



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

Hunter	Ryan	Douglas	A 3529835
Student's Last Name	First	Middle	ID Number
10014, 20012	Life on Earth: Postcards From the Edge		
Program or Contract No.	Title		Date
	09/30/02	03/21/03	32
	Date began	Date ended	Qtr. Credit Hrs.

Ryan has impressed me as being a very mature and disciplined student who has an extremely bright future. He is very intelligent and dedicated, and has a natural aptitude for science. Ryan has done excellent, if not outstanding, work and I cannot say enough good things about him; it has been an absolute pleasure to work with him this year. He completed all of the required work, and his performance was consistently excellent throughout the program. This is an evaluation of Ryan's performance in each portion of the program for both fall and winter quarters.

Lecture and Workshop: Ryan did an excellent job in both quarters; his scores in the biology, geology and chemistry sections of the exams were consistently excellent, showing a thorough knowledge of the material. His understanding and comfort level with the material was evident by the questions he raised with faculty during lectures and in workshops. Ryan seemed to enjoy group workshop activities and was always willing to help his group members understand the concepts and solve the assigned problems, demonstrating his ability to work effectively in a team. Ryan also did an excellent job on his Time Machine paper. He developed an engaging story where he traveled to the Cretaceous time period, which successfully incorporated technical information about the geologic features and the biology of the selected time and place. His oral presentation of this work was original, clear and contained good visual aids.

Laboratory Work: Ryan enjoyed lab work and was thorough and methodical in completing his experiments. Even when problems arose, he worked through them to obtain respectable data. As a result he developed basic lab techniques and data analysis skills. Ryan's lab notebook is excellent; his lab write-ups are very detailed and clear, and include meaningful discussions of his results.

Quantitative Reasoning Workshop: Based on a math assessment quiz at the beginning of the program, Ryan was selected for the most advanced quantitative reasoning group. This group moved quickly through most of the material in the *Math Survival Guide* (powers and roots, unit conversions, logarithms, scientific notation and significant figures) to focus on word problems that combined elements of these topics. We finished fall quarter with an introduction to simple linear regression and exponential relationships. Ryan's work during fall quarter has been uniformly outstanding. All assignments were submitted on time, and his midterm and final quizzes show an excellent grasp of the material. In winter quarter, the focus of Ryan's math group switched to probability and statistics. Students covered a range of topics including: discrete and continuous random distributions, probability notation and rules, and simulation of probability outcomes. Ryan was conscientious about turning in all of the homework. I could usually use Ryan's homework as a key, as he rarely made any errors on the problems that he submitted. Overall, the assignments

Faculty Signature(s)
 Paula Schofield, Ph.D.

April 16, 2003
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were very well done, and he did extremely well on the final exam. Ryan is well prepared to engage in a more complete and rigorous statistics class.

Seminar: Ryan always came to seminar well prepared, and consistently demonstrated a sophisticated grasp of the material. He also has a great sense of group dynamics, never attempting to dominate or intimidate his peers. Ryan's seminar papers were always well written, both in terms of style and content. Although he is one of the best writers in the program, he consistently visited the Writing Center to get feedback from a tutor. One particularly impressive paper that Ryan wrote synthesized the key points of three journal articles from the technical literature dealing with the early history of Earth. His essay showed an excellent understanding of the material and he integrated the ideas of each article effectively.

Grand Canyon Study: In addition to work on campus, Ryan participated in a 16-day dory trip through Grand Canyon National Park. Students selected a specific topic to study while on the river, and upon return to the college wrote a paper comparing what they saw with what they read prior to the trip. Ryan chose to focus on structural geology of the Colorado Plateau, which included faults, folds, fractures and the cooling of lava flows. He did a thorough job of researching the topic; effectively combining published information with insights gained during the trip. The paper was very well written, and included several of his own photographs that captured important dimensions of his discussion. Ryan worked hard the entire trip and turned this project into an outstanding learning experience. In addition to the paper, he was also actively engaged in all elements of the trip, including riverside lectures and hikes to places of geologic, botanical and archeological interest. This experience clearly had a huge impact on Ryan, and it was a pleasure spending this time with him on the Colorado River.

Suggested Course Equivalencies (in quarter hours): Total – 32

- 5 – Introduction to Historical Geology
- 5 – Introduction to Evolutionary Biology
- 5 – Introductory Chemistry
- 5 – Earth Science Laboratory
- 4 – Writing and Seminar
- 4 – Quantitative Reasoning
- 4 – Grand Canyon Natural History

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