



Community Engaged Learning

2021-2022
Annual Report



Introduction

A year of growth

The university welcomed students back on campus after 18 months of being online in the Fall 2021 quarter. What a great start for the Community Engaged Learning program entering its third year, to finally send students to in-person internships in the community. Not only did we see students thrive in their in-person internships, but the Community Engaged Learning program underwent a growth spurt. The program added 16 new partners, established two cohorts, increased the number of internships by 200%, and welcomed new members to the CEL team. A year of growth, indeed it was.

This annual report will showcase the growth it has made in its third year of establishment. This report will also show where the program is headed to continue serving students, the community, faculty, staff, and our partners.

A Snapshot of the 2021- 2022 Academic Year

16

New Partners

Increased our partners from 9
(Spring 2021) to 25 (Spring
2022)



Increased the number of
internships provided in the
CEL program by

200%

**SOE Writing Support
Program**

UCR Career Center

Collaborated with

**SOE Education 118
Research Methods**

**UCR Teaching
Education Program**



The CEL program transitioned
to a cohort system and served

120 Students

Students who signed up for a CEL internship completed on average



40-80 hours



90%

of students who signed up for an internship in CEL
reported the program was helpful in providing
professional experience for their future career



How did students complete their required 40 hours?

An Education major has four options to complete the Community Engaged Learning requirement

Research with Faculty

16



Service-Learning

Unknown



Starting Fall 2022, the CEL program will begin tracking service-learning opportunities

CEL Internships

120



Past/Current Fieldwork Opportunities

#



Our Partners

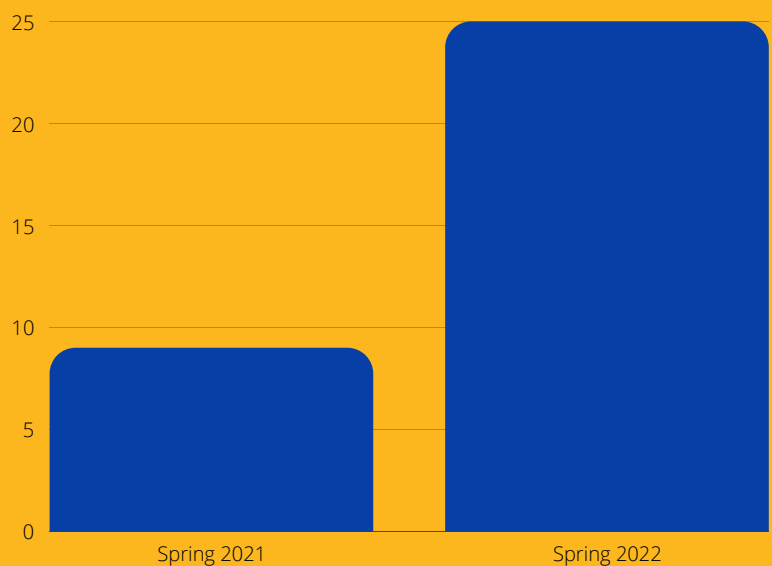
Since September of 2021, the Community Engaged Learning program added 16 partners and collaborated with various on-campus programs and departments. Due to the increase in partnerships, the program was able to increase the number of internships provided by 200% (14 internships in 2021 to 28 internships in 2022). The new partnerships provided internships such as college and career mentor (Come Back Kids), program volunteer (Project Access), school volunteer (Fontana Unified School District and Alvord Unified School District), tutor (My Learning Studio), and fellowship (Inland Congregations United for Change).

In addition, the program collaborated with the SOE Writing Support program and Career Center in providing career readiness workshops that ranged from how to write a cover letter to what to do with an Education major. Furthermore, the Community Engaged Learning program and UCR's Teacher Education Program (TEP) joined forces in creating a mentorship program that will create a pipeline of highly motivated and skillful students from the ESHD major to TEP. Last but certainly not least, the Community Engaged Learning program worked closely with Marsha Ing in the Educ 118 Research Methods course where the students took a close look at the existing community engagement research and created a partner survey. This work has led to an increase in interest in community engagement and we hope to work on a longitudinal study that will help us learn about the growth in community engagement amongst the ESHD students.

2021-2022 Partnerships

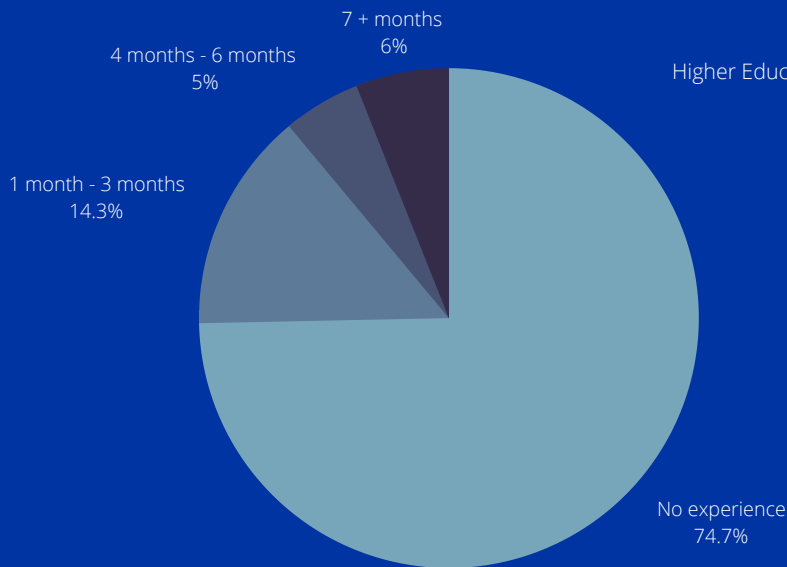
Riverside Unified School District
Fontana Unified School District
Foothill Elementary School - Alvord Unified School District
Riverside Arts Academy
Growing Inland Achievement
Blu Educational Foundation
Create Thirst Academy
Project Access
SOE Writing Support Program
UCR Teaching Education Program
UCR Career Center
Early Academic Outreach Program
University Eastside Community Collaborative
College Corps
Educational Talent Search
Upward Bound Program
Come Back Kids
Big Brothers Big Sisters
My Learning Studio
Inland Congregations United for Change
Campus Collective Peer Mentoring
Cal-SOAP
Didi Hirsch Mental Health Services
Raincross Boxing Academy

Partnership Growth (2021-2022)

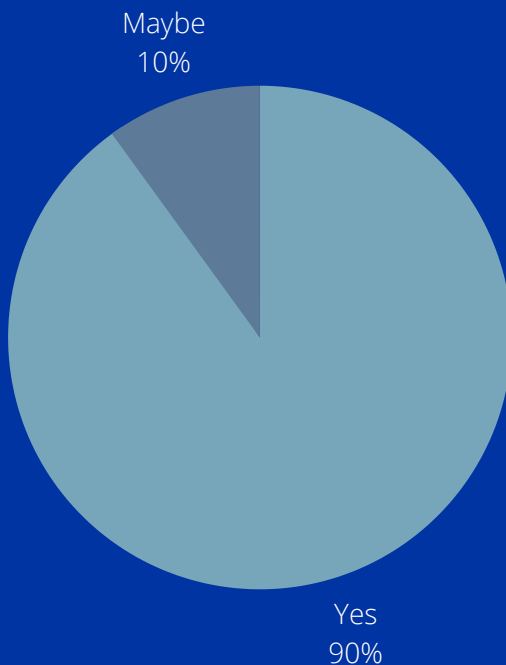


Community Engaged Learning Cohorts

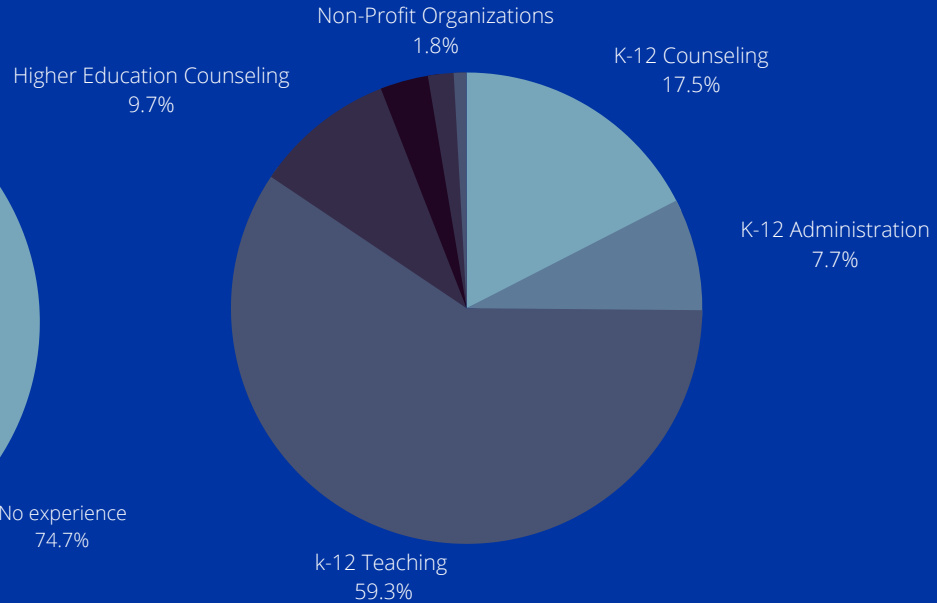
The Community Engaged Learning program implemented a new cohort system that started in the Fall 2021 quarter. Each cohort had 60 students and the average number of hours completed were 40-80 hours by the end of the cohort. The information that is provided below is data from the entrance and exit survey from students who participated in either the 2021 - 2022 Fall/Winter AND/OR Spring/Summer cohort.



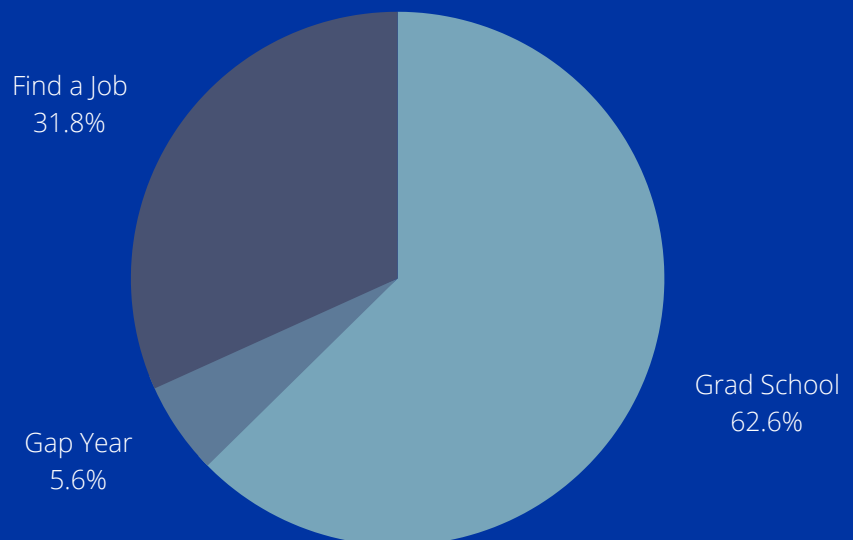
How much fieldwork experience have you had in the field of Education?



Do you believe the program was helpful in providing experience for a future career?



What area of Education are you most interested in?



What are your plans for after graduation?

Student Leads

By presenting comprehensive career development workshops, hosting office hours, and overseeing the completion of the 40 hr fieldwork requirement of up to 20 undergraduate students each, the three Student Leads are an integral part of the CEL program.

100% of CEL students reported Student Leads to be helpful

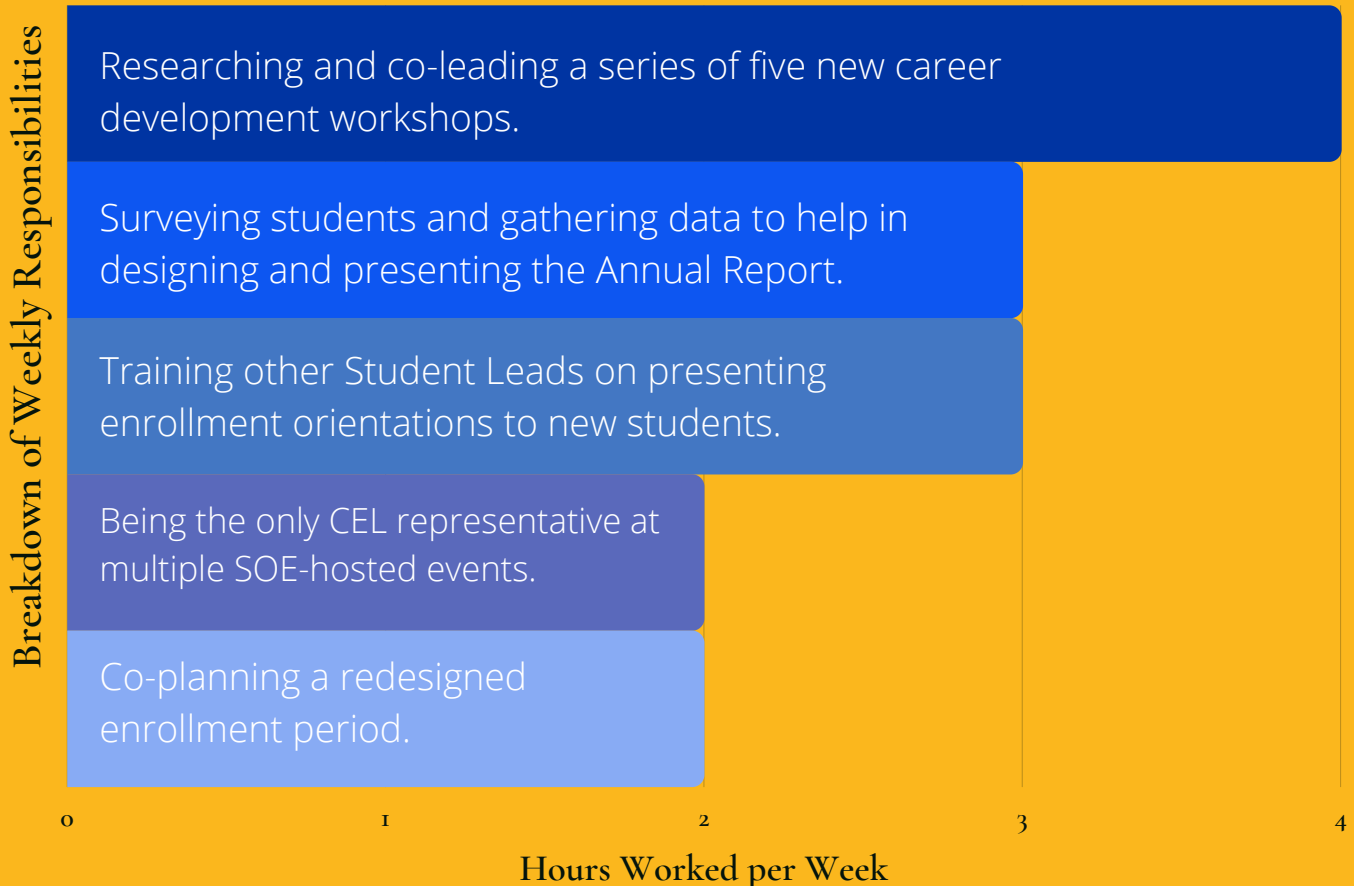
Dedicated **10 - 12** hours for weekly responsibilities

Presented **15** new-student orientations

Co-planned and led **12** educational workshops

Represented CEL at **4+** events

Primary Program Lead



2022-2023 Program

Goals

We are headed into our 4th year and are excited to see the program continue to grow as it has been for the past three years. Below you will see a few of our program goals and the ways we can achieve those goals. These goals will be our priorities in the coming year and welcome anyone who is interested in assisting us to achieve these goals.

1. Establish a strong presence in the curriculum throughout the 4 years

- a. An increase in service learning opportunities
- b. Transparency of research opportunities available to students
- c. Increase involvement of CEL in Education-majors' Freshman Seminar classes so that every freshman understands the 40-hour requirement and how the CEL program can help
- d. Establish a checklist that students need to complete/accomplish each year they are in SOE.

2. Increase community and alumni partnerships in the surrounding communities (Riverside and San Bernardino county)

- a. Hold a Community partner dinner
- b. Establish a network of alumni for CEL students to reach out to regarding career or professional advice
- c. Networking events with alumni

3. Establish a strong CEL team

- a. Coordinator
- b. 3 student leads working primarily on CEL and internships
- c. Faculty committee - research

4. Establish a social media presence

- a. Instagram
- b. Twitter
- c. GroupMe

The background of the page features a photograph of a modern, multi-story building with a distinctive terraced roofline. The building is constructed from light-colored stone or concrete. In the foreground, there is a well-maintained green lawn. The sky is a clear, bright blue. The overall aesthetic is clean and professional.

Conclusion

The purpose of this annual report was to showcase the growth of the program in the various areas they serve. It is without question that the 2021-2022 academic year was a successful year for the Community Engaged Learning program. However, the program did face its challenges in continuing to be flexible in a hybrid environment while understanding the desire of the community to be in-person. Evidently, the program did achieve its goal and that is 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 Community Engaged Learning program now enters its fourth year eager to continue this growth spurt. With plans of offering more opportunities, adding new partners, expanding the program team, and much more, the program aims to continue to be original, transformative, and impactful while serving the undergraduate students, community, faculty, and partners.

Acknowledgments

Dr. Louie Rodriguez, Interim Dean for School of Education

Sally Tavizon, Assistant Dean and Chief Financial Administration Officer for School of Education and School of Public Policy

Dr. Robert Ream, Associate Dean for the Undergraduate Education Program

Dr. Frances Valdovinos, Dean and Director for the Teacher Education Program

Alex Arriaga, Academic Advisor and Credential Analyst for the Teaching Education Program

Dr. Marsha Ing, Associate Professor for the School of Education

Kimberly Kampen, Career Counselor for the Colleges of Humanities, Arts, & Social Sciences

Riverside Unified School District

Fontana Unified School District

Foothill Elementary School - Alvord Unified School District

Riverside Arts Academy

Growing Inland Achievement

Blu Educational Foundation

Create Thirst Academy

Project Access

SOE Writing Support Program

UCR Teaching Education Program

UCR Career Center

Early Academic Outreach Program

University Eastside Community Collaborative

College Corps

Educational Talent Search

Upward Bound Program

Come Back Kids

Big Brothers Big Sisters

My Learning Studio

Inland Congregations United for Change

Campus Collective Peer Mentoring

Cal-SOAP

Didi Hirsch Mentoring

Raincross Boxing

**Thank you for
all of your
support this
past year!**



Acknowledgments

Delaney Rood, Writing Support Coordinator for the School of Education

Liliana Aguayo, Academic Advisor for the Undergraduate program in the School of Education

Richard Rangel, Academic Advisor for the Undergraduate program in the School of Education

Viviane Baerenklau, Academic Advisor for the Undergraduate program in the School of Education

Samantha Jobelius-Morrison, Enrollment Manager for the School of Education

Brenda Valdez-Gutierrez, Community Engaged Learning Student Lead

Nicole Ho, Community Engaged Learning Student Lead

Amalia Rodriguez Fabian, Community Engaged Learning Student Lead

Victoria Tellez, Community Engaged Learning Student Lead

Stephanie Gutierrez, Community Engaged Learning Student Lead

Ashley Cabrera, Community Engaged Learning Student Lead

Shruti Ranade, Community Engaged Learning Primary Program Lead and Co-Writer/Designer

Sarah Juarez, Community Learning Coordinator and Writer/Designer

Thank you for
all of your
support this
past year!

