WSU
ANNUAL REPORT

April 30, 2015 to May 1, 2016

CENTER FOR COMMUNITY ENGAGED LEARNING

Prepared by
Mike Moon, Interim Director

Submitted to:
VP for Student Affairs, Jan Winniford
Associate Provost for High Impact Programs, Brenda Marsteller Kowalewski
Provost, Madonne Miner
June 22, 2016

Table of Contents

2015-2016 Community Engagement At a Glance

Community Engagement at a Glance Over Time: 2006-2016

Staff Accomplishments 3

Basic Student Information 12

Student Cohort Assessment Information 30

Basic Faculty/Staff Information 34

Basic Community Partner Information 40

Progress made on 2015-16 Six-Column Model Goals 46

Appendices
- Appendix A: CCEL Committee List 2015-16 50
- Appendix B: ADP Events Trifold 53
- Appendix C: ELS Events Trifold 55
- Appendix D: ELS End-of-year Survey 59

List of Figures and Tables

Figures

Figure 1. Weber Cares Food Pantry Stats 7
Figure 2. Total # of Students Engaged in the Community 13
Figure 3. Total # of Community Engagement Hours Contributed 14
Figure 4. Number of Students Engaged in the Community by Type of CEL 15
Figure 5. Hours by Type of CEL 16
Figure 6. Number of Students Engaged in the Community by CEL Program 17
Figure 7. Number of Students Engaged in Professional Development Offered by CCEL 26

Tables

Table 1. Hall Endowment for Community Outreach Grants 2015-16 5
Table 2. GRANTS Secured 2015-16 9
Table 3. Service Team 2015-16 18
Table 4. Democratic Engagement Team 2015-16 19
Table 5. Community Research Team 2015-16 20
Table 6. Active AmeriCorps Members by Grant Year 21
Table 7. Engaged Learning Series – Waste 23
Table 8. Community Research Extension Projects and Participation 2015-16 25
Table 9. Other Community Engagement Experiences 25
Table 10. Student Professional Development Events and Participation 2015-16 27
Table 11. Demographic Characteristics of CCEL Students 27
Table 12. Community Partner Survey Results 31

2015-16 Community Engagement At-A-Glance

Total Community Engagement

6,762 WSU Students Engaged in the Community
(6,030 students recorded hours in WeberSync)
26.1% of WSU Student Population (25,955 total number of students)

139,830 Hours Contributed by WSU Students
(105,707) hours recorded in WeberSync)

Annual estimated $ equivalent for community engagement = $3,344,734*
* Calculated at $23.92/hour (Utah in 2015). Annual estimated value of volunteer time as figured by Independent Sector: http://independentsector.org/volunteer_time?s=volunteer

Curricular Community Engaged Learning Hours

3,225 Students
(2,493 recorded hours in WeberSync)

85,877 Hours
(79,440 actually recorded in WeberSync)

26.6 hours per student on average

73 CEL Courses Taught 2015-16
205 Sections of CEL courses taught 2015-16

108 Faculty taught CEL course in 2015-16
(11% of 980 FT and PT faculty)

58 CEL Designated Courses

Co-curricular Community Engaged Learning Hours

3,537 Students

50,233 Hours

14.2 hours per student on average

AmeriCorps

59 WSU AmeriCorps members successfully completed the program
(during the 2015-16 academic year)

29,596 Hours of Community Engagement completed by successfully exited members

$105,520 in scholarship money awarded to successfully exited members

Staff Accomplishments

Large Events/Celebrations of Significance
Publications
Presentations
Professional Service
Grants
Recognition
Significant Initiatives Not Included Elsewhere
Office Staffing

LARGE EVENTS AND/OR CELEBRATIONS OF SIGNIFICANCE

- Annual Community Partner Breakfast
  Each year community partnerships are celebrated and renewed for the upcoming year at a community partner breakfast event. The event was held August 4, 2016 in the ballrooms at WSU. A total of 97 people were in attendance with 54 community organizations represented. President Wight and Jan Winniford represented WSU's administration at the event.
  Participation: **97 people; 54 organizations**

- AmeriCorps Trainings/Enrollment - Grant Year 2015-2016
  One in-person and multiple online enrollment sessions were held to orient students to the AmeriCorps program throughout the grant year (August 2015 to July 2016).
  Participation: **67 students attended; 59 students enrolled**

- Annual Recognition Event
  The Center for Community Engaged Learning at Weber State University celebrates faculty, staff and students who have participated in the various community engagement opportunities throughout the year during our ***Annual Recognition Luncheon***. This luncheon has grown over the past 9 years. Approximately 160 faculty, staff, and students attended this year's event.

  We honored the following during our Recognition Luncheon on **March 30, 2016**:

  - 68 AmeriCorps members, some with multiple terms
  - 45 students who have served with the Community Engaged Leaders Program
  - Azenett Garza — John A. Lindquist Award recipient
  - Becky Jo Gesteland — John A. Lindquist Award recipient
  - UCC Honorees
    Carey Anson — Civically Engaged Staff Member
    Livvy Gerrish — Civically Engaged Student
    Robb Hall – Youth Impact — Committed Community Partner
    Luis Lopez — Community Engaged Alumnus
    Jeremy Farner — Civically Engaged Scholar
    Madelaine Tesori — Newman Civic Fellow
  - 80 Excellence in Community Engagement Recipients
  - 1 Civitas

- Community Engagement Symposium
  The annual Community Engagement Symposium was held Wednesday, **April 20, 2016** in the Shepherd Union Fireplace Lounge. Pam Perlich, our keynote speaker, addressed a full house in the Wildcat Theater. With more than 84 student participants expounding upon 38 posters they had prepared with their 14 faculty or staff mentors, this year's symposium represented various departments and disciplines such as Communication, Political Science, English, Child and Family Studies, HPHP, Social Work and Gerontology, Psychology, Sociology, Community Engaged Leaders Research Team, Project Peru Service Trip and Foreign Language. These posters highlighted the service, democratic engagement and community research Weber State students have been engaged in. Many have worked with community partners in the Ogden area and others worked with international partners (Peru).

Participation: 155 participants total

- Hall Endowment for Community Outreach Grants

  A **total of $49,607 was granted** to support **10 community engagement projects**. A total of 3 student projects and 7 faculty projects were supported. Table 1. below summarizes the grants supported.

Table 1. Hall Endowment for Community Outreach Grants 2015-16

Fall 2015				
Project Title	**Project Proposers**	**Fac/Staff/ Student**	**Community Partner**	**Funded Amt**
Spanish Spelling Bee	Asensio, Isabel	Faculty	North Davis Preparatory Academy	$750.00
Ogden Nature Center Pavillion	Petersen, John	Student	Ogden Nature Center	2000
Brain Awareness Week	Miller, Zoee	Student		2000
Four Freedoms Project	Sowerby, Amanda Lawrence, Joann Murray, Leah	Faculty		4100
			Fall Total	8850
Spring 2016				
Project Title	**Project Proposers**	**Fac/Staff/ Student**	**Community Partner**	**Funded Amt**
Healthy Kids Fair	Allen, Brian	Student	YMCA	$2000
Youth Futures Street Outreach Program	Berger, Cami	Student	Ogden School Dist	$2000
Down Syndrome Family Education	Rasmussen, Clay	Faculty	Down Syndrome Assn	$1795
Growth Mindset Project	Parrilla de Kokal, Maria	Faculty	Ogden School Dist	$1503.40
WSU Prep	Dellinger, Dana	Staff	EAST	$14485
Ogden Self-Sufficiency Project	Gnagey, Jennifer	Faculty	Cottages of Hope	$2050
			Spring Total	$23833.4

- International CEL Trip – Thailand – Summer 2016

  Four advisors took 35 students and 1 lifelong learner to Thaton, Thailand in partnership with the SomPorn Foundation and TILA Construction. Participants worked on three major projects: the construction of a kitchen and dining hall for the foundation youth, building and installing tanks and a water collection system to sustainably collect rain water for use in bathrooms and gardens, and repair and reopen a public school in a nearby impoverished village in the no-man's land between Thailand and Burma. The trip picked up several smaller projects while in-country such as the construction of a bathroom structure for an eldercare facility, the development of an on-site garden, etc. The trip concluded with a visit to Chiang Mai and Bangkok. Travel dates for the trip were May 2 - 27, 2015.

  Participation: **40 participants; 5,200 hours served (including advisors)**

- Lindquist Lectures

  The recipients of the John A. Lindquist Award gives a presentation to faculty, staff, and students regarding their work with WSU students and the community within a year from receiving this honor. Mike Moon received the Lindquist award in April of 2015, and presented his work entitled "Roots of Community Engagement: Smarter, Stronger, Deeper" on November 4, 2015. ***Participation*:** **Approximately 60** faculty, staff, students and family members. Standing room only.

  Leah Murray received the Lindquist award in April of 2015, and presented her work entitled, "Democratic Engagement: Why the University is Obliged" on February 3, 2016. ***Participation*:** **Approximately 50** faculty, staff, students and family members. Standing room only.

- National Voter Registration Day

  We partnered with the Weber County Clerk's Office as well as the Utah Lieutenant Governor's Office to register college students to vote on September 23, 2015. Using a tool, TurboVote, our Voter Registration chair registered 150 students to vote in the fall semester. This event was part of a national effort of universities across the country registering college students to vote.
  Participation: **150 students registered to vote**

- Volunteer Management Training

  The CCEL requires any community partner wishing to be a Wildcat or Purple Pride tiered partner to attend a Volunteer Management Training series designed by UServeUtah. This training is required to give our top tiered volunteer managers the tools necessary to run an effective volunteer program. The CCEL will then feel more confident recommending these partners to students looking for a community engaged experience.

  This training is offered to the community as **a six week course during the spring 2016 semester** that focuses specifically on aspects of volunteer management such as, creating position descriptions, risk management, volunteer recognition and many more. This year's training attendees were a mixture of volunteer managers from organizations wishing to move up a tier and volunteer managers that were new to their organization and attended the training to maintain their organization's higher tier level. We hosted one round of the training in the fall at USU and a second session during the spring in Ogden. The training was taught by CCEL's community partner coordinator along with guest presenters from top tiered organizations. After the training, attendees were asked to rate their experience and to share their thoughts about the training. Overall, the responses were very positive. Attendees appreciated the thoroughness of the training and commented that the networking was especially helpful.
  Participation: **27 Community Partners**

- WeberCares Food Pantry

  The WeberCares Food Pantry exists to meet the needs of food insecure students throughout the academic year. Our usage of the pantry doubles from last year to this year. This year the Weber Cares food pantry served 180 unique visitors, had 412 total visits and distributed 8,109 pounds of food (1,510 pounds was given to the Joyce Hansen Hall Food Bank).

  On average, each user received 16.2 pounds of food. As seen in Table I below, the majority of the Weber Cares Food Pantry visits come toward the end of each semester.

Figure 1. Weber Cares Food Pantry Stats

Participation: **180 students; 8,109 pounds of food distributed; 51 volunteers; 859 volunteer hours**

- WSU Service Day of Remembrance

  Three major projects were facilitated on **September 16, 2015**. The first project involved partnering with the Ogden Nature Center and the DaVinci Academy. We had approximately 43 students from DaVinci Academy who contributed 215 hours of service to the ONC. The second project involved partnering with the Christmas Box House where volunteers sorted clothing. The third project involved partnering with St. Anne's Homeless Shelter. Volunteers at this site helped deep clean the old homeless shelter. Our numbers for this event would have been much larger, but unfortunately inclement weather conditions halted our community engagement efforts in the mid-morning and DaVinci stopped sending their student rotations. The overall hours of service for the day totaled 281.5.

  Participation: **62 Volunteers; 281.5 hours served**

- WSU Makes a Difference in Ogden Day

  WSU Makes a Difference in Ogden Day facilitated a service project in cooperation with the Ogden Botanical Center on **May 12, 2016**. The project involved general weeding and painting pavilions. The project was assigned by the Parks and Recreation Department of Ogden City. A total of 48 WSU staff, faculty, administrators, and students participated.

  Participation: **48 volunteers**; **142 hours of service**

PUBLICATIONS

2015 **Gesteland, Becky Jo.** Unraveling: Six Months. *So to Speak.* August 17, 2015. Online.

2015 **Murray, Leah A.** "Effectively Using Facebook to Foster Civic Engagement" in *Technology and Civic Engagement in the College Classroom: Engaging the Unengaged*, Suzanne Chod, Stephen Caliendo, and William Muck, eds. Houndmills, Basingtstoke, Hampsire: Palgrave MacMillan, 2015.

2015 Lawrence, Windy, Zach Justus, **Leah Murray** and Barbara Brown. "Stewards of Place: The Role of Dialogue and Deliberation in Strengthening our Universities and Colleges." *eJournal of Public Affairs*. 2015. Online.

Invited/Non Peer Reviewed Publications

2015 Cook, Tricia and **Mike Moon.** Documentary film for Thailand service trip "HumaniThai". Online. https://vimeo.com/142709409.

PRESENTATIONS

International

2015 **Moon, Mike. "**The benefits of International Community Engagement." Somporn Foundation. Thaton, Thailand. (May 20, 2015).

National

2015 **Gesteland, Becky Jo** & Shelley Thomas. "Community-Engaged Learning in a Professional & Technical Writing Program." Council for Programs in Technical and Scientific Communication (CPTSC). Logan, UT. (October 1-3, 2015).

Regional

2015 **Gesteland, Becky Jo.** "Community-engaged Learning Outcomes in a Content Management Course." RMMLA. Santa Fe, NM. (October 7-10, 2015).

Local

2015 **Frame, Jenny.** "Volunteerism – Why, Where, and How?." Jump Start Conference. Ogden, UT. (October 9, 2015).

2015 **Frame, Jenny.** "Get Engaged In Your Community." FEA Conference. Ogden, UT. (November 23, 2015).

2016 **Frame, Jenny.** "Community Engagement & Social Justice/Activism." MYC Conference. Ogden, UT. (January 7, 2016).

PROFESSIONAL SERVICE (WSU)

Frame, Jenny. Served on the Student Engagement Task Force. (fall and spring)

Gesteland, Becky Jo. Served on University Planning Council. (fall and spring)

Jones, Carla. Served on the Student Employee Training Committee

Moon, Mike. Served on the Staff Development Committee (fall and spring). Served on the Student Affairs Scholarship Committee. (spring)

Murray, Leah. Served on Board of the Walker Institute of Politics and Public Service. (fall and spring)

PROFESSIONAL SERVICE (outside of WSU)

Frame, Jenny. Served on 2017 COS Advisory Committee. (fall and spring)

Gesteland, Becky Jo. Served as board member for the Ogden Nature Center. (spring) (regional organization)

Moon, Mike. Served as committee member for Utah NASPA. (fall and spring) (state organization) Finalist for President of Utah UPSIL. (state organization)

Murray, Leah. Served as chair of the American Democracy Project Steering Committee.(fall and spring) (national organization)

GRANTS

The CCEL secured 4 grants during the 2015-16 academic year to support numerous programs listed in Table 2. below.

Table 2. GRANTS Secured 2015-16		
Title	**Granting Organization**	**Amount**
Volunteer Management Training Grant	Utah Commission on Volunteers	$4,000
Martin Luther King Jr. Grant	Utah Commission on Volunteers	$1,000
Ogden United Promised Neighborhood Grant	United Way of Northern Utah	$93,000
Alternative Breaks as a Method of Volunteer Management Training	Noble Cause	$6,500
	Total	$104,500

RECOGNITION

- CCEL Recognition
  - June 2015 – Ogden City and WSU are granted the Mayor Larry W Abernathy Award for excellence in town-gown relations.
  - August 2015 - WSU is a lead institution for NASPA's Civic Learning and Democratic Engagement initiative for the fourth year. (The CCEL acts as the on-campus liaison.)
  - November 2015 – CCEL was recognized with the Volunteer of the Year Award by the Davis/Morgan/Summit Head Start Program.
  - November 2015 – WSU was awarded the Washington Center New York Life Higher Education Civic Engagement Award.
  - April 2016 – CCEL was recognized as the Charter School Partner of the Year by the DaVinci Academy and the Partners in Education Committee of the Ogden/Weber Chamber of Commerce.
  - 2015-2016 – WSU was selected as a LEAD Instruction for the NASPA Civic Learning and Democratic Engagement initiative.
  - Summer 2016 (anticipated) – We anticipate that WSU will be named to the President's Higher Education Community Service Honor Roll. If granted, this will be the 9th year WSU receives this honor.
  - September 2015 – The CCEL Engaged Learning Series on Waste was recognized in a joint resolution of the Ogden City Council and Mayor.

- Staff Recognition

Azenett Garza
- Recipient of the John A. Lindquist Award – 2016

Becky Jo Gesteland
- Recipient of the John A. Lindquist Award – 2016

Brenda Marsteller Kowalewski
- Honorary Brenda Marsteller Kowalewski CEL Fellow

Mike Moon
- Nominee for Crystal Crest William P Miller Friend of Students Award – 2016

Leah Murray
- Nominee for Crystal Crest Rodney H. Brady master Teacher Award – 2016

SIGNIFICANT INITIATIVES NOT INCLUDED ELSEWHERE

- Applied for President's Honor Roll again for the next year (submitted June 13, 2016)
- Facilitated 7 university-wide committees (see Appendix A for list of CCEL Committee membership);
  - Awards Committee
  - Carnegie Sub-Committee on Community Partnerships
  - CEL Curriculum Committee
  - Citizen Alum Committee
  - Community Engagement and Faculty Rewards Committee
  - Engaged Learning Series Committee – Food Matters
  - Hall Endowment Committee for Community Outreach

CENTER STAFF 2015-16

Director, Brenda Marsteller Kowalewski
Assistant Director & Interim Director, Mike Moon
Administrative Specialist III, Carla Jones
Community Partner Coordinator, Jenny Frame
Democratic Engagement & Civitas Coordinator, Leah Murray
Faculty in Residence, Isabel Asensio
Engaged Learning Series & CEL Fellows Coordinator, Becky Jo Gesteland
Community Research Coordinator, Azenett Garza
OUPN Data Analyst, Yesenia Quintana
Faculty Advisor, Community Research Team of Community Engaged Leaders, Pamela Payne
Faculty Advisor, Community Research Team of Community Engaged Leaders, Monica Williams
International CEL Coordinator, Julie Rich
Marketing and Program Coordinator, Alisha Brenchley
Community Research Assistant, Tyson Bryant
Community Research Assistant, Lauren Homer
Community Research Assistant, Kyle Seljas
Community Research Assistant, Chris Valdez

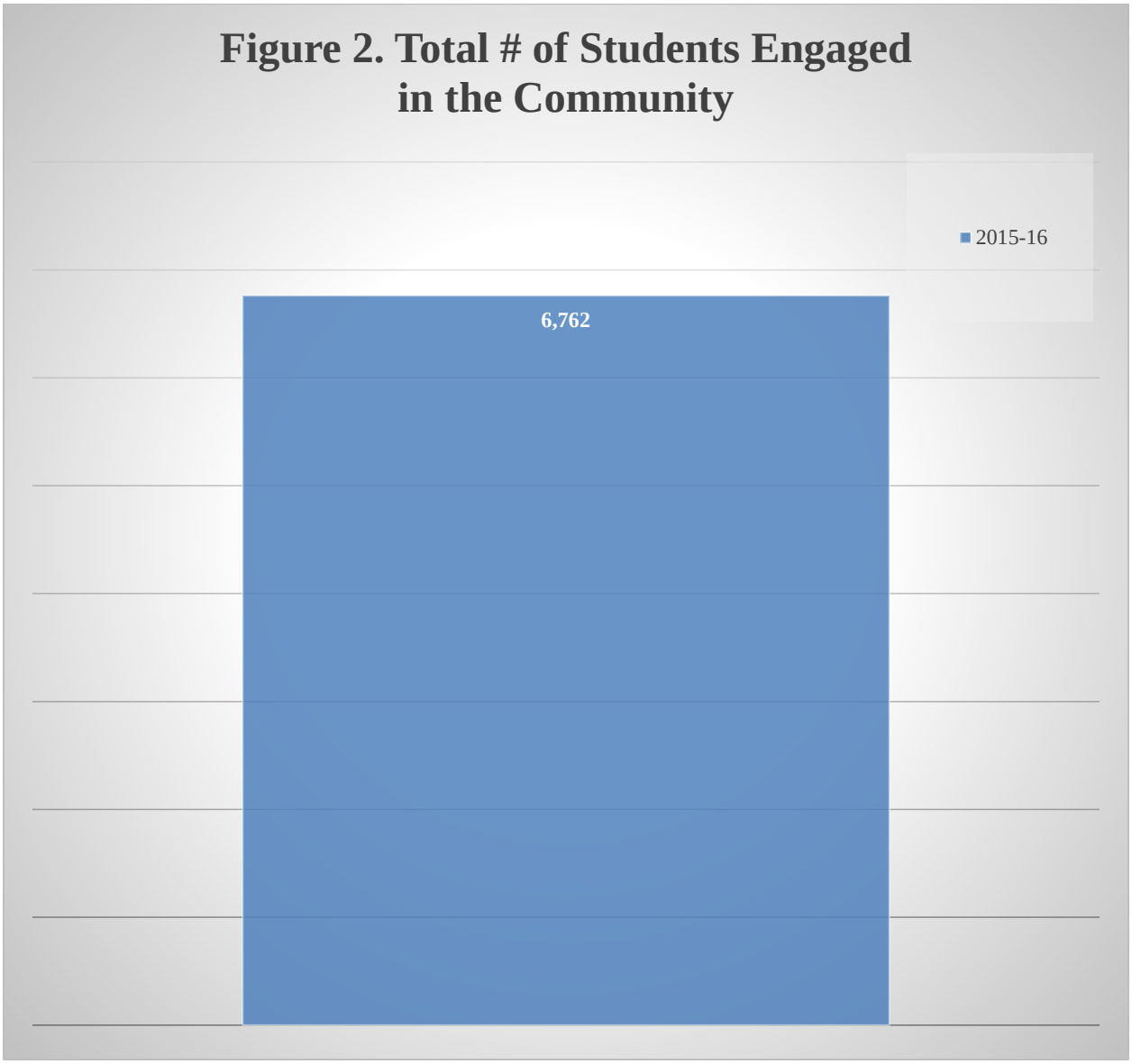
Office Aid – Website, calendar, e-bulletin Specialist, Madison Baide
Office Aid – Social Media Specialist, Livvy Gerrish
Office Aid – AmeriCorps Specialist, Katie Swainston
Office Aid – WeberSync Specialist, Haille Van Patten

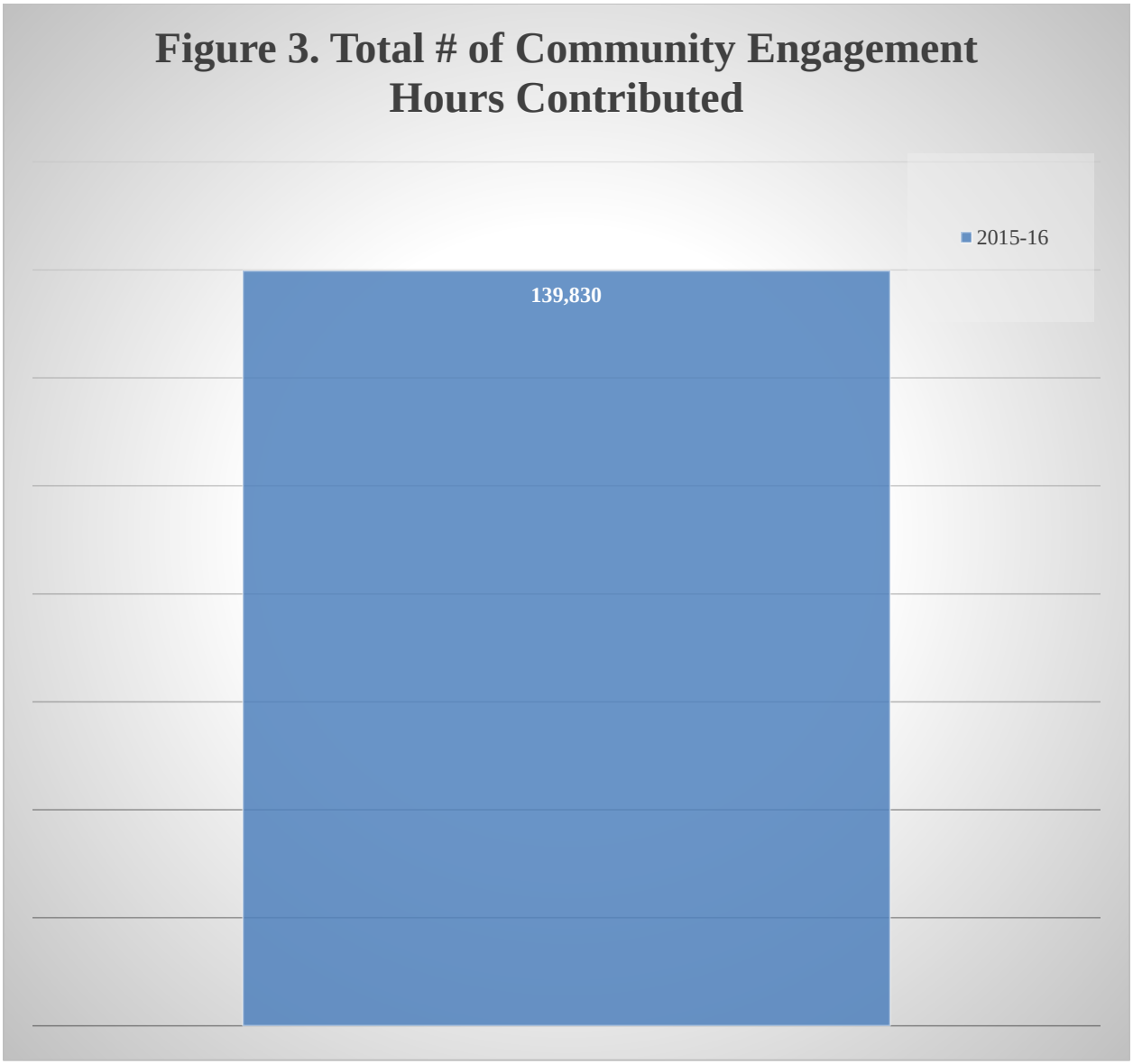
Basic Student Information

Student Use and Participation
Demographic Characteristics
Satisfaction and Needs Assessment

Student Use of CCEL Services and Participation in Programs

The Center for Community Engaged Learning completed its first Program Review in February, 2016 and will continue on a five-year review cycle. The CCEL Annual Report will follow this similar cycle. While the number of students engaged in the community and the hours they have contributed have been recorded in the CCEL since 2006-07, we will track comparison data for the purposes of the annual report and improving our programs and in the program review year, the annual report numbers will reset. Figures 2. and 3. below show a total of 6,762 students were engaged in the community during the 2015-16 academic year, contributing 139,830 hours. This accounts for 26.1% of WSU total student body (25,955).





It is estimated that we are capturing approximately 78% of the actual hours of students enrolled in CEL courses and that approximately 50% of students enrolled in those courses are recording their hours in the system. The WeberSync system gives us more confidence in the numbers because we now have about 50% of students in CEL classes using the system whereas we only had about 1/3rd of students using the old system. We anticipate continued growth in the use of WeberSync by both students and faculty/staff over time which will result in even more accurate data.

The numbers reported in the Figures 2. and 3. above include the actual number of students and hours recorded in WeberSync plus the additional students enrolled in CEL classes who did not record hours in the system. This is consistent with how we have always counted students and their hours so our method of counting students and hours has not changed but the mechanics of the system have.

Figure 4. below shows the distribution of the total number of WSU students engaged in the community through curricular and/or co-curricular experiences this year. This chart will grow as we add more

figures to it over time, resetting with each program review. Co-curricular community engagement is more difficult to capture because these students are not a captive audience like those who enroll in CEL courses. Data from the CCEL's annual student assessment survey suggests that 73% of WSU student respondents report having engaged in the community within the past year, yet, the CCEL is only able to report community engagement hours for 25% of WSU students. This suggests a large gap between the numbers reported by the CCEL each year and the actual number of students engaged in the community.

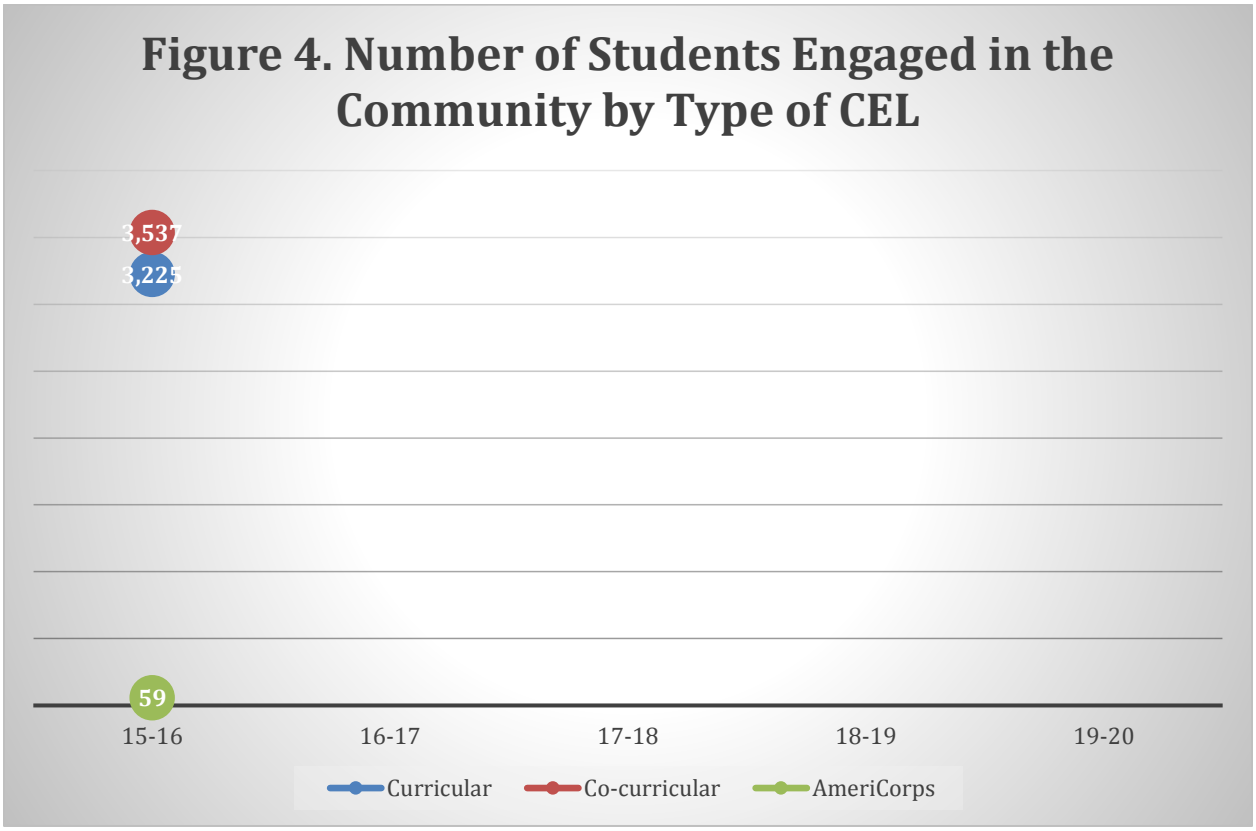
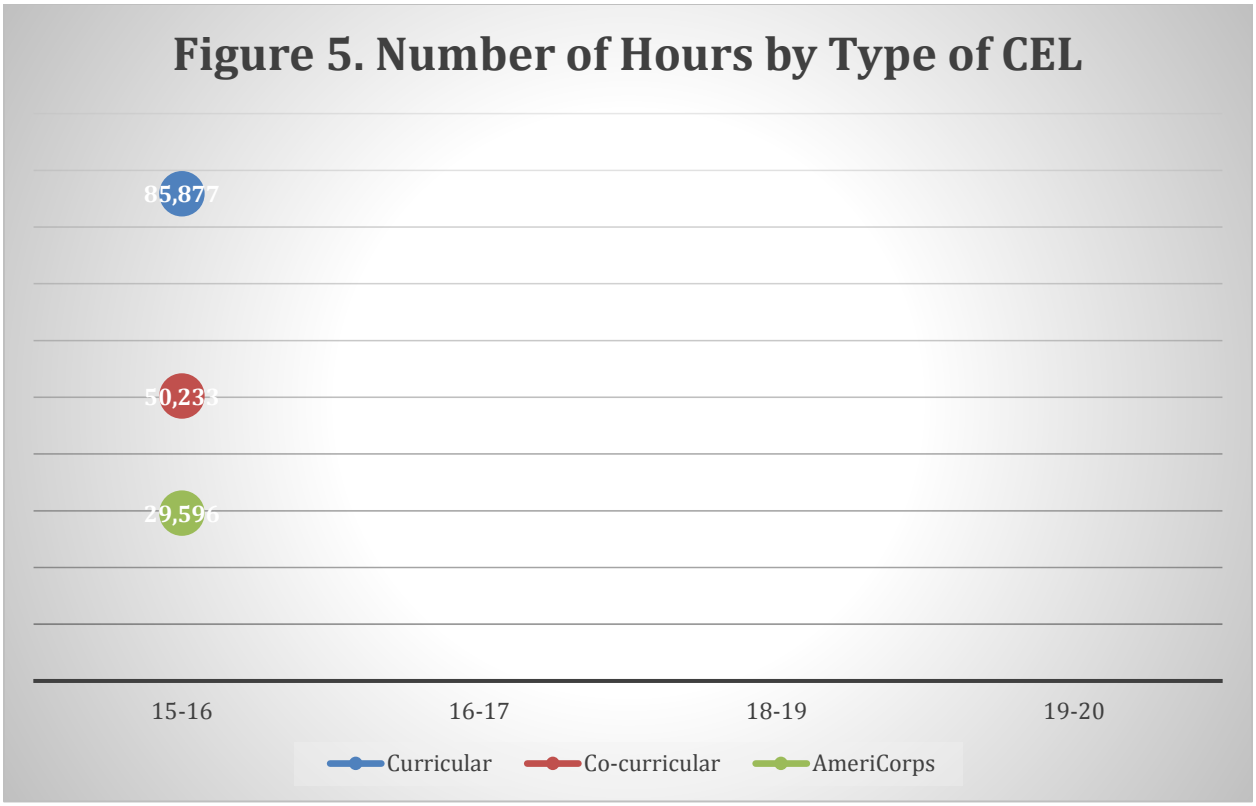


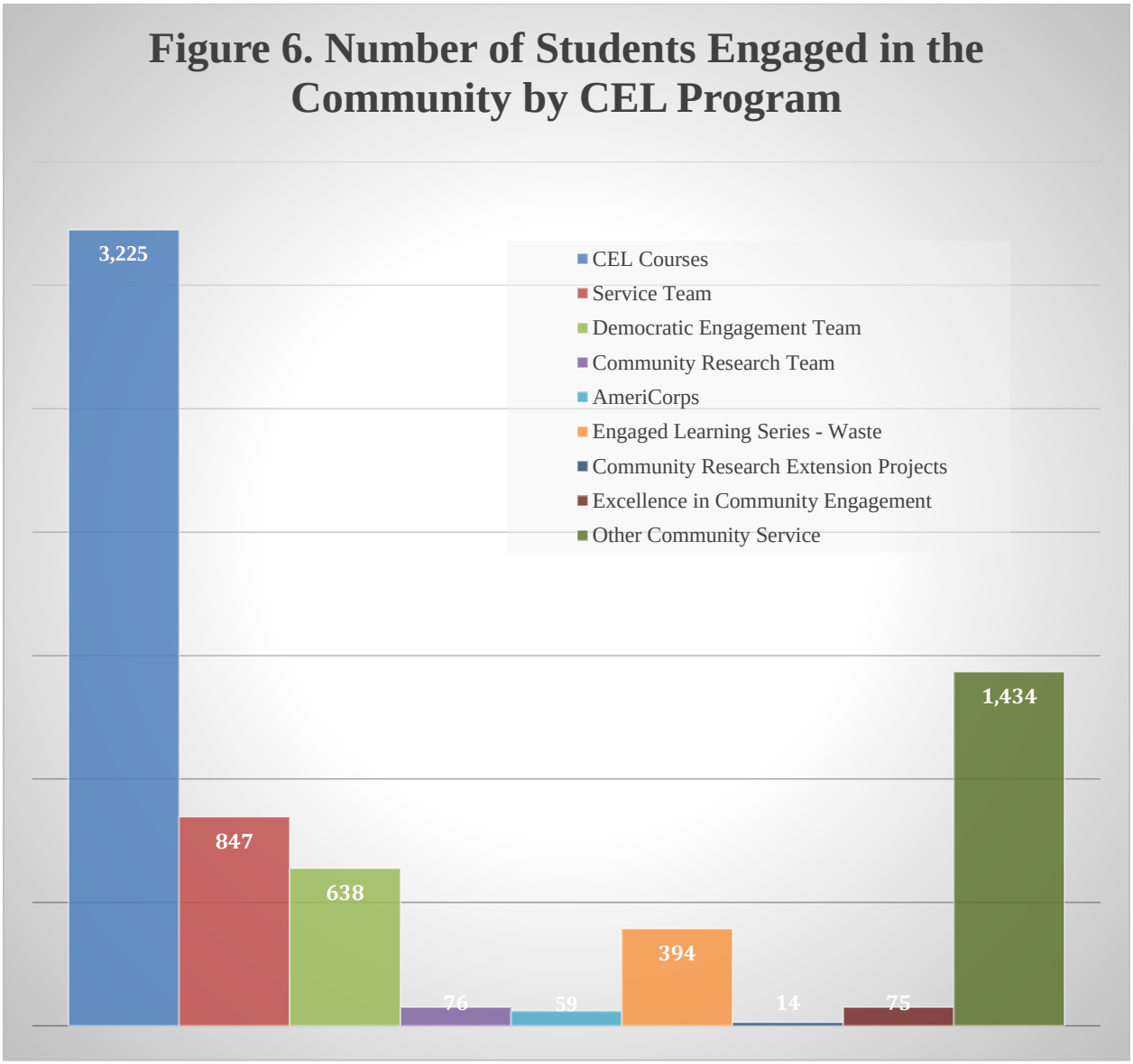
Figure 5. below shows the number of hours students are contributing to the community by the type of CEL experience. Curricular and co-curricular CEL hours have steadily increased over time and have more-than doubled since we first began reporting these hours in 2007-08.



The 6,762 students who were engaged in the community during the 2015-16 academic year were involved in CEL designated classes, the Community Engaged Leaders – Service Team, Democratic Engagement Team, and Community Research Team, the AmeriCorps program, the Engaged Learning Series – Waste, Community Research Extension (CRE) Projects, Excellence in Community Engagement, and other community service activities through clubs, organizations, athletics, and large university-wide days of service.

As shown in Figure 6. below, most of the WSU students engaged in the community do so through CEL courses, the Service Team of the Community Engaged Leaders Program, the American Democracy Project events, and the Engaged Learning Series events. Tables 3 – 9 below show number of students involved in the Community Engaged Leaders – Service Team, Democratic Engagement Team, and Community Research Team; AmeriCorps; American Democracy Project (ADP); the Engaged Learning Series – Waste; Community Research Extension (CRE) Projects; and other community service programs.

Figure 6. Number of Students Engaged in the Community by CEL Program



COMMUNITY ENGAGED LEADERS PROGRAM

The Community Engaged Leaders Program consists of three teams, each representing one of the three community engagement pathways facilitated through the CCEL – service, democratic engagement, and community research. Students' participation in each are described below.

Service Team

The Service Team is part of WSUSA therefore the VP for Service in WSUSA leads the Service Team with the help of an appointed Assistant VP. Four students fill director positions and oversee four community engagement areas: Youth Programming; General Service Programming; Poverty Programming; and Special Needs Programming. Eighteen community partner organizations collaborated with the Service Team and were served by a total of 29 student leaders who facilitated a total of 104 events and kept the Weber Cares Food Pantry open 150 days during the course of the year. Table 3. below shows the distribution of student participation in these programs.

Table 3. Service Team 2015-16

Program/Partnership	# Student Leaders	# Hours Leader	# Student Volunteers	# Hours Volunteers	# Events/ Projects
Alternative Spring Break	5	263	33	979	3
Best Buddies	1	165	11	11	1
Big Brothers, Big Sisters	1	83	2	3	2
Boys and Girls Club	1	147	41	157	5
Catholic Community Services	1	97	5	20	1
DaVinci Academy	1	68	20	50	4
Done In A Day	1	122	69	423	24
Eccles Dinosaur Park	1	149	2	14	1
Family Enrichment Center	1	37	21	95	7
GOAL Foundation	1	204	25	161	7
Habitat for Humanity	1	118	1	7	1
International Community Engaged	1	11	35	4550	1
Ogden Nature Center	1	63	107	547	7
OWCAP	1	163	0	0	0
Special Olympics	3	407	41	118	6
Special Service Events	1	75	201	385	4
Weber Cares	1	245	50	613	8
Wildlife Rehab	1	307	43	214	7
YMCA	1	80	40	63	5
Your Community Connection	1	61	27	54	6
Youth Impact	1	37	40	98	5
Director, General Service	1	62			
Director, Poverty	1	235			
Director, Special Needs	1	110			
Director, Youth	1	136			
VP of Service	1	270			
Assistant	1	51			
Total	**33**	**3666**	**814**	**8562**	**105**

Democratic Engagement Team

The Democratic Engagement Team removed the role of program "chair" from their student leaders in an effort to create more shared ownership of their programs. They decided to designate a "project lead" over each initiative but that the idea is that the entire team helps support each initiative. This has worked well for them as they plan to continue the same structure in the 2016-17 year. The Democratic Engagement Team and American Democracy Project teams have joined together (and will include the initiatives of ADP in their programming) under one name, "Democratic Engagement Team."

The 2015-16 academic year marked the fourth year the American Democracy Program (ADP) has been formally supported out of the Center for Community Engaged Learning under the direction of Dr. Leah Murray, political science professor, in collaboration with Sheldon Cheshire, assistant director of Student

Involvement and Leadership (SIL). Some ADP events were tracked in WeberSync, and others were not. These data are reported in Table 4. below. See Appendix B for the ADP flyer describing these events.

Table 4. below shows the events and participation. These are mostly estimated numbers. Due to miscommunications surrounding the WeberSync system, we have estimated the numbers here. Only numbers from WeberSync will be shown next year.

Table 4. Democratic Engagement Team 2015-16

Date	Title	Type of Event	Student Participation*	Faculty/Staff Participation*	Community Participation*
9/11/2015	Times Talk	Discussion	25	2	0
9/14/2015	Citizen Alum Event	Panel discussion	1	1	10
9/16/2015	How to Amend the Constitution	Panel discussion	43	2	10
9/17/2015	Kristen Powers	Speaker	250	20	20
9/22/2015	National Voter Registration Day	Booth	75	1	3
10/1/2015	Talk of the Town	Panel discussion	27	3	8
10/27/2015	New York Times	Speaker	100	1	0
11/6/2015	Times Talk	Discussion	13	2	0
1/16/2016	State of the Union Watch	Film Screening	20	2	0
1/21/2016	Where do you party?	Discussion	4	0	0
2/5/2016	Times Talk	Discussion	25	1	0
3/2/2016	Deliberative Democracy Day	Panel discussion	48	10	4
3/1/2016	Talk of the Town	Panel discussion	4	2	8
4/8/2016	Tames Talk	Discussion	35	2	0
	Total = 750		**638**	**49**	**63**

*Estimated numbers

Community Research Team

During the second year of the Research team, four students were selected as Leaders who participated in four community-based research projects: S. Ogden City, WSU's Continuing Education Department, DaVinci Academy, and the Ogden Police Department. Two faculty advisors, one from previous year Dr. Monica Williams and a new mentor, Dr. Pamela Payne oversaw the development, implementation, volunteer recruitment, and data analyses on three of the projects. For the DaVinci Academy project the survey implementation continues to be developed. The Continuing Education project was completed and the remaining three projects will continue at least partially for the following year by the six new Engaged Leaders for the following year. Overall, 486.5 total hours were completed by the Engaged Leaders and 287.41 hours by student volunteers on these projects. One paid research assistant contributed 45 hours to a literature review for the Ogden Police Survey (as recorded by Weber Sync). A total of 818.91 hours were recorded on the 4 Engaged Leaders project. The projects were presented by the Engaged Leaders at the CCEL Symposium of 2016. In addition, presentations to the community partners were also made.

Continuing Education

The Engaged Leaders for the Research team partnered with Weber State University's Continuing Education Department the prior year to conduct a community survey to determine what the educational needs of the Farmington population are. The Engaged leader submitted a new IRB and collected new responses from the new County location that the Continuing Education Department requested. The Engaged leader requested permission from the Harmons grocery store to approach customers to complete the survey. A total of 129 respondents completed the survey. A final report was submitted and presented to the Continuing Education partner.

S. Ogden

The Engaged Leaders for the Research team partnered with South Ogden City to conduct a survey about residents' interactions and satisfaction with various city departments and services in 2014. Under the guidance of a faculty adviser, the Community Engaged Leaders-Community Research Team (CEL-CRT) continued collecting responses to increase response rate for this project by going door-to-door. These follow up contacts started in November 2015 and ran through March 2016. These students visited 161 of the remaining 372 addresses. They collected another 28 surveys. A total of 100 completed surveys (from online and door-to-door responses) out of the 461 viable addresses sampled. A response rate of 21.69% was obtained. A final report was submitted and presented to S. Ogden City Council by the student.

DaVinci Academy

The Engaged Leaders for the Research team partnered with DaVinci Academy for the next 3 years to conduct an assessment to determine whether the school is fulfilling their mission through surveys of parents, students and teachers. During the Fall 2015 semester, a Sociology research methods class taught by Dr. Brenda Kowalewski began the project by conducting a survey of the literature and drafting possible survey items for the survey instrument. During the Spring 2016 semester, the Engaged Leader continued to edit the survey instrument. The survey instrument will be completed by CRE RAs and will be administered to parents during the August registration. Data analysis of parent survey will be analyzed in the Fall of 2016 while the survey instrument is adapted for students.

Ogden Police Department

The Engaged Leaders for the Research team partnered with the Ogden Police Department to conduct a door to door survey of public perceptions of and experiences with the police in Ogden. The faculty mentor for the Engaged Leader with the help of a CRE RA conducted a literature review of similar types of surveys and developed the survey instrument. The Engaged Leader completed the IRB, recruited volunteers and has collected 153 surveys of the 380 needed and 600 households that have been targeted. Household targets come from neighborhood areas that have low, medium, and high crime rates.

Table 5. Community Research Team

Program/Partnership	# Student Leaders	# Hours Leader	# Student Volunteers	# Hours Volunteers	# Events/ Projects
Continuing Education Department	1	109	1	2	1
South Ogden City*$_1$	1	244	6	70.5	4
DaVinci Academy	1	66	1	20	1
Ogden Police Department	1	67.5	18	194.91	32
	4	486.5	26	287.41	38

Date Range	Project Title/ Community Partner	Unpaid Student Participation	Unpaid # Student Hours*$_2$	Paid Student Participation	Paid # Student Hours
8/31/2015-4/30/2016	South Ogden City	7	314.5	0	0
8/31/2015-4/30/2016	Continuing Education	18	111	0	0
8/31/2015-4/30/2016	DaVinci Academy	2	86	0	0
11/20/2015-present	Ogden Police Department	19	262.41	1	45
		46	773.91	1	45

Total hours on all projects 818.91

*1 *In final report, student reports 14 volunteers volunteering 384 hours. However, in my final WeberSync report I do not get that number.
*2 Includes hours by Engaged Leaders and Student Volunteers.

AMERICORPS

The 2015-16 academic year represents the 12th year Weber State University has facilitated the AmeriCorps Education Award program for students. The last row of Table 6. below describes the student participation for the 2015-16 year. It is important to note that scholarships awarded to students through the AmeriCorps program over this 12-year period amount to over $1.3 million—over the last twelve years, a total of 899 students have successfully completed the AmeriCorps program earning $1,324,593 in the education award and contributing 440,760 hours of service to the community.

Table 6. Active AmeriCorps Members by Grant Year (as of 5/1/2016)										
				Exited Program				Current Members		
Grant Year	CCEL Trained	CCEL Enrolled	Active Prior to July 2006	Exit w/ Full Award	Scholarship $$	Hours completed w/full award)	Exit w/ No Award	Active	Scholarship $$	Hours Committed
2004-05	N/A	N/A	6	35	$45,928	18,357	8	0	$0	0
2005-06	31	31	14	24	$32,089	11,885	21	0	$0	0
2006-07	93	41	N/A	28	$36,589	15,089	13	0	$0	0
2006-07 HS Students	13	3	N/A	0	$0	0	3	0	$0	0
2007-08	134	87	N/A	74	$105,308	42,600	13	0	$0	0
2008-09	157	118	N/A	96	$141,438	53,589.17	22	0	$0	0
2008-09 Gear Up	12	9	N/A	5	$9,339	3329.61	4	0	$0	0
2008-09 Gear Up HS Students	22	19	N/A	5	$5,000	1640.05	14	0	$0	0
2009-10	141	88	N/A	67	$96,921	36,497.36	16	0	$0	0
2009-10 Gear Up	43	33	N/A	13	$17,089	7,614.18	15	0	$0	0
2009-10 Gear Up HS Students	1	1	N/A	0	$0	0	1	0	$0	0
2010-11	210	161	N/A	60	$83,842	26,665	0	30	$80,250	27,000
2010-11 Gear Up	26	27	N/A	8	$10,599	3,278.25	0	0	$0	0
2011-12	150	91	N/A	166	$257,222	79,742	21	60	$87,973	10,168
2012-13	82	66	N/A	105	$178,450	51,750	13	52	$70,190	10,452
2013-14	134	75	N/A	76	$96,918	28991.1	7	27	$33,190	7111.71
2014-15	105	95	N/A	78	$102,341	30,138	7	35	$43,315	11,250
2015-16	91	90	N/A	59	$105,520	29,596	5	35	47,268	12,900
Totals	1,444	1035	20	899	1,324,593	440,760	183	35	47,268	12,900

ENGAGED LEARNING SERIES – WASTE

This was the third year the CCEL hosted the Engaged Learning Series (ELS), under the direction of Dr. Becky Jo Gesteland, English professor. The ELS is a university-wide series of events designed to engage students, faculty, staff, and community in discussion, debate, dialogue, learning and action around an issue of public concern. In 2015-2016 we viewed "waste" through six prisms—cultural, economic, educational, health, political, and environmental—and hosted one event for each prism area, partnering with various groups on and off campus. We used WeberSync to track participation at targeted events (see Table 8 below) and sent an end-of-year survey to all participants—340 unique individuals. See Appendix C for the complete ELS schedule and Appendix D for the survey (results pending).

Table 7. Engaged Learning Series - Waste			
Date	**Title & Location**	**Type of Event**	**Participation**
Wed 9/16	"Waste Land" @ Peery's Egyptian Theater	Film Screening	100
Thu 10/15	"Bag It: Is Your Life Too Plastic" @ Pleasant Valley Library	Film Screening & Panel	60
Wed 10/21	"Wasting Time" – Alexis McCrossen @ Hetzel-Hoellein Room	Lecture + Q&A	63
Wed 11/4	"American Indian Land & Water: Confronting Many Challenges" – Dan McCool @ WSU	Lecture + Q&A	53
Thu 11/19	"The Activist" @ Wildcat Theater	Film Screening + Q&A	20
Mon 1/25	"Conserving Lives" @ Wildcat Theater & Fireplace Lounge	Presentation, QPR Training, & resource fair	18
Thu 2/18	Nurture the Creative Mind – Amir Jackson @ Wildcat Theater = Canceled due to low turnout and inclement weather	Presentation + workshop	5
Wed 4/20	CEL Symposium – Pam Perlich @ Wildcat Theater	Keynote speech + Q&A	75
	Total		**394**

Community Research Extension (CRE) Projects

This year the CRE had 4 research assistants and one data analysts whose position became a full-time position in April 2016. The Community Research Extension continued to work with some of the same partners as last year but also developed a couple of new partnerships.

<u>WSU Prep</u>

The partnership with WSU's WSU Prep began last Spring (2015) when we first assessed the first summer of the program. WSU Prep is a STEM focused summer program for middle school children. This year, the CRE Data Analyst and one RA worked on analyzing the data from the first summer's program, summarizing findings, presenting first year results to stakeholders, editing last year's survey based on first year's results, submitting new IRB, and bringing in new partners into the project. The CRE will continue to evaluate this program in the foreseeable future.

<u>Venture</u>

This partnership with WSU"s Venture program began last summer of 2015. Two of the CRE-RA's coded assessment essays and analyzed responses from the program's assessment tool. The RAs wrote a report and presented to the partner with suggestions as to how to improve the assessment in the future. It is unknown at this time whether the partnership will continue as a new Director has been hired.

<u>CCS Bridging the Gap</u>

This partnership with Catholic Community Services was began last year when we first developed a parent and teacher assessment of their Bridging the Gap program which is a mobile pantry program. In the summer of 2015, the Spring assessment was analyzed and a report was completed and presented to our partners. In the Fall of 2015, we edited the survey and created a new survey to add the student assessment piece. Letters of support were requested from the appropriate school districts and a new

IRB was written and submitted. Due to a long and unexpected delay from the IRB committee, we were unable to complete the assessment this Spring as school was nearly coming to an end. We plan to continue this partnership and evaluate it again next year.

Roy City

This partnership with Roy City was begun in February of 2016. We were approached by one of Roy's City Council men to conduct a community survey to determine satisfaction with City services and opinions and preferences of citizen's about various current city issues. A survey instrument and sampling frame was developed by the Data Analyst and CRE Director. An IRB was submitted and approved. The first stage of online data collection has begun and so far we have 455 surveys completed. The next step will be to conduct some limited door-to-door surveys of currently underrepresented city areas. Data will be analyzed this summer and presented at the beginning of Fall 2016.

Ogden City Recreation Survey

Ogden City approached the CRE in the Fall of 2015 about the possibility of conducting a County Wide community survey about the County's Recreation services and opportunities. A CRE RA did some investigation of the City's Recreation facilities and opportunities and of previously developed surveys. The City did not approach the CRE again until the end of April 2016 to confirm the desire for the survey to be conducted but of Ogden City only. The CRE has recruited the consulting services of Dr. Cass Morgan. The survey and data collection will likely occur in the Summer of 2016.

CCEL Assessments

Finally, the CRE RA's have edited and revised prior CCEL assessments to be administered this year. And in some cases, created brand new assessments. Some of the data collection for these assessments have been completed and some reports as well. In other cases, data collection is occurring currently as well as some report writing. A brief status of each is listed below.

Faculty Survey – 111 surveys completed, data is being analyzed and report is being finalized.
Student Survey – 266 surveys completed, data is being analyzed and report is being written.
Engaged Leaders Survey – First two data collection points have been analyzed and report has been written. Third and final data collection point is being analyzed and report is being written.
Alternative Spring Break Survey – data collection has been completed, data is yet to be analyzed and report will be written.
Community Partners Survey – 34 have been completed so far, data collection is taking place currently, data will be analyzed and written this summer.

Table 8. Community Research Extension Projects and Participation 2015-16

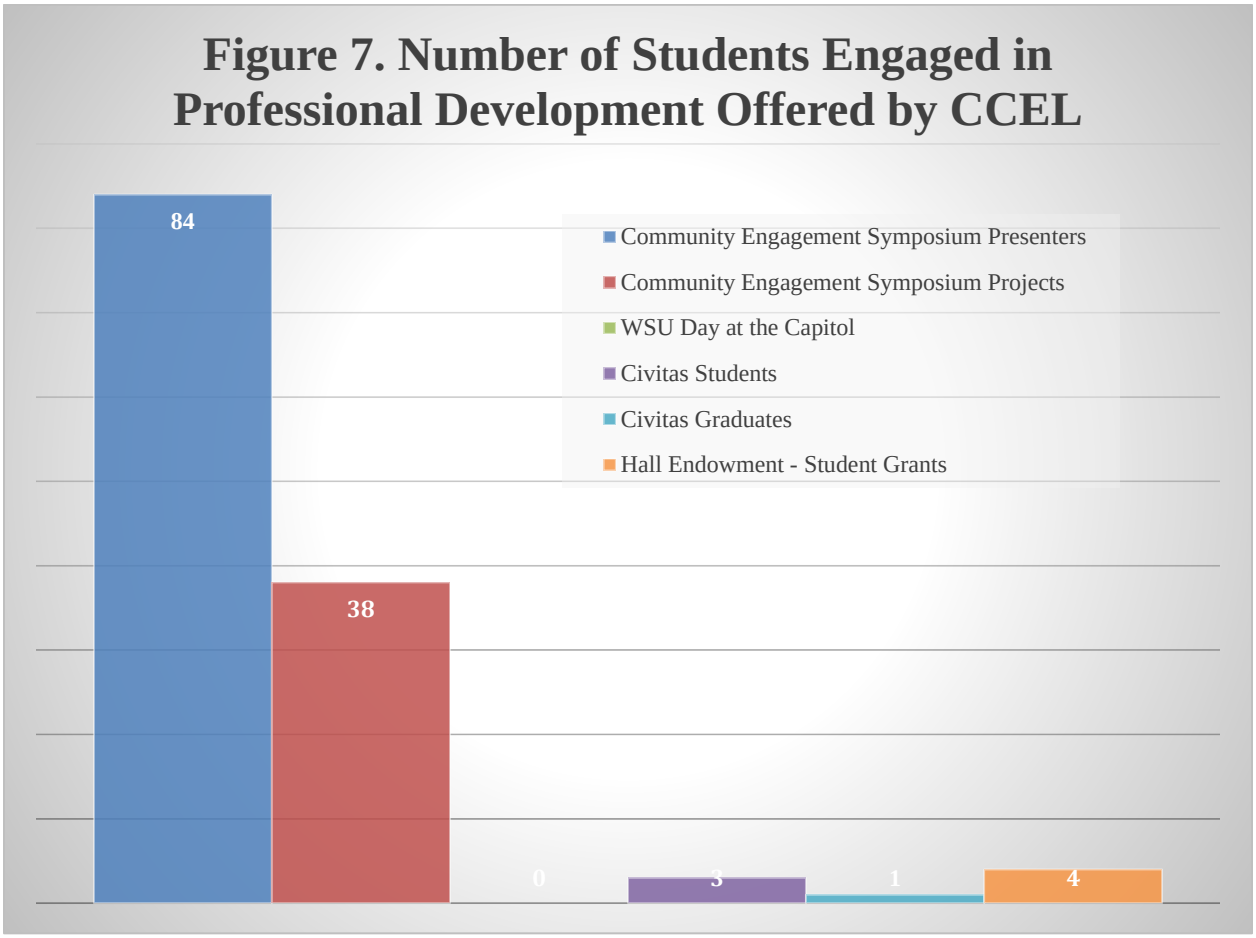
Date Range	Project Title/ Community Partner	Unpaid Student Participation	Unpaid # Student Hours	Paid Student Participation	Paid # Student Hours
6/1/15-4/30/16	OUPN	0	0	3	144
8/11/15-present	WSU Prep	0	0	1	56.5
9/11/15-4/30/16	CCS – *Bridging the Gap*	0	0	2	145
06/25/15-09/15/15	Venture	0	0	2	135
09/1/2015-12/01/15	Ogden City Recreation Survey	0	0	1	110
2/8/16 - present	Roy City	0	0	1	80
6/1/15-4/30/16	CCEL Assessment, General Office Hours	0	0	4	420.5
		0	0	14	1,091

EXCELLENCE IN COMMUNITY ENGAGEMENT AND OTHER CO-CURRICULAR COMMUNITY EXPERIENCES
The CCEL captures the hours of the students earning the Excellence in Community Engagement recognition and reports those hours in the year that the student earns the recognition. Other co-curricular community engagement hours are captured in the WeberSync system to help tell WSU's community engagement story. These are reported in Table 9. below.

Table 9. Other Community Engagement Experiences		
	# Students	**# Hours**
Aletheia	186	3358
Athletics - Student-Athletes	326	1783
Excellence in Community Engagement	75	44,000
International CEL to Thailand	40	5200
Latinos in Action	57	521
WSU Service Day of Remembrance	19	67
Make a Difference Day – National	50	133
WSU Makes a Difference in Ogden	48	142
Total	**801**	55,204

Please note that the numbers recorded here may represent students who are also participating in curricular CEL experiences. WeberSync is not designed to report unique participation numbers (yet). We are currently working with OrgSync to render this situation to make the CCEL participation data cleaner than what is currently reported here.

OTHER CCEL PROGRAMS OFFERING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STUDENTS
Many of the 6,762 community engaged students are also participating in CCEL programs designed to assist with their professional growth, such as: the Community Engagement Symposium, WSU Day at the Capitol, Civitas, and Hall Endowment for Community Outreach Grants. Figure 7. below summarizes students participation in such programs. Notice CCEL had no participation in WSU Day at the Capitol this year. There is going to be a restructuring of the event and it's purpose.



In addition to the programs shown above, the CCEL also offers students other professional development opportunities throughout the year. Students in the Community Engaged Leaders program participate in weekly trainings but also have the opportunity to attend several retreats throughout the year. The CCEL has also successfully supported students to attend national and regional conferences to present their work with the CCEL and learn from professionals in the field. A total of 41 unique students participated in these professional development activities and were mentored by 8 unique staff and faculty members and 17 unique community partners. Table 10. below summarizes students' participation in these professional development opportunities during the 2015-16 academic year.

Table 10. Student Professional Development Events and Participation 2015-16

Date	Title	Student Participants	Faculty/Staff Participants	Community Participants
4/24/15	Community Engaged Leaders Intro Training	34	4	16
5/4/15-5/6/15	ADP/CLDE Conference	6	3	0
5/6/15-5/8/15	Executive Retreat	1	1	0
5/12-14/15	Utah Leadership Academy	10	0	0
5/14-16/15	UCC Community Engaged Leaders Retreat	6	1	0
6/29-7/1/15	Best Buddies Annual Conference	1	0	0
7/4-11/15	BreakAway Conference	1	1	0
8/24/15-8/27/15	Community Engaged Leaders Fall Training	35	6	0
10/15-17/15	UCC Engaged Citizenship Retreat	3	0	0
11/20-21/15	UCC Alternative Breaks Retreat	4	2	0
1/6/16-1/8/16	Spring Community Engaged Leaders Retreat	36	4	17
	Total	**41***	**8***	**17***

*Represents unique individuals participating.

Demographics of Students Using the CCEL

Demographic data for a sample of 6,030 students who recorded hours with the CCEL during the 2015-16 academic year are summarized below in Table 11. below.

Table 11. Demographic Characteristics of CCEL Students

	CCEL Students	WSU Population
Average Age:	24.4	25.9
Average GPA:	3.23	2.68
Gender:		
Male	40%	46%
Female	60%	54%
Ethnicity:		
Hispanic	11%	9%
White	71%	59%
Asian	3%	2%
African American	4%	1%
Native American	1%	1%
Other	10%	28%
	n=2,816	

These demographic data suggest that the CCEL tends to work with a higher number of women than men, which is disproportionate to the distribution of men and women at WSU; however, is consistent with the national norm for community engaged work. As our democratic engagement and community research work grows, we may see a slight increase in male participation. The GPA differential is slight with students who are engaged in the community showing a higher GPA than those who are not engaged in the community.

Retention of students is a priority of WSU. Data analysis conducted by Heather Chapman with institutional assessment shows higher retention rates for community engaged students compared to those not engaged in the community. In fact, students who are engaged in the community are 2.24 times more likely to be retained at Weber State University than students who are not engaged in the community. Heather has developed and will continue to tweak a data dashboard for the CCEL that shows our students' demographic characteristics, as well as retention and graduation rates over time, given CEL is a high impact practice with a successful track record for helping students be retained at the institution.

Basic Community Partner Information

Community Partner MOUs -115
Volunteer Management Training – 27 (one session in the Fall at USU and a Spring session in Ogden)
Volunteer Fair (fall) - 24
Volunteer Fair (spring) - 25
Speed Networking – 30

Each year a community partner survey is sent to all community partners. The numbers and percentages below reflect responses from the 2016 survey sent out in May.

Partner's Awareness of University Changes as Result of Partnership
Learn more about University programs and services – 72.22%

Interactions with the CCEL Influence Organization
Connections w/other community groups – 22.35%
Increased leverage of resources -5.88%
Enhancement of existing services – 27.06%
Increase number of new services – 9.41%
Increase in number of clients served – 9.41%
Change in organizational direction – 0.00%
New insights about the organization – 16.47%
Other influences – 0.00%
There was no influence 9.41%

Opportunities when Working with Volunteers
Give faculty members feedback – 60.00%
Influence course content or design – 34.29%
Raise awareness about your benchmark issues – 23.16%
Influence university policies – 5.71%

Percent of Community Partners who Impacted Students
Teach students about the mission of your organization – 68.75%
Teach students about the nonprofit sector – 46.88%
Improve student understanding of critical public issues – 50.00%
Encourage students to adopt careers in your type of organization – 39.89%

	2016
Increase the value of your services	52.78
Receive match grants	11.11
Receive increased organizational resources	47.22
Identify New Staff	30.56
Project Completed	63.89
Identify New Volunteers	75.00
Receive access to university technology and expertise	50.00
Generate new products, services, or materials	27.78
Increase funding opportunities	27.78
Increase the capacity of your organization	38.89
Access expertise from the academic institution	
Get new ideas to improve your organization's progress	61.11
Learn more about university programs and services	69.44
Learn who to call for information and assistance	63.89
Become more involved with activities on campus	77.78
Increase your knowledge of university	75.00
Have more interaction with students	77.78
Have more interaction with faculty	52.78
Have more interaction with university administrators	47.22
Make plans to take classes at the university	11.11

Progress made on
2015-16 Six-Column Model Goals

Unit Goal 1: Increase the number of volunteers in the Community Engaged Leaders program (CCEL plan - Goal I.1.)

University Objective
Learning

Means to Achieving Goal
Expand the number of student leaders in each of three teams in the Community Engaged Leaders program: service team, democratic engagement team and community research team. Train the 40 student leaders in the program collectively this year in addition to the training they receive in separate teams. Emphasize volunteer recruitment and management.

Student Learning Outcomes
Civic Skills

Methods of Assessment
Document participation of student leaders and volunteers in each community engaged leader team. Assess learning about civic skills with written reflections from student leaders on each team at three times during the year - August, January and April. Assess reflection against division outcomes rubric.

Results
Participation Results:
The Community Engaged Leaders team expanded to include a total of 40 student leaders - 27 on the Service Team; 8 on the Democratic Engagement Team; and 5 on the Community Research Team. All of these leaders participated in the August retreat and throughout the fall semester. The overall team shrunk in size as the Democratic Engagement Team lost three members that have yet to be replaced, the community research team lost one member that has yet to be replaced, and although the Service team lost a few members, each were replaced so the team is at full capacity to start the Spring 2016 semester. The January retreat had a total of 36 leaders in attendance.

Survey Results of Four Community Engagement Outcomes:
Surveys have been administered in August, January, and April to all Community Engaged Leaders who were on the teams at the time of the survey touchpoints. The data from these surveys have yet to be analyzed although it will be complete by the end of July.

Use of Results
Participation Results - have been used to help advisors keep track of team capacity. New leaders have had to be recruited by most teams. The Service Team and the Research Team have both successfully recruited new leaders to fill gaps in the spring semester.

Survey Results of Four Community Engagement Outcomes - have not been analyzed yet so have not been used to inform the program yet.

Unit Goal 2: Collaborate with campus entities and help them see how CEL and the three pillars complement their efforts/mission (CCEL plan - Goal III. 2.)

University Objective
Community

Means to Achieving Goal
Create a menu of options for departmental involvement in community engagement ranging from encouraging participation in an event to incorporating service into department initiatives. CCEL is requesting an additional professional staff position from SFRC this year in hopes of having the necessary people power to implement a program next year from the menu that gets produced this year.

Student Learning Outcome
NA

Methods of Assessment
A small committee consisting of CCEL staff that represent different programs and services that would appear on the menu will be created to help create the menu of services and to assess the feasibility, appeal, and logistics of each version of the menu. Feedback from the committee will be gathered and utilized to revise the menu until there is consensus about the quality, appeal and feasibility of the offerings.

Next year we can record community engagement hours gained in SA departments through WeberSync and document the types of community engagement events/activities for each department.

Results
A small committee of CCEL staff has been assembled and the first draft of the menu has been created. The committee is scheduled to review and assess the first draft of the menu this summer.

Use of Results
The goal is that next year we could recruit SA departments to participate from the menu of services. These departments would be set up with a portal in WeberSync to keep track of their students. We would train these departments on how to record these hours in WeberSync for the benefit of their department being able to tell their community engagement story as well as for the benefit of the student, CCEL, the SA division, and WSU as a whole.

Unit Goal 3: Expanding staff development specifically to include topics of leadership, management, and diversity.

University Objective
Diversity

Means to Achieving Goal
Invite Barry Gomberg, Adrienne Andrews and Jason Stokes to CCEL Management Team and Staff meetings to provide training to the CCEL staff in making the center a safe space for LGBTQ students.

Student Learning Outcomes

NA

Methods of Assessment

Record staff attendance at the Speak Up Training delivered by Adrienne Andrews on September 1, 2015. Gather feedback from the participants through informal discussion and reflection as well as feedback sent to Adrienne via email responding to the following questions:

1. What did you get from this discussion?
2. What do you still need?
3. What are you willing to do to move this conversation forward?

Results

Immediate feedback was gathered through informal discussion and the overwhelming response to the Speak Up training was positive and that it was just the start of a conversation that we needed to continue as a team. The group also decided that our student workers and student leaders should have the Speak Up training as well because we all share the CCEL space. Lastly, the group decided it would be a good idea for us to formulate "guiding principles" for the CCEL that would help define our culture and what we expect from one another and what people who enter the CCEL can expect from us.

Responses to the questions Adrienne asked us to send to her via email are included below:

What did I get from the discussion?

I think that for me, it made me consider how to facilitate openness and understanding in a common space which may be different from the discussions/conversations that take place in my classroom where I am often the one asking students to challenge their assumptions/beliefs/stereotypes.

A good conversation with colleagues about hypothetical situations about speaking up.

One thing I got from our discussion was that we'd all like to make sure how to make the CCEL space as welcoming as possible, but we're not sure exactly how to do that in a way that doesn't shut down conversations that could be turned into "teachable moments." It's important also to remember that we're talking about this in two ways: first, from the perspective of faculty and staff teaching students how to minimize their discriminatory words and actions, and second, from the perspective of members of the CCEL and WSU community who want to make sure to minimize our own discriminatory words and actions.

I thought this was a great discussion. I loved the honesty of people who felt like sometimes you can't say or do anything for fear of being offensive. I felt better knowing that others are struggling on how to approach students or others who occupy our CCEL space when they make comments that are racist, sexist, homophobic, or otherwise insulting to others.

I realized that some of us feel pressured to "police" student interactions and that this can be tiring. It's important to understand that we can't control how others speak, but we can speak up in an appropriate manner. Also, we need to appreciate that context makes all the difference in how a situation is perceived and handled.

What do you still need?

I think that we need to continue the conversation about what the "rules" will be for the CCEL/CRE shared space. I think that it is important that all students feel welcome and comfortable in the

space. I hope that we can as a group continue to challenge some of the presumptions/stereotypes that we may have as individuals which may make others perceive the space as uncomfortable or hostile. I would like to get the safe zone training and think that the CCEL/CRE should be a "safe zone" for all students. I think we all need to remember that if students trust us they will be more apt not only to use the space but to bring concerns/questions/problems to us as faculty/staff.

Tools to be able to speak up. When to speak up (issues to which to be sensitive), How to speak up (language), When to speak up (timing).

We still need to develop very specific strategies for responding to instances of discrimination that we witness or become a part of. This includes strategies for responding when one of our colleagues (not just a student) does or says something discriminatory. Personally, I also need ideas for how to facilitate conversations with students around sensitive topics.

I need practical tools in dealing with overt and passive sexism/racism/homophobia, etc. CCEL needs policies in place on how to deal with these types of situations.

More small-group interactions that help us explore the concept of micro-aggressions and be more sensitive to diverse perspectives.

What are you willing to do to move this conversation forward?

I want to be engaged in this conversation with this group and others. I want people to view Weber as a safe place for diversity where people can be who they are without fear of discrimination or retribution. I still remember a student who approached me my first semester here because she appreciated the way that I spoke to LGBTQQ issues in my general education course and it made her feel safe and willing to participate. I hope that I can use my research and experiences to teach/educate people that we are often more the same than different.

I am willing to attend other training sessions and talk with our staff about our culture, come up with a plan, etc.

In addition to speaking up as much as I can when I witness or hear about discrimination, I am willing to participate in meetings/retreats geared toward addressing these issues within CCEL.

I'm willing to do whatever. Have a few more meetings, attend trainings, etc.

Convene workshops, conduct them (with some assistance), and disseminate information.

Use of Results

Speak Up trainings were scheduled and facilitated during the Fall 2015 semester for CCEL student employees and another session was scheduled and facilitated for the Community Engaged Leaders teams. Additionally, the CCEL team met in early December and created the following four "guiding principles:

1) Be respectfully honest.
2) Act with the best of intentions.
3) Communicate directly, openly, and promptly.
4) Treat information as non-proprietary.

The team has agreed to use these in their interactions with each other and our CCEL stakeholders.

Unit Goal 4: Better understand best practices for retaining underrepresented students through Community Engaged Learning.

University Objective
Diversity

Means to Achieving Goal
Apply for First in the World (FITW) grant to secure funding to develop best practices and assessment toolkit for retaining "high need" students through CEL designated classes. This goal is only possible with the $1.8 million funding over 3 years.

Student Learning Outcomes
Personal and Civic Growth

Methods of Assessment
Faculty teaching CEL designated courses will embed best practices and assessment tools. Data will be collected over a total of 5 semesters on every student in participating courses - both experimental and control groups. Written reflections and artifacts from every student will be collected, coded, compiled into a large data set and analyzed to evaluate the relationship between participation in CEL courses, high quality formative assessment, and retention and graduation of high need students.

Results
This grant was not funded, however, just barely. The proposal was well received and advanced to the final review round.

Use of Results
The Office of Sponsored Projects is continuing to search for other potential funding sources for this particular proposal.

Appendix A
CCEL Committees

AWARDS COMMITTEE

Three Year Term	Two Year Term	One Year Term
BobbiJo Kanter	Yulia Goff	Jenny Frame
Mike Moon (chair)	Lynn Kelley	Kim Harbath
	Kerry Kennedy	Brett Lund
	Brenda Kowalewski	Pam Nelson

CARNEGIE SUB-COMMITTEE ON COMMUNITY

Three Year Term	Two Year Term	One Year Term
Bill Cook	Amy Huntington	Nathan Alexander
Jenny Frame (chair)	Lynn Kelley	Jessica Oyler
Amy Hendricks	Luis Lopez	Heidi Portz
Brenda Kowaleski	Jenny Scothern	Julie Rich
Mike Moon	Kim Smith	Marcie Valdez
Yesenia Quintana	Monica Williams	

CEL CURRICULUM COMMITTEE

Three Year Term	Two Year Term	One Year Term
Sheila Anderson	Geri Conlin	Becky Gesteland
Isabel Asensio (chair)	Tim Herzog	Leah Murray
Ted Cowen	Claire Hughes	Melinda Russell-Stamp
Shirly Dawson	Lisa Trujillo	Heidi Wade
	James Zagrodnik	

CITIZEN ALUM – NOT FUNCTIONING 2015-16

Three Year Term	Two Year Term	One Year Term
Leah Murray (chair)	Brian Barnum	Adrienne Andrews
Clay Ramsey	Nancy Collinwood	Livvy Gerrish
	Richard Stallings	Brenda Kowalewski
		Laurie Rader

COMMUNITY ENGAGEMENT & OUTREACH

Jennifer Clasgens	Luis Lopez	Ruth Stubbs
Bruce Davis	Carol McNamara	Leslie Trottier
Tamara Goldenbogen	Alice Mulder	Mike Vaughn
Brenda Kowalewski (chair)	Eric Neff	
Alex Lawrence	Brandon Stoddard	

ENGAGED LEARNING SERIES COMMITTEE

Three Year Term	Two Year Term	One Year Term
Kyle Reinhardt	Janelle Gardiner	Mark Merkley
Debra Schiffman	Crystal Giordano	Shelly Jackson
Becky Jo Gesteland (chair)	Janae Hollenback	
	Emily Martin	

FACULTY ROLES AND REWARDS – NOT FUNCTIONING 2015-16

Three Year Term	Two Year Term	One Year Term
Eric Amsel	Barrett Bonella	Rick Ford
Valerie Herzog	Stephanie Bossenberger	Rich Fry
Adam Johnston	Tamara Goldbogen	Gary Johnson
Brenda Kowalewski (chair)	Collette Renstrom	Seokwoo Song
	Sarah Steimel	Catherine Zublin

HALL ENDOWMENT FOR COMMUNITY OUTREACH GRANTS

Three Year Term	Two Year Term	One Year Term
Dianna Abel	Susan Alexander	Jaxon Fritzler
Katharine French-Fuller	Emily Child	Azenett Garza
Jeannie Hall	Rainie Ingram	Fred Meaders
Brenda Kowalewski (chair)	Jack Mayhew	Kandice Newren
James Zagrodnik	Ken Naegle	Melinda Russell-Stamp

INTERNATIONAL CEL COMMITTEE – NOT FUNCTIONING 2015-16

Melina Alexander	Chanar Goodrich	Julie Rhodes
Carey Anson	Craig LaRocco	Julie Rich
Rich Fry	**Mike Moon**	Debi Sheridan
Alicia Giralt	Cliff Nowell	Lisa Trujillo

Appendix B
ADP Events Tri-fold

ADP EVENT CALENDAR

SEPT. 11
Times Talks: 9/11 Remembrance
11:30AM–12:30PM @Shepherd Union, Lair

SEPT. 14–18
Citizenship Bridge
@Bridge between SU & SS

Constitution Week:

- **SEPT. 14**
  Citizen Alum Event
  11:30AM–1PM @Wildcat Theater
- **SEPT. 16**
  How to Amend the Constitution
  11:30AM–1PM @Wildcat Theater
- **SEPT. 17**
  Pardon Power Speaker: Kristen Powers
  12–1PM @Wildcat Theater
  Hand out Cake & Constitutions
  Co-Sponsored by The Olene S. Walker Institute of Politics and Public Service
- **SEPT. 18**
  Constitution Quiz Show
  11:30AM–1PM @Wildcat Theater

SEPT. 16
Service Day of Remembrance
8AM @Shepherd Union, Lair

SEPT. 22
National Voter Registration Day
11AM–2PM @Shepherd Union, Atrium

OCT. 14
Talk of the Town
11:30AM–12:30PM @Shepherd Union, Rm. 404

NOV. 6
Times Talks: Veterans Issues
11:30AM–12:30PM @Shepherd Union, Lair

JAN.
State of the Union
TBA

MLK Week: JAN. 18–23:

- **JAN. 18**
  Breakfast & Freedom March
  9AM @The Marshall White Center
- **JAN. 18–23**
  Service Projects TBA

JAN. 21
Where do you Party?
Political Parties
11:30AM–2PM @Wildcat Theater
Open Mic, tell your story about politics

FEB. 5
Times Talks: Sex Trafficking
11:30AM–12:30PM @Shepherd Union, Lair

MARCH 2
Deliberative Democracy Day
11AM–3PM @Shepherd Union, Ballrooms

MARCH 16
Talk of the Town
11:30AM–12:30PM @Wildcat Theater

APRIL 8
Times Talks: Clery Act
11:30AM–12:30PM @Shepherd Union, Lair

APRIL 11
Civil Liberties Forum
11:30AM–2PM @Shepherd Union, Ballroom A

Colt Jarvis
ADP Director
williamjarvis@weber.edu

Marc DeYoung
ADP Chair
marcusd@outlook.com

Bryson Bowman
Leadership VP
bohmanbryson@gmail.com

Parker Hughes
ADP Chair
parkerhughes@mail.weber.edu

Leah Murray Ph.D
ADP Advisor
lmurray@weber.edu

Sheldon Cheshire
Leadership Coordinator
scheshire@weber.edu

Appendix C
ELS Events Tri-fold

EXPLORE CAMPUS

- Check out our monthly showcase of WSU programs that address waste, such as Property Control's computer recycling project.

ENLARGE YOUR VIEW

- Watch and read stories around the world that are related to waste.

ENACT CHANGE

- Find ways to reduce waste in your own life and help change the world.

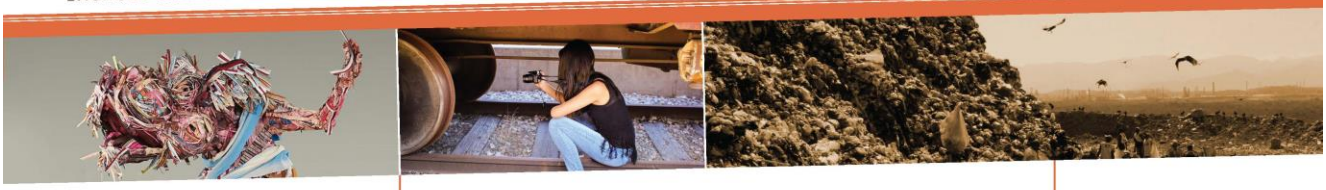
WEBER.EDU/CCEL/ELS.HTML

WEBER STATE UNIVERSITY
Center for Community Engaged Learning

Center for Community Engaged Learning
3910 West Campus Drive Dept 2113
Weber State University
Ogden, Utah 84408-2113

ENGAGED LEARNING SERIES: WASTE

ENGAGED LEARNING SERIES: WASTE



The Engaged Learning Series (ELS) is a Weber State University-wide series of events designed to engage students, faculty, staff and community in discussion, debate, dialogue, learning and action around an issue of public concern. For the 2015-2016 academic year, the series aims to raise awareness, improve personal behavior, and increase public engagement around the issue of "Waste." Throughout 2015–16 we will view "waste" through six prisms: cultural, economic, educational, health, political and environmental.

Contact:

Becky Jo Gesteland
ELS Coordinator

bgesteland@weber.edu
801-626-7737

SEPT. 11

Elisabeth Higgins O'Connor's Art Exhibition Opening Reception
7–9PM @Shaw Gallery
Exhibit: Sept 11–Nov 21

SEPT. 16

Service Day of Remembrance
8AM @Shepherd Union, Lair

SEPT. 16

"Wasteland" Movie & Panel
7–9PM @Peery's Egyptian Theater

OCT. 15

"Bag It: Is Your Life Too Plastic?" Movie & Panel
6–8PM @Pleasant Valley Library

OCT. 21

"Wasting Time" Alexis McCrossen
1:30–2:30PM @WSU library, Hetzel-Hoellein Room

OCT. 24

Make a Difference Day
8:30AM @Shepherd Union, Ballroom C

NOV. 4

American Indian Land & Water: Confronting Many Challenges Dan McCool
12:30–1:30PM @Elizabeth Hall 229

NOV. 10

"Respecting Sacred Land: Conversations on Water, Waste & Sustainability" Native Symposium
7AM–2PM @Shepherd Union

JAN. 25

"Conserving Lives" Suicide Prevention Training and Resource Fair
Noon–2PM @Wildcat Theater

FEB. 18

Nurture the Creative Mind Workshop
Noon–2PM @Wildcat Theater

MAR. 3

Waste Fair
10AM–2PM @Shepherd Union

MAR. 24-25

Intermountain Sustainability Summit
7:30AM–4:30PM @Shepherd Union

APR. 20

CEL Symposium
Pam Perlich, Keynote
11:30–2:30PM @Shepherd Union

Pictures from left to right:

1. Elisabeth Higgins O'Connor's Art Exhibition: Confetti and Distress/ Honey and Suspicion
2. Photograph taken by: Nurture the Creative Mind, a community organization whose focus is to empower youth through creativity and education.
3. Jardim Gramacho, world's largest garbage dump, featured in the movie "Wasteland." The film follows artist Vik Muniz as he journeys to "paint" the so-called "catadores" or trash scavengers, using garbage. In his desire to help the catadores change their lives, Muniz finds himself changed as well.

WASTE

Appendix D
ELS End-of-year Survey

Engaged Learning Series Survey

Description:
Date Created: 2/25/2016 8:15:42 PM
Date Range: 4/24/2016 5:17:00 PM - 5/17/2016 5:17:00 PM
Total Respondents: 21

Q1. Which Engaged Learning event(s) did you attend?

Count	Respondent %	Response %	
10	47.62%	32.26%	"Waste Land" Movie @ Peery's Egyptian Theater on September 16th.
4	19.05%	12.90%	"Bag It: Is Your Life Too Plastic" Movie and panel @ Pleasant Valley Library on October 15th.
5	23.81%	16.13%	"Wasting Time" (Alexis McCrossen) Lecture and question/answer session @ Hetzel-Hoellein Room on October 21st.
2	9.52%	6.45%	"American Indian Land & Water: Confronting Many Challenges" (Dan McCool) Presentation and question/answer session @ EH 229, part of Native Symposium on November 4th.
0	0.00%	0.00%	"The Activist" UEN movie + discussion @ Wildcat Theater, part of Native Symposium on November 19th.
2	9.52%	6.45%	"Conserving Lives" (Corbin Standley) Presentation + QPR training + resource fair @ Wildcat Theater on January 25th.
1	4.76%	3.23%	"Nurture the Creative Mind" (Amir Jackson) Presentation + workshop w/ students @ Wildcat Theater on February 18th.
5	23.81%	16.13%	"Waste Fair" @ Union Ballrooms on March 3rd.
2	9.52%	6.45%	"CEL Symposium" (Pam Perlich) Keynote speech + question/answer session @ Union Ballrooms on April 20th.
21	Respondents		
31	Responses		

Q2. What aspect of the Engaged Learning Series did you enjoy the most?

Count	Percent
13	100.00%
13	Respondents

Q3. What aspect of the Engaged Learning Series did you enjoy the least?

Count	Percent
12	100.00%
12	Respondents

Q4. Do you feel your time attending these events was well spent?

Count	Percent	
17	100.00%	Yes
0	0.00%	No
17	Respondents	

Q5. Did you learn something while attending these events?

Count	Percent	
17	100.00%	Yes
0	0.00%	No
17	Respondents	

Q6. What did you learn as a result of attending these events?		
Count	Percent	
14	100.00%	
14	Respondents	

Q7. What do you wish was covered in these presentations that wasn't?		
Count	Percent	
11	100.00%	
11	Respondents	

Q8. Did your experience at any of these events lead you to make changes in any aspect of your life?		
Count	Percent	
10	66.67%	Yes
5	33.33%	No
15	Respondents	

Q9. What changes in your life have you made as a result of attending these events?		
Count	Percent	
10	100.00%	
10	Respondents	

Q10. Would you reccomend these events to other students?		
Count	Percent	
15	100.00%	Yes
0	0.00%	No
15	Respondents	

Q11. Please indicate your level of agreement with the following statements. - The amount of time allotted for these events was appropriate.		
Count	Percent	
0	0.00%	1 Strongly Disagree
1	7.14%	2
4	28.57%	3
3	21.43%	4
6	42.86%	5 Strongly Agree
14	Respondents	

Q12. Please indicate your level of agreement with the following statements. - The topic of "waste" is very important to me personally.		
Count	Percent	
1	7.14%	1 Strongly Disagree
0	0.00%	2
1	7.14%	3
4	28.57%	4
8	57.14%	5 Strongly Agree
14	Respondents	

Q13. Please indicate your level of agreement with the following statements. - I was very interested in issues related to "waste" before attending these events

Count	Percent	
3	21.43%	1 Strongly Disagree
1	7.14%	2
1	7.14%	3
4	28.57%	4
5	35.71%	5 Strongly Agree
14	Respondents	

Q14. Please indicate your level of agreement with the following statements. - I had a basic knowledge of issues related to "waste" before attending these events.

Count	Percent	
0	0.00%	1 Strongly Disagree
3	21.43%	2
3	21.43%	3
4	28.57%	4
4	28.57%	5 Strongly Agree
14	Respondents	

Q15. Please indicate your level of agreement with the following statements. - Before attending these events, I found the issue of "waste" to be very important to our community.

Count	Percent	
1	7.14%	1 Strongly Disagree
1	7.14%	2
3	21.43%	3
3	21.43%	4
6	42.86%	5 Strongly Agree
14	Respondents	

Q16. Please indicate your level of agreement with the following statements. - In my opinion, the information presented during these events came from an informed source.

Count	Percent	
0	0.00%	1 Strongly Disagree
0	0.00%	2
0	0.00%	3
6	42.86%	4
8	57.14%	5 Strongly Agree
14	Respondents	

Q17. Please indicate your level of agreement with the following statements. - The information shared at these events was information I hadn't heard before.

Count	Percent	
0	0.00%	1 Strongly Disagree
0	0.00%	2
3	21.43%	3
8	57.14%	4
3	21.43%	5 Strongly Agree
14	Respondents	

Q18. Please indicate your level of agreement with the following statements. - After attending these events I am very interested in issues related to waste.

Count	Percent	
1	7.14%	1 Strongly Disagree
0	0.00%	2
1	7.14%	3
4	28.57%	4
8	57.14%	5 Strongly Agree
14	Respondents	

Q19. Please indicate your level of agreement with the following statements. - After attending these events, I have a basic knowledge of issues related to waste.

Count	Percent	
0	0.00%	1 Strongly Disagree
0	0.00%	2
2	14.29%	3
5	35.71%	4
7	50.00%	5 Strongly Agree
14	Respondents	

Q20. Please indicate your level of agreement with the following statements. - After attending these events I find issues related to "waste" to be very important in our community.

Count	Percent	
0	0.00%	1 Strongly Disagree
1	7.14%	2
0	0.00%	3
3	21.43%	4
10	71.43%	5 Strongly Agree
14	Respondents	

Q21. Please indicate your level of agreement with the following statements. - After attending these events, I am more likely to take some action to improve issues related to "waste" (in some way).

Count	Percent	
1	7.14%	1 Strongly Disagree
0	0.00%	2
1	7.14%	3
5	35.71%	4
7	50.00%	5 Strongly Agree
14	Respondents	

Q22. Please indicate your level of agreement with the following statements. - I am likely to attend future Engaged Learning Series Events related to next year's topic of "privilege"?

Count	Percent	
0	0.00%	1 Strongly Disagree
0	0.00%	2
2	14.29%	3
4	28.57%	4
8	57.14%	5 Strongly Agree
14	Respondents	

Q23. Please provide any additional comments you have about any particular aspect of this series on waste:

Count	Percent
6	100.00%
6	Respondents

Q24. In the future, what other topics would you like the Engaged Learning Series to cover?

Count	Percent
10	100.00%
10	Respondents

Q25. What is your age?

Count	Percent
13	100.00%
13	Respondents

Q26. With what gender do you identify?

Count	Percent	
9	64.29%	Female
5	35.71%	Male
0	0.00%	Transgender
0	0.00%	Prefer not to say
14	Respondents	

Q27. What is your ethnicity?

Count	Percent	
0	0.00%	African American / Black
0	0.00%	Arab / Middle-Eastern American
0	0.00%	Asian American
0	0.00%	Hispanic / Latino
2	14.29%	Native American or Native Alaskan
0	0.00%	Native Hawaiian or Pacific Islander
12	85.71%	White American
0	0.00%	Prefer not to say
0	0.00%	Other (please specify)
14	Respondents	

Q28. How are you associated with Weber State University? Choose all that apply.

Count	Percent	
7	50.00%	Student
7	50.00%	Faculty / Staff
0	0.00%	Alumni
0	0.00%	Community Member
0	0.00%	Other (Please Specify)
14	Respondents	

Q29. Why did you come to these events? Select all that apply.

Count	Respondent %	Response %	
1	7.14%	5.26%	Class requirement (please write subject and course number)
11	78.57%	57.89%	Personal interest it topic
4	28.57%	21.05%	Personal interest in the speaker/presenter
3	21.43%	15.79%	Other (please specify)
14	Respondents		
19	Responses		

Q30. How did you hear about these events?

Count	Respondent %	Response %	
3	21.43%	9.38%	Calendar
1	7.14%	3.13%	Facebook
0	0.00%	0.00%	Twitter
0	0.00%	0.00%	Instagram
5	35.71%	15.63%	Printed flyer
7	50.00%	21.88%	Poster
5	35.71%	15.63%	Class
9	64.29%	28.13%	WSU bulletins
2	14.29%	6.25%	Other (please specify)
14	Respondents		
32	Responses		

Q31. How would you prefer to be notified about future events in the Engaged Learning Series?			
Count	Respondent %	Response %	
8	57.14%	17.39%	Calendar
3	21.43%	6.52%	Facebook
2	14.29%	4.35%	Twitter
1	7.14%	2.17%	Instagram
7	50.00%	15.22%	Printed flyer
8	57.14%	17.39%	Poster
3	21.43%	6.52%	Class
10	71.43%	21.74%	WSU bulletins
4	28.57%	8.70%	Other (please specify)
14	Respondents		
46	Responses		

Appendix E
Program Review Report

Center for Community Engaged Learning (CCEL)
Program Review
2016

Program Review Site Visit Team
Teri Bladen, Director of Campus Recreation
Doris Geide-Stevenson, Chair of Economics Department
Barbara Jacoby, University of Maryland
Lynn Kelley, Habitat for Humanity
John Saltmarsh, NERCHE and University of Massachusetts, Boston

Submitted: March 15, 2016

Introduction and Method

The Program Review Site Visit Team spent three days, February 10-12, 2016, talking with multiple stakeholders associated with the Center for Community Engaged Learning (CCEL) at Weber State University. In addition to the groups of administrators, faculty, staff, students, and community partners we talked with, we had, prior to the visit, reviewed multiple institutional and CCEL documents.

Founded in 2007, the Center for Community Engaged Learning (CCEL) conducted its first comprehensive program review in 2015. According to the Program Review Site Review Team Handbook of the Weber State University Division of Student Affairs, program review "is a reflective process that allows for an introspective look at our structure and services and allows us to see areas in which we are doing well in and areas upon which we can improve. Program review also serves to assist in strategic planning and goal setting" (p. 6). Although CCEL reports jointly to Student Affairs and Academic Affairs, the Program Review Self-Study Team conducted the review using the process outlined for Student Affairs. The Program Review Self-Study Team consisted of: Isabel Asensio, Faculty in Residence; Azenett Garza, Community Research Extension Director; Brenda Marstellar Kowalewski, Executive Director; Mike Moon, Assistant Director, and Leah Murray, Democratic Engagement and Civitas Coordinator.

Building upon the internal review process, this external review team was invited to read the internal report and other documents related to CCEL; engage in-person with university leadership, faculty, staff, students, campus outreach partners, community partners, and other stakeholders; and review departmental processes and structures in order to provide perspective and feedback on their strategic directions for the next five years. This external report is the outcome of that process and provides recommendations to help advance CCEL.

As members of the site visit team, we were honored by the invitation to support CCEL's review process. We inferred our role and participation to be that of facilitators and interpreters. As facilitators, we engaged in conversations over three days with a diverse set of CCEL constituents. These conversations provided us valuable data for interpretation and the opportunity to share back the voices we heard. As interpreters, we examined the data provided to us over the past several months through our lenses of scholars and practitioners in the field of community engaged learning, both from within and outside higher education. Our source material included the internal report, transcripts of our conversations, and our own external review team conversations.

Context of CCEL

The Center for Community Engaged Learning is a robust infrastructure on campus that has evolved relatively quickly from it origins in 2007 to where it is a model of community engaged teaching and learning, campus-community partnerships, and community-based research. It is also distinguished by an organizational structure enacting collaboration between academic affairs and student affairs. In the process its evolution, it has been located as a central unit on campus, on the second floor of the Shepherd Union building, symbolically signaling its importance for student development and learning. Until most recently, the Center has been led by an executive director and assistant director, maintaining commitment to both Academic affairs and student affairs through dual reporting to the Vice President for Student Affairs and the Associate Provost and Dean of Undergraduate Studies. CCEL has three distinct community engagement pathways– service, democratic engagement, and community research. The Center has opened the Community Research Extension (CRE) located off campus, with a director who coordinates the CCEL's community research efforts. The personnel of CCEL consists of 12 staff members and faculty (6.3 FTE), and 9 part-time student employees. The sophistication of CCEL's operations, its commitment to quality programming, and its ability to facilitate institutionalization of community engagement across campus has contributed to Weber State being recognized with the Elective Community Engagement Classification from the Carnegie Foundation, which it has received twice, most recently in 2015.

CCEL Strengths

While the Center for Community Engaged Learning has been in place just a few years, it has developed a range of initiatives at a level of sophistication and quality that takes most centers 20-25 years to develop. CCEL frames its work in terms of three pathways: service, democratic engagement, and community research. These pathways open community engaged learning to faculty, students, and community partners in ways that work best for them.

CCEL organized the university's successful application for the Carnegie Foundation Elective Classification for Community Engagement. Weber State was first

classified in 2008 and was re-classified in 2015. The application process is comprehensive and demanding. There are 361 campuses nationally that hold the community engagement classification and Weber State is one of the 157 that have been reclassified.

CCEL's many strengths include:

The Academic Affairs-Student Affairs collaboration and joint reporting structure for CCEL works incredibly well. There is a depth of understanding of the value of community-engaged learning and of the Center among the leadership on both "sides of the house" as well as among faculty and staff. Both Academic Affairs and Student Affairs view their work as critical to the university and support the Center through direct funding as well as faculty and staff time.

Weber State's faculty view community engagement as central to what they do; many came to Weber State because of community engagement opportunities. There are more than 100 officially designated CEL courses. The process for designation of CEL courses is effective. It is rigorous but not overly so.

CCEL's faculty, staff, and students are passionate about the center and its work. Their level of commitment and depth of understanding of community engagement are outstanding.

The Vice President of Student Affairs encourages staff to view themselves as educators. As a result, staff across Student Affairs units work with the Center to integrate community-engaged learning into their work with students. CCEL is well known and respected across campus and the community. One of the Campus Outreach Partners stated, "CCEL is one of the most visible parts of the relationship of the city and the university."

The tiered partnership system is an outstanding and unique model that allows partners to engage at the level they need with clear expectations on the part of all parties. It seems to work well for both the university and community partners.

CCEL's visible, high-traffic location in the student union is ideal. It is directly across the hall from the Student Involvement and Leadership office. Its glass walls provide a "fishbowl" effect, making the active engagement of its staff and students visible to all who pass by.

The opportunities CCEL offers for student leadership development are exemplary. There are multiple pathways based on students' interests and passions and intensive mentoring by staff knowledgeable about student development.

The Community Research Extension is impressive in terms of its location in the community, its staff, and its projects. Community research meets a real need for community partners.

Community partners value their relationship with the university, and in particular working with faculty and students. We heard several comments like: "Weber State has always been part of the community," "The Center is at the core of expanding relationships between the city and the university," and "We couldn't do it without them [CCEL]." Several appreciated the opportunities CCEL provides for community partners to network among themselves as well as with potential campus partners.

Brenda Kowalewski has been remarkably successful in developing a staff and budget when base-budget funds have been scarce. They receive a sizeable annual allocation of funds from student fees, numerous small grants, and judicious use of buyouts of faculty time. Carla Jones is an amazing manager who manages to the many components of CCEL's complicated budget well organized.

CCEL Challenges

As noted above, CCEL has come a long way in a short time. Along with its many accomplishments, it also faces several challenges, including:

All stakeholders we met with, from the President to students, were in awe of everything that Brenda Kowalewski has done to start CCEL and lead it to where it is today. Her vision, commitment, passion, knowledge of the university and the community, and her deep understanding of community engaged learning are outstanding. The challenge of replacing her is daunting to all.

There is simply not enough space for CCEL to grow. CCEL team members, student leaders, and student employees make the best use of the space they have, but they face daily challenges. Storage space is minimal. Faculty employed by CCEL often do not work at the Center because of the overcrowded conditions. Student activities are limited because of the lack of space. Specifically, we noted the degree to which the few office spaces must be shared; that the Community Partner Coordinator, a full-time staff member, has no real office, merely a cubicle she shares with many others; the noise levels in the shared areas (though welcome in many instances because it often reflects the excitement of the community and energizes everyone) can be distracting and inescapable when private work or phone calls are necessary; that student leaders often feel they must find other places to meet even though much of that outer area was specifically designed to be inviting to them to congregate, share ideas, plan and host events and activities, etc. The space is really inadequate to meet many current needs, forcing faculty to retreat to their departmental offices to work on CCEL business, staff to share too little and too public a work space, and students to find other places to hold

meetings. It's only going to become a greater challenge as the work of the center grows.

CCEL has pieced together a budget and staff through creativity and collaboration. While there are key sources of core operational funding, there is also reliance on various departments to provide release for faculty to participate in essential roles in CCEL, and our concern is that this may not be a sustainable model. Additionally, multiple accounts creates a financial management challenge that suggests that there may need to be more administrative assistance in CCEL so that one person can focus on managing the finances. As one CCEL staff member put it, "If Carla were to be hit by a bus, we would be in deep trouble." Overall, the financial model and the management of finances creates challenges for CCEL.

Stakeholders in several of the groups we met with were concerned that underrepresented students are underrepresented among CCEL's student leaders, student employees, and volunteers. While underrepresented students are likely doing service with community partners that reflect the students' cultural, racial, and ethnic diversity, the work of these students and community partners may not be supported or recognized by CCEL. Several individuals noted that the university as a whole is not strategically addressing ways to allow underrepresented students to succeed.

It is not clear that CCEL places enough emphasis on the asset-based approach to community engagement. The review team observed an asset-based approach in practice, but it was not articulated or presented as a guiding principle for practice.

Community partners who use the Community Research Extension were deeply appreciative of the partnership. However, there was agreement that the needs for community research far exceed the capacity of the CRE.

Individuals both internal and external to CCEL observed that the service arm of CCEL, the first to be put into place, is clearly understood and well developed. The Democratic Engagement and Community Research strands need further attention and development.

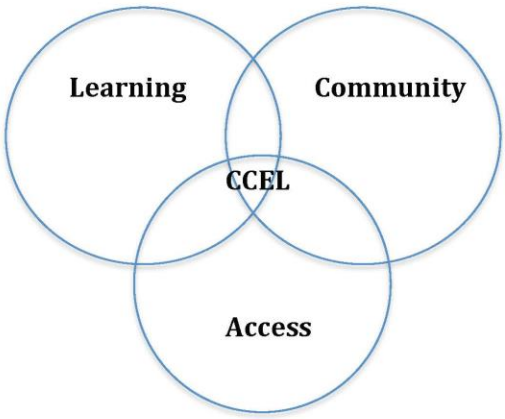
Campus Outreach Partners, nodes of community engagement that are not under CCEL, vary substantially in the resources they have to devote to their community work. Several could benefit from additional support from CCEL, but CCEL is stretched far too thin at this point to be able to reach out to them.

While WeberSync offers useful services to students and ways to record hours worked in the community, stakeholders from throughout the university feel it is unwieldy, and not flexible enough to meet the needs of CCEL and other campus constituents. Perhaps more and earlier training would help.

CCEL Opportunities

The opportunities faced by Weber State University are potential actions that can be taken that will not only advance community engagement at Weber State University but will also enhance the overall mission and purpose of the university.

A critical opportunity that became apparent during our review is to reframe the work of the CCEL to place it at the center of the Weber State University three Mission Core Themes: Access, Learning, and Community. At the present time, the work of CCEL falls almost exclusively into the Core Theme of "Community," when in practice, CCEL strategically advances all three of the Core Themes. A more coherent and cohesive framing in which community engagement is viewed as essential to achieving the goals of access (particularly for underrepresented populations of students), of learning (particularly though community engaged learning, and of community), and of community (particularly though deeper partnerships that build community capacity), will help to illuminate the critical importance of CCEL and in the process provide a different perspective on its institutional role and the staffing, budget and support that it requires to fulfill its central role.



Weber State has the opportunity to strategically advance as a dual mission campus by recognizing that community engagement can assist with the essential goals of 1) diversity, inclusion, and equity (for students, staff, and faculty), 2) engaged learning through Academic Affairs and Student Affairs leading to the improved retention and success of underrepresented students, and 3) deeper community connections that help to build community capacity so that students coming to Weber State are better prepared to thrive and succeed at Weber State University.

Weber State has a unique culture in which academic affairs and student affairs collaborate in ways that is not often seen in higher education. CCEL epitomizes this collaborative ethos, through its design and structure. At the center of this collaboration is student learning, and CCEL reinforces that deep learning through community engaged experiences that could occur both in the classroom and in the co-curriculum. Weber State has an opportunity to strengthen this collaboration. As CCEL and Weber State go through the process of hiring of a new director, it will be important to find an individual who can maintain and enhance this collaborative ethos. Additionally, more can be done in the development of student learning outcomes that can be fulfilled through community engagement and ways to assess those outcomes. Both Student Affairs and Academic Affairs can contribute to and benefit from this development.

Because of the nature of Weber State's student body (i.e., commuter students, older, working), their primary avenue for community engagement is likely through CEL classes. This provides an opportunity for CCEL to further develop CEL courses and spread the teaching of CEL courses more broadly across the campus into all Colleges and departments. This may require new faculty development initiatives facilitated by CCEL.

There is, in the discussion about a new general education program that would intentionally embed high-impact educational practices, including CEL, a significant opportunity for advancing community engagement at Weber State University. This kind of curricular reform can allow for creating a wider range of community engaged curricular opportunities for more students, leading to improved undergraduate education. In seizing this opportunity, we see the greatest impact in designing general education not only as a set of courses that have embedded high impact practices, but in having students meet general education requirements through the demonstration of a level of mastery of articulated learning outcomes.

Creating incentives for faculty to have their work be fairly valued and rewarded through institutional policy documents is an essential element of advancing community engagement as core academic activity. Weber State has an opportunity to make changes in policy through the ongoing work of the Faculty Senate in addressing the revision of Rank and Tenure documents to include CEL in teaching, scholarship, and service. Some of the college level guidelines have already moved in this direction, and the attention to the university guidelines is timely and needed. It is clear that for community engagement to be sustained as core academic work, faculty need to be fairly rewarded for it, and the policies in place should create incentives for faculty to undertake community engagement. This means clearly articulating standards for community engagement in the criteria for teaching, for research and creative activity, and for service. This kind of articulation, and incentive and accountability structure, is not only important in fairly evaluating scholars who do community engagement, but it is critically important in attracting young scholars, a generation of scholars who are much more diverse in every way than past generations, and who have been trained in emerging forms of scholarship, including community engaged scholarship. If Weber

State wants to be able to attract these scholars to campus as it builds its faculty for the future, creating an incentive structure that will attract such faculty will be essential.

With Dr. Kowalewski moving in to her new position as an Associate Provost overseeing high-impact practices, there is the opportunity to intentionally "stack" these practices so that students will become more deeply engaged in learning, leading to greater retention and success. The research on high impact practices indicates that providing one kind of high impact practice is beneficial for student engagement in learning: additionally, combining, or stacking, high impact practices, can lead to much greater learning impacts. While this can be done in a number of instances across campus, such as, for example, combining undergraduate research with capstone experiences, there are significant opportunities available for combining service learning with a number of other high impact practices (international experiences, first-year experiences, internships, study abroad, capstones, etc.) There is an important role for CCEL to play implementing this kind of stacking of high impact practices anchored in service learning and combined with other high impact practices.

Clearly, there is the need for more space for CCEL to adequately fulfill its basic operational functions. From our perspective, it appears that there are opportunities created from the renovation of spaces in other parts of the campus to relocate the testing center that is adjacent to CCEL to another part of the campus. Our view is that it is essential that CCEL remain where it is on the second floor of the student union, but that there is expansion in that second floor space.

With a new director coming on board, there is an opportunity for CCEL to develop a new strategic plan that will not only assess the achievement of the current strategic plan but will articulate a set of priorities that will create a framework to guide CCEL's work moving forward. The strategic plan should clarify for the new director and staff in the Center what CCEL can (and cannot) do for each stakeholder. This will bring clarity and focus to the center's growth.

There appears to be a significant opportunity to better embed CCEL into the departments and curriculum across the campus. To do so may require building deeper relationships with department chairs in ways that create greater awareness of the goals and resources of CCEL and how the work of the center can enhance the goals of their respective departments. This kind of integration cannot, in our estimation, be accomplished with the current level of resources.

The Community Research Extension (CRE) has revealed that community partners and the city see a great need for more community-engaged research. This creates rich opportunities for faculty and student research in community settings. The CRE is an innovative operation that opens up a wide range of opportunities for the campus to extend its engagement into the communities surrounding the campus in ways that help

to redefine the relationship between the campus and the communities in deeper reciprocal and mutually beneficial ways.

There is a vast array of opportunities for students, both through student affairs and academic affairs, to be engaged in the local community and for engaged learning experiences. CCEL has the opportunity to create clear community engagement "pathways" for students that they could follow, starting with freshman orientation and continuing through senior capstone courses. These would be clear roadmaps for students to be able to envision community engagement opportunities inside and outside the curriculum over the course of their undergraduate studies.

There presently exits the opportunity for CCEL to develop an internal research capacity to be able to conduct research on its own activities and to disseminate research findings, both internally and externally. This research focus is not on the community identified studies (which is the role of the CRE), but instead the research would be focused on the impact on student development, the impact on student learning, the impact on faculty, the impact on the campus, and the impact on community partners of the specific programs undertaken by CCEL. The advantage of this research would be to improve practice, to generate new knowledge to build the field of community engagement, to raise the profile of CCEL and Weber State University among academic practitioners and leaders, and to contribute to the national stature of CCEL and Weber State.

CCEL has already made solid advances with the development of civic learning outcomes for students. There is an opportunity to develop this further by working with faculty to incorporate civic learning outcomes into more CEL courses, and to begin to assess civic learning outcomes more systematically.

There currently exists the opportunity to build upon the design and implementation of WeberSync to both make it more user-friendly and to expand its use on campus. WeberSync is an important tool for disseminating engagement opportunities, as well as for collecting campus-wide assessment data related to community engagement. It needs to be employed by, and meet the needs of, as many stakeholders as possible, including underrepresented student populations.

With Dr. Kowalewski moving in to her new position as an Associate Provost, and bringing the Elective Carnegie Community Engagement Classification re-classification process with her in her new role, there is an important opportunity to align the data gathering from the classification with the processes of re-accreditation and institutional strategic planning. There is a strong likelihood that by the time of the next re-classification in 2025, Weber State University will undertake either a reaccreditation review or a new strategic planning process, or both. The more that these processes can be aligned, the greater the benefit to each process and to the data gathering for accountability for each review.

CCEL Threats

Returning to the Venn diagram illustrating the centrality of CCEL's mission and work to the three strategic priorities of Weber State University, there is the possibility that maximizing the potential of CCEL in serving the priorities of the campus could be hampered by a restricted vision that attaches its work to only one of the priorities, i.e., community. A narrow view of the strategic importance of CCEL could not only limit its growth and expansion, but it would be detrimental to the larger goals of the campus.

Dr. Kowalewski's promotion to Associate Provost leaves a considerable vacuum in the relational leadership that has made CCEL so successful in building bridges across campus and in operationalizing a deep collaboration between Academic Affairs and Student Affairs. Much of CCEL's growth and credibility are a direct result of her collaborative nature, credibility, faculty status, and extensive relationships across campus and in the community. Although CCEL's team is dedicated and highly competent, they and others expressed the importance of a new Director's ability to sustain collaborative relationships across campus and in the community.

In part because of the success of CCEL and its reputation for high quality programming, there is growing interest in community engagement across the campus and in the local community. As a result, there is a tendency for CCEL to be asked to take on more and more activities, without additional staff or funding. Some of these tasks and activities might be better located in other units. For example, large "days of service" and administering staff community-service leave came into CCEL's already overfull portfolio. In a situation where CCEL is asked to do more without adequate funding and staffing, there is the concern that it will be spreading itself thin, and quality may suffer.

The sustainability of faculty commitment to their work with CCEL was raised as a concern. Although the faculty members who work with CCEL are amazingly dedicated, they often feel overburdened and overwhelmed by how much they would like to commit to CCEL and how to balance their commitment with their departmental teaching responsibilities. The participation of faculty is fundamentally reliant on cooperation of College Deans, and because some deans are more willing to release faculty to CCEL than others, there is uneven participation across the campus. This may not be a sustainable model.

In order to maximize the potential of the highly successful feature of the Academic Affairs-Student Affairs collaboration that had defined the development of CCEL, there may be a need to attend to clarifying and reinforcing what the "dotted line" relation means in terms of clearly defining the roles and responsibilities of SIL and CCEL. There were concerns expressed that the relationship between the two units did not always feel like a two-way partnership. There were even allusions to instances when the units seemed to act at cross purposes, confusing students in the process. Clarifying roles, establishing respectful and reciprocal relationships and reporting lines, and

consideration of a new director who can enhance the relationship, will be important to the future success of CCEL.

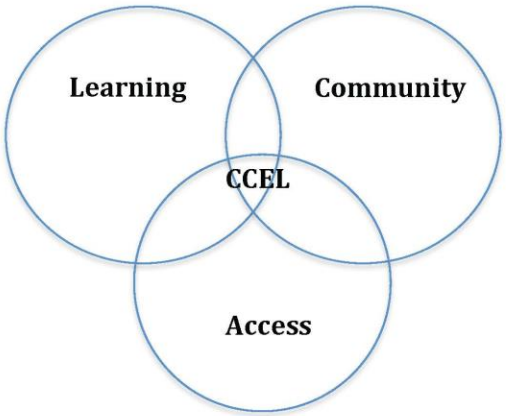
Some of the success of CCEL may be undermined if there are not clear ways of setting priorities of the center and managing the expectations – of community partners, of the administration, of faculty and of students. There was some concern expressed that CCEL could become the victim of its own to success to the extent that more and more is asked of it and it is unable to deliver.

There was some concern expressed in how Dr. Kowalewski will be supported in her ability to serve essentially as the chief engagement officer on campus as well as the Associate Provost with a wide range of responsibilities in her portfolio. While, clearly there are advantages to elevating the leadership of civic engagement by having it as part of the portfolio of the Associate Provost, as was noted in the opportunities section, there are also threats to it getting the attention that is needed because it is one among a large and diverse number of responsibilities of the Associate Provost.

Recommendations

We offer the following recommendations to build on CCEL's strengths and opportunities and to address its challenges and threats. Drawing on the observed Strengths, Challenges, Opportunities and Threats, the recommendations address the most urgent areas in need of attention.

1. **Strategic Positioning**: We believe that CCEL's mission statement is strong and accurately reflects the role the Center does and should play for Weber State and its community. However, in order for CCEL to assume the strategic position necessary to advance its work across the institution and throughout the community, we strongly believe that CCEL's mission and purpose should not be restricted to the Community core theme. Rather, we believe it is central to all three core themes and should be positioned at the strategic center of campus goals.



CCEL's work is fully about access, including access of K-12 students and the community to the university as well as access of Weber State students and faculty to the myriad opportunities available to them in the community. Its work is also all about learning, through connecting the curriculum and the co-curriculum to the community.

2. **Making CEL Pervasive**: In order to both expand CEL more evenly across all colleges, and to better assist faculty in implementing CEL courses, CCEL should have someone on staff who is responsible for coordinating activities between the Colleges and CCEL. We also recommend designating an outreach coordinator in each college to capture what the college is doing in terms of community engagement and to connect with CCEL. It is not intended that this person run programs; their role is to facilitate communication between the college and CCEL so that the colleges can more effectively draw on the resources of CCEL.

3. **Space**: It is clear that CCEL has outgrown its space needs. At the same time, through thoughtful planning and forethought, CCEL is in an ideal location in the Shepherd Student Union where it is highly visible and easily accessible to students. There seems to be an opportunity to maintain the centrality of CCEL and to expand its space by using space that is currently occupied by the testing center, adjacent to CCEL. As renovation of other building on campus takes place, we recommend moving the testing center to another space and making the appropriate renovations such that CCEL occupies a much larger space on the second floor of the Student Union.

4. **Search for a New Director of CCEL:** The search, selection, and appointment of a new director of the CCEL is a clear and immediate priority for the institution. Factors we recommend to be considered in the composition of the position description and in the selection process include:

- The position description should encourage applicants from the academic ranks, student affairs, and other areas of campus administration, nonprofit organizations, and government. The individual should understand the workings of both higher education institutions and communities, including the multiple communities each comprises. Highly desirable would be an understanding of the potential interactions, both positive and negative, between universities and communities.
- Experience as a faculty member in a higher education institution should be stated as highly desirable. To attract a candidate with tenure or from a tenure-track position, faculty rank and tenure (if the applicant is qualified) should be a part of the hiring package. It should be made clear at the outset that the director is not required to teach during their first 3 years in the position.
- The demonstrated ability to initiate, develop, and sustain relationships between CCEL's various constituencies is essential.

- Organizational and management skills, successful supervision, and ability to manage a complex budget should be required.
- Knowledge of and experience with community-engaged learning, high-impact educational practices, community-based research, student development, grant writing and fundraising, strategic planning, and asset-based community development are highly desirable.

Long Term Opportunities

- **College of Education**

As Weber State University builds deeper relationship with the communities of Ogden, and at the same time becomes increasingly aware of its responsibilities in creating educational opportunities that improve the access, retention, and success of an increasingly diverse population in the city, improving the schools in Ogden to better prepare students for postsecondary education success becomes critically important in building the long-term economic and civic health of the city. One way, and perhaps the most important way, to strategically enact this responsibility is through a commitment to revitalize the pre-K through high school educational system in Ogden to build a stronger pipeline of prepared students coming to Weber State. To do this kind of community engagement effectively will require a commitment on the part of the College of Education to build reciprocal partnerships with the schools and commit faculty and student resources to long-term university-school partnerships. The College of Education can and should play a key role in the overall engagement strategy of the University.

- **Civitas**

Civitas is an innovative scholars program for community engaged students . We see a long-term opportunity for developing an academic undergraduate minor attached to Civitas that could be an expectation of Civitas students, but could also be pursued by students from any major seeking a civic engagement minor. Additionally, the Civitas minor would be an opportunity to develop and measure exemplary civic learning outcomes – we imagine a set of courses in the minor all of which have civic learning outcomes that students will master before achieving the minor. This could be a model for other/all CEL courses on campus.

- **Community Partner Advisory Board**

As a matter of best practice, we see the opportunity for establishing a community partner advisory board as an essential element of CCEL: it is a goal of the current CCEL strategic plan. Putting such a board in place could assist with the accomplishment of other strategic goals of CCEL and the campus.

- **Graduate Certificate in Community Engagement**

There are significant opportunities to expand community engagement into graduate education and perhaps one of the best ways to involve faculty and students is to create a graduate certificate, open to all graduate students on campus. A good model of such a certificate is at Michigan State University (http://gradcert.outreach.msu.edu).

- **Engagement of Alumni in Area**

We want to encourage the Citizen Alum program being undertaken by CCEL. We see significant opportunities for outreach and involvement of alumni in the local area to establish partnerships, provide student mentoring, and provide financial support for CCEL and the university.

- **Engaged Department initiative**

There has been a general evolution in approaches to faculty development on engaged campuses. Typically, as it has at Weber State University, it begins with faculty development opportunities for individual faculty aimed at curricular redesign and a shift in pedagogical practice to be able to provide community engaged teaching and learning opportunities for students. As the faculty engagement becomes deeper and more pervasive, there is often a shift to developing departments as the unit of engagement. This has the benefit of having the academic unit examine not only teaching and learning practices, but departmental curriculum and the departmental reward structure. The campus benefits are that there is a greater likelihood of the investment in community engagement being sustained because it is not reliant on individual faculty, but on the department as whole. CCEL is well positioned to initiate an engaged department initiative.

- **Davis Campus**

The growth of the Davis Campus offers the opportunity for embedding community engagement into the campus in the same way that it is an integral part of the Ogden campus. We envision a CCEL office on the Davis Campus that provides equivalent programing as is currently provided at the Ogden campus. The Davis Campus, because of its co-location of the Northern Utah Academy of Math, Engineering & Science (NUAMES), an early college charter high school, offers a terrific opportunity for community engagement. This is related to the opportunity for deeper engagement by the College of Education in the schools of the local community. There is the opportunity with NUAMES to move beyond co-location to deep engagement on the model of University Assisted Community Schools. (http://www.communityschools.org/about/universityassistedcommunityschoolsnetwork.aspx).

- **Move from a 3 credit to a 4 credit course model**

There is an opportunity, with leadership provided through the Associate Provost's office, to bring together community engagement and high impact practices across the campus through consideration of moving from a 3-credit to a 4-credit course model.

With this curricular change, the 4th credit is for incorporating high impact practices. Four credits mean fewer courses that are needed to graduate, leading to quicker degree completion for students as well as reduced course loads for faculty. This is a campus-wide structural reform that can assist in meeting all the strategic goals of Weber State University – access (including completion), learning (though high impact practices, one of which is service learning), and community (through service learning). A model for this kind of change can be found in the 2010-2014 strategic plan of Keene State University (a comparable institution to Weber State University) (http://www.keene.edu/kst/2010SPRING/plan.cfm?I=23).

Appendix F
Response to Program Review Report

Response to CCEL Program Review Site Team Visit

RECOMMENDATIONS

Mission Goals and Outcomes

1. Strategic Positioning

- Recommendation:
  - Place CEL at the center of the intersection of WSU's three core themes of Access, Learning and Community.

- Action:
  - Revisit metrics for accreditation.
    - Evaluate current vision for CEL in *Learning*, *Community* and *Access* core themes.
    - Evaluate what would need to be changed or added for CEL to be represented in all three core themes and/or at the intersection of all three core themes.
    - Meet with: Eric Amsel, Gail Niklason, Heather Chapman, Jessica Oyler
    - All proposed changes need to presented to Planning Council.
  - Meet with Provost to identify appropriate next steps for facilitating a set of conversations with the most appropriate decision-making bodies about this recommendation.
- Timeline:
  - Revisit metrics – begin meetings with accreditation team listed above June 1, 2016; If proposed changes are accepted by accreditation team, have a new proposal ready to present at next Planning Council meeting scheduled for Fall 2016
  - Meet with Provost – Associate Provost for High Impact Programs and Faculty Development takes the recommendation to Provost's Council in May 2016 and to the Academic Affairs Strategic Planning Retreat scheduled for summer 2016.

Programs and Services

2. Making CEL Pervasive

- Recommendation:
  - Create a coordinator between CCEL and WSU colleges who is responsible for coordinating college liaisons to:
    - Make CCEL resources more available to faculty in colleges.
    - Create deeper partnerships with department chairs.
    - Help departments better understand democratic engagement and community research as additional pathways to service.
    - Enhance existing engaged department efforts.

- Action:
    - Reach out to faculty senate chair and request a Community Engaged Learning committee be formed through faculty senate.
        - Committee would be chaired by CCEL Faculty in Residence
        - Committee membership would consist of a representative from each college who would act as a liaison between CCEL and their college
        - Committee would be modeled after TLA committee
        - Committee would be tasked with evaluating CEL curriculum as well and therefore replace current CEL curriculum committee.
- Timeline:
    - May 1 – present faculty senate chair with proposal for creating the CEL committee

Programs and Services

3. Providing better support for: Underrepresented Students, Campus Outreach Partners and Pathways for Students

- Recommendation:
    - Support underrepresented students and campus outreach partners better.
    - Create clear community engagement pathways for students to follow from freshman to senior year.
- Action:
    - Hire a CCEL Director who will then be charged with hiring a program coordinator to support these efforts.
    - Craft a job description with role and responsibilities of Program Coordinator.
    - Hire a Program Coordinator tasked with supporting these constituent populations and building community engagement pathways for students.
    - Funding has been secured for a 1-year position. Half of the necessary funding is on-going. Need to secure the other half of the necessary hard funding from SFRC January 2017.

- Timeline:
    - Hire CCEL Director by Fall 2016.
    - Craft job description by July 1, 2016.
    - Hire Program Coordinator by January 1, 2017.
    - Request other half of necessary on-going funds from SFRC January 2107.

Programs and Services

4. WeberSync

- Recommendation:
    - Offer more and earlier training to provide better communication to campus about WeberSync
- Action:
    - Develop a communication strategy for 2016-17 academic year
    - Implement the strategy

- Timeline:
    - June 2016 - Develop a communication strategy for 2016-17 academic year
    - August 2016 - Implement the strategy

Facilities and Equipment

5. Space

- Recommendation:
    - Expand CCEL space in its current location in the Shepherd Union.
- Action:
    - Explore the possibility of expanding into areas adjacent to CCEL as campus renovations and building projects occur.
    - Director of CCEL continues conversations with administration regarding space needs with the goal of having a proposed plan for expanded space by May 2017.
    - Support a space assessment or inventory if one is conducted by Shepherd Union building director.

- Timeline
    - June 1, 2016 - Director of CCEL meets with Vice President for Student Affairs, Provost and Associate Provost for High Impact Programs to discuss CCEL Program findings regarding space needs.
    - Director of CCEL inquires about updates on space monthly in regular meetings with Vice President for Student Affairs and Associate Provost for High Impact Programs.

Leadership and Staffing

6. Search for and Hire New Director of CCEL

- Recommendation:
    - Hire a new director for CCEL using the recommendations of the site review team regarding the composition of position and description and selection process.
    - Director will be charged with developing a strategic planning document identifying what CCEL can and cannot do for each stakeholder group (both internally and externally).
    - Director will be charged with clarifying and reinforcing what the lines between CCEL and SIL mean and processes that should be implemented to honor and respect the relationship between the two areas.
- Action:
    - Craft a call for applications using the guidance listed in the review team document p. 12.
    - Associate Provost for High Impact Programs acts as mentor to new CCEL director especially during first year transition.

- Timeline
    - April 15, 2016 - Draft of call and job description
    - May 15, 2016 - Call for applications goes out
    - June 15, 2016 - Review of applications begins
    - Goal is to have Director hired in time to begin the Fall 2016 semester

Finances and Budget

7. Supporting a complex budget

- Recommendation:
    - Create a half-time Grant Manager position to alleviate some of the financial management burden placed on the only administrative assistant in the CCEL.
- Action:
    - Craft a job description outlining role and responsibilities of a half-time Grant Manager.
    - Present it to VP for Student Affairs and Associate Provost for High Impact Programs for funding consideration.
- Timeline:
    - Job description crafted by July 15, 2016
    - Job description presented to administration for consideration by August 1, 2016

Other

8. Long Term Opportunities

- Recommendations:

  1. College of Education – work with the College of Education to build reciprocal partnerships with the schools and commit faculty and student resources to long-term university-school partnerships (p. 13).

  2. Civitas – explore the opportunity to develop an academic undergraduate minor attached to Civitas that could be an expectation of Civitas students, but could also be pursued by students from any major seeking a civic engagement minor (p. 13).

  3. Community Partner Advisory Board – revisit the opportunity for establishing a community partner advisory board as an essential element of CCEL (p. 13).

  4. Graduate Certificate in Community Education – expand community engagement into graduate education (p. 14).

  5. Engagement of Alumni in Area – encourage the Citizen Alum program being undertaken by CCEL (p. 14).

  6. Engaged Departments Initiative – continue to pursue the engaged departments initiative already underway in CCEL (p. 14).

7. Davis Campus – develop a CCEL office on the Davis Campus that provides equivalent programming as is currently offered at the Ogden Campus (p. 14).

8. Move from 3 to 4 credit course model – work with the Associate Provost for High Impact Practices to bring together community engagement and high-impact practices across campus to consider moving from 3-credit to a 4-credit course model for HIPs.

9. Increase capacity of CRE to meet growing demand - Split community research from CCEL assessment research. Assessment research should contribute to the national status of WSU's CCEL and allow CCEL to incorporate civic outcomes into more courses and assess outcomes systematically.

- Action:
    - Create a new 3-year strategic plan that reflects these long-term opportunities.
- Timeline:
    - After hiring a new CCEL director.