out, and the about resources that will no longer impede coming out but promote healthy gay and lesbian identity development.

Cass published the model of coming out in six stages in 1979, defined as: identity confusion, identity comparison, identity tolerance, identity acceptance, identity pride, identity synthesis. Coleman published his theory in 1982 and they are defined in five steps as: pre-coming out, coming out, exploration, first relationships, and identity integration. I compared how similar the theories were and how they intersect in the coming out process. This process is different for every individual and happens in all stages of life. Individuals move through the stages in various methods and time spans. The process can be very painful and overwhelming and it is important to for the individual to know that there are many resources available to them while they are in transition.

Historical factors have contributed to an environment that was unfavorable for gays and lesbians to lead their authentic lives and has led many closeting in hetero-normative lifestyles. However, support from various resources can and will continue to be important factor in gays and lesbians living comfortably in our society. I spent countless hours researching resources available and developed a website for Grays Harbor College in Aberdeen, Washington. The website is filled with resources ranging in topics from mental health, suicide, spiritually issues, resources on and off campus, coming out issues, information for allies, scholarship opportunities, gay and lesbian parents, and children of gays and lesbians. It was empowering to see this country is changing and there are more resources available now to gays and lesbians than ever before. I was unaware of all the material available to children, parents, families, and gays and lesbians. This worked has challenged and changed my preconceived paradigms on concepts and myths behind the coming out process as well as to how much support is available to gays and lesbians.

  
Student's Signature  
21-OCT-2010  
Date

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Faculty Member's Signature (optional)  
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Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40170	Rebel Poets at Fort Flagler		
Program or Contract No.	Title		
	21-JUN-2010	03-SEP-2010	8
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Kate Crowe

Students researched and presented on a Rebel poet of past decades and a present day rebel writer of their choice during a one-week writing retreat at Ft. Flagler State Park. They worked collaboratively and individually to present their respective rebel poets in an engaging and informative manner to the group. They were also charged with creating a poetry writing exercise from their particular poet's work. Students wrote primarily free verse poems in addition to found poems, nature poems, Kerouac inspired Haiku poems, and narrative prose fashioned from the theme what being a rebel means to them. Students also performed their poetry during an evening campfire each day. For background on the rebel poets and their eras, students viewed a documentary film that added depth and discussion about rebel poets and their influence on American culture. After the writing retreat, each student completed a portfolio of 15 poems and a narrative of their choice about who they are as a rebel in society today.

**EVALUATION:**

Written by: Kate Crowe

Jen completed an excellent portfolio of poems from her week at poetry camp. Jen was an outstanding member of this group because of her leadership abilities and her willingness to help whomever needed help. She was amazing at setting the bar for community spirit. Jen did an excellent presentation on Sherman Alexie as she became Sherman in a conversation with Dorothy Parker. She also presented on Henry Rollins having emailed him and received responses on her interview questions. Jen's poetry is heartfelt, passionate, and political. She demonstrates a large understanding of the human condition. She was an amazing student and I wish her all the best in all her future endeavors. She is a poet and should always write.

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

8 – Poetry Writing

September 13, 2010

Date





The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

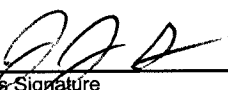
Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Rebel Poets at Fort Flagler			
Program or Contract Title			
		21-JUN-2010	03-SEP-2010
		Date Began	Date Ended

Through researching various poets to do my final project, I stumbled upon Sylvia Plath and learned about what she coined as confessional poetry. I had an epiphany that the free prose writing I have been doing for sixteen years was, in fact, confessional poetry. I take the issues and struggles I have had to overcome in my life and turn them into concise, methodical poetry. My style draws the reader in because they can relate to the strife I have experienced and learn that there are ways to the road to recovery.

I studied other rebel poets and decided to further my research on Sherman Alexie and Henry Rollins. I worked as a team on a dynamic presentation on Sherman Alexie and Dorothy Parker. My partner and I role-played our presentation in front of the class with a compare and contrast of the two poet's lives and their writings. I then presented on Henry Rollins and read a compelling poem which reflected the struggles in his life, and his slow climb to fame. I personally contacted Henry Rollins and interviewed his views on being labeled as a Rebel Poet, and what drew him into his role in being an active advocate for gay rights.

I wrote many poems over the course of the week and settled on completing sixteen poems. I made three charcoal drawings for my final portfolio to help illustrate a few of my most powerful poems that were titled: Anxiety, The Curve, and Journey through Me.

In the end of this journey I gained that many of us are artist in one form or another. I have never felt comfortable sharing my written work, or my drawings. I am learning that art is meaningful as long as it comes from your heart and is created out of passion.

  
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Student's Signature  
21-OCT-2010  
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Date

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Faculty Member's Signature (optional)  
\_\_\_\_\_  
Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
20155, 30175	Composing A Life: From Research to Relevance		
Program or Contract No.	Title		
	04-JAN-2010	11-JUN-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Mark Hurst, Ph.D., and Marge Mohoric, Ph.D.

In this yearlong program we looked at individual, social, and cultural behavior as it related to our own agency (self) and community (others). Program content initially focused on various theoretical perspectives and evidence-based practices of psychology, organizational development, and leadership. After developing a sound knowledge base regarding these factors, students then worked to become proficient practitioners, employing their models in real-life experience, while developing accurate self-awareness and evaluating the impacts of different roles in a variety of settings—as leaders, as subordinates, and as members of teams, families, and communities.

During winter quarter, students explored the common challenges found in all life domains and explored the most effective assessment tools for identifying both problem areas and strengths. From this assessment, students learned the most common interventions employed by professionals in assisting people regarding personal challenges, adversity and growth, in relationships and in the workplace. This quarter we focused on Organizational Development as a practice, as well as understanding and leading workplace change and organizational intervention theories and practice. The following texts were used: Peter Senge, et. al.

*Presence: An exploration of profound change in people, organizations, and society*; E. Aronson, *The Social Animal*; and Organizational Development reading packet.

During spring quarter we shifted our focus toward optimal growth and examined the newest social science that correlates with flourishing (individual and organizational). Much of this work was experiential and put in place the material studied the previous two quarters. A personal plan for applying theory to practice was developed and students had an opportunity to establish goals, act on those goals, and assess outcomes. We also focused on leadership and appreciative inquiry methods. Areas of focus included emotional and social intelligence, positive psychology, appreciative inquiry, self-regulation theory, resilience and other themes explored in prior quarters. The following texts were used to inform classroom and seminar discussions: Cooperrider, David, *Appreciative Inquiry Handbook: for Leaders of Change*; Compton, William, *Introduction to Positive Psychology*.

**EVALUATION:**

Winter Written by: Mark A. Hurst, Ph.D.

Jennifer Anderson completed all learning goals for the half-time program Composing a Life: From Research to Relevance. She is a remarkable adult learner whose cognitive, emotional and social intelligence will serve her well as she completes her education and uses her knowledge and skill to positively affect others she encounters.

Jennifer completed all activities and documented them well in an informative manner. Her response papers were personal and powerful, and highly integrative of the social and organizational psychology material. These postings were some of the finest of the quarter, and reflected her deep desire to be a change agent in helping other's create more fulfilling lives. Her specific examples in these posts addressed her own experience as well as personal and profession dealings. I was moved by the power of her experiences regarding mistakes, apology, forgiveness, and redemption.

June 15, 2010

Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
20155, 30175	Composing A Life: From Research to Relevance		
Program or Contract No.	Title		
	04-JAN-2010	11-JUN-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

Jennifer's research paper focused on oppression and pessimism in higher education, specifically addressing the challenges faced by those who are low-income in gaining access to educational opportunity. I was impressed with her strong writing and her organizational and sequencing skills. She outlined the current situation and subsequent challenges, the literature that supports why this may be the current state, and then focused on remedies for a better future. It was one of the finest papers of the quarter.

In the classroom, Jennifer is fabulous. She connects quickly and easily with others, is an affable person, and she uses her intelligence and humor effectively in helping to create a lively and thriving learning community. She comes prepared for seminar, shifts easily between leader and peer, and is a wonderful model of life-long learning. One of the finest well-rounded students I have ever taught.

Spring Written by Marge Mohoric, Ph.D.

Jen Anderson attended all class sessions, exceeded all academic expectations, completed all assignments and has earned full credit. Jen is academically gifted, emotionally intelligent, enthusiastic about learning, and her quick sense of humor enriches any team she joins. Her contributions in seminar discussions consistently led to a deeper understanding of complex topics.

Jen demonstrated the five foci of Evergreen in all of her written work posted on the class website, as well as in classroom discussions: (1) interdisciplinary study; (2) collaborative learning; (3) learning across significant differences; (4) personal engagement; and (5) linking theory with practical applications. She has strong critical thinking abilities (comprehension, analysis, synthesis/integration, sequencing, organization, creativity and abstraction). Her written work also showed her ability to learn from diverse reading sources and to analyze and synthesize from those sources.

Jen submitted a solid plan for her final project, intended to integrate theories and concepts from winter and spring quarters into a *Making a Difference* project during spring. The goals for the *Making a Difference* project were for students to give back to their communities of choice and to plan, organize, deliver and evaluate the effectiveness of a project designed to make a difference for a specific group of people and to use theories and concepts they learned in this program. Her team project focused on working with students from Grays Harbor College in Aberdeen, WA. They worked with low-income first-generation students from three different college programs: TRiO Student Services, Project Success Opportunity Grant, and the Human Service Technical Program. They met with 20 students in small groups, facilitating a Dependable Strengths Workshop. Following the volunteer experience, Jen noted: "Over the past few weeks I have had each student who participated, at separate times, thank me for being able to participate in the workshop. They all said over and over again they didn't realize they had so much to offer others and how strong they really were. One lady told me she put her poster on the outside of her apartment building door. She said she put it there so her neighbors could see who she was, as she is a private person, and that she has finally met a few of her neighbors. I am honored that I was a part of this process for the students as well as honored to work with such a wonderful group of people."

This was Jennifer's last quarter and she has earned her Evergreen undergraduate degree. She will represent Evergreen well as an outstanding alumna. If Jennifer chooses to continue her academic work, she

June 15, 2010  
Date



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

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<u>Anderson</u>	<u>Jennifer</u>	<u>J</u>	<u>A00134757</u>
Student's Last Name	First	Middle	ID Number
<u>20155, 30175</u>	<u>Composing A Life: From Research to Relevance</u>		
Program or Contract No.	Title		
	<u>04-JAN-2010</u>	<u>11-JUN-2010</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

will excel in graduate school. She is one of the finest and most gifted students I have had the privilege to meet. It has been my pleasure to work with her and to experience her growth and excitement for learning.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 2 - Developmental Psychology
- 2 - Health Psychology
- 2 - Interpersonal Relations
- 2 - Positive Psychology
- 4 - Appreciative Leadership
- 4 - Organizational Systems and Change

June 15, 2010  
Date



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Composing A Life: From Research to Relevance			
Program or Contract Title			
		04-JAN-2010	11-JUN-2010
		Date Began	Date Ended

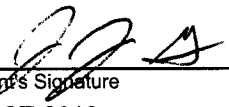
In Composing a Life: From Research to Relevance winter quarter 2010 we studied E. Aronson's book *A Social Animal*. In the studies assigned we looked at how we are as social beings and how we interact with one another. I looked deeper into the images that media sends individuals through television, movies, magazines and social networking sites. I researched and discussed how our society is changing rapidly to the rise in technology and the impact that it is having on how we socially interact with one another. I read about how the way I dress and speak can either be persuade or impede how an individual will react to me.

Through reading the materials presented in *Presence* by P. Senge et al. we learned that being present and being mindful of the words we chose and the actions we take was empowering. We learned about the power of positive thinking and the empowerment of surrounding ourselves with the positive in our lives. Dr. Hurst had us practice mindful exercises to be present in the class and we were better able to communicate with one another and learn ways to take that outside of the classroom and put it to practical uses in the real world.

Using the theories Dr. Hurst taught in class on positive psychology and the lectures from Dr. Mahoric on leading in unprecedented times, I was able to formulate my winter research on how to assist student in higher education to overcome oppression and pessimism utilizing strength based assessments. I researched the different types of assessments available at no cost to the students, how to evaluate scores, and their effectiveness. Utilizing these assessments and effectively helping the students understand their scores can help shift their paradigms to encompass what talents and strengths they already possess, and thus help them have a more optimistic outlook on their education/career pathways.

In the spring quarter I was able to take my research and use it to do a Make a Difference project in my community. Seven of my classmates and I held a Dependable Strengths workshop at Grays Harbor College in Aberdeen, WA. I identified twenty five students in the Human Services Program that would benefit from a strengths assessment workshop. The workshop was held twice, once for the group of Evergreen students conducting the project and then again to the other group. It was powerful, empowering and encouraging to all who participated in both events. We were able to see the power of positive psychology in real world applications.

Also in spring quarter I studied *Introduction to Positive Psychology* by William Compton and *Appreciative Inquiry* by David Cooperrider, along with these books Dr. Hurst had us completing other activities. The first activity was to focus on things we give gratitude to have in our lives and for five weeks to journal once a week about it. The second activity was to write a paper on forgiveness and I chose to forgive the person who assaulted me in a hate crime incident in 1994. The third activity was to write a gratitude letter and read it to the person we wrote about. I chose a person who helped me find the strength to realize my goal of finishing my bachelor's degree. All of this year's projects culminated learning about positive healing processes and aided in the process of learning presence, patience and paradigm shifts.

  
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Student's Signature  
21-OCT-2010  
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Date

\_\_\_\_\_  
Faculty Member's Signature (optional)  
\_\_\_\_\_  
Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
10209	Making Your Place		
Program or Contract No.	Title		
	28-SEP-2009	18-DEC-2009	8
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Marla Beth Elliott and Rick McKinnon

Students in Making Your Place worked to understand community, to develop eloquent expression—both written and oral—and to examine ways to use that eloquence, using perspectives from psychology, linguistics, evolutionary biology, history, and theatre. Students developed interviewing and performance skills by interviewing each other, editing the interviews into dramatic monologues, and performing each others' stories to the class. Lectures and workshops on psycholinguistics enlarged students' understanding of human language development. Texts under discussion included Pinker's *The Language Instinct*, Coontz' *The Way We Never Were*, and Ehrenreich's *Dancing in the Streets*.

**EVALUATION:**

Written by: Marla Beth Elliott

Through her work in Making Your Place, Jen Anderson has developed a more complex understanding of human communication and development. She has improved her own communication skills.

Jen was an active and collaborative contributor to seminar and class discussions. In her essays on our reading, she consistently identified key ideas in the text and illustrated them effectively from her own experience. She made good use of the written response process to contribute to her own learning as well as her classmates'.

Jen did an outstanding job in our interviewing and performance project. She made excellent use of the editing process to condense a long, complex story into a thoughtful poetic monologue. Her performance of that piece was emotional, eloquent, and empathic.

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

- 3 - Introduction to Psycholinguistics
- 3 - Introduction to Documentary Theatre
- 2 - Family Studies

September 9, 2010  
Date



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Making Your Place			
Program or Contract Title			
		28-SEP-2009	18-DEC-2009
		Date Began	Date Ended

This quarter I was challenged by a project in which I interviewed a classmate, transcribed their story, wrote a free prose poem from their words and then acted out their persona on stage. This process was mentally and physically challenging to my biases about sexually abused children and their parental perpetrators. I found great things can happen when a child learns to forgive their perpetrator and move forward with their lives.

I studied familial relationships and the conceptual myths the media has placed on our social perceptions of how families are thought to function. Through the text, we as a class, and as an individual, were able to delve deeper into the often misunderstood natures of our family structures, and how to break free from the cycle of living up to the mass conceptions that society has placed on us.

I also was able to learn about how innate some of the various parts of my being are: the yearning for music and the beat of a drum, language and the core need to converse with others, and my own empathetic nature towards man.

I have found through the course of this class that the world consists of a diverse body of individuals who strive to conform, communicate and love through various ways of interpretations. I also have learned as an individual who works and volunteers with vulnerable populations it is essential to understand the myths behind their cultures and my own biases about them.

Evolutionary psychology was a concept I had not studied before this quarter and found it to be an exciting new form of looking at our social and psychological being. I will continue to study the human mind and spirit from perspectives gained in this class, and how to further my own understanding of how and why people become who they are.

Student's Signature

21-OCT-2010

Date

Faculty Member's Signature (optional)

Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40070	Poetry Camp on the beats at Ft Flagler		
Program or Contract No.	Title		
	22-JUN-2009	04-SEP-2009	8
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Kate Crowe and Michael Vavrus, Ph.D.

During three on-campus class meetings, students were oriented to the era of "Beat" writers, including individually examining book reviews on Kerouac's *On the Road*. Students viewed three documentary films that added depth and discussion about the Beats and their influence on American culture. For background on the Beats and their era, the foundational text *The Beat Book: Poems & Fiction from the Beat Generation* was used.

Between the conclusion of their on-campus classes and prior to the beginning of their off-campus writing retreat, students researched and then presented on a Beat writer of their choice at the one-week writing retreat at Ft. Flagler State Park. Students worked collaboratively and individually to present their respective Beat writer in an engaging and informative manner to the class. They were also charged with creating a poetry writing exercise based on their particular Beat writer's work.

Students also arrived at the retreat with a written response paper to *On the Road* and presented their own "on-the-road" poem/prose on the first day of the retreat. While at poetry camp they wrote primarily free verse poems and prose-poetry combinations characteristic of some of the Beat era writers. Students also performed their poetry throughout the off-campus retreat. After the writing retreat, each student completed a portfolio with the equivalent of a minimum of 15 poems that was submitted to their respective faculty for review.

**EVALUATION:**

Written by Michael Vavrus, Ph.D.

Jennifer Anderson successfully met program expectations by engaging in all program activities. Her work was good throughout this experience.

Jen's response paper on Kerouac's *On the Road* compared her reading of the novel as a teenager in contrast to her adult sensibilities today and was overall well expressed. During the writing workshop retreat Jen experimented with and produced writing inspired in part by particular writing exercises related to Beat era writers. In collaboration with another student she presented an informed presentation on the Beat figures and authors Neal Cassidy and Carolyn Cassidy. The presentation was significantly enhanced because Jen took the initiative to create a very helpful and personalized email correspondence with Carolyn Cassidy and her family. She contributed positively to helping create a supportive learning community for our poetic introspective writings and communal poetry readings.

Jen's well-presented portfolio of writings was good. Her poems demonstrated the ability to explore a single theme with depth and were emerging in use of imagery and other conventions of poetry such as rhythm. Jen applied lyrical language with such lines as "Gray hospital walls give no mercy" and

"Years of lies and misery  
fall to the floor  
in waves of salty water."

September 24, 2009

Date





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

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Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40070	Poetry Camp on the beats at Ft Flagler		
Program or Contract No.	Title		
	22-JUN-2009	04-SEP-2009	8
	Date began	Date ended	Qtr. Credit Hrs.

In the future as Jen writes poetry, she is encouraged to increase her use of metaphors and similes and to continue to explore the use of descriptive language. She has discovered a poetic voice and hopefully she can incorporate this practice into her daily/weekly routines.

The reader is also encouraged to review Jen's attached self-evaluation for further indications of her academic learning in this program.

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

8 – Poetry Writing

September 24, 2009  
Date



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

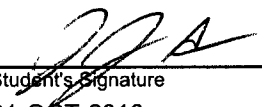
Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Poetry Camp on the beats at Ft Flagler			
Program or Contract Title			
		22-JUN-2009	04-SEP-2009
		Date Began	Date Ended

Learning about the Beat generation was very profound for me. I had been an avid collector of Jack Kerouac books for seventeen years, but never studied any of the other Beat poets. Listening to the other student's giver presentations on writers from Allen Ginsberg, Lew Welch, Jack Kerouac, Gregory Corso, Lawrence Ferlinghetti, Anne Waldman, Carolyn Cassady, and so many great others, I felt a deep connection to their words and poetry about their struggles in advocacy even back in the 1940's 1950's.

Our project for the class was to study a Beat poet. I found I was drawn to Neal Cassady and researched films, books, and interviews about him. I found an obscure website that had his daughters email address and made contact with all three of his children, as well as Carolyn Cassady. This experience was fascinating and gave me a very deep, intimate look into how his family portrayed him versus what the media thought of crazy Sal, or Dean or any of the other characters that Kerouac portrayed Neal to be.

Re-reading the book On the Road I found myself reading it with a different set of beliefs than my first time in 1994. I found I identified with Dean (Jack Kerouac) and Sal (Neal Cassady) in their struggles to be heard, valued and looked upon as viable citizens. They were mad in their trips back and forth across the United States, trying to grasp the meaning of "It." I find that humans often say they don't care what others think of them, but deep down inside we all know we want and struggle for acceptance. We care that someone else believes in us. Dean and Sal were searching for those that believe in them. They needed it not only in the book, but Jack and Neal needed that is reality as well. People who believed in them and the statements they had to claim about life.

I wrote over fifteen poems and was able to put together a complete portfolio. I am proud of these poems and the journey I went on through my past to write them. I wrote about my life experiences and found the sharing around the campfire to be healing and a ground for others to open up in their work as well. I found that I am great at writing free verse poetry and it comes very natural to me.

  
Student's Signature  
21-OCT-2010  
Date

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Faculty Member's Signature (optional)  
\_\_\_\_\_  
Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40376	Internship Learning Contract		
Program or Contract No.	Title		
	22-JUN-2009	04-SEP-2009	8
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Larry Geri, DPA

This quarter Jennifer completed an internship contract entitled **Opportunity Grants Internship**. Her aim was to learn more about student services for low income students by working with the TRIO program at Grays Harbor College. She sought to improve her understanding of the program, improve her skills at interviewing to determine eligibility for the program, as well as how to manage a grant funded program, including its fiscal administration. She kept a journal on what she learned during her internship and completed budget analyses and reports on the program.

**EVALUATION:**

Written by: Larry Geri, DPA

Jennifer (Jen) met the requirements of the contract and will receive full credit. Her field supervisor, JEB Thornton, provided this evaluation of Jennifer's work this quarter:

"I am writing in regard to the opportunity I have had this summer to work with Jennifer Anderson, as her onsite internship supervisor. Jen stepped into the role of Interim Opportunity Grant Specialist. This was absolutely new for her, and while she was familiar with the college as a student this was completely different from anything that she had done. Jen really dove in and made this opportunity her own....Jen started her work by reading the grant text to gain an understanding of the program. She then closed the doors to the operation for a week to get up to speed. She went through everything and entered the information into a database to track expenditures for the past year. This took a good deal of uncovering and tracking down the details that needed to be recorded. (It took far more than a week for this). It did not take long for Jen to know where every program dollar had been spent. This effort resulted in an understanding of a complex state funded grant program as well as the production of an elaborate Excel database that enabled Jen to track expenditures and many other grant related items.

Probably the toughest part of Jen's work this summer was working with returning students. Many would come in with expectation of who they would see and what they would receive and would be caught off base by Jen's new face. Many reacted badly, and Jen had to find appropriate ways to work with these students and set new boundaries for the grant program. Although this was very difficult, Jen did a beautiful job in this work.

Program development was the best part to watch Jen to explore. I really knew she was making it her own when she was adjusting the mission of the opportunity grant. She referred to the original text of the grant which was Project Success – Opportunity Grant. She worked to change the focus of the program from one of paying students' bills, to supporting students to succeed in their academic direction. Sure, they still would be able to receive some support; yet the mission was dramatically changed. It was a real pleasure to work with Jen and listen to the questions she would ask as they moved from understanding specific tasks, to plans, to applying information from her texts to her work, and then beyond. Her view grew from a myopic perspective of where the money went, to how this could happen in the larger system of the college. In the

October 6, 2009

Date



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

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Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
40376	Internship Learning Contract		
Program or Contract No.	Title		
	22-JUN-2009	04-SEP-2009	8
	Date began	Date ended	Qtr. Credit Hrs.

end, she was talking about systemic issues that had doomed the program, and how they could be changed. It was a real pleasure to work with Jennifer and watch her develop her skills."

As these comments from her field supervisor suggest, this was a very successful opportunity for Jennifer. I'm pleased that I was able to sponsor her for this contract.

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

8 - Student Services

October 6, 2009  
Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Internship Learning Contract			
Program or Contract Title			
		22-JUN-2009	04-SEP-2009
		Date Began	Date Ended

In the role of Interim Student Support Specialist for "Project Success" Opportunity Grant Program (OGP), I was given the task to restructure the program and find the discrepancies in the funding allocations. In this process it was necessary for me to analyze my knowledge of the program, the college and the larger systems in which the college participates in (i.e. the local, State and Federal levels). This experience encouraged me to look inwards to know and define my areas of strength and weaknesses in metacognition.

I was placed in charge of a program on campus that is grant funded and designed to fund students for up to 45 credits in approved high-demand career pathway as defined by Washington State Legislation. The funding is for tuition and fees, book, supplies and other wrap around services to help successfully complete one of eight approved degrees.

I built a student database tracking funds received by students and credits earned. The need for the database was to reconcile past program records. Then program was to be audited and I needed to have the system ready for that. The database tracked from the beginning of the program at Grays Harbor College (GHC) in 2007 to the current Fall 2009 academic year. This task called on extensive student file research and Excel database knowledge. I also had to learn various new computer software programs such as the Student Management System, the FMS Query Database (Access), and the Financial Aid Management System (FAM). In conjunction with the Financial Aid Office and the college bookstore I had to coordinate awarding of funds for student's tuition, fees, books and supplies.

I reorganized the entire OPG and rewrote program documents to better fit the grant requirements. I spent hours studying the original grant application and how to best reorganize the program to fit the original focus of the grant: student success. I had to create documents to fulfill this goal, and continue to research student's files to see if they were meeting the minimum grant requirements.

I read excerpts from the book *Outstanding Woman in Public Administration* (Felbinger & Hayes 2004). I focused on studying women who pioneered civil rights and social justice movements. I was extremely moved by Patricia Roberts Harris. She was a woman persistent in advocating for social justice for women, African Americans and the disadvantaged as early as 1944. Her passion and persistence afforded her to reach great political heights and accomplish many personal and professional goals. I learned that her hard work and passion for social change did not come without a cost. I must continually be looking for resources to further my knowledge and assess my thinking processes to adjust accordingly to the ever changing society at large.

I also read excerpts from the book *Fiscal Administration: Analysis and Applications for the Public Sector* (Mikesell 1991) focusing on: grant funding, budget methods and practices, allocations from State Legislation, and principles of public finance. This information was pertinent in understanding how grants monies are allocated at the State and local levels, how to manage budgets appropriately and effectively to ensure future funding. When building the database I was able to see how the money was disbursed and what services the program should not be funding. The latter becoming evident after looking through student files. The information gathered from

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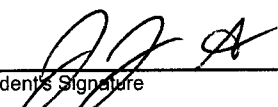
The Evergreen State College - Olympia, Washington 98505

**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

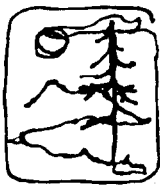
Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Internship Learning Contract			
Program or Contract Title			
		22-JUN-2009	04-SEP-2009
		Date Began	Date Ended

the book will be useful in the future when looking at what the program needs to continue to track and to look at other methods and practices to better understand the budget process.

I have worked diligently and proved I could indeed help the program run more efficiently. My hard worked and continually studying paid off when I applied for the full time position and was the successful applicant the college chosen to hire. I am proud of the time, energy, and knowledge I have gained from this experience. I plan to continue to educate myself, analyze the college's systems thinking, evaluate my emotional intelligence and continue to shift my paradigms when working with students of generational poverty.

  
Student's Signature  
21-OCT-2010  
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Faculty Member's Signature (optional)  
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The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
10236, 20155, 30194	Building Communities and Managing Organizations		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	36
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Marge Mohoric, Ph.D., and Thuy Vu, Ph.D.

We live in diverse communities with growing and changing populations. This program highlighted ways to organize communities and manage organizations to utilize the creative potential and celebrate the contributions of each of the people involved. This can come about through looking at communities and organizations as systems—collections of parts organized and integrated to accomplish overall goals. This program investigated how a broader systems perspective can inform workplace practices. Program goals were to develop competencies to analyze and improve organizations; to strive to develop management and leadership skills to promote and implement change; and to seek ways to value difference and modify and expand perceptions of people and cultures, learning to appreciate the histories and contributions of people who differ.

Fall quarter focused on building the foundations of a systems perspective and applying it to organizations and community. Winter quarter's focus was on further developing the systems perspective and how that informs workplace practices. In spring, the program highlighted issues related to local, national and global organizations. The program was designed for students with strong interests in organizational systems, management and leadership who wanted to improve their own leadership competencies. Faculty reviewed foundational theories leading to today's learning systems view of leadership. Students engaged the topics through research, readings, seminar dialogue, community internships and academic writing that integrated program materials.

The following texts/articles were used to inform classroom and seminar discussions: *The Fifth Discipline*, Peter Senge; *Working With Emotional Intelligence*, Daniel Goleman; *Cultural Identity and Intercultural Communication*, Mary Jane Collier; *Five Paradigms of Ethnic Relations*, Rod Janzen; *Getting Them Thru the Wilderness*, William Bridges; *Community: The Structure of Belonging*, Peter Block; *A Different Mirror: A History of Multicultural America*, Ronald Takaki; *Migration Patterns of US Foreign Policy Interest* from the book *Threatened Peoples, Threatened Borders: World Migration and US Policy*, Sharon Stanton Russell, book edited by Michael Teitelbaum and Myron Weiner; *We Can't Teach What We Don't Know*, Gary Howard; *Streets of Hope*, Peter Medoff and Holly Sklar; and *Intercultural Communication*, Larry Samovar and Richard Porter.

**EVALUATION:**

Fall Evaluation Written By Thuy Vu, Ph.D.

It was a real pleasure to have Jennifer in our program this fall. Throughout the quarter Jennifer has demonstrated a strong learning interest on issues facing managers in promoting diversity and culture changes in the organization. Jennifer's academic strength coupled with her management experience with the Grays Harbor Community College was a real plus for our class discussions in the area of leadership and organizational management. Through her learning reflections, Jennifer also demonstrated a good grasp of the materials covered in this program, and was very effective in helping her colleagues appreciate the importance of systems thinking and emotional intelligence in managing organizations.

June 24, 2009

Date



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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
10236, 20155, 30194	Building Communities and Managing Organizations		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	36
	Date began	Date ended	Qtr. Credit Hrs.

Jennifer completed all her class assignments on time with a high level of professionalism. She made good use of course materials to deepen her theoretical understanding on the importance of effective communications in changing mental models and cultures of organizations.

Jennifer's project on the Community Center for Youth Development reflected her aspiration to work with children and youth. It also reflected Jen's good grasp of the concept of systems thinking and the systemic nature of social empathy in community building.

Jen successfully fulfilled all requirements of the program and earned full credit for fall quarter.

Winter Evaluatoin Written by Marge Mohoric, PhD

Jennifer (Jen) attended all class sessions, participated in exercises and activities, completed all assigned work and has earned full credit. She was a frequent contributor to our discussions in seminar. Her seminar preparation papers, and her comments during seminar discussions, showed that she had read the materials and carefully prepared for the seminar discussions. She has an amazing ability to analyze and synthesize diverse readings.

Jen successfully completed a community internship volunteer project with Grays Harbor Community College with Human Service (HUST) Faculty. She wrote an outstanding paper, reflecting on her learning, noting, "It has been a profound experience for me as well for the students that I have been in contact with. I graduated from the program last year and currently work at the college so I know many of the students because we were class peers last year. When I approached Brenda about giving me the chance to intern with her she was thrilled. We went in detail over what we would both like to gain from the experience. I think that was a huge learning process as well, because what we initially had thought I might be doing has changed significantly. I believe this falls in line with what we have been learning about in systems thinking. We had a vision of what I would accomplish and then as I learned about how to master myself in this new position our vision began to change." The supervisor of Jen's internship stated: "She has been an asset to the Human Services Program. One of her major responsibilities this quarter was to facilitate local agency visits to our community resource class. Jen called and set up appointments, followed up with a letter describing the information students needed to know and then sent thank you letters. Many of the speakers stated that Jen was very personable and professional in her interactions with their organizations. In addition Jen helped us update our community agency resource manual. I was also pleased that she started and administered a survey directed to the local agencies to assess the knowledge that the graduates of the Human Services Program had obtained."

During a quarter-long project, students conducted research and wrote papers on class-related topics they wanted to further explore. Jen crafted her research and paper on the topic "Six Conversations: Forming a Community Youth Center." Using the work of author Peter Block, Jen did a masterful job of creating a research project and case study of her own efforts to create a center for youth in her own community. In her final paper, she summarized, "The ones who often get left behind in community services are our most precious investment, youth. There is a gap in services for youth in Grays Harbor County, and a genuine need for a community youth center that offers free or low cost programs." Jen's passion for youth, and her competencies at community organizing will result in a new social services organization.

June 24, 2009

Date





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

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
10236, 20155, 30194	Building Communities and Managing Organizations		
Program or Contract No.	Title		
	29-SEP-2008	12-JUN-2009	36
	Date began	Date ended	Qtr. Credit Hrs.

Jen has a dedication to learning and to excellence in scholarship. It is a pleasure to work with her.

Spring Evaluation Written by Thuy Vu, PhD

Jen was a positive force in creating an effective learning community in our program this quarter. She participated actively in all class seminars and showed an in-depth understanding of the learning materials covered. She demonstrated a good appreciation for the importance of mental models in intercultural communication. Through her community internship projects with Grays Harbor County Gay Straight Alliance Club and Washington Elementary School in Hoquiam, Jen exhibited a clear understanding of the concepts of belonging and caring in community building as well as the importance of emotional intelligence in organizational development. Through her learning reflections and research paper, Jen exhibited excellent writing and narrative skills. She completed all program requirements and received full credit for spring quarter.

Jen was a real asset for our collective learning effort this year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 36**

- 12 - Building Inclusive Communities
- 8 - Changing Organizational Systems and Cultures
- 8 - Analyze and Change Local, National and Global Organizations
- 8 - Managing Diverse Cultures

June 24, 2009  
Date



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Jennifer	J	A00134757
Student's Last Name	First	Middle	ID Number
Building Communities and Managing Organizations			
Program or Contract Title			
		29-SEP-2008	12-JUN-2009
		Date Began	Date Ended


The concepts taught this past year has encouraged me to look within myself and learn about my own mental models, perceived paradigms, cross-cultural communications, and emotional intelligence. Looking at the course books by authors D. Goleman, R. Takaki, P. Senge, P. Block and L. Samovar et al. I was able to delve deeper into the concepts and how the roles played in my family life, workplace, learning communities and volunteer experiences.

In looking further into emotional intelligence, I was able to view a larger picture of my work organization and how my past experiences and perceived paradigms fit in with my everyday interactions with students and co-workers. Through guidance in my coursework and seminars I was able to view the connections from my past and how they were affecting my current emotional intelligence.

Looking closer at white privilege and diversity issues in the community and workplace gave me a broader view of what we all are facing as we make room for change. Studying Ronald Takaki's *A Different Mirror*, was one of the most profound books I have ever read. Reading about the atrocities that immigrants and natives had to endure in the early formation of the United States has forever changed my paradigm. Delving deeper into the history of racism and why it is so deeply rooted in our society was a learning process that I had not been exposed to before, but gained vast amounts of knowledge about heritage that was not found in high school text books.

Peter Block's book *Community: The Structure of Belonging* led me to form my winter research paper around the Six Conversations for Change. I researched and held many conversations with local people in the Grays Harbor area about how to affect change in our local youth's lives, thus creating a path to open a central youth center. These conversations were a gateway to heal broken relationships between organizations and come together for a common goal for a broken community. The social capital a community has will bring about its success or demise. We must work to help change paradigms, and mental models of both entities so they can effectively come together for the sake of the public. The concepts of Block's that were presented in class are a great tool in learning where the community/organization has deficiencies and how to build from the bottom up.

During the course of spring quarter, we looked closer at our own family heritage and how we came to where we are today. In looking closer into my past I realized I had a great story to share and focused on crafting the beginning works of a life narrative. The process forced me to overcome fears I had hidden inside myself about acceptance from others and my place in this world. I stood before my peers and shared deep emotional scars about abuse, addictions, and how I found my way to overcome my past. This experience was frightening, emotional, extremely personal, and enlightening to share with my learning community.

  
Student's Signature  
21-OCT-2010  
Date

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Faculty Member's Signature (optional)

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Date



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.