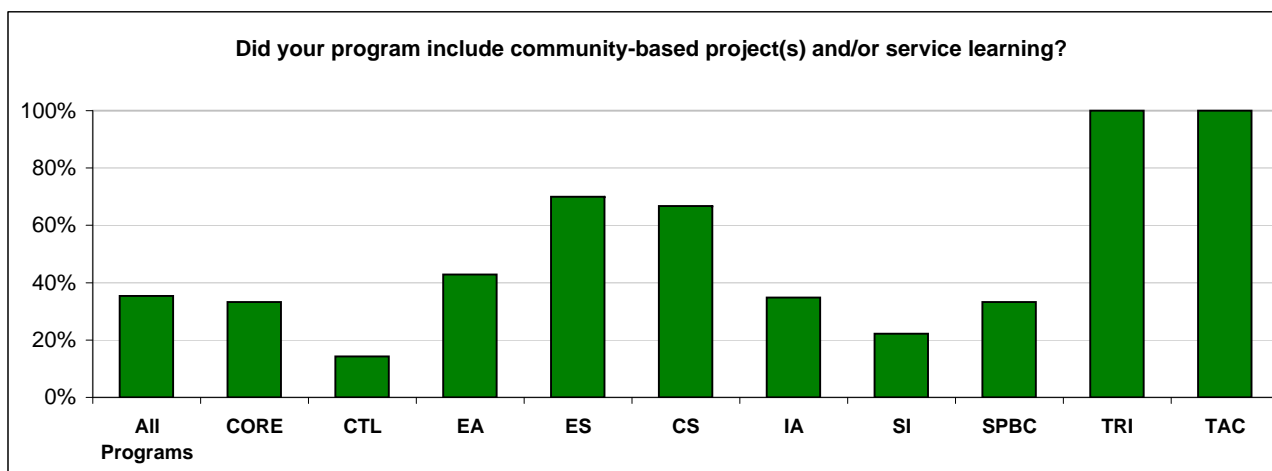


## End-of-Program Review 2010-11

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All Programs	35.4%	64.6%	35	99
Core Programs (CORE)	33.3%	66.7%	1	3
Culture, Text & Language (CTL)	14.3%	85.7%	3	21
Expressive Arts (EA)	42.9%	57.1%	3	7
Environmental Studies (ES)	70.0%	30.0%	7	10
Consciousness Studies (CS)	66.7%	33.3%	2	3
Inter-Area (IA)	34.8%	65.2%	8	23
Scientific Inquiry (SI)	22.2%	77.8%	2	9
Society, Politics, Behavior and Change (SPBC)	33.3%	66.7%	7	21
Tribal: Reservation-Based (TRI)	100.0%	0.0%	1	1
Tacoma program (TAC)	100.0%	0.0%	1	1

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**

<b>Program</b>	<b>Description of activities</b>
Gateways: Popular Education, the Arts, and Activism	Weekly visits to state prisons: Evergreen students and incarcerated youth participated in a college class designed for those institutions.
From Problems to Issues to Policies	Water officials Mike McCanna; Rich Hoey; LOTT Treatment Plant field trip; Department of Ecology Brownsfields managers inc. John Means; Jenna McCartney and Jason Doudt, State Legislature and other regional professionals acted as field supervisors for program research projects *we saw the manhole covers that are sculpted in Downtown Olympia as part of the next answer.
Constructing the Individual/ Deconstructing The Practice of Sustainable Agriculture	Volunteering @ K-12 schools in Oly.
Reservation Based, Community Determined Program	Visited community farms and volunteered at Kiwanis food bank garden and Left Foot Organics.
Environmental Analysis	Understanding history and timeline of Braget Farm, eventual purchase by Nisqually Tribe and exploring/mapping planned development. Development of environmental impact statement.
Multicultural Counseling	Students worked with community collaborators in the Nature Conservancy on their major winter quarter project (a study of invasive species and stream processes conducted in Western Washington streams). In addition, many students participated in in-program internships with groups including People for Puget Sound, the Nature Conservancy, USFWS, and others during the spring quarter.
Play On! The Theatre of Sport	Students were required to participate in 4 credit internship for winter quarter and spring quarter.
Art, Culture, and Spirit	Students researched sports in the community, attended events and conducted interviews with community participants
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	Students produced an art show and concert at the end of fall quarter volunteered in community in Winter quarter.
Language, Literature, and the Schools	Students could participate in community-based projects in Winter quarter as part of the major project.
The Spanish-Speaking World: Cultural Crossings	Students completed 40 hours of in-school observation and volunteer work.
	Spring quarter: Students studying abroad in Santo Tomas, Nicaragua worked 10-12 hours per week in community based projects (farm, clinic, free lunch program, schools). Students studying abroad in Quito, Ecuador undertook a one-week intensive project serving needs in a highland community. Students who stayed in Olympia spring quarter had the option to do 4 to 8 credits of their work in organizations serving local Latino communities (e.g., Evergreen Elementary dual language program, Mason County Literacy, CIELO ESL, Wa State Commission on Hispanic Affairs, POWER, etc). We also had two days of community exchange with Shelton (one in the winter, the other in the Spring).
With Liberty and Justice for Whom?	Students completed 40 hours of in-school observation and volunteer work.
	Spring fair research projects that included research and demonstration and presentation of that learning to the entire community; internships for students at community-based organizations and nonprofits, such as the Health Department and the Department of Corrections; students' collaborative art project showcased at Tacoma Art Museum; students who participate in Students in Service (Community volunteer hours for AmeriCorps)
Art, Time and Narrative	Sort of, we saw films weekly at the Olympia Film Society in order to contribute and be an audience for a local non-profit community based organization.
Healing the Mind-Body: Biology and Beyond	Some students, for their independent projects, did interviewing, volunteering & took courses in areas of mind-body medicine.
Mount Rainier: The Place and its People	Service learning: 3 days Fall quarter at Mt. Rainier National Park; 1 day winter quarter, Nisqually River watershed 1 day spring quarter, Mt. Rainier National Park. Community-based projects: All students participated in spring quarter 12-credit community-based projects at Mount Rainier, in the Nisqually watershed, with local NGOs, etc.
The Past and Future of American Youth	Service at local youth sites, schools, after school programs.
Theater Intensive	Public Performance
Biodiversity Studies in Argentina	Optional. Some students carried out community based projects.
Botany: Plants and People	Optional service learning opportunities in the Evergreen Teaching Gardens.
Turning Eastward: Explorations in East-West	Many community social service strategies, look at internship possibilities.
Rethinking the Suburbs	Internships

Business Foundations	Guest Speakers from the Community, Field Study
Foundations of Health Science	Formed internships with community health organizations.
Bodies of Knowledge	For their independent project in spring quarter, several students (~10%) carried out internships with non-profit organizations in the community (Books to Prisoners, Thurston County Needle Exchange Program, Crisis Clinic of Thurston and Mason County)
SOS: Community Development	Every student had an internship or community-based project as their primary learning activity for the program.
Why Businesses Succeed: Sustainable Design	Each student was required to conduct two-hours a week in a community internship for two credits a quarter. They were required not to be paid for this service.
Invasive Species: Plants and Patterns	Conducting research to assist the Glacial Heritage Preserve in making management decisions about addressing invasive species problems.
Leading in Turbulent Times	Comm. Gardens/Internships in Local Ones.
Field Plant Taxonomy	Collaborative creation of an illustrated flora for the Puget Praries.
The Legislature and the Public	Collaboration and connection with community groups and NGOs re: WA State Public Policy. How do community groups and NGOs approach WA Govt, participate in hearings, shape Leg strategy, build coalitions.
Mind-Body Medicine	4-16 credit internships or community based learning, program wide community service with incarcerated women at Harmony Hill Retreat Center.
For The Common Good: Community Based Learning and Action	10 hours per week at community organization, additional reflection writing, Social Justice Walking tour, site visits, final community presentations to site supervisors.
Dance of Consciousness	1/3 of students did volunteer work such as Books to Prisoners, Organic Farming (for Olympia Community).
SOS - Community Based Learning, Practice, and Theory	1) Many Students worked with community based projects 2) Students organized a fair with community groups