

Pathway Goal: Community Partnerships

Action Item #

1-1

Report:

Mid-Year: December 2016

Year-End: April 2017

Action Item Description:

Expand service and service-learning opportunities for students.

Submitted By:

Name

Sue DiBella

Department

Office of Community Engagement

Working Group Members:

Name

Sunny Gittens

Department

Student Engagement & Diversity

Rich Clark

Campus Life

Laurel Pritchard

Academic Affairs

Gayle Juneau-Butler

Academic Affairs

Provide a written overview of the year-long process for your working group.

The primary focus of the group addressing this action item this year has been to determine the status of and to enhance service learning on campus. A subcommittee has been established 1) to develop business processes to better track service learning and 2) to improve institutional efforts to expand it. The Provost's Office (Laurel Pritchard, Office of Retention, Progression, and Completion) is gathering information on service learning from the colleges and Student Engagement and Diversity (Sunny Gittens) is reporting on its efforts in this area. To summarize, the group is examining strategies to shift the institutional culture to support experiential learning in general and service learning in particular with the goal of better positioning the university to obtain the Carnegie Classification for Community Engagement.

The measurable outcomes associated with this action item are number of student volunteers tracked by Student Engagement and Diversity, reported annually; number of students involved in service-learning opportunities tracked by Student Engagement & Diversity, reported annually; data on faculty/staff involved in service-learning through the Office of Student Engagement & Diversity (including numbers, units, and employee type), tracked by that office, reported annually. Two reports will be prepared also: a report on the status of service learning in the colleges and a process for tracking it, produced by the Office of Retention, Progression, and Completion, by 7-1-17; and a report on the status of service and service learning (with recommendations), by Student Engagement and Diversity, produced by 7-1-17.

2016-17 Accomplishments

The subcommittee on service learning has examined various strategies to increase service learning on campus and has developed a plan to meet with each of the deans as a way to better determine the colleges' current service learning offerings and how to expand these offerings. (The Provost's Office reached out to chairs requesting that they identify service learning courses in their departments; not all responded, so the group will work with the deans to gather this information.) Based on currently available information, the 2015-16 service learning course metrics have been reported, including the number of courses, sections, instructors, student participation numbers, and number of community partners. In summary, 16 undergraduate courses and 14 graduate level courses have been identified. Further elaboration on metrics and strategies for expanding these numbers will be included in the July 2017 report being prepared by the Provost's Office and Student Engagement and Diversity. The subcommittee has also included as a member Peter Kim (representing the Registrar's Office), who will begin discussions within the university and at the system level to determine better ways to track service learning on MyUNLV.

Student Engagement & Diversity also provided 2015-16 metrics related to student participation in co-curricular service, including participation numbers, service hours, and community partners, but the office is interested in promoting greater use of the activity reporting mechanism by Registered Student Organizations (RSOs).

Recommendations

UNLV should seek to significantly increase its service learning courses to reach levels reported by institutions that have successfully gained the Carnegie Classification for Community Engagement. The subcommittee should begin scheduling meetings with deans asap to gain buy-in on benchmarks and obtain more accurate college reports on existing service learning offerings. Regarding co-curricular service, Student Engagement and Diversity is seeking ways to incentivize RSOs to complete activity reports more consistently.

2017-18 Next steps

- **What should the goals / activities be for the subcommittee?**
- **Who should be responsible?**

-- Meetings led by Sue DiBella, Sunny Gittens, and Laurel Pritchard with deans to discuss expansion of service learning offerings; better tracking among the colleges; methods to incentivize faculty to incorporate service learning into their courses, such as stipends or release time; and whether incorporating service learning into teaching can be used as a measure of excellence in teaching and as a basis for gaining tenure or promotion.

-- Discussions, led by Peter Kim in the UNLV Registrar's Office, to determine the best ways to better track service learning in MyUNLV, at both the university and system levels.

-- Exploration of GivePulse, led by Sunny Gittens, as a web-based software platform facilitating better tracking of all community engagement activities, including cocurricular service and service learning

Please review the list below and “X” the appropriate box(es).

- Potential resources required
See additional information below
- Any reports generated by this working group
 - Service-Learning at UNLV: Status Update*
 - Service Learning*
 - Service Learning Courses*
 - Service Learning SED*
- Metrics to be used
- No additional reference material

Any additional information you wish to share.

Additional funding may be required to expand the contract with GivePulse. (It’s currently being used only for the Englestad Scholars.) Student Engagement and Diversity will contribute \$8,000 but will ask others to contribute the additional \$16,000 to enable the system include more students and interface with other enterprise systems, such as MyUNLV.

Service-Learning at UNLV: Status Update

Prepared by: Sunny Gittens, Executive Director, Student Engagement and Diversity;
Laurel Pritchard, Interim Vice Provost for Undergraduate Education

August 29, 2017

Executive Summary

In pursuit of the Community Partnerships Pathway Goal of the Top Tier Strategic Plan, UNLV has identified submitting a viable application for the Carnegie Community Engagement Classification as an important progress milestone. Given the significant focus on service-learning opportunities for students in the curriculum in the Carnegie classification process, a working group, including representatives from the Provost's Office, the Office of Student Engagement & Diversity, the Office of Community Engagement, and the Graduate College, has been established to assess the current state of service-learning opportunities for students at UNLV and to make recommendations for advancing service learning at the institutional level. The following whitepaper provides an introduction to service-learning pedagogy with useful definitions and assessment frameworks, background on service learning at UNLV, a summary of initiatives designed to improve tracking of service learning, and a summary of new efforts to help expand service learning across the institution.

Key takeaways include:

- Service-learning is happening in the undergraduate curriculum¹, but institutional and systematic methods to track students' engagement in service-learning in the academic curriculum are lacking.
- Software platforms recently purchased by UNLV have the capabilities to provide automated tracking for service learning; however, baseline identification of service-learning courses is required in the current academic year, which will necessarily require significant manual data collection.
- General Education courses, particularly First-Year Seminars, may be the best mechanism to provide opportunities for service-learning to all students. A renewed focus on service-learning in faculty development efforts for General Education is also warranted.
- Within academic majors, community engagement and service-learning are not generally a part of intentional program design and, if included in courses, are generally due to

¹ Student Engagement & Diversity also tracks learning outcomes and metric data related to student participation in some co-curricular service, including participation numbers, service hours, community partner perceptions, and student learning.

individual faculty interest rather than institutional strategy or policy. Institutional support for service-learning must include expanded professional development opportunities and a reward structure that encourages faculty engagement in these high-impact pedagogical practices.

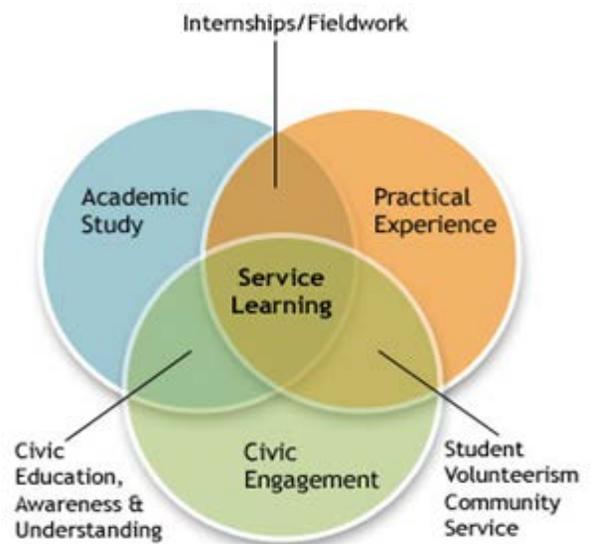
Service-Learning Defined

“Service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.” (Jacoby, *Service-Learning in Higher Education*, 1996). When service-learning is implemented into course curriculum, the community experience becomes a “text” for the class and is as important as other required textbooks. Service-learning is tied to academic coursework and helps to fulfill a community organization need.

Models of Service-Learning Teaching

Borrowed from: Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, pp. 2-7, 9.

Service-learning courses can be constructed or reconstructed using different models of service-learning. Though there are many models, most can be described in the following six categories. (An example of a UNLV course follows each category description.)



1. Pure Service-Learning

Courses that adopt this model, use traditional model of service to communities by sending students to engage with the community, fulfilling a community need and connecting student learning outcomes to the course curriculum. Distinguished from assigned volunteer hours via course assignments with a reflective learning component.

COLA 100E (First-Year Seminar: Exploring Majors) -- This **pure service-learning** course requires that each enrolled student complete (3-5) hours of service at a local non-profit. The primary focus of this exercise is to expose students to needs in the community while also allowing them to experientially explore possible career paths as exploratory majors.

2. Discipline-Based Service-Learning

In this model, students serve in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

COE 102 (First-Year Seminar: Education Majors) -- This **discipline-based service-learning** course asks each student to complete three-five hours of service at a local school or education-based organization. After completing their service hours, students reflect on the connections between their experiences in an education setting and their understanding of teaching-based careers.

GSC 300 (Second-Year Seminar: Civic Engagement in Urban Communities) -- This **discipline-based service-learning course** engages students in using real-life experiences to understand and explain the concept of social capital in the community. Working with their peers, students must identify a local non-profit to complete their service hours and reflect on how social capital is used within altruism, philanthropy, and volunteering in urban communities.

3. Problem-Based Service-Learning (PBSL)

According to this model, students (or teams of students) serve in the community as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem. An example of this may be a business class working on a new business strategy for the organization to raise money.

BUS 103 (First-Year Seminar: Business Connections) -- This **problem-based service learning** course asks students to work as a team to "consult" for a particular community partner organization in the Las Vegas valley. Students seek to better understand the business operations of the organization and use business theory to propose a solution to the problem.

4. Capstone Courses

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gain experience.

LCE 387 (Leadership Capstone Experience) -- This **capstone course** allows students to synthesize their community experiences and connect it to their developed concepts of effective leadership as it relates to their personal and professional development.

5. Service Internships

Like traditional internships, these experiences are more intensive than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. Service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

LCE 388 (Leadership & Civic Engagement Internship) -- This three-credit course provides an internship/independent study experience for Leadership and Civic Engagement Minor students. The course requires students to complete a minimum of 100 hours of work through a pre-approved organization or community agency, apply theoretical concepts to practice, and reflect on established learning outcomes.

6. Community-Based Action Research

Community-based action research can be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. Community-based action research could be similar to an independent study option for the high-performing student who is highly experienced in community work.

SOC 205 (Ethnic Groups in Contemporary Societies) - This **community-based action research project** (also known as SLICES, Service-Learning Initiative for Community Engagement in Sociology) encompasses the majority of the activities of this course, focused on increasing students' awareness, knowledge, and skills pertaining to serving racially and ethnically underserved communities in the Vegas Valley.

Background on Service-Learning at UNLV

Since 2011, the Office of Student Engagement & Diversity within the Division of Student Affairs has partnered with academic programs to support faculty incorporating service-learning into the curriculum. These efforts were derived from the work of a sub-committee of the General Education Committee focused on Civic Engagement during the time the University Undergraduate Learning Outcomes were being revised. The committee, including staff from the Provost's Office and Division of Student Affairs, as well as faculty, attended multiple AAC&U conferences with a focus on civic learning and general education. Service-learning was identified as one of the high impact practices UNLV would use to engage students in active learning with the community.

Historically, Student Engagement & Diversity has tracked annual data and learning outcomes on the service learning courses facilitated by its office only, including the number of courses, number of sections, number of students, estimated service hours, and number of

community partners. Most recent data provided by Student Engagement & Diversity and Provost's Offices indicate that 16 undergraduate courses and 14 graduate-level service learning courses are being offered currently; this represents .45% of total UNLV courses offered.

These data are important because the application for the Carnegie Community Engagement Classification requires that universities provide an accurate, institution-wide count of service learning courses offered, their percentage of total courses offered, and the number of students who participated. The current number of tracked service learning courses at UNLV is well below those of universities that have been awarded the Community Engagement Carnegie Classification.² However, it should be noted that this data point represents only service learning courses facilitated by Student Engagement & Diversity. It is likely that additional courses are being offered through the colleges but are not being tracked.

As part of an effort to better identify the number of service learning courses campus-wide, in Spring 2017, the Office of Undergraduate Education surveyed all department chairpersons to identify service-learning courses offered by their units. Only 16% of chairs responded to the survey, and an additional 30% provided information in response to a follow-up call. In order to be successful in attaining the Carnegie Community Engagement Classification, UNLV must make significant strides in the identification of existing service-learning courses and must generate increased faculty interest, commitment, and capacity to incorporate service-learning into the curriculum.

It should be noted that during the implementation of the revised General Education curriculum in 2012, numerous faculty development events were held to encourage and help interested faculty develop courses that aligned with the then-new University Undergraduate Learning Outcomes. These events often included opportunities for faculty to explore service learning through partnerships with the Office of Student Engagement & Diversity. In recent years, such opportunities have been less frequent. As UNLV approaches applying for the Carnegie Community Engagement Classification, a renewed emphasis on service-learning in the faculty development program is essential. In particular, highlighting service-learning as a high-impact practice – and as one of the ways in which degree programs can facilitate the types of integrative learning in high demand in the 21st century workforce – may encourage more faculty to incorporate this pedagogy into their courses.

Initiatives to Better Identify Service-Learning Courses

A number of initiatives to obtain a better institution-wide count of service-learning offerings are underway.

- Student Engagement & Diversity and the Office of Community Engagement will meet with all college deans in August and September 2017 to request their assistance in collecting baseline data on service-learning courses in their departments. More specifically, the deans will be asked to employ the assistance of department representatives on the college curriculum committees (or, in some cases, the department curriculum committee chairs) to

² Among the successful 2015 applicants for the Carnegie classification, the percentage of service learning courses of total courses ranged from 6% to 27%.

identify service-learning courses listed in the catalog. The Office of Student Engagement & Diversity will help facilitate this data collection process and will serve as a clearinghouse for service-learning, including tracking of service-learning courses, student participation, and learning outcomes.

- An effort will be undertaken to examine first-year seminars as a mechanism to help identify a portion of service-learning courses and to learn more about how service-learning is being implemented. UNLV's general education requirements include first-year seminars, and these courses must address the learning outcome of citizenship and ethics; it seems likely that the outcome focused on citizenship would align well with service-learning activity or would encourage it. Thus, these seminars were identified as a starting place for better understanding where and how service-learning and civic engagement occur in the general education curriculum. As a result, the working group has asked all First-Year Seminar coordinators to collect and submit their syllabi for assessment of service-learning and civic engagement activities. Syllabi will be collected by mid-August 2017 and analyzed during Fall 2017. This analysis is expected to provide a baseline of the degree to which First-Year Seminars incorporate service-learning and to help identify some service-learning classes, as well as models of service-learning that might be adopted by other first-year seminars and general education courses. Additionally, this may help to identify course structures and/or student learning outcomes that are most useful in service-learning.
- The Office of Service Learning and Leadership will review the results from the Survey of UNLV Faculty/Staff Community Engagement (produced by the Office of Community Engagement in association with the Cannon Survey Center), which may help to identify some faculty utilizing a service-learning pedagogy. However, the 8% rate of response to the survey limits the usefulness of the data in tracking service-learning on a comprehensive level.
- The Office of the Vice Provost for Undergraduate Education will work with the Faculty Senate Curriculum Committee and the Office of the Registrar to develop procedures to designate courses as "community engaged" or "service-learning" courses and make them easily identifiable in MyUNLV. Other information technologies are being considered to assist with tracking service learning as well:
 - With the implementation of Curriculog, a new curriculum workflow platform recently purchased by the Office of the Registrar, there is an option that UNLV may purchase that would ask faculty to indicate whether new courses have a service learning component as they go through the vetting process within the curriculum workflow. The Registrar's Office is exploring the cost.
 - The Office of Faculty Affairs is exploring use of Digital Measures as another possible mechanism to enable faculty to identify service learning courses. However, only about half of the campus has adopted Digital Measures, so this is not currently a viable mechanism for comprehensive tracking.

New Efforts to Grow Service-Learning at UNLV

A number of initiatives geared toward enhancing expansion of service-learning are being explored in the coming year.

- The College of Education's Educational Psychology and Higher Education Department and Student Engagement & Diversity will create a 12-credit Civic Engagement Certificate that will be open to all undergraduate students. This certificate program will complement the Leadership & Civic Engagement Minor (18 credits) so students could earn the Civic Engagement Certificate on their way to completing the minor.
- The Service-Learning and Leadership unit within the office of Student Engagement and Diversity will work to increase the number of service-learning courses offered by providing training and resources for faculty, identifying community partners, and advocating for the reciprocal benefits of service-learning for the community and student learning.
- The working group will explore acquiring future Top Tier funding for incentives for faculty to develop service-learning courses.
- Student Engagement & Diversity contracted with GivePulse, an online platform that has potential to manage and track service-learning, allows students and faculty to create profiles with their service interests, and for non-profits to create profiles with their volunteer needs.

SERVICE LEARNING

	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>
Courses	6	4	7	10	9	7
Sections	52	25	57	40	41	38
Instructors	7	6	9	11	8	5
Non-Profit Partners	5	2	9	23 (15	10
Service Hours	3,706		7,275		5,902	

Service Learning Outcomes	2013-14	2014-15	2015-16
Ability to link volunteer experience to course assignment	90%	89%	93.3%
Learned about political, economical or social justice issues in community	84%	88%	83.3%
Enhanced sense of civic engagement	87%	91%	95.1%
Enhanced awareness of privilege or obligation for other citizens in community	89%	89.5%	90.2%
Enhanced own sense of personal values	90%	91%	92.9%
I can better express how I am connected to my community and society in my role as a citizen.		89%	82.5%
I can better identify ways to intentionally engage with my community in my role as a citizen.		93.5%	88.1%
I can better explain how my actions contribute to positive changes that need to occur within my community.		91%	91%

Service Learning Courses for 2014-15:

BUS 103, CEE 250, CEE 298, COE 102, COE 202, COLA 100 E, GSC 100, GSC 300, SOC 205, SW 315, SPAN 317

Service Learning Community Partners 2014-15:

Arbor View High School
Bike MS
Boy's and Girls' Club
CCSD National Speech & Debate Association
Ed. W Clark High School
Foothill High School
George E. Harris Elementary
Sunrise Mountain High School
Immigrant Justice Initiative
Latino Youth Leadership Conference
Las Vegas Rescue Mission
National Coalition of 100 Black Women
Nevada Partnership for Homeless Youth
Opportunity Village
Project 150
Rebel Recycling
The Animal Foundation
Three Square Food Bank
Sierra Club
Salvation Army
Senior Living Center
Volunteers in Medicine of Southern Nevada
Catholic Charities



Co-curricular Service Programs	2013-14	2014-15	2015-16
Number of Programs	66	90	99
Total attendance at Programs	1,276	1,516	1,357
Number of Service Hours	5,104	6,064	6,060.5

Co-curricular Service Learning Outcomes	2015-16
I can better describe how the social issue we worked with today is complex.	87.5%
I can see a new or different perspective on the social issue we worked with today.	89.6%
I can better understand aspects of the community I worked with today and parts of their experience.	93.8%
I can better identify ways to get involved in my community.	95.8%
I can better describe the community impact of the nonprofit organization I volunteered with.	100%
I can better express the direct community impact of the service I helped provide.	91.7%
I met someone with a common interest in the UNLV community.	97.9%

Engelstad Scholars	2013-14	2014-15	2015-16
Number of community partners	7	8	15
Number of Engelstad scholars	39	42	55
Service hours	3151.25	3,221	4,359



Fraternity and Sorority Life	2013-14	2014-15	2015-16
Total number of service hours	2,925.3	6,797	7,585.75
Total philanthropic dollars raised	\$20,449.95	\$61,240.00	\$59,767.60



Service Learning
Courses

Catalog Number (e.g., BIOL 189)	Does this course fulfill a major requirement for at least one degree program?	Is the service learning component of this course coordinated through the Office of Student Engagement and Diversity?
ME 460/660	Yes	No
Me 491, ME 791, ME 796	Yes	No
ME 497/498	Yes	No
DPT790	Yes	No
DEN 7252	Yes	No
MFT 773	Yes	No
PHIL 249	Yes	No
PHIL 242	Yes	No
PHIL 320	Yes	No
DPT 761, DPT 762, DPT 763, DPT 764	Yes	No
BUS 496	Yes	No
MBA	Yes	No
MGT 301	Yes	Don't know
MGT 492	Yes	No
SW 419	Yes	No
SW 429	Yes	No
SW 719	Yes	No
SW 729	Yes	No
SW 739	Yes	No
SW 749	Yes	No
SW 759	Yes	No
SW 759	Yes	No
SW 769	Yes	No
DEN7359	Yes	No
DEN7156	Yes	No
Soc 205	No	No

Service Learning
SED

College	Course(s)	Project/Experience Description	Number of Students Participating	Approximate Total Hours of Participation	Community Partners	Program/ Course Contact
Education	COE 102/202	FYS - 5 service learning hrs over entire semester, SYS - 3 service learning hrs per month for three months at the same location for a total of 9 total hours over entire semester. FYS students present a poster of their service learning experiences. SYS students write a paper and present a poster of their service learning experiences. We had about 350-400 students present posters to COE faculty and each other this Tuesday, 12/6.	400+	3,560 total hours (950 FYS hours & 2,610 SYS hours)	Innovations International Charter School of Nevada, George E. Harris Elementary School, Ruth Fyfe Elementary School, Dean Petersen Elementary School, Many other CCSD schools, Project F.O.C.U.S., Jackie Gaughan Boys and Girls Club, Quiet Storm Foundation, Spread the Word Nevada: Books & Buddies Mentoring Program, The Teacher EXCHANGE at The Public Education Foundation, Spirit Therapies, The Animal Foundation, Nevada Society for the Prevention of Cruelty to Animals, Project 150, Street Teens, Greater New Jerusalem, DASH (Delivering and Serving Hope) , Opportunity Village, Chabad UNLV, Volunteers in Medicine of Southern Nevada (VMSN), Sunrise Hospital & Medical Center, Zero Fatalities Drive Safe Nevada, United States ATF, The Salvation Army, Care First Home Care, Safe Nest, St. Rose Dominican Hospital, Clark County Windmill Library, Three Square, The Nevada State Museum, Toys 4 Smiles, The Shade Tree Las Vegas, Clean the World , The Rebel Recycling Program, Communities in Schools- O'Callaghan Middle School	Nathan Slife
Business	BUS 103	volunteers activities; fundraising; advocacy; class presentations; BUS 103 Showcase	approximately 260	approximately 1100 hours	Opportunity Village; Las Vegas Rescue Mission; Family First; Boys & Girls Club of Southern NV; St. Judes Ranch; Cystic Fibrosis Foundation; Sjogren's Foundation; Three Square Food Bank	Karen Seale

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SW 719	Yes	No
SW 729	Yes	No
SW 739	Yes	No
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SED

College	Course(s)	Project/Experience Description	Number of Students Participating	Approximate Total Hours of Participation	Community Partners	Program/ Course Contact
Education	COE 102/202	FYS - 5 service learning hrs over entire semester, SYS - 3 service learning hrs per month for three months at the same location for a total of 9 total hours over entire semester. FYS students present a poster of their service learning experiences. SYS students write a paper and present a poster of their service learning experiences. We had about 350-400 students present posters to COE faculty and each other this Tuesday, 12/6.	400+	3,560 total hours (950 FYS hours & 2,610 SYS hours)	Innovations International Charter School of Nevada, George E. Harris Elementary School, Ruth Fyfe Elementary School, Dean Petersen Elementary School, Many other CCSD schools, Project F.O.C.U.S., Jackie Gaughan Boys and Girls Club, Quiet Storm Foundation, Spread the Word Nevada: Books & Buddies Mentoring Program, The Teacher EXCHANGE at The Public Education Foundation, Spirit Therapies, The Animal Foundation, Nevada Society for the Prevention of Cruelty to Animals, Project 150, Street Teens, Greater New Jerusalem, DASH (Delivering and Serving Hope) , Opportunity Village, Chabad UNLV, Volunteers in Medicine of Southern Nevada (VMSN), Sunrise Hospital & Medical Center, Zero Fatalities Drive Safe Nevada, United States ATF, The Salvation Army, Care First Home Care, Safe Nest, St. Rose Dominican Hospital, Clark County Windmill Library, Three Square, The Nevada State Museum, Toys 4 Smiles, The Shade Tree Las Vegas, Clean the World , The Rebel Recycling Program, Communities in Schools- O'Callaghan Middle School	Nathan Slife
Business	BUS 103	volunteers activities; fundraising; advocacy; class presentations; BUS 103 Showcase	approximately 260	approximately 1100 hours	Opportunity Village; Las Vegas Rescue Mission; Family First; Boys & Girls Club of Southern NV; St. Judes Ranch; Cystic Fibrosis Foundation; Sjogren's Foundation; Three Square Food Bank	Karen Seale