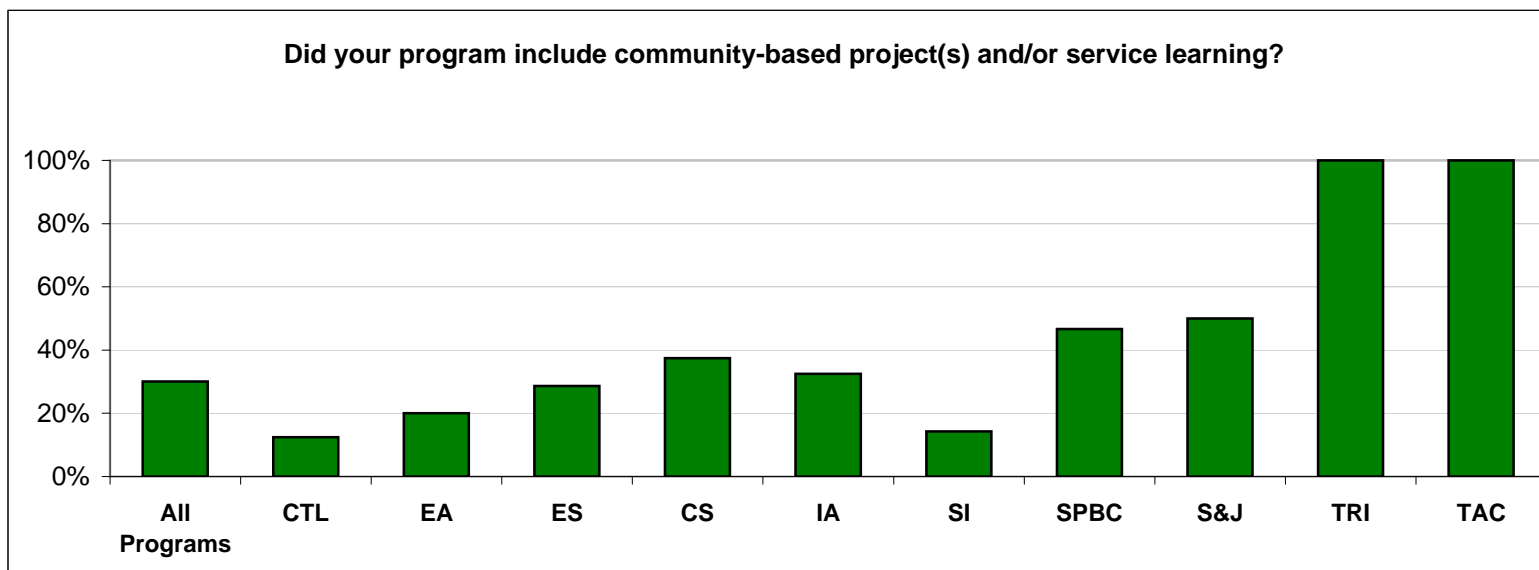


End-of-Program Review 2011-12

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All Programs	30.1%	69.9%	41	136
Culture, Text & Language (CTL)	12.5%	87.5%	3	24
Expressive Arts (EA)	20.0%	80.0%	3	12
Environmental Studies (ES)	28.6%	71.4%	2	7
Consciousness Studies (CS)	37.5%	62.5%	3	8
Inter-Area (IA)	32.5%	67.5%	13	40
Scientific Inquiry (SI)	14.3%	85.4%	2	14
Society, Politics, Behavior and Change (SPBC)	46.7%	53.3%	7	15
Sustainability and Justice (S&J)	50.0%	50.0%	5	10
Tribal: Reservation-Based (TRI)	100.0%	0.0%	2	2
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

Program	Description of activities
An Educated Society	Five base projects on ways society teach in community/public spaces
SOS: Center for Community-Based Learning and Action	Each student planned and completed an individual community-based project. There was a wide variety of issues and activities represented from wilderness center work to local community music to social service agency work.
Turning Eastward: Explorations in East/West Psychology	Two days of discussions with the local senior citizen community about their issues, panel of military veterans, many guest speakers from human services and Buddhist communities, field trips to Western State Hospital and local Buddhist communities.
In Our Image: Communities of Faith	Some interviewed local religious leaders. Field trip to St. Martin's Abbey
Language Acquisition and Identity Formation	Students engaged with qualitative data collection/case study research and outreach with ESL educators and advocates.
SOS: Botany	1 work in Evergreen Teaching Garden to improve learning opportunities [Break] 2 Production work in Field Guide to the Vascular Plants of the South Sound Prairies [Break] 3 Creation of a wiki called Puget Prairie Plant Profiles intended for use by restoration ecologists.
Animal Others in Image and Text	Some students who observed animals at Pt Defiance Zoo are returning there to present their work to the staff and public.
Art, Culture, and Education	Volunteer work in schools.
SOS: Art, Culture, Education, and Human	Volunteering in schools and other organizations.
Bryophyte Taxonomy and Ecology	green rooftop garde, public outreach event
The Fungal Kingdom	Students engaged in a quarter-long group research project focusing on the detailed analysis and synthesis of some aspect of an applied mycological or lichenological subject culminating in a two-page "popular science" article summarizing their research and a "Fungal Kingdom Expo" where students created interactive booths and educational materials to share their research projects with the TESC community.
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.
Atoms, Molecules, and Reactions	opportunities to do chemistry labs in the local community
Energy Systems and Climate Change	Students designed energy-saving research projects for Evergreen or Olympia area communities.
Environmental Health: Science, Policy and Social Justice	We worked with several regional organizations, non-profits and activists to identify ways in which minority communities such as Asian and Native American populations could counter act far greater exposure to Mercury in rivers and fish; to lead in drinking water and housing; to PCBs and PAHs in communities outlying factories; to dioxins in Superfund sites or hazardous waste in fertilizers.
Light Step: Designing for a Sustainable World	Kitchen remodel for Capital Clubhouse, as well as a handful of projects based on campus
Political Economy and Social Movements: Local, National, and Global Transformations	each student researched "neoliberalism in his or her neighborhood" this was a major research project
SOS: Public Policy in Washington State	students worked in cooperation with the Washington State Legislature; White House Office of the First Lady; Public Interest Research Groups; the City of Olympia; Department of Fish and Wildlife; educators at middle school prep for program trial w/ grades 5 -8; Thurston Community Television; Fisher Jurkovich Attorneys; Washington State Juvenile Rehabilitation Administration; KAOS Community Radio; Sustainable So Sound Local Food System Program and Madagascar; Communications SALOHI program projects
Washington State Legislative Internships	This was and is a community-based program, in which students intern for representatives at the legislature and (committees or caucuses) and then go on to work at a non-profit organization or a state agency on a topical, regional issue having to do with public policy, social welfare and/or environmental issues. We worked with several regional organizations, non-profits and activists.
Examining Education: A Journey Through the Personal to the Pedagogical	public school volunteering and tutoring

Multicultural Counseling	12 credit mental health focused internship from winter - spring
Patterns of Intelligence: Beyond the Individual	Prelude to it...
Politics and the Nature of Leadership	In small groups, students selected a public service organization to write a management plan for. Students worked with the organization to identify and define a problem within the organization then proposed detailed plans for how the organization might address the problem.
Social Entrepreneurship and Sustainable Business	Community Internship Project
SOS: Revitalizing Community	CCBLA SOS
What is Education For?	4-6 hours per week of fieldwork in K-12 classrooms; field work journal
Removing Barriers, Bridging Gaps	Action research projects designed to identify and address issues and problems in the larger Tacoma community.
TRI - Rebuilding Native Nations: Strategies for Governance and Development - Nisqually	At least one quarter out of four includes a community based project and/or service learning. One such quarter included working at the Nisqually Tribal Cultural Center in their community gardens. In other quarters, students explore aspects of community, such as the development of the new regional jail complex at Nisqually and/or the lawsuit between Thurston County and the Chehalis Confederated Tribes re paying property taxes for Great Wolf Lodge and all of the differing views and how this project benefits the community through hands-on exercises.
TRI - Rebuilding Native Nations: Strategies for Governance and Development - Quinault	Oral history interviews of native leaders