RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Reed, Enija Michaela L'Shay — A00439846

Last, First Middle — Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts — Awarded 14 Jun 2024

TRANSFER CREDIT:

Start	End	Credits	Title
01/2019	06/2021	57	**Everett Community College**
09/2021	06/2022	33	**Arizona State University**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	06/2023	32	**Borders, Walls and Refugees in the Age of Climate Change** *12 - Border Studies* *12 - Refugee and Migration Studies* *4 - International Politics* *4 - Moroccan Migration Policies*
06/2023	09/2023	8	**General Biology** *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	**Spanish - First Year I** *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*
01/2024	06/2024	30	**Undergraduate Research with E. Thuesen** **10 - Marine Science Research: Project Development* **10 - Marine Science Research: Bivalve Physiology* **10 - Marine Science Research: Microplastics*
01/2024	03/2024	4	**Statistics I** *4 - Statistics*

Cumulative

190 Total Undergraduate Credits Earned

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When I graduated high school, I did not have a clear view of what I wanted to do with my future. I moved away to college and discovered that the college that I went to did not fit the academic standards that I had for myself. When I achieved junior standard at that University, I decided to leave in order to figure out exact what I wanted to do. I looked into different colleges within Washington, because it was my home for most of my life and it would be a good fit for beginning my new future. I came across evergreen state's academic standard and I was highly intrigued. I knew that I would be able to get a good idea of what I wanted for my future within the walls of this college.

When I first started my education at the Evergreen State College, my goal for my education was to understand the concepts of my future and what I want to do with my degree. I decided to study environmental studies and different perspectives of policy in order to prepare for my future career with the prospects of working in the environmental world and its relationship with human development and human relationships. I aspired to improve my Spanish and learn it at a college level. I hoped to learn about climate justice and climate racism that affects the world that we currently live in, along with how we can change and improve the narrative that we currently have built.

Through immersing myself in the dynamic environment of Evergreen, I was able to take the opportunity to delve into the intricate web of relationships between humans and the natural world. Through courses that explored the nexus of environmental sustainability, social justice, and policy formulation, I gained invaluable insights into the interconnectedness of these domains. From dissecting the nuances of climate justice to confronting the stark realities of climate racism, specifically through the course Borders, Walls, and Refugees in the Time of Climate Change, each lesson served as a clarion call to action, igniting a fervent desire to drive positive change in our global community. With this course, I had the opportunity to travel to Morocco, where I was able to witness the true application of the study, as well as using my Spanish in a practical setting.

An additional opportunity that stands out amidst my academic pursuits that I feel has been invaluable was research experience I gained in the realm of marine science. Delving into the intricate dynamics of marine ecosystems, I had the privilege of immersing myself in a captivating study focused on oysters and their profound impact on environmental sustainability. I was able to explore oyster filtration and expulsion rates in relation to plastic pollution—an issue of critical importance in our modern era. Through experimentation and data analysis, I looked into the mechanisms by which these creatures interact with their surrounding environment, shedding light on their potential role as agents of ecological restoration and conservation.

As I approach graduation from Evergreen State College, I reflect on achieving my initial goals while recognizing the need for further development. I've decided to pursue a master's in environmental science at Evergreen to deepen my understanding and expand my opportunities in the field. I look forward to building on my education and contributing to environmental initiatives in a more impactful way. It has been an honor to be a member of the Evergreen State College undergraduate program and I can not wait to continue my education with the skills that have been provided to me.

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January 2024 - March 2024: Statistics I

4 Credits

DESCRIPTION:
Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions. Other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:
Written by: Alvin Josephy, MES

Enija Reed completed the requirements of this introductory statistics course, doing consistently excellent work. Her work on the class exams was well done. She was a strong participant in this class and contributed regularly to the in-class discussions. Her homework and labs were all done very clearly and completely. Enija presented an article from the *Gallup News* titled "What Percentage of Americans Smoke Marijuana?" The data seemed to show that younger people are more likely to use marijuana, men are more likely than women to be users, and general usage is increasing over the past decade. The sample size was over 1,000, but with only twenty subjects from each state. Still, Enija felt the samples to be representative of the population as a whole. For her assignment, Analyzing a Study, Enija chose a study on the seasonal diets of southern resident killer whales (orcas) around the Puget Sound. She discussed the seasonal differences as well as the comparison of diets in four regions of the Sound. While the diets are generally salmonids, its clear that the preferred diet is Chinook salmon. As evidenced by her work in this class, Enija is prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics

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Student Self Evaluation for Statistics I
01/2024 - 03/2024

Over the course of Winter quarter, I went through the introductory statistics course. During this course, we covered a multitude of information. The assessments and assignments played a pivotal role in aiding my comprehension and application of statistical concepts. The variety of assessment components, including weekly homework assignments, article presentations, and a final summary, ensures a comprehensive evaluation of student learning. I found the article presentations and final summaries to be a unquie and useful assignment in my ability to understand the practical application of statistical terms and methods.

To be specific, we had two presentations to complete over the course of the quarter. The first was on a recent new article that used statistics and the second was an article, journal, etc. that represented a study of our choicing. We were encouraged to use pieces that reflected back on our topic of interest of that we had previously used or accessed over our journal at Evergreen. This was another way that these assignments aided the comprehension of the topics we discussed; specifically population, mean, standard diviation, and confidence intervals.

I appreciated that the instructor was easy to reach through email and Canvas. It was good to know that help was just a message away if I get stuck on something or need clarification. That kind of support can make a big difference in how confident I feel about the material.

Considering the time commitment and format of the course, the weekly three-hour sessions was daunting. However, the incorporation of hands-on computer labs on alternating Fridays offered an opportunity for practical application and reinforcement of theoretical concepts. It is within these labs that abstract statistical theories can transform into tangible skills through interactive engagement with data analysis tools, which I had not had before.

In conclusion, as a student navigating the world of statistics, I can say that I prepared to continue with the journey of statstics and the use of practical application of my skills in my future schooling and career in the form of data analysis.

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September 2023 - June 2024: Undergraduate Research with E. Thuesen

30 Credits

DESCRIPTION:
Faculty: Erik V. Thuesen, Ph.D.

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Sciences. This independent learning opportunity is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in specific projects. The program provides opportunities for students to develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills.

EVALUATION:
Written by Erik V. Thuesen, Ph.D.

Enija did excellent work in my lab this year. She spent much of fall and winter quarters reading papers in the primary scientific literature related to the microplastics in the marine environment with emphasis on bivalves. She developed methods to make them appropriate to our laboratory resources and local bivalve species (*Crassostrea gigas*). To investigate the uptake and persistence of microplastics in this oyster, Enija used Fluorescent Green Polyethylene Microspheres in multi-day experiments. Individual oysters were maintained with microspheres for various lengths of time in a cold room. She learned to use a fluorescent microscope in order to visualize the microspheres. Following experiments, Enija counted polyethylene microspheres in oyster tissues. She found that uptake and persistence of microspheres were related to oyster size, with larger oysters filtering and retaining more microplastic. Enija wrote a short report at the end of the quarter that outlined her methods and results. Her report represented a very good succinct start to a larger paper.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 30

*10 - Marine Science Research: Project Development
*10 - Marine Science Research: Bivalve Physiology
*10 - Marine Science Research: Microplastics

* indicates upper-division science credit

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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.

Organic Chemistry I with Laboratory: 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.).

General and Environmental Microbiology with Laboratory: 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.

Environmental Biology and Chemistry Seminar: 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

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.

Chemical Instrumentation: 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:
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 structure-property 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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Student Self Evaluation for Environmental Biology and Chemistry
09/2023 - 12/2023

I entered the program Environmental Biology and Chemistry to learn advanced biological and chemist concepts that were previously unknown, as well as lab and field techniques to be prepared for a career in the field of environmental sciences.

Over the course of the Fall 2023 quarter, I obtained knowledge of several concepts within the field of chemistry, such as structure-property relationships, stereochemistry and reactions. However, while I can say that I obtained a grasp of this information, I can also say that I did struggle in my understanding of the more complex aspects of the field. When it came to the topic of microbiology, I would say that I was taught and learned a multitude of information. The general topics, such as growth and cell morphology, were pieces that I took and will continue to use throughout the rest of my education, at Evergreen State College and beyond.

When it came to the laboratory section of the course, whether it was organic chemistry or microbiology, I learned skills that I will continue to use to my future courses, most specifically my undergraduate research opportunity. I had the opportunity to learn the practical mechanisms of a variety of chemical instruments, as well as the theory. I learned how to prepare samples, assemble several various lab apparatuses, and analyze data from the FTIR, GC, and GC-MS instruments. In additional to active participation in labs, I kept a lab notebook for both courses and wrote microbiology lab reports, that I can gladly say improved in quality over the course of the quarter.

Overall, I am proud of the work that I completed during the Fall 2023 quarter. I came into this course with the knowledge that it would be difficult. As I worked throughout the quarter, that assessment did not waiver. This however did not dissuade me from gaining what I could from the course and it was more than I could have hoped for.

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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

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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,* 6th 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

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4 - International Politics
4 - Moroccan Migration Policies

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Last, First Middle — Student ID

Student Self Evaluation for Borders, Walls and Refugees in the Age of Climate Change
01/2023 - 06/2023

Coming into the program Borders, Walls, and Refugees in the Age of Climate Change, I was unsure of exactly what I would take away from it when I concluded the class. I decided to take this course because of my interest in climate change and the correlation that it has with humanity. The hope was that I would come to a deeper understanding of a topic that I was not only interested in, but that I did not know much about. At the conclusion of the class, I can take away the fact that I learned about people all around the world, how they move, and why they are moving. The class and the education that I gained will always be with me,not only because of the information that I gained, but for the way that I experienced it.

There were a lot of things that I learned throughout the program. One of the most important topics that I learned about over the course of the program was the overall crisis of displacement that is currently occurring and has occurred in the past. During the winter quarter, we covered the different reasons why people are and have been displaced, as well as the two main types of migration, mass migration and forced displacement. Throughout the reading of "Refuge: Rethinking Refugee Policy in a Changing World" by Betts and Collier, I gained a deeper understanding of the complexity of the current definition of a refugee and how it should be changed and developed, as out world and humanity is developing. The current definition excludes a large number of individuals, such as those affected by climate related disasters and extreme economic hardship.Another important topic that was covered was U.S. asylum policy and the "border crisis" at the U.S. Mexico border. There is a large and popular narrative when it comes to the Southern United States border, however this narrative is just that.

During this program, I gained an understanding of why people were showing up at the border in such larger numbers, as well as why they left their homes behind when they did. I was introduced to the proximate causes and the ultimate causes of the situation and the way that western territories have influenced such high volumes of moment. Finally, I was given a bigger picture of what the future of migration could look like due to the factors of climate change and the different populations that will have to move because of them. We covered different policy recommendations and were given the ability to research and provide insight into topics that correspond with climate migration, giving us the ability to tie what we were learning to information and topics that we wanted to explore or that we already feel passionate about.

During the spring quarter, we covered the specifics of migration from Sub-SaharanAfrica into Europe. During the first half of the quarter, we covered policy and talked about migration within Moroccoand where migrates settled there, while they were either waiting to try to cross into Spain. While in Morocco, we met with numerous NGOs who informed us on the conditions that migrates arrive in, as well as the resources that they provide for them, wherever they may be on their journey. We spoke to migrants about their experience travelling to Morocco and the reasons as to why they chose to leave their home countries. We were able to get a once in a lifetime perspective on the topic that we spent the year learning about.

Over the course of the class, I had to overcome issues that I have with studying the literature that we covered. I have always had a harder time truly comprehending a text that I am reading. I was able to grow my ability as a reader, and as an observer of literary perspectives.I did the best of my ability to read texts at the rate at which we read them throughout the quarter, but the important piece is that I made an active effort to be at seminars and participate in them when I had topics and ideas that I wanted to discuss. When it came to writing, I felt that I grew throughout the program. There are ways that I can improve my writing, through my grammar and the professional organization of my essays. However, I was given the opportunity to write in styles that were unlike what I had written in the past and was given feedback on my writing, which I have felt in the past was hard to come by.I felt that Iwas able to improve

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Last, First Middle — Student ID

each essay based on the feedback that was provided, while taking the knowledge and content from thepreviousessay anddevelopone that I felt was improved from the last. During the spring quarter specifically, I feel as if I was able to understand the knowledge at hand from a new perspective and begin to truly understandthe impact that migration is having on these regions. I feel as if I spent spring quarter improving my attentive listening abilities, due to the fact that the information that was being presented was being translated time and time again and it was rarely repeated.

Throughout the duration of the program, I was able to learn and participate in important and informative conversations with my professor, my fellow classmates, and other individuals. I was provided with a greater understanding of not only the class content, but also the way to engage in productive, educational conversation. This program has given me a new perspective on human movement, and climate changes effects on humanity, that I did not have previously. I plan to apply my learning in this class in my future studies at Evergreen State College, creating more defined learning goals for my education. I plan to use the insight that was provided to me in the class, on the humanitarian and societal points of climate and human movement as it is now and it was in the past, in my future education and my future career. It providedme with an insightinto the world that Ihadn't seen before and made me really think about what I want for my future. Throughout the rest of my time at Evergreen State College, I will use the knowledge that I have obtained and learned how to apply it to the world around me.

EVERGREEN

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.