

**Pathway Goal:** Community Partnerships    **Report:** Year-End: May 2018  
**Action Item #** 1

**Action Item Description:**

Goal: Advance student community engagement opportunities.

Actions:

1. Explore processes to have community engagement noted on student transcripts.
2. Identify examples of how community engagement is connected with diversity and inclusion work for students and faculty.
3. Identify community engagement efforts aimed at student retention and success.
4. Track and increase service and service-learning opportunities for students.
5. Identify, assess, and utilize data on learning outcomes for students' curricular engagement with the community.
6. Integrate community engagement into curricular activities.
7. Identify and promote faculty scholarship associated with curricular engagement and outreach/partnerships.
8. Provide experiences through research, real-world projects, and/or the curriculum that are valued in the workplace.
9. Guide students on professional etiquette in diverse contexts.

**Submitted By:**

Name	Department
Sue DiBella	Office of Community Engagement

**Working Group Members:**

Name	Department
Sue DiBella	Office of Community Engagement
Katie Humphreys	Registrar
Jose Melendrez	Community Health Sciences and Medicine
Gayle Juneau-Butler	Vice Provost for Academic Affairs
Sunny Gittens	Student Engagement and Diversity
Rian Satterwhite	Student Engagement and Diversity
Carl Reiber	Vice Provost for Academic Affairs
Laurel Pritchard	Vice Provost for Academic Affairs
Lindsay Couzens	Academic Assessment
Kendall Hartley	Graduate College
Raelynn Frazier	Career Services
Susan Thompson	Academic Affairs Assessments Resources/Operations
Starr Hoffman	Planning and Assessment, University Libraries

**Working Group Members (con't):**

Name	Department
Sharon Young	Undergraduate Research
Kyle Kaalberg	President's Office
John Osborn	Lee Business School

**Process and Timeline: Provide a brief summary of the year-long process for your working group.**

1. a) Description of process for noting community engagement to transcripts, by May 1. [CCE P10Q1]
2. a) Descriptions of examples of diversity-related faculty/staff community engagement activities or projects, by May 1. [CCE P10Q2]
3. a) Descriptions of examples of community engagement activities or projects aimed at student retention and success, by May 1. [CCE P10Q3]
4. a) Definition of service learning, standard/required components and description of process for identifying service learning courses, by 11-1-17. [CCE P11Q1a]  
 b) Number of for-credit service learning courses offered in the most recent academic year; number of departments represented by those courses; number of faculty and students in those courses; and their percentage of total courses, departments, faculty, and students at the institution, respectively, tracked by Student Engagement and Diversity, reported annually May 1. [CCE P11-12Q1b-e]  
 c) Descriptions of institutional definition of service learning; standard components of service learning; data collection process on above service learning variables, and use of service learning data, by May 1. [CCE P12Q1f]  
 d) Number of and examples of co-curricular student service hours tracked and described by Student Engagement and Diversity, reported annually May 1. [CCE P14Q2]
5. a) Creation of faculty advocate for Service Learning, by May 1.  
 b) Descriptions of examples of and assessment of campus-wide learning outcomes for students' curricular engagement with the community, by May 1. [CCE P12Q2a-b]  
 c) Descriptions of examples of and assessment of departmental/disciplinary undergraduate learning outcomes for students' curricular engagement in the community, by May 1. [CCE P12Q3a-b]  
 d) Report on how assessment data (both campus-wide and departmental/ disciplinary) relate to learning outcomes for students' curricular engagement are used, by May 1. [CCE P12-13Q2c&3c]

**Process and Timeline (con't):**

6.
  - a) Descriptions of examples of community engagement integrated into curricular activities involving student research. [CCE P13Q4a]
  - b) Descriptions of examples of community engagement integrated into curricular activities involving student leadership. [CCE P13Q4a]
  - c) Descriptions of examples of community engagement integrated into curricular activities involving internships. [CCE P13Q4a]
  - d) Descriptions of examples of community engagement integrated into curricular activities involving study abroad. [CCE P13Q4a]
  - e) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in graduate studies. [CCE P13Q4b]
  - f) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in core courses. [CCE P13Q4b]
  - g) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in capstone courses. [CCE P13Q4b]
  - h) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in first-year courses. [CCE P13Q4b]
  - i) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in general education. [CCE P13Q4b]
  - j) Descriptions of examples of community engagement integrated with curriculum on an institution-wide level in the majors or minors. [CCE P13Q4b]
7.
  - a) Descriptions of examples of faculty scholarship associated with their curricular engagement achievements, by May 1. [CCE P13Q5]
  - b) Descriptions of examples of faculty scholarship associated with their outreach and partnerships activity, by May 1. [CCE P15Q5]
8.
  - a) Number of UG students involved in research, tracked by the Office of Undergraduate Research, reported annually July 1.
  - b) Number of doctoral dissertations and master's theses, tracked by the Graduate College, reported annually July 1.
9.
  - a) Descriptions of professional etiquette workshops and other guidance offered on campus, tracked by colleges, 11-1-17.

**Describe what has been accomplished so far this year.***Description of process for noting community engagement to transcripts*

Katie Humphreys indicated she is working with the Registrar's data team to create a community engagement/service learning indicator in PeopleSoft.

*Identify examples of how community engagement is connected with diversity and inclusion work for students and faculty*

Jose Melendrez reports that he has begun collecting current community engagement activities connected to diversity and inclusion work. So far this includes the following: the Sociology Department's SLICES program; the Center for Academic Outreach and Enrichment's TRIO and Gear Up programs; the School of Community Health Sciences' work with the Nevada Minority Health and Equity Coalition; and the College of Education's Abriendo Caminos Program. Also, the Boyd School of Law, the School of Dental Medicine, and the School of Medicine all offer clinics to diverse populations.

*Identify community engagement efforts aimed at student retention and success*

Gayle Juneau-Butler indicated Academic Advising directors are being asked to determine what efforts already exist in this area. Once they have inventoried these efforts, the directors will be asked to brainstorm for additional possibilities for students to engage with the community. The office of Retention, Progression, and Completion will centralize, maintain, and distribute these lists to Advising Centers to share with their students and the Office of Community Engagement.

*Track and increase service and service-learning opportunities for students*

Sunny Gittens and Rian Satterwhite report that identifying a definition of service learning has been established and a process for identifying existing service learning courses has been initiated. Student Engagement and Diversity is tracking data on the number of for-credit service-learning courses offered in the most recent academic year, the number of departments represented by those courses, the number of faculty and students in those courses, and the percentage of total courses, departments, faculty, and students. Every college/school has designated a point person (or persons) with access to our customized data collection spreadsheet, which will enable us to capture this data by March 30, 2018. The description of institutional definitions of service learning, standard components of service-learning, data collection process on service learning variables, and use of service learning data is mostly complete. The definition, criteria (components), and data collection process was created and initiated. The number of and examples of co-curricular student service hours tracked and described by Student Engagement and Diversity are routinely collected and can be completed at any time.

Sue DiBella reports that discussions are underway on how best to promote service learning among the faculty. This may include creation of a faculty advocate at some point, but a first step will be to explore forming a faculty service learning committee with representatives from the colleges.

*Identify, assess, and utilize data on learning outcomes for students' curricular engagement with the community*

Laurel Pritchard reports that she has begun to pull together examples of assessment of the Global/Multicultural Knowledge and Awareness and Citizenship and Ethics UULOs from General Education and program assessment reports from 2016-2017 academic year. Lindsay Couzens reports the development of a flagging system for academic assessment reports, which will allow a team to identify examples of engagement within program assessment activities. Laurel Pritchard and Lindsay Couzens also report they have shared an exhaustive report on UULOs assessment in the context of the General Education curriculum with the Faculty Senate General Education Committee, which they have read as part of their fifth-year review of the revised General Education curriculum.

*Integrate community engagement into curricular activities*

Kendall Hartley reviewed examples of community engagement integrated into curricular activities involving student research in the successful Carnegie Classification applications from 2015. Applications reviewed include Butler, Cleveland State, Rutgers, Gonzaga, and Nebraska-Omaha. Rian Satterwhite reports examples of community engagement integrated into curricular activities involving student leadership are ready to be drafted. The Leadership and Civic Engagement minor is a clear opportunity to report here and no additional data gathering is necessary.

*Integrate community engagement into curricular activities (continued)*

Raelynn Frazier has reviewed past successful Carnegie Classification applications from other colleges and universities to serve as guides to help determine what information/examples on internships UNLV should provide. Susan Thompson began a catalog of community engagement programs and experiences available through a variety of study abroad offerings. Kendall Hartley has also reviewed examples of community engagement integrated with curriculum on an institution-wide level in graduate studies in successful Carnegie Classification applications from the most recent application cycle (2015).

Laurel Pritchard has identified three first-year seminars (BUS 103, COLA 100E, and COE 103), that represent the best examples of community engagement embedded within a core course required for all first-year students. All majors require students to complete a culminating experience during the senior year. Examples of culminating experience courses that are community-engaged include PHB 495 (Public Health Capstone) and URST 498 (Capstone in Urban Studies). A determination will be made about whether it's acceptable to use the same course for both core and first-year examples. As an alternative, there are some sections of ENG 101 that are linked to first-year seminars that may require students to write about community issues. Because of the vertically integrated design of UNLV's General Education curriculum, students have multiple opportunities to achieve the relevant UULOs as they move through the curriculum. For example, they might complete a service learning project in First-Year Seminar, participate in community forums related to state elections in a NV Constitution course, and complete a capstone project with a local non-profit agency. For the majors, Laurel will refer to capstones as examples. For minors, she will describe the Leadership and Civic Engagement minor.

*Identify and promote faculty scholarship associated with curricular engagement and outreach/partnerships*

Starr Hoffman has searched major databases (Web of Science, Scopus) for UNLV faculty scholarship associated with curricular engagement and saved relevant examples. She has also searched major databases (Web of Science, Scopus) for UNLV faculty scholarship associated with their outreach and partnerships activity and saved relevant examples of these, as well.

*Provide experiences through research, real-world projects, and/or the curriculum that are valued in the workplace*

Sharon Young and Kyle Kaalberg reported they have begun designing and developing an interactive database that will track undergraduate student researchers. Kendall Hartley and Kyle Kaalberg reported the number of doctoral dissertations and master's theses is currently being and will continue to be tracked.

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John Osborn did not submit an update for this progress report.

**Identify next steps.***Explore processes to have community engagement noted on student transcripts*

Katie Humphreys indicated she will test which option will work best to note service learning and/or community engagement on a transcript, working to identify the most efficient and sustainable method for the future.

*Identify examples of how community engagement is connected with diversity and inclusion work for students and faculty*

Jose Melendrez the next phase of this effort will include completing detailed profiles for these programs and other programs yet to be identified.

*Identify community engagement efforts aimed at student retention and success*

Gayle Juneau-Butler By March 1, 2018, a list of opportunities for community engagement per advising center will be created and made available for distribution.

*Track and increase service and service-learning opportunities for students*

Sunny Gittens and Rian Satterwhite indicated they will continue to actively work with the Registrar's office to identifying the process by which courses will be tagged in the future. They will continue working with and supporting the efforts in each college to collect their data and use this information to complete the service-learning data section in their tracking mechanism, which will come after data collection from colleges is complete. They also anticipate and are preparing for the request for additional data on co-curricular service engagement in the 2020 Carnegie Classification application.

*Identify, assess, and utilize data on learning outcomes for students' curricular engagement with the community*

Sue DiBella indicated that the Provost's Office, the Office of Service Learning and Leadership, and the Office of Community Engagement will meet in December to discuss advocacy of service learning among the faculty.

Laurel Pritchard and Lindsay Couzens will compile examples into coherent, compelling narratives of 500 words or fewer by May 1, 2017. They will also request reflections and recommendations from the FSGEC on how UNLV might better provide students with learning opportunities to achieve the relevant UULOs within the Gen Ed curriculum and/or how those outcomes might be better assessed.

*Integrate community engagement into curricular activities*

Kendall Hartley will identify specific examples of programs at UNLV in which community engagement is integrated into curricular activities involving student research. Rian Satterwhite indicated he will seek to identify additional examples of community engagement integrated into curricular activities involving student leadership, but confirmed that he will be able to share examples of this from the Leadership and Civic Engagement minor.

Raelynn Frazier will collaborate with deans and internship coordinators to provide examples of community engagement involving internships, and Susan Thompson will complete a catalog of examples of community engagement integrated into curricular activities involving study abroad for inclusion in the Carnegie application.

Laurel Pritchard will compile examples into a coherent, compelling narratives of 100 (500 words total for this multi-part question) words or fewer by May 1, 2017 that speaks to examples of community engagement integrated with curriculum on an institution-wide level in core courses and capstone courses. She will also research which kinds of first-year courses were used by other institutions that have successfully applied for the Carnegie Classification for Community Engagement designations. Regarding descriptions of community engagement integrated with curriculum on an institution-wide level in general education and in the majors or minors, she will compile examples into coherent, compelling narratives of 100 (500 words total for this multi-part question) words or fewer by May 1, 2017.

*Identify and promote faculty scholarship associated with curricular engagement and outreach/partnerships*

Starr Hoffman indicated additional research of the Digital Measures data, UNLV Digital Scholarship (the institutional repository), UNLV Experts, UNLV News, and Google Scholar is needed in order to identify more examples of faculty scholarship associated with their curricular engagement achievements, outreach, and partnerships. Examples will be examined and narrowed to a few top choices, from which the best five will be selected for the Carnegie application.

*Provide experiences through research, real-world projects, and/or the curriculum that are valued in the workplace*

Sharon Young and Kyle Kaalberg indicated that, until this database is operational, the Office of Undergraduate Research will be collecting information about the number of undergraduates engaged in research by surveying faculty researchers and tracking students through the office and programming. Additionally, Kendall Hartley and Kyle Kaalberg indicated nothing further is required in order to track the number of doctoral dissertations and master's theses, as this system is already in place and fully operational.

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John Osborn will begin working with Alejandro Chacon, the internships coordinator in Career Services, to collect this information.

**What will your final product be at the end of the year? Such as, what metrics which will be used to assess your progress/achievement, will a report be generated, etc?**

By the end of the year, our final product will be the exploration of current and addition of new processes that allow us to track community engagement activities campus-wide. We will have identified examples of community engagement and be able to track and assess it in a systematic way on an ongoing basis. We will be able to integrate and promote additional community engagement activity on campus and provide guidance to the campus community relative to activities that advance student community engagement opportunities.

In addition, it is anticipated that successful achievement of each measureable outcome associated with this Top Tier goal will support the university's application for the Carnegie Classification for Community Engagement.

**You may have reference material to attach to this report. Select from the list.**

No additional reference material

**OR**

Any material generated by this working group (if completed at this time)

**Additional information to include (optional).**

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**End of Mid-Year Report**  
**Remainder of the report will be completed in May.**

## Year-End

This portion is to be completed in May.

## 2017-18 Accomplishments.

*Explore processes to have community engagement noted on student transcripts.*

The Office of the Registrar has researched different options of noting community service on UNLV student transcripts. They looked at past recipients and current applicants of the Carnegie Classification to determine what other similar institutions have done in this regard. The results were fairly mixed as it depended on what SIS they were using, the resources available, and the short- and long-term implications of each option. They have currently narrowed down our choices to two viable options to note community service on transcripts.

*Identify examples of how community engagement is connected with diversity and inclusion work for students and faculty.*

Jose Melendrez reported UNLV has been designated as a Minority Serving Institution under Title III and Title V as granted by the Department of Education. He has also identified several faculty- and staff-led initiatives that he can use for the Carnegie Classification for Community Engagement, including the following: Abriendo Caminos; #Love2TeachLV; Multicultural Programs in STEM and Health Sciences; the Nevada Minority Health and Equity Coalition; American Indian Research and Education Center; Center for Health Disparities; Service-Learning Initiative for Community Engagement in Sociology (SLICES); Medical School Mobile Health Coalition; NV Consortium on the Teacher Pipeline; DREAM Zone Training; Latino Youth Leadership Conference; CHLI Future Leaders Conference; Latin Chamber of Commerce Scholarship Program; Asian Community Development Council GraduAsian Program; Hispanic Faculty Alliance Latino Graduation Ceremony; Native American Convocation Program; African-American Graduation Program, and the Festival of Communities. Selected programs/projects from this list will be described more thoroughly in the Carnegie Classification for Community Engagement.

*Identify community engagement efforts aimed at student retention and success.*

No report submitted; new lead being sought, as the former lead (Gayle Juneau-Butler) recently left the university.

*Track and increase service and service-learning opportunities for students.*

A definition of service learning, standard/required components, and description of process for identifying service learning courses was completed prior to the last reporting period. Service Learning and Leadership (Rian Satterwhite and Sunny Gittens) are in the process of reviewing data submitted by each college identifying service learning courses. The deadline was March 30, and it is estimated 40% of requested data has been submitted. Some colleges have yet to submit reports so follow-up meetings are being scheduled. Some of the data submitted is incomplete and will require additional follow-up. For future data collection, it will be critical to have ability to flag service-learning courses in myUNLV. As for the number of and examples of co-curricular student service hours tracked and described by Student Engagement and Diversity, note that reporting on co-curricular service is on track as the data collection is on-going and established. As for the creation of a faculty advocate for Service Learning, this item was removed from this year's plan and will be replaced with, "Creation of a service-learning advisory board," and Rian Satterwhite is the lead on this outcome.

*Identify, assess, and utilize data on learning outcomes for students' curricular engagement with the community.*

In order to determine whether there were program learning outcomes and assessment related to community engagement, Lindsay Couzens developed a system by which academic assessment reports could be flagged as addressing the UULO "Citizenship & Ethics." The Academic Assessment Committee was tasked with collecting and summarizing the following information from a sample of flagged reports: (1) assessment methods, (2) level of courses assessed, (3) findings from assessment practices, and (4) decisions made based on assessment findings. The Committee then evaluated how well the assessment report provided evidence of UULO attainment on a scale of 1 (lowest) to 5 (highest).

*Integrate community engagement into curricular activities.*

Regarding descriptions of examples of community engagement integrated into curricular activities involving student research, Kendall Hartley reports students in the Higher Education Ph.D. program complete a three-six credit doctoral internship in a local post-secondary institution. These experiences are individually designed research experiences intended to support the needs of the host institution. The Master of Public Administration program requires the completion of a three credits capstone project. Students identify a public organization with a specific policy need. In consultation with the community partner, students analyze the need and develop a potential solution. Master of Public Health students complete a three-credit project with a community public health entity in the final year of the program. Students develop and share a report at an annual Poster Day.

Regarding descriptions of examples of community engagement integrated into curricular activities involving internships, examples of community engagement integrated into curricular activities involving internships have been collected from various schools and colleges throughout the university.

Regarding descriptions of examples of community engagement integrated with curriculum on an institution-wide level in graduate studies, examples of community engagement were solicited from all UNLV graduate students in the 2017 Graduate Student Annual review.

Regarding descriptions of examples of community engagement integrated into curricular activities involving study abroad, Greg Stephany reports that UNLV is member of the University Studies Abroad Consortium, which administers study abroad programs to provide authentic academic and cultural experiences. While these programs are not explicitly designed as community engagement experiences, besides being immersed in the culture, students primarily engage with the local community by participating in service learning, internships, volunteer opportunities, and a wide variety of academic classes incorporating local community engagement. Additionally, students are encouraged to go beyond the structure of the program to get more highly involved with their host families and to pursue their personal interests with like-minded locals.

The remaining measurable outcomes associated with this goal will be reported on by Laurel Pritchard in July of 2018.

*Identify and promote faculty scholarship associated with curricular engagement and outreach/partnerships.*

Regarding descriptions of examples of faculty scholarship associated with their curricular engagement achievements, Starr Hoffman indicated examples of faculty scholarship on their curricular engagement achievements have been collected through the Community Engagement Award applications, the Faculty/Staff Community Engagement Survey, UNLV news stories, and through searching scholarly literature written by UNLV faculty on community engagement.

Regarding descriptions of examples of faculty scholarship associated with their outreach and partnerships activity, by May 1, Starr Hoffman indicated examples of faculty scholarship related to their community engagement through outreach and partnerships have been collected through the Faculty/Staff Community Engagement Survey, the Community Engagement Award applications, UNLV news stories, and through searching scholarly literature written by UNLV faculty on community engagement.

*Provide experiences through research, real-world projects, and/or the curriculum that are valued in the workplace.*

The number of undergraduate students involved in research, tracked by the Office of Undergraduate Research, and the number of doctoral dissertations and master's theses, tracked by the Graduate College, will be reported in July.

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No report submitted.

### **SWOT Analysis: Determine the strengths, weakness, opportunities, and threats presented in the data.**

Strength(s)	Staff commitment to student success; diversity of staff; ability to use work product of one project to meet the needs of another project; location and size of UNLV makes it the most valuable NSHE asset; student community engagement is robust and varied; dissertation and theses numbers are reliable and have been collected for years; faculty/Staff engagement; issue-driven, data-driven programs; community partnerships and engagement across diverse populations; strong collaboration with CCSD
Weakness(es)	Multiple opportunities make decision making difficult; lack of formalized tracking of community engagement activity across campus makes it difficult to identify specific information; lack of response from campus community when requests are made; data regarding student engagement activity relies on self-reporting in some cases and not all students self-report; needed resources both financial and human capital; research development and grants development needed to support activity
Opportunity(ies)	Motivation to forge closer working relationships with other campus units; data can reveal promising practices for department and degree programs; opportunity to expand community engagement offerings to off-campus community; opportunity to share knowledge so other faculty members can experience rewards of community engagement; program development to address specific needs and issues; more community engagement brings new voices to the table
Threat(s)	Competing priorities combined with insufficient staff to accommodate all requests; examples being gathered may not be sufficient to meet reporting or application needs; potential to lose momentum needed for integration of community engagement into research and curriculum; multiple changes in executive leadership; lack of funding streams

**2018-19 recommendations and next steps**

- **What does the SWOT analysis reveal?**
- **What should the goals / activities be for the subcommittee?**
- **Who should be responsible?**

*Explore processes to have community engagement noted on student transcripts.*

For the next year, the Registrar's Office will first start with conversations with the data team regarding our recommended option to see what technical issues may arise. They want to get this feedback and come up with some contingencies to work around any glitches that may be encountered during the process. They would examine the pros and cons of each option to weigh the best decision for the university. Then, we would submit a ticket to the data team to start the implementation on the back end.

*Identify examples of how community engagement is connected with diversity and inclusion work for students and faculty.*

Critical to the ongoing success and impact of these programs is the ongoing support and engagement of UNLV leadership. Leadership, at all levels including President, Provost, and Deans. Resources must be allocated to support these programs. Faculty and staff must have support for their work on these programs that include research and teaching in their evaluation and accomplishments. This work must become mainstream across campus. This would require full campus engagement of faculty, staff, and students working with our community partners.

*Identify community engagement efforts aimed at student retention and success.*

The Office of Community Engagement has asked Laurel Pritchard to identify a successor for Gayle Juneau-Butler to address this issue.

*Track and increase service and service-learning opportunities for students.*

For future data collection it will be critical to have ability to flag service learning courses in myUNLV.

*Identify, assess, and utilize data on learning outcomes for students' curricular engagement with the community.*

Lindsay will add a flag specific to community engagement, so that assessment reports containing information related to CE can be identified and examined. This will allow us to find the specific examples required for the Carnegie application.

*Integrate community engagement into curricular activities.*

Scheduling meeting times with internship coordinators to discuss community engagement as well as provide examples of community engagement should be planned. Start with the schools and departments that currently do not have Career Service Offices.

A systematic analysis of the community engagement activities reported by students would benefit this group and the larger university.

*Identify and promote faculty scholarship associated with curricular engagement and outreach/partnerships.*

Regarding descriptions of examples of faculty scholarship associated with their curricular engagement achievements, Starr Hoffman indicated next steps include choosing key examples and speaking personally to the faculty members involved about their experiences. Regarding descriptions of examples of faculty scholarship associated with their outreach and partnerships activity, Starr Hoffman indicated next steps include choosing key examples and speaking personally to the faculty members involved about their experiences.

*Provide experiences through research, real-world projects, and/or the curriculum that are valued in the workplace.*

The next steps associated with this strategy and corresponding measurable outcomes will be to generate the reports in July of each year, beginning with July of 2018.

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No report submitted.

**You may have reference material to attach to this report. Select from the list.**

No additional reference material

**OR**

Any material generated by this working group

**Additional information to include (optional).**

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**End of Report**

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