

End-of-Program Review 2007-08

Community-based Project(s) and/or Service Learning in Evening and Weekend Studies Programs

Did your program include community-based project(s) and/or service learning?

	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
Evening and Weekend Studies	40.9%	59.1%	9	22
All Programs	27.6%	72.4%	32	116

Note: Courses, contracts, internships, and student Originated Studies (SOS) programs were not asked to participate in the EPR.

EWS programs with community-based project(s) and/or service learning

	Description of activities
Children and Education: A Silk Roads Perspective	[Students] volunteered in K-12 schools, other community organizations; they were required to do 49 hours of community service/work per quarter. Involvement documented on student wikis. Created art workshops for the community. Created New Year's visual arts show, Lunar New Year Festival, participated in Procession of the Species.
Religion and Society	During spring quarter, students worked for 2 hours a week with a local faith community with which they had no affiliation. Students served the community in whatever way was needed (e.g., office help, building maintenance, serving people in need), and they learned about the history and nature of the faith tradition as well as the particular community group they served.
Positive Psychology	Connecting with other people in other departments for the play. Students had to participate in philanthropic activities out in the community.
Race Matters: The Dynamics of Diversity	students were required to complete 20 hours per quarter of community internship with local community-based organizations.
Language, Literature, and Schools	Observations and field work in schools.
Public Management, Leadership and the Power of Inclusion	Each student was required to engage in a leadership activity within their own workplace or family community fall quarter.
Justice at Work? Civic Rights, Labor Law	Some project groups did some community based inquiry.
Leadership in Action: Transforming Self and Structure	Students participated in a collaborative project focused on aggregating information about local community in the form of a wiki. Students also individually interviewed important leaders from the community.
Politics, Performance, and the Public	Each quarter each student took part in a small "community engagement" project with one to three other students. The objective was to participate in some in-person event where political expression or deliberation was taking place. Students wrote an analysis and presented to the class using program themes and issues.