

**Center for Community Engaged  
Learning (CCEL)  
Weber State University**

**Program Review 2022**

**Self-Study  
Submitted April 21, 2022**

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## Overview

### Self-Study Team

1. Sandra Baltazar, Community Engagement Coordinator
2. Katharine French-Fuller, Director of Community Research
3. Becky Jo Gesteland, Executive Director
4. Joan Gustafson, Budget Specialist
5. Natalie Hales, Campus Engagement Coordinator
6. Teresa Martinez, Student Engagement Coordinator
7. Briana Olsen, Administrative Specialist
8. Yesenia Quintana, Evaluator & Community Research Supervisor
9. Patrick Tadlock, Assistant Director

### Program Review Team

1. Tim Eatman, Dean of the Honors Living-Learning Community at Rutgers-Newark (chair)
2. Arlene Anderson, Member of Ogden School Board
3. Brandon Flores, Director of WSU GEARUP at WSU
4. Summer Valente, Director of the Center for Social Impact at UVU
5. Mike Vaughan, Emeritus Faculty & Former Provost at WSU

### Program Review Goals

#### *Alignment with WSU's strategic plan*

CCEL's role is especially apparent in goals three and four. Are we on track to meet these?

- [Goal #3 Personal Connections & Academic Excellence](#)
- [Goal #4 Community Anchor Mission](#)

Also, are we working toward WSU's top priority goals?

- [Goal #1 Equity, Diversity & Inclusion](#)
- [Goal #2 Retention & Completion](#)

#### *Contribution to the local community*

Beyond WSU's stated outcomes, what value does CCEL provide to the local community? For instance, we offer more than student volunteers: faculty expertise, staff community-based research, evaluation services, meeting space, etc.

2016 - 2022

### *Support of faculty and staff on campus*

The center provides support for faculty and staff who incorporate community-engaged learning in curricular and co-curricular areas. Is our current structure fulfilling this role? Where do we need to improve?

### *Evaluation of CCEL's strategic plan*

Our impact goal is to “improve campus and community connections.” Does our impact goal align with our outcomes? Do our outcomes align with our activities and tasks? Moreover, do our vision and mission accurately reflect our goal? See [CCEL Strategic Plan 2021-06-23](#).

### *Analysis of CCEL's resources*

Are there things we aren't doing that we should be doing? For example, basic needs services outside of the pantry, social justice and activism engagement, high school outreach, donor support, etc.

Are there things we're doing that we shouldn't be doing? For example, Weber Cares Program, dotted line advising with Student Involvement and Leadership, tiered partnership model, etc.

What are things we need that we don't have? For example, part-time or additional positions for AmeriCorps beyond administrative specialist's role, space for student activities/leadership, etc.

## Unit Mission & Goals

### History

The Center for Community Engaged Learning, formerly the Community Involvement Center established in June 2007, is a strategic partnership between Academic Affairs and Student Affairs that provides both curricular and co-curricular community engagement opportunities for campus constituents in partnership with local community organizations. Students, faculty, staff, alumni and community partners collaborate with the center to create connections and opportunities to give and grow through learning and experience, and to build a community that thrives.

### Mission

The main mission of the Center for Community Engaged Learning (CCEL) is to engage students, faculty and staff members in direct service, civic engagement, and community research to promote civic participation, build community capacity, and enhance the educational process.

#### *Direct Service*

Direct service experiences often involve working directly with community residents to meet an immediate need. Examples of direct service include, but are not limited to: volunteering to serve meals at a homeless shelter, using academic knowledge to develop an electronic food-monitoring database for a food pantry, serving as a mentor or tutor in a local school or youth development program, cleaning up the banks of the Ogden River, or coaching a city youth sport.

#### *Civic Engagement*

Civic engagement experiences often involve raising awareness about issues of public concern and working more systematically through both political and non-political processes to create change. Examples of civic engagement include, but are not limited to: attending organized discussions about pollution; community organizing; writing a letter to an elected official; engaging others in the process of deliberative democracy; or producing information about community issues.

#### *Community Research*

Community research experiences often involve gathering information with and for community organizations to solve a pressing community problem or create change. Examples of community research include, but are not limited to: community needs assessment survey; water quality or scientific assessment; or program evaluation for non-profit organizations.

## University and Divisional Goals

Every year we develop six-column model goals that align with the University Core Themes and fulfill the student learning outcomes of the Student Affairs Division. Details are available in [Annual Reports](#).

## CCEL Goals

In order to improve campus/community connections, we recently identified the following goals as part of our 5-year strategic plan:













1. Cultivate reciprocity with the community by
  - a. conducting a needs analysis with the community
  - b. developing plans for timely action in response to events
2. Deepen CE knowledge by
  - a. disseminating student learning outcomes
  - b. encouraging interdisciplinary projects
  - c. improving tracking of designated classes
3. Improve social awareness by
  - a. articulating a social impact focus in our mission statement
  - b. enhancing basic needs services
4. Reduce barriers to CE by
  - a. ensuring inclusion of all student demographics
  - b. simplifying the CEL designation process

See [CCEL Strategic Plan 2021-06-23](#)

## Student Learning Outcomes

CCEL has developed four student learning outcomes for curricular and co-curricular areas to implement into their civic, community, democratic engagement, and/or research practices/opportunities. The following are meant to support the interested program's primary learning outcomes and are intended to demonstrate a significant positive outcome to both the community and student(s). The levels of impact, aligning with WSU's High Impact Educational Experiences, (foundation, integration, and transformation) are meant to encourage programs to thoughtfully consider and cultivate the impact of each practice/opportunity presented to students.



Civic Knowledge	Civic Skills	Civic Values	Civic Action
<p><i>Apply discipline-specific knowledge to civic engagement</i></p> <p> <b>Foundation</b> Students are introduced to knowledge relevant to community engagement and are able to recognize its importance.</p> <p> <b>Integration</b> Students develop an in-depth understanding of community issues and know how to work with/in the community to create change. They will put this knowledge into practice.</p> <p> <b>Transformation</b> Through critical reflection students become personally invested and committed to the continued acquisition and application of civic knowledge. They are committed to using their knowledge and resources as positive forces for change in their communities.</p>	<p><i>Solve and/or increase awareness of some civic problem</i></p> <p> <b>Foundation</b> Students will begin to develop core skills that are applicable to community engagement (e.g., problem-solving, conflict management, leadership, interpersonal and organization communication skills, critical thinking skills).</p> <p> <b>Integration</b> Students will put their civic skills into practice through some community engagement activity/ies and will develop an in-depth understanding of how the utilization of their skills function to influence community issue(s).</p> <p> <b>Transformation</b> Students demonstrate a commitment to continue to develop and utilize their skills for the greater good and identify new avenues for which they can utilize their skills in the community.</p>	<p><i>Demonstrate the need for community engagement.</i></p> <p> <b>Foundation</b> Students begin to develop a sense of civic-mindedness and social responsibility.</p> <p> <b>Integration</b> Students are able to identify ways in which they can be both actors and leaders in creating positive social change. Students put their knowledge into practice in a socially responsible way.</p> <p> <b>Transformation</b> Students create a personal ethic that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society.</p>	<p><i>Commit to engaged citizenship.</i></p> <p> <b>Foundation</b> Students are introduced to civic action concepts and will demonstrate an understanding of the value of civic action.</p> <p> <b>Integration</b> Students will develop an in-depth understanding of civic action and will work systematically through political and/or non-political processes to serve their community.</p> <p> <b>Transformation</b> Students will demonstrate an ongoing commitment to civic action and recognize civic action as a personal responsibility.</p>

See [CEL Outcomes](#)

## Core Programs and Services

Core Programs and Services are essential to the success of the Center. These programs, events, and services are designed and implemented to complement and advance our mission. See [CCEL Main Events](#).

### Programs

See the [CCEL Map of Outcomes for Core Programs and Services](#) for a detailed explanation of the alignment between CCEL programming and CCEL Student Learning Outcomes, the Division of Student Affairs Learning Outcomes, WSU General Education Learning Outcomes, and the WSU Core Themes.

#### *Alternative Breaks Team*

The [Alternative Breaks Team](#) plans and facilitates alternative Fall and Spring breaks for students to participate in. The team is advised by a CCEL staff member.

#### *American Democracy Project Team*

Led by students and formerly advised by the Student Engagement Coordinator, the [American Democracy Project Team](#) is focused on preparing the next generation of informed, engaged citizens for our democracy.

#### *AmeriCorps Education Awards*

CCEL administers WSU's [AmeriCorps Program](#), which places students at various community agencies. Facilitated by the Utah Higher Education AmeriCorps Network (UHEAN), the program supports three areas of focus: education, healthy futures and capacity building.

#### *Awards*

##### **Ivory Prize**

The [Clark and Christine Ivory Foundation - Ivory Prize for Excellence in Student Leadership and Community Engagement \(Ivory Prize\)](#) encourages and recognizes the extraordinary efforts of Weber State University students who positively impact student success and/or provide leadership in community engagement.

##### **Lindquist Award**

The [John A. Lindquist Award](#) is given annually to a current Weber State University faculty or staff member who has demonstrated sustained and outstanding commitment to mentoring WSU students in learning through community engagement.

##### **Presidential Awards for Community Engagement**

Each year, WSU recognizes the work of [outstanding faculty, staff, students, alumni and community partners](#) through five awards.

### *CEL Course Designation*

The [CEL Attribute](#) designates a class as “Community Engaged Learning” and signals to students that the class involves some kind of community engagement. The CEL course attribute is applied for by faculty and approved by the CEL curriculum committee hosted out of CCEL.

### *CEL Fellows Program/CEL Community of Practice*

A community of practice to help educate and support current and new CEL faculty members with training and resources. From 2016 through 2017, CCEL recruited faculty to the program; since 2018, the Teaching & Learning Form has coordinated the [communities of practice](#).

### *Civitas*

[Civitas](#) is a community-engaged scholar program at WSU that awards students who have integrated civic engagement into their higher education experience by enrolling them into a one-credit course that teaches them how to integrate these experiences into their major and develop an online portfolio to tell the story of these experiences after graduation.

### *Community Partnerships*

CCEL offers three tiers of [community partnership](#): Cub, Wildcat, and Purple Pride. Benefits and responsibilities for community partners from level to level and a community partner must have completed a full year at the previous tier before they can move to the next tier.

### *Community Research Extension*

The mission of the [Community Research Extension](#) (CRE) is to meet the data and research needs of community partners and nonprofits in Ogden and Greater Northern Utah. The CRE undertakes community research projects that, for any length of time, are faculty or staff-led (with support from an undergraduate research assistant), and are paid. Projects can begin at any time after a contract between CCEL and the community partner has been signed.

### *Community Research Team/Social Issues Team*

The [Social Issues Team](#)--formerly the Community Research Team--is advised by two faculty members and provides research support to local community organizations.

### *Engaged Learning Series*

The [Engaged Learning Series](#) (ELS) is a university-wide series of events and programs designed to engage students, faculty, staff, and community in discussion, debate, dialogue, learning, and action around an issue of public concern.

### *Engagement Tools*

Our current engagement platform is [GivePulse](#), which provides services for students, faculty, staff, and community partners.

### *Excellence in Community Engagement*

[Excellence in Community Engagement](#) recognizes graduates who promote community engagement while maintaining academic excellence. Honorees will be awarded a certificate and community engagement honor cord to be worn at graduation. Additionally, the Excellence in Community Engagement recognition will be noted on the awardees' transcripts as well as in the graduation program. Students with 3.0 GPA must complete 400 CE hours and students with a 3.5 or higher GPA must complete 350 CE hours.

### *Hall Endowment for Community Outreach*

The [Alan E. and Jeanne N. Hall Endowment](#) was established to address the needs of under-resourced and/or underrepresented individuals, families, and groups within Ogden and the surrounding communities by helping to address their educational, economic, social, psychological, and cultural needs.

### *Scholarships*

CCEL awards multiple [scholarships](#) on behalf of several benefactors to support students' academic success and community engagement.

### *Service Leave Policy*

Per [PPM 3-66 Service Leave Policy](#), benefit-eligible employees qualify for eight hours of service leave, prorated on an FTE basis, each leave year to perform voluntary community service. Such leave will only be granted for university-wide days of service organized by the Weber State University Center for Community Engaged Learning. Such days of service include Weber State University's Day of Remembrance (Homecoming week in Fall); Weber State Honors MLK Week (January); and Weber State University Makes a Difference in Ogden (May).

### *Student Employment*

CCEL hires student employees to help support the mission of the Center. Students are valuable members of the team and included in many center-wide initiatives.

### *Tanner Fund*

#### **Barbara L. & Norman C. Tanner Student Support Fund**

The [Barbara L. and Norman C. Tanner Student Support Fund](#) was set up as an unrestricted gift account to help nontraditional and underrepresented students remove financial barriers in order for them to take advantage of community engagement opportunities in their communities.

2016 - 2022

### **Think Tank**

The Tanner Fund has supported faculty in the College of Education (2016) and the College of Engineering (2017): see [Think Tank STEM Project](#). In the future, we plan to use this “Growth Fund” to help achieve [WSU’s Community Anchor Mission goal](#) by incentivizing faculty participation as teaching and research fellows.

### *Training Modules*

Our [Training Modules](#) are designed to help educate and prepare students to serve in the community. The modules are required by many CEL attributed courses.

### *Utah Campus Compact/UCCEN*

Since 2018, CCEL has hosted [UCCEN](#), a statewide community engagement coalition, whose mission is to connect university staff and faculty in the interest of advancing community engagement and CEL at both public and private Utah Higher Education Institutions.

### *Volunteer Management Training*

CCEL offers [Volunteer Management Training](#) to Wildcat and Purple Pride partners to help them manage, recruit and retain volunteers.

### *WSUSA Service Team/Community Engagement Team*

The [Community Engagement Team](#)--formerly the Service Team--is a student-run team that focuses on creating and organizing community engagement opportunities for students through direct service, democratic engagement, and community research.

### *Weber Cares Program*

#### **Food & Resource Pantry**

The [Weber Cares Pantry](#) provides a client-choice style pantry that provides both perishable and non-perishable food and hygiene products. It is supported by CCEL, student fees, community donations, various donors, and student volunteers.

#### **Food Vouchers**

CCEL purchases one-time \$10 emergency food vouchers for clients to use at on-campus food providers. First-time and repeat clients are referred to on-campus basic need support systems and the Weber Cares Pantry.

### **Outreach**

Community outreach is primarily done through our full-time Community Engagement Coordinator. The coordinator’s main role is to build, support and maintain relationships with CCEL community partners across our service area. The coordinator maintains communication with partners in order to gather partner needs and connect parties where needed. This connector role is a common theme among CCEL’s collaborations.

CCEL advertises its programs, services, and opportunities in many ways:

- GivePulse - WSU's volunteer advertising and tracking platform
- Student Affairs Marketing (website design, graphic design, social media posts, Google calendars, etc.)
- WSU Signpost newspaper ads
- CEL listservs to faculty, staff, student groups
- New Student Orientation module
- Student Affairs Resource Guide
- Wildcat Advantage program
- Classroom presentations
- Tabling at campus events (Block Party, orientation, etc.)
- New Faculty Retreat
- Engaged Faculty Retreat
- CEL course introduction and instruction
- Social media (CCEL Facebook and Instagram accounts)
- Representation on various campus and community committees
- Media Relations press releases
- Word-of-mouth from student, faculty, staff, and community partner interactions

Although much of our outreach is targeted to specific stakeholder groups, we conduct broad outreach through the research conducted by the Community Research Extension, especially data collection and program evaluation, and presence at events on campus and in the community. Student teams such as the Community Engagement Team, Social Issues Team, and Alternative Breaks Team also work with community partners and thereby strengthen our position in the community as both a good neighbor and consistent collaborator. Many staff members also perform outreach on CCEL's behalf through service on community boards, committees and working with agencies across the area.

## **Campus Relations**

Community engagement is collaborative by definition and community engaged learning is no different as they both rely on the cooperation of individuals and organizations from several areas. Collaboration is key to the success of many of our programs. Examples include:

- AmeriCorps works closely with Dental Hygiene, Teacher Education, Nursing, and others to ensure students are able to participate and benefit from the national service program and the Segal AmeriCorps Education Award
- CE Team is a strong example of cross departmental and division collaboration. The CE Team is part of the Weber State Student Association. However, the CCEL Student Engagement Coordinator is their staff advisor and their events and programs support CCEL initiatives. The CE Team also includes the Social Issues (SI) Team, a student-led research group that works closely with its two faculty co-advisors to complete research for organizations and other agencies while still fulfilling the requirements of the greater Student Association.

- CEL curricular attribute relies on the participation of faculty from across Academic Affairs to be successfully implemented. This ranges from support of department chairs for new applications, the CEL Curriculum Committee, to the Teaching and Learning Forum for support with Community of Practices.
- CEL Community of Practice is a collaborative effort of the Teaching and Learning Forum, CCEL, the CCEL Faculty-in-Residence. The Community of Practice would not be possible without the cooperation of these partners and Faculty attendees and presenters.
- Community Research Extension was built with the vision of supporting the local non-profit community's research needs. The support the CRE provides in the community would not be the same without their continued efforts to collaborate with faculty members from across campus to better serve the needs of the community and their contracts.
- Faculty-in-residence program requires a commitment from CCEL and the home department of the faculty member to ensure they are provided the appropriate support and release time to keep moving CEL forward at Weber State.
- GivePulse is WSU's student engagement platform. The adoption of this platform and its features in programs and classes has required collaboration between CCEL, Student Involvement and Leadership, Wildcat Advantage, Institutional Effectiveness to ensure its success.
- Weber Cares Pantry works closely with the Stewart Library, Money Management Center, and CCEL. We count on the participation of partners from across Student Affairs and Academic Affairs to ensure we meet the needs of clients.

## **Collaborations**

CCEL collaboration is unique as we report and receive support from both Academic and Student Affairs. This dual reporting leads to few options for collaboration outside of those divisions. However, areas of collaboration that play a prominent role in our work are that of Weber State Development Office, WSU Scholarship Office and CCEL. This collaboration is key to development of funding and scholarships opportunities for CCEL and WSU students. CCEL in conjunction with Development act as stewards of multiple student scholarship funds and endowments. This stewardship involves consistent communication, oversight and support from all three areas.

Collaboration outside of our home divisions has been on an as-needed basis. This means as CCEL sees a need on campus or in the community we will reach out to appropriate stakeholders and work to set up a connection that benefits all parties. Many times, we act as a connector for organizations and departments that seek us out. We have staff serving on committees across campus to ensure we are meeting potential partners where they are.

CCEL's collaboration efforts can be described as brokerage of sorts. We connect the campus with the community and community with the campus through our ongoing outreach. Although slowed during the recent Covid-19 pandemic we have revamped these efforts and hope to rebuild and grow new partnerships. Looking towards the future, CCEL needs to be better at working with partner agencies to directly support them, not just connecting them

to other groups. The role of broker is sometimes viewed, rightly so, as a neutral party, but it will be important for CCEL to continue to work closely with partners to ensure we can meet strategic goals for both the Center and WSU.

## **Theories and Philosophies that Inform CCEL's Work**

CCEL staff and faculty apply many theories and pedagogical styles to their work. Some of the theories and philosophies CCEL staff and faculty use are

- AAC&U's High Impact Practices, expanded to High Impact Educational Experiences
- Astin's Student Involvement Theory
- Break Away's Active Citizen Continuum
- Chickering's Identity Development Theory
- Community Change Model
- Community Engaged Learning Pedagogy
- Kolb's Learning Styles and Experiential Learning Cycle
- Mezirow's Transformative Learning Theory
- Social Change Model of Leadership

New programs and services are initiated through the use of event feedback surveys, stakeholder surveys and national trends emerging in related areas.

- Stakeholder Survey Frequency
  - Student Survey- every year
  - Faculty Survey- every other year
  - Community Partner Survey- every other year (opposite the faculty survey)
- New programs and services are also driven by national and statewide trends and expectations that are passed down from University Administration.
- Sometimes, however, new services and programs are created as a reaction to an immediate need or issue.
- Our program review that happens every five years is another tool we use to help guide our initiation of new programs and services.

Programs are also retired in the same ways. We review use and support data of programs yearly during our annual report. This review allows our staff an opportunity to adjust as needed.

## **Changes to Core Programs and Events**

### *Restructure of Service Team*

An in-depth review of the Center for Community Engaged Learning student teams took place from August to October of 2019. Prior to the restructure in spring 2021, the CCEL student teams included: WSUSA Service Team (a leadership team focused primarily on direct service to serve the needs of 15 community partners and is funded by the Student Involvement and Leadership office), American Democracy Project (a four-member team



focused on organizing events and programs around civic and political engagement and was funded by CCEL on and off for several years), and the Community Research Team (a four-member team located at the Research Extension focused on research projects funded by grants). These teams functioned separately and had their own missions and goals each year. They aligned with the CCEL mission and its goals, but did not work together. The review focused on whether or not these teams should be working together and what that looked like.

In an effort to align student teams with the mission of CCEL, meeting community partner needs in more intentional ways, and with the goal of having the teams work together in ways that made sense, a restructure of all of the student teams was suggested and implemented by spring 2021. The WSUSA Service Team and Community Research Team combined to form the WSUSA Community Engagement (CE) Team. This alignment also embedded civic engagement in the research and volunteer opportunities organized to better align with CCEL's mission. The new CE Team provides opportunities for WSU students to be exposed to community engagement through High Impact Educational Experiences that go beyond the classroom and the foundational college experiences. The first year of the new restructure included 18 student positions. The restructure allowed the American Democracy Project to be relocated to the Walker Institute of Politics & Public Service to better align with its mission and goals. The Community Research Team became the Social Issues Team, which was then allowed to receive tuition waivers and utilize the budget from the WSUSA organization to support their community research work. The team and its three advisors (one staff and two faculty) are in the process of collecting initial feedback from community partners and student leadership to understand more about their experiences and how to continue to adapt and improve this program structure.

### *Transfer of American Democracy Project Team to Walker Institute*

The American Democracy Project (ADP) team was part of the umbrella of civic engagement as part of CCEL's mission. This program was created by Dr. Leah Murray, political science professor, in order to address the needs of civic and political engagement for students on campus. The team did not have a stable home as it was housed in CCEL, then in Student Involvement and Leadership for a few years, then back to CCEL. In 2021, when Dr. Leah Murray became director of academic programs in the Walker Institute for Politics and Public Service and when the CCEL student teams were restructured as the Community Engagement Team, ADP moved to the Walker Institute. The transition also included tuition waiver and budget shifts to continue to support the program and the student leaders.

### *Movement of Alternative Breaks Program*

The Alternative Breaks Program has shifted away from being part of the Community Engagement Team to being a standalone CCEL supported program. Although, currently, the Director and Assistant Director receive tuition waivers from Student Involvement and Leadership they are not required to complete the same requirements as other WSUSA supported teams. The Alternative Break program has also shifted from a CCEL Advisor led model to a student led model of trip planning and participation. Trips no longer include

individuals that may not attend WSU or alumni. We have also seen reduction in high-cost trips due to students and staff seeking and receiving funding from other sources. This reduction in cost has been an intentional move by CCEL to provide a more accessible program to all students. Alternative Breaks has implemented fall and spring break trips to help provide greater access to the program and the experiences it provides.

### *Refocus Support of Global Community Engaged Learning (GCEL)*

After reassessing the capacity of CCEL, we are shifting away from organizing international curricular-based trips. We will provide support services to faculty requesting assistance with community engaged learning programming; however, we cannot commit to running the trips ourselves. Perhaps when we have a curricular designation, we can revisit this approach.

### **Switching Engagement Tracking Tools**

Over the past five years CCEL has had several engagement tracking tools. We used OrgSync (WeberSync) until it was purchased by Campus Labs. We then used Weber Connect Powered by Involvio for a short period. We then moved to using Qualtrics to track service hours and participation in our programs for almost three years. We now use GivePulse to track student involvement. These shifts have had various impacts on our ability to accurately and efficiently track student service hours and events. These same shifts have made it more burdensome on students applying for awards such as our Excellence in Community Engagement service award due not having easy access to old hours. However, since fall of 2021, we have been implementing GivePulse. This software has been much better at tracking student service hours and providing more ready access to their own service hour and participation record.

### **Community Research Extension Expansion**

Over the past five years the CRE has expanded significantly. The CRE's workload increased as more community partners have become aware of the quality of the research and evaluation work that we offer. We currently hold about \$450,00 in external contracts, which is an all-time high. At the time of the last program review there was only one full-time staff member, who was a data analyst and now is the evaluation and community research supervisor. The director position has expanded and shifted. At the CRE founding, the director was a 25% position and then expanded to a 50% position. As of April 2021, the director of community research is a full-time staff position. In addition, the CRE hired a full-time evaluator in August 2019, a position which is currently funded from contracts, and we are looking to hire a fourth person. As always, we employ 1-4 undergraduate research assistants, but in addition we also now regularly work with one or more faculty fellows, which allows us to take on important community research projects that are beyond our staff's skill sets. We continue to build new relationships with community partners, but also nurture ongoing relationships with multi-year contracts (United Way, OgdenCAN, Boys and Girls Club, etc.).

## **Upcoming Programmatic and Service Changes**

We are currently working to implement our most recent strategic plan. This plan is currently not thought to include any major changes, just a clearer focus on our priorities. We are also looking forward to the results of this program review to help inform our actions further.

## Leadership & Staffing

### Leadership Model and Decision Making

Each director has brought her own style of leadership to the executive director role. The current ED nurtures a cooperative office culture, practices conscious leadership, and promotes self-care by encouraging a healthy work/life balance. What this leadership model looks like in day-to-day operations is daily check-ins with her team, bi-weekly meetings with the core staff, bi-weekly one-on-one meetings with direct reports, monthly meetings with the large team, and continuous yet directed communication through email. The model proved effective during the pandemic and allowed the team to shift to remote operations relatively smoothly.

In terms of decision-making, the ED works closely with the assistant director, director of community research, coordinators, and other staff (including the faculty-in-residence, engaged learning series coordinator, etc.) to chart major decisions and directions (such as strategic planning, CCELebration, and more). It is important for staff to know what each other is up to so that staff can mutually support each other and provide feedback and knowledge. Monthly meetings help ensure that mutual exchange of information happens.

The Assistant Director's role is designed to be the lead Student Affairs professional with the Center. With this distinction, the Assistant Director advises the Executive Director and staff regarding items that are traditionally considered part of that functional area. However, the Assistant Directors role is not limited to the Student Affairs functional area due to the supervision and guidance of Community Engagement and Campus Engagement Coordinators. These positions work primarily with the community and faculty, respectively.

The Director of Community Research keeps the ED of CCEL up-to-date in terms of current workflow, any potential concerns, and upcoming projects the CRE could perhaps undertake. There is an open line of communication through regular meetings, email, and Google Chat. The CRE holds bi-weekly staff meetings that include paid staff, research assistants, and research fellows (if applicable) so that all CRE staff are informed about the status of ongoing projects, possible new projects, and to have a grasp of each other's workflow. It also allows for brainstorming and collaboration.

### Organizational Chart

See [CCEL Org Chart](#).

## Personnel

### *Locations*

SU Shepherd Union - Room 324  
 LI Library - Weber Cares Pantry  
 CEC Community Education Center - CCEL Suite  
 CRE Community Research Extension - United Way Building  
 ONL Online/remote/virtual  
 ACA Academic office

<b>Location(s)</b>	<b>Position title</b>	<b>Name &amp; credentials</b>	<b>Professional evaluation</b>
SU	Executive Director	Becky Jo Gesteland, PhD	faculty review
SU	Assistant Director	Patrick Tadlock, MEd	annual PREP
SU	Student Engagement Coordinator	Teresa Martinez, MHA & PhD student	annual PREP
ONL	Campus Engagement Coordinator	Natalie Hales, MPC	annual PREP
SU/CEC	Community Engagement Coordinator	Sandra Baltazar, BSW	annual PREP
SU	Administrative Specialist	Briauna Olsen, AS	annual PREP
ONL	Budget Specialist	Joan Gustafson, AA	annual PREP
SU	Graphic Design & Marketing Specialist	Elizabeth Howey, student	career readiness evaluation
LI	Weber Cares Specialist	Jordan Wheeler, student	career readiness evaluation
SU	Community Partner Specialist	Terri Hughes, student	career readiness evaluation

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<b>Location(s)</b>	<b>Position title</b>	<b>Name &amp; credentials</b>	<b>Professional evaluation</b>
SU	CCEL Specialists	Ulisses Lopez, student Ruby Vejar, student	career readiness evaluation
CRE	Director of Community Research	Katharine French-Fuller, PhD	annual PREP
CRE	Evaluation & Community Research Supervisor	Yesenia Quintana, MEd	annual PREP
CRE	Evaluator & Community Research Analyst	Cassandra Backman, PSM	annual PREP
CRE	Research Assistants	Allyse Anderson, student Kary Makela, student	career readiness evaluation
ACA	Faculty-in-Residence	Rich Fry, PhD Joseph "jo" Blake, MFA	faculty review
CRE	Social Issues Team Co-Advisors	Ryan Cain, PhD Alex Lancaster, PhD	faculty review
ACA	Civitas Coordinator	Barrett Bonella, PhD	faculty review
ACA	Engaged Learning Series Co-Coordinator	Lisa Meerts, PhD	faculty review

## Financial Resources/Budget

### Overall CCEL Budget

Since the current Executive Director started in 2018, she has emphasized budget transparency, thus empowering the Assistant Director, Director of Community Research, and three coordinators to oversee their own financial areas--with oversight from the ED of course. The ED meets bi-weekly with the Budget Specialist to discuss the overall status of CCEL's budget; however, we determine department priorities as a team and distribute funds through collective agreement. Some of our priorities have included

- Increasing staff compensation through job audits and modifications, thereby enabling us to raise salaries and better reflect the work being done
- Remunerating faculty affiliates in CCEL, through reassigned time and/or stipends
- Incentivizing faculty to apply for CEL designation and participate in the CEL Community of Practice through RS&PG grants and Tanner funding
- Offering cell phone stipends to the entire staff, including student employees, during COVID-19

See [CCEL Budget FY17-FY21](#).

### Community Research Extension Budget

The Director of Community Research Grants and Contracts serves as the Primary Investigator for all grants and contracts that are administered through the Office of Sponsored Projects. As of 4/2022 the CRE has 8 contracts with external entities, which pay for staff time and materials to complete those projects.

## Facilities, Equipment, and Technology

The following section provides an overview of the current CCEL physical spaces, the effectiveness of those spaces, the safety of each space, current use of technology, and projected needs in regards to space, safety, and technology.

### Overview of Physical Spaces

The Center for Community Engaged Learning (CCEL) has four physical locations: CCEL's main office at the Weber State University's Ogden Campus in the Shepherd Union Building, the United Way of Northern Utah building at 2955 Harrison Blvd in Ogden, the Community Education Center at 2605 Monroe Blvd in Ogden, and the Weber Cares Pantry at the Weber State University's Ogden Campus in the Stewart Library,

The Shepherd Union location is the main office for CCEL. This location includes two official office spaces for the executive director and assistant director; one back room with three workstations used by the student engagement coordinator, community engagement coordinator, student marketing and graphic designer, and storing of promotional materials, tabling items, and files; a back section with two workstations for the office administrative assistant, community partner specialist, office printer, filing cabinets, and shelves for office supplies; one workstation at the entrance to the department shared by two student employees who rotate schedules; one workstation along the glass wall for the Weber Cares Pantry specialist; two round tables with four chairs each for students, staff, faculty or guests to collaborate or work at; a central workstation surrounding a structural I-beam with six high chairs; seven lounge chairs on the perimeter of the space; and a section with a mini-fridge and microwave. At any given time, 10 staff and student employees will occupy 1,200 square feet of office space. This building also includes a shared storage closet CCEL uses in partnership with the Student Involvement and Leadership office. The storage closet is located on the main level of the Shepherd Union Building, which is accessed by the loading dock on the west side of the building. The shared storage space is approximately 50 square feet with two shelving units.

The United Way of Northern Utah building houses the CCEL Community Research Extension. The Community Research Extension rents office space from United Way. This space recently underwent a remodel (explained below), which now includes two office spaces for the director of community research and evaluation & community research supervisor. In addition to the dedicated offices, the space also includes a semi-private office for the evaluator & community research analyst and 3 workstations in the front reception space for 3 research assistants. In addition to the Research Extension staff, the space is also shared with the Social Issues Team, which includes five student leaders and two faculty co-advisors. This space also includes one conference room and a breakroom. At any given time, a total of 15 staff, student employees, and student leaders occupy the 1,380 square feet of rented office space.

The Community Education Center (CEC) houses one CCEL office in a shared space with Ogden Civic Action Network within the larger CEC building primarily used for ESL classes, navigation services and a children's school by the WSU Division of Online & Continuing



Education. This one office space is used by the community engagement coordinator and is occasionally shared with the community partner specialist. CCEL shares a common space with a larger table and chairs for meetings. The primary use for the space is to meet with community organizations who are partnered with CCEL to address needs in a more centralized location in Ogden.

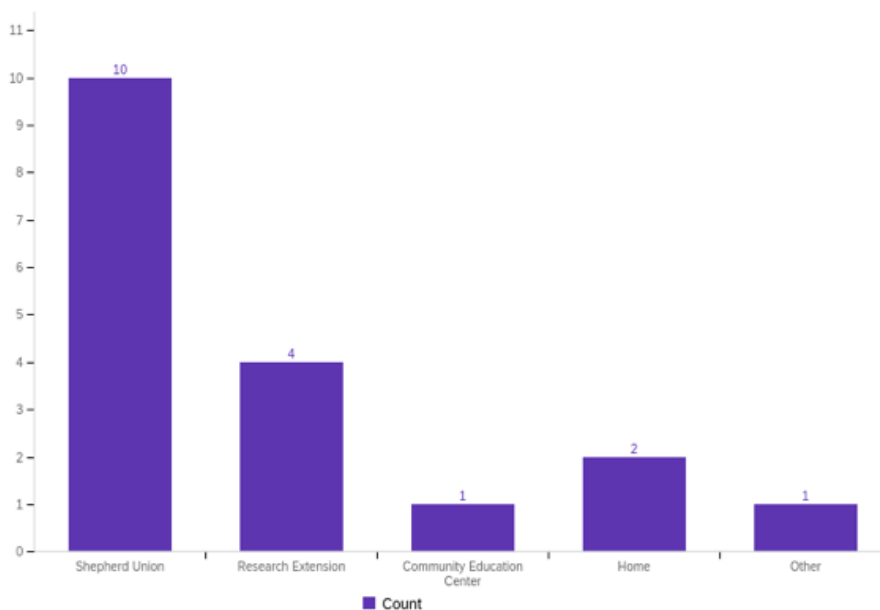
The Weber Cares Food & Resource Pantry was located on the fourth floor of the Shepherd Union Building from 2015 until March 18, 2020. The space was about 100 square feet. The space closed for public use between March through September due to COVID-19 and to restock. In the summer of 2021, CCEL and the Stewart Library arranged to move the pantry to a larger location to the library. In September 2021, the Weber Cares Pantry reopened in the Stewart Library room 224 with 400 square feet of space. This new space includes an industrial refrigerator and freezer, more shelving for cans, dry goods, and personal hygiene resources.

Lastly, some CCEL employees use their home or other spaces not listed above as their primary work space. These spaces are not considered physical CCEL spaces, but are critical in providing a healthy and functional environment to work.

## Effectiveness of Current Space

The following information contains responses from an anonymous assessment collected from 18 faculty, staff and student employees who are current or former employees (within six months) of CCEL. See [CCEL Space Effectiveness Assessment](#).

Primary Work Location



### *Shepherd Union Building*

The primary work location was the Shepherd Union building for 10 out of the 18 assessment respondents. As a secondary work location, two are at the Community Education Center, five work from home, and one responded “other” as their location. Five noted their primary role was a “student employee” and the other five selected “staff” as their role. When asked about how long they have been employed with CCEL, five responded with less than one full year, one said between 12 to 23 months, and four responded between 24 to 47 months.

The first set of responses focused on effectiveness with achieving the department mission and its goals, productivity, functional work space, and additional responses in a qualitative response, if applicable. When asked about their ability to focus and complete tasks in a timely manner, 60% expressed the space was extremely and very effective. When asked about the space being effective at keeping files/materials in their space without invading another colleague, 50% responded extremely to very effective while 50% responded between moderately to not effective at all. When asked about the effectiveness of the space being free from distractions, 70% responded moderately to slightly while 30% responded with extremely to very effective.

The next set of responses focused on the difficulty level of productivity in regards to office supplies, workspace functionality, being able to focus or ideate with colleagues, and the ability to have meetings. Most felt the office supplies made productivity extremely easy. 40% felt the functionality of their desk space made productivity somewhat easy. When asked about productivity in relation to keeping their space free from clutter, 80% responded with “extremely easy.” Colleague availability for productivity was at 60% extremely easy and 40% somewhat easy. Difficulty level when it came to having a quiet space was 50% somewhat easy and 30% somewhat difficult. Finally, when asked about the level of difficulty for productivity with having a meeting space, 40% noted it was somewhat to extremely difficult while 60% said it was somewhat to extremely easy.

A general question asked regarding space was, “Are you knocking knees with your colleagues (does your workspace provide you with adequate space to function and work effectively)?” Most responded with “yes” or “sometimes.”

Some qualitative responses to point out in regards to space are:

*“My desk is very out in the open which can make it very difficult when I have projects that require a lot of concentration, especially when we dont have any student employees scheduled. It can also feel like I have very little privacy when it comes to dealing with more confidential information.”*

*“I work on a table because the office I could be in has 2 other individuals in it.”*

*“I have very few challenges, but the coordinators that report to me have shared or only home office space. This makes it hard for the to work with others at time and have their own space to work.”*

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*"I feel bad having a desk but Uli doesn't have one"*

*"As far as my desk goes it's kinda hard because it is right by the window so it is distracting."*

*"Access to network and power outlets"*

### *Community Research Extension*

Four Community Research Extension employees who use this space as their primary workspace completed this assessment. Three responded "home" was their secondary workspace. The following is an update on a remodel that took place over summer 2021. Additional information includes responses to the space effectiveness assessment.

The Community Research Extension (CRE), rented in the United Way building on Harrison Blvd, underwent an extensive remodel over the 2021 summer. The previous set up had numerous issues, namely:

- The Director of Research and Community Research and Evaluation Supervisor shared an office;
- Community Research and Evaluation Analyst worked in an open hall office;
- The lobby/reception area was massively underutilized;
- The Social Issues team had outgrown their designated space;
- No space for a Community Research Faculty Fellow;
- Ripped and buckling carpet;
- Non-functional kitchen sink;
- Bulky furniture that no longer served the office.

CCEL covered the expense of the remodel. With the remodel, the CRE made numerous upgrades:

- Created a new office for the Community Research and Evaluation Supervisor;
- Created a semi-private office for the Community Research and Evaluation Analyst;
- Designated a workstation for a Community Research Faculty Fellow;
- Redesigned the reception area with small cubicles for Research Assistants, while still serving as a reception space;
- Move the Social Issues team to the previous Research Assistant space;
- Replaced the carpet with LVP flooring;
- Replaced the plumbing of the sink; and,
- Purchased new furniture for the full-time staff and research assistants.

In addition to the remodel, the CRE paid for additional upgrades that enhanced the office work environment by contracting with a cleaning service to reduce staff burden in maintaining the space, procuring a water cooler for quality water, and a large business office printer. All of these additions have increased the effectiveness of the CRE employees in meeting their mission and goals in community research and program evaluation. The internet for the CRE is paid for from the CRE budget

Key items that stand out in the CCEL Space Effectiveness assessment are:

- Space is somewhat easy or difficult to have a quiet space for meetings, focusing, etc.
- Employees are “knocking knees” with their colleagues
- Private conversations are challenging due to the open workspace layout
- Qualitative response regarding anticipated needs:
  - *“My laptop does not handle working with medium to large sets of data. It does not work with R or Github and SPSS glitches a lot on it. I also face the issue during report season it not handling 2 or more excel sheets open and my reports cannot be more than 20 pages before it crashes. It also over heats when plugged in but does not hold battery for more than an hour. I have taken it to IT multiple times.”*

### *Community Education Center*

One employee completed the assessment who uses the Community Education Center (CEC) as their primary workspace. Their secondary workspace is the Shepherd Union. One office space is designated for CCEL employees and is shared in a suite with two other offices, several open workspaces, and one open meeting space. Ogden Civic Action Network (OgdenCAN) primarily uses the suite and shares the open meeting space when CCEL employees are using the space to meet with community partners or hosting other CCEL-related events or meetings.

Key items that stand out in the CCEL Space Effectiveness assessment are:

- Those who work at the CEC are removed from other CCEL staff
- When working at the Shepherd Union, they are “knocking knees” with other colleagues

### *Other Spaces*

Other physical spaces utilized by CCEL employees include a home office, the Weber Cares Pantry, other office spaces typically provided to faculty, and other spaces designated by CCEL employees who are working on CCEL tasks or fulfilling their primary responsibilities as a CCEL employee. A total of three CCEL employees selected “home” or “other” as their primary workspace. In addition, these two options were also selected as their secondary workspace.

Key items that stand out in the CCEL Space Effectiveness assessment are:

- Productivity when using office supplies, asking questions or ideating with colleagues, having a quiet space for meetings or focusing, and having a meeting space in general ranged from “neither easy nor difficult” to “somewhat difficult”
- Qualitative responses include:
  - *“Working primarily remotely has allowed me to be a lot more efficient to complete the many additional job duties I now have due to the less distraction working from home has created. Doing Zoom meetings, instead of going from*

*one building to another, allows me more time to work on tasks instead of having to add travel times before and after meetings. When I work in the CCEL Office occasionally, the space can get quite loud and I don't usually have a place to discreetly talk to the employees about financials or audit tasks we are working on. However, working remotely does create a disconnect at times from the other employees and a lot of extra email communications to filter through. The CCEL director and many of the staff recognize this and try their best to keep me included in the happenings and group projects."*

- *"I am working 100% of my time at home right now because there is no office space available in CCEL. This means that I do not face any challenges with overcrowding other employees, but it has created unique challenges in my home with finding a place that is secluded enough to hold Zoom meetings without interruptions from my family. Working from home is sometimes convenient, but does make it harder to collaborate with other staff members at times."*

### *Overall Space Challenges*

- The Shepherd Union space is distracting
- Desk space functionality is not ideal
- Colleague availability is challenging due to isolation in other physical locations
- Quiet spaces are often not available due to shared spaces or noise
- Meeting spaces are difficult to have in person or virtual meetings due to shared spaces or noise
- Most employees are "knocking knees" with each other

### **Safe Space**

The following responses provide an overview of perception of safety by CCEL employees from the [CCEL Space Effectiveness Assessment](#). Areas of safety were: physical/environmental, emotional/psychological, spiritual, intellectual, and occupational. Responses are in general unless specifically pointing out a specific location or person(s).

#### *Physical/Environmental Safety*

This section was defined as: the physical components and/or people of the office, and/or at home, and how they interact with you. Examples can be actual meeting spaces, office spaces, comfort level between others in the space, glass windows, locking doors/cabinets, exposure to sickness/harmful chemicals, etc.

- Most employees felt their personal items, workspace layout, pathways throughout, cleanliness, and furniture are "very safe"
- Areas of concern in regards to physical/environmental safety are: physical presence in the work environment (Shepherd Union and Home), emergency shelter (Shepherd Union and Home), and emergency exits (Shepherd Union and Home)

### *Emotional/Psychological Safety*

This section was defined as: perceptions of violence, biases, stereotypes, underrepresented social identities, active shooter, and/or the feeling of safety in a space.

- Most employees felt their relationship with supervisor, colleagues, student workers; and treatment based on gender representation, race/ethnicity, age, ability, religious identity, employment level were “somewhat” to “very safe”
- Areas of concern in regards to emotional/psychological safety were: treatment based on educational level and political ideology; making contributions; and a small percentage felt “very unsafe” with building trust and giving feedback

### *Spiritual Safety*

This section was defined as: being able to recognize/celebrate unique holidays, religions, random events, etc. open and freely. Other aspects such as emotions and feelings were also asked.

- Most employees felt compassion and the ability to “recognize/celebrate beliefs/holidays/etc.”
- Areas of concern in regards to spiritual safety were: “feeling joy” and “feeling a sense of connection”

### *Intellectual Safety*

This section was defined as: freedom from ridicule, hostility, backlash or judgment when sharing ideas open and freely.

- Most employees felt they could share new ideas with colleagues
- Areas of concern in regards to intellectual safety were: “sharing opinions different from the group” and “sharing issues/disagreements with a colleague”

### *Occupational Safety*

This section was defined as: being able to have a work/life balance, having access to basic needs (water, shelter, internet, technology) to effectively complete daily tasks, furniture and equipment is ergonomically appropriate, office equipment is working effectively to complete daily tasks, etc.

- Most employees felt their overall welfare, posture when sitting in a meeting or at a desk, posture when standing at a desk, assisting customers, having difficult conversations with student employees, and having a space to eat snacks/meals were mostly “somewhat” to “very safe”
- Areas of concern in regards to occupational safety were: screen time, having difficult conversations with colleagues, and privacy when/where needed

### *Additional Comments Regarding Safety*

Qualitative responses that spoke positively regarding safety:

- *“When it comes to celebrating holidays, I'm being taught a lot about different celebrations and holidays. I think it's cool that everybody has been welcoming and willing to show me these things. Thank you.”*

Qualitative responses that spoke with concern regarding safety:

- *“It feels very exposed. We are in a fish bowl. If there is an active shooter, our office is prime target.”*
- *“We need more office spaces; we need another exit; we need less glass; we need safe zones for student employees”*
- *“I do feel like I am in a 'yes ma'am/sir' position but also told to express my opinion. I feel like critique and feedback are not always taken well between peers-peers. However, it is a struggle in my role since I do not work with anyone at a similar level - its me and my supervisors. I also struggle because a lot of times I am told to share but then pushed a side - so I feel better when working by my self and with my partners than I do other WSU staff. I also get a lot of comments that make me uncomfortable due to my sexuality and gender mainly about my age and not having kids and/or being married to the opposite gender.”*
- *“For the most part feel very supported. At times in larger staff meetings I felt judged and I often wouldn't speak up as much as I maybe should.”*
- *“Sometimes it feels as if individuals without a higher level of education are looked at less and others have expressed that those with higher degrees should be paid more and looked at more highly than others with lower level of degrees even though they have many more years of expenses. When my political views are not the same as others, I don't always feel okay to express my thoughts and experiences.”*

*Additional Needs Not Addressed in the Assessment*

- *“Better office Chairs would be helpful”*
- *“When I need to use both of my monitors for Zoom meetings, I need to disconnect one monitors to use my laptop for a camera. Then I have one smaller screen to work from with the laptop screen. If I had a separate camera this would make things more efficient. Sometimes when I need to run several programs at the same time the laptop fans need to kick up quite a bit.”*
- *“Managing expectations and making sure that they are at the same level as everyone else. It sometimes felt as if a few workers were over compensating for getting a job done when others didn't have a set job expectation due to lack of management from the same person. Trust and bonding was not there and deteriorated even more as time went on.”*
- *“When I work in the CCEL Office I have concerns about the open glass space with back towards the glass walls for safety reasons for everyone in the office. The number of CCEL employees has substantially grown over the past few years and CCEL has run out of space in the current location for employees, faculty members and students to work effectively on the tasks they have for creating a higher level of college experience for our students. Having several different CCEL departments and employees not working in the same location, due to office size issues has created a separation between*

*departments and employees. Leadership and employees recognize this issue and continually spend extra time working on ways to keep everyone connected and feeling valued. CCEL really needs a large department office suite to bring all departments under one location with ample space for private conversations and quiet office rooms for employees to effectively work while students are able to plan and discuss their tasks in an area that can be filled with safety and excitement."*

## **Equipment Inventory, Technology Renewal and Rotation**

### *Equipment Inventory*

See [CCEL Asset Cover Sheet 2022-03-22](#).

### *Incorporation of Technology*

Prior to the COVID-19 pandemic, the Center for Community Engaged Learning was incorporating different technologies based on area needs and functions. The WSU IT schedule is to rotate department computers out every four years, but CCEL has rotated computers and technology when computers start having issues, which could be longer or shorter than the four-year timeline. The following is an outline of the different technologies implemented before and after COVID-19, especially given Higher Education Emergency Relief Funds (HEERF).

### *Engagement Tracking Platforms*

The Center for Community Engaged Learning provides the tools necessary for the university and its students to track their volunteer and campus involvement hours, or co-curricular experiences. The tracking platform is used to advertise volunteer opportunities, track community engagement hours, connect students with community partners, and share the campus engagement events occurring within departments and clubs/organizations.

The following is an outline of the various tracking platforms that have been used within the past five years.

#### **WeberSync**

WeberSync was a branded name by Weber State University to use the OrgSync community engagement tracking platform. OrgSync is an online platform designed to help the campus community connect with local organizations and community partners. Students use this platform to find volunteer opportunities. This platform is also used to market campus events and other involvement opportunities. CCEL provided reports to faculty who had courses designated as Community Engaged Learning. Students tracked their hours and generated their co-curricular transcripts of their involvement hours for graduate school applications, job interviews, etc. CCEL used this platform up until 2018 when OrgSync announced they were merging with another company. This merger would not meet the



current needs of the university for community engagement and tracking, so CCEL had to put a bid out to find another system.

### **Weber Connect Powered by Involvio**

In 2018, Weber State University contracted with Involvio, an online community engagement tracking tool that analyzes and tracks impacts within the campus and local communities. The tool was used until 2019, when--after numerous attempts to work with the company to adapt the system to the university's needs--WSU canceled the contract.

### **Qualtrics**

While the university explored other tracking platforms, CCEL utilized Qualtrics, an online software platform designed to collect and analyze feedback, experiences, and other data points from users/participants. We continued to use Qualtrics during COVID-19 restrictions to administer the [Attestation Form for Practical Experiences](#) until we could contract with a more intentional tracking platform.

### **GivePulse**

Following a thorough RFP process and lengthy pilot period, the university contracted with GivePulse in 2020, which we continue to roll out across campus. Originally coined "Weber Connect Powered by GivePulse" and later renamed to "GivePulse," this system is set up to track impacts by students who volunteer with community organizations and/or engage with campus programs and events. Student classes are automatically uploaded into the system where they can record any required community engagement hours through their class. This system allows faculty to directly export data rather than requesting the CCEL office to do the data exporting for them. We look forward to building support with this platform across the institution similar to where we started with WeberSync.

### *HEERF Funding*

We received several rounds of HEERF funding, which enabled us to

- Purchase a commercial freezer and refrigerator for the Weber Cares Pantry
- Replace outdated laptops for staff
- Add video conferencing to the SU 324 space and CRE conference room

### *CCEL General Communication*

We use various tools to communicate and conduct business. Some of these were adopted during the pandemic; however, they've proved useful so we continue to use them:

- Adobe Sign
- Adobe Suite products (InDesign, Illustrator, Photoshop, Express, etc.)
- Asana
- Box
- GivePulse (other former tracking platforms)
- Google Suite (Drive, Gmail, Calendar, Chat, Meet, etc.)
- Kaltura

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- Qualtrics
- Social media (Facebook and Instagram)
- WSU CCEL Website
- Zoom

These tools are used internally to help the CCEL general department organize, communicate, archive, and function throughout the academic year. Some of the above technology is also used externally to deliver classroom presentations for educational purposes and recruitment to student teams or student employment. This information is also used for organizing information and events with community partners, faculty and staff. In addition, these tools are also used to help push marketing of services, programs and events out to the campus and surrounding communities.

### *Community Research Extension*

We use various tools to communicate and conduct business. Some of these were adopted during the pandemic; however, they've proved useful so we continue to use them:

- Adobe Sign
- ArcGIS
- Asana
- Box
- Canva
- Datawrapper
- Gmail
- Google Chat
- Google Drive
- Microsoft Office Suite
- Qualtrics
- SPSS
- Tableau
- Zoom and Zoom Chat

### *Weber Cares Pantry*

When the Weber Cares Pantry was in the Shepherd Union, an iPad was used when visitors used the service. A Qualtrics form was used to collect the information. When the pantry shut down during COVID and coordinated online orders, the technology was adapted. Once offices could open and the pantry moved to the Stewart Library, the iPad was reinstated.

- Box
- Google Drive
- Qualtrics
- WSU Marketplace (temporary online orders during COVID)

## **Projected Needs**

### *Remodeling of Spaces*

#### **Shepherd Union, Room 324**

The Center for Community Engaged Learning Shepherd Union space currently has two offices with one large shared space with three workstations. It also has a large shared common space with a front reception area shared by two to three student employees, one

side workstation for the Weber Cares Pantry specialist, and a back workstation for the office administrator. The space also includes tables, chairs, high chairs, lounging chairs, storage cabinets, office supplies on shelves, and a large office printer. Due to the number of meetings, needs for private conversations, access to confidential information, and growing department size, this physical space is in need of a remodel to add more office space. A request to begin this remodel has taken place to add an additional office. This includes shifting the shared wall between the assistant director office and back shared office space and adding a wall to create an additional office. This remodel will utilize current office furniture as much as possible, but will not solve storage issues, quiet meeting space issues, additional office space for the office administrator, and shared space for student leaders.

See [CCEL Current Layout of SU 324](#) and [CCEL Proposed Layout of SU 324](#).

### **Community Research Extension**

- Created a new office for the Community Research and Evaluation Supervisor;
- Created a semi-private office for the Community Research and Evaluation Analyst;
- Designated a workstation for a Community Research Faculty Fellow;
- Redesigned the reception area with small cubicles for Research Assistants, while still serving as a reception space;
- Moved the Social Issues team to the previous Research Assistant space;
- Replaced the carpet with LVP flooring;
- Replaced the plumbing of the sink; and,
- Purchased new furniture for the full-time staff and research assistants

### **Weber Cares Pantry**

Prior to March 2020, the Weber Cares Pantry began exploring options for a larger space. This exploration led to CCEL signing an agreement with Stewart Library for use of room 224. This space effectively tripled the pantry space, now over 400 sq. ft. This allowed for the addition of four more shelving units along with a commercial refrigerator and freezer. The additional space has allowed for the inclusion of pantry packs (2-day food supply), more household paper products, and a larger supply of hygiene supplies.

### *Current Needs*

- Better office chairs
- Higher capacity computers with built-in cameras to handle large data sets, software that utilizes a lot of memory, and multitasking capabilities
- Larger computer monitors
- Two laptops for the CRE director and Evaluation and Community Research Evaluation Supervisor
- Access to network and power outlets
- More desks and workspaces
- Private working spaces
- Depending on Data Dashboard goals, more technology may be needed

## Ethical and Legal Responsibilities

### Unique Regulations

There are five unique regulations that CCEL must abide by to ensure the safety of our students and our community partnerships.

#### *Memorandums of Understanding – Community Partnership Agreements*

The CCEL houses partnerships for community engagement on our campus. In collaboration with our campus legal team, we developed memorandums of understanding for our community partnerships to help reduce risk, ensure the safe learning environment of our students, and define roles of liability. Each level of partnership has a different MOU to speak to the unique needs of each level of partnership:

- [Cub MOU](#)
- [Wildcat MOU](#)
- [Purple Pride MOU](#)

#### *Informed Consent*

The CCEL also helps reduce the liability for faculty and staff by sending their students out into the community through a mandatory student consent form. The first form students see when they login to our community engagement tracking system (GivePulse) is a consent form. The [Student Liability Release](#) form must be signed before a student is able to log any community engagement hours.

#### *COVID-19*

During the pandemic, we developed an exception request process for students who wanted to engage with the community face-to-face. In order to receive an exception, we limited approval to students on the CCEL teams or taking a CEL-designated class and engaging with existing community partners, who then agreed to abide by COVID-19 protocols. We received 31 requests, of which we approved 28. Most of these requests were from students on the Service Team, in SOC 1010, or part of Aletheia. We continue to require students to sign our [Attestation Form for Practical Experiences](#). See [Community Engagement During COVID-19](#).

#### *Group Travel*

Many of the CCEL's programs require liability preparation around travel procedures such as the Alternative Breaks program, International CEL, training retreats, conferences, etc. The CCEL works with the Travel Office on all travel booking (airfare, hotels, etc.). If ground transportation is needed, we ensure that at least two 21-year-old or older students have registered and passed the Utah State Driver's Certification exam. We do this to ensure that we have available rotation for longer trips or in the case that someone is unable to drive. Driver certification certificates are kept on file in the CCEL. As part of the application

process for alternative break and international trips, we gather allergy and other medical information as volunteered by the students in trip applications and questionnaires prior to the trips.

We keep a risk binder in each vehicle or with each adviser with student travel documents (passport copy, current photo, emergency contact information, itinerary, trip addresses and contact information, etc.). Each student is given a Safety Information card on the day we leave with lodging addresses and phone numbers, embassy contact info (if applicable), hospital contact information and contact information for the advisers. In case of an emergency, students call emergency services if needed and then the lead advisor. The lead advisor contacts campus police and the CCEL Executive Director. The CCEL ED calls other campus officials as needed (Dean of Students, Communications Director, University President, etc.).

We always have one advisor per every 10 or fewer students who accompanies students on CCEL travel. Students do not share beds with advisors. They do not share rooms with advisors when possible. While we prefer every trip to have a one bed, one head policy, it is not always feasible for our trips. We ask for sleeping preferences in the trip applications.

### *Human Subjects Review*

All community research projects that involve human subjects must be reviewed by Weber State University's Institutional Review Board (IRB) and granted approval before any data can be collected. We follow standard IRB protocol which includes the primary researcher completing the proposal, the CRE director or CCEL executive director reviewing and signing off on the proposal before it is submitted to the IRB committee. All researchers involved (including student researchers) complete the CITI Human Subjects Training, and all CITI Training certificates are submitted along with the proposal.

### *Data Sharing Agreements*

The Community Research Extension holds ongoing contracts with various community partners that requires us to analyze FERPA protected, personally identifiable data across the calendar year. As such, the CRE has entered into data sharing agreements with local educational agencies (LEA) to ensure mutual protection against data misuse and help ensure that the LEAs know when, why, and which data we will be requesting to perform our contracted evaluation activities. Currently the CRE holds two such agreements, although we anticipate more in the near future.

## **Information Security Policy**

All departments in the division of Student Affairs, including the CCEL, rely on the Student Affairs Technology (SAT) department to provide support, response, and handling of all [PPM 10 Information Technology and Security](#) regulations. SAT provides the tools and resources to adhere to these policies. Any issues that are recognized as potential security risks are reported directly to the Director of SAT, who is the division's Data Security Steward and their office will escalate the information accordingly.

## Assessment and Evaluation

This section synthesizes data from the 2016-2021 annual reports and includes the assessment and evaluation of educational and program goals, cohort information, student and faculty needs and satisfaction, and dissemination of evaluation and assessment results. Trend data is included where available.

## Outcomes

### *Educational Goals*

The CCEL student learning outcomes are aligned with WSU's core themes of learning and community and are assessed through the Civic-Minded Graduate Scale (CMG). The Civic-Minded Graduate Scale is a tool developed from the work of Thomas Ehrlich and IUPUI's work on civic-mindedness. CCEL has used this tool in the CCEL Annual Student Survey for the past six years to measure civic engagement and its associated outcomes. The CMG conceptual framework asserts that the development of a student's civic-mindedness comes through their identity, educational experiences, and civic experiences. It measures civic learning outcomes across four domains: knowledge, skills, dispositions, and behavioral intentions. The CMG domains help us understand the significance of high-impact experiences on student civic-mindedness. The CMG domains align well with the CCEL student learning outcomes. The table below is a crosswalk of the student learning outcomes, WSU core themes, and CMG.

CCEL Student Learning Outcomes	Civic-Minded Graduate Domains	WSU Core Themes
<b>Civic Knowledge</b> Apply discipline-specific knowledge to civic engagement	<ul style="list-style-type: none"> <li>Academic knowledge and technical skills</li> <li>Contemporary social issues</li> <li>Volunteer opportunities</li> </ul>	CCEL student community engagement activities are related to WSU core themes as follows:
<b>Civic Skills</b> Solve and/or increase awareness of some civic problem	<ul style="list-style-type: none"> <li>Communication and listening</li> <li>Diversity</li> <li>Consensus-building</li> </ul>	Learning: Students will participate in engaged learning experiences.  Learning: Students will complete degrees.
<b>Civic Values</b> Demonstrate the need for community engagement	<ul style="list-style-type: none"> <li>Valuing community engagement</li> <li>Social trustee of knowledge</li> </ul>	Community: Students will engage with the community and become productive members of society.
<b>Civic Action</b> Commit to engaged citizenship	<ul style="list-style-type: none"> <li>Self-efficacy</li> <li>Behavioral intentions</li> </ul>	Community: Faculty, staff, and students will support the community through service and outreach efforts.

As previously mentioned, CCEL conducts a student survey annually to assess various facets of civic-mindedness. One component of the survey is the CMG scale; other questions around community or civic engagement include frequency and type of community participation,

perceptions around whether WSU experiences contributed to civic knowledge and skills, and other civic engagement prompts. The survey is distributed near the end of spring semester through an online survey platform, Qualtrics. The sample includes students who are registered in a CEL-designated course. Response rates vary between 8-12%. Incentives include a drawing for a \$25 gift card. The CCEL team then reviews survey findings during the annual review.

### *Program Goals*

We do not have evaluation processes in place for all of our programs and services. See [CCEL Assessment of Programs and Services](#) for the current status of our assessment plan.

### *Cohort Information*

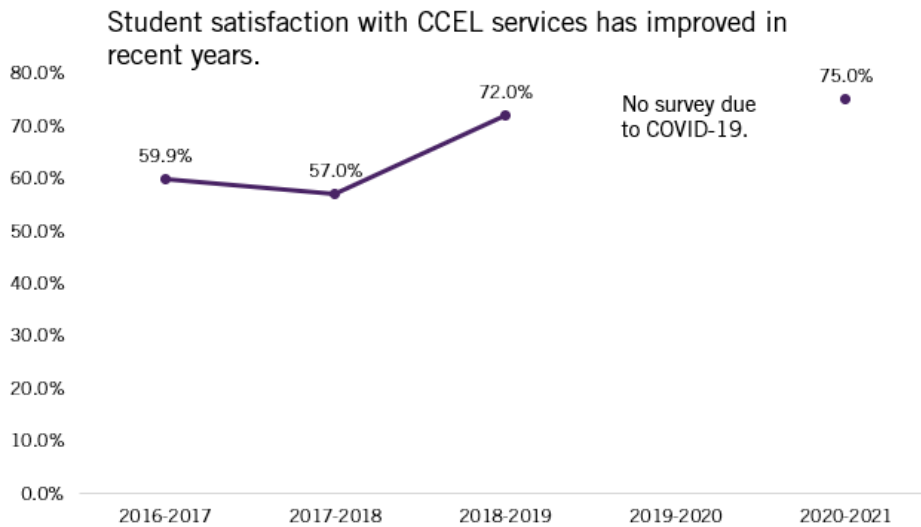
Last year, Institutional Effectiveness completed an analysis on comparing CEL and non-CEL students. The analysis found that CEL students persisted at a higher rate (83%) than those who did not take a CEL course (61%,  $p < 0.001$ ) on a term to term and when looking at one-year persistence CEL students persisted from fall to fall at a higher rate (65%) than those who did not take a CEL course (49%,  $p < 0.001$ ). In effort to ensure that CEL and non-CEL students did not vary significantly, IE reviewed high school GPA, ACT score, and math and English placement. Students in CEL courses had slightly higher ACT scores, but were similar in high school GPA. No difference was found for rates of developmental English placement. Finally, students in developmental math were enrolled in CEL courses at a higher rate than the WSU average.

There is a myriad of programming for both CEL and non-CEL students. Programs can be in-depth and time intensive such as the AmeriCorps program and student teams, or students can opt to participate in less intensive programming such as Done in a Day and Engaged Learning Series. At this time, we do not have a profile of students or faculty who participate in CCEL programming. Our goal is to work towards establishing a process to capture such information.

### *Student/Faculty Needs & Satisfaction*

As previously stated, CCEL conducts an annual survey with students and a survey with faculty and community partners on alternating years. The student survey measures civic-mindedness as well as assesses the needs, awareness, and usage for programs and services. Along with survey data, CCEL also gathers some usage and participation data from AmeriCorps and WeberCares pantry. In recent years, student satisfaction with CCEL has increased tremendously.

## Student Satisfaction



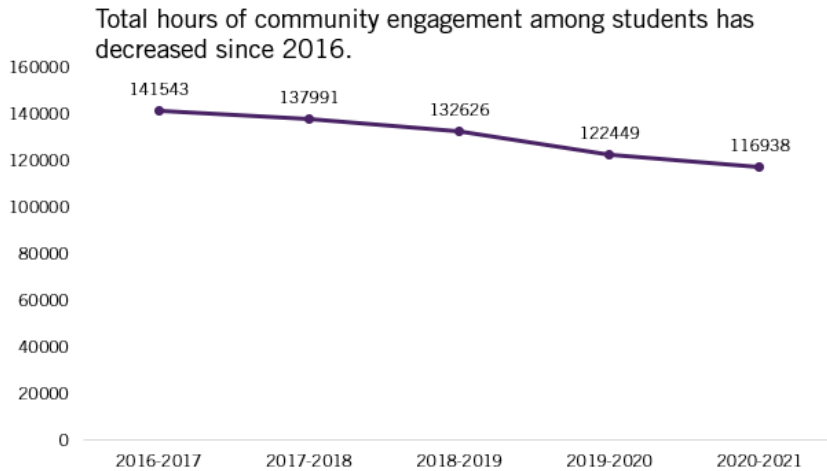
CCEL uses usage and participation data to determine which programs are well-utilized and which programs need attention. For example, the faculty survey brought to our attention that faculty members were not using the DEAL method in their CEL coursework, which led to the determination that it was no longer helpful for faculty members. Another example is the CCEL student modules. Based on feedback from the survey, the student modules have undergone extensive revisions and have been updated.

### *Basic Student/Faculty Information*

CCEL tracks various student interactions through GivePulse and its predecessors (WeberSync, WeberConnect, and Qualtrics). As shown in the graphs below, total hours of community engagement have steadily decreased while the number of unique students has increased in the past five years.

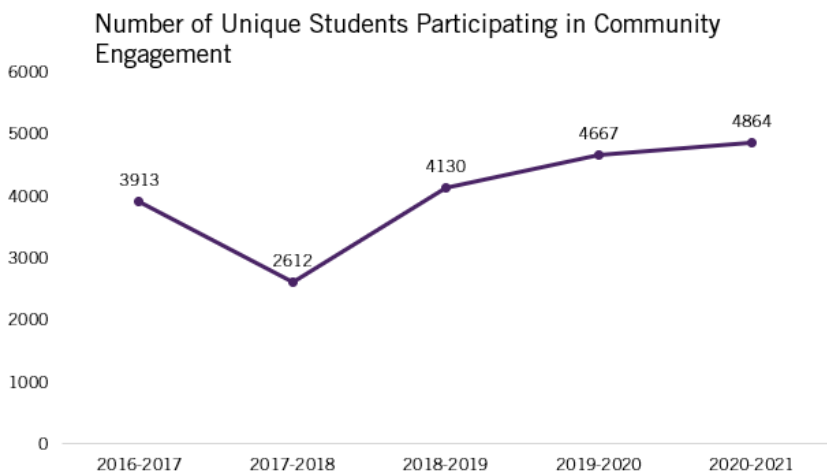


### Total CE Hours



While it's not entirely clear why hours have decreased while the number of students has increased, this could potentially be attributed to the changes in data collection methodologies. Namely, *what* is tracked has been refined throughout the years and *how* it's tracked has changed on a near yearly basis. CCEL has struggled to find a permanent solution to tracking campus wide community engagement hours. However, in the past year it selected GivePulse as its new data collection tool for community engagement. Despite hours going down, CCEL is encouraged by its increase in the number of students participating in community engagement.

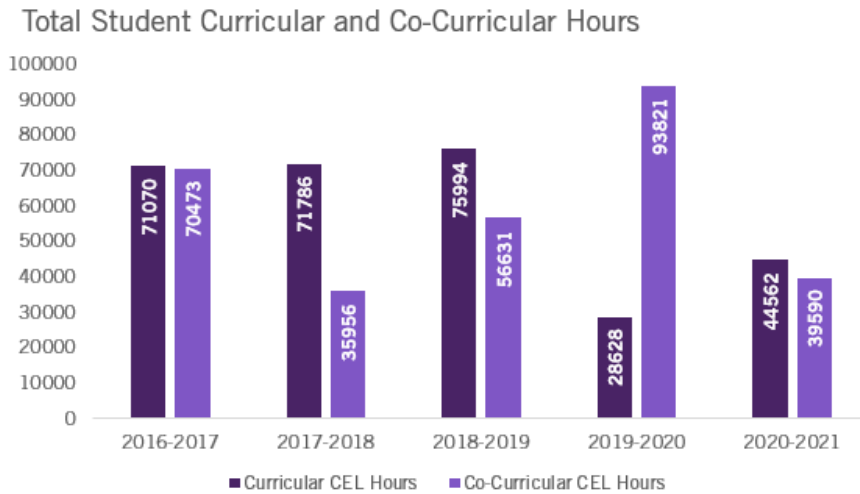
### Number of Unique Students



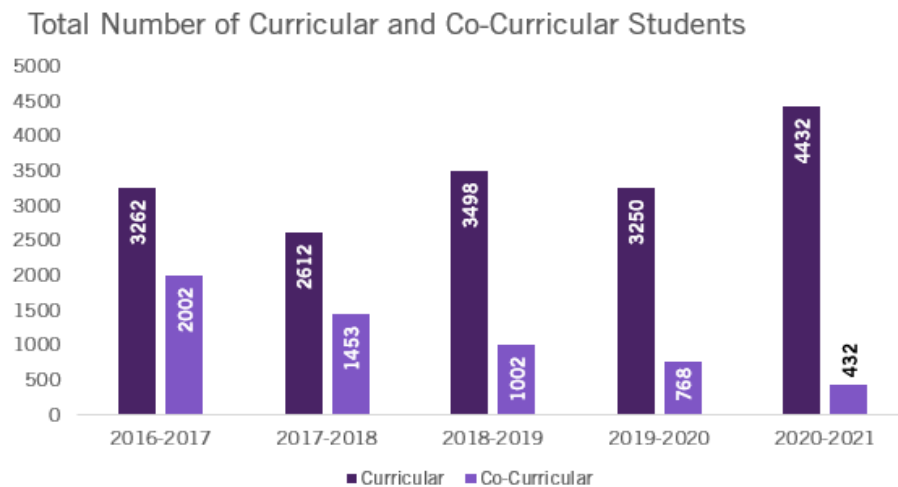
2016 - 2022

Generally, curricular and co-curricular hours and students remain steady throughout the years, however the COVID-19 pandemic has taken a toll on the number of hours students contributed. Co-curricular hours have slightly decreased in the past five years, while curricular hours have slightly increased. This could be attributed to a change in focus by CEL faculty.

### Total Curricular and Co-Curricular Hours



### Number of Curricular and Co-Curricular Students

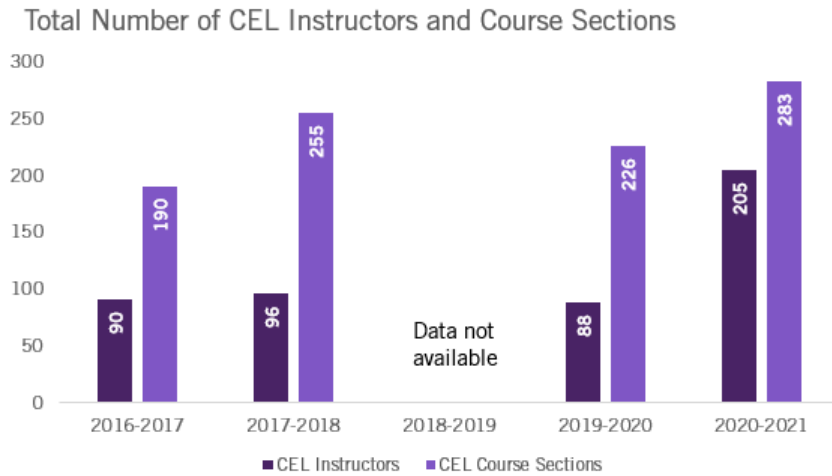


The number of CEL instructors remained fixed until this past year with a dramatic increase. This is likely due to the excellent efforts of our faculty in residence to re-engage faculty into

2016 - 2022

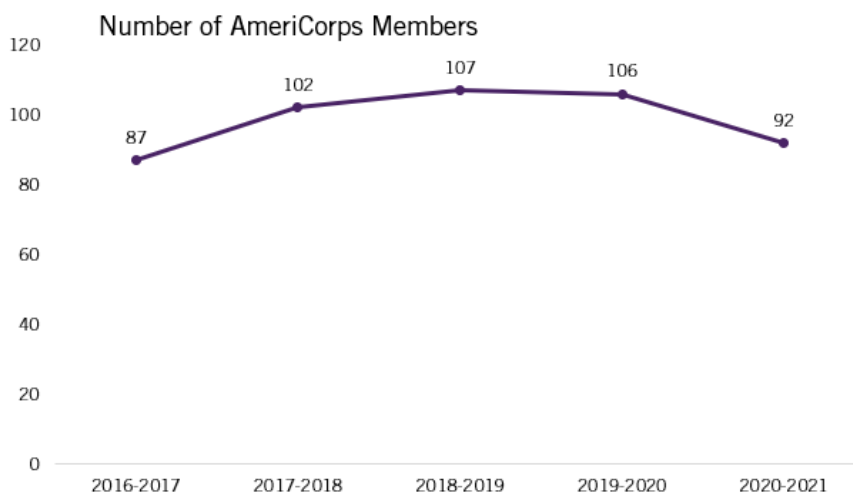
designating their courses as a CEL course. The number of CEL course sections have slightly increased each year for the past five years.

### Number of CEL Instructors and Sections

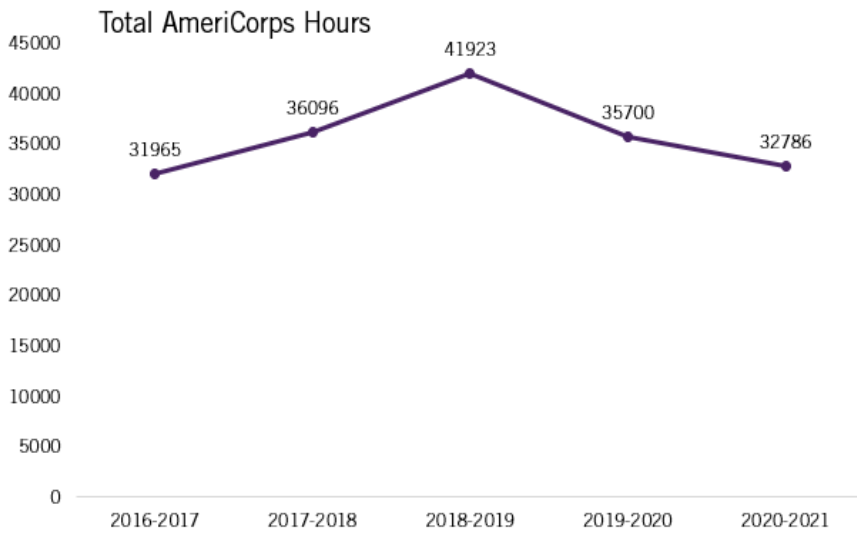


The AmeriCorps program provides students with education awards in exchange for community service. AmeriCorps students fulfill a critical need in the community. Generally, the number of AmeriCorps and total number of AmeriCorps hours steadily increased until 2019 when it took a small dip with the COVID-19 pandemic. However, we expect this number to return to pre-pandemic levels over time.

### AmeriCorps Members

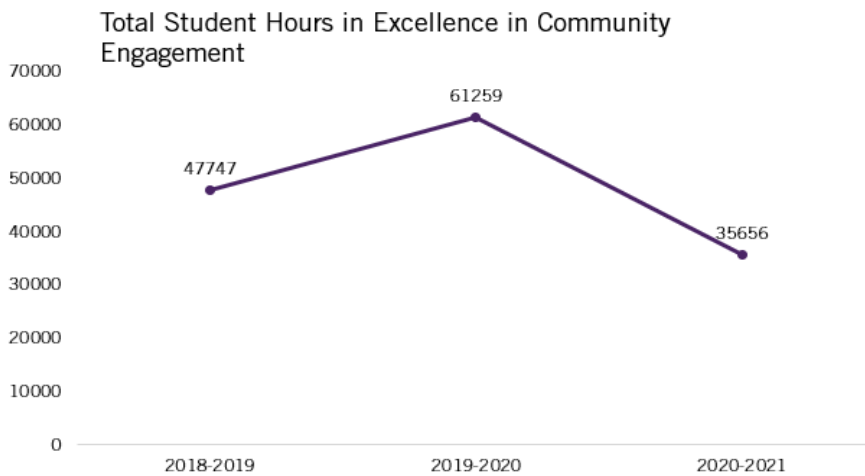


### AmeriCorps Hours

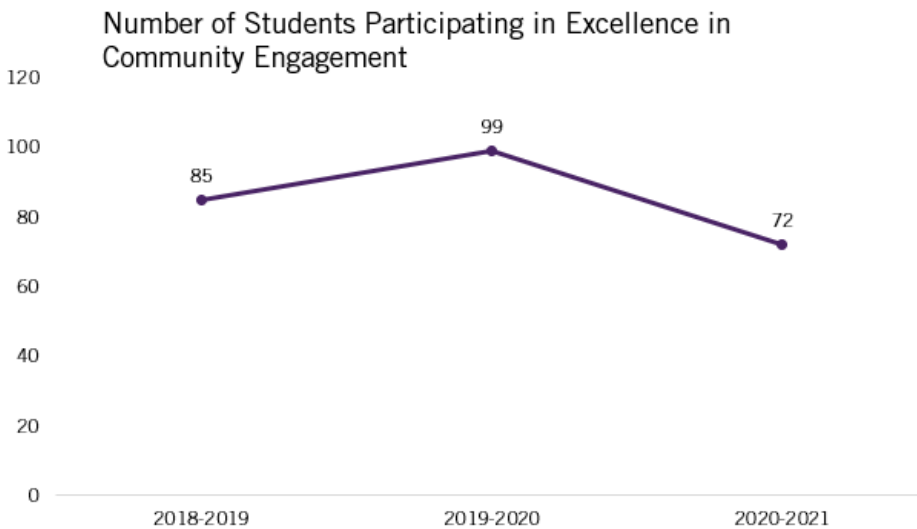


The Excellence in Community Engagement program recognizes the efforts of students who maintained a cumulative GPA of 3.50 while completing 300 hours of community engagement or a GPA of 3.0 while completing 400 hours of community engagement. Due to the COVID-19 pandemic, the total student hours that were submitted for the Excellence in Community Engagement experienced a sharp decrease in the past year. However, like our other student engagement efforts we expect that these numbers will rebound in the coming years.

### Total Excellence in Community Engagement Hours



### Number of Excellence in Community Engagement Students



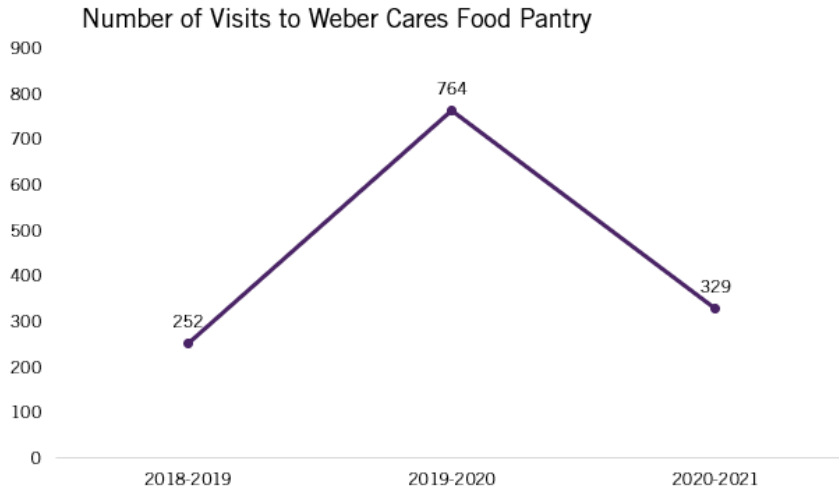
CCEL has worked diligently in the past two years to provide students with online or virtual opportunities for community engagement. These numbers prove that despite campus moving to a mostly online format in the past two years, students are still providing service to their community.

The Weber Cares Pantry is available to students and staff at Weber State University. It strives to decrease food insecurity, increase access to healthy eating options, and increase a student's ability to stay in school and finish their degree. Due to the COVID-19 pandemic,

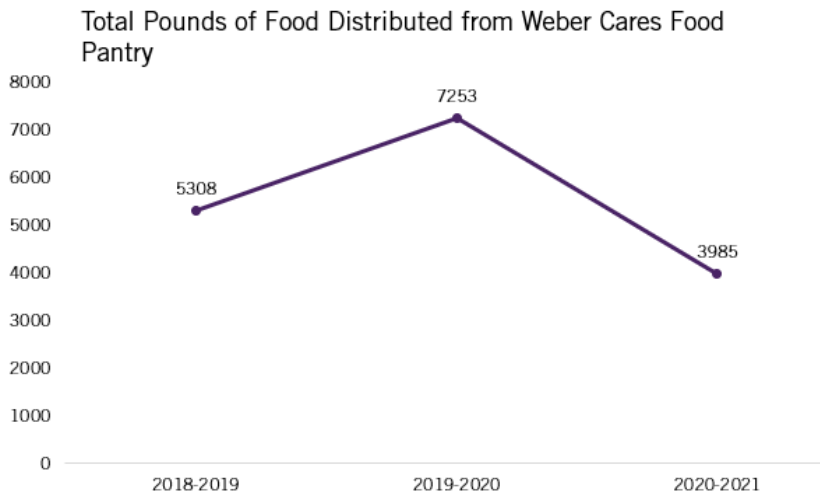
2016 - 2022

the number of visits to the pantry sharply decreased in the past year. Due to the pandemic, CCEL had to move the Weber Cares Pantry to an online ordering system. Since students moved to a mostly online school format and with the change in access to the pantry, both the number of students accessing the pantry and the amount of food distributed decreased in the past year. As we move back to in-person teaching, we expect that pantry usage will return to pre-pandemic levels.

### Number of Visits to Weber Cares Food Pantry



### Total Pounds of Food Distributed from Weber Cares Food Pantry



For other programmatic data, NOW DATA is a data collection and evaluation initiative developed by Student Affairs Data and Analytic. The initiative relies on departments and offices to submit monthly interaction data through spreadsheets. This data can be collected in any way the department prefers. The submitted data includes interaction dates, event names (if present), W numbers, and how the data was collected. The data entered through NOW DATA would allow CCEL to better track demographics. This data is then put into a dashboard by the Student Affairs Data and Analytics team to be viewed and used as needed by the Department, Division or University. As this project is only in its second semester as of Spring 2022, we do not currently have ready access to the dashboard to share widely due to unresolved security and access issues.

## **Dissemination**

The assessment and evaluation data are compiled every year for annual review. Community partner and program data have been collected through various databases throughout the last couple of years, including our current system GivePulse. Other student data is collected through other databases and available through Institutional Effectiveness. The CCEL staff review the data throughout the academic year. The CCEL annual report compares current and previous years data to determine how CCEL is supporting WSU strategic goals around EDI, retention and completion, and personal connections and academic excellence.

The ED of CCEL and CCEL staff meet annually to review end of year data and use the data to inform programming decisions. The ED of CCEL uses the data for training decisions as well as to justify budget allocations from student fees. The data are shared with University Communication for the president's annual report and recruitment and marketing materials, and the Development Office to share with potential donors. The Vice President for Student Affairs and the Associate Provost receive copies annually as well given CCEL's direct report to these two positions. This assessment information is also used for the annual application for the President's Higher Education Community Service Honor Roll and it is used for the application for the Carnegie Classification for Community Engagement. See [CCEL Annual Reports](#) for the past three years of reports and [What We Do](#) for annual quick facts.

## Relationships with External Communities

Because of the nature of CCEL's work, we have extensive relationships with communities external to the university. These include relationships with over 72 local nonprofits, local government entities, civic engagement groups, community organizers, regular citizens, and local businesses. We also work closely with other similar campus community organizations across Utah (UCCEN). We work with organizations not only in Ogden and Weber County, but also Salt Lake, Davis, Morgan, Cache, and Box Elder Counties. CCEL works with these organizations in myriad ways, including but not limited to:

- working with local nonprofits to provide student volunteers with service opportunities
- working with local nonprofits on days of service
- providing local nonprofits and government agencies with evaluation and research support
- working with local nonprofits and government agencies to provide students with opportunities for civic engagement

Below is a list of the type of agencies with whom we collaborate:

- domestic violence shelters
- food pantries and other hunger relief organizations
- after school organizations
- local government agencies (e.g., Ogden City government)
- outdoor recreation organizations
- youth empowerment organizations
- community health organizations
- local district and charter schools
- homeless and housing organizations
- animal rights organizations
- religious organizations
- civic engagement organizations
- anti-poverty organizations
- early childhood education organizations
- LGBTQ+ empowerment organizations

CCEL formalizes its relationships with community partners in a few ways.

## Community Partnerships

New and existing community partners will formalize their partnership with the Center for Community Engaged Learning by signing a Memorandum of Understanding (MOU). It is an at-will agreement which outlines the terms of being a community partner and it establishes the roles that the community partner and the CCEL have. Additionally, it can be terminated by either party with 30-day notice. There are three partnership tiers: Cub, Wildcat and Purple Pride. New partners will always start at the Cub level and will be required to



complete a full year at each partnership tier before they can move onto the next tier. The Cub tier partnership requires the MOU be renewed on an annual basis, while the Wildcat and Purple Pride tier partnerships require the MOU to be renewed every two years.

## **Research Partnerships**

The Community Research Extension (CRE) works to support the evaluation and research needs of local nonprofit organizations. This means that the CRE works with local nonprofits on a per project basis or sometimes signs annual contracts to provide ongoing research and evaluation support. Examples of those ongoing contracts include 9 years of supporting the United Way of Northern Utah, four years of supporting OgdenCAN, four years of supporting Boys and Girls Club of Weber-Davis County, and four years of supporting Weber School District's Project Roar. Within the past twelve months the CRE has also held contracts for projects with the Utah Department of Health, OWCAP, Ogden City, United Way of Salt Lake, and national organizations. Projects include:

- A statewide survey of food insecurity of higher education students. The survey included all 16 campuses and was a partnership between WSU, United Way of Salt Lake, Utahns Against Hunger, and the Huntsman Cancer Institute. The project was funded by the Robert Wood Johnson Foundation
- Focus groups for Ogden City Recreation to better figure out how they can better serve underrepresented youth of Ogden
- A survey commissioned by Ogden City government to figure out if residents of Ogden want to join the Community Renewable Energy Program (CREP)
- The OWCAP needs assessment which included a survey and focus groups as well as a secondary data pull

## **AmeriCorps**

We work with Utah Higher Education AmeriCorps Network (UHEAN) to provide students with an Education Award in exchange for community service. We recruit students for the program and coordinate with UHEAN to enroll students. We track hours and assist members and site supervisors as needed. Once hours are completed, we exit members and work with UHEAN staff to arrange students receiving the Segal Education Award. All community partners are local nonprofit organizations that work in conjunction with students' academic majors and career paths. AmeriCorps plays a vital role for not only students gaining hands-on work experience and volunteer opportunities but also gives organizations a chance to be involved with students and the university. Students participating in the program give their time and talents to strengthen the community by working with local nonprofit organizations. There is plenty of room for growth in this program and recruiting more students as well as community partners.

There are a number of ways we seek out feedback and input from community partners that influences the work we do. We currently conduct a bi-annual community partner survey and the community partner coordinator regularly communicates with partners to ensure that CCEL is meeting the needs of those partners. This has led to a major restructuring of

the Service Team and likely more changes in the near future. Currently, CCEL's work with community partners is more relational and less assessment based.

## **Utah Campus Community Engagement Network (UCCEN)**

The Utah Campus Community Engagement Network (UCCEN) is a collaborative effort within the Utah system of higher education. CCEL/WSU acts as the UCCEN fiscal agent and further supports the network by providing a part-time staff member to serve as Coordinator. The UCCEN vision is that Utah institutions of higher education remain vital partners in strengthening communities and aim to build higher education's capacity to serve the public good through four strategic goals: 1. Affirm the public purpose of higher education; 2. Promote deeper, more integrated community engagement; 3. Foster an active membership network; 4. Build the capacity of the Utah Campus Community Engagement Network. These goals are accomplished by providing engagement opportunities for students, faculty and staff through annual events and networking opportunities. This coordination is critical to the continued growth and development of community engagement across the state. The UCCEN Coordinator organizes annual statewide gatherings that include a nationally recognized keynote speaker, several sessions of peer presentations and networking opportunities. The coordinator then follows-up with participants 6-8 weeks after an event to see if they were able to implement any changes. A quarterly newsletter is also distributed to facilitate the sharing of information and opportunities.

CCEL's strategic goals prioritize deepening our relationships with the external communities with whom we work and better incorporating feedback from external communities into CCEL's work. These goals include cultivating reciprocity with community partners, deepening CE knowledge, improving social awareness, and reducing barriers to CE. The following activities and tasks, as outlined in the CCEL strategic plan, will help us achieve these goals:

1. Conduct a needs assessment of community partners so that we can better understand what partners would like to see change and what they would like to stay the same in their partnership with WSU. This will help us to appropriately restructure student teams, better work with partners to establish opportunities useful to both students and organizations, get a better understanding of partner needs for research and evaluation, and revise the current tiered partnership system
2. Establish a community partner advisory council
3. Better articulate the social impact focus of CCEL's mission to community partners

## Results of Previous Program Reviews

Major changes within CCEL from 2011 to 2016:

1. Change in structure to director/assistant director tandem, director with dual report to Academic Affairs and Student Affairs
2. First assistant director hired to support the director/assistant director leadership tandem
3. Reconfigured the physical space of CCEL with new furniture in the open shared space intended primarily for student use and added more workstations for staff and faculty
4. Center name change from Community Involvement Center for Center for Community Engaged Learning and articulated and supported three CEL pathways – service, democratic engagement, and community research
5. Added a full-time community partner coordinator position
6. Expanded faculty positions receiving release time – from 1 to 7 positions
7. Received a defined budget and given the responsibility of fully managing it
8. Opened the Community Research Extension (CRE) as an off campus CCEL site to support community research specifically
9. Took on the responsibility for tracking WSU’s community engagement after receiving the Carnegie Classification for Community Engagement in 2008

As a result of the 2016 program review, CCEL created an action plan. See [CCEL Program Review Action Plan Spring 2016](#).

## Summary

### Major Changes from 2016 to 2022

#### *Personnel Improvements*

1. Added a coordinator position, whose primary focus is recruiting and retaining underserved students
2. Added a part-time coordinator position to offset the loss of Utah Campus Compact
3. Revised coordinator position titles and descriptions to provide specificity:
  - a. Campus Engagement
  - b. Community Engagement
  - c. Student Engagement
4. Added a part-time budget specialist
5. Hired an AmeriCorps VISTA to help build food security capacity on campus
6. Added a student employee position dedicated to the Weber Cares Pantry (previously an activity waiver recipient)
7. Added a full-time director of community research
8. Shifted the data analyst to an exempt supervisor position
9. Hired a full-time evaluator utilizing contract and grant funds
10. Expanded our faculty positions to include a co-coordinator of the Engaged Learning Series and coordinator of Civitas

#### *Physical Space Refinements*

1. Remodeled the CRE, creating separate offices for the Director of Community Research and the Evaluation & Community Research Supervisor
2. Acquired the CCEL suite in the Community Education Center

#### *Programmatic Changes*

1. Moved the Weber Cares Pantry to the Stewart Library and thereby expanded hours and increased accessibility
2. Restructured the student teams to better address community partner needs, fulfill all three community engagement goals, create deeper connections between students, and foster collaboration between on-campus units
3. Developed a statewide campus network to continue the work of Utah Campus Compact

#### *Strategic Initiatives*

1. Created a five-year strategic plan
2. Increased grant funding significantly due to hiring a full-time Director of Community Research
3. Joined the [IARSLCE Alliance](#), thereby elevating CCEL and WSU's international stature
4. Participated in the [AAC&U Civic Evidence Project](#)

## **Upcoming Challenges**

### *Budget Cuts/Funding Constraints*

Although the budget cuts for 2022-2023 are minimal, we continue to struggle to hire staff due to low salaries and wages. In addition, the Evaluator & Community Research Analyst position remains tenuous without hard funding.

### *Community Partnership Reduction*

Due to the pandemic, we lost many of our community partners; therefore, we plan to rebuild old relationships and generate new partnerships.

### *Evaluation Needs*

Overall satisfaction with CCEL programs and services is high; however, we need to develop assessment processes for everything we do and continue revising/improving the student training modules. A strategic focus on marketing will increase awareness of the Weber Cares Program as well.

### *Safety Concerns*

The Space Effective Assessment confirmed what we knew--that the configuration and square footage of SU 324 is insufficient to our needs--and revealed some serious issues. Specifically, CCEL employees have become increasingly concerned about their emotional, physical, and psychological safety. These are grave and threatening issues. If funding allows, the remodel of SU 324 should help alleviate some of these concerns; however, the exposed nature of our space will not eliminate all of them. We must develop a plan to address these interpersonal issues.

### *Staff Adjustments*

Since the last program review, CCEL has changed executive directors twice, assistant directors once, community engagement coordinators once, and administrative specialists twice. The current Executive Director will be stepping down at the end of June. We hope to have a new director in place before the ED leaves to ensure a relatively smooth transition. Also, at the end of June, the Director of Community Research will be moving out of state and shifting to remote work for 9-12 months. These and previous personnel changes--and the impacts of a global pandemic--have emphasized the importance of cross training employees, providing continuous support for staff, and remaining flexible with our workplace expectations.