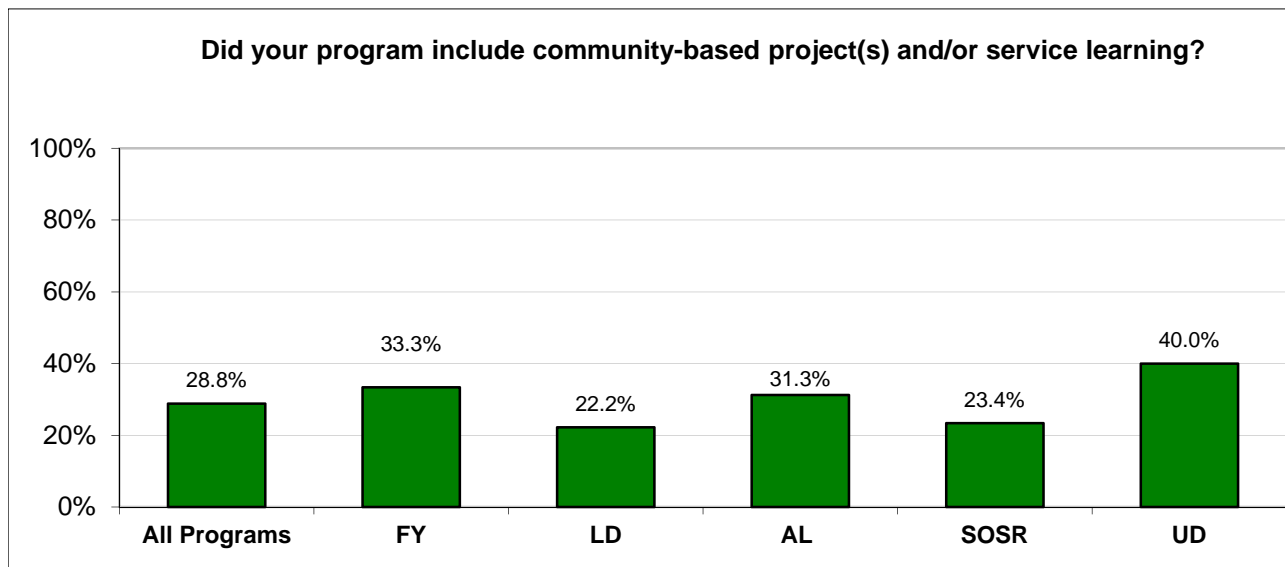


## End-of-Program Review 2014-15

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



	Yes	No	Programs With any CB/SL (N)	Programs Responded (N)
All programs	28.8%	71.2%	32	111
First-Year (FY only)	33.3%	66.7%	1	3
Lower Division (LD) FY-SO	22.2%	77.8%	2	9
All Level (AL) FR-SR	31.3%	68.8%	10	32
Sophomore-Senior (SOSR)	23.4%	76.6%	11	47
Upper Division (UD) JR-SR	40.0%	60.0%	8	20

*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

<b>Program</b>	<b>Program Type</b>	<b>Description of activities</b>
Green Nature, Human Nature	AL	We worked at the kiwanis Food Bank garden one Saturday AM.
Chemistry Counts!	AL	Presentation in the science carnival
Urbanity, Smart Cities, and Civic Intelligence	AL	Our 12-credit option provided extensive opportunity.
Business for Good	AL	We did economic development field study of Shelton; interviews with officials and residents.
Food: Coevolution, Community and Sustainability	AL	Spring quarter included in-program internships and contracts for 8-cr e.g. farm, food processing and policy internships
Practice of Sustainable Agriculture	AL	Helping farmers we visited weed their fields and other on farm volunteer work.
Reflecting on Activism: Custer Died for Your Sins	AL	Engaged with Chehalis, Skokomish, Squaxin Island, and Nisqually regarding indigenous art, social studies textbook selection, community inter-tribal sports initiative, Paddle to Nisqually 2016, and Tribes including Chehalis were involved with Generations Rising
Between Land and Sea: Observations on Biological and Cultural Change	AL	Opportunity to lead elementary school groups at Nisqually Wildlife Refuge
Radio Practice and Politics	AL	Students participated in KAOS community radio; students had option to create feature story on local community issues and organizations.
Cultural Landscapes: Sustainable Communities, Environmental Justice and the Media	AL	All spring quarter students did in-program, community-based internships.
Diversity and Dissent in Education and the Media	FY	The students took part in college community organizations and engaged in activities (such art gallery work, political organizing, education tutors, dance performance, gender studies and education) completed reports of their work and final presentations.
Current Economic and Social Issues: Explanations, Actions and Solutions	LD	Research project could include community work. Students were encouraged to attend community events.
Teaching for a Cause: When Social Justice Meets Education	LD	This was a one quarter program so we didn't have time to do extensive work, but we had guest speakers from CCBLS, CIELO, nourishing Networks Central, visited GRUB, Nisqually National Refuge.
Meaning, Satisfaction, Fulfillment, Service: Applied Psychology in the Workplace	SOSR	One of the key requirements was for students to complete a service project for their final project.
Making A Difference/Doing Social Change	SOSR	Several students choose organizations
Avian Monitoring and Research Methods	SOSR	We partnered with Nisqually research Nature Center to conduct winter surveys of Pigeon Guillemots.
Undergraduate Research in Civic Intelligence (Research and Action Laboratory)	SOSR	Students designed community based projects and worked on them- e.g. Low income shelter design
Healthcare in the U.S. - A Systemic Look	SOSR	Students could do (extra) internships if they wished, and they studied community health workers, worked at health and health care agencies, and worked at the needle exchange program

Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	SOSR	Students worked on community-based projects during an independent study period, including time in Aotearoa/New Zealand.
Political Economy and Social Movements: Race, Class and Gender	SOSR	Students could do either a research project or an internship sponsored by our program. Most students did internship. We visited many community groups as a program.
Psychology and Mindfulness	SOSR	Develop social health care for Syrian refugees and other displaced populations
The Art of Writing Poetry	SOSR	Though several students read off campus in the community
Gateways for Incarcerated Youth	SOSR	Weekly activities in a prison classroom (Green Hill Institution in Chehalis, Washington)
The Spanish-Speaking World: Cultural Crossings	SOSR	Fall: collaborative participation w/Proyecto MoLE in Tacoma on Latin@ Youth Summit and Day of the Dead installation at the Tacoma Art Museum; Winter: all-program visit to Shelton and 3 additional cross-community collaborative days in quarter (half of program at Sound Learning in Shelton, half at MoLE in Tacoma); spring: internships for up to half of students' credits, visit by MoLE (Latin@ high school students) to TESC campus for all day college-readiness and collaboration.
Creating Dance Here and Now	SOSR	Performances in the Olympia community--downtown, malls, parks--preparing and sharing food for homeless/street people.
Undergraduate Research in the Humanities with G. Mullins	UD	The research included working with the GLBT Historical Society of Northern California
TRI: Rebuilding Native Nations-Strategies for Governance and Development (Chehalis)	UD	My Nisqually students volunteered for two Indian basketry events and my Chehalis students volunteered for a three day Memorial weekend community event called Tribal Days.
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Making Change Happen	UD	Internships @ 10 hours/week for two quarters.
TRI: Rebuilding Native Nations-Strategies for Governance and Development (Port Gamble)	UD	For Spring Quarter, 2015, one of the options of the final projects was a community-based project. Students self-selected this option and some did a cemetery cleaning project at Chehalis, while some volunteered at a local conference with the set-up and tear-down. One student volunteered at CIELO as a way to further their Spanish and interactions with Spanish-speaking people in anticipation of going to Bolivia this summer. But most students in this particular student choice option selected to interview a Native leader, as this was the theme of Spring Quarter's work.
Washington State Legislative Internships	UD	This program is entirely community-based. Student-interns work with community members to try to resolve a wide range of difficulties through "insider" access to the appropriate agency. (These agencies "take" calls from the interns because they contact on behalf of a Senator or Representative's office.) Interns often graduate to work directly with the agency with whom they had the most contact.
Multicultural Counseling: A Holistic Perspective	UD	In program internship for all students for two quarters.
Counter Narratives: Songs and Stories Across Cultures	UD	Korean students performed community service including visits to local schools and nonprofits.