



Engaged Learning

# Program Review Self-Study Engaged Learning Office

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## Contents

<b>Section</b>	<b>Page Number</b>
Executive Summary	1
Background and Context	4
Description of Programs and Services	7
Review of Resources	10
Metrics and Data	11
Relationship with other Units at SLCC	12
Peer and Best Practice Comparisons	12
Summary Analysis and Conclusion	14
References	16

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## EXECUTIVE SUMMARY

### *Engaged Learning Office Overview*

Students acquire knowledge more effectively when they participate in experiential learning that connects theoretical and textbook learning. National research demonstrates that students are more engaged and better retained when participating in well-executed high-impact practices (Kuh, 2008). The [Engaged Learning Office](#) (ELO) at Salt Lake Community College (SLCC) fulfills this purpose by helping students and faculty get involved in high-impact practices (HIPs) both in and out of the classroom. The HIPs that the office supports include service-learning, study abroad, domestic study (study abroad and domestic study are also collectively referred to as study away). We have also recently started supporting undergraduate research. The ELO is situated in the Academic Affairs division under the Office of the Provost.

#### *Purpose Statement and Vision.*

Through the support of select high-impact practices such as service-learning, study abroad, and domestic study, as well as undergraduate research, the Engaged Learning Office helps support SLCC's goal of increasing student completion. It helps SLCC achieve equity in participation and completion through critical service-learning, equity-mindedness, and inclusive practices. The ELO achieves its goals through strategically planned faculty professional development, student support, and programming.

#### *Supporting the [SLCC Strategic Plan](#), Mission, Vision, Values.*

The ELO strives to support SLCC's goal of increasing student completion through HIPs. We support the goal of equity in participation and completion because the service-learning program's demographics mirror that of our general college population. The study abroad program has also been making gains in this area. We embrace equity-mindedness and inclusive practices through critical service-learning (Mitchell, 2008) and fair-trade learning (Hartman, Morris Paris, & Blache-Cohen, 2013).

#### *SLCC Mission, Vision, and Values*

Salt Lake Community College's vision is to be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students. Our mission is to engage and support students in educational pathways leading to successful transfer and meaningful employment.

Collaboration-We believe we're better when we work together.

The ELO works with faculty to create engaging learning opportunities for students. We collaborate with various offices on campus such as Faculty Development,

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Government and Community Relations, ePortfolio, and the Thayne Center for Student Life, Leadership, and Community Engagement (e.g., Thayne Center).

Community-We partner with the community in the transformative, public good of educating students.

Most of our initiatives involve the community. The office collaborates with the Thayne Center in Student Affairs to connect faculty and students with nonprofits, governmental or educational community partners. We seek reciprocity in these relationships by positioning partners as co-educators with our faculty, ideally holding significant roles in the education of our students.

Inclusivity-We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.

Global and intercultural learning and integrating diverse interactions and perspectives are central to our work. We ground the service-learning program in critical education theory following the ideas of Paulo Freire. We also focus on experiential learning theories by John Dewey that center community in education ventures.

Integrity-We do the right things for the right reasons. We value transparency in our work.

For example, the parameters for approving courses through the [service-learning grant & designation \(SLG&D\) program](#), [study abroad](#), and [domestic study](#) are published on the web. The rubrics focus on examining equity and social issues. We utilize committees for most of our work to ensure that decisions are collaborative.

Innovation-We value fresh thinking and encourage the energy of new ideas and initiatives.

We have continued to take on new programs and develop innovative structures for existing and new initiatives. We are always looking at how to improve the efficiency and effectiveness of our work.

Learning-As an educational institution, we are centered on learning.

We build outstanding educational experiences for students primarily by supporting faculty in their professional development. We discover best practices from others in the field and adopt them for continuous improvement.

Trust-We build trust by working together in good faith and goodwill to fulfill the College's mission.

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We build trust with faculty and students by delivering on our promises. We are responsive to requests for help and strive to provide excellent customer service.

*Assessment of Strengths, Areas of Improvement, Opportunities, and Challenges.*

Strengths

- Our work supports national research indicating that HIPs are good for students, especially traditionally under-served students.
- The ELO takes advantage of our ePortfolio initiative to ensure that students reflect on and document their experiences deepening learning.
- Collaboration with other departments across the college like the Thayne Center, Faculty Development, Financial Aid, and International Student Services makes our work stronger.
- Our connections with community partners help the college live its value of community. Through working with community partners, students gain real-world experience that allows them to address pressing social issues.
- We have robust and informative websites.
- We offer training and support systems for faculty and scholarships for students to involve them in engaged learning.

Areas of Improvement

- Getting students to document their experiences on their ePortfolios for assessment, showcasing, and awards is challenging.
- Encouraging more faculty to adopt service-learning pedagogy is necessary.
- Expanding Engaged Departments and developing professional development for existing departments is needed.
- Increased name recognition would be helpful to distinguish ourselves from the Thayne Center.
- Communication should increase with Academic Advising related to HIP opportunities for students.

Opportunities

- Creating additional professional development opportunities for study away and advanced service-learning practitioners is an area for growth.
- Developing affordable domestic study opportunities for students is needed.
- There is an opportunity to increase collaboration with faculty on course presentations, critical reflection sessions, and other student involvement opportunities.
- There are opportunities to create a cohesive structure for undergraduate research, which makes this HIP more accessible.

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- The HIPs funding offered by the President's Office supports accessibility with study away programs and hopefully this opportunity will continue.

#### Challenges

- There is an increasing demand for centralized support of HIPs but a lack of staffing to manage it.
- Keeping study away programs affordable and recruiting students for these programs is a challenge.
- Demonstrating the impact of HIPs on retention is essential but difficult.
- Creating a culture of community engagement across the college, at times, seems unattainable.
- Effectively managing the details of the service-learning programs (i.e., receiving current syllabi, supporting partnership work, ensuring that service-learning is ongoing) is difficult.

### **BACKGROUND AND CONTEXT**

#### ***Significant Changes in the Department***

The service-learning program started in spring 2004 in the Thayne Center for Service & Learning (now the Thayne Center for Student Life, Leadership, and Community Engagement). In summer 2015, in response to a proposal from the Thayne Center advisory board, the service-learning program moved to Academic Affairs, to the Office of Learning Advancement under the Provost. Shortly after moving, study abroad was added to the list of programs supported by the engaged learning coordinator, and a full-time specialist position was made available to assist. In 2017 the coordinator started to develop structures for a domestic study program. Around this same time, we officially became the Engaged Learning Office. In 2019 we also took on the task to support undergraduate research.

#### ***Institutional or External Changes that have Impacted Services.***

One of the significant external changes that have impacted services is the COVID-19 pandemic. No study away programs were offered for 2020 or 2021 due to travel restrictions. Also, the number of students involved in service-learning dropped by approximately half. We provided little faculty professional development from Spring 2020-Spring 2021 because of scheduling issues, in-person programming issues, and lack of interest from faculty.

#### ***Recommendations that Emerged from Previous Reviews and Progress Made from the Previous Program Review.***

The Thayne Center program review occurred in 2012 and included the service-learning program while it was in this department. Pertinent recommendations and progress made are as

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follows for the service-learning program. No program review has occurred for study abroad. Domestic study and undergraduate research are still developing.

- Revise the operational definition of service-learning to be more inclusive of the various forms of community-based learning in which faculty and students want to participate.
  - The coordinator, along with the SLG&D committee, created a [civic learning and community engagement course design framework](#) document to support this.
- Explore revisions to the SLG&D program structure and funding resources.
  - Teach faculty members how to incorporate service-learning into online courses.
    - The engaged learning coordinator and the community partnerships coordinator have been working for several years to develop online opportunities for students with community partners. The COVID-19 pandemic accelerated this, and approximately 1/3 of the designated service-learning faculty added online service options. The other 1/3 continued in-person service after lock-downs. Unfortunately, the other half discontinued service-learning during the pandemic entirely. Several webinars were offered for faculty to provide guidance and resources for moving service online.
  - Invite faculty members to participate in community partner forums.
    - Although faculty members were not included in the Thayne Center community partner advisory board meetings, there were still alternatives. Each year, there are two to three opportunities for faculty to meet various partners (e.g., community partner speed networking, virtual partner site visits, partner appreciation events, etc.)
  - Increase the number of Engaged Departments.
    - Two new Engaged Departments were designated between 2018-2020. The departments include Dental Hygiene and the English, Linguistics, and Writing Studies department.
- Provide incentives for faculty members using service-learning in their courses and increase the number of classes.
  - Offer release time for course development.
    - This has not been accomplished.
  - Make HIPS and community-based learning a priority that has total administrative support.
    - Support for HIPs at the college has increased for several reasons. The Utah System of Higher Education encourages all colleges and universities to get students involved in two HIPs that are a part of their undergraduate experience.
    - The new faculty rank and tenure include explicit language about HIPs in the teaching category, indicating that using HIPs constitutes exceptional performance.
    - Other HIPs such as writing intensive have been formally structured and resourced.
  - Introduce service-learning to faculty as a part of new faculty orientation.

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- An overview of the service-learning program was presented regularly for many years until the new faculty orientation schedule became too full. Electronic resources are now included in the take-home packets.
    - Talk to faculty members about the benefits of using service-learning at convocation, faculty meetings, summer workshops, etc.
      - Attendance at events where we can reach faculty is always a priority.
    - Spotlight service-learning faculty members on the college's website.
      - Faculty who received Civic Faculty Fellows awards are highlighted on our [impact summaries page](#).
  - Strengthen ties with the Faculty Teaching and Learning Center (now Faculty Development).
    - The relationship with the ELO and Faculty Development is good. We coordinate with this department to market our faculty offerings. We also seek advice and support from them regularly.
  - Allow the service-learning coordinator (now the engaged learning coordinator) to focus on academic service-learning solely.
    - The duties for the engaged learning coordinator have instead expanded to include study away and undergraduate research since moving to academic affairs.
  - To improve communication/relations with academic affairs, consider a model in which both the Vice President of Student Affairs and the Provost share oversight of academic service-learning.
    - In 2015 the coordinator and the service-learning program moved to Academic Affairs, so the program was better aligned. There is still significant coordination with the Thayne Center in Student Affairs through the community partnerships program and the civically engaged scholars program.
  - Both the center's director and the service-learning coordinator should participate in national conversations/conferences about civic engagement/service-learning to stay abreast of current thought and best practices.
    - The coordinator regularly attends national conferences and presents. This information is found on the [coordinator's ePortfolio](#).
  - Develop a faculty co-coordinator program in which one or more faculty members would be responsible for helping the Thayne Center bridge the gap between student services and academic affairs.
    - The Civic Faculty Fellows Program was created to empower faculty to take a more active role in our civic engagement efforts. This intent is to provide an incentive for faculty to promote civic engagement in their department, especially regarding pursuing the engaged department designation. The program also includes college-wide efforts.
  - Ensure service-learning courses are designated in the catalog and class schedule.
    - The tracking of service-learning courses in Banner started in 2013. Each semester, ELO staff update the class status reports indicating which classes are taught with service-learning. This information is then loaded into the system,

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and students can see the designated courses online and through the searchable schedule. Quantitative annual numbers are pulled from Banner.

- Track quantitative data of the number of classes, students, service hours, and community partner organizations within each semester.
  - All quantitative data is pulled annually, excluding community partner organizations. Faculty community partnerships are constantly changing, and this information is hard to track. We also stopped tracking service hours in 2019 since there was low confidence in this information's accuracy.
- Expand the use of service-learning course evaluations to include all designated course on a rotating basis.
  - Service-learning courses are evaluated through a separate course survey process annually. Previously, only new courses were evaluated.
- Gather designated service-learning syllabi at the beginning of each semester, maintaining accurate records on which courses are taught each semester.
  - The goal is to collect syllabi for all designated courses annually but, our records are updated every couple of years.

## **DESCRIPTION OF PROGRAMS AND SERVICES**

### ***Primary Purpose of the Department***

The ELO aims to support select HIPs primarily through faculty development, funding, and support services. We also help students get involved with service-learning and study away by providing funding opportunities, scholarships, and educational outreach. We support student success by engaging and retaining students through involvement in HIPs.

### ***Personnel***

Office personnel includes one full-time coordinator who supervises one full-time specialist and one part-time student through the college internship program.

### ***Description of Deliverables and Clientele Served by Program of Service***

*Civic Engagement, Engaged Departments, and Service-Learning.*

The [service-learning](#) program is the oldest and most robust program that we support. Service-learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Service-learning incorporates critical reflective thinking and civic engagement into academic coursework through integrating service opportunities with nonprofits, governmental, or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. There is no cost for faculty or students to be involved. The demographics of the



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service-learning program mirror that of the general SLCC student population, helping to reduce equity gaps (details are found in the metrics and data section).

Our primary focus is faculty. The program provides a supportive infrastructure and professional development and mentoring for faculty that facilitates the involvement of all stakeholders in a collaborative teaching and learning process. Funding is awarded through the [SLG&D program](#), which has three categories, [individual course designation](#), which helps faculty integrate service-learning pedagogy in their class. [Civic faculty fellows](#) are for civic-minded faculty members who strive to promote high-impact practices (such as service-learning), boost department efforts to become engaged, and/or increase community engagement efforts across the college. The [engaged department designation](#) helps the department improve its civic engagement efforts.

The Engaged Learning Office offers professional development, helps faculty form community partnerships in collaboration with the Thayne Center and supports a range of activity that engages students and colleagues in civic engagement. The office also offers training for faculty. We promote these offerings through the Faculty Development Office, via the college SLCCtoday newsletter, and by individual emails to faculty. Our regular offerings include:

- Service-Learning Professional Development Course
- Civic Literacy Student Learning Outcomes Workshop
- Community Partner networking opportunities
- Engaged Department Retreat
- Engaged Faculty Institute
- One on one mentoring

[Students](#) can also receive support for their projects. The Service-Learning Student Project Fund (SLSPPF) is for students enrolled in service-learning classes and select other programs. These students may request funding up to \$500 to offset costs directly related to their service-learning projects. There is also a [service-learning tuition waiver](#) for students who take service-learning designated courses, complete their project, and showcase it on their ePortfolio. Student testimonials are found on the [Engaged Learning Celebration web page](#). Through engaged learning, students gain practical experience, develop their resumes, and build their networks while also working toward their degree or certificate.

We also help support broad-based efforts to institutionalize civic engagement across the college. We took the lead on creating and implementing major components of our campus [Civic Action Plan](#). We continue to be involved in efforts to renew our *Carnegie Classification for Community Engagement*.

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### *Study Abroad.*

[Study abroad](#) prepares students to be global citizens, engaged learners, and scholars. By integrating classroom and community-based experiential learning, students gain an understanding of the diverse global environments and cultures around us. They also experience human differences, develop language skills, dive into service, undergraduate research, or study literature. We support trips to [Costa Rica](#), [Japan](#), and [India](#). Programs fees are approximately \$3,000-\$4,000 per program and cover the cost of flights, lodging, in-country transportation, program related excursions, entrance fees and some/most meals (depending on program). This does not include tuition, baggage, passport/visa fees, or non-program related travel and souvenirs.

We help faculty who want to offer study abroad courses by providing mentoring, a course designation structure, logistical and partnership support, and arranging some payments for activities. We manage student processes such as applications, student payments, processing forms, flights, travel insurance, and risk management services. Faculty are responsible for recruiting students, organizing curriculum, and grading curriculum, facilitating housing, activities, transportation, managing the budget, and final budget reconciliation. We also provide resources to students to facilitate their journey. This is done through the [Study Abroad Handbook](#). This handbook offers students information on how to deal with: language issues, culture shock, scheduling problems, and personal issues.

We manage the distribution of several scholarships. We utilize HIPs funding from the President's Office to offer a [diversity scholarship](#). Our staff work with the [Benjamin A. Gilman International Scholarship](#) and support students through the application process. We also have funding from Brigham Young University and several private donors. All scholarships are focused primarily on serving first-generation students from diverse backgrounds as well as some need-based funding.

### *Domestic Study.*

The ELO also supports [domestic study](#) opportunities. The program's goal is to provide curricular travel experiences focused on global learning within U.S. states and territories. Students can address these learning outcomes in an affordable, accessible manner through domestic-based study, where the travel is shorter duration. All the structural processes for faculty and students for study abroad also apply to domestic study. This program is still under development. Programs fees are approximately \$1,200-\$2,000 per program and cover the cost of flights, lodging, local transportation, program related excursions, entrance fees and some or most meals (depending on program). This does not include tuition, baggage fees or non-program related travel and souvenirs. We hope to offer several trips in 2022.

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### *Undergraduate Research.*

We have just started supporting these efforts and have made progress on developing a draft web page.

## **REVIEW OF RESOURCES**

### ***Financial Resources***

Our office oversees an Education & General (E&G) budget of approximately \$20,000 (this does not include staff salaries). This money helps us pay for general office expenses, professional development for staff, workshops, retreats, and resources for faculty and students involved in our programs. We receive \$15,000 of funding from the Government and Community Relations division for the SLG&D program. This covers the stipends we provide to faculty and departments for service-learning course designations, engaged departments, and civic faculty fellows. We also receive \$6,000 of E&G funds for the SLSPF, which helps offset the cost of materials for student service projects in the community. The study abroad and domestic study programs are self-supporting through student fees. Faculty salaries for these programs come from the academic department. There are no additional budget allocations for undergraduate research.

### ***Physical and Technology Resources***

The staff of the ELO has an office in the Construction Trades Building on the Redwood Campus. The coordinator has an office, and the specialist and the intern share an office space. We each have laptops so we can work in the office or telecommute as necessary.

### ***Areas for Improvement in Efficiency or Cost-Effectiveness of Services***

During 2020 and 2021, all our study away programs were canceled or postponed due to COVID-19. The service-learning program was also quiet because fewer faculty sought new course designations, engaged department distinction, or participation in civic faculty fellows. Some professional development was put on hold due to the pandemic, and some canceled due to lack of attendance.

Creating additional formal processes and structures for our programs is an area we are striving to improve. For example, we did not have an impact summaries page after leaving the Thayne Center for several years, and we did not have a web presence for domestic study. Because our regular programming was lighter, from spring 2020 to spring 2021 we improved the efficiency and effectiveness of our services. During this time, the office staff built additional frameworks for our programs. For example, we updated all our web pages with additional info, in particular information for faculty and reflection resources as well as content for study away programs. One example is the [diverse student resources page](#). We also implemented a new database, [SLCCgroups](#), and migrated all our forms to this new platform. All student forms are

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found in the Engaged Learning group. Creating additional public-facing structures will help our efficiency in the future since many questions our faculty ask are now published on the web.

In the future, we could increase efficiency within the study abroad program by utilizing third-party providers. We can also leverage partnerships with other institutions to expand programs.

### ***Resource Need for Future Operations (Next Five Years)***

The engaged learning coordinator requested funding for an administrative assistant through the Informed Budget Process (IBP) for the 21-22 academic year. The most significant need for the office is staffing to help support the additional programming and roles that we are taking on. If we get additional staffing, we will need more office space since we are currently at maximum capacity.

### ***METRICS AND DATA***

There are many ways that the ELO gauges our impact. Please note that additional details for HIPs, survey results, and specific demographic information is found on our [impact summaries web page](#).

- We administer service-learning and study abroad course surveys for students and faculty, usually once per year.
  - A service-learning student course survey (n=113) from FA 20 includes the following [results](#).
- We support General Education efforts by conducting [annual assessments](#) which seek to determine how well students meet the civic literacy student learning outcome within designated service-learning courses.
- We measure involvement in our programs through quantitative reporting focused on how many students participate in service-learning and study away annually. Our numbers decreased in 20-21 due to COVID-19.
  - In 2020-2021, 2,227 students took service-learning courses supported by 48 faculty. The demographics of service-learning students again mirrored the demographics of the general SLCC population.
  - In 2019-2020, 4,682 students took service-learning courses supported by 68 faculty. One engaged department and one civic faculty fellow were awarded. This year, we also determined that the service-learning program's demographics mirror our general student population.
  - In 2019-2020, 32 students enrolled in study abroad courses before all trips canceling due to COVID-19.
  - No students participated in study abroad or domestic study in 2021.

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- We analyzed how HIPs funding from the President impacted the demographics of our study abroad program. The results are positive in that we are increasing the number of diverse students we serve.
  - We are currently investigating how service-learning impacts retention through a study with the Data Science and Analytics department.
  - We participated in the National Survey of Student Engagement (NSEE), evaluating how well SLCC students are experiencing the eight critical elements of HIPs.
  - Our study abroad data is given to the [Open Doors](#) report for publication every year.

### **RELATIONSHIPS WITH OTHER FUNCTIONAL UNITS AT SLCC**

The ELO collaborates heavily with the Thayne Center within the SLG&D program. The Thayne Center manages community partnerships which are a necessary component of the service-learning program. The office collaborates with the ePortfolio department at SLCC, where students showcase their service-learning and study abroad projects. We also collaboratively offer the Engaged Learning Celebration, recognizing outstanding students, with the ePortfolio office. We partner with the Faculty Development Office who promotes our faculty development offerings. We also collaborate with a variety of academic departments. We work heavily with Occupational Therapy Assisting, Dental Hygiene, and English, Linguistics, and Writing Studies since they are engaged departments. We would like to work more closely with International Student Affairs and the Office of Diversity and Multicultural Affairs.

### **PEER AND BEST PRACTICE COMPARISONS**

#### ***Mesa Community College***

The [Center for Community & Civic Engagement](#) at Mesa Community College (MCC) is like the structure of the Thayne Center. However, the service-learning program is integrated into the service center, unlike our structure at SLCC. Overall, they have a robust slate of offerings and well-developed programs for both faculty and students.

The mission of the service-learning program is to “promote excellence in teaching and learning through civic engagement programs.” In the 18-19 academic year they served 1,626 students. The service-learning program is divided into two categories: an in-course module and an independent module. Students participate in service in the community that is linked to earning within a course curriculum via the in-course model. The independent module is a “stand-alone service-learning class,” which does not require attending the lecture. There are orientations and many resources for students. There are also student assistants to help faculty and students. Students are eligible for certificates, awards, and scholarships. It appears that MCC requires more forms of students and is more “hands-on” regarding partner placements and implementing specific requirements for students. The focus for the program is students.

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Faculty are supported through trainings, workshops, and other resources but it does not appear that there is a formal service-learning course designation process. The guidance that faculty receive is general and it does not appear that there are rigid guidelines for implementing service-learning in academic courses.

### ***Kapi'olani Community College***

Kapi'olani Community College, has a [service and sustainability learning program](#). The program is called Kapiolaniserve, and they define service-learning as “a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility.” The program has existed since 1995. Over 600 students annually complete service-learning requirements in 120 courses. These numbers are significantly less than the numbers of students involved at SLCC. The program is structured differently in that the interaction with students is high touch verses a focus on faculty.

Before participating in service-learning, students attend an orientation in which they are given instructions and guidelines for the necessary requirements especially for the reflection essay. In the reflection essay, students talk about their experience with service-learning, what they learned from the experience, if and how it related to the course they were taking. The program requires more forms of students and is more “hands-on” regarding partner placements. Students also must choose a pathway focused on an issue area. In addition to this, they must do 20 hours of service-learning.

They do not appear to have a formal faculty-focused course designation process, and the guidelines for faculty are minimal. Faculty are encouraged to help students write their reflection essays and encourage students to attend mid-term reflection workshops, but the focus does not appear to be on faculty.

### ***Santa Barbara Community College***

The [study abroad program](#) at Santa Barbara Community College (SBCC) has “achieved state and national recognition for its excellence and quality.” The program started in 1973, and more than 6,000 students have participated in programs in 20 different countries since the inception. They offer full-length credit-bearing semester programs and short-term programs that vary from two to five weeks in length. It appears that they are offering approximately five programs in the upcoming 2021-2022 school year. All programs are faculty-led.

There are many resources for students, including detailed program/trip information, financial aid/scholarship info, health and safety resources, a blog, and study abroad events. They also have an online application page. Their web page contains a wealth of resources for students and is colorful, informative, and inviting.

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There is a faculty director web page, an application link, a program manual, acknowledgment of responsibilities, and other resources. Faculty apply to lead a program, and the programs change every year.

### ***Describe how Professional Standards are Met***

We strive to meet the Forum for Education: Standards for Education Abroad. We are members of NAFSA Association of International Educators and continually review the literature to ensure we are following best practices and attending annual conferences. We are active with the Utah Board of International Educators. Faculty who want to run a study away trip need to submit a proposal following rigorous guidelines based on national guidelines. An independent committee reviews and approves all proposals.

We are members of the International Association for Research for Service-Learning and Community Engagement (IARSLCE). The coordinator has attended and presented at their annual conference several times. We have collaborated with Indiana University Purdue University Indianapolis (IUPUI) and brought guest speakers to SLCC for a conference focused on assessing civic engagement. The coordinator has participated in a course by IUPUI focused on assessment. We report out to the SLCC senate curriculum committee for all new service-learning course designations.

Faculty who seek to designate a course need to submit a proposal following rigorous guidelines. An independent committee reviews and approves all proposals. We utilize IUPUI and the Association of American Colleges & Universities rubrics within our programs.

## **SUMMARY ANALYSIS AND CONCLUSION**

### ***Conclusions Resulting from Self-Study***

The ELO is focused on alignment with college goals and values and strives to support them. The office consistently reviews and utilizes national literature and resources to guide programming.

The ELO has a robust structure in place to support the service-learning program. The faculty support services for service-learning are the most well developed since this program has existed for some time and has consistently received good funding and college support. Overall support of civic and community engagement efforts across the college is excellent. Efforts surrounding the [Carnegie Classification for Community Engagement](#) provide a fantastic venue for continued institutional-level progress.

It is gratifying to review the goals from the 2012 program review for the service-learning program and see that progress has been made on most of them.

Before moving under the ELO, the study abroad program did not have a significant web presence or written procedures. This has improved over the past five years. Faculty support

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services for the study away program for faculty have developed significantly, but formal professional development offerings need work`.

*Analysis and Reflection on Challenges and Areas for Improvement.*

It will be challenging to support additional growth without more personnel. The study away program is expected to grow in 2021 with four study abroad programs and one to two domestic study programs. Study away is a “high-touch” program and requires significant staff time and resources. It is also expected that the service-learning program and engaged departments will continue to grow post-pandemic. Amongst this, developing a system to support undergraduate research will be challenging.

A continued effort to improve the efficacy of services is needed. Also, a signal that additional staffing is necessary for growth was indicated in the 2022 IBP process.

*Future Departmental Goals and Plan to Achieve Them.*

Our goals include growing engaged departments and the service-learning program. To do this, the coordinator, in partnership with the Thayne Center community partnerships coordinator, needs to work with departments on their overall civic and community engagement efforts in tandem with the growing the number of designed service-learning courses. We will also continue with our goal of creating a culture of community engagement at the college.

A goal within the study away program is to create a structure for faculty development. This would include a Canvas course to support faculty who seek a study abroad or domestic study designation (like the service-learning professional development series course).

If given additional resources, we would seek to develop a robust structure to support undergraduate research college-wide.

*Ways the Department can Advance the College’s Mission, Vision, and Goals.*

We can complete our research on the impact of the service-learning program on student retention, thereby confirming our role in supporting retention efforts. If we can establish parameters for this, perhaps we can extend the methodology to other HIPs. We will also continue to align with the college mission to strengthen the communities we serve through the success of our students.



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