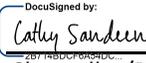
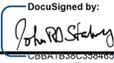




**Board of Regents Program Action Request**  
 Proposal to **Discontinue** a Program of Study  
 University of Alaska

<b>1a. UA University</b> UAA	<b>1b. School or College</b> College of Health	<b>1c. Department or Program</b> Community Engagement & Learning
<b>2. Complete Program Title:</b>		Civic Engagement (UC)
<b>3. Type of Program:</b>		
Undergraduate Certificate <input checked="" type="checkbox"/>	Associate <input type="checkbox"/>	Baccalaureate <input type="checkbox"/>
Master's <input type="checkbox"/>	Doctorate <input type="checkbox"/>	Post-Baccalaureate Certificate <input type="checkbox"/>
<b>4. Type of Action:</b> <input checked="" type="checkbox"/> Discontinue		
Implementation Semester: Fall		Year: 2020
<b>5. Other programs affected by the proposed action, including those at other campuses (please list):</b>		
Program Affected	Anticipated Effect	
Legal Studies BA	Legal Studies BA previously required CEL A395, but will now use a different course	
Page number of attached summary where effects on other programs are discussed: <u>pg. 8</u>		
<b>6. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':</b>		<b>7. Aligns with University or campus mission, goals, core themes, and objectives (list):</b>
None		See pg. 6 and pg. 8 in the attached.
<b>8. Teachout Plan (attached)</b> <input type="checkbox"/> N/A		
Submitted by:  Chancellor/Provost		Date: April 4, 2020
Submitted by:  Date:		Date: April 3, 2020
Consensus support of AC <input checked="" type="checkbox"/>	Not supported by AC <input type="checkbox"/>	
Recommend <b>approval</b> by VPASR 	Date: April 6, 2020	
Recommend <b>disapproval</b> by VPASR	Date:	



3211 Providence Drive, ADM 216  
Anchorage, Alaska 99508-4614  
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uaa\_chancellor@alaska.edu

March 23, 2020

To: President Jim Johnsen

Fr: Chancellor Cathy Sandeen

A handwritten signature in blue ink that reads 'Cathy Sandeen'.

Re: **Expedited Program Review Recommendations**

### **Background**

As requested, the University of Alaska Anchorage has undertaken an expedited program review as a result of budget cuts imposed by the governor and legislature. I have closely read the expedited program reviews that resulted from this process, reports and recommendations from the deans and the provost, as well as additional responses from some programs. I have also reviewed nearly 200 emails and letters as well as verbal input provided at approximately 20 meetings, including a large public testimony session. I have consulted with the chancellors at UAF and UAS regarding their recommended program changes.

I want to emphasize that all programs at University of Alaska Anchorage are high quality. All programs produce graduates who are prepared to address specific workforce needs. Our faculty are excellent and deeply committed to the UAA mission of teaching, scholarship, and service. Our programs provide a unique and vital sense of community, a sense of "home," for faculty, staff, and students in those programs. These decisions are extremely difficult and in many cases heartbreaking. While we have been transparent, data-informed, and mission-driven as much as possible throughout this process, at the end of the day, these are judgment calls.

I am providing you with these recommendations, not because I want to make these decisions, but because I am called to do so given the situation the University of Alaska confronts. I believe these are the best decisions under the circumstances. UAA will contract and become smaller with a more focused mission. Much is retained under my recommendations and I am confident that this path forward will allow UAA to sustain excellence and the ability to continue to serve the region and the State of Alaska. UAA will remain Alaska's vibrant open access urban/metropolitan university.

Please note I will continue to encourage all UAA programs, on all our campuses, to become more streamlined and efficient in producing graduates to meet workforce needs, while maintaining academic quality as defined by the faculty.

I realize these are recommendations only and that you will develop your own proposal and that the University of Alaska Board of Regents will make final decisions.

(Continued, next page)

**Decision**

I concur with the recommendations of Interim Provost John Stalvey dated March 9, 2020, with the following two exceptions:

Anthropology (MA)

Changed to Continued Review

Marketing (BBA)

Changed to Continuation

## Appendix: Faculty Reductions from Expedited Academic Program Review

### Community and Technical College

CTC is reducing by 3 lines following the program review outcomes.  
Two retirements (not replacing), Aviation and Culinary & Hospitality in FY21.  
For Fiscal Year 2022 we will need to reduce by an additional faculty member.

### College of Engineering

One tenure-track non-replacement in EE in FY21 and 2 tenure-track non-replacement of anticipated retirements (1 in CE and 1 in CS&E) in FY22.

### College of Business and Public Policy

The cost savings is through not replacing faculty. One term faculty in Logistics and another two tenure-track faculty in Information Science & Decision Science (MIS).

### College of Arts and Sciences

Program	Tenure-Track Reductions after 1 year	NTT Reductions after 1 year	Tenure-Track Reductions after 2 year	NTT Reductions after 2 year	Total RIF
Anthropology MA	1	0	0	0	1
Art BFA	0	1.5	0	0	1.5
CWLA MFA	0	0	1	1	2
English MA	0	0	3	0	3
Environ & Society BS	0	0	3	0	3
Journalism BA	1	0	0	0	1
Languages BA (Chinese)	1	0	0	0	1
Sociology BA-BS	0	0	3	0	3
Theatre BA	0	0	5	0	5
Total	3	1.5	15	1	20.5

The decreases in CAS are particularly large because they also include addressing the structural debt that the college has been carrying the past two FY.

### College of Health

One non-replacement of a tenure-track faculty in Legal Studies and one non-replacement of a tenure-track faculty in Justice.

Total number of **faculty lines** reduced: 31.5.

Total estimated decrease is \$3.25M from eliminated **faculty lines** outlined above.



Academic Affairs  
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive  
Anchorage, AK 99508-4614  
T 907.786.1050, F 907.786.1426

Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RJS Stalvey*

Cc: Jeff Jessee, Dean of the College of Health; Vice Provost for Health Programs  
Donna Aguiniga, Committee Chair & Interim Director, CCEL  
Tracey Burke, Professor of Social Work  
Renee Carter-Chapman, Senior Vice Provost, Institutional Effectiveness  
Susan Kalina, Vice Provost for Academic Affairs  
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Civic Engagement UC**

I have reviewed the dean’s findings, the program’s response to the dean’s findings, and the completed Expedited Program Review Template for the Civic Engagement UC.

**Recommendations**

My recommendation is to accept the decision and recommendations of the dean with the commentary that the request to the Board of Regents should be to delete after admissions have been suspended and the teach out has been completed. This undergraduate certificate has not attracted students. Students interested in this area will still have access to many courses at UAA that integrate community engagement into them as a high impact practice.

**Decision**

Recommend Deletion

Date: February 28, 2020

To: John Stalvey, Interim Provost

From: Donna Aguiniga, Interim Director of the Center for Community Engagement & Learning

Cc: Jeff Jessee, Dean of the College of Health and Vice Provost of Health Programs  
Tracey Burke, Professor of Social Work

Re: AY20 Expedited Program Review: Optional Program Response to Dean's Recommendation

### **Program/s in this review: Civic Engagement Undergraduate Certificate**

#### **Program response to dean's findings:**

Dean Jessee's review findings of the Civic Engagement Undergraduate Certificate highlighted the important role that the program plays in supporting UAA's designation as a community-engaged university and the recognition the university has received for its community-engaged efforts. The program incorporates a variety of high-impact practices into its curriculum that promote student success and helps them find meaning in their college career. The certificate serves as an academic pathway for students to demonstrate their community engagement and become active, ethical citizens. The benefit of participation in civic engagement courses that require students to both think critically about their role as members of their community and to demonstrate their application of skills and knowledge in community-based settings benefits students' personal lives and professional careers.

The program recognizes the need to rethink the 30-credit certificate mechanism in order to eliminate barriers (e.g., concerns regarding the number of required credit hours, separate admission application) that inhibit student participation in the certificate program. The Center for Community Engagement & Learning's (CCEL) goal is to reimagine the certificate into a new Minor in Civic Engagement. A Civic Engagement minor would capitalize on both the strengths of the current Civic Engagement & Learning (CEL) courses and the myriad interdisciplinary courses that promote civic knowledge, community engagement, and service-learning. There would be no additional costs to developing a minor, and it provides a recognized way for students to denote their civic engagement studies. While details have not been fleshed out, it is anticipated that the minor would be 18 hours. The 12-credit hour reduction will ease student concerns about the feasibility of the program and allow it to be more easily incorporated into a student's plan of study. In addition, a minor does not require separate application for admission, reducing confusion and eliminating any financial barrier caused by the application fee.

While still under development, the minor is likely to require students to earn 9 credits of CEL credit and 9 credits of interdisciplinary courses that meet program specifications of incorporating community engagement, service-learning, and/or civic knowledge. The minor would include the CEL A292 Introduction to Civic Engagement course (a Social Sciences GER and planned Diversity & Inclusion GER) and the CEL A395 Civic Engagement Internship. A wide range of courses is offered across the university that would meet the requirements for the minor and allow maximum flexibility for students.

Dean Jessee stated that "if the program is deleted, the university should consider alternative options for promoting civic engagement." Eliminating the option of a transcribed academic pathway to demonstrate commitment to civic engagement theory, skills, and experiences will weaken outside perception that the university cares about community engagement and will likely have a negative impact on the next application to retain UAA's status as a Carnegie Foundation designated Community Engaged University. Supporting the transition from a Civic Engagement Certificate to a Minor in Civic Engagement reinforces the importance UAA places on civic education and facilitates student engagement with the program. Based upon the stated goal of transitioning to a minor, we request that the Civic Engagement Certificate status be changed to Revision.

Date: February 21, 2020

To: John Stalvey, Interim Provost

From: Jeff Jessee, Dean of the College of Health and Vice Provost of Health Programs

Cc: Donna Aguiniga, Committee Chair & Interim Director, CCEL  
Tracey Burke, Professor of Social Work  
Renee Carter-Chapman, Senior Vice Provost, Institutional Effectiveness

Re: AY20 Expedited Program Review Findings

**Program/s in this review:** Civic Engagement UC

**Specialized accrediting agency (if applicable):** N/A

**Campuses where the program is delivered:** Anchorage

**Centrality of Program Mission and Supporting Role:**

The Civic Engagement UC prepares students to become active, effective, ethical citizens in their professional and personal lives. Students develop reflective, analytic and practical skills to link their learning to civic engagement through service-learning experiences, internships, community-engaged scholarship, and a capstone leadership course. The program is central to UAA's recognition as a community engaged university. Unfortunately, student interest in this program remains very low.

**Program Demand (including service to other programs), Efficiency, and Productivity:**

Since its inception, the Civic Engagement UC has struggled with program demand, efficiency, and productivity. According to data from Institutional Research, a total of 13 students have graduated from the program since 2013 (an average of 1.8 per year). In fall 2018, the number of majors was down to one. Course enrollments have remained low. From 2013 to 2019, average enrollments in the program's core courses were 14.6 students in CEL A292, 3.3 students in CEL A392, 5.3 students in CEL A395, and 1.4 students in CEL A450. In the core course with the highest average enrollment, CEL A292, there has been a steady decline in the number of students (from an average of 18 in 2013 to 11.4 in 2019). Enrollments have remained low, even in courses that are required by other programs. In fall 2019, a total of 33 students were enrolled in CEL courses (this is a duplicated count). Overall, despite valiant efforts to increase program demand and productivity, enrollment trends have not improved.

**Program Quality, Improvement and Student Success:**

With its focus on civic engagement, the program naturally incorporates several high impact practices to better help students have a meaningful and successful college experience. Program directors and adjunct faculty have worked diligently to maintain a high quality program. They have remained committed to student success. They continue to explore innovative ways to promote the program and its courses.

Unfortunately, these efforts have not improved course enrollments. Overall, the program is recognized for providing a high quality experience for students. It is unfortunate that so few students are taking advantage of the opportunity to enroll in CEL courses.

**Program Duplication / Distinctiveness:**

The Civic Engagement UC is unique. There are no other comparable programs in the state of Alaska.

**Commendations and Recommendations:**

Community engagement is central to the identity and reputation of UAA. The Center for Community Engagement and Learning has successfully stimulated and supported the university's commitment to community engagement. Unfortunately, its Civic Engagement UC has not achieved the expected demand and productivity. The College of Health recommends to suspend admissions. Major revisions are needed to improve program demand and productivity. Program deletion should be considered if program demand and productivity are not likely to improve. If the program is deleted, the university should consider alternative options for promoting civic engagement. As explained by the members of the program review committee, civic engagement is central to the mission of the university, but "the current 30-credit certificate mechanism does not work."

**Decision:**

Suspension.

**Submission date: February 7, 2020 (revised template); January 31, 2020 (original)**

**Program/s in this review: Civic Engagement UC** \_\_\_\_\_

**Specialized accrediting agency (if applicable): N/A** \_\_\_\_\_

**Campuses where the program is delivered: Anchorage** \_\_\_\_\_

**Members of the program review committee:**

Donna Aguiniga, Interim Director, Review Committee Chair, Anchorage campus

Tracey Burke, Professor, Anchorage campus

**1. Centrality of Program Mission and Supporting Role (700 words or less)**

Community engagement is central to the identity and reputation of UAA, and UAA is recognized as the community-engaged university with the UA system. Since the establishment of the Center for Community Engagement & Learning in 2000, UAA has twice been affirmed for its commitment to community engagement through its designation as a Community Engaged University by the Carnegie Foundation. In the past three years, two faculty (Dr. Tracey Burke and Dr. Travis Hedwig) have been named finalists for national awards given to community-engaged faculty. In its 2019 accreditation reaffirmation, UAA received a commendation for “its commitment to community engagement and the Public Square.”

In the context of this community-engaged university, the Certificate for Civic Engagement provides a transcribed academic pathway for students to develop and demonstrate principles of civic engagement in tandem with their disciplinary major. The university plays a crucial role in helping citizens develop critical thinking and the capacity for civil discourse. The Certificate is designed to complement and extend students’ major-degree studies by requiring a few specific courses with the CEL prefix and steering students towards community-engaged courses in their majors. By design there is no fixed list of courses, as the options change regularly, and the Certificate is intended to provide students maximum flexibility in choosing their courses. The Certificate’s courses help students develop and refine the skills and knowledge necessary to engage with social issues through an informed, participatory lens. The program’s courses engage students in service-learning experiences, a high-impact practice that connects students with the community and promotes students learning and success.

As one of example of how CEL courses collaborate with the community, the CEL A292 Introduction to Civic Engagement course has partnered with the Mountain View Boys & Girls Club and the Newcomers Program at East High School for years. Students participate in a community-based service-learning opportunity that requires them to apply class concepts, while the community partners benefit from the assistance that students provide for their programming.

The CEL A292 introductory class is a Social Sciences GER and was selected to be part of the packet of courses being submitted this spring to be designated as a Diversity & Inclusion GER. It is a selective for the Sociology and Journalism & Public Communication degrees and is a required class for the Environment & Society major. Students enrolled in the CEL A395 Civic Engagement Internship develop and refine skills and knowledge that will improve their employability. The Civic Engagement Internship is open to any junior or senior student seeking to earn academic credit for their internship with a government or non-profit organization. The CEL A395 course is a required class for the Legal Studies program.

**2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)**

While the need for students to acquire the capacity to participate in civic life is high and the benefits of a service-learning curriculum are measurable, the number of certificates awarded through the Civic Engagement Certificate program is low. The current mechanism of a 30-credit certificate program has proven problematic. While there is at least one 2019 graduate who is not counted in the numbers provided, the reality is that the Certificate has never achieved a high level of

demand. A key factor that inhibits student participation in the certificate program is that they must make a separate application, including paying a separate application fee, to be admitted into the program. While students express interest in the program and there are students who complete all or almost all of the coursework, they do not apply for formal admittance.

Students enrolled in CEL courses have, in general, a high level of academic success. The numbers show that more than 84% of students who complete the one lower-division course (i.e., CEL A292 Introduction to Civic Engagement) and more than 77% of students who complete an upper-division CEL course successfully pass the course. While there has been a slight downward trend of student pass rates for the 200-level course since the beginning of the data, this variation may be explained in part by better standardization of the syllabus for the course and more experienced adjunct faculty who have more rigorous expectations of college-level grading.

Roughly 57% of student credit hours (SCH) in CEL courses are for students taking a CEL course to fulfill either a degree requirement for their discipline major or students earning the Civic Engagement Certificate. Similarly, 55% of students enrolled in a CEL course do so for their major or the Civic Engagement Certificate. These numbers illustrate the broad appeal of CEL courses, especially of CEL A292 Introduction to Civic Engagement, to students across the university and the role CEL courses play in supporting other programs. The CEL courses help students fulfill major requirements, complete GER requirements, and provide upper-division elective opportunities.

CEL courses tend to have low enrollments. There are several factors that should be considered when evaluating class size and class utilization. First, service-learning courses require planning and coordination that is absent from a traditional lecture or discussion-based class. In addition to the increased demands on the instructor's time, the experiential nature of the coursework is different than many students have experienced. To facilitate student success, a smaller class size helps ensure the instructor is able to provide support for students, which is reflected in the academic success students have historically found in CEL classes. Second, the overall numbers provided reflect all CEL classes offered by the program, including the CEL A395 Civic Engagement Internship. The class is offered every term; however, particularly in the fall and spring semesters, enrollment in this class is low. Historically, the internship course has a higher enrollment in the summer, as students are better able to incorporate an internship's required hours into their schedule. CCEL's Director often serves as the instructor for this course in the fall and spring semesters when enrollment is low so that no additional instructional costs are accrued in the center's budget. Offering the course regularly helps facilitate student achievement and graduation. For example, it is not uncommon for Legal Studies students to complete the internship their final semester. Ensuring that students can take the course year-round helps prevent delays in their graduation date. Finally, there are two upper-division CEL courses (i.e., CEL A392 Civic Engagement: Learning by Giving and CEL A450 Civic Engagement Leadership Capstone) that have historically low enrollment. These classes are required for Civic Engagement Certificate students but do not attract sufficient numbers of students from outside the program. These courses have been offered as Directed/Independent Studies or classes with low enrollment in prior semesters.

The cost of instruction for the CEL program is covered by its incorporation into the duties of the CCEL's Director and the percentage of tuition revenue the center receives. CCEL's Director teaches one course per semester. In addition to the workload course assignment, the Director teaches the CEL A395 Civic Engagement Internship if enrollment numbers are low and has offered directed studies for CEL A450. Other courses or class sections are taught by adjunct faculty. The dramatic increase in cost of instruction in the IR-Report for the 2018-2019 and 2019-2020 academic years is erroneous. A personnel change in the Center's Director occurred in the 2018-2019 academic year, and it appears that the entirety of the Director's salary is being tagged as an instructional cost rather than 10% per semester. Any revenue that exceeds the instruction costs is used to support CCEL programming, including faculty mini-grants, Think Tanks, and the annual Urban & Rural in Alaska: Community Engagement Conference.

### **3. Program Quality, Improvement and Student Success (1500 words or less)**

The Civic Engagement Certificate program incorporates several high-impact practices to better help students have a meaningful and successful college career. All students in the Certificate program are required to complete several classes that incorporate service-learning pedagogy. In addition, all students in the program are required to complete a 6-credit civic engagement internship (CEL A395). Finally, the recent addition of a Books of the Year (BoY) text in the CEL A292

Introduction to Civic Engagement course helps students share a common intellectual experience and provides a platform for them to more fully engage with the related programming that the BoY committee brings to campus.

The Civic Engagement Certificate is unusual in that there are no dedicated faculty-lines for the program. The lack of a tenure-track or even term line means that the program is dependent upon adjunct faculty. The lack of dedicated faculty has likely played a role in inhibiting program growth and reduces the program's capacity for course innovation. In addition, a reliance on adjuncts reduced the number of class sections that can be offered during the work-day hours. Despite the challenges, CCEL has had strong success in working with and retaining adjunct faculty to help ensure the highest quality courses possible. For example, the four adjunct faculty who have taught CEL A292 Introduction to Civic Engagement in recent years all have earned doctoral degrees. Two adjuncts are experts in civic engagement, one is a tenured UAA professor whose time was bought-out, and the fourth has a strong community engagement background and research focus on helping students transition from high school to college. This high caliber of adjunct faculty is found among all those who teach CEL courses. Due to the use of adjunct faculty, CCEL has taken measures to better assure standardization and quality occurs across class offerings. In Summer 2019, the CEL A292 syllabus was reevaluated to ensure that students in different sections were receiving a comparable experience. The updated syllabus has uniform, current readings to establish a foundation of core civic engagement concepts and terms for all students, while still allowing faculty room to draw upon their subject matter expertise for more topic-specific weeks. As previously mentioned, to help support a common educational experience for students, a Books of the Year text (i.e., *Drawdown*) was added to the course in Fall 2019. The CEL A395 Civic Engagement Internship course uses a base syllabus across instructors to ensure that students again have a comparable in-class experience that includes appropriate assignments to assess student learning outcomes.

The Civic Engagement Certificate program is exploring online and innovative way to offer its courses. The program is testing the use of 8-week short courses that may serve to assist students who need an additional class to retain full-time status or who were uncertain about their schedule. In a Spring 2019 meeting with First Year Advising, they indicated that these short, late-start classes are needed. CEL A292 has been offered this way twice in an online format. The online format allows students to incorporate a late-start format into their semester schedule, while the service-learning assignment was tailored to allow flexibility but still require student partnership with a non-profit organization and demonstration of course concepts using a Civic Dinners model. An 8-week CEL A390 elective course is being trialed this spring semester in partnership with the Anchorage Museum. This class will be held at the Anchorage Museum, bringing the class into the community. The program is continuing to determine what is the best way to provide more flexible scheduling while still being attuned to enrollment needs and deadlines.

The Civic Engagement Certificate continues to develop and refine its assessment measures. New practices were implemented in Fall 2019 to better ensure that students enrolled in CEL A292 complete the Community Engagement Course Assessment survey and a new brief survey was created for students enrolled in the Civic Engagement Internship. Qualitative assessment measures have been more successful in the program. Students enrolled in CEL courses have provided consistent comments that illustrate achievement of the program's objectives.

In 2018, nine Civic Engagement Certificate graduates were interviewed to share their perspectives about the program. Analysis of the data found that students grew in values, skills, and preparation for their careers. Representative quotes from the interviews include:

- *I got to do things that made the world a better place . . . I got to apply things I was learning in school in real life, and that enriched my overall college experience.*
- *I care about advocacy and participating in democracy. I want people to know their voices at the table are important and valued. The Certificate Program helped me foster this.*
- *Anybody who works mindfully towards the Certificate will be better prepared for the workforce. The program ties your academic field to the community's needs.*
- *The Certificate program is a friendly and safe place to learn critical skills for engaging as a citizen in your community . . . learning from peers and people with experience is priceless.*

All students in the Civic Engagement Certificate program receive academic advising from the CCEL Director, who also serves as the Civic Engagement & Learning Chair. In addition, any student interested in completing the CEL A395 Civic

Engagement Internship class meets with the director to assess their readiness for an internship and to help them articulate what they would like to achieve in their placement.

#### **4. Program Duplication / Distinctiveness (300 words or less)**

The Civic Engagement Certificate program and its courses are unique in Alaska. Neither of the other two universities in the UA system nor Alaska Pacific University offer a civic engagement program of study. CCEL is ideally situated to continue to serve as the academic home for the program with its expertise in developing civic engagement and community partnerships.

In this time of political and civic upheaval and discord, it is incumbent that UAA fulfill its responsibility to prepare citizens to engage with important issues with civility and thoughtfulness. Individual majors prepare students for disciplinary and professional pathways; the distinctive contribution of an interdisciplinary academic civic engagement program is to help students think broadly about how their chosen fields shape our common society.

#### **5. Summary Analysis (500 words or less)**

The Certificate in Civic Engagement reflects the university's larger focus on and commitment to community engagement. The certificate serves an academic pathway for students to demonstrate their ability to participate in civic life as active, educated leaders. The certificate can be earned with any baccalaureate degree and fosters leadership and civic participation among students enrolled in its courses. Graduates of the program are ready to address public problems at multiple levels and to have a vision for the future as active citizens in their communities.

The individual courses within the program incorporate high-impact practices (i.e., community engagement and service-learning, internships, common intellectual experiences) that support student achievement. The required community-engaged and service-learning elements in classes strengthen UAA's visibility within the community. The CEL A292 course, in particular, lays an early foundation for student engagement and is well-positioned as a Social Science GER, and prospective Diversity & Inclusion GER, to serve student needs across the university.

One challenge of the Civic Engagement Certificate is that there are no assigned tenure-track or term faculty to the program. With the exception of the courses taught by the CCEL Director, all courses are currently provided by adjuncts. While the program has had great success in nurturing long-term adjuncts, the lack of dedicated faculty inhibits program growth. To better facilitate the growth of the Civic Engagement program, it is recommended that a faculty line be established.

A second, and more critical, challenge of the certificate is that there has been insufficient recruitment for the program. While recruitment efforts were expanded beginning in 2019, growth has been insufficient. A key factor in poor retention are the barriers associated with a certificate program, including the need to make a separate application to the program and student concerns about the number of hours required. While the certificate is designed to include discipline-specific service-learning classes and courses with civic-education content towards the required hours, students are often confused about the requirements.

To put it simply, the idea of a civic engagement program is sound but the current 30-credit certificate mechanism does not work. Therefore, to reduce barriers and increase participation in the civic engagement courses, it is recommended that the Certificate in Civic Engagement become a Minor in Civic Engagement with an evolving list of appropriate interdisciplinary courses that will supplement the CEL courses for 18 credit total to facilitate navigation. Reducing barriers to student success will decrease student drop-off in interest caused by the cost and time of the certificate program, and allow students to more easily receive recognition for their civic engagement coursework on their transcripts.