**CCEL Goals for 2013-2018**

**Goal I. Every WSU student experiences CEL and acquires at least 1 CEL outcome**

(CCEL offers a wide variety of opportunities from entry-level engagement experiences to intense high-impact engagement)

* Increase number of volunteers in the Community Engaged Leaders program
  + Year 1 – Restructure Community Engaged Leader Program to include an executive committee. Record student participation and learning. Assess Youth Programming - Community Engaged Leaders based on individualized learning outcomes.
  + Year 2 – Intentionally partner with specific clubs and orgs on campus who are service oriented to increase student volunteers in community engaged leaders program. Record student participation and learning. Assess Poverty Programming - Community Engaged Leaders based on individualized learning outcomes.
  + Year 3 – Partner with honor societies Phi Kappa Phi, Alpha Kappa Delta, Golden Key, Psi Chi, pre-Med students and other department honor societies to engage them with specific Community Engaged Leader programs. Record student participation and learning. Assess Special Needs Programming -Community Engaged Leaders based on individualized learning outcomes.
  + Year 4 – Identify 3-4 sections of FYE classes with whom to partner wherein all students in those sections participate as volunteers in the community engaged leaders programs. Record student participation and learning. Assess General Programming Community Engaged Leaders based on individualized learning outcomes.
  + Year 5 – Identify 3-4 CEL designated classes with whom to partner wherein all students in those sections participate as volunteers in the community engaged leaders programs. Record student participation and learning. Assess Community Engaged Leaders based on individualized learning outcomes.
* Increase number of students participating in large service day events
  + Year 1 – Embed large days of service in ELS and ADP
  + Year 2 – Embed large days of service in LLC
  + Year 3 – Identify a Community Research component to add to a large day of service
  + Year 4 – Embed large days of service in a few CEL courses
  + Year 5 – Embed large days of service in Work-study and 50/50 programs
* Develop Alternative Breaks Program – Offer International Trip to complement National Service Trip during spring break
  + Year 1 – Establish partnerships to facilitate trip to Peru
  + Year 2 – Facilitate trip to Peru, assess it and refine Peru partnerships; and explore options for alternate international site. Develop an advisor manual
  + Year 3 – Scout an alternate international site and refine Peru partnerships
  + Year 4 – Facilitate trip to Peru and set up trip to alternate site
  + Year 5 – Facilitate trip to alternate international site, assess it and refine partnerships for next trip. Expand domestic alternative break options
* Increase number of CEL Designated Courses and number of faculty teaching CEL designated courses
  + Year 1 - Implement a 3 year course evaluation cycle; Co-host all Fellows workshops with TLF; Create a syllabus source so all current syllabi are on record – helps create an inventory to assess where we could add more CEL designated classes across the university; Reach out to colleges about community research and democratic engagement to demonstrate the many ways courses can be designated; Create a form in Weber Sync
  + Year 2 - Increase number of CEL designated courses among general education courses and have them use the rubric; Develop and implement a CEL Faculty-wide campaign to educate CEL faculty about the community engaged learning outcomes and rubric; Conduct an inventory to count how many CEL courses currently use the rubric and record which community engaged learning outcomes they are teaching; Identify departments not yet offering at least one CEL designated course in them and work with them to get at least one course designated (the goal is 66% of academic depts. have at least one CEL designated course by 2020)
  + Year 3 - Work with courses meeting the diversity requirement to become CEL designated courses and have them use the rubric; Track the number of CEL courses, which community engaged learning outcomes they are teaching, and their use of the rubric; Reach out to School of Business and College of Science specifically to encourage more CEL designation on courses (these two colleges have the fewest courses)
  + Year 4 - Work with departments to establish CEL options in capstone courses and have them use the rubric; Track the number of CEL courses, which community engaged learning outcomes they are teaching, and their use of the rubric; Assess student learning in CEL designated classes using the rubric
  + Year 5 - Assist departments in establishing CEL internship opportunities in local non-profits and encourage them to use the rubric; Track the number of CEL courses, which community engaged learning outcomes they are teaching, and their use of the rubric.
* Develop CEL Designated Departments/Programs/Certificates
  + Year 1 – Research designated departments/programs/certificates models; develop criteria and implementation plan
  + Year 2 – Implement the plan, put out a call for applications and evaluate submissions against criteria; Create a form in Weber Sync
  + Year 3 – record participation in program
  + Year 4 – Facilitate the program again and assess effectiveness; use feedback to alter designation program as needed; record participation in program
  + Year 5 – Implement the revised program; record participation in program and evaluate against baseline data collected for previous two years
* Increase student participation in ADP
  + Year 1 – Take 6 students to ADP conference in June; Develop and publish ADP calendar of events before start of fall semester; disseminate calendar of events and NY Times swag to new faculty at new faculty retreat encouraging them to embed in their course syllabi; Create ADP portal in WeberSync and figure out ways to use it to communicate ADP events to campus (maybe even give students something to “join”; Work with local high schools to include them in ADP events; Assess NY Times generally and events using CEL rubric; Assess Deliberative Democracy Day using data collected during the event
  + Year 2 – Develop a cohort of ADP faculty and begin exploring how they might embed ADP events in their courses; help faculty designate those courses as CEL; use CEL rubric to assess Constitution Week
  + Year 3 – Track the ADP faculty cohort who are now teaching CEL courses with an ADP component; support them with CCEL resources; track their students’ participation and community engaged learning outcomes; Use CEL rubric to assess Civil Liberties Forum
  + Year 4 – Assess the effectiveness of the ADP faculty cohort in increasing student participation and learning and if successful, invite more faculty to the ADP faculty cohort, secure funds to send ADP faculty cohort with students to ADP conference
  + Year 5 –Send ADP faculty cohort with students to ADP conference; track and record student participation in and learning from ADP events and compare to previous records
* Increase student participation in Civitas
  + Year 1 – Send Civitas information to all faculty and staff August 15th; Ask faculty and staff to nominate students for the Civitas program; Invite any interested students into Canvas course; Require students to present work at WSU events; Create Civitas portal in WeberSync and figure out ways to use it to communicate with prospective students; Develop and implement Civitas awareness campaign for faculty and staff (spring 2014) and ask for student nominations to the program in spring semester; Track student participation in Civitas and proficiency on community engaged learning outcomes rubric for individual artifacts and portfolio overall
  + Year 2 – Invite faculty/staff nominated students to Civitas July 2014; Proactively pursue opportunities to present in Emerging Leaders Program, Community Engaged Leaders Program, Community Engaged LLC, Alethia Club, Honors Program, and any other relevant programs to recruit potential Civitas students; Continue to hone the use of WeberSync to recruit students to Civitas; Track student participation in Civitas and proficiency on community engaged learning outcomes rubric
  + Year 3 – Explore opportunities to have Civitas students present in CEL designated courses to recruit new students to Civitas; Track student participation in Civitas and proficiency on community engaged learning outcomes rubric. Require LLC students to enroll in Civitas.
  + Year 4 – Explore ways to embed Civitas into academic departments/programs/colleges; Track student participation in Civitas and proficiency on community engaged learning outcomes rubric
  + Year 5 – Implement plan for embedding Civitas into academic departments/programs/colleges; Track student participation in Civitas and proficiency on community engaged learning outcomes rubric
* Develop and facilitate Engaged Learning Series as awareness raising and civic action CEL experiences
  + Year 1 – Develop calendar of events and distribute before start of the semester so faculty can weave into syllabi; Make campus aware that ELS now sits in CCEL; Establish & Improve ELS website and public flyers; Focus on campus attendance at ELS events (to establish baseline); Collect baseline ELS data (who attends? What do they think? Basic pretest/ posttest); Measure “moving the needle” on Air; Include diverse campus stakeholders in planning 2014-15 series on “Food”; Secure SFRC funding to support an ELS student assistant
  + Year 2 – Be even more intentional about connecting series to syllabi; Develop Facebook/Twitter integrations; Continue public advertising; Develop job description for ELS student assistant; Continue collecting ELS data (attendance, impact, etc.) and add assess LLC impact on student learning/ civic engagement rubric; Measure “moving the needle” on Food; Also, limited measure of three year success on Essentials topic. Present preliminary results from 2013-2014 series on campus to help people see how series can “make a difference;” Create ELS planning council for new three year series (2015-16; 2016-17; 2017-18) to include faculty/staff/student representation from campus and community; Create ELS implementation group to more specifically plan/implement 2015-2016 topic (include faculty/staff/student representation from campus);
  + Year 3 – Continue focus on attendance. Beyond getting ELS events on class syllabi, try to get campus clubs to integrate ELS events into their schedules; Present results from 2014-2015 series (and from three year Essentials series) on campus to help people see how series can “make a difference”; Continue collecting ELS data (attendance, impact, LLC etc.) and add assessment of student event audiences on Civic Engagement Rubric; Measure “moving the needle” on 2015-2016 topic; Collect three year pretest data (for series topic for 2015-16; 2016-17; 2017-18); Create ELS implementation group to more specifically plan/implement 2016-2017 topic; Create state-recognition (WSU day at Capitol, networking/ presentations at Utah Campus Compact, etc.)
  + Year 4 – Focus on ELS attendance. Include on class syllabi/club activities. Draw greater community participation and track it; Measure “moving the needle” on 2016-2017 topic; Create ELS implementation group to more specifically plan/implement 2017-2018 topic.
  + Year 5 – Focus on ELS attendance; Continue collecting ELS data (attendance, impact, etc.); Measure “moving the needle” on 2017-2018 topic; Collect three year posttest data (for series topic for 2015-16; 2016-17; 2017-18); Create ELS planning council for new three year series (2019-20; 2020-2021; 2021-2022); Create ELS implementation group to more specifically plan/implement 2019-2020 topic.
* Establish and develop a Living Learning Community
  + Year 1 – Work with RA in Building 3 to create community engagement events for residents; Develop job description for LLC Peer Mentor; Record student engagement; Make potential students more aware of LLC and associated expectations for 2014-2015 school year; work with housing to create communication outlets to LLC students by May 2014; identify appropriate LLC components and requirements for 2014-15 and develop implementation plan.
  + Year 2 – Implement LLC and record student participation and learning outcome data; revise LLC program and implementation based on feedback; grow LLC awareness and participation.
  + Year 3 – Implement revised LLC program and record student participation and learning outcome data; compare data to previous years; grow LLC awareness and participation.
  + Year 4 – Have LLC become a model of what successful LLC’s can be on this campus.
  + Year 5 – Have LLC become a model of what successful LLC’s can be in this state.
* Develop Community Research Extension
  + Year 1 – Set up new space in basement of American Red Cross Building and use as student, faculty, staff, and community partner work space to support community research; use OUPN grant to create 50/50 community researcher positions for 4 students; secure funds from SFRC to fund a CCEL Research Assistant 2014-15; make practicum and internship experiences available for students wanting community research experience; work with faculty involved in OUPN and develop community research opportunities for their students; Establish WeberSync tracking system at CCEL-CRE (install card swipe mechanism on site and set up CCEL-CRE portal in WeberSync)
  + Year 2 – Help Ogden United submit the OUPN Implementation Grant; secure additional funds to maintain 4 student researchers on 50/50 fund; match more faculty and their courses up with new needs in the OUPN project; continue to provide practicum and internship experiences for students; Develop job description of CCEL Research Assistant position and employ this student
  + Year 3 – Secure funds to hire 6 research students on 50/50 funds; hire OUPN Data Manager with funds from implementation grant (if granted)
  + Year 4 –
  + Year 5 –
* Develop Philanthropy program
  + Year 1 – Review the Mayerson Project model, develop criteria, pilot with small group of classes
  + Year 2 – Develop a larger scale implementation plan; Begin looking for funds to support the program long-term and evaluate the effectiveness of the program in teaching students civic values and skills
  + Year 3 – Use data to write proposals to secure funding; continue to collect data on effectiveness; implement larger scale plan if funds are available to do so
  + Year 4 – Revise program based on feedback; secure additional funds; implement on larger scale
  + Year 5 – running full scale Philanthropy program with stable funding
* Increase number of students participating in work-study positions in community organizations
  + Year 3 – Inventory number of community-based work-study positions
  + Year 4 – Design and implement community partner training on work-study program and how to apply for funding to create positions
  + Year 5 – Systematically track student participation and learning in community-based workstudy positions
* Develop Undergraduate CEL Certificate program (potentially part of Civitas)?
  + Year 3 – Research undergraduate CEL certificate programs and models; design a CEL certificate program and implementation plan
  + Year 4 – Take necessary steps to set up implementation plan (i.e. curricular design and approval through faculty senate)
  + Year 5 – Fully implement, accept first cohort of students and collect baseline data on student learning outcomes
* Develop Master’s level program for Community Research?
  + Year 2 – Community Research Coordinator familiarize self with literature and curriculum
  + Year 3 – Research models and programs already in existence; identify necessary steps it would take to build and implement such a program; gain support of WSU administration
  + Year 4 – Take steps to build program, identify appropriate campus and community partnerships, design curriculum and/or courses, seek faculty senate approval, Board of Regents approval, etc.
  + Year 5 – Accept first cohort of students
* Develop Democratic Engagement Leaders Program and Community Research Leaders Program
  + Year 2 – Find funding to support one of these two programs; use Community Engaged Leaders Program as a model and begin to design what these other two programs could look like as leadership development programs within these other two pillars of the CCEL
  + Year 3 – Design one of the two programs (which ever one has funding) and begin recruiting students
  + Year 4 – Implement the program; Design the other program, begin recruiting students to it, and secure funding
  + Year 5 – Implement the program

**Goal II. Community partnerships are mutual and reciprocal**

* Ensure open lines of communication and information sharing with community partners
  + Year 1 – Disseminate new CCEL brochure to partners communicating name change and intentional articulation of the three pillars; Make partners aware that the ELS exists & is housed in CCEL; Administer community partner survey; Be responsive to community partner requests, needs, and concerns
  + Year 2 – Develop and administer community partner survey aimed at defining “co-educator” & assess usage of Center services; create community partner/faculty project feedback form; create supports to maximize WeberSync usage – website, tutorials
  + Year 3 – Ensure WeberSync usage by all community partners through individual walkthroughs & installation of hardware, establish WeberSync meeting & site walk-through as “orientation” for new partners; re-evaluate website & calendar use; Update New Partner Orientation
  + Year 4 – Community Partner Advisory Board Created – Committee created comprised of partners from all three tiers who agree to meet quarterly and assist in creating co-educator language and definitions from assessment; use analysis of Center services to determine best method to deliver information to partners; discuss co-educator definition as policy with stakeholders and role within tier partnership
  + Year 5 – Community Partner Advisory Board and CCEL Staff Co-present Community Partner Breakfast as Community Partnership Showcase – highlighting positive and negative partnerships while rolling out new initiatives; implement co-educator criteria into tiered partnership
* Systematically assess community impact
  + Year 1 – Focus on OUPN community needs assessment; learn ETO system for collecting community data; assist United Way in data needs for Promise Neighborhood Implementation grant
  + Year 2 – Collect community data through ETO system for as many community organizations as are using ETO
  + Year 3 – Assess community impact in OUPN using ETO data; Develop instruments and training program for faculty and students to assess community impact for their CEL projects
  + Year 4 – Expand data collection efforts in more community organizations and assess impact; Implement faculty/student training program for measuring community impact and disseminate community impact data instruments; develop repository for community impact data per project
  + Year 5 – Faculty and students collect community impact data for their CEL projects using techniques learned in training and instruments provided
* Implement and assess tiered partnership model
  + Year 1 – Implement Tiered Partnership model; hire full-time more stable staff member to facilitate partnerships
  + Year 2 – Develop new MOU and registration procedures with new tracking system.
  + Year 3 – Assess effectiveness of tiered partnership model with off and on-campus perspectives; revise based on feedback
  + Year 4 – Revisit the tiered partnership requirements and benefits and revamp based on community partner feedback and needs.
  + Year 5 – Utilizing assessment data and feedback from community partners & faculty members, tiered partnership structure is created to incorporate co-educator criteria for partnerships: Basic, Intermediate and Full
* Enhance community partner training
  + Year 1–Provide training to community partners with regard to our new service hour tracking system.
  + Year 2 –Include worksheets and examples into training; Assess effectiveness of community partner training
  + Year 3 – Include advanced classes for volunteer coordinators who have been through the basic training
  + Year 4 – incorporate mini trainings; evaluate satisfaction; revise training based on evaluation
  + Year 5 – implement revised training
* Incorporate more community partners on CCEL committees and in student trainings
  + Year 1 – include community partners on the Carnegie Task Force so they are fully contributing to the reapplication process; invite community partners to Community Engaged Leader Training at the beginning and in the middle of the year; involve community partners on all CCEL committees
  + Year 2 – Create an Advisory Board for the CCEL and involve community partners as members of the board; Include partners very proactively in focus groups for three year series title/topics (2015-16; 2016-17; 2017-18).
  + Year 3 – Include community partners in the planning and facilitation of the Engaged Learning Series
  + Year 4 –
  + Year 5 –
* Explore innovative ways to bring campus and community together to develop partnerships
  + Year 1 - Speed networking; Bring in community partners for “Air” Events (partner for Make a Difference Day, piggy-back on College Town Initiative whenever appropriate., etc.);
  + Year 2 – Use our community space in the American Red Cross building to create “open hour” time for community partner collaboration.
  + Year 3 – Develop an in-depth (three year) partnership with community partners who might fit the Engaged Learning Series larger three year topic. (If there are any). Otherwise, look at developing richer partnerships around each one-year topic.
  + Year 4 – Rethink the Volunteer Fair to include best practices around event management.
  + Year 5 – Community Partner “Brown Bag” Series – Open invite to community partners and faculty to attend brown bag discussions on topics specific to Ogden and their areas of focus. Current events focused – increasing social capital
* Develop tools to better identify community partner needs and better dissemination tools to match those needs to faculty/staff/student assets
  + Year 1 – Develop MOU/Project Contract template for Community Research Projects that clearly outlines expectations, product, and timeline tailored to each specific project; Create a partnership list from current CEL syllabi; Community Partner Coordinator and Faculty in Residence work together to explore possible ways to best connect partners to faculty/staff
  + Year 2 – Develop questionnaire tools to help target actual partner needs.
  + Year 3 – Develop systematic method for delivering partner needs to faculty as well as staff.
  + Year 4 – Use WeberSync to bridge gaps between questionnaire tools and faculty project requests. Create searchable syllabus and course listing to expedite partnership between community partners and faculty
  + Year 5 – Combine questionnaires based by subject or area of focus and then send to department heads lists of available projects with community partners. Repeat the process for community partners based by courses and their content
* Provide tools and resources to partners making their experiences with the university more beneficial and meaningful
  + Year 1 – WeberSync for tracking volunteers;
  + Year 2 – Financial support through Hall Grants and Philanthropy program
  + Year 3 – Significant increase in AmeriCorps volunteers to partner with our Purple Pride partners. Each Purple Pride organization has an AmeriCorps member
  + Year 4 – Online Volunteer Training modules evaluated by partners to see if they need something more or different;
  + Year 5 – Create Online modules; Implement revised and/or new modules
* Enhance community research support to partner organizations
  + Year 1 – assist Ogden United with research needs for Promise Neighborhood implementation grant process;
  + Year 2 – continue to provide community research support for OUPN and identify faculty/students to support additional community organizations needing community research; hire student hourly CCEL Assessment Research Assistant
  + Year 3 – Hire OUPN data manager to free up people power in CCEL-CRE to expand community research opportunities to more partners
  + Year 4 –
  + Year 5 –
* Train faculty/staff on best ways to facilitate mutual and reciprocal community partnerships
  + Year 1 – Incorporate community partner training into CEL Fellows training; Evaluate what community partner needs are with regard to faculty (use data from community partner survey)
  + Year 2 – Create space for faculty/staff to work with their community partners as co-educators
  + Year 3 –
  + Year 4 –
  + Year 5 –

**Goal III. Enhance the capacity of campus to incorporate community engagement into whatever they are doing**

* Establish solid definition of CEL and three pillars and integrate them into all CCEL programs
  + Year 1 – Employ awareness campaign to campus about CCEL name change and articulate three pillars in the campaign; Develop CCEL brochure reflecting three pillars; Update CCEL videos with name change and three pillars; CCEL management team clearly articulate definitions of community engaged learning, service, democratic engagement, and community research; publish these in course catalog and on CCEL website; disseminate to campus at large via advertising materials; Plan workshops with TLF to explain pillars to faculty; Communicate to Civitas students the definitions of three pillars so they can include experiences representing all three in their portfolios;
  + Year 2 – Redesign CEL Fellows program to be sure all three pillars are equally represented and supported through this training opportunity; Actually indicate on 2014-2015 flyers for “Food” series how all three pillars are incorporated;
  + Year 3 – Work to encourage the designation of CEL courses that will represent all three pillars; Use three pillars in assessment of 2012-2015 Essentials Engaged Learning Series to determine which pillars are most integrated into ELS and which need to be more present. By end of year 3, all language on campus should reflect community engaged learning language (meaning - service-learning, community-based learning, etc. should be removed from all printed materials across campus).
  + Year 4 – Enact plans based on last year assessment to strengthen any pillars not fully emphasized in ELS.
  + Year 5 – Have ELS be model program for incorporating all three of CCEL’s pillars.
* Collaborate with campus entities and help them see how CEL and the three pillars complement their efforts/mission
  + Year 1 – Collaborate with Walker Institute on ELS and ADP in particular; collaborate with OUR to support students pursuing Community Research experiences
  + Year 2 – Provide support to sustainability group - Discuss goals of sustainability group and identify any areas of overlap or processes CCEL has already developed that could support sustainability efforts; Provide support to Sorenson Art Education Program; collaborate with EAO to support student placement in schools and recording their hours in CCEL;
  + Year 3 – Gather baseline data regarding the number of community research publications in Ergo and the number of community research proposals supported by OUR; Collaborate with OUR to identify new ways to support undergraduate community research through OUR; Collaborate with all other community engagement entities at WSU to support them in their volunteer needs and have their students record hours through CCEL
  + Year 4 – Establish some collaboration with Walker Institute around recruiting for DC internships (part of CCEL’s expansion of facilitating Democratic Engagement)
  + Year 5 –
* Create interdisciplinary campus-wide CEL opportunities through Engaged Learning Series bringing multiple areas of campus together around a single topic each year
  + Year 1 – Create a wide variety of events around the issue of Air that cuts across numerous disciplines and each college at WSU; track participation in these events; Create “Food Matters” committee that includes all areas of campus – academic and non-academic – to begin developing and planning next ELS; Establish & Improve ELS website and public flyers;
  + Year 2 – Create an interdisciplinary project around the issue of food that involves more than 1 department and 2 or more classes of students working to “move the needle” on a food related issue and assess effectiveness of the project; Continue to provide a wide variety of events throughout the year on issues related to food that appeal to all areas of campus; Create an ELS committee to determine the next three year arc and themes
  + Year 3 –
  + Year 4 –
  + Year 5 –
* Provide faculty and staff training opportunities - CEL Fellows Program, co-sponsored faculty development through TLF, etc.
  + Year 1 – Collaborate with TLF to host workshops on presenting/ publishing in this field; assess faculty need for CEL SI program and modify program to meet faculty needs
  + Year 2 – Assess faculty needs for community research support/training; develop trainings or support based on assessment feedback
  + Year 3 –Implement community research training for faculty and modified CEL SI program training (if determined to be necessary)
  + Year 4 – Explore mentorship program for faculty to become community engaged scholars
  + Year 5 –
* Help evaluate the need to revise Rank and Tenure documents to include CEL in scholarship, teaching and service
  + Year 1 – Use Carnegie re-classification as leverage to get the colleges examining their tenure documents
  + Year 2 – Use the Carnegie sub-committee to write some new language for the promotion document and submit it to faculty senate for consideration
  + Year 3 – train faculty who serve on college rank and tenure committees on the new criteria as they relate to community engaged work
  + Year 4 –
  + Year 5 –
* Administer Hall Endowment for Community Outreach Grants to support CEL more broadly across campus
  + Year 1 – Discuss purpose of Hall Grants and determine if expanded CCEL mission can be supported by awarding Hall Grants in all areas rather than just service
  + Year 2 – Increase the number of faculty, staff and students applying for Hall Grants; Train Civitas, Community Engaged Leaders, and other CCEL students to apply for funding
  + Year 3 – Develop and implement a campaign for making faculty and staff aware of Hall Endowment for community outreach
  + Year 4 –
  + Year 5 –
* Increase collaboration and events CCEL hosts at Davis Campus
  + Year 1 – Host an event at Davis and evaluate collaboration. Develop method to involve 3 Davis campus student leaders onto the Community Engaged Leaders team
  + Year 2 – Establish an event each semester that could be hosted at Davis each year and implement based on results of evaluation from previous year. Implement method to involve Davis Community Engaged Leaders
  + Year 3 – Explore CCEL presence at Davis on a more regular basis (e.g. once per month?). Assess Davis Community Engaged Leaders model
  + Year 4 – Establish regular presence, hire a work-study, hourly, or part-time employee to staff this regular presence.
  + Year 5 – Evaluate benefits and challenges of CCEL presence at Davis campus
* Increase awareness of Service-Leave Policy PPM 3-66 to increase number of staff participating in CCEL university-wide events.
  + Year 1 – Advertise Service-Leave Policy with each of the three large days of service meeting the Service Leave Policy criteria; collect data on number of staff participating
  + Year 2 – Create and implement an awareness campaign about the Service-Leave policy and collect data on staff participation
  + Year 3 – Make necessary changes in advertising/awareness campaign strategy and continue to track participation

**Goal IV. Achieve National Recognition of WSU and CCEL**

* Complete and submit Carnegie Classification for Community Engagement Re-application
  + Year 1 – Develop Carnegie Task Force to complete application
  + Year 2 – Use what we have learned in the process of applying for Carnegie to continue to advance community engaged work at WSU and present it at conferences
* Complete and submit application for President’s Honor Roll for Community Service (all years)
  + Years 1 – 5 – compile CEL examples and track community engagement annually to submit to President’s Honor Roll
* WSU CCEL representative serves national and/or international organizations
  + Year 1 – WSU CCEL maintains status as NASPA Lead Institution for Civic Learning and Democratic Engagement; WSU sits on the ADP Steering Committee; WSU leads out on national ADP Student Advisory Council
  + Year 2 – Explore adding CCEL representative to a national committee in area of community research
  + Year 3 – Explore adding a CCEL representative to a national committee in an area consistent with our next ELS theme
  + Year 4 – maintain service in national organizations
  + Year 5 – maintain service in national organizations
* Nominate WSU students/faculty/staff/alumni and community partners for Awards – national and otherwise (all years)
  + Year 1 – Compile a list of awards for which we can nominate students, staff, faculty, community partners, and alumni; nominate for at least 2 awards
  + Years 2-5 – Make one nomination for each award identified as appropriate from compiled list previous year.
* CCEL staff give conference presentations and publish CEL work (all years)
  + Year 1 – Each CCEL professional staff and faculty member develops/outlines their research agenda for the next three years; CCEL staff/faculty presents at one professional conference
  + Year 2 -5 – CCEL staff/faculty present at one professional conference per year
* Increase number of conference presentations and publications of CEL work by WSU faculty and staff
  + Year 1 – Inventory faculty/staff CEL scholarship presented or published since 2008 (our last Carnegie application); encourage faculty/staff to attend and present at ADP, COS, and IARSLCE conferences by providing $250 in travel expenses to each faculty/staff member who presents
  + Year 2 - Develop training for faculty/staff to assess impact or evaluating impact of CEL on students/community; develop program implementation plan; identify presentation and publication outlets for CEL scholarship
  + Year 3 – Implement training for faculty/staff to assess impact or evaluating impact of CEL on students/community; disseminate presentation and publication outlets
  + Year 4 - Develop and implement faculty/staff incentive program to encourage presentation and publication of CEL scholarship.
  + Year 5 – Increase number of faculty/staff participating in both training and incentive programs; investigate the possibility of creating a national journal for community research
* Promote Citizen Alum work given that WSU is one of 25 institutions participating nationally
  + Year 1 – Collect oral histories of community engaged WSU alumni; Use Metropolitan State’s oral history questions as guide; train Civitas students to collect these histories; record stories on video
  + Year 2 – Edit and post oral histories on CCEL website (and maybe other outlets); continue to collect more oral histories with a new Civitas cohort
  + Year 3 – Present oral history project at national Citizen Alum gathering; Work with Development and Alumni Relations to establish formalized mechanism for WSU alumni to participate in Citizen Alum Oral History project
  + Year 4 – Implement formalized mechanism; assess learning outcomes for students involved in project
  + Year 5 – Present Citizen Alum Oral Histories project at appropriate conference

**Goal V. Secure funding and resources to enhance community engagement**

* Fully participate in Capital Campaign
  + Year 1 – Develop donor centric language around funding priorities for CCEL: naming of center, donor for philanthropy program, additional donor for international CEL; Provide requested text or materials to University Advancement in order to promote CCEL in the campaign; Meet with potential donors; Attend kick off and subsequent campaign events; make presentations to groups who have potential donors as members
  + Year 2 – Write proposals to foundations around three main CCEL priorities; Work with alumni to identify potential donors and continue to meet with them; Host an open house type event inviting potential donors
  + Year 3 –
  + Year 4 –
  + Year 5 –
* Develop WeberSync as resource to enhance CEL
  + Year 1 – Secure OrgSync software and set up as WeberSync; Develop and implement awareness campaign for targeted audiences on campus who will use WeberSync to get connected to and track community engagement experiences; Work with OrgSync to develop the necessary features in the program to track all that we do in the CCEL; set up card swipe mechanisms in all Purple Pride Partner Organizations; Use card swipe mechanism at all CCEL hosted events to track participation and hours of engagement; Develop portals for CCEL programs and CEL courses and train staff and faculty how to use the portals to effectively communicate with students and track their community engagement; Run WeberSync reports on student participation in community engagement
  + Year 2 – Disseminate WeberSync materials/instructions before the Fall semester begins; Continue to offer trainings for WeberSync users; Provide support to other campus entities wanting to utilize WeberSync in their efforts to track student engagement; Continue to explore new features in WeberSync that will enhance CCEL’s mission and goals; Run detailed reports that documents students’ participation in multiple CCEL programs without double counting
  + Year 3 – Provide training to all new CEL faculty who have not utilized WeberSync in the past; Continue to hone the system to track more detailed and refined information regarding community engaged learning at WSU; Use data to assess relationship between CEL and grades, retention, and persistence to graduation
  + Year 4 –
  + Year 5 –
* Explore grants to support various CCEL initiatives
  + Year 1 – Apply for MLK Grant through U Serve; Assist United Way in writing Promise Neighborhood Implementation Grant
  + Year 2 – Apply for Jenzabar Foundation and Youthlinc grants to support the Peru trip budget.
  + Year 3 – Write white paper for OSP and identify grant sources; apply for at least one grant
  + Year 4 – Apply for at least one grant
  + Year 5 – Apply for at least one grant
* Establish co-sponsors to support Engaged Learning Series
  + Year 1 – Establish co-sponsors [on and off campus] for “Food” topic (2014-2015)
  + Year 2 – Establish co-sponsors [on and off campus] for 2016-2017; Look for additional funding on campus to support ELS initiatives (e.g. housing for LLC?)
  + Year 3 – Establish co-sponsors [on and off campus] for 2017-2018; Look for additional funding on and off campus to support ELS initiatives
  + Year 4 – Establish co-sponsors [on and off campus] for 2018-2019; Apply for at least one grant to support ELS/LLC based on three years of data (since 2013)
  + Year 5 – Establish co-sponsors [on and off campus] for 2019-2020; Administer grant or apply for at least one more grant (based on four years of data)
* Engage Alumni with the CCEL – utilize Alumni to support CCEL programs with time, expertise and/or finances
  + Year 2 – Assess alumni for life-long participation in civic engagement and interest in continuing to participate in current WSU CCEL efforts.
  + Year 3 – Develop CCEL awareness campaign for alumni – utilize the Citizen Alum Oral Histories to help in this regard
  + Year 4 – Create a big push to get Alumni working with current CCEL students on CEL projects
  + Year 5 – Assess lifelong civic engagement in Community Engaged Leader alumni population.

**Goal VI. Recognize and reward outstanding CEL among students, staff, faculty, alumni, and community partners**

* Continue to host an annual recognition event (all years)
  + Years 1-5
* Continue to nominate staff and faculty for the Lindquist Award and facilitate Lindquist Lecture annually (all years)
  + Years 1 - 5
* Continue to facilitate Utah Campus Compact Awards selection process for WSU (all years)
  + Years 1 – 5
* Continue to facilitate scholarships for outstanding community engaged students (all years)
  + Years 1 - 5
* Increase participation of WSU students, staff, faculty, alumni, and community partners at the annual CEL Symposium
  + Year 1 – Secure national keynote speaker; invite CEL classes that have presenters in them; invite community partner organizations highlighted in the symposium; invite Ogden City Council members; require Civitas students to participate; record student participation and satisfaction with the experience
  + Year 2 – Involve a faculty/staff abstract evaluation committee (in hopes these faculty/staff members encourage more students to participate)
  + Year 3 – Invite and involve alumni to attend and potentially speak
  + Year 4 – Involve clubs and orgs as participants
  + Year 5 – Require LLC students to participate
* Provide training opportunities for CEL faculty to learn how to put together RPT files that incorporate CEL in teaching, scholarship and service
  + Year 1 – talk with new faculty at new faculty retreat about where CEL fits in the RPT process here at WSU
  + Year 2 – train full professors serving on RPT committees so they understand the importance and value of CEL scholarship, teaching and service
  + Year 3 – Provide training opportunities for all the new faculty who were hired 2013-14 and are undergoing their 3rd year review
* Recruit CEL full professors to serve on RPT committees (all years)
  + Year 1 – Identify a list of CEL full professors and engage them in conversation about the need for their presence on RPT committees; develop a strategy for getting these folks nominated to serve on RPT committees
  + Year 2 – CEL full professors serve on RPT committees; train these professors to be advocates for community engagement in teaching, scholarship, and service; CCEL track number of professors serving and role they played on committees with regard to advocacy for community engagement; work to get CEL full professors nominated again for the following year
  + Year 3 – CEL full professors serve on RPT committees and help to train other RPT committee members about community engagement in teaching, scholarship, and service
* Showcase outstanding CEL alumni through the Citizen Alum Oral Histories project (all years)
  + Year 1 – Develop list of potential WSU Alum to interview in Oral Histories project; Train students in Civitas class to conduct the interviews; Produce three polished video interviews and post on Citizen Alum webpage on CCEL website
  + Year 2 – Civitas students conduct interviews and produce at least four polished video interviews to be posted on Citizen Alum webpage on CCEL website
  + Year 3 – Explore the possibility of additional CCEL students participating in the Citizen Alum Oral Histories project; Civitas students conduct interviews and produce at least four polished video interviews to be posted on Citizen Alum webpage on CCEL website
  + Year 4 –
  + Year 5 –
* Develop an AmeriCorps matching funds program
  + Year 2 – Develop and implement program to award students fulfilling AmeriCorps requirements and additional CCEL requirements resulting in WSU matching the AmeriCorps scholarship; Track number of students in program, hours of participation, and their participation in CCEL hosted experiences; Highlight these students at the annual CCEL recognition event
  + Year 3- Continue to track students in program, their participation in terms of types of experiences and hours; Assess students in program as a cohort for grades, retention, persistence to graduation; Encourage these students to participate in annual community engaged learning symposium
  + Year 4 – Continue to track students in program and assess satisfaction with program; Continue to recognize and encourage these students to participate in symposium and Day at the Capitol
  + Year 5 – Continue to track students in program and assess community engaged learning outcomes on rubric.