



Reyerse, Mia Rose

A00436634

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2020	08/2022	68	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	12/2022	10	Medium and Message: Graphic Design, Audio Ethnography, and Design Thinking <i>1 - Design Thinking: Core Methodologies</i> <i>2 - Graphic Design: Fundamental Principles and Practices</i> <i>3 - Podcasting I: Audio Ethnography</i> <i>4 - Interdisciplinary Design: Project Ideation, Management, and Completion</i>
09/2022	12/2022	1	Greener Foundations <i>1 - Foundations of College Success</i>
01/2023	03/2023	12	Computer Science Foundations <i>6 - Java Programming I</i> <i>4 - Discrete Mathematics I</i> <i>2 - Seminar: Diversity in Computer Science</i>

Cumulative

91 Total Undergraduate Credits Earned



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January 2023 - March 2023: Computer Science Foundations

12 Credits

DESCRIPTION:

Faculty: Gordon Gul, Ph.D., Neal Nelson, Ph.D., and Richard Weiss, Ph.D.

In *Computer Science Foundations*, students engaged in intensive study of introductory and intermediate undergraduate computer science. Students were evaluated on the basis of attendance, participation in program activities, written work (including essays, problem sets, and computer programs), and performance on examinations. Students completed some or all of the various parts of the program described below.

Introduction to Programming in Java 1 was the first of a two-quarter sequence of introductory topics in computer programming. Students studied the fundamentals of programming and problem-solving using Java. This included the basics of data types, branching/conditional structures, loops, methods, arrays, and object oriented programming. In weekly lab assignments, students answered written questions about the material and wrote reflective essays about their learning. Students also worked in teams on a final programming project. Students were assessed on homework assignments, lab assignments, quizzes and exams, programming projects, and participation in workshop activities. Text: *zyBooks Programming in Java* (2020).

In Discrete Mathematics 1, students studied sets and functions, propositional logic and Boolean algebra, predicate logic, relations, and integer arithmetic and the Euclidean algorithm. The topics included logical operators, truth tables, equivalence of expressions, disjunctive and conjunctive normal forms, power sets, Cartesian products, properties of 1-1, onto, and bijection, inverse functions, existential and universal quantification. Students were evaluated based on 9 reading assignments, 5 additional homework assignments, 7 workshops, participation, and 5 quizzes. The interactive text was *Discrete Mathematics* published by zyBooks.

In Digital Logic and Computer Organization, students studied the organization and logic of simple central processing units from the digital logic level to the instruction set architecture level. Students used a logic simulator, Logisim, to build a simple accumulator-based CPU. The content included combinational logic, truth tables, binary, hexadecimal, two's complement representation, adders, multiplexers, decoders, registers, memory, and concepts of register transfer level architecture and instruction set level architecture. Students were assessed on 8 homework assignments, 8 lab assignments, a final exam, and a final project. Text: *Digital Logic and Computer Organization* by Neal Nelson.

Seminar: Diversity in Computer Science was the first of a two-quarter sequence of seminars in Computer Science. Students read a series of articles related to Diversity, Inclusivity, and Equity in Computer Science, debated them in seminar meetings, and wrote reflective essays. The weekly topics included Women, LGBT+ (Lesbian, Gay, Bisexual, Transgender, and more), and BIPOC (Black, Indigenous, and People of Color) in the Computer Sciences in education and the workplace. Students were assessed on participation in small group meetings and large group meetings, as well as the quality of the reflection essays. The texts consisted of journal articles published in peer reviewed journals, scholarly sources, and other reputable publications.

EVALUATION:

Written by: Richard Weiss, Ph.D., Neal Nelson, Ph.D., Gordon Gul, Ph.D.



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Mia successfully completed the following portions of the computer science program, *Computer Science Foundations*. Mia's accomplishments in individual parts of the program are presented in detail below.

Java Programming I

Mia submitted all assignments and demonstrated a good understanding of Java and Object Oriented Programming.

Discrete Mathematics I

Mia did a good job in Discrete Mathematics I. Mia submitted all of the reading assignments, although some of them showed minimal work. Mia submitted 4 of the 5 additional homework assignments and did a very good job on some of them. Mia submitted almost all of the workshops and did a good job on them. Mia took all of the quizzes and did a mediocre job on them. Mia did a good job on the final one.

Seminar: Diversity in Computer Science

Mia submitted all the assignments and did a good job overall. Mia demonstrated a good understanding of the topic and material.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6- Java Programming I

4- Discrete Mathematics I

2- Seminar: Diversity in Computer Science



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September 2022 - December 2022: Greener Foundations

1 Credits

DESCRIPTION:

Faculty: Cynthia Kennedy and Julie Rahn

First-Year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, seminar skills, reflective writing, time management strategies, and more to foster both personal and academic growth.

EVALUATION:

Written by: Julie Rahn

Mia Reyerse completed sufficient work fall quarter in the Foundations of College Success course and earned 1 credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1

1 - Foundations of College Success



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September 2022 - December 2022: Medium and Message: Graphic Design, Audio Ethnography, and Design Thinking

10 Credits

DESCRIPTION:

Faculty: Lynarra J. Featherly, MFA and Eric A. Stein, Ph.D.

In fall quarter we explored graphic design, podcasting, interdisciplinary design, and design thinking as an entry point into a range of creative, intellectual, and applied studies and careers. In our work together, we engaged in projects-based studio work in order to gain skills in artistic practice and insights into the relative effectiveness of various channels of communication design, culminating in a major, collaborative game-design project informed by our reading of Anthony Dunne and Fiona Raby's book *Speculative Everything* and our focus on project ideation, management and completion, all central to interdisciplinary design studies and human-centered design. In Design Thinking, we turned to the formal structures involved in visual and audio communication to understand how text, image, and voice can be brought together in innovative and creative ways, including considerations of semiotics, place, and process.

In our graphic design work, we centered experimental practices meant to move us away from the forms and default understandings of "common sense" in image-making, visual hierarchy, and design thinking. Along the way, students studied and deployed fundamental principles and practices of visual communication through a series of readings and weekly project-based assignments. Students explored, developed, and reflected on effective design thinking and making, as well as creative process in order to advance their skills in artfully combining text and image to create effective and impactful designs. Balancing 'graphomotor' and digital skills, students were asked to use both traditional art materials and Adobe Creative Cloud Express design software. Our texts included Renée Stevens's *Powered by Design* and Ellen Lupton and Jennifer Cole Phillips's *Graphic Design: the New Basics*. Weekly assignments included composition and layout work with billboards, magazine covers, event posters, and book covers. Students produced a final graphic design portfolio of analog, digital, and written work that demonstrated and reflected on their development of introductory level skills in graphic design and digital design software.

Audio Ethnography emphasized introductory techniques of ethnography, digital field recording using an Olympus LS-100, sound design, and audio editing using Adobe Audition. Students completed a place-based ethnography essay and field recording; a collaborative event ethnography podcast; a designer interview audio portrait, and a revised extended version of one of the main projects. Work emphasized foundational practices in ethnographic observation, note taking, and listening; several readings provided a theoretical basis for thinking about sound, including Michel Chion's "Three Listening Modes," and other texts emphasized the cultural analysis of place.

EVALUATION:

Written by: Lynarra J. Featherly, MFA and Eric A. Stein, Ph.D.

Mia completed some successful work in Medium and Message fall quarter, but struggled to meet some responsibilities to assignments and attendance. When present, Mia took part in some small group activities, but might have been more actively focused on program lectures, discussions, and workshops.

Mia's did especially well in collaborative Interdisciplinary Design work with peers. For a five-week final collaborative design project, Mia worked successfully with two peers to create a game prototype inspired by speculative design principles. Teammates noted that they valued the work Mia contributed; Mia took pride in designing the primary game pieces and expressed satisfaction with the project overall, which met requirements for the assignment.



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In seminar, Mia attended occasionally, and might have participated more fully in our discussion of texts. Seminar passes showed emergent engagement with summaries, annotation, and posing questions.

Mia did good work in some aspects of graphic design. Mia submitted good quality work, and although not a full set nor submitted in a timely manner, Mia attended to several of the component parts of some of the assignments and synchronous video sessions. Mia successfully achieved some of the graphic design learning objectives of our program. Importantly, Mia arrived with good visual acuity and creative interests and demonstrated a desire to continue to develop creatively.

Mia's graphic design work overall reflected a growing willingness to try on and execute a variety of graphic design forms, layouts, and compositions. Mia's graphic design assignments showed development toward artistically compelling and formally innovative creative work. Mia worked toward gaining and utilizing graphic design principles and practices, and that investment was evident in Mia's event posters. Mia would benefit from setting a firmer study schedule that includes time for more expansive and deeper engagement with program materials. With more attention given to assignment details as well as meeting due dates, Mia has the potential to be more innovative in creative work and more methodical in completing assigned work.

Mia completed good ethnographic work fall quarter and developed some initial capacities with audio field recording. Mia collaborated with 8 peers on an event ethnography; the group's presentation and podcast provided substantial insight into a live punk show, noting the intergenerational differences in the experience of the event, and the strange juxtaposition of anger-fueled fans and a community built on niceness and inclusiveness. The engaging podcast audio was well-recorded and carefully mixed, featuring well-selected moments from both the event and presentation that told a coherent story effectively within the time frame allowed. In all, the highly successful project showed the group approaching advanced level expectations for the assignment. Mia's main independent ethnographic work focused on a successful descriptive portrait of Spirit Halloween. The essay did a good job systematically answering all the assignment's guiding questions, and gave an idea of the overall vibe of the place. An accompanying audio clip revealed the atmosphere in the store overall. A revised final version made some concluding comments about the connection of the story to the larger community. In all the work showed Mia's proficient capacities in ethnography, and emergent abilities in audio field recording.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 1 - Design Thinking: Core Methodologies
- 2 - Graphic Design: Fundamental Principles and Practices
- 3 - Podcasting I: Audio Ethnography
- 4 - Interdisciplinary Design: Project Ideation, Management, and Completion



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

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

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

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

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

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

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

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

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

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