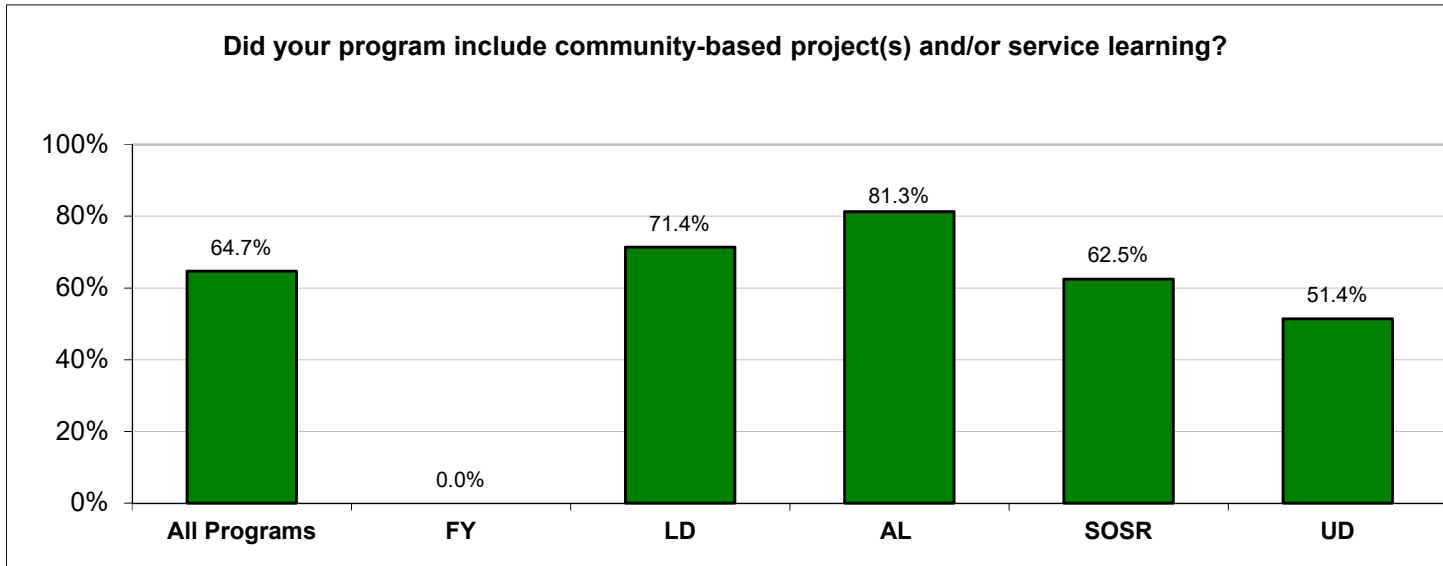


## End-of-Program Review 2019-20

### Community-based Project(s) and/or Service Learning in Programs



	Yes	No	No, but I considered it.	Programs Responded (N)
All programs	28.4%	64.7%	7%	116
First-year (FY) FY only	0.0%	0.0%	0%	0
Lower Division (LD) FY-SO	28.6%	71.4%	0%	7
All Level (AL) FR-SR	9.4%	81.3%	9%	32
Sophomore-Senior (SOSR)	25.0%	62.5%	13%	40
Upper Division (UD) JR-SR	48.6%	51.4%	0%	37

Note: Courses, contracts and internships programs were not asked to participate in the End-of-Program Review.

**Please share what barriers prevented you from it.**

We had guest speakers working in the field to inform/inspire/instruct students about potentials. Covid 19 pandemic a barrier  
 Social distancing prevented work with Cielo English classes. EF School did not follow through with conversation partner plans.  
 One-quarter half-time program in winter would have been challenging to build in enough support for students  
 Entire basis if SOS model  
 COVID-19 obstacle! We were going to do workshops with incarcerated students in Chehalis and Shelton  
 Covid-19 in spring we would have been in the Longhouse Garden  
 COVID-19 and physical distancing limited us

**Level at which community-based project(s) and/or service learning was included in programs  
 (Check all that apply)**

	<b>Frequency</b>	<b>Percent</b>
<b>Introductory</b> (Students are nearly entirely led by faculty and community partner in their work and does not contain a high level of responsibility, deep hands-on learning with beginning reflection strategies.)	20	17.10%
<b>Intermediate</b> (Students are guided by faculty and/or community partner, but have some responsibility and independent work; there is a growing level of complexity and a variety of factors that must be considered.)	7	6.0%
<b>Advanced</b> (Students have a high level of responsibility, trust, and decision-making with community partners, work independently but are accountable to the community, and the work they do involves a high level of complexity and higher order thinking and application of learning. Something about culminating experience, capstone.)	83	70.90%

**Please briefly describe the community-based project(s) and/or service learning: Please include organizations you partnered with**

<b>Program</b>	<b>Program Type</b>	<b>Description of activities</b>
Justice at Work: Labor, Civil Rights, Immigration and the Law	AL	SOME students had internships with unions or public policy organizations, including Washington Federation of State Employee and
Learning Education Schooling	AL	Participation in public schools
Making Change: Social Entrepreneurship and the Diversity & Dissent in Education & the Media	AL	Local food banks, goodwill industries
	LD	The freshmen program completed engagement with both on and off campus organizations (primarily during the fall quarter).
Irrepressible Bodies: Hope, Health, and Resilience in a Turbulent World	LD	Students attended (& participated in, if they chose) advocacy days at the state leg with a variety of nonprofit organizations.
Atoms, Molecules, and Reactions	SOSR	Science in the library
Broke: Poverty in the U.S. Today	SOSR	We had two community based field trips: social justice walk downtown and poetry eading at Traditions (Olympia Poetry Network)
Cultures and Communities of (Dis)Ability	SOSR	Kokua Services
Doing Good and Doing Well: Ethics and Sustainable Business Management	SOSR	Some students worked with a local expert on homelessness to study economic impacts.
Flaming Eggplant: Cooperative Food Business Management	SOSR	Students ran The Flaming Eggplant Cafe, not sure if this should be categorized as community-based since it was campus-based
Gateways for Incarcerated Youth	SOSR	The focus of our program was co-learning with incarcerated youth at Green Hill School, a youth prison in Chehalis.
Mediaworks: Experimental and Documentary Approaches to the Moving Image	SOSR	Students researched community groups and did intro observational work in various communities
Student-Originated Studies: Community Resilience	SOSR	Department of corrections, fertile Ground, Pizza klatch, Gateways, Garfield School (Americorps), Thurston Climate Action team, Lacey Veteran Services Hub, GRUB. Independant projects for Info-Thrift center and Harm reduction libraries projects.
Student-Originated Studies: Taking Action in Our Communities (CCBLA)	SOSR	Some students worked at advanced level. Partners: TC Food Bk, Kiwanis Garden, Tacoma Urban League, courts, schools, more.
Telling the Story: Business, Digital Marketing, and Ethics 2020	SOSR	We created a stunning digital marketing campaign for Low Income Housing Institute -LIHI

Student-Originated Studies: Critical Theory + Critical Practice	UD	Fieldtrip to Centralia to commemorate the centenary of the Centralia Massacre
Undergraduate Research with A. Styring	UD	We are collaborating with conservationists in Sarawak Borneo to determine biodiversity in certain protected areas
Washington State Legislative Internships	UD	Legislative internship, full time, during the legislative session