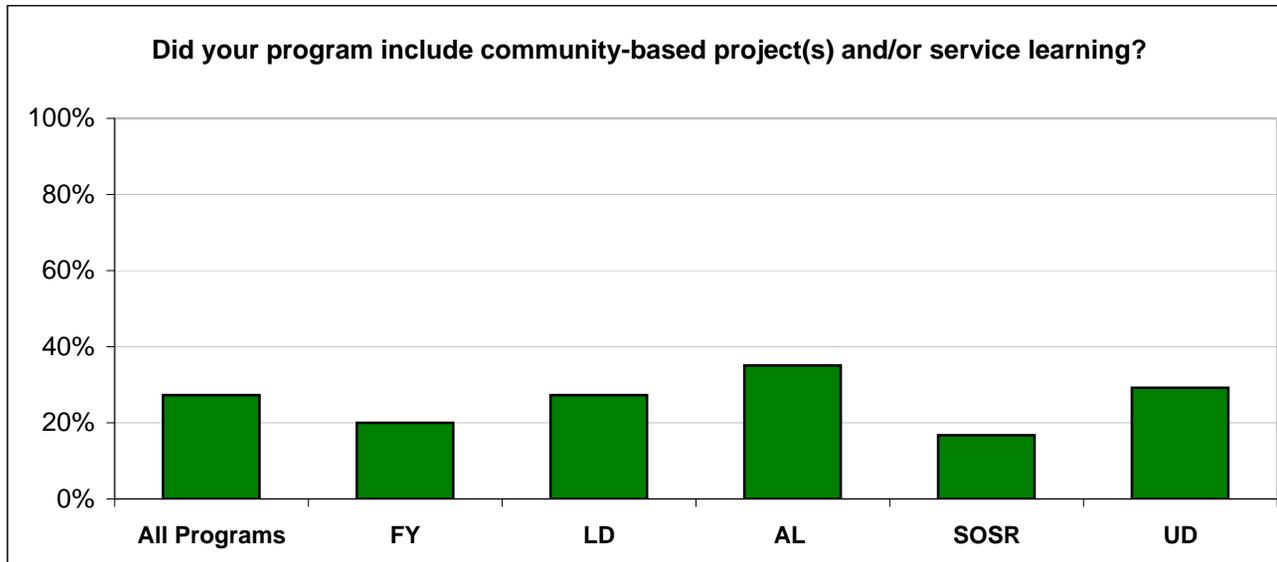


## End-of-Program Review 2012-13

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All programs	27.3%	72.7%	38	139
First-Year (FY only)	20.0%	80.0%	1	5
Lower Division (LD) FY-SO	27.3%	72.7%	3	11
All Level (AL) FR-SR	35.1%	64.9%	20	57
Sophomore-Senior (SOSR)	16.7%	83.3%	7	42
Upper Division (UD) JR-SR	29.2%	70.8%	7	24

*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
CounterACTION: Exploring Racial and Cultural Inequalities in Education	FY	Tutoring in local schools, after-school programs, GRUB, coaching
Earth and Life	LD	Yes- we applied for and received a research permit though Grand Canyon National Park - so in that sense we worked with NPS as partners to study tardigrades, mosses, and lichens in the Grand Canyon National Park. Also some of our students worked as partners in the Nisqually tribe and I believe WA state parks to study moss/lichen distribution in different regions of WA State.
Transmutation: The Alchemy of Scientific Thought	LD	All students participated in the Science Carnival presentations to K-12 students.
Turning Eastward: Explorations in East-West Psychology	LD	Visitation and discussion with community elders and mental health professionals and Buddhist communities.
As Poetry Recycles Neurons: Flocks of Words, Tracks of Letters	AL	Students had the option to develop community-based learning as part of their spring projects. Several did. But, we as program were not engaged collaboratively in a project.
Business and Culture Along the Silk	AL	In-program internship projects
Drawing from the Sea	AL	Volunteer to help elementary school classes do water quality testing.
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	AL	Students did weekly field observations for 3 hours per week in local K-12 classrooms. The extent to which students participated in the functioning of those classrooms varied based on the teacher they were working with.
Food, Health and Sustainability	AL	The entire class worked at the Thurston County Food Bank during a program field trip. Individual students carried out in-program internships with the Food Bank, Fertile Ground, and other community organizations.
Gender and Power in Cross-Cultural Context	AL	Students had the option of doing a 4-credit internship in an organization working toward gender and sexuality social justice
Global Meltdowns: Finance, Energy and Climate Change	AL	Students working in teams gathered information from local organizations and businesses (mostly in the energy field) that have a link to climate change.
Green Nature, Human Nature	AL	Two field trips where students engaged in community-service; in spring quarter, about half our students opted to do a 2 credit module tied to in-program internships focused on plants and people
Introduction to Natural Science: Navigating Observation and Theory	AL	Presentation of labs in the science carnival
Justice at Work: Labor, Civil Rights, Immigration and the Law	AL	Some students worked half-time in an internship with a labor union, law firm, public agency, or private company engaging labor, civil rights or immigration issues.
Landscapes of Change: Writing & Mapping the Future	AL	Our program developed an online portal providing access to organizations that work on climate change in the Pacific Northwest: <a href="http://blogs.evergreen.edu/changingclimagtechange">blogs.evergreen.edu/changingclimagtechange</a> . The portal will remain active and is being picked up by some students for continued development. Program helped to produce the 2013 TEDx"Local Innovation for a Changing World".

Mathematics for Elementary and Middle School Teachers	AL	Students spend 3 hours each week volunteering in a public school classroom (1 hour each week was in a mathematics classroom). Students wrote reflective journal responses.
Mind-Body Medicine	AL	It was an option and community service partners came into the program twice during the program.
Mount Rainier: The Place and its People	AL	Participated in National Public Lands Day at Mount Rainier National Park; did additional service learning work there; assisted public school classrooms in water quality testing.
Movements and Migrations: Sustainable Communities in a Transnational World	AL	Panels with community organizations, Olympia and Seattle social justice and environment tours, in-program internships
Orissi Dance and Music of India	AL	Some students participated in dance classes and meetings with the South Asian community in the Seattle area; some work with the Urvasi Dance Company, a regional dance company.
Picturing Plants	AL	Students contributed botanical illustrations to a flora for Sun Lakes State Park.
Religion, Society and Change	AL	Four-credit faith community internship, weekly theme-based journal, class discussions, and final synthesis paper incorporating internship work.
The Nisqually River: From Mountain Goats to Geoducks	AL	Litter pickup in the Ohop Valley, one afternoon; water quality monitoring with elementary schools, 2 days; hosted Student Green Congress, 1 day.
Work and the Human Condition	AL	Students had the option of doing an oral history project with about the place of work in someone's life.
Clinical Psychology: The Scientist-Practitioner Model	SOSR	15 hour/week internships for 2 quarters
Local Knowledge: Community Projects	SOSR	Extensive project-based work at community/school field sites.
Local Knowledge: Creating Just and Sustainable Communities	SOSR	Classroom observation, tutoring, assistance; supporting homeless advocacy; field research, documentation at schools and other field sites; this was a center of our program work.
Making Effective Change: Social Movement Organizing and Activism	SOSR	Spring quarter fully devoted to C-B project and internships, many with field placements - housing/boardhouses, domestic violence, youth etc.
Political Economy and Social Movements: Race, Class, and Gender	SOSR	Partial: Students had a choice for a community internship or doing a book review the 2nd quarter of the program. 1/3 chose internships.
The Diversity of Life: Explorations in Biology	SOSR	Collected data on beetle diversity at Wolf Haven and Mima Mounds Natural Area Reserve.
The Spanish-Speaking World: Cultural Crossings	SOSR	Internships spring quarter
Biodiversity Studies in Argentina	UD	Various student projects and internships
Tacoma: Power Play(ers): Actions and Their Consequences	UD	Two quarter collaborative action research projects that are presented publicly at the Tacoma Programs Annual Showcase of student originated research projects.
Rites of Passage: Ceramics and Fine Metalwork	UD	Many students did internships during spring quarter that included community projects in Olympia and Tacoma

The Fungal Kingdom	UD	Students participated in group research projects; some student projects were community-based. Two projects partnered with the Center for Natural Land Management and students collected ecological data in the context of Prairie restoration and management.
Tribal: Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Nisqually	UD	Worked from Nisqually Cultural Center to grow plants to place along trails, worked to learn community gardening, impact on community
Washington State Legislative Internships	UD	That is what this program is, at the capitol, with senate offices and public lobbyists; shadowing public officials; introducing and researching legislation
When to Follow - When to Lead	UD	Students went to a social dance (Milongo) to experience the elements of the dance in relationship to leaders and followers.