

ANNUAL REVIEW 2020-2021

COMMUNITY ENGAGED LEARNING



INTRODUCTION

The 2020-2021 academic year was a time where most programs, if not all, needed to become flexible and easily adaptable. The Community Engaged Learning program was no exception as it was entering its second year of the establishment when the Covid-19 pandemic arrived. The challenges that came with the Covid-19 pandemic motivated the Community Engaged Learning team to continue providing the necessary support to the undergraduate education majors, even if online. Through challenges alone, the Community Engaged Learning program and its newly built foundation proved that the program can be flexible and adaptable in the most uncommon circumstances.

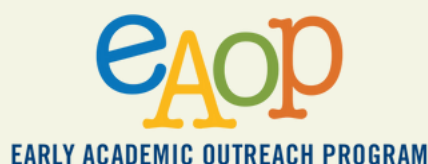
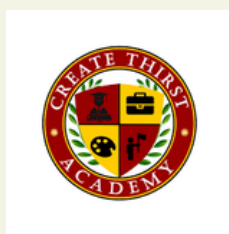
This annual review will be a showcase of how the Community Engaged Learning program grew in its second year of establishment compared to its first year. This review will also show the additions and improvements it has made to not only grow from the first year but to continue to be a necessary resource in a time where students needed it the most.



PARTNERSHIPS AND OPPORTUNITIES

2020-2021 Overview

- All formal partnerships have stayed consistent and have provided a minimum of 1 internship per academic year since Spring 2020.
- The Community Engaged Learning program gained four new partners since Spring 2020.
- Community Engaged Learning has provided on average 10 fieldwork opportunities every quarter since Spring 2020.



A beneficial partnership can be defined as:

- An organization that provides effective communication to both students and Community Engaged Learning team
- Providing active opportunities for students
- A capability to provide students the required 40 hours in a 1-2 quarter time frame
- Providing a beneficial and enriching experience to students

Below you will see out of the 6 formal partnership evaluated using the criteria listed above, only 5 formal partnerships were determined beneficial to the program. The evaluation is determined by using the feedback from the students and the Community Learning Coordinator.



STUDENTS

2020-2021 Overview

Below is a break down of the Community Engaged Learning Feedback form that was sent out to the entire cohort of Fall 2020 and Spring 2021



8 out of 12 students who participated in check in meetings responded saying the check in meetings were very helpful.



7 out of 8 students who participated in a professional development event hosted by Community Engaged Learning responded positively and expressed the event was very helpful.



18 out of 22 students responded that the Community Learning Coordinator was very helpful in assisting them with their fieldwork.

When asked if they would like to see any other professional development events, the majority responded with the below going from most wanted to least:

- Networking
- Graduate School
- Coffee Chats with professionals in the field and graduate students
- Resume building

PROGRAM ADDITIONS

Student Lead

Orientation

40 Hour Clearance

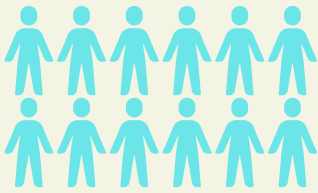
Professional Development

Feedback



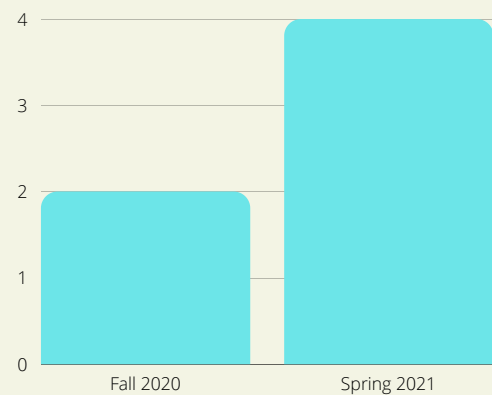
STUDENT LEAD OPPORTUNITY

A student lead works closely with the Community Learning Coordinator to provide additional support, resources, and information to Community Engaged Learners. Student leads serve as the leader of the chosen internship and are the voice of the student cohort. Additionally, student leads conduct orientations and workshops for the Community Engaged Learners. A student lead completes on average 5-10 hours a week.



12 out of 12 students who interacted with a student lead responded that student leads were very helpful.

A total of 2 student leads began their internship at the start of Fall 2020 quarter. By the end of Spring 2021, there were a total of 4 students enrolled in the internship.



Since Winter 2021, each student lead assisted in facilitating roughly 9- 12 workshops and 4-5 check in meetings.

At the start of Spring 2021, each student lead led an orientation weekly to roughly 2- 10 students.

ORIENTATION

Due to the introduction of the student lead role, the orientation structure had the ability to evolve. Throughout the 19-20 school year, the orientation was held on a daily basis for 2 hours which proved to be time consuming for both coordinator and student. Therefore, the orientation was split into two parts and students were now required to sign up for the assigned days and times. Part 1 was led by the Community Learning Coordinator two times per week and went over the structure of the program, the application, networking/professionalism, the Community Service Portal, and the onboarding process.

Students would then be instructed to RSVP for part 2 that was led by a student lead. Each student lead was assigned a day and time in which they would lead their orientation. Based on how many students RSVP'd for that particular day, the student lead would go over the details of the internships the student(s) were interested in. Additionally, the student lead will assist the student in filling out the application and inserting their first hours in the Community Service Portal.



16 out of 22 students reported the orientation as an excellent preparation for their internship.



40 HOUR CLEARANCE

At the start of the Spring 2021 quarter, the 40 hour clearance process was finalized. This process is what a student who is completing their 40 hours with direct service will follow to clear the fieldwork requirement from their degree audit. You will see below direct service has been broken down into two separate categories: Non- Community Engaged Learning Internships and Community Engaged Learning Internships.



Non-Community Engaged Learning Internships

1. Students fill out the Fieldwork Opportunity Review to receive written confirmation if their internship(s) count towards the 40 hours fieldwork requirement.
2. The Community Learning Coordinator reviews the Fieldwork Opportunity Review with the Associate Dean, and Academic Committee to determine if the internship follows the 40 hour guidelines.
3. The Community Learning Coordinator provides written confirmation that the internship does count towards the 40 hours.
4. (if a student has completed the 40 hours) the student will then receive the Service-Learning fieldwork confirmation form from the Community Learning Coordinator.
5. Once all the signatures have been received on the Service-Learning Fieldwork Confirmation form, the Community Learning Coordinator will clear the 40 hour fieldwork requirement from the student's degree audit and notify the advisor and student.

Community Engaged Learning Internships

1. Once a student has completed the 40 hour requirement at the end of the quarter and has finished their time with the internship, the student receives the Service-Learning Fieldwork Confirmation form from the Community Learning Coordinator.
2. Once all the signatures have been received on the Service-Learning Fieldwork Confirmation form, the Community Learning Coordinator will clear the 40 hour fieldwork requirement from the student's degree audit and notify the advisor and student.

PROFESSIONAL DEVELOPMENT EVENTS



A professional development event is hosted by Community Engaged Learning to either the entire GSOE student population or the Community Engaged Learning cohort. Professional Development events are intended to provide valuable information on professionalism, networking, resume building, and/or graduate school.

Winter 2021, the Community Engaged Learning program collaborated with the Writing Support Coordinator to host workshops on how to write a professional email and tutoring best practices to the Community Engaged Learning cohort. Roughly 8-10 individuals attended each workshop and reported the workshops being very helpful with their internship.

Spring 2021, the Community Engaged Learning program hosted a Coffee Chat to the GSOE student population. The Coffee Chat was an event in which students can ask questions and seek guidance from the Director/Assistant Dean and Academic Advisor of the Teaching Credential Program. Sixteen individuals attended the event and all sixteen reported the event to be very beneficial to their future endeavors.

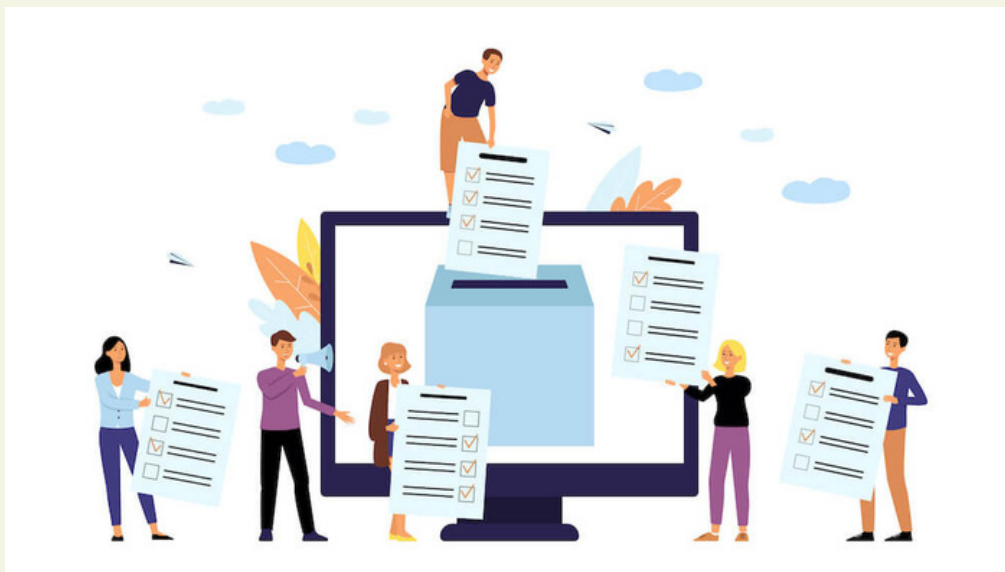


FEEDBACK



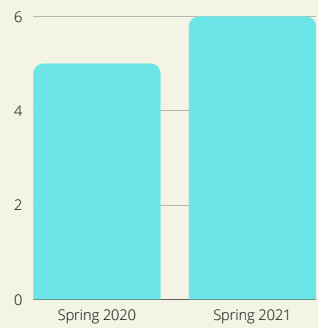
Two surveys were created to assist gathering feedback regarding the internships and the program. Students who were in the Community Engaged Learning program were sent the Field Site Survey and the Community Engaged Learning Feedback form every quarter since the start of the Winter 2021 quarter. However, to eliminate survey fatigue, both surveys will now be sent every Winter and Summer quarter instead of every quarter.

The Field Site Survey asks specific questions regarding their experience at the chosen internship. Once the responses have been received, the Community Learning Coordinator sends the responses to the internship supervisor. Whereas, the Community Engaged Learning Feedback form asks specific questions on the program (e.g., orientation, student leads, meetings, Community Learning Coordinator). Once the responses have been received, the Community Learning Coordinator initiates appropriate improvements to the program based on the feedback.



COMPARING 2019-2020 AND 2020-2021

Partnerships and Opportunities



At the end of the Spring 2020 quarter, Community Engaged Learning had 5 formal partnerships. At the end of the Spring 2021 quarter, Community Engaged Learning had 6 formal partnerships and 9 total partnerships.

During the 2019-2020 year, the Community Engaged Learning program gained opportunities due to outreach led by the ESHD team compared to the 2020-2021 year in which the amount of inquiries from the community decreased the need to lead outreach efforts.



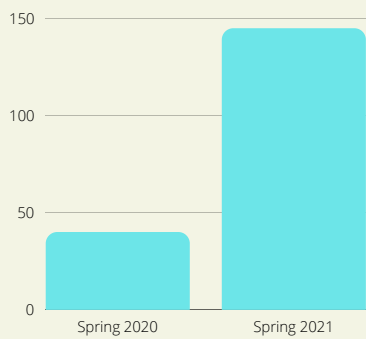
Students



VS



2019- 2020, 23 out of the 44 compared to 2020-2021, 60 out of 145 students have fulfilled their required 40 hours of fieldwork over a 1-2 quarter time frame while only volunteering for the opportunities Community Engaged Learning offered.



At the end of Spring 2020, Community Engaged Learning served roughly around 40 students for the entire academic year (Spring, Summer, Fall, Winter). At the end of Spring 2021, Community Engaged Learning served roughly around 145 students for the entire academic year. Community Engaged Learning tripled their number of students from the 2019-2020 to 2020-2021 Academic Year

CONCLUSION

The purpose of this annual review was to showcase the growth of the program by also highlighting the improvements that need to be made for future years to come. It is without question that the 2020-2021 academic year came with unforeseen challenges that drove the program to become flexible and adaptable in the most needed time. Through challenges, the Community Engaged Learning program achieved the goal to enrich the UCR coursework with applied, real-world learning, addressing community-identified concerns while continuing to focus on encouraging students to put into practice their learned knowledge of education theory, research, policy, and practice.

The 2020-2021 academic year showed that the Community Engaged Learning program continues to create partnerships with organizations that are beneficial to the student population and community. However, the program must continue to be selective in who becomes a formal partnership to insure the quality of internships given to the undergraduate students. Additionally, as more organizations become interested in partnering with the program, it is essential to prioritize the communities in the Riverside area and the underserved communities around the Inland Empire.

Since the establishment of the Community Engaged Learning program, the undergraduate students have been the center of focus. During these infant years, the program has prioritized receiving feedback from the student population and has been committed to adjusting certain components to better serve the needs of students. With that said, the 2020-2021 academic year showed a huge increase in the number of students interested in participating in the program. Most if not all of the 2020-2021 cohort voiced the need to connect their fieldwork to their future careers by providing more professional development opportunities. Therefore, it is imperative that the program starts to focus on encouraging students to apply what they are learning in the classroom to their fieldwork and eventually apply their fieldwork experience to their future careers.

The Community Engaged Learning program has completed its second year and is now entering a new year with more possibilities and challenges. If the program continues to focus on student and community needs, we will once again see the growth tripled in size. Lastly, the impact the program has made on students and members of the community is all due to the hardworking and dedicated Undergraduate Advising team. Due to the dedication of the Undergraduate Advising team, the Community Engaged Learning program was able to continue operations, grow in size, and provide additional support during a worldwide pandemic.