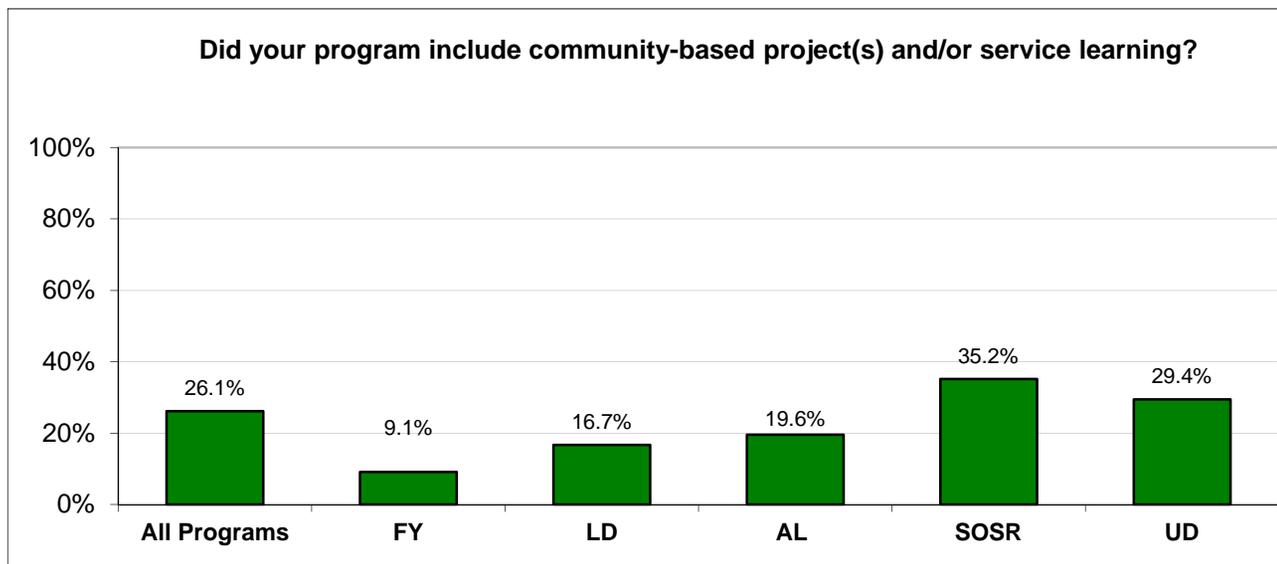


End-of-Program Review 2015-16

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



| | Yes | No | Programs With any CB/SL (N) | Programs Responded (N) |
|---------------------------|-------|-------|-----------------------------|------------------------|
| All programs | 26.1% | 73.9% | 41 | 157 |
| First-Year (FY only) | 9.1% | 90.9% | 1 | 11 |
| Lower Division (LD) FY-SO | 16.7% | 83.3% | 2 | 12 |
| All Level (AL) FR-SR | 19.6% | 80.4% | 9 | 46 |
| Sophomore-Senior (SOSR) | 35.2% | 64.8% | 19 | 54 |
| Upper Division (UD) JR-SR | 29.4% | 70.6% | 10 | 34 |

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 | Program Type | Description of activities |
|---|--------------|--|
| Attachment Across the Lifespan | AL | 2 hour observation at the childcare center |
| Introduction to Environmental Studies | AL | We volunteered at Grass lake Park and Glacial heritage preserve to remove invasive species and plant natives as part of program work. |
| Living Well: The Anthropology of Sustainability | AL | Went weekly to the Kiwanis Gardens to volunteer preparing starts, weeding and gardening for Thurston County Food Bank--heard from a number of community organizers; volunteer work was also a part of a visit to Fertile Ground; trip to food bank, some students volunteered in connection to that. |
| Persuasion: The Science, Art, and Ethics of Influence | AL | On Campus service learning - Students did group projects that developed persuasive marketing-type campaigns in relation to different students organizations. |
| Stories and Histories: El cuento latinoamericano | AL | Participated in 4 site visits to Proyecto MoLE and engaged in collaborative storytelling and writing activities with Latina/o high school students; also did a field trip to the Latino Youth Summit organized by Proyecto MoLE. |
| Terror: Chocolate, Oysters, and Other Place-Flavored Foods | AL | Spring quarter students completed 5 week independent field study that engaged them in a community of their choosing |
| The Art of Living Consciously | AL | It was an option in their independent study portion of the program. |
| The Essential Ingredients of Intercultural Competence | AL | One community based project facilitated by the Center for Community Based Learning and Action |
| Writing the New Journalism - Creative Nonfiction | AL | Students were in a venue approved by me and writing about what they observed and analyzed. |
| River Reciprocity | FY | Working with K-12 students to test water quality in the Nisqually watershed, working in the native plant restoration nursery on the Elwha River, and designing a final project that reciprocates with a watershed in terms of science, art or environmental education |
| Globalities: Art, Culture, the City and the World | LD | For the half of the program students designed either self-oriented projects or internships. A few of these were community-based improvement projects. |
| Images of Japan: Arts, Literature and Cinema | LD | Japanese Gate described above. |
| Biodiversity Studies in Argentina | SOSR | Some students worked with Argentine scientists. |
| Bryophytes and Lichens of the Pacific Northwest | SOSR | Inaturalist and Opal Creek wilderness checklist program |
| Civic Intelligence Laboratory | SOSR | Students taking the program for 12 credits (most of the class) worked on community projects such as a community garden for Green Hill correction facility. |
| Community Connections - What Makes Communities Work (at Grays Harbor) | SOSR | Fall quarter students engaged in primary source research to learn about the origins of the public school system in the Grays Harbor region. Winter quarter students completed oral histories of the public school experiences students, teachers and administrators had in the Harbor Region during following WWII through the 1970s. Spring quarter students each carried out an action/advocacy project on a wide range of topics that were relevant to K-12 education including bullying, truancy, parent education, wrap around services for low-income families and school nutrition. The class also organized a Candidate Forum that took place at the Aberdeen High School and included 5 of 6 of the major candidates for the state-wide Office of Superintendent of Public Instruction. |

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| Dances with Stars: A Fusion of Poetry and Science | SOSR | Students worked in small groups to teach various aspects of science poetry at Evergreen's Science Carnival. They developed curriculum, did dress rehearsals in class including critique/feedback, and taught their revised curriculum to K-12 students. The workshops included hand's on science and poetry. |
| Ecological Agriculture: Healthy Soil, Healthy People | SOSR | An option was an in-program internship or library research project in the spring. About half the students were involved in an in-program internship in the community. |
| Energy Systems and Climate Change | SOSR | Research projects to reduce energy use and carbon emissions on campus, in partnership with RAD, Clean Energy, Sustainability office, and Facilities |
| Evolution and Ecology Across Latitudes | SOSR | For their five week projects in Spring quarter, a few students chose to do community-based projects with organizations in Ecuador and Peru that are working with local communities to help bring safe drinking water, for instance, into homes. |
| Gateways for Incarcerated Youth | SOSR | Work in a prison classroom |
| Gateways for Incarcerated Youth: Writing Imprisonment, Writing Freedom | SOSR | Work in a prison classroom |
| Local Knowledge: Building Just and Sustainable Communities | SOSR | 1/2 day per week observing and participating in community field site; research/photography projects in winter at field site |
| Place and Displacement | SOSR | Some students made connections with Seattle housing activists and a few incorporated internships into winter studies. |
| Political Economy and Social Movements: Race, Class, and Gender | SOSR | Minimal, speakers, went o events as program |
| Psychology and Community | SOSR | Diverse internships and preparation of social health care kits for displaced populations for mental health resources |
| Radio Documentary: Writing and Production | SOSR | [Faculty did not elaborate.] |
| Reinterpreting Liberation: Third World Movements and Migrations | SOSR | Spring quarter, students undertook 4 or 8 credit internships in community organizations as part of the program work. (We also did a one-day project at two community gardens during the first week of spring quarter). |
| Student-Originated Studies: Agriculture | SOSR | Internships with GruB, Thurston County Food Bank, Fertile Ground, JBLM |
| Student-Originated Studies: Community-Based Learning and Action at Evergreen | SOSR | Community-based work was the main focus of this program, shaped through a shared curriculum and liasoning with the Center for Community-based Learning and Action. Each student was at a site or involved in a independent project. We dedicated one day to a community walk-around; we met with 3 panels of community advocates, leaders, and NGO staff. |
| Topics in Education: A Critical Examination | SOSR | Volunteering in local k-12 schools, in-program internships in schools and at local non-profit i.e. CIELO, Sound Learning, Boys and Girls Club, Food Bank |
| "As Real as Rain": The Blues and American Culture | UD | Two public concert open to the public; a cohort of students within the program participated in Gateways program activities at Green Hill. |
| Advanced Research in Environmental Studies with C. LeRoy | UD | Collaboration with Forest Service scientists |
| Better and Worse: Health and Inequality in the U.S. | UD | Students were asked to participate in the one night homeless count in Thursday County. |
| Making Meaning: Teaching English Language Learners | UD | Students were required to do tutoring at a non-profit organization helping Language Learners, or they could tutor at a local school working with teachers and students. Students were also required to do a research case study of an ELL. They were required to interview and do a fair amount of community observation. |

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| Picturing Plants | UD | Illustrations for field guide |
| Psychology and the Arts | UD | Social health care kits partnered with Common Bond Institute - mental health for refugee children and youth |
| Student-Originated Studies: Community-Based Learning and Action | UD | It is impossible to briefly describe this, as the SOS was entirely about community-based internships and learning. See syllabus. |
| The Art of Counseling | UD | Preparing Social Health Care electronic resource kits for displaced populations |
| Undergraduate Research in Scientific Inquiry with P. Yu | UD | Student collaborated with healthcare provider off campus to analyze medical data |
| Washington D.C. Internship | UD | Full time internships with public and private agencies |