



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 20 Dec 2024

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	12/2019	9	Collin County Community College
09/2020	12/2020	10	Centralia College
09/2021	03/2023	71	Grays Harbor College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2023	06/2023	8	Writing Resilience 3 - <i>Creative Writing</i> 3 - <i>Psychology</i> 2 - <i>Social Justice</i>
04/2023	06/2023	4	Salish Sea Landscapes and Waterscapes 2 - <i>Environmental Humanities</i> 2 - <i>History</i>
06/2023	09/2023	8	Transformative Writing 8 - <i>Creative Writing</i>
06/2023	09/2023	4	Through the Labyrinth of Growth: Applying Psychology to Career Design 4 - <i>Introduction to Career Counseling</i>
09/2023	12/2023	8	Basic Psychological Processes and Behavior 4 - <i>Basic Psychological Processes</i> 4 - <i>Individual and Social Behavior</i>
09/2023	12/2023	4	History and Systems in Psychology 4 - <i>Psychology</i>
01/2024	03/2024	8	Writing Healing 3 - <i>Creative Writing</i> 3 - <i>Psychology of Trauma</i> 2 - <i>Sociology</i>
01/2024	03/2024	4	Film and Gender 2 - <i>Film Theory</i> 2 - <i>Gender Studies</i>
04/2024	06/2024	8	Writing Resilience 3 - <i>Creative Writing</i> 2 - <i>Psychology of Trauma</i> 3 - <i>Sociology</i>
04/2024	06/2024	4	Heterodox Economics 4 - <i>Heterodox Economics</i>



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2024	09/2024	16	Accounting and Financial Analysis 8 - <i>Financial Accounting</i> 4 - <i>Managerial Accounting</i> 4 - <i>Business Planning for Impact</i>
09/2024	12/2024	8	Basic and Applied Psychology: From The Lab to Life 4 - <i>Biopsychosocial Psychology</i> 4 - <i>Psychological Science in Applied Settings</i>
09/2024	12/2024	8	Food Systems, Social Justice, and the Environment 4 - <i>Food Systems History</i> 4 - <i>Food Justice Social Movements</i>

Cumulative

182 Total Undergraduate Credits Earned



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Final Academic Statement

Throughout my time at The Evergreen State College, I've pursued an interdisciplinary education that bridges my interests in social justice, behavioral health, and trauma recovery. Having begun my academic journey with an associate's degree, I entered Evergreen with a clear mission to deepen my understanding of systemic challenges faced by foster youth and marginalized communities and develop skills to be an effective advocate and leader in these spaces. My time at Evergreen has allowed me to align my coursework with my professional and personal goals, providing a transformative experience grounded in collaboration, self-reflection, and applied learning.

In approaching my coursework, I sought out classes that would offer practical skills in social services, recovery coaching, and community engagement. As a peer recovery coach and member of the Behavioral Health Advisory Council (BHAC), I brought my background in trauma work and foster youth advocacy to my studies. My favorite course, "Community Health and Trauma-informed Care," directly connected with my real-world experience and inspired me to explore the intersection of behavioral health and social policy. This course not only advanced my understanding of mental health interventions but also highlighted the importance of compassionate, client-centered care, which I aim to bring into my work as a case manager for at-risk populations.

One of the unique aspects of Evergreen's education is its collaborative approach. I worked with classmates from diverse backgrounds, who each brought valuable perspectives to our discussions on topics such as systemic inequality, cultural competency, and ethical social work practices. These collaborative experiences strengthened my ability to communicate effectively and respect varying viewpoints, which are essential skills in community-focused careers. I learned to appreciate that solutions to social issues require a multidimensional perspective, incorporating insights from fields as varied as psychology, public health, sociology, and law.

Learning in Evergreen's seminar-style setting has enriched my note-taking, time management, and engagement skills. The college's learning approach encourages active participation, which initially challenged me as someone who has traditionally struggled to make connections. However, by embracing the open-discussion format, I gained confidence in sharing my insights and welcoming feedback. This shift has been instrumental not only in my academic life but in my personal development as well, as I learned to build and nurture meaningful relationships.

While at Evergreen, I've also grown as a writer. I used my interest in poetry as a medium for expressing complex ideas and emotions, which was encouraged by my professors and classmates. This creative approach to writing has not only enriched my academic work but has also allowed me to process and understand my own experiences as a former foster youth. Writing became a therapeutic tool and helped me solidify my voice as an advocate, something I hope to carry forward in my career.

The highlight of my time at Evergreen has been my ability to connect my coursework with my work outside the classroom. As a published model and poet, I brought a unique perspective to discussions about identity, self-expression, and resilience. By integrating these parts of my life into my studies, I was able to explore themes of self-worth, social justice, and empowerment—both for myself and for the communities I serve. This experience has reinforced my commitment to using my education to help others find their voice and make positive changes in their lives.

Looking ahead, I hope to build on the knowledge I gained at Evergreen by continuing to work in behavioral health and foster care advocacy. I am particularly interested in learning more about policy development and how I can contribute to systemic changes that support marginalized youth and trauma survivors. As I prepare to graduate, I am grateful for the inclusive and innovative environment at Evergreen, which has equipped me with the skills, resilience, and insight needed to make a meaningful impact in my field. My education here has been a journey of both personal and academic growth, and I am excited to bring this experience into the next chapter of my career.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

September 2024 - December 2024: Food Systems, Social Justice, and the Environment
8 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD

In this fully online, one-quarter program, students delved into understanding food as part of wider systems (relating to production, distribution, consumption, and waste). Guiding questions included: What was a food system? Who benefited from our current food system? What were the social and ecological impacts of our food system? Who gets excluded and burdened with these costs? What were the causes of hunger? How was hunger a social construction? The concept of food justice, which was a holistic and structural view of the food system that treats real, nutritious, and culturally appropriate food as a human right and addresses structural barriers to that right, was a core theme of this program. Students gained historical grounding in how our current food system came to be, with a focus on understanding the legacies of settler colonialism and enslavement on our food system. We explored our studies of the food system in an intersectional manner, with significant attention given to the intersections of food and structural racism, along with the ways in which food justice intersected with other social issues like gentrification, the prison industrial complex, racial justice, Indigenous sovereignty, environmentalism, farmworker and labor organizing, healthcare, and more. We read the works of various food justice scholar activists from areas like Indigenous food sovereignty, Black agrarianism, political agroecology, and social movements. Weekly modules included films, videos, and recorded lectures on these topics.

Assignments consisted of four bi-weekly discussion board posts, 5 bi-weekly collective annotations on the week's readings, and one case study project, where students individually researched a food justice organization or movement and created a power point describing their case.

EVALUATION:

Written by: Prita Lal, PhD.

Yavonnie, who went by "Yavi" in our program, successfully met program expectations by completing solid work this quarter. Yavi had good attendance in our synchronous classes was consistently well-prepared to engage in workshops and seminar discussions. Yavi submitted each of the discussion board posts with high quality and generatively engaged classmates. Yavi showed a very good level of analytical and critical thinking through their synthesis writing along with a close reading of program texts. Yavi also completed each of the collaborative annotations, reflecting on the readings carefully. For the case study final project, Yavi completed a presentation about Soul Fire Farm in upstate New York. Yavi created an informative presentation with impactful visuals and completed compelling research on this organization, while demonstrating strong oral and written communication skills. Yavi's commitment to learning about food justice made them a joy to work with this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Food Systems History

4 - Food Justice Social Movements



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Food Systems, Social Justice, and the Environment
09/2024 - 12/2024

My understanding of Food Systems and Social Justice

This course deepened my understanding of the intersection between food systems and social justice. I learned how systemic inequalities influence access to healthy food and how environmental challenges disproportionately affect marginalized communities. Engaging with case studies and group discussions allowed me to critically evaluate the role of policy and community action in addressing these disparities. I found this course particularly relevant to my professional aspirations as a peer recovery coach and my personal journey as a trauma survivor and advocate for equitable access to resources. I was able to draw connections between my lived experiences and the broader social and environmental issues we explored in class. For example, examining food deserts helped me understand the barriers to nutritional access I witnessed in foster care communities. Throughout the term, I actively participated in group projects, contributing ideas and helping to ensure equitable workload distribution. Collaborating with peers allowed me to see issues from diverse perspectives and enriched my understanding of the topics we discussed. The assignments required me to critically analyze how environmental policies impact food systems and marginalized groups. For example, my research project on sustainable urban agriculture highlighted the importance of community-led initiatives in combating food insecurity. While I feel I've grown in my ability to connect theory to practice, I recognize that I could improve my time management skills, particularly with balancing coursework and other responsibilities. This term also reminded me of the importance of grounding my advocacy efforts in well-researched evidence.

Highlights of the Term

Research Project: My research on urban agriculture taught me the importance of local food production in promoting environmental sustainability and social equity.

Class Discussions: These were a highlight for me, as they provided a platform to share personal experiences while learning from others.

My personal Insight: The course reinforced my belief in the power of community resilience and activism to address systemic injustices.

My goals Moving Forward

Continue to apply the knowledge gained in this course to advocate for equitable access to resources in my professional work.

Explore opportunities to engage with food justice initiatives within my local community.

Strive to manage my time more effectively to balance academic, professional, and personal commitments.

Here is my final Reflection.

This course has been transformative for me, both academically and personally. It encouraged me to reflect on my own experiences while equipping me with tools to address social and environmental inequities. I am grateful for the opportunity to learn and grow alongside my peers, and I look forward to applying these lessons to create meaningful change.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

September 2024 - December 2024: Basic and Applied Psychology: From The Lab to Life
8 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

Our world has become increasingly complex and fast, regarding the big existential questions of who to be and what to do, as well as the minute-by-minute particulars of day-to-day life. Circumstances in families, workplaces, social life, and cultural contexts, require discerning awareness of nature and nurture variables regarding human motivations, thought, emotion, and action, as well as situational and environmental factors, and the means for bringing about change. Examining psychology as a hub science, students in this program investigated peer-reviewed research, and then applied these basics of psychology to our examination of the full spectrum of human experience, limitations, and potential.

This program provided an opportunity to build a fundamental knowledge and skill base regarding psychology theory and concepts, as well as to begin developing one's own applied "theoretical orientation" of human psychology, and to test it against the ideas of great scientists in the field of psychology. We viewed psychological science in relation to our own lives and to life in our immediate community, while also seeing the application to the larger world. Students finished this program not only knowing themselves and others more accurately, but also in understanding how to "make sense" of life in more optimal ways. This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law. Credits may be awarded in Introduction to Psychology, Community Psychology, and Theories of Counseling.

Beyond reading and writing about empirical articles from current psychology journals, students also read; Cohen, G. (2023). *Belonging: The Science of Creating Connection and Bridging Divides*; Gerdes, Z. (2022). *Man Kind: Tools for Mental Health, Well-Being, and Modernizing Masculinity*; Haidt, J. (2024) *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*; Lindqvist, S. (2018) *Exterminate All the Brutes*.

EVALUATION:

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

Yavonnie (who prefers to go by Yavi) was a steady, smart, and reliable presence in the classroom throughout the quarter, producing strong scholarship as she continued to expand her growing knowledge and skill base in psychological science. She submitted effective and relevant assignments, after examining texts, peer-reviewed psychological journal articles, and other resources (essays, handouts, videos, etc.). She came prepared to every program session and effectively invested (especially in Jigsaw Classroom small group work) in discussions, offering thoughtful comments as she taught, and learned from, her peers.

Yavi's writing sample, three sets of "expert" notes for Jigsaw Classroom work (some of the best of the quarter), and a theoretical orientation final, were well-written and expressed a strong and evolving ability to examine multi-disciplinary content, as she then sought to apply theory to practice in everyday life. Her writing was organized and sequential, which allows the reader to easily follow key points, and understand the students' insights. Yavi followed the writing guidelines well in demonstrating the ability to: 1) focus closely on specific aspects of research studies; 2) examine the content with a critical eye; and/or 3) integrate ideas and concepts from other program resources and life experience.

In each assignment, Yavi focused on topics ranging across the discipline of psychology including: the integration of psychology with other hub sciences; the expansion of psychological inquiry across the globe; the unfolding of self and narrative across time and setting; issues of self and identity that are



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

impacted by different roles and situations, and evolve over, the lifespan; the basic human needs of control and belonging, which make social and cultural life more challenging; the value of prospection in relation to meaning and/or happiness in life, as it is constructed, broken, and reconstructed throughout the lifespan; social cognition, and how humans use heuristics, or mental shortcuts to more quickly "make sense" of the world; the often harmful outcomes (prejudice, discrimination, and human aggression) from overuse of stereotypes and biases; the inherent challenges found in in-group and out-group formation and functioning; the limited and costly socialization of traditional gender roles and their use across culture and time, along with the need for boundary setting and emotional granularity in social well-being; and the role of play and exploration that are critical needs in the formative years of childhood. As a fine example of her critical thinking and writing ability, Yavi wrote the following when considering the more positive aspects of psychological science:

Psychological science has significantly shaped my understanding of how individuals, including myself, function within society. It has taught me how our thoughts, behaviors, and emotions are not isolated but influenced by our surroundings. On an individual level, I've learned how early childhood experiences, like the early death of my mother, or my time in foster care, have impacted my mental health and how I approach relationships today. Socially, it has helped me realize how my struggles with belonging and acceptance stem from internal and external pressures and cultural expectations. Psychological science helps me understand why I sometimes feel isolated here in Washington, without family or close friends, and how social dynamics contribute to that feeling. Culturally, it provides insight into the broader influences, like societal norms, that shape identity and how we interact with the world. I now see that culture shapes our mental health as much as our personal experiences do.

For the comprehensive theoretical orientation paper, Yavi began writing about the formative influences that have shaped her early perspectives of self, world, and future. I was impressed with the documentation of how she has thought about life up to this point, one filled with early challenges and adversities, marked by the inevitable dissonance and justifications of human thought and action, and how Yavi has leaned into a life of growth and generativity, independence and communion, as well as social maturity. It was apparent from her writing, that Yavi has developed greater command of issues involving the common factors and unique differences within human nature; human change processes in relation to moral development and emotional granularity; the role of anxiety in shaping personality and behavior, both keeping us safe, but possibly cutting us off from life experiences; the uses and abuses of social power and social influence; the resilience required in breaking cycles of trauma; and the deep connection that is critical for well-being. Connection to people, values, nature and meaning. I was especially struck by her focus on a world-centric wisdom, as well as empathy for humanity. This sets the stage for Yavi to influence others for the pro-social good. It was readily apparent she took this assignment seriously, as this paper addresses how she has become the "Yavi" she is today, what she stands for now, and where she will direct time, energy, and resources in the future.

Yavi's wonderful character strengths of the head and heart (curiosity, creativity, love of learning, perspective, kindness, teamwork, gratitude, humor, social intelligence, fairness and justice, honesty, etc.) are readily apparent in classroom interactions. These efforts also expressed a strong desire to make a difference in the world for others. Yavi completes this program with fine academic skill for advanced study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4- Biopsychosocial Psychology
- 4- Psychological Science in Applied Settings



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Basic and Applied Psychology: From The Lab to Life
09/2024 - 12/2024

Self-Evaluation: Basic and Applied Psychology: From the Lab to Life - Fall 2024

This class has been a journey of learning and self discovery for me. I came into it not knowing much about how psychology connects to everyday life, but I leave feeling like I've gained a lot of knowledge and insight that I can actually use.

One of the things I've enjoyed most is learning how psychology isn't just about theories or experiments in a lab, it's about people, how they think, feel, and act in real life. I've been able to connect what we've studied to my own life and experiences, which made the material feel real and personal. For example, learning about how childhood experiences shape our development made me reflect on my own past and how it influences the way I think and relate to others. I also enjoyed the sections on applied psychology, especially when we talked about how psychological principles can help improve things like communication and problem-solving in everyday situations.

At the start of the semester, I felt a little unsure about my ability to keep up with everything. Balancing school with my personal responsibilities has been a challenge, but I'm proud of how I pushed through. Even though there were times when I struggled to meet deadlines or fully grasp certain concepts, I always tried my best to stay engaged, ask questions, and improve.

If there's one thing I wish I had done differently, it would be managing my time better. There were moments when I felt overwhelmed, and I know that planning ahead could have helped. I also think I could have participated more in class discussions, but I sometimes held back because I was unsure if my thoughts were "right." Overall, I think I've grown a lot in this class, both academically and personally. I've learned not only about psychology but also about myself. This experience has motivated me to keep learning and applying what I know to improve my life and hopefully help others too.

Thank you for a great quarter!



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

June 2024 - September 2024: Accounting and Financial Analysis

16 Credits

DESCRIPTION:

Faculty: Dion Gouws, DCom, CPA

This summer program in Accounting and Financial Analysis was an intensive and intellectually stimulating experience designed to provide students with a deep understanding of accounting within the context of the natural and social world. Throughout the program, we explored the diverse applications of accounting information and delved into fundamental accounting principles and processes, with a strong emphasis on the skill of creating and understanding the source of financial statements and reports.

EVALUATION:

Written by: Dion Gouws, DCom, CPA

Yavonnie has successfully completed the summer program in Accounting and Financial Analysis.

Throughout the program, Yavonnie engaged with a wide range of topics, demonstrating a solid ability to grasp and apply key accounting principles. The course covered essential areas such as recording business transactions, the end-of-cycle adjusting process, and completing the accounting cycle, including closing the books for the period. Yavonnie showed competence in understanding general accounting record keeping, internal control and cash management, current liabilities, payroll accounting, and stockholders' equity. Her ability to analyze financial statements and apply these skills to managerial accounting was clear.

Additionally, Yavonnie displayed an understanding of more advanced topics, including job order costing, cost-volume-profit analysis, and the development of master budgets. Her approach to short-term business decisions and capital investment decisions reflected a good grasp of the material and a practical application of the concepts.

Yavonnie consistently demonstrated steady engagement and curiosity, contributing to her success in the program. Her work throughout the course showed the ability to create and interpret financial statements and reports, indicating readiness to apply these skills in real-world contexts. Overall, Yavonnie has developed a solid foundation in accounting and financial analysis, preparing her for future academic and professional growth in the field.

It was a pleasure to have Yavonnie in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Financial Accounting
- 4 - Managerial Accounting
- 4 - Business Planning for Impact



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Accounting and Financial Analysis

06/2024 - 09/2024

If I'm being completely honest, when I first saw "Accounting and Financial Analysis" on my course schedule, I knew I was in for what I'd call my worst nightmare—math. I've never been a math person, and the thought of diving into numbers, statements, and analysis was enough to give me flashbacks to every bad test grade I've ever had in any math-related class. But here I am, at the end of this course, and I've actually learned so much.

I would like to express my deep gratitude to Professor Dion Gouws for his patience, understanding, and support throughout the course. He generously provided me with more time to correct my failing grades when things were looking rough, which not only gave me a second chance but showed me that he genuinely wanted me to succeed and earn all my credits. His flexibility and willingness to help were truly invaluable, especially during a course that felt like a giant hurdle for someone like me who avoids math at all costs!

Despite my initial fears and ongoing dislike of anything involving numbers, this course challenged me in the best ways. I've learned how to tackle financial statements and perform analyses I never thought I could understand. While I can't say I've suddenly fallen in love with math (that would be a miracle), I can say that I've gained a level of confidence in accounting that I didn't think was possible.

Overall, I'm proud of the work I've put in and the progress I've made. This course pushed me beyond my comfort zone, but thanks to Professor Gouws' encouragement and guidance, I was able to navigate through it. And while I may still be "not a math person," I can now look at financial data without panicking. Sorta.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

April 2024 - June 2024: Heterodox Economics

4 Credits

DESCRIPTION:

Faculty: Anastasia C. Wilson

Heterodox Economics introduces students to political economy and heterodox economic approaches with a focus on neoliberalism. This course will cover heterodox approaches to economics such as Marxist political economy, feminist economics, and social economics to understand the development of neoliberal capitalism, focusing on 1980 through present. We will examine the rise of neoliberal capitalism through economic history, with a focus on understanding its implications for the state, work, and globalization, as well as inequality through an intersectional lens. We will examine key shifts in neoliberal era including: privatization of the welfare state, labor market flexibility, globalization, rising inequality, mass incarceration, and the rise of neoliberal economic ideology.

Program Activities included attending a weekly, two- hour Zoom seminar, which included beginning each session with a "warm-up question" as well as discussion, lectures on core content, specific discussion questions and open discussion, video(s), and student-led, facilitation questions. Students were also encouraged to voluntarily contribute to our Collective Notes shared document to collaboratively take notes on our lectures and discussions. Students wrote weekly reading responses, in addition to longer-form essays.

Assigned texts included key excerpts from Chicago school economists such as Milton Friedman and Gary Becker, as well as contemporary analyses from a variety of perspectives by thinkers such as David Harvey, Ruth Wilson Gilmore, Melinda Cooper, David Kotz, Quinn Slobodian and more. Students also used a textbook from the Dollars & Sense Collective, *Real World Globalization*.

EVALUATION:

Written by: Anastasia C. Wilson

Yavonnie is an exceptional, hard-working, and inquisitive student. She challenged herself with her first economics course being Heterodox Economics and showed diligence and critical thinking in doing so. Yavonnie was timely in completed course readings, reading responses, and written essay assignments. In each of these assignments, she brought her own unique perspective to Heterodox Economics by showing the connections of neoliberalism to the foster care system, social services, and care work. Yavonnie is an exceptional student with a unique perspective, informed both by her diligent studies but also her life experiences. She was an engaged participant in the course, often asking thought-provoking questions during our Zoom seminar discussions and led student-facilitated questions as well.

Overall, Yavonnie is a hard-working, critical thinking, and engaged learner who I am grateful to have studied Heterodox Economics together with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Heterodox Economics



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

April 2024 - June 2024: Writing Resilience

8 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA

In this program, we examined the writing of survivors, and wrote about the impact of trauma and oppression on ourselves, and the people, communities, and world around us. We explored writing as part of a healing/transformational process. Questions that guided our inquiry were: How can we foster resilience in communities? Is resilience inborn or something that can be cultivated? Is healing preferred? If so, why? Is healing possible, and if so, how? Who has access to healing and what are barriers to access? Is the concept of wholeness helpful and/or detrimental? This was primarily a writing class, but the study of trauma and oppression was part of how we approached writing. We studied and wrote poems, stories, and spoken word. We read poems, stories, essays, scholarly literature, and watched videos of spoken word and comedy. Students assembled a collection of writing related to trauma, oppression, healing, and resilience. This program was taught with a trauma-informed lens.

EVALUATION:

Written by: Tara Hardy, MFA

Yavonnie prefers to be called Yavi, so that is the name I will use in this evaluation.

During Spring quarter's *Writing Resilience* program, Yavi met expectations with distinction. Yavi demonstrated strong engagement with program materials in both the fields of resilience and creative writing.

Yavi displayed outstanding critical thinking skills in the field of resilience. Writing assignments reflected proficient understanding of the subject itself, as well as many related social justice concerns. This depth of comprehension was also reflected in comments during discussion. Our program environment was strengthened by Yavi's ability to analyze material, find linkages among subjects, and deepen our inquiry. We would not have been the same community without Yavi's contributions.

In the field of creative writing, Yavi displayed exceptional craft skills. In particular, Yavi's creative writing exceeded expectations by demonstrating strong use of language, images and objects, characterization, setting, embodiment, scenes, details, description, voice, and musicality. Yavi possesses strong talent and passion for writing.

Overall, Yavi's work demonstrated an exceptional ability to think critically, analyze program content, engage with community, and write creatively.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

3- Creative Writing

2- Psychology of Trauma

3- Sociology



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

January 2024 - March 2024: Film and Gender

4 Credits

DESCRIPTION:

Faculty: Elizabeth Williamson

Why is it important to make room in the film industry for women, trans, and gender nonconforming directors? Students explored this question by reading essays and analyzing films, and they synthesized their ideas through short writing assignments and class discussions. Throughout the quarter, students shared writing with their peers in student-determined topic groups and created final group presentations based on what they learned in those groups.

Students who were fully successful in the course were able to demonstrate foundational skills in film analysis and apply an intersectional understanding of gender to film analysis.

EVALUATION:

Written by: Elizabeth Williamson

Yavonnie (Yavi) was highly successful in meeting learning objectives for this course. Yavi often contributed crucial insights to our class discussions, including posing provocative questions that helped open up new lines of inquiry.

Yavi's written work was richly detailed without being overly long. She made good use of concepts such as the "final girl" trope, and demonstrated the ability to talk about how camerawork shapes our experience of these ideas and images. Yavi's work also demonstrated that she knows how to track a set of formal elements throughout a film, especially in relation to existing conventions.

Yavi was part of a successful group presentation focused on the horror genre. The depth and nuance of their final presentation was informed by their strong collaboration throughout the quarter – which was not easy, given that this was a rather large group. The presentation was focused on the New French Extremity, and they made a series of compelling arguments about the ways that women directors working in this zone have used deliberately exaggerated violence to critique and break through male-dominated conventions. I particularly appreciated the fact that their analysis culminated in a discussion of the male characters in *Revenge*, reminding us that turning a critical lens on the dominant gender is just as important as giving more room to women characters.

Yavi provided one of the character studies that anchored the group's discussion of *Revenge*. Her analysis of the character's role in the film was very clear, and I particularly appreciated the way she used her own voice and vocabulary to make the analysis more engaging to listen to. Several of Yavi's peers mentioned that her original analysis of this film had a major impact on their thinking.

It was a pleasure working with and learning from Yavi in this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Film Theory

2- Gender Studies



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

January 2024 - March 2024: Writing Healing

8 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA

In this program, we studied writing about healing from trauma. The house of healing has many doors (physical, psychological, emotional, mental spiritual, etc.). How many doors do people enter? Writing about healing from trauma in ways that are not mere recounting, but are brave and artful in their approach was the subject of this program. Students produced new writing with a significant focus on craft. We discussed the joys and challenges of writing about healing. This was primarily a writing class, but the study of healing from trauma was part of how we approached writing. We studied and wrote poems, stories, and the spoken word. We read poems, stories, essays, scholarly literature, and watched videos of spoken word and comedy. Students assembled a collection of writing related to trauma, healing, and resilience. This program was taught with trauma-informed lens and was specifically designed to support those living at the intersections of identities and lived experiences.

EVALUATION:

Written by Tara Hardy, MFA

Yavonnie prefers to be called Yavi, so that is the name I will use in this evaluation.

During winter quarter's *Writing Healing* program, Yavi met expectations with distinction. Yavi demonstrated profound engagement with program materials in both the fields of healing from trauma and creative writing.

In the field of healing from trauma, Yavi demonstrated outstanding critical thinking skills. Comments on readings displayed depth of knowledge about healing from trauma. Written assignments showed proficient understanding of the social justice concerns related to healing and trauma. Our learning community benefitted from Yavi's ability to analyze material, find linkages in the subject, and foster connections among students.

Additionally, written assignments also displayed exceptional skill with the craft of creative writing. In particular, Yavi's written work exceeded expectations by demonstrating excellent use of language, images and objects, structure, embodiment, lineation, details, description, voice, depth of concept, and musicality. In fact, Yavi's work grew by leaps and bounds this quarter, and it was a privilege to be able to witness this emerging talent.

Overall, Yavi's work demonstrated an exceptional ability to think critically, analyze program content, engage with community, and write creatively.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

3- Creative Writing

3- Psychology of Trauma

2- Sociology



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Writing Healing

01/2024 - 03/2024

In Tara Hardy's "Healing Winter" college course for the winter quarter, the exploration of resilience within writing serves as a cornerstone for personal growth and self-discovery. Through engaging with various writing prompts and exercises, students are encouraged to delve into their own experiences of resilience, allowing them to cultivate a deeper understanding of their inner strength and capacity to overcome challenges. One of the most significant takeaways from the course is the recognition of writing as a powerful tool for resilience-building. By channeling their thoughts, emotions, and experiences onto the page, students learn to confront and process difficult circumstances, ultimately fostering a sense of empowerment and agency in their lives. Through this process, students not only develop their writing skills but also cultivate resilience as they navigate the complexities of their personal narratives.

Furthermore, the course encourages students to explore the intersectionality of resilience, recognizing that individual experiences are shaped by a myriad of social, cultural, and historical factors. By engaging with diverse perspectives and voices, students gain a deeper appreciation for the multifaceted nature of resilience, allowing them to recognize and honor the resilience inherent within themselves and others. Overall, Tara Hardy's "Healing Winter" course offers a transformative journey of self-discovery and growth, where students emerge with a newfound appreciation for the resilience within themselves and the power of writing to facilitate healing and transformation. Through engaging with diverse perspectives, sharing their stories, and supporting one another, students cultivate resilience not only within their writing but also within themselves, empowering them to navigate life's challenges with courage and resilience.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

September 2023 - December 2023: History and Systems in Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

The purpose of this course was to provide an overall view of the emergence of Psychology as a field, its historical roots, its evolution within a broader sociocultural context, and philosophical currents running throughout this evolution. Attention was given to the interaction of theory development and the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Learning goals were as follows:

- To investigate the emergence and the development of Psychology as a unique and contributing discipline
- To explore the various time periods in the history of Psychology through the lives and works of major figures
- To gain insight to the formation and thinking of the various schools in Psychology
- To consider current and recurrent crucial issues in Psychology within a historical and sociocultural as well as a multidisciplinary framework
- To provide a solid theoretical foundation for further study in Psychology

EVALUATION:

Written by: Susan J. Cummings, PhD.

Yavonnie (AKA Yavi) fully participated in class. Her reflection papers were brief comments on different aspects of Psychology. I could not tell from her papers, how much of the textbook she read or how she integrated the material as she did not refer to the text very much.

Yavi gave a well done presentation on Abraham Maslow. Her presentation was clear and articulate. She described Maslow's family of origin configuration and dynamics and financial struggles, as well as Maslow's alienation from his father; drawing solace from reading. Yavi described Maslow's process of self-actualization and self-transcendence. It was a very interesting presentation.

Yavi's team paper and presentation on "A Comprehensive Analysis of Self in Society" demonstrated excellent teamwork. In her portion, Yavi focused on self in society. Yavi's presentation was well done. She addressed how the "inner self" is shaped by the environment and upbringing, and also examined distorted thinking, such as catastrophizing. Yavi also presented information on the different parenting styles and how each impacts self development. Yavi also discussed our evolutionary negativity bias. Yavi's presentation was flowing and informative.

It was a pleasure having Yavi in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for History and Systems in Psychology
09/2023 - 12/2023

Taking the college course History and Systems in Psychology was an incredibly rewarding experience. I was able to gain an in-depth understanding of the history of the field of psychology, as well as the influential figures and theories that have shaped the field. Through my studies, I learned about the various perspectives and approaches that psychologists have taken throughout history, and how they have evolved over time. I was also able to explore the contributions of major historical figures, such as William James, Sigmund Freud, and B. F. Skinner, to name a few.

In addition, the course helped me to gain a better understanding of the different systems of psychology, such as cognitive, behavioral, and psychodynamic. I was able to learn about the various applications of these systems in clinical, academic, and research contexts. I also had the opportunity to apply this knowledge to the study of current psychological issues and debates.

Overall, this course was immensely valuable in helping me to gain a comprehensive understanding of the history and systems of psychology. Through my studies, I have developed a greater appreciation for the field of psychology and its various contributions to society. I am now able to apply this knowledge to my own research and practice in the field, and am eager to continue exploring the various areas of psychology.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

September 2023 - December 2023: Basic Psychological Processes and Behavior

8 Credits

DESCRIPTION:

Faculty: Carolina (Kina) Montenegro, Ph.D.

In Basic Psychological Processes and Behavior students examined the study of the human and non-human animal, in terms of mind and behavior. The goals of this program included gaining an ability to: (1) identify and describe some key theories in the core areas of psychology, (2) interpret, critically evaluate, and discuss scientific research on human and non-human animal behavior, and (3) apply the findings from the research literature to experiences from daily life. Students completed multiple forms of evaluative assessment in order to measure these objectives, including written assignments (journal entries; assignments), multiple-choice quizzes, a group presentation, and participation in a journal-club styled seminar. Journal entries served as a method of creating stronger connections to learning of material by creating a personal connection to material. Assignments differed by week, sometimes asking open-ended questions or filling in worksheets based on our material for the week. This structure was intended to promote flexibility and creativity. Quizzes evaluated students on their ability to assess various levels of learning outcomes, mostly focusing on application and analysis, but also included recall. We ended our program with group-led mini lectures involving close cooperation and organization.

EVALUATION:

Written by: Carolina (Kina) Montenegro, Ph.D.

In consideration of evaluative materials, Yavonnie Griggs has clearly demonstrated mastery of the program. Yavonnie is leaving this program with a more foundational background in the many perspectives within psychology. Mastery has been demonstrated through Yavonnie's journal entries, reflecting an outstanding ability to reflect on topics surrounding the diverse topics in our program and apply knowledge gained by evaluating theories. Yavonnie was quick to understand the objective of creating meaningful connections to the material while demonstrating understanding of program material. Yavonnie's submissions were concise and clear, indicating an excellent understanding and description of the core areas of psychology. Yavonnie also exhibited and developed high quality critical thinking skills in assignment submissions, adapting to the varied nature of these assignments quite well while articulating complex ideas, theories, and opinions related to psychology. In addition, Yavonnie's quizzes exceeded expectations in application of program material. Finally, for group lectures, Yavonnie communicated the presentation topic (history of gender roles) clearly in an organized and easy to follow manner, while responding to questions and comments effectively. Yavonnie and group did a fantastic job including important definitions, societal and cognitive impacts, and controversies related to gender roles. Yavonnie also aided in leading a nuanced discussion on gender roles and childhood toys and perspectives.

Altogether, Yavonnie was strongest in all evaluative materials and has exceeded expectations, thus, Yavonnie has successfully completed this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Basic Psychological Processes

4 - Individual and Social Behavior



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

June 2023 - September 2023: Through the Labyrinth of Growth: Applying Psychology to Career Design

4 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

Using in-class coaching and counseling techniques as a frame, this course approached core questions of lifespan-based career planning through a combination of lectures, discussions, TED talks, art therapy interventions, readings, and mindfulness activities. Students explored their unconscious and conscious ideas about the differences between conceptions of careers, work, and vocations, and considered both their own paths and the life paths of others as a part of their learning. Through the lens of career counseling legend Barbara Sher, students used the idea that "Isolation is the dream killer, not your attitude," while participating in four weeks of dyad/group work to address a specific challenge that they chose. Working independently, as a synchronous group, and also in asynchronous dyads, students explored their own preferences through the questions: What gives me the most vitality and how can I integrate more of it into my life? What will be truly sustainable for me in my day-to-day life? What do I truly need to avoid?

This course hosted a series of guest speaker alumni who shared that they have grown beyond historically minimizing conceptions of self they once held as first-generation college students into meaningful and financially successful careers. Speakers shared advice for students interested in non-traditional employment paths and discussed the strengths and challenges of integrating authentic purpose into career planning while balancing the ethical and environmental responsibilities of managing employees and business. This course also hosted the college's director of the Center for Community-Based Learning and Action, who linked students to paid and non-paid community opportunities and internships.

Students were prompted to explore nine archetypes of vocational thresholds identified by the faculty, including: "I was forced to choose too early," "I am too late or I am behind," "I have no map or role models," "I want too many things," and others concerns. Each student chose one or more of these issues and worked in a group to discuss the dynamics of each problem area and determine a list of recommendations or antidotes that could be used in career counseling or career coaching.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Yavonnie completed the following assignments: a resume project, an art project, and two final reflections on the course. This student had a difficult quarter, largely due to circumstances outside of their control. Due to a schedule conflict, the student was able to attend the course asynchronously by reviewing materials on their own time, which I allowed due to their circumstances. Because the course content was meant to be relational and collaborative in nature, attending the course asynchronously likely made many elements of the course opaque or difficult for them to access. It was in some ways difficult to access the student's learning fully, having never met them.

A significant portion of the course was to be completed in dyadic and triadic work with other students. The student was able to persevere against the additional challenge of being in a separate time zone from groupmates and was able to text with groupmates in place of meetings with them. In the end, the student submitted a revised final paper which stated that the course gave them new perspective on career work and that they had found the "connection and camaraderie" with their groupmates useful to their process.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Career Counseling



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Through the Labyrinth of Growth: Applying Psychology to Career Design
06/2023 - 09/2023

Self Evaluation for College Course: Through the Labyrinth of Growth: Applying Psychology to Career Design

This college course, "Through the Labyrinth of Growth: Applying Psychology to Career Design," has been an interesting and enlightening journey for me. While there were some challenges along the way, I managed to navigate through them and make the most out of the opportunities presented to me.

One aspect of the course that I felt my professor lacked in was communication. As the quarter progressed, I noticed a decline in their responsiveness to emails, which left me feeling confused and uncertain about various aspects of the course. This lack of communication not only affected my understanding of the material but also hindered my ability to connect with my peers. Unfortunately, it also seemed to impact my group members, as they, too, expressed confusion and uncertainty about the course requirements.

Despite these obstacles, I found solace in the painting assignments that were a part of this course. These assignments allowed me to explore my creativity and express myself in ways that I hadn't before. The process of creating art and connecting it to psychology and career design was truly fulfilling. I appreciate the opportunity to engage in both the analytical and artistic sides of this course, as it provided me with a well-rounded experience.

Another highlight of this course was the creation of a master resume. This assignment forced me to critically examine my skills, accomplishments, and career goals. By consolidating all of this information into one document, I became more aware of my strengths and weaknesses, as well as the areas I need to focus on to achieve my professional aspirations. This exercise was not only valuable in terms of self-reflection but also practical in preparing for the job market.

Throughout the course, I set personal goals that I aimed to fulfill. These goals ranged from improving my understanding of career theories to developing more effective communication skills. I achieved some of these goals by actively participating in class discussions, seeking additional resources outside of class, and taking advantage of the opportunities provided to me. For instance, I regularly attended office hours to clarify any confusion and seek guidance, even in the face of limited response from my professor. I understand the importance of being proactive and taking ownership of my learning, and this course has reinforced that mindset.

In conclusion, this self-evaluation highlights the challenges and successes I experienced during my enrollment in the course "Through the Labyrinth of Growth: Applying Psychology to Career Design." While the lack of communication from my professor and the resulting confusion posed difficulties, I managed to find value in the painting assignments, the creation of a master resume, and the achievement of my personal goals. This course has taught me the importance of persistence, self-reflection, and adaptability, key attributes that will undoubtedly benefit me in my future career endeavors.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

June 2023 - September 2023: Transformative Writing

8 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA

Students read stories, essays, poems, and visionary work by people living intersectional lives, including but not limited to, People of Color, Trans and Nonbinary People, People with Disabilities, LGBTQ+ People, immigrants, trauma survivors, poor and working-class people, elders, youth, and more. Through study and practice of the craft of writing, students contributed to the narratives of living these identities with their own writing. Students enhanced their understanding of writing craft, and emerged with a portfolio of new work.

Study of published work included work by: Natalie Diaz, Maisha Z. Johnson, Julie Otsuka, Rachel McKibbens, Nam Le, Joy Harjo, Roxanne Gay, Octavia Butler, Lorna Dee Cervantes, Ta-Nahisi Coates, Eli Clare, Danez Smith, Rita Dove, Shani Mootoo, Paul Tran, Alice Walker, Manil Suri, Jericho Brown, Morénike Giwa Onaiwu, Lucile Clifton, Carmen Maria Machado, Lindsay Nixon, Saeed Jones, Kai Cheng Thom, Toni Morrison, Joshua Whitehead, and Patricia Smith.

EVALUATION:

Written by: Tara Hardy, MFA

Yavonnie actively participated in class discussions, interacting with content in ways that often caused the conversation to shift in a direction towards deeper learning. Yavonnie solidly demonstrated an ability to analyze published works. Yavonnie was able to incorporate new learning into freshly generated writing, which grew significantly over the quarter. Writing assignments convincingly demonstrated the ability to produce a product that built upon the craft elements we studied. In particular, Yavonnie's written work exceeded expectations by demonstrating strong use of language, images and objects, characterization, embodiment, details, description, voice, and musicality. Much to the delight of classmates, Yavonnie participated in sharing work aloud, thus enhancing a skill necessary for any writer. Overall, Yavonnie has demonstrated an understanding of creative writing, and is ready for further study.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Creative Writing



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

April 2023 - June 2023: Salish Sea Landscapes and Waterscapes

4 Credits

DESCRIPTION:

Faculty: Corey Larson

"Salish Sea Landscapes and Waterscapes" was a 4-credit course that focused on areas of modern western Washington and British Columbia including Puget Sound, the Strait of Juan de Fuca, the Strait of Georgia, and surrounding watersheds. Students examined contemporary political, social, and environmental issues, such as Tribal/First Nation and federal/state/provincial government relations, economic and urban development, and the impact of global climate change. In order to explore these interrelated topics, this course investigated the complex histories of peoples' ever-changing relationships with their surroundings in the Salish Sea region.

EVALUATION:

Written by: Corey Larson

In "Salish Sea Landscapes and Waterscapes," students focused on the relationships that residents of the Salish Sea and surrounding watersheds have developed over several thousand years and how they have changed. Yavonnie Griggs participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Yavonnie regularly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that related to each weekly theme. The course examined several complex threads including regional geology and geography, diverse Indigenous cultures and lifeways, extraction industries, settler colonialism and border creation, urban development, and the impacts of global climate. Yavonnie adequately contributed to discussions on these topics both in class and online threads.

This course also contained several written components. Throughout the quarter, students submitted two "reading reflection" assignments that summarized and synthesized two reading assignments that offered varying perspectives on that week's theme. Yavonnie turned in the first reflection that adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions at both midterm and at the end of the quarter that addressed the course's main themes. Yavonnie sufficiently completed these essays, providing organized and insightful responses to these complex topics. Yavonnie has proficiently completed all requirements and will receive full credit for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Environmental Humanities

2 - History



Griggs, Yavonne L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Salish Sea Landscapes and Waterscapes
04/2023 - 06/2023

The Salish Sea, located between Canada's British Columbia and the United States' Washington state, is a unique and highly diverse marine and terrestrial ecosystem. This complex network of fjords, straits, bays, and islands provides a unique ecological niche to thousands of species of flora and fauna. As an important center for biodiversity, the Salish Sea is a reflection of the natural beauty and richness of the Pacific Northwest region.

In terms of landscapes, the Salish Sea region consists of a diverse range of coastal and estuarine habitats, including rocky shorelines, sandy beaches, salt marshes, and mudflats. These habitats support a wide range of marine life ranging from intertidal invertebrates, such as starfish, sea urchins, and crabs, to fish, marine birds, and mammals, such as orcas, seals, and sea lions.

One of the essential water quality parameters of the Salish Sea is salinity. The river inflows influence the salinity gradients, and the topography of the sea bottom affects the tidal currents and water movements. These factors shape the oceanography of the sea, creating various habitats and niches for sea life. The interactions between the oceanography of the Sea and its climate have created unique and remarkable marine and freshwater ecosystems.

However, the Salish Sea's ecology and habitat have been threatened due to human activities, such as overfishing, habitat destruction, pollution, and climate change. These activities have resulted in the declining populations of many species and the loss of critical habitat.

Despite the challenges facing the Salish Sea, there is a growing awareness of the importance of conserving and restoring this vital ecosystem. Organizations and individuals are working together to develop strategies to address these issues through habitat restoration, conservation, and management measures. The Salish Sea is a vital system that requires coordinated action at regional and international levels to ensure its health and well-being.

In summary, the Salish Sea is a unique and ecologically rich region that provides habitat to critical species and ecosystems. The region's landscapes and waterscapes have shaped its natural beauty and complexity and influenced the vast diversity of marine life. While this ecosystem is threatened by human activities, it is essential to balance the economic needs of local communities with protecting and preserving this extraordinary resource for future generations.



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

April 2023 - June 2023: Writing Resilience

8 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA

In this program, we studied creative writing, and the emerging field of resilience studies. We examined the writing of survivors and wrote about the impact of trauma and oppression on ourselves, and the people, communities, and world around us. We explored writing as part of a healing/transformational process. And we concerned ourselves with these questions: Is resilience something that can be cultivated? How can we foster resilience in communities? Who has access to healing and what are barriers to access? We read poems, stories, essays, and scholarly literature, and watched videos of spoken word and comedy by many authors, among them were: Adrienne Maree Brown, Leah Lakshmi Piepzna Samarasinha, Joy Harjo, Natalie Diaz, Danez Smith, Patricia Smith, Louise DeSalvo, Carmen Maria Machado, Li-Young Lee, Lucille Clifton, Lorna Dee Cervantes, Jose Antonio Vargas, Mia Mingus, Saeed Jones, and more. Students assembled a collection of writing related to trauma, oppression, healing, and resilience. We read potent published writing, studied why it works, and practiced those techniques and skills in our own writing.

EVALUATION:

Written by: Tara Hardy, MFA

During spring quarter's *Writing Resilience* program, Yavonnie met expectations with distinction. Yavonnie's contributions to the program demonstrated outstanding development and strong, critical thinking skills in the emerging field of resilience studies, as well as the field of creative writing. Comments addressing the subject matter were consistently thoughtful and indicated profound engagement with program material. Yavonnie's written work displayed profound understanding of resilience as a social justice concern, one that can be intentionally fostered within systems, communities, and individuals.

Additionally, written assignments also displayed growing proficiency with the craft of creative writing. In particular, Yavonnie's written work met expectations by demonstrating growing use of images and objects, characterization, dialogue, setting, embodiment, scenes, details, description, and voice, musicality.

Overall, Yavonnie's work demonstrated an exceptional ability to think critically and analyze program content, and a growing ability to engage with community and write creatively.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

3 - Creative Writing

3 - Psychology

2 - Social Justice



Griggs, Yavonnie L

A00439004

Last, First Middle

Student ID

Student Self Evaluation for Writing Resilience

04/2023 - 06/2023

Resilience is defined as the ability to bounce back from adversity, setbacks or challenging situations. It is an important life skill that one can develop through practical experience, mindset changes and learning from life lessons. Writing about my experiences has helped me develop my resilience, and in turn, I have learned important life lessons that have guided me in my personal and professional life.

One of the first things that I learned through resilience and writing about it is that life is unpredictable. I may have a plan for my life, but things may not go as planned. By learning to be adaptable, I can cope better with changes and challenges that come my way.

Writing has also helped me to process my emotions. When I feel overwhelmed or anxious, I can turn to writing to express my feelings. Putting my emotions into words helps me to better understand what I am going through, and it can help to reduce feelings of stress or worry.

Another lesson I have learned through resilience and writing is the importance of self-care. Prioritizing self-care means taking the time to focus on my mental, emotional, and physical well-being. Self-care looks different for everyone, but for me, it includes things like exercising, meditating, spending time in nature, and connecting with loved ones.

Writing about my resilience has also helped me to develop a stronger sense of gratitude. While it is easy to focus on the negatives in difficult situations, writing has helped me to shift my focus to the positives. I have learned to appreciate the people and things in my life that have supported me through challenging times.

Through my experiences and writing about them, I have also learned the importance of perspective. When I am facing a challenge, it can be easy to become consumed by negative thoughts. However, by taking a step back and looking at the bigger picture, I can find a new perspective on the situation and come up with new solutions.

Lastly, I have learned that resilience is a skill that can be developed over time. By reflecting on my experiences and writing about them, I have been able to identify the skills and qualities that have helped me to bounce back from challenging situations. These skills include things like optimism, perseverance, and a growth mindset. By practicing these skills and developing my resilience, I have been able to navigate difficult situations with more ease and confidence.

In conclusion, resilience is an important life skill that can be developed through experience and reflection. Writing about my experiences has helped me develop my resilience, and in turn, I have learned important life lessons that have guided me in my personal and professional life. I encourage everyone to take the time to reflect on their experiences and build their resilience so that they can face life's challenges with greater ease and success.



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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