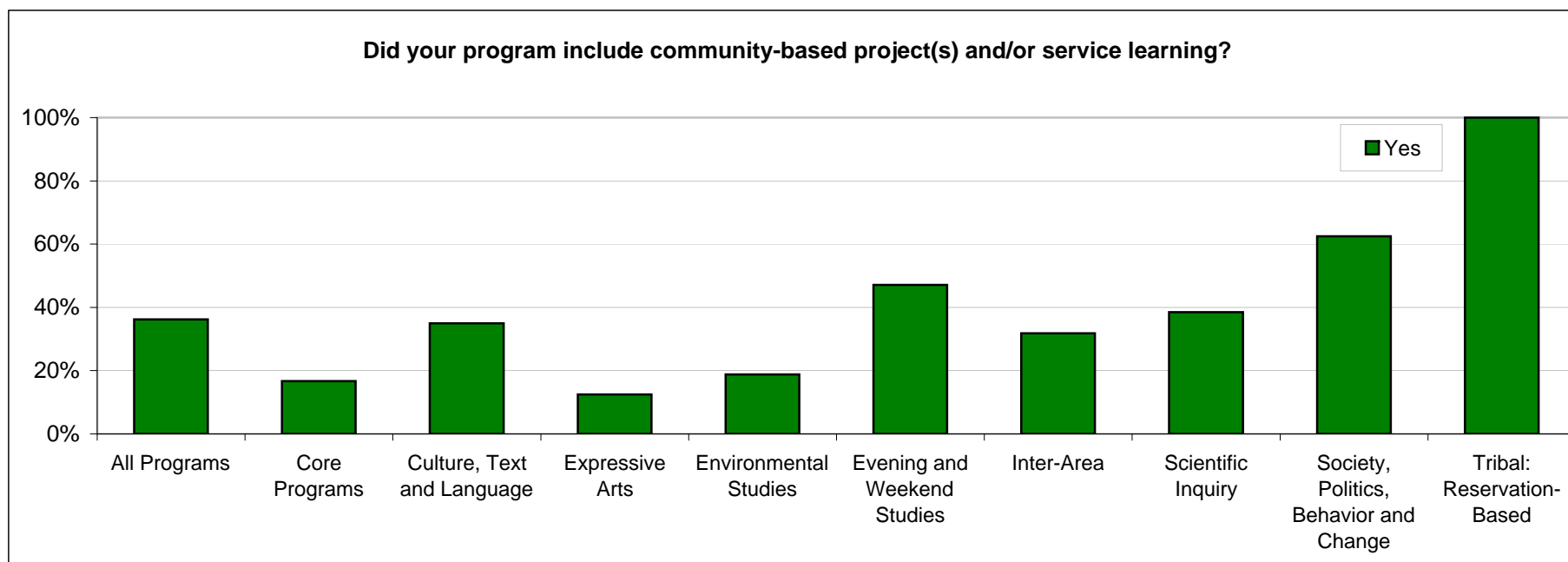


End-of-Program Review 2009-10

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All Programs	36.2%	63.8%	47	130
Core Programs	16.7%	83.3%	1	6
Culture, Text and Language	35.0%	65.0%	7	20
Expressive Arts	12.5%	87.5%	2	16
Environmental Studies	18.8%	81.3%	3	16
Evening and Weekend Studies	47.1%	52.9%	8	17
Inter-Area	31.8%	68.2%	7	22
Scientific Inquiry	38.5%	61.5%	5	13
Society, Politics, Behavior and Change	62.5%	37.5%	10	16
Tribal: Reservation-Based	100.0%	0.0%	4	4

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

Description of the community-based project (s) and/or service learning

Program	Description of activities
American Frontiers: Homelands and Empire	Students worked in various projects, including tutoring, advocacy, and internships
American Stories	Students had the option in spring quarter to be involved in community organizations and design a field-based research project.
Arab Muslim Women Writers	Visit and conversation with local mosque.
Art Culture, Spirit	Involved with Quileute Indian natives, Winter community concert (celebration of Darkness) Olympia Festival
Astronomy & Cosmologies	Presentations to kids at the Science Carnival
Atoms, Molecules, Reactions III: Thermodynamics, Kinetics and Materials Chemistry	Students presented at Science Carnival and Research Exposition.
Awakening the Dreamer, Pursuing the Dream	Group community service coordinated by our service learning center and individual service projects (generating 2 credits of work) as well as individual student projects many of which included service during spring quarter.
Business Management, Leadership and Diversity in Social Enterprises	2 credits each quarter was awarded to students for internships and work within a nonprofit organization. All students were required to present at the end of the quarter on this work.
Civic Intelligence in the Real World	Students worked with community groups on projects and conducted pattern of engagement workshops.
Community Based Research: Knowledge in Place	Each student, alone or in a team, did a CBR project. This involved communication with community groups, project planning, and a project due in relation to comm. organizations.
Composing A Life	Each student individually, or in small groups, had to create and implement a project that gave back to the community. Very creative and helpful efforts were shared on the final weekend (in schools, and prisons, youth organizations, with homeless populations and cancer patients and organizations, regarding sustainable agriculture, etc.
Current Economic and Social Issues	Students could get involved in community projects as part of study
Earth Stewards	Legislative workshop; afternoon at GRUB (garden raised urban bounty).
Ecological Agriculture	Work at food bank in spring
Energy Systems and Climate Change	Student projects: extensive work with campus Clean Energy Committee projects and Evergreen's Student Green Energy Association with community groups on projects and Algae group; projects on recycling/Westfield Mall; potential installation of kinetic panels in the CAB; sustainable organic garden beds in Gig Harbor; work with "Native People's, Native Home Lands" federal conference; Kirk Haffner from southsoundsolar@comcast.net and the Living Machine in Bremerton Bainbridge.
Eye of the Story	Many students' life histories and ethnographic studies were community-based
Field Ornithology	Everyone had to volunteer at least 20 hours on a local conservation field project. Most students worked on timber sale raptor surveys at Ft Lewis and invasive species management in the prairies.
Gateways: Popular Education and Political Economy	We were colearners and so facilitators with incarcerated youth
Green Nature, Human Nature	We worked in the Kiwanis Food Bank Garden on two occasions
India: Politics of Dance, Dance of Politics	Students worked on developmental television based on community based projects
Introduction to Natural Science: Life, the Universe, and Everything	All students presented to general audiences at the Evergreen Science Carnival
Japan Today: Japanese Culture, Literature, Cinema, Society and Language	The students participating in study abroad in Tokyo have lived with their Japanese host families for 5 to 7 weeks.

Language, Literature, and the Schools	Several students spent time observing/volunteering in classrooms as part of the work for the program.
Latin American Short Story	One-day field trip exchange with literacy and bilingual programs in Shelton
Life of Things	One of our students founded YAYA- youth and young adult United Farm Workers Ministry; Zero waste
Literature and the Cultural Politics of Democracy in Chile and Brazil	Four weeks of service learning designed to bring into local focus the struggles over the cultural politics of democracy studied in relation to Chile and Brazil
Making A difference/ Doing Social Change	Each student worked with a social change organization or with a student organization
Making Change Happen	Many students did internships in social justice or other agencies.
Making Your Place	Creation of Harborpedia, a wiki devoted to the Grays Harbor community, with emphasis on improving access to community resources
Media Artist Studio	Individually student projects, ex) volunteer in alternative school ex) cross-cultural collaboration on media
Money's Value, Soul's Worth	Students developed individual projects at local community organizations supported by in-class presentations by CCBLA and Thurston County Volunteer Office Staff.
Multicultural Counseling	Internship
Northwest Developments: The Good, the Bad and the Ugly	Input to Olympia planning dept. concerning density. Input to Thurston Co. Planning about Rochester improvements
Object in Performance	Performances to the community
Poetry New York	Literary internships...
Political Economy and Social Movements	Optional, had various community organizers give talks,e.g immigration
Reservation Based Community Determined	Students in the Muckleshoot tribal community interviewed biologists and lawyers in gathering info for trypitch
Reservation Based Community Determined Program - Nisqually	Some students self-selected to do internships at such places as Greenhill. Students self-selected sustainability projects that took them to the Nisqually National Wildlife Refuge where they developed podcasts that will be shared with students and others who come to the refuge.
Reservation Based Community Determined Program - Port Gamble	Students conducted research projects on current environmental problems on reservations and attended public forums, council meetings and visited sites where contamination, erosion, deforestation, salmon recovery etc.
Reservation Based Community Determined Program - Quinault	Attendance at elder functions Attendance at sobriety dinners Study of bear guiding and impact on community, environment, and tribe
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	Each student spent 20 hours on community based project of their choosing and reported back to the class. The project worked involved some form of quantitative analysis.
Social Work /Human Services Skill Sets	In-program internships and individual learning contracts with local service providers.
SOS: Experimental Science	Science Carnival!!!!
SOS: Information Gone Wild: Continuities of Knowledge in the Digital Age	Does internship in the library count? All students interned in the Evergreen library.
Sustainable Business Leadership	The www.nwei.org book "A Sense of Place" was used in fall quarter and acted as the foundation of application for sustainable business efforts. If the student was to do the business for real? Where would they do that and why? Several also looked at how government guided business and others in business locations.
Turning Eastward: Explorations in East-West Psychology	Two programs with local senior citizens addressing gaps between age groups and spirituality across the life span, presentations by local human service organizations