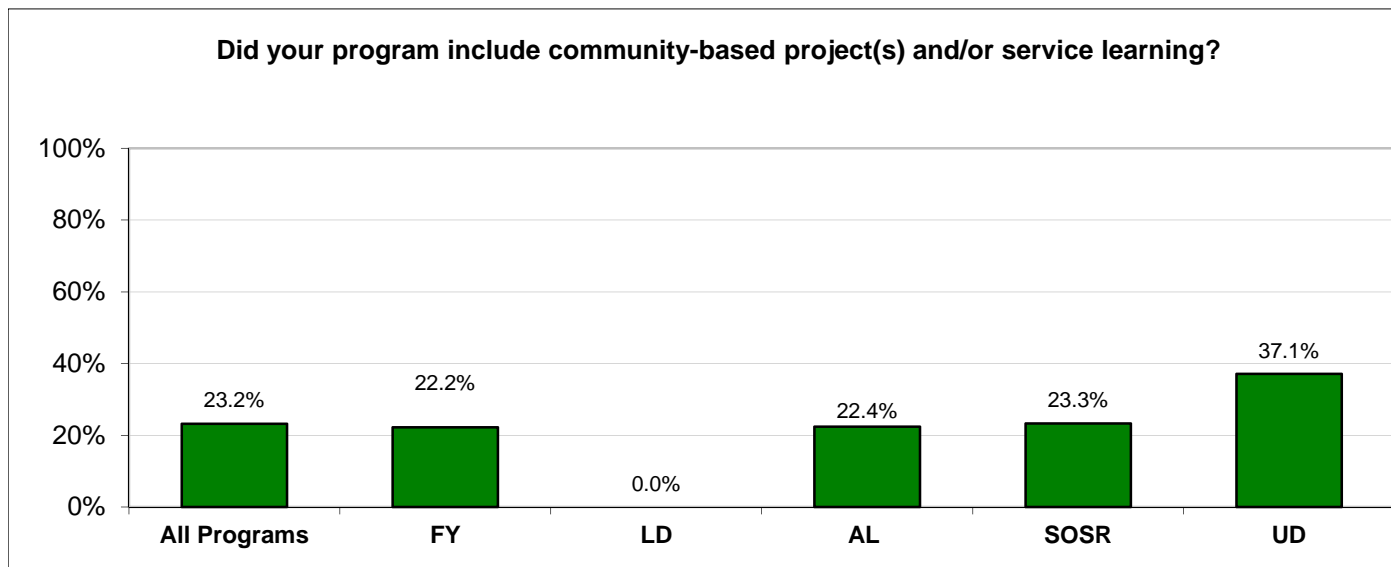


End-of-Program Review 2016-17

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All programs	23.2%	76.8%	36	155
First-Year (FY only)	22.2%	77.8%	2	9
Lower Division (LD) FY-SO	0.0%	100.0%	0	19
All Level (AL) FR-SR	22.4%	77.6%	11	49
Sophomore-Senior (SOSR)	23.3%	76.7%	10	43
Upper Division (UD) JR-SR	37.1%	62.9%	13	35

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
Bridging Cultures	AL	(Optional) presentation and calligraphy workshop in Lincoln School K-12 classrooms.
China and Japan: Traditional and Contemporary "Silk Road"	AL	Students worked with international students on various projects in difference, environmental resources, politics, and culture.
Dance of Wisdom: Embodied Consciousness	AL	Working with Food Bank to pick food from the Kiwanis gardens
Food, Health, and Sustainability	AL	The entire program did volunteer work one morning at the Thurston County Food Bank. Individual students (5-10) carried out internships in spring quarter with community organizations (GRuB, Thurston County Food Bank, Olympia Community Herbal Clinic).
Matter and Motion	AL	Presentation at science carnival, science labs in the library
Playing Politics: Psychology, Performance, Strategy, and the Elections in Real Time	AL	Political engagement projects attending and reporting on political event as participant/observer.
Political Economy and Social Movements	AL	Students studied local social movement or advocacy organizations, interviewed
Sustainability: Reimagining the Built Environment and the Written Word	AL	Used downtown (Olympia) sites and TESC plan for letter press studio to create designs for book Art Center as adaptive re-use project. Interacted with city planners.
Sustainability: Reimagining the Built Environment and the Written Word	AL	Proposal to design a Book Arts Center for Evergreen in an existing building in downtown Olympia. We choose three sites downtown. We interacted some with city planning department.
The Play's the Thing: Study of Theatre and Drama	AL	The program ends with a three-day, four-play final public performance, which many community members attended.
Thinking In Indian: Democracy, Civic Engagement, and Resistance	AL	Community gardens at public/Tribal schools, Generations Rising - Tribal Youth/Make Art Day, Paddle to Campbell River
Borders	FY	We did have a few field trips with collaborative community components, but not a sustained partnership.
Ecological Niche: The Interface of Human and Animal Behavior	FY	Students had to complete 50 hours following a community assessment instrument designed to familiarize them with the resources in the community and their values re: service. That was winter quarter. Spring quarter it was optional
Arts, Culture, & Ecology	SOSR	March for Science, Women's March
Bodies Speaking Out: Public Health and Community through the Lenses of Science, Ethnography, and Media	SOSR	Brief internships/volunteer in winter with some media projects (audio and visual/film). Extensive (10-12-credit) community work in spring, many with media projects (film mainly), some straight internships with no projects
Computing Practice and Theory	SOSR	Our students worked with several non-profits and one for-profit company to analyze their data
Filling the Silence: News, Numbers and Poetry	SOSR	Community reading of students' poetry
Gateways for Incarcerated Youth: Acknowledging the Past, Claiming the Future	SOSR	Work with youth at Green Hill
Language, Literature, and the Schools	SOSR	Students spent one half-day per week assisting in public school classrooms.
Physical Systems and Applied Mathematics	SOSR	Science Carnival

Student Originated Studies: Center for Community-based Learning	SOSR	The whole class is founded on and shaped around community-based work (collaboration, documentation, research). Each student worked in a community/movement setting and the class learned collaboratively through these experiences. CCBLA is critical to the workings of this SOS cluster.
Teaching English Language Learners: Culture, Theory and Methods	SOSR	TESC students tutored K-adult ELLs weekly over the course of our 2-quarter program in Shelton and Olympia.
The Spanish-Speaking World: Cultural Crossings	SOSR	Two field trips (fall); a 10-week community-based product with the Heritage Spanish language class at Mt. Tahoma High School (winter); study abroad options that include community-based projects in Nicaragua and Mexico (spring).
Advanced Research in Environmental Studies with C. LeRoy	UD	Collaboration with the US Forest Service
As Real As Rain: the Blues and American Culture	UD	Public Concert open to the community at end of program.
Community Connections - What Makes Communities Work (at Grays Harbor)	UD	All students were required to complete an Action/Advocacy project related to housing and/or homelessness. Projects included designing a project that would lead to a positive change to one or more Harbor communities. Included writing an Op Ed on the issue they focused on.
Create. Destroy. Repeat.	UD	Students planned and presented a series of community-based public readings and screenings of their work both quarters.
Deviance, Crime, and Punishment in the Past and Present	UD	10-week internships with NGOs and Social welfare groups
Field Plant Taxonomy and Conservation	UD	State park flora
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Muckleshoot)	UD	Internships at a variety of sites involving service learning
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Nisqually)	UD	Internships at a variety of sites involving service learning
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Peninsula)	UD	Internships at a variety of sites involving service learning
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Quinalt)	UD	Internships at a variety of sites involving service learning
Student-Originated Studies: Gender in Music	UD	Students recorded regional artists in Evergreen studios working on music and gender
Washington State Legislative Internships	UD	Legislative internships - 100%!
Writing: Advanced Practices	UD	I'm new to Evergreen, and still learning what "service learning" means, but I did ask the students to work collaboratively and perform a play together.