

End-of-Program Review 2011-12

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

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

	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
Inter-Area	32.5%	67.5%	13	40
All Programs	30.1%	69.9%	41	136

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

IA programs with community-based project(s) and/or service learning	Description of Activities
Business and Sustainability: Myth or Method?	The main portions was based with workshops for the busniess plans whereby the student(s)looked for local government and nonprofit partnerships to solve community problems. The idea ws to shine the lightof the organizations on the problem and then offer a solution that would aid all parties, i.e. homelessness, veteans' issues, hunger, etc.
Citizen Science: Ecoliteracy	All students undertook a 4-credit winter quarter community-based/service learning project.
Communication and Power in Education	Option of fulfilling some course objectives through field work in K-12 classrooms.
Dangerous Work	I would consider the student poster session at the Pacific Northwest Labor History conference, and their attendance at the conference, to be community-based.
Drawing on Earth: Explorations in the Aesthetics and Dynamics of the Earth	We worked with the Nisqually River Education project to help elementary school student collect seasonal water samples in the Nisqually Watershed and supported/facilitated the Student Green Congress held on campus (3/23).
Ecological Niche: The Interface of Human and Animal Behavior	Community Scan, community service (winter quarter for 5 weeks at 5 hours/ week and spring quarter a minimum of 5 hours/week for 10 weeks. Could use internships as well.
Ecology and the Built Environment	Students worked with a local non-profit to generate case studies for a Thurston County building code innovations database
Justice: A Relationship of Reciprocal Respect	Paddle to squaxin island, generations rising
Native City: Histories, Policies and Images	There was a research/ service learning component
Re-Interpreting Liberation: Third World Movements and Migration	Group work at Left Foot Organics; individual, in-program internships for 8 credits in spring; Field trips and meetings with community-based orgs in Seattle and Olympia
Self and Community	Internship for 10 weeks, evaluate internship organizations on the basis of community psychology and provide concrete strategies to make the internship organizations better serve and support students' suggestionss or concrete strategies with research evidence. Students developed internship manuals and communication workshops as their concrete strategies.
Suburban Nation?	Several students did in-program internships working on issues of food security and housing/homelessness. Some work was community-based field studies, evaluating alternatives to sprawl and designing new purposes for derelict or idle properties.
Telling Our Stories: What Makes Communities Work?- GRH	Each 12-credit student had a community-based internship and a 4-credit component. Most chose social services or education, and did assignments connecting their internships with classroom work.