

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

Reed, Enija Michaela L'Shay

Last, First Middle

#### TRANSFER CREDIT

INANGIL	R CREDIT.		
Start	End	Credits	Title
01/2019	06/2021	57	Everett Community College
09/2021	06/2022	33	Arizona State University
EVERGRE		RADUATE	E CREDIT:
Start	End	Credits	Title
01/2023	06/2023	32	<b>Borders, Walls and Refugees in the Age of Climate Change</b> 12 - Border Studies 12 - Refugee and Migration Studies 4 - International Politics 4 - Moroccan Migration Policies
06/2023	09/2023	8	<b>General Biology</b> 8 - General Biology with Laboratory
06/2023	09/2023	6	GIS and Mapping with Drone Imagery 6 - Geographic Information Systems
06/2023	09/2023	4	<b>Spanish - First Year I</b> 4 - Spanish - First Year I
09/2023	12/2023	16	Environmental Biology and Chemistry *5 - Organic Chemistry I with Laboratory *4 - General Microbiology with Laboratory *3 - Environmental Microbiology with Laboratory *2 - Chemical Instrumentation *2 - Environmental Biology and Chemistry Seminar

#### Cumulative

156 Total Undergraduate Credits Earned

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## September 2023 - December 2023: Environmental Biology and Chemistry

16 Credits

#### **DESCRIPTION:**

Faculty: Andrew D. Brabban, Ph.D. and Paula Schofield, Ph.D.

Environmental Biology and Chemistry is an interdisciplinary science program that used topics and theoretical concepts within microbiology and organic chemistry to study the natural world and human interaction with it, including anthropogenic pollution. It includes upper division organic chemistry, environmental and general microbiology, environmental chemistry, and chemical instrumentation. Although each subject is listed separately, the material was delivered in an integrated manner, approaching many concepts from both biological and chemical perspectives. Each week, students spent 11 hours in lecture and small group problem solving sessions, 7 hours in the laboratory and doing some fieldwork, and 2 hours in seminar discussions. Students were evaluated on the basis of homework assignments, seminar assignments, laboratory reports and notebooks, attendance and performance on several on-line quizzes in organic chemistry and microbiology, and 6 sit-down examinations. Some students elected to take only some of the components listed below.

<u>Organic Chemistry I with Laboratory</u>: Students studied the relationship between the structure and behavior of organic molecules. Specific concepts included: electronic structure, physical properties, chemical bonding, acid-base properties, stereochemistry, nomenclature of most functional groups within organic chemistry, electron delocalization and resonance. The chemistry of alkanes, alkenes, and alkynes were examined in detail, and the fundamental mechanism of electrophilic addition was emphasized, in addition to the use of retrosynthesis. Thermodynamics and kinetics were highly emphasized as fundamental and guiding principles within each topic. The laboratory work introduced common techniques in synthetic organic chemistry, including reflux, extraction, recrystallization, and simple distillation. Analytical techniques included thin layer chromatography, melting point analysis, gas chromatography, and infrared spectroscopy. The textbook used was Organic Chemistry by Paula Yurkanis Bruice (8th Ed.).

<u>General and Environmental Microbiology with Laboratory</u>: This component of the program began by examining the broad variety of microorganisms so far identified, ways of growing microorganisms and measuring growth, the biochemistry of these species and their varying cellular structure. It then progressed to examining the roles microorganisms play in the environment and the broad diversity of ecosystems they occupy. Specifically, we examined microbial metabolism and biogeochemical cycling at a biochemical level, examining the many modes of aerobic and anaerobic catabolism, such as chemolithotrophy. The laboratory component was structured to teach the basic techniques of microbiology required to safely and precisely manipulate microorganisms, such as aseptic technique, making media and growing cultures. Students learned to work quantitatively with organisms carrying out MPN and dilution series to examine water samples, bacterial and phage replication. Students also used quantitative methods to examine cellular processes such as electron transport, using biochemical assays such as the Hill Reaction. The textbook used was Madigan, M., Martinko, J., Bender, K.S., Buckley, G.H., Sattley, W.M., and Stahl, D.A. Brock's Biology of Microorganisms 15/e. New Jersey: Pearson: Benjamin Cummings, 2017.

<u>Environmental Biology and Chemistry Seminar</u>: Each week students read primary literature and other texts, and completed detailed homework assignments on each reading. Topics covered include green chemistry, the effect of sunscreen use on coral reefs, the anthropogenic carbon cycle, electric vehicles, hydrogen as an alternative fuel source, and nuclear energy and power. Readings were taken from: Journal of the American Chemical Society, Environmental Sciences Europe, Green Chemistry, Chemical Engineering Online, Union of Concerned Scientists, US Energy Information Administration (EIA). In

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addition, we had a guest speaker: a Senior Materials Engineer & Technology Strategist from the company Modern Hydrogen, who is focused on producing clean hydrogen from methane.

<u>Chemical Instrumentation</u>: Students gained significant hands-on training on the following instruments: FTIR spectrophotometer, Gas Chromatograph, and the Gas Chromatograph-Mass Spectrometer, obtaining an operator's license for each. Students learned sample preparation, operation, and analysis of data for each instrument, and used this knowledge to analyze products from synthetic labs.

#### **EVALUATION:**

Last. First Middle

Written by: Andrew D. Brabban, Ph.D. and Paula Schofield, Ph.D.

Enija entered this program to learn advanced concepts, as well as lab and field techniques within biology and chemistry to prepare for a future career in science.

Enija demonstrated a fairly good grasp of the fundamentals of organic chemistry, specifically structureproperty relationships, stereochemistry and reactions. Enija did, however, struggle with more complex topics, such as thermodynamic principles governing both molecular structure and organic reactions, as well as the ability to use this knowledge to solve applied problems. Enija showed an overall fair grasp of both general and environmental microbiology, being able to solve most of the qualitative and quantitative problems, including growth, cell quantification, cell morphology and structure, and metabolism. In the environmental component, Enija showed she could solve most the quantitative redox and thermodynamic problems as they relate to the environment. Enija's online quizzes and homeworks were generally fair.

Enija came to seminar discussions prepared, completing assignments on the readings. Her work showed she had a solid understanding of the topics and had read the texts. In addition, Enija contributed to the dialogue.

Enija performed well in labs and worked with a variety of lab partners, and overall, she learned the basic laboratory bench skills and techniques in organic chemistry and microbiology. Enija's organic chemistry lab notebook was an excellent piece of work; it was excellent in organization, detail and analysis. In conjunction with her lab partner, Enija wrote all of the required microbiology lab reports during fall quarter. These improved with faculty feedback and began to present the data more clearly. In addition, Enija learned the theory and practical application of a variety of chemical instruments. Specifically, Enija learned to how to prepare samples, operate, and analyze data from the FTIR, GC, and GC-MS instruments, and used these regularly to analyze products from organic syntheses.

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

- \*5 Organic Chemistry I with Laboratory
- \*4 General Microbiology with Laboratory
- \*3 Environmental Microbiology with Laboratory
- \*2 Chemical Instrumentation
- \*2 Environmental Biology and Chemistry Seminar
- \* indicates upper-division science credit



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#### June 2023 - September 2023: Spanish - First Year I

4 Credits

#### **DESCRIPTION:**

Faculty: Ethan Rogol

In Spanish - First Year I, students had the opportunity to acquire the skills to understand and express themselves in Spanish through written and oral language about the following: greetings, introductions, expressions of courtesy, academic life, days of the week, schedules, family, identifying and describing people, family relationships, numbers 0-199, leisure activities, colors, academic courses and professions, campus buildings, physical and personality traits, nationalities, town landmarks, months, seasons of the year and weather. Students had the opportunity to learn the following grammatical structures: conjugation of regular verbs in the present tense including verbs with irregular YO forms, use of the verbs SER, HABER (HAY), TENER, IR, and GUSTAR, noun-modifier agreement, subject-verb agreement, and various idiomatic expressions related to the topics studied.

#### **EVALUATION:**

Written by: Ethan Rogol

Enija diligently participated in classroom activities, and brought a measured energy to class, regularly asking thoughtful questions. Enija made undeniable progress, doing an informative presentation in Spanish on the climate and leisure activities of Torres del Paine National Park in Chile. Enija memorized and demonstrated mastery of the portions of the songs "Dale, Dale, Dale, "La Cucaracha" and "De Colores," which we practiced in class by singing with eyes closed. Enija now has commendable proficiency with the preponderance of the course content, has good basic-Spanish reading, writing and listening skills, and can carry on a basic conversation in Spanish.

#### SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Spanish - First Year I



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## June 2023 - September 2023: GIS and Mapping with Drone Imagery 6 Credits

#### **DESCRIPTION:**

Faculty: Michael Ruth, Ryan Richardson

The summer course "GIS and Mapping with Drone Imagery" instructed students in the uses and processing of photography from Small Unmanned Aerial Systems (sUAV) aircraft. So-called "drones" are increasingly used by government agencies, corporations, and NGO's to capture high-resolution imagery of the landscape, for conservation planning purposes, environmental and infrastructure monitoring, agriculture and forestry mapping, and many other applications.

At Evergreen we rely on the software *Drone to Map* for management of the drone imagery collections and for processing the image collections and creating GIS map layers. The *Drone to Map* software is a specialized product of the Environmental Research Institute (Esri, Inc), which integrates with the *ArcGIS* software suite for producing professional maps and interactive geographic apps.

Students learned to use *Drone-to-Map* software in progressively complex lab assignments each week. Each new assignment developed progressive computing skills for processing drone imagery collections and integration of the resulting orthographic and 3D image mosaics into a GIS (Geographic Information System) map production workflow. Students applied the resulting image and elevation surface layers in spatial analysis and temporal comparison studies of local study sites on the Evergreen campus and in nearby Olympia study sites.

Students were assigned to complete eight labs using the *Drone to Map* software. Starting with simple inspection workflows students progressed through computing of 2D and 3D surfaces, integration of high precision ground control points, computing elevation models, analyzing multispectral drone image collections, and creation of vegetation index layers.

#### **EVALUATION:**

#### Written by: Michael Ruth

Enija was a highly successful student in the *GIS and Mapping with Drone Imagery* course. Enija attended most class meetings and submitted the assigned labs and GIS projects required for completion of this course, mostly on time and with accurate results.

During this course, Enija became proficient in the use of the Esri *Drone-to-Map* software and the many processing options available for converting drone images into reliable map layers. Enija began with lab assignments for conducting 3D circular inspections of a single building. Enija used 2D processing options to create a map of the Evergreen Organic Farm using imagery collected from a DJI Mavic2 instrument, and learned how to integrate high-precision Ground Control Points (GCP's) in a *Drone-to-Map* workflow that allowed Enija to rectify the orthomosaic imagery to around one foot of spatial error. Enija learned to apply spectral analysis methods for computing vegetation index layers from a multispectral image dataset using a Phantom-4 Multispectral drone. In *Drone-to-Map*, Enija explored the spectral profiles of surface reflectance from plants, soils, and other landscape surfaces, and created false color infrared images, and NDVI (Normalized Difference Vegetation Index) layers.

Enija's final project was a summary of the drone mapping lab exercises from this summer's coursework. Enija incorporated the orthomosaics and 3D surfaces from the labs into web-maps and web-scenes in ArcGIS Online. Enija embedded those web maps into a Story Map format, which Enija supported using narrative text that explained the purpose and origin of each lab's final products. The Story Map serves as



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a succinct and interactive portfolio of Enija's achievement of the summer drone-mapping skills learned this summer quarter.

At the conclusion of this course, Enija demonstrated that she is capable managing hundreds of images which comprise a drone project, for creating orthoimagery and 3D scene products. Enija can integrate ground control and manage considerations of accuracy and processing tradeoffs in Esri's *Drone-to-Map* software. Enija can publish the resulting layers, maps, and story maps into the world wide web through ArcGIS Online.

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

6 - Geographic Information Systems



OFFICIAL TRANSCRIPT DOCUMENT

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June 2023 - September 2023: General Biology

8 Credits

#### **DESCRIPTION:**

Faculty: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** The program began with an overview of the history of life on earth, the fossil record and Darwin's observations about natural selection and common ancestry. Students studied the basic rules of genetic inheritance, cell division, evolution by natural selection, evolutionary forces, population dynamics, and speciation. Students used these concepts to investigate, write a paper and prepare a presentation on a representative organism on the tree of life. This activity required students to learn about major characteristics of each group, modes of replication, evolutionary history, and ecological significance. Students also studied cellular and molecular biology, focusing on the structure and function of cells and biomolecules, the central dogma, gene regulation, and a general overview of energetics and metabolic processes. Laboratory investigations were focused on field techniques, basic microscopy, observational studies, microbiology techniques, plant dissection and analyses, DNA manipulation, and gel electrophoresis.

The program used the *Biological Sciences*, 6<sup>th</sup> Edition, textbook by Scott Freeman.

#### **EVALUATION:**

Written by: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** Enija demonstrated an overall excellent comprehension of the concepts and skills presented as evidenced by work in lecture and laboratory sessions. Enija's performance on online quizzes indicated an excellent understanding of the material. Enija turned in all homework assignments that were always well done. In general, Enija showed enthusiasm for learning biology and worked well with peers during workshop sessions and in the in-person biology laboratory. Enija's laboratory reports were an excellent record of thinking and actions while performing experiments. Enija showed very good laboratory skills, was an excellent problem solver, and frequently asked insightful questions. At the end of the quarter, Enija showed excellent communication skills with an informative paper and a well-delivered presentation on a group of human endogenous retrovirus, HERV-K. In summary, Enija was an excellent student in a rigorous, foundational science program.

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

8 - General Biology with Laboratory



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## January 2023 - June 2023: Borders, Walls and Refugees in the Age of Climate Change 32 Credits

#### **DESCRIPTION:**

Faculty: Steve Niva, Ph.D.

Borders, Walls and Refugees in the Age of Climate Change was an upper division political science program that examined the clash between restrictive nation-state border enforcement and increased migration and refugee crises around the world today. Students learned about the causes of forced displacement and refugee crises, analyzed the international refugee system established by the United Nations after World War II and explored policy proposals to address the expected role of climate change in driving global mass displacement.

In their classwork and written work, students developed case studies of the major refugee crises that have occurred in South Sudan, Eritrea, Myanmar, Venezuela, Honduras and Syria and then analyzed the root causes of mass displacement and presented their work to the class. Students then examined the 1951 international refugee system by reading Serena Parekh's *No Refugee* and Betts and Collier's *Refuge* and were asked to develop a policy paper to reform the global system to address forced migration in the twenty-first century. Students also read and responded to the novel *Exit/West* by Mohsin Hamid about the refugee journey. Students then learned about the concept of asylum and examined the legal basis for asylum seekers from Central America who arrive at the United States' border to seek asylum.Students concluded the program by learning about the expected global mass displacement that will be caused by climate change over the next century. Drawing upon the proposal by Gaia Vince in *Nomad Century*, students were asked to develop their own vision of how climate migrants could be relocated in just and humane ways as the human climate niche shrinks and shifts northwards.

Students were assessed on their mastery of concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies and on their writing, participation and attendance.

In the spring quarter, students undertook a study abroad program to Morocco to learn more about the clash between border hardening and forced migration from scholars, journalists, policy makers and migrants. Students prepared for three weeks on campus by learning about the history, culture and contemporary politics of Morocco as well some basic Arabic language study. They wrote several short papers on European Union border policies with North Africa and about Morocco's changing role from being a migration origin country to becoming a migration destination country. Students then traveled to Morocco where they met with various stakeholders in border policy and migration in Rabat, Fes, Ifrane, Tangier, Tetouan and Chefchaouen. They created and presented two major presentations and short write-up on global borders and migration based on their learning before returning to campus. Students were assessed on their preparation and participation in travel activities and presentations.

#### **Required Texts:**

Suketu Mehta, This Land is Our Land: An Immigrants Manifesto

Serena Parekh, No Refuge: Ethics and the Global Refugee Crisis

Mohsin Hamid, Exit West (A Novel)

Betts and Collier, Refuge: Rethinking Refugee Policy in a Changing World

John Washington, The Dispossessed: A Story of Asylum at the US-Mexico Border



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Valeria Luiselli, Tell Me How It Ends: An Essay in 40 Questions

#### Gaia Vince, Nomad Century: How Climate Migration Will Reshape Our World

#### Laila Lalami, Hope and Other Dangerous Pursuits

#### **EVALUATION:**

Written by: Steve Niva, Ph.D.

Enija was a serious and thoughtful student who completed all the course work, showed familiarity with readings and assignments, had good attendance and gained a great deal of new learning about the causes of forced migration as a pressing global issue. Enija brought focus and attention to her learning and worked on improving her academic skills, leaving the program with a much higher level of performance.

Throughout the program, Enija demonstrated a good ability to understand the international refugee system that was created in 1951 and analyze and debate policy reforms about this system. For example, Enija worked with a team to understand the root causes of the refugee crisis in Venezuela that has resulted in over seven million refugees and wrote a clear, but unevenly structured paper addressing this issue. Enija also wrote a good analysis of weaknesses of the current international refugee system stressing that the system needed to expand the definition of refugees, provide safe passage and limit the use of camps. Students were asked to critically examine the "border crisis" narrative that shapes policy debates in the United States about migrants and asylum seekers at the U.S.-Mexico border and Enija wrote a paper arguing that the situation is better understood as a crisis of mass displacement and a failed asylum system when one understands the root causes of what drives asylum seekers to the U.S. border.

Enija's best work came when the class examined how climate change will produce a major crisis of displacement over the next century. She showed a very good grasp of climate change impacts and gave a clear public presentation about how several indigenous peoples in Central America were already being displaced and how the process was inadequate.

One of the main areas where Enija showed improvement was in reading complex texts and finding ways to reflect this knowledge in her writing. Enija's writing is typically clear and the main area for improvement is in formulating a more concise thesis at the beginning, which she continued to improve throughout the quarter. Enija grew in her ability to articulate her thoughts in seminar and class discussion and has the capability to speak even more. In conclusion, what stands out is that Enija can produce high level undergraduate work in the areas she has confidence and with more consistency she has the capacity to do more advanced work in these areas.

Enija's participation in the study abroad program to Morocco was excellent. She was fully engaged in the experiential side of exploring how to travel and engage with learning while in Morocco. Her preparation for the trip was good, writing a few short papers on the changing nature of Morocco in global migratory patterns and she was able to develop this learning while in Morocco and made several very good presentations about EU border externalization and Moroccan migration policy during the trip. Most importantly, Enija showed an excellent ability to navigate travel abroad and to help her classmates navigate complex environments.

#### SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

12 - Border Studies

12 - Refugee and Migration Studies

INFORMATION FROM THIS RECORD MAY NOT BE RELEASED TO ANY OTHER PARTY WITHOUT OBTAINING CONSENT OF STUDENT



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

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- 4 International Politics
- 4 Moroccan Migration Policies

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# EVER GREEN

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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 guarter credit hou

#### 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.

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- 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.