WSU
ANNUAL REPORT

July 1, 2007 to June 30, 2008

COMMUNITY INVOLVEMENT CENTER

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# Table of Contents

2007-08 Service Experiences – At a Glance

Executive Summary

I. Goals Specific to the General Operation of the Community Involvement Center

II. Goals Specific to Academic Service-Learning and Community-Based Research

III. Goals Specific to UCAN Serve AmeriCorps Program

IV. Goals Specific to Volunteer Involvement Program

2008-09 Community Involvement Center Goals

Appendix A – CIC Brochure

Appendix B – CIC Newsletters

Appendix C – Job Description for Office Specialist

Appendix D – CIC Advisory Board and Working Committees

Appendix E – Hall Endowment for Community Outreach Report

Appendix F – Community-Based Learning Supplemental Instructors (proposal)

Appendix G – Excellence in Service Recognition

Appendix H – CBL Designation on Courses (description and procedure)

Appendix I – Faculty Fellows Program (proposal)

Appendix J – Community Involvement Recognition Event Program

Appendix K – Faculty Feedback Survey

Appendix L – CBL Courses Taught 2007-08

Appendix M – Student Feedback Survey
List of Tables

Table 1. Faculty Development Events 2007-08
Table 2. Distribution of Faculty Interest in Faculty Development Opportunities
Table 3. CBL Students’ Perceptions of Service Experience
Table 4. As of the 6/02/2008 Active AmeriCorps Members by Grant Year
Table 5. AmeriCorps Members Signing-Up for a Second Term of Service
Table 6. Reasons AmeriCorps members joined the program and how they learned about the program
Table 7. Characteristics of 2007-08 AmeriCorps Members
Table 8. Volunteer Hours
2007-08 Service Experiences
At a Glance

Total Service
3,167 WSU Students Engaged in Service
17.6% of WSU student population

82,327 Service Hours Contributed by WSU Students

Annual estimated $ equivalent for service = $1,545,277.79*
*Calculated at $18.77/hour. Annual estimated value of volunteer time as figured by Independent Sector: www.independentsector.org

Community-Based Learning
48 Courses

57 Faculty in 28 different programs across the university

1,714 Students

40,099 Hours

Student Characteristics
23.6 years of age on average
16 hours of service per student on average
63.9% employed
82.6% employed 20 hours or more per week

Students’ Perception of Service-Learning
- 78.9% saw the application of their course material to everyday life via the service-learning experience
- “The course was easier to focus on because there was a goal other than paper work to focus on and it made the material applicable to myself, and those I was working with. Those all combined for an overall better learning experience.”

Students’ Evaluation of the Service-Learning Course
- 74.6% suggested that the syllabus outlined the objectives of the community work in relation to the course objectives
- 67.7% reported developing a good relationship with the course instructor because of the community work performed

Students’ Attitudes toward Community Involvement
- 72.9% felt as though the work they had done in the community via the course was beneficial for the community
• 75.8% suggested they would probably volunteer or participate in the community after this course
• “I really enjoyed working in my community. It's so good for everyone to set aside some time to serve the people around you.”

Influence of Service on Major or Profession
• Helped 26.5% of students clarify career plans
• Helped 73.2% hone leadership skills

Students’ Personal Reflections on Service
• 62% said community work in the course made them more aware of their biases and prejudices
• 93% believe that most people can make a difference in their community

Community Service Hours
1,369 Students involved in volunteer service
15,822 Hours served

AmeriCorps
84 Active WSU AmeriCorps members during the 2007-08 academic year
26,406 Hours of Service completed
Over $100,000 in scholarship money awarded to AmeriCorps members

AmeriCorps impacts the member’s personal growth, career development and their connection to their community.

Job Experience
“ I was able to observe teachers, then take over their classrooms for a few months. I used that time to gain as much knowledge as possible. I also got to “experiment” using different teaching styles and grading systems to help decide which methods I like, or would never use again. This experience in the classroom was a great eye opener for me and made me realize exactly how much teachers can impact individuals’ lives—hopefully for the better.”

Confidence
“It has given me confidence, a peace of mind, and a better understanding.”

Increased Community Awareness and Closeness
“The experiences really changed me and made me more dedicated to continue to serve my community”
CIC Annual Report
2007-08

Executive Summary
Goals for 2007-08 Academic Year and Progress toward Their Achievement

The Community Involvement Center (CIC) received its official center designation from the Utah Board of Regents June 2007. Directors of service positions in Academic Affairs, (Community-Based and Experiential Learning), and Student Affairs (Community Service Director) became the co-directors of the center. The following is a list of goals established by the first co-directors of the CIC. Under each goal is a description of the progress made toward the achievement of those goals during the 2007-08 academic year.

I. Goals Specific to the General Operation of the Community Involvement Center

1. Generate public awareness of the Community Involvement Center and what it has to offer the campus and community.
   - Presentations at opening school meetings, new faculty retreat, student leadership retreat
   - Launched the CIC web page
   - Brochure (Appendix A)
   - Newsletters (Appendix B)
   - Posted information about the CIC and outstanding service events or projects in various print news outlets.
   - Secured a Public Relations Intern during Spring 2008 semester

2. Fine tune and then launch the Community Involvement Center website.
   - Launched August 2007
   - http://weber.edu/CommunityInvolvement

3. Launch and maintain the web-based Community Calendar.
   - Piloted Fall 2008 on CIC web page
   - Spring 2008 - Community Partners invited to register with the CIC and gain access to the community calendar
     - Currently 14 community partners given access to calendar

4. Hire a fulltime staff member to maintain the website and community partner data base, record and track service hours for service-learning, community-based research, and volunteerism, and provide secretarial support to the Community Involvement Center.
   - Hired full-time Office Specialist in October 2007 (Appendix C)

5. Identify faculty, students, staff and community partners to serve on the numerous subcommittees necessary to accomplish the work of the center. Establish these committees, present them with their charges, and support them in their work.
   - Established Advisory Board
31 Members including community partners, faculty, students and WSU staff (see Appendix D)

Advisory board members are expected to attend two board meetings per year, participate in and act as a liaison to one of the nine working committees established in the center, and provide guidance and input for the future direction of the center.

- Established 9 working committees (see Appendix D for membership)
  - Hall Endowment for Community Outreach Grants Review Committee
  - Community Matchmaking Committee
  - Public Relations Committee
  - Service-Learning Leaders Committee
  - Service Scholars Program Committee
  - Community-Based Learning Curriculum Committee
  - Community-Based Learning Faculty Development Committee
  - Volunteer Involvement Program (VIP) Committee
  - Awards Committee

** Please see body of report for summaries of the work completed in each of these committees. Supplemental materials for these committees can be found in Appendices E through I. These committees were central to moving the work of the CIC forward.

6. Design a Service Scholar Program for students at Weber State University.
   - Working Committee established to address this goal – see brief description above in Section I.5.5 or Appendix G for full description of Excellence in Service Recognition.
   - Working group to attend AAC&U institute

7. Host the second Community Involvement Recognition event to recognize the outstanding curricular and co-curricular based service taking place at WSU and present the John A. Lindquist Award.
   - Academic Affairs and Student Affairs collaborated to host the second Community Involvement Recognition Luncheon on April 11, 2008.
   - Students, faculty, staff, and community partners were recognized for their outstanding contributions to the community through service at the event.
   - Included the presentation of the John A. Lindquist award to two recipients this year.
   - The event was a success with 150 people in attendance.
   - Program in Appendix J

8. Partner as a campus team with Utah Campus Compact.
   - 2 Faculty Consulting Corps members (FCC)
   - Service-Learning Coordinator (SLC)
   - Community Service Director (CSD)
   - Student Service Leaders (SSL)
   - WSU representation on UCC 5 year strategic planning committee
9. Create a system for recording curricular and co-curricular service hours for participating WSU students.
   - Utilized Volgistics – electronic service hour tracking system that interfaces with CIC website
   - Developed, implemented and maintained service tracking process for both curricular and co-curricular service.
   - Piloted Spring 2008
     - Tracking Curricular Service
       22 faculty members registered and/or had students register with the CIC
       14 faculty members actually had students record hours with the CIC
       9 courses registered and tracked
       24 sections registered and tracked
       282 students registered and tracked
       4,128 service hours recorded
     - Tracking Co-Curricular Service
       11 VIP programs registered
       164 VIP students registered
       3,097 VIP service hours recorded
       12 Clubs/Organizations registered
       61 students involved in Clubs/Organizations registered
       341 hours recorded for service completed by Clubs/Organizations

II. Goals Specific to Academic Service-Learning and Community-Based Research
1. Launch and fine tune the virtual matchmaking system between service-learning faculty and community partners.
   - Service Opportunity Directory – community partner database available online 24/7
   - Continued to provide one-on-one interactions between CIC co-director and individual faculty members.
   - Speed-dating matchmaking event in February provided another opportunity for faculty and community partners to learn more about one another.

2. Collaborate with the Teaching Learning Forum to sponsor at least two faculty training events each semester to support existing and new service-learning faculty based upon the feedback received from the faculty survey administered in May 2007.
   - Hosted 7 faculty development events on campus
   - Funded and transported 10 WSU faculty members to attend the annual UCC Service-Learning Faculty Retreat in St. George, UT, February 7-9, 2008.

3. Create a service-learning teaching assistant program wherein experienced service-learning students act as assistants to faculty engaging in service-learning.
   - Working committee established to address this goal – see section I.5.4.of this report and Appendix F for description of program.
4. **Record the students’ service hours for all registered service-learning and community-based research courses.** Provide these hours to faculty teaching these courses.
   - Two methods for recording hours this academic year
     - Service Hours Tracking System – courses registered with center (see section I.9. Tracking Curricular Service Hours of this report for brief description).
     - Faculty survey – self-report of curricular based service hours (see section II.7. of this report for brief description).

5. **Write a proposal to host a CUR Institute on Community-Based Research.**
   - Did not pursue this opportunity given demands of creating a foundation upon which to build the CIC. May consider in the future after WSU hosts the CUR in 2010.

6. **Collaborate with the BIS program to support the service-learning component of the BIS degree.**
   - Have met with new BIS coordinator
   - Planning to include a service-learning component to the BIS course summer/fall 2008

7. **Assess the use of service-learning and community-based research at WSU.**
   - **Faculty Use and Interest**
     - 57 self-identified community-based learning faculty
       - 22 identified via tracking system
         - registered and/or had students register with the CIC
       - 10 additional faculty members were identified because of their departmental association (i.e. all sections of COMM 2110 and SOCWK 1010 are listed because there is a required service-learning project in every section taught).
       - 25 identified via the survey
     - 13 self-identified as not practicing service-learning, but interested in doing so (identified from survey data)
   - **Courses**
     - 48 self-identified CBL courses taught in 2007-08 (see Appendix L)
       - 14 recorded in the service hours tracking system
       - 34 identified via the survey
     - In 28 different programs across 5 of the 7 colleges
   - **Students**
     - 1605 Service-Learning Students
       - 245 identified via tracking system
       - 717 identified via survey
       - 643 additional students identified from sections of COMM 2110 and SOCWK 1010 that were not captured via tracking system or the survey.
     - 109 Community-Based Research Students
       - 37 identified via tracking system
       - 72 identified via survey
• Hours
  • 38,158 Service-Learning Hours
    ■ 3,633 hours recorded via tracking system
    ■ 28,589 hours recorded via survey
    ■ 5,936 additional hours recorded from sections of COMM 2110 and SOCWK 1010 that were not captured via tracking system or the survey
  • 1,941 Community-Based Research Hours
    ■ 495 recorded via tracking system
    ■ 1,446 recorded via survey

• Most requested Faculty Development Opportunities
  o Grading Service-Learning Projects
  o Publishing outlets for service-learning and community-based research

• Characteristics of Service-Learning Students
  23.6 years of age on average
  16 hours of service per student on average
  63.9% employed
  82.6% employed 20 hours or more per week

• Service-Learning Students’ Perceptions
  • Perception of service-learning
    o 78.9% saw the application of their course material to everyday life via the service-learning experience
    o “The course was easier to focus on because there was a goal other than paper work to focus on and it made the material applicable to myself, and those I was working with. Those all combined for an overall better learning experience.”
  • Evaluation of the service-learning course
    o 74.6% suggested that the syllabus outlined the objectives of the community work in relation to the course objectives
    o 67.7% reported developing a good relationship with the course instructor because of the community work performed
  • Attitude toward community involvement
    o 72.9% felt as though the work they had done in the community via the course was beneficial for the community
    o 75.8% suggested they would probably volunteer or participate in the community after this course
    o “I really enjoyed working in my community. It's so good for everyone to set aside some time to serve the people around you.”
  • Influence of service on major or profession
    o Helped 26.5% of students clarify career plans
    o Helped 73.2% hone leadership skills
  • Personal reflections on service
    o 62% said community work in the course made them more aware of their biases and prejudices
93% believe that most people can make a difference in their community

III. Goals Specific to UCAN Serve AmeriCorps Program
1. Continue to increase the number of WSU students participating in the AmeriCorps Education Award program.
   - The CIC has been very successful in accomplishing this goal again this year.
     - 124 students received training for the AmeriCorps program in 2007-08 grant year
     - CIC enrolled 78 new AmeriCorps members in 2007-08 grant year (August 18, 2007 – August 17, 2008).
       - This is almost double the membership of the previous grant year (40 members 2006-07).
     - Increasing the number of members who are re-enrolling in the program
       - 1 in 2005-06 grant year
       - 2 in 2006-07 grant year
       - 7 in 2007-08 grant year
   - 26,406 AmeriCorps hours completed since July 1, 2007 by 84 active and exited AmeriCorps members (enrolled in more than just 2007-08 grant year)
     - 76 of these members are involved in curricular programs
       - 24,227 hours completed by members in curricular programs since July 1, 2007
     - 8 of these members are involved in the VIP program
       - 2,179 hours completed by VIP participants since July 1, 2007
   - 52 current AmeriCorps active members from 2007-08 grant year
     - Committed to 30,000 hours of service in the community
     - Will receive a total of $83,623 upon completion of the program

2. Provide necessary support to help the vast majority of students successfully exit the program with the full award.
   - CIC has been successful at reducing the number of students who do not exit the program with the award
     - 20 members did not exit with the award in 2005-06 grant year
     - 11 members did not exit with the award in 2006-07 grant year
     - All members have successfully exited the program or are still active in the 2007-08 grant year
   - 26 members from 2007-08 grant year successfully exited
     - 13,456 hours completed
     - $31,570 scholarship money awarded
• Created tools to provide better support to members
  o Made formatted time logs available online
  o Exit forms available online
  o Procedure for more closely tracking member hours
  o Systematic follow-up phone calls and face-to-face meetings
  o Increased one-on-one attention for members who are delinquent in their paperwork

• 109 students have successfully exited the program since 2004-05 grant year
  o $138,017 awarded to these exited members
  o 55,514 hours completed by these exited members

3. Create new tools and methods for recruiting new AmeriCorps members.
   • Preliminary AmeriCorps application online
   • Posters and flyers for students and faculty
   • Targeted more programs that require student engagement in the community
     o Paramedic Program
     o Radiological Science
     o Social Work
     o Teacher Education

4. Develop and employ strategies for creating a sense of community among WSU AmeriCorps members. Create bi-monthly service opportunities and reflection sessions in which AmeriCorps members will participate as a collective whole.
   • Demographic characteristics of our members show that WSU AmeriCorps members come from different backgrounds, academic disciplines and life experiences.

   • Created UCAN Serve days – once per month – required of all members to participate in at least one UCAN Serve day before exiting the program.

   • Impact of the program on students
     AmeriCorps impacts the member’s personal growth, career development and their connection to their community.

     Job Experience
     “I was able to observe teachers, then take over their classrooms for a few months. I used that time to gain as much knowledge as possible. I also got to “experiment” using different teaching styles and grading systems to help decide which methods I like, or would never use again. This experience in the classroom was a great eye opener for me and made me realize exactly how much teachers can impact individuals’ lives—hopefully for the better.”

     Confidence
     “It has given me confidence, a peace of mind, and a better understanding.”

     Increased Community Awareness and Closeness
“The experiences really changed me and made me more dedicated to continue to serve my community”

5. Maintain all member files to assure compliance with the UCAN Serve grant regulations.
   - Utilized a check list system to ensure compliance
   - Files were audited and WSU was compliant

IV. Goals Specific to Volunteer Involvement Program
1. Continue to maintain all current student lead volunteer programs.
   - 1,369 Students involved in volunteer service
   - 15,822 Hours served
   - $296,978.94 contribution to organizations when calculated at $18.77 per hour

2. Add an environmental volunteer program to the current set of VIP programs.
   - Accomplished Fall 2007.

3. Continue to host the volunteer fair.
   - September 19, 2007
   - 29 organizations represented

Office Staff during 2007-08
   2 Co-Directors (each ½ time in this role)
   Secretary/Office Specialist (full-time time)
   Work-study Student (20 hours per week)
   America Reads Work-study student (20 hours per week)
   Public Relations Intern (10 hours per week) – Spring Semester

Goals for 2008-09 at end of report
Goals for 2007-08 Academic Year and Progress toward Their Achievement

The Community Involvement Center (CIC) received its official center designation from the Utah Board of Regents June 2007. Directors of service positions in Academic Affairs, (Community-Based and Experiential Learning), and Student Affairs (Community Service Director) became the co-directors of the center. The following is a list of goals established by the first co-directors of the CIC. Under each goal is a description of the progress made toward the achievement of those goals during the 2007-08 academic year.

I. Goals Specific to the General Operation of the Community Involvement Center

1. Generate public awareness of the Community Involvement Center and what it has to offer the campus and community.

   This is a goal that will be ongoing for the foreseeable future. The CIC has made some progress in the area of public relations by: a) giving informational presentations to a number of different groups; b) launching and utilizing a center web page; c) creating a brochure for students, faculty and community partners; d) publishing two newsletters; e) posting information about the CIC and getting coverage of outstanding service events or projects in various print news outlets; and f) securing and utilizing a Public Relations intern during the 2008 semester. These activities are listed below:

   a) Presentations
      New Faculty Retreat
      Opening School Meetings for all seven colleges
      Student Groups
      Pre-Medicine Student Club
      Student Leaders General Assembly
      ARO Clubs & Organizations

   b) CIC Website
      http://weber.edu/CommunityInvolvement
      This website was designed by a computer science class during the Spring 2007 semester and was launched in August 2007. The site is used for a variety of purposes including information dissemination and collection.

   c) Created a brochure describing the services available to students, faculty and community (see Appendix A). This brochure was circulated to faculty who self identified as community-based learning faculty or interested in the pedagogy. Additionally, the brochure was mailed to over 100 community organizations who are listed in the CIC’s Opportunity Directory. Lastly, these brochures have been
circulated among students at various events throughout the academic year. See Appendix A.

d) Published two newsletters highlighting service activities in which WSU students, faculty and staff engaged over the 2007-08 academic year. See Appendix B.

e) News outlets

**SIGNPOST**

_The Signpost_, Wednesday, October 3, 2007, *Community Involvement Center forms from Union*

_The Signpost_, October 15, 2007, *Stuffed Animals soothe abused children*

_The Signpost_, P1, Wednesday, October 24, 2007, *‘Make a Difference Day’ needs help*

_The Signpost_, P10, Wednesday, October 31, 2007, *Volunteers get more than fuzzy feeling.*

_The Signpost_, P1, Wednesday, November 28, 2007, *Faux hobos chill out*

_The Signpost_, P1, Friday, November 30, 2007, *Out-of-the-ordinary community service puts students…Out in the cold*

_The Signpost_, P4, Friday, November 30, 2007, *Celebrating the Season and Changing Lives*

_The Signpost_, P4, Friday, November 30, 2007, *Student’s honored to sing for someone else’s supper*

_The Signpost_, January 7, 2008, *Read-a-thon to kick off “weber reads” series*

_The Signpost_, March 24, 2008, *Spring Break not just for partying*

_The Signpost_, April 23, 2008, *WSU honored for community service*

**STANDARD EXAMINER**

_Standard Examiner_, July 4, 2007, *Astronomer has more tools than just a telescope*
Standard Examiner, 1A, Saturday, July 14, 2007, *Free program turns up scoliosis, obesity, arthritis, more*

Standard Examiner, October 28, 2007, *Making a difference volunteers give little time for big results*

Standard Examiner, Section 1B, Monday, April 28, 2008, *Health students share food, hygiene tips with kids*

Standard Examiner, Section 11A, Tuesday, April 29, 2008, *Community-based learning opens opportunities for the future*

OTHER WEBER STATE MEDIA

Weber State University Magazine, Fall 2007, *Giving Back: Choosing Involvement with Nonprofits and Volunteerism*

Weber State University Magazine, Fall 2007, *Out of their classes, into the classrooms: Partnership puts education in local schools*


KGW Channel 8 News Portland, March 12th, 2008, *Students build a better spring break*

Uinta Country Herald - Evanston, WY, April 11 or 18, 2008, *Evanston Resident participates in Weber State University alternative spring break*

f) Secured and utilized a Public Relations intern during the 2008 semester. With the help of the Department of Communication the CIC benefited from a one semester intern. One of the main contributions of the intern was the Spring 2008 newsletter (see Appendix B).

2. Fine tune and then launch the Community Involvement Center website.
   The Community Involvement Center launched its website August 1, 2007 ([http://weber.edu/CommunityInvolvement](http://weber.edu/CommunityInvolvement)). The website has general information for all constitutes as well as tailored information on separate pages for Students, Faculty, and Community Partners. This has been a wonderful tool for information dissemination.

   The website has also served as a virtual entry point into the center and all of its programs. Students, faculty and community partners use the website to register their service, courses and agencies with the center.
3. Launch and maintain the web-based Community Calendar.

   The community calendar was created as part of the CIC webpage. We started using the calendar in the fall 2008 in a very limited capacity to work out any programming glitches. In spring 2008, community partners were invited to register with the CIC and gain access to the community calendar in order to post events for which they needed volunteers. Currently, 14 community partners have been given access to the calendar. We hope to increase this number in the upcoming year.

4. Hire a fulltime staff member to maintain the website and community partner data base, record and track service hours for service-learning, community-based research, and volunteerism, and provide secretarial support to the Community Involvement Center.

   Hired a full-time Office Specialist in October 2007 to design, implement and maintain service hour tracking system as well as perform office management duties (see Appendix C for job description).

5. Identify faculty, students, staff, and community partners to serve on the numerous subcommittees necessary to accomplish the work of the center. Establish these committees, present them with their charges, and support them in their work.

   - Established Advisory Board
     - 31 Members including community partners, faculty, students and WSU staff (see Appendix D)
     - Advisory board members are expected to attend two board meetings per year, participate in and act as a liaison to one of the nine working committees established in the center, and provide guidance and input for the future direction of the center.
     - Met twice:
       - October 11, 2007
       - April 11, 2008

   - Established 9 working committees
     Much of the work accomplished in the CIC during the 2007-08 academic year occurred in nine working committees. Below is a brief description of what was accomplished in each of these working groups during the 2007-08 academic year.

     1. Hall Endowment for Community Outreach Grants Review Committee
        - 15 Preliminary Applications Submitted
          - $89,606 Requested
        - 10 Full Applications Submitted and Granted Funding
          - $45,197 Requested
          - $28,137 Granted
          - 6 faculty, 2 staff, 2 students
2 - Community Matchmaking Committee

- Community Matchmaking: Speed Dating Style, February 13, 2008
- 7 Community Partners attended
- 7 Faculty members attended
- Planning for future:
  - Tour of Community Organizations for faculty and students
  - Speed Dating each semester

3 - Public Relations Committee

- Secured a PR Intern from Communication Dept. during Spring 2008
- “We Want Your Media” campaign during Spring 2008 – goal of this campaign is to collect stories and media that show WSU students in action in the community. The CIC will house such media for the campus.
- Newsletter – published two newsletters – Fall 2007, Spring 2008 (see Appendix B)

4 - Service-Learning Leaders Committee

- Goal – to give students an opportunity to act as community-based learning assistants to support faculty members who are engaging in community-based learning techniques.
- Wrote a Hemingway grant to fund Community-Based Learning Supplemental Instructors. Funded for 2008-09 academic year.
- Program Summary:
The Community Involvement Center, in collaboration with the Supplemental Instruction Program at WSU, is proposing to pilot a program that would provide supplemental instructors for service-learning faculty. The pilot program would involve 4 experienced service-learning students who would act as supplemental instructors to 4 service-learning faculty members. The objectives of the program are two fold: 1) to deepen the learning experience of students in service-learning courses and 2) to encourage faculty to utilize the pedagogy, especially for those who are reluctant but interested. Funding is needed to pay service-learning supplemental instructors and help cover administrative costs. Data will be collected to assess the impact of the program on student learning and faculty attitudes regarding the use of service-learning as pedagogy. (See Appendix F for full proposal).

5 - Service Scholars Program Committee

- Reviewed Service Scholars programs at 8 different institutions
  - Institutions with Carnegie Classification
  - Institutions similar to WSU in mission and size
- Decided to focus on an immediate recognition for students serving their community while maintaining academic excellence – Excellence in Service Recognition
18 students received this recognition in May 2008
Applies after students’ names in the Commencement Program
See Appendix G for description of Excellence in Service Recognition
Planning for Future – Group of WSU faculty, administrators, students, and a trustee are attending a retreat hosted by AAC&U, June 2008 to lay some groundwork for a scholars program that is best for WSU

6 - Community-Based Learning Curriculum Committee
- Explored Community-Based Learning designation on courses
  - Reviewed designation at 6 institutions similar to WSU in mission & size
- Developed criteria, process & procedures (see Appendix H)
- Went before the Faculty Senate April 17, 2008 as an information item
- Future plans – Review course proposals for 2008-09 academic year

7 - Community-Based Learning Faculty Development Committee
- Workshops for faculty
  - Introduction to Community-Based Research, October 15, 2007
  - Community-Based Research: Potential Projects, October 18, 2007
  - Grading Service-Learning Projects, November 5, 2007
- Information Sessions for faculty
  - New Tools to Facilitate Service-Learning, February 6, 2008
  - Applying for a Hall Endowment for Community Outreach Grant, March 5, 2008
- Service-Learning Retreat for faculty
  - Utah Campus Compact sponsored event, Feb. 7-8th St. George, UT
  - 10 WSU faculty members attended
- Lindquist Award Recipient Lecture
  - Kathryn MacKay, *Able to Talk With Anyone: Education and Democracy*
  - March 19, 2008
- Wrote Hemingway grant to fund Faculty Fellows Program
  - Not funded by Hemingway
  - Funded by anonymous donor for 2008-09 and 2009-10 academic years
- Program description:
The Community Involvement Center (CIC) is proposing to create a Community-Based Learning Faculty Fellows Program to train faculty members in service-learning (S-L) and community-based research (CBR) pedagogies. The goal is to train cohorts of faculty in these pedagogies in order to create a critical mass of effective practitioners. The proposed project is for a two year period. Each year would have a different focus. Year 1 (2008-09) would focus on service-learning pedagogy and Year 2 (2009-10) would focus on community-based research pedagogy. Each year 10 faculty members, at least one from
each college, would be trained to create and teach a course using the community-based learning pedagogy taught in that year. The fall semester of each academic year would be used to train the faculty members in the pedagogy and assist them in course construction via structured workshops. The newly enhanced course would then be taught in the spring semester. The faculty members would receive an honorarium in the amount of $500 for participating in the 5 workshops, developing a community-based learning course, and teaching it in the following spring semester. (See Appendix I for full project description).

8 - Volunteer Involvement Program (VIP) Committee
   ● See Volunteer Involvement Program section of report - Section IV.

9 - Awards Committee
   ● Utah Campus Compact Outstanding Service Awards – established process
     ● Civically Engaged Student
     ● Engaged Scholar
     ● Committed Community Partner
   ● Articulated distinction between the UCC Engaged Scholar Award and the John A. Lindquist Award
   ● Helped plan and organize annual Community Involvement Recognition event (see description in section I.7. below).

6. Design a Service Scholar Program for students at Weber State University.
   ● Working Committee established to address this goal – see brief description above in Section I.5.5 or Appendix G for full description of Excellence in Service Recognition.
   ● Working group to attend AAC&U institute

7. Host the second Community Involvement Recognition event to recognize the outstanding curricular and co-curricular based service taking place at WSU and present the John A. Lindquist Award.
   Academic Affairs and Student Affairs collaborated to host the second Community Involvement Recognition Luncheon on April 11, 2008 (see program in Appendix J). Students, faculty, staff, and community partners were recognized for their outstanding contributions to the community through service at the event. The luncheon also hosted the presentation of the John A. Lindquist award. The event was a success with 150 people in attendance. The following is a list of award categories:
   Volunteer Involvement Program Recognition
   AmeriCorps Member Recognition – Exiting Members
   Excellence in Service Recognition
   Utah Campus Compact Awards
   Service-Learning Engaged Scholar
   Civically Engaged Student
   Committed Community Partner
   John A. Lindquist Award
2 recipients this year
President’s Higher Education Community Service Honor Roll
WSU was named to this Honor Roll for the second year in a row.

A list of recipients of these awards can be found in event program located in Appendix J.

8. Partner as a campus team with Utah Campus Compact.
The Community Involvement Center successfully partnered with the Utah Campus Compact again this year. Several representatives from the university fulfilled key roles in the Utah Campus Compact organization:
- 2 Faculty Consulting Corps members (FCC)
- Service-Learning Coordinator (SLC)
- Community Service Director (CSD)
- Student Service Leaders (SSL)
- WSU representation on UCC 5 year strategic planning committee

9. Create a system for recording curricular and co-curricular service hours for participating WSU students.
The CIC utilized an electronic service hour tracking system to record, track and report service hours of WSU students. An office specialist position was created and filled in October 2008 to develop, implement and maintain a service tracking system. This tracking system was developed by December 2007 and piloted in Spring 2008 semester.

**Tracking Curricular Service Hours**
WSU faculty were invited to register their self-identified community-based learning course with the Community Involvement Center. Once faculty registered online, the CIC staff accessed the faculty member’s class list and emailed each student enrolled in the community-based learning course an invitation to register online with the CIC. Once students registered, they received an email confirming their registration with the center as well as information about how they submit their service hours to the center. Students were asked to submit hours by the 5\textsuperscript{th} day of each month. Hours were entered into the system continuously throughout the semester. CIC staff ran individual class reports listing all students in the class who had registered and the number of service hours they had recorded with the CIC to date. These reports were shared with registered faculty members at the end of weeks 5, 10 and 15 of the spring 2008 semester.

22 faculty members registered and/or had students register with the CIC
14 faculty members actually had students record hours with the CIC
9 courses registered and tracked
24 sections registered and tracked
282 students registered and tracked
4,128 service hours recorded

Twenty-two faculty had students register with the center. Of those, 14 had students actually record hours and therefore received the reports from the CIC. These 14 faculty members were teaching 9 different courses that were registered with the CIC which included 24
different sections of these courses. The total number of students in these sections who actually registered and recorded hours with the center was 282 which is considerably lower than the total enrolment in these classes (561). Therefore, the CIC needs to do a better job of convincing faculty members to make registering with the CIC a requirement of the service assignment in the class. The CIC recorded 4,128 hours of service for these 282 students who averaged 14.6 hours of service per student.

*Tracking Co-Curricular Service Hours*

There are two main avenues through which co-curricular service hours can be tracked: 1) participation in the Volunteer Involvement Program; and 2) participation in a club or organization. Students in these programs were invited to register with the CIC via online registration forms. Once they registered, they were sent a confirmation email with instructions on how to record hours with the center. Hours were entered into the tracking system continuously throughout the semester.

11 VIP programs registered
164 VIP students registered
3,097 VIP service hours recorded

12 Clubs/Organizations registered
61 students involved in Clubs/Organizations registered
341 hours recorded for service completed by Clubs/Organizations

Recording service hours in the CIC is not mandatory for faculty or students, therefore, it is difficult to get full participation. The CIC is conveying the benefits of registering with the center to both faculty and students realizing that shifting the campus culture is a slow process.

**II. Goals Specific to Academic Service-Learning and Community-Based Research**

1. **Launch and fine tune the virtual matchmaking system between service-learning faculty and community partners.**

   The community partner database consisting of over 100 community organizations was converted to an online Service Opportunity Directory in fall 2007. This directory is available to faculty, students and community partners 24/7 and has been utilized to place students in community organizations as well as create appropriate partnerships between faculty and community organizations. Community organizations have been invited to view the description of their organization in the directory and send edits to the CIC to keep the directory as current as possible.

   Partnerships between campus and community are also being made via one-on-one interactions between a CIC co-director and individual faculty members. Additionally, the speed-dating matchmaking event in February provided another opportunity for faculty and community partners to learn more about one another.
2. Collaborate with the Teaching Learning Forum to sponsor at least two faculty training events each semester to support existing and new service-learning faculty based upon the feedback received from the faculty survey administered in May 2007.

The CIC offered faculty training events, information sessions and lectures during the 2007-08 academic year to accomplish this goal. The CIC collaborated with the Teaching & Learning Forum to sponsor some of these events. As you can see in the summary table below, these faculty events occurred in both the fall and spring semesters and were well attended with no fewer than 4 attendees.

Table 1. Faculty Development Events 2007-08

<table>
<thead>
<tr>
<th>Event</th>
<th>Presenters</th>
<th>Co-Host</th>
<th>Date</th>
<th>Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Community-Based Research</td>
<td>Brenda Kowalewski</td>
<td>TLF</td>
<td>10/15/07</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CIC co-director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lauren Fowler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bryan Dorsey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S&amp;BS CBR Practitioners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community-Based Research: Potential Projects</td>
<td>Ruth Stubbs</td>
<td>TLF</td>
<td>10/18/07</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>ETS program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karen Thurber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ogden City</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keith Enable Industries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Service-Learning Projects</td>
<td>Brenda Kowalewski</td>
<td>TLF</td>
<td>11/5/07</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CIC co-director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating Service-Learning into YOUR Course</td>
<td>Valerie Herzog</td>
<td>TLF</td>
<td>11/8/07</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Shannon Butler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Becky Jo McShane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Tools to Facilitate Service-Learning</td>
<td>Brenda Kowalewski</td>
<td>N/A</td>
<td>02/06/08</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>CIC co-director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying for a Hall Endowment for Community Outreach Grant</td>
<td>Brenda Kowalewski</td>
<td>TLF</td>
<td>03/05/08</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>CIC co-director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindquist Award Recipient Lecture – Able to Talk with Anyone: Education and Democracy</td>
<td>Kathryn MacKay</td>
<td>N/A</td>
<td>03/19/08</td>
<td>52</td>
</tr>
</tbody>
</table>
In addition to providing faculty with training opportunities on campus, the CIC was instrumental in funding and transporting 10 WSU faculty members to the annual UCC Service-Learning Faculty Retreat in St. George, UT, February 7-9, 2008. These faculty members had an opportunity to attend numerous service-learning and community-based research sessions and workshops over a day and a half retreat.

3. **Create a service-learning teaching assistant program wherein experienced service-learning students act as assistants to faculty engaging in service-learning.**
   - Working committee established to address this goal – see section I.5.4.of this report and Appendix F for description of program.

4. **Record the students’ service hours for all registered service-learning and community-based research courses. Provide these hours to faculty teaching these courses.**
   - Two methods for recording hours this academic year
     - Service Hours Tracking System – courses registered with center (see section I.9. Tracking Curricular Service Hours of this report for brief description).
     - Faculty survey – self-report of curricular based service hours (see section II.7. of this report for brief description).

5. **Write a proposal to host a CUR Institute on Community-Based Research.**
   - Did not pursue this opportunity given demands of creating a foundation upon which to build the CIC. May consider in the future after WSU hosts the CUR in 2010.

6. **Collaborate with the BIS program to support the service-learning component of the BIS degree.**
   - Have met with new BIS coordinator
   - Planning to include a service-learning component to the BIS course summer/fall 2008

7. **Assess the use of service-learning and community-based research at WSU.**
   Two methods of data collection were utilized to assess the use of service-learning and community-based research at WSU in 2007-08: 1) faculty and student feedback surveys and 2) service hours tracking system. Additionally, the CIC collected data from two departments, each of which house a course wherein all sections of the course include a service-learning project (COMM 2110 and SOCWK 1010). Data on enrollment and service hours completed in these courses supplement the data collected from the faculty surveys and the tracking system.

   **Faculty Feedback Survey and Hours Tracking System**
   A feedback survey (see Appendix K) was designed and administered to WSU faculty in April & May 2007. Completed surveys were returned no later than May 20, 2008 and each instructor/faculty member who completed the survey had their name entered in a drawing for an iPod.

   The survey was administered as a general census rather than as a survey of a random sample of WSU faculty used to estimate the population of service-learning faculty. All service-learning faculty (self-identified), practicing or
interested, were emailed the survey (150 faculty/instructors). In addition, the survey was posted on the WSU daily bulletins for the consideration of all WSU faculty (FT, PT, and Adjunct). Sixty-seven surveys were completed and returned.

The Service Hour Tracking System, as mentioned previously, was piloted for the first time this Spring 2008 semester. It was not utilized widely across campus but was tested by 14 faculty members teaching 24 classes over the course of the academic year who actually received reports from the CIC (see section I.9. of this report for more details). The Service Hours Tracking System also helped determine the use of community-based learning techniques across campus and the number of hours students participated in such experiences.

The following summarizes some of the data gathered from the Service Hours Tracking System and the survey regarding the use and interest in service-learning and/or community-based research at WSU in the 2007-08 academic year.

- Faculty Use and Interest
  - 57 self-identified as community-based learning faculty
    - 22 identified via tracking system
    - registered and/or had students register with the CIC
    - 10 additional faculty members were identified because of their departmental association (i.e. all sections of COMM 2110 and SOCWK 1010 are listed because there is a required service-learning project in every section taught).
    - 25 identified via the survey
  - 13 self-identified as not practicing service-learning, but interested in doing so (identified from survey data)

These data suggest that no fewer than 57 faculty members engaged WSU students in S-L and/or CBR in the 2007-08 academic year. This is approximately 6.10% of the fulltime, part-time, and adjunct faculty at WSU in 2006-07 (n=941). The data also demonstrate a healthy interest in learning about service-learning from faculty members who have not employed this teaching pedagogy in the past (n=13). Therefore, the CIC office is trying to address the needs of a minimum of 70 faculty members who are either currently practicing or interested in practicing community-based learning techniques in the classroom.

- Courses
  - 48 self-identified CBL courses taught in 2007-08 (see Appendix L)
    - 14 recorded in the service hours tracking system
    - 34 identified via the survey
  - In 28 different programs across 5 of the 7 colleges

There are no fewer than 45 courses with a service-learning or community-based research component currently being offered at WSU. These
include courses that are offered multiple times throughout the academic year and often times in multiple sections in a given semester. WSU students have a substantial opportunity to register in a course with a community-based learning component. The community-based learning courses reported here are found in 28 different programs across 5 of the 7 colleges at WSU. The Colleges of Education, Allied Health, and Arts & Humanities support the most courses with a community-based learning component.

- **Students**
  - 1605 Service-Learning Students
    - 245 identified via tracking system
    - 717 identified via survey
    - 643 additional students identified from sections of COMM 2110 and SOCWK 1010 that were not captured via tracking system or the survey.
  - 109 Community-Based Research Students
    - 37 identified via tracking system
    - 72 identified via survey

- **Hours**
  - 38,158 Service-Learning Hours
    - 3,633 hours recorded via tracking system
    - 28,589 hours recorded via survey
    - 5,936 additional hours recorded from sections of COMM 2110 and SOCWK 1010 that were not captured via tracking system or the survey
  - 1,941 Community-Based Research Hours
    - 495 recorded via tracking system
    - 1,446 recorded via survey

In 2007-08, there were no fewer than 1,700 WSU students engaged in community-based learning experiences contributing over 40,000 hours of service in the community. This is approximately 9.7% of the total WSU student population (approximately 18,000 students).

- **Most requested Faculty Development Opportunities**

  Faculty members who self-identified as engaging in community-based learning techniques or interested in doing so, were asked to identify workshops regarding community-based learning that they would be interested in attending.

  Of the 54 faculty members who self-identified as faculty engaging in community-based learning techniques or interested in doing so, many of them identified the need for workshops related to a) grading service-learning
projects and b) Publishing outlets for service-learning and community-based research. Table 2 below describes the level of interest in 10 different workshops. These data will be used to guide the workshop offerings in the 2008-09 academic year.

Table 2. Distribution of Faculty Interest in Faculty Development Opportunities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading service-learning projects</td>
<td>20</td>
<td>37%</td>
</tr>
<tr>
<td>Introduction to Community-Based Research</td>
<td>19</td>
<td>35%</td>
</tr>
<tr>
<td>Evaluation or Assessment of the effectiveness of the pedagogy</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Forum for sharing service-learning and community-based research experiences</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>Choosing appropriate partnerships</td>
<td>18</td>
<td>33%</td>
</tr>
<tr>
<td>Publishing outlets for service-learning and community-based research</td>
<td>20</td>
<td>37%</td>
</tr>
<tr>
<td>Reflection</td>
<td>12</td>
<td>22%</td>
</tr>
<tr>
<td>Building sustained partnerships</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>Introduction to Service-Learning</td>
<td>14</td>
<td>26%</td>
</tr>
<tr>
<td>Internship, Practicum or Clinical as Service-Learning</td>
<td>19</td>
<td>35%</td>
</tr>
</tbody>
</table>

Student Feedback Survey

A feedback survey (see Appendix M) was also administered to students who were registered with the CIC via a community-based learning course during the fall 2007 and spring 2008 semesters (n=282). All students who were registered with the CIC and participated in the online service hours tracking system were sent an email inviting them to participate in the survey. Seventy-two surveys were completed and returned no later than June 4, 2008 providing a 25.5% return rate. Each student who completed the survey had their name entered in a drawing for an iPod.

Of the 72 respondents who successfully completed the survey, the average age was 23.6 years old with a range from 18 to 53 years of age. Most respondents had completed 16 hours of service over the course of the semester. Of the 46 respondents who were employed, 52.2% worked 30 or more hours per week and another 30.4% worked between 20 and 29 hours per week.

The survey asked students for feedback in five general areas: a) perception of service-learning experience; b) evaluation of the service-learning course; c) attitude toward community involvement; d) influence of service on major or profession; and e) personal reflections on service. Table 3. below summarizes the data gathered from the closed-ended survey questions. Additionally, students were given space to write in their own words how their involvement in community-based learning impacted them both personally and academically. Four themes emerged from these data, all of which were consistent with four of the five areas measured on the survey (listed above). Findings utilizing both the quantifiable data as well as the qualitative open-ended data are summarized below.
Perception of Service-Learning Experience

The majority of student respondents to the survey saw the application of their course material to everyday life via the service-learning experience (78.9%) and over half suggested that the service experience helped them to better understand course material (52.1%). Additionally, the majority of student respondents could see the value of spending time outside of the classroom and in the community (62%) and agree that this opportunity should be offered in more courses at WSU (55%).

Good class experience

“The course was easier to focus on because there was a goal other than paper work to focus on and it made the material applicable to myself, and those I was working with. Those all combined for an overall better learning experience.”

“I think that community-based learning is a great thing. It takes you outside of the classroom and allows you to see things hands on. I’m in favor of more classes that have community based learning. “

“I feel I am a better student in school because of the service I have been able to do in my community.”

Evaluation of Service-Learning Course

Overall, there was a generally positive evaluation of the service-learning course in terms of its structure and delivery of the service-learning component. Student respondents suggested that the syllabus outlined the objectives of the community work in relation to the course objectives (74.6%) and that they had an opportunity to periodically discuss the community work in relationship to course content (71.8%). Additionally, over half of the students report that their learning was enhanced by the participation of both other students (50%) and community partners (68.6%). Students also reported developing a good relationship with the course instructor because of the community work performed (67.7%). Lastly, 83.4% of students are in favor of courses that connect learning in the classroom to hands-on involvement with community issues through community-based learning.

Attitude Toward Community Involvement

Approximately half of the respondents were not already volunteering before enrolling in the community-based learning course (48.6%). The vast majority of respondents reported positive attitudes toward community involvement at the end of course. They felt as though the work they had done in the community via the course was beneficial for the community (72.9%) and helped them to become more aware of the needs in the community (80%). Additionally, the vast majority of student respondents reported a sense of responsibility to serve their community (88.4%) and suggested they would probably volunteer or participate in the community after this course (75.8%). Many students made comments about how
the service experience created a change in their view of service. Some examples of these comments include:

**New view of service**

“The most important thing I have learned through this experience is the need for serving others.”

“It has showed me that volunteering can be fun and gratifying.”

“I really enjoyed my service learning, and will continue to do it after semester is over.”

“It made me realize that it really can be fun to do community service, and that we all should pitch in and do our part.”

“I have finished my service hours and signed up to do more at the Christmas Box House. I want to make a difference and I am actually rethinking my major.”

“I really enjoyed working in my community. It's so good for everyone to set aside some time to serve the people around you.”

**Influence of Service on Major or Profession**

One of the outcomes of community-based learning experiences documented in the literature is career development opportunities for students. Although the community-based learning experience did not necessarily help students clarify career plans (26.5%) or choose a major (22.6%), it did seem to help them become aware of their strengths and weaknesses (69.5%) as well as hone some skills that are vital in the workforce: communication in a “real world setting” (56.4%); problem solving skills (56.3%); plan and complete a project (62%); and leadership skills (73.2%).

**Improvement of skills**

“The community-based learning I have done in my dental hygiene courses has helped me improve my clinical skills. It has also helped me understand how to deal with difficult patients.”

“It showed me how to interact as a team as well as learning how to help others.”

“I worked with Habitat for Humanity. I can see how working with them could be directly beneficial to me in learning to do more home repairs and construction”
<table>
<thead>
<tr>
<th>Perception of Service-Learning</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.</td>
<td>9.9%</td>
<td>11.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>The community work in this course helped me to better understand the lectures and readings in this class.</td>
<td>26.7%</td>
<td>21.1%</td>
<td>52.1%</td>
</tr>
<tr>
<td>I feel that I would have learned more from this course if more time had been spent in the classroom instead of doing community work.</td>
<td>62%</td>
<td>21.1%</td>
<td>17%</td>
</tr>
<tr>
<td>The idea of combining work in the community with university coursework should be practiced in more courses at Weber State University.</td>
<td>19.7%</td>
<td>25.4%</td>
<td>55%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Service-Learning Course</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus provided for this course outlined the objectives of the community work in relation to the course objectives.</td>
<td>8.4%</td>
<td>16.9%</td>
<td>74.6%</td>
</tr>
<tr>
<td>The other students in this class played an important role in my learning.</td>
<td>25.7%</td>
<td>24.3%</td>
<td>50%</td>
</tr>
<tr>
<td>I had the opportunity in this course to periodically discuss my community work and its relationship to the course content.</td>
<td>16.9%</td>
<td>11.3%</td>
<td>71.8%</td>
</tr>
<tr>
<td>My interactions with the community partner enhanced my learning in this course.</td>
<td>10%</td>
<td>21.4%</td>
<td>68.6%</td>
</tr>
<tr>
<td>I developed a good relationship with the instructor of this course because of the community work we performed.</td>
<td>22.6%</td>
<td>19.7%</td>
<td>67.7%</td>
</tr>
<tr>
<td>I am in favor of courses that connect what you are learning in the classroom to hands-on involvement with community issues through community-based learning.</td>
<td>7%</td>
<td>9.7%</td>
<td>83.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude toward Community Involvement</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was already volunteering in the community before taking this course.</td>
<td>48.6%</td>
<td>8.6%</td>
<td>42.9%</td>
</tr>
<tr>
<td>I feel that the community work I did through this course benefited the community.</td>
<td>7.2%</td>
<td>20.0%</td>
<td>72.9%</td>
</tr>
<tr>
<td>I was able to work directly with a community partner through this course.</td>
<td>11.4%</td>
<td>15.7%</td>
<td>72.8%</td>
</tr>
<tr>
<td>The community work involved in this course helped me to become more aware of the needs in my community.</td>
<td>5.7%</td>
<td>14.3%</td>
<td>80%</td>
</tr>
<tr>
<td>I will probably volunteer or participate in the community after this course.</td>
<td>7.2%</td>
<td>17.1%</td>
<td>75.8%</td>
</tr>
<tr>
<td>I have a responsibility to serve my community.</td>
<td>4.3%</td>
<td>7.2%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence of Service on Major/Profession</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing work in the community helped me to become aware of my personal strengths and weaknesses.</td>
<td>12.5%</td>
<td>18.1%</td>
<td>69.5%</td>
</tr>
<tr>
<td>The community work in this course assisted me in clarifying my career plans.</td>
<td>42.6%</td>
<td>30.9%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Performing work in the community helped me clarify which major I will pursue.</td>
<td>50.7%</td>
<td>26.8%</td>
<td>22.6%</td>
</tr>
<tr>
<td>The work I performed in the community enhanced my ability to communicate in a “real world” setting.</td>
<td>10%</td>
<td>28.6%</td>
<td>56.4%</td>
</tr>
<tr>
<td>The community aspect of this course helped me to develop my problem-solving skills.</td>
<td>15.5%</td>
<td>28.2%</td>
<td>56.3%</td>
</tr>
<tr>
<td>The work I performed in this course helped me learn how to plan and complete a project.</td>
<td>16.9%</td>
<td>21.1%</td>
<td>62%</td>
</tr>
<tr>
<td>Participating in the community helped me enhance my leadership skills.</td>
<td>9.9%</td>
<td>16.9%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>
Personal Reflections on Service

<table>
<thead>
<tr>
<th>Statement</th>
<th>4.2%</th>
<th>2.8%</th>
<th>93%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people can make a difference in their community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was comfortable working with cultures other than my own.</td>
<td>7%</td>
<td>4.2%</td>
<td>88.8%</td>
</tr>
<tr>
<td>The community work involved in this course made me more aware of my own biases and prejudices.</td>
<td>16.9%</td>
<td>21.1%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Personal Growth and Development

Another outcome of community-based learning documented in the literature is personal growth or development for the individual. The majority of student respondents reported that they were comfortable working with cultures other than their own (88.8%) and that the community work in the course made them more aware of their biases and prejudices (62%). Overall, student respondents seem empowered by community involvement and believe that most people can make a difference in their community (93%). Many students made comments about how the service experience created a change in their selves. Some examples of these comments include:

Change within self
“I considered myself to be a pretty non-biased person before community service, but learned I still have issues in this area.”

“Community-based learning has definitely made me more aware of my community and the difference I can make in my community. “

“It was great to see what else was out there. I could help in so many different ways than I thought possible.”

“My volunteer work was a life changing experience.”

“I personally never understood or believed I could find the time to do something like this but once I had begun I looked forward to the next time I could help. I did learn a lot about myself and my friends because of this experience.”

III. Goals Specific to UCAN Serve AmeriCorps Program

1. Continue to increase the number of WSU students participating in the AmeriCorps Education Award program.

Over 80 WSU students have been working with the CIC to earn their AmeriCorps Education Awards over the course of the 2007-08 academic year. These students have been enrolled in the program in three different grant years: 2005-06, 2006-07 and 2007-08 (important to note that grant years run from August 18th – August 17th of following year). The center has been responsible for training, enrolling, tracking, and keeping compliant files for all of these students throughout the year. Additionally, the CIC staff
has scheduled monthly service project events and reflection sessions for AmeriCorps members to attend.

These students have been very active in the community. Eighty-four active (some of which are now exited) AmeriCorps members completed 26,406 hours of service since July 1, 2007. The majority of these members (76) are involved in curricular based programs requiring service to the community. These members have contributed 24,227 hours of service to the community since July 1, 2007. Eight members are involved in the Volunteer Involvement Program (VIP) at WSU and these members have collectively contributed 2,179 hours of service to the community since July 1, 2007.

As you can see from the data presented in Table 4, below, the CIC has been very successful in increasing the number of WSU students participating in the AmeriCorps Education Award program over time. When the CIC (known as CBEL at the time) took over the responsibility of AmeriCorps in July of 2006, there were 6 WSU students currently participating in the program in the 2004-05 grant year and 14 students participating in the 2005-06 grant year. In the 2006-07 grant year, the CIC had increased its AmeriCorps membership to 40 and in this most recent grant year, 2007-08, the CIC has successfully increased its AmeriCorps membership to 78.

The CIC was very active in recruiting and training new AmeriCorps members for the 2007-08 grant year that began in August 18, 2007. One hundred twenty-four WSU students were trained for the program, of which 78 enrolled. The CIC helped 26 of these students to successfully complete the program with the full award. Fifty-two members enrolled in the 2007-08 grant year remain active along with 6 additional members who enrolled in the program in the two previous grant years (totaling 58 active members).

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>CIC Trained</th>
<th>CIC Enrolled</th>
<th>Active Prior to July 2006</th>
<th>Exit w/ Full Award</th>
<th>Scholarship $</th>
<th>Hours Completed</th>
<th>Exit w/ No Award</th>
<th>Active</th>
<th>Scholarship $</th>
<th>Hours Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>35</td>
<td>$45,928**</td>
<td>18,357***</td>
<td>8</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2005-06</td>
<td>31</td>
<td>31</td>
<td>14</td>
<td>23</td>
<td>$29,726</td>
<td>10,960</td>
<td>20</td>
<td>2</td>
<td>$4,726</td>
<td>1,800</td>
</tr>
<tr>
<td>2006-07</td>
<td>93</td>
<td>40</td>
<td>N/A</td>
<td>25</td>
<td>$30,613</td>
<td>12,741</td>
<td>11</td>
<td>4</td>
<td>$9,452</td>
<td>3,600</td>
</tr>
<tr>
<td>2006-07 HS Students</td>
<td>13</td>
<td>3</td>
<td>N/A</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2007-08</td>
<td>124</td>
<td>78</td>
<td>N/A</td>
<td>26</td>
<td>$31,750</td>
<td>13,456</td>
<td>0</td>
<td>52</td>
<td>$83,623</td>
<td>30,000</td>
</tr>
<tr>
<td>Totals</td>
<td>253</td>
<td>152</td>
<td>20</td>
<td>109*</td>
<td>$138,017**</td>
<td>55,514***</td>
<td>42</td>
<td>58</td>
<td>$99,051</td>
<td>35,850</td>
</tr>
</tbody>
</table>

* Includes 1 partial
** Does not include partial award
*** Includes partial
Individuals are eligible to enroll in the AmeriCorps program and receive an education voucher twice in their life time. During the 2007-08 grant year, the CIC staff members have made a concerted effort to make exiting AmeriCorps members aware of their eligibility for a second term. Data in Table 5. below demonstrates that the CIC staff members have been successful in increasing the number of AmeriCorps members who re-enroll in the program.

Table 5. AmeriCorps Members Signing-Up for a Second Term of Service

<table>
<thead>
<tr>
<th>1st Term Grant Year</th>
<th>2nd Term Grant Year</th>
<th># of “re-up’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>2006-07</td>
<td>1</td>
</tr>
<tr>
<td>2006-07</td>
<td>2007-08</td>
<td>2</td>
</tr>
<tr>
<td>2007-08</td>
<td>2007-08</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

2. Provide necessary support to help the vast majority of students successfully exit the program with the full award.

The data in Table 4., above, suggest that the CIC has been successful in helping more students successfully exit the program over time. In the 2005-06 grant year, 20 students did not exit the program successfully. This number dropped substantially to only 11 students exiting without the award in the 2006-07 grant year, despite the increased membership in that year. So far, all members who enrolled in the 2007-08 grant year have either exited successfully or are still active in the program. The CIC has assisted 26 of the current 2007-08 members successfully exit the program. These members completed 13,456 hours of service and were awarded $31,570 in scholarship money.

Some of this success in decreasing the number of members who exit without the award can be attributed to new tools and procedures created by the CIC to better support AmeriCorps members through a successful term of service. These include, making already formatted timelogs and forms accessible online, more closely tracking member hours, more systematic follow-up phone calls and face-to-face meetings with exiting members, and providing more one-on-one attention for individuals who are behind in their paperwork which allows the students to continue with their term of service without worrying about being exited from the program prematurely.

AmeriCorps students are making a tremendous impact on the community. As you can see in Table 4. above, the 109 students who successfully exited the WSU AmeriCorps Education Award program since the 2004-05 grant year to date have contributed over 55,500 hours of service to the community. The remaining 58 currently enrolled students are committed to completing another 35,850 hours of service. This is an amazing contribution worth noting.

Another noteworthy statistic to discuss is the amount of scholarship money that is being earned by the students in the program. Since the 2004-05 grant year, 109 WSU students
have successfully exited the program with scholarships that collectively total $138,017. As reported in Table 4. above, the 58 current members with whom the CIC is working, will receive a total of $99,051 upon completion of the program. The AmeriCorps Education Award program is a wonderful asset to both the community and our WSU students.

3. Create new tools and methods for recruiting new AmeriCorps members.
The CIC staff members have been creative in their recruiting techniques for the AmeriCorps program. First, a preliminary AmeriCorps application was made available online so students visiting the CIC website could click and declare their interest in learning more about the program (56 submitted to CIC via online application). From there, a staff member would contact the interested student and schedule them for an orientation session. Secondly, posters and flyers were created and circulated across campus. A flyer specifically designed to raise faculty awareness of the program was mailed to each faculty member on campus in hopes they would make an announcement to their students about the AmeriCorps program. As you can see from Table 6., below, 52.6% of 2007-08 AmeriCorps members report having learned about the program from a teacher. Finally, the CIC staff worked hard to target recruitment efforts in curricular programs already requiring student engagement in the community (e.g. paramedic, radiological science, social work, teacher education, and the like). The staff identified a contact person in each of these programs who then arranged for multiple presentations to students. As you can see in Table 6., the next most effective way of informing potential members about the program is via an AmeriCorps representative (29.5%) and/or via a current or former AmeriCorps member (28.2%). These tools for recruitment have proven successful and will be maintained in the next academic year. Additionally, we know from the data in Table 6. that the number one motivating factor for getting involved in the AmeriCorps program is the education scholarship (76.9%) and the second motivating factor is performing community service to help other people (55.1%). The CIC staff members will continue to keep these motivating factors in mind when recruiting for the AmeriCorps program in the future.

Table 6. Reasons members joined the program and how they learned about the program

<table>
<thead>
<tr>
<th>Most important reasons joined AmeriCorps (mark 2)</th>
<th>How learned of Program (mark all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get an education scholarship</td>
<td>Read about it in a newspaper/magazine</td>
</tr>
<tr>
<td>Help other people/perform community service</td>
<td>Saw an advertisement in newspaper/mag</td>
</tr>
<tr>
<td>Be part of a national movement</td>
<td>Saw/heard a public service announcement</td>
</tr>
<tr>
<td>Get a job/earn money</td>
<td>Heard president talk about it</td>
</tr>
<tr>
<td>Friends have joined</td>
<td>Recruited by an organization at school</td>
</tr>
<tr>
<td>Make friends</td>
<td>Guidance counselor/teacher</td>
</tr>
<tr>
<td>Learn about or work with different ethnic grps</td>
<td>Parent/relative</td>
</tr>
<tr>
<td>Parents/teacher wanted me to join</td>
<td>Current or former AmeriCorps member</td>
</tr>
<tr>
<td>Explore future job/education interests</td>
<td>Friend told me/Friend applied</td>
</tr>
<tr>
<td>Get involved in health issues</td>
<td>Heard about it on TV</td>
</tr>
<tr>
<td>Get involved in education issues</td>
<td>Heard about it on Radio</td>
</tr>
<tr>
<td>Get involved in environmental issues</td>
<td>Heard about it on Internet</td>
</tr>
<tr>
<td>Get involved in public safety issues</td>
<td>Heard about it from AmeriCorps rep</td>
</tr>
<tr>
<td>Other</td>
<td>Received information in mail</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

| 60 | 76.9% | 0 |
| 43 | 55.1% | 0 |
| 6  | 7.7%  | 0 |
| 10 | 12.8% | 0 |
| 1  | 1.3%  | 0 |
| 41 | 52.6% | |
| 3  | 3.9%  | 2 |
| 4  | 5.1%  | 22|
| 6  | 7.7%  | 8 |
| 2  | 2.6%  | 0 |
| 13 | 16.7% | 0 |
| 0  | 2.6%  | 2 |
| 1  | 1.3%  | 23|
| 3  | 3.9%  | 0 |

21
4. Develop and employ strategies for creating a sense of community among WSU AmeriCorps members. Create bi-monthly service opportunities and reflection sessions in which AmeriCorps members will participate as a collective whole.

As you can see from the demographic characteristics summarized in Table 7. below, WSU AmeriCorps members come from different backgrounds, disciplines and life experiences. One of the CIC’s goals is to create a sense of community among the AmeriCorps members on our campus despite the fact that they are coming from areas of campus and bringing different life experiences.

Table 7. Characteristics of 2007-08 AmeriCorps Members (n=78)

<table>
<thead>
<tr>
<th>Education Award</th>
<th>Gender</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 Hour Term</td>
<td>26.9%</td>
<td>58 74.4% Hispanic Origin 10 25.6%</td>
</tr>
<tr>
<td>450 Hour Term</td>
<td>46.2%</td>
<td>Male 20 25.6% Not of Hispanic 29 74.4%</td>
</tr>
<tr>
<td>300 Hour Term</td>
<td>26.9%</td>
<td>Total 39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Education</th>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>23.1%</td>
<td>2.6% Single 26 33.8%</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>37.2%</td>
<td>35.9% Married 49 63.6%</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>6.4%</td>
<td>53.9% Divorced/Separated 2 2.6%</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>5.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>3.9%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Radiological Science</td>
<td>7.7%</td>
<td>Registered to Vote</td>
</tr>
<tr>
<td>EMT/Paramedic</td>
<td>6.4%</td>
<td>Yes 53 68.0%</td>
</tr>
<tr>
<td>Clinical Lab Sciences</td>
<td>1.3%</td>
<td>No 10 12.8%</td>
</tr>
<tr>
<td>VIP</td>
<td>9.0%</td>
<td>Not sure/no response 15 19.2%</td>
</tr>
</tbody>
</table>

One of the main activities the CIC has developed to create community among AmeriCorps members is the UCAN Serve days. These are service days scheduled once per month for AmeriCorps members to attend. Typical attendance at a UCAN Serve day is 5 to 6 members. We have had as many as 18 members attend and as few as 3 attend in a given month. Members are required to participate in at least one UCAN Serve day before exiting the program. The CIC staff member plans and facilitates the service day while AmeriCorps members attend and contribute collectively to a community organization. This helps members recognize that they are part of something larger than just their individual AmeriCorps experience.

Additionally, AmeriCorps members are given the opportunity to reflect on their AmeriCorps experience each month, after their participation in a UCAN Serve day and again at the end of their term of service. It is in these reflections that we find evidence of the impact of the AmeriCorps service experience on the individual’s personal growth and their connection to their community. Several themes in these reflective writings emerged and are characterized below with sample quotes for each.

**Job Experience**

“I was able to observe teachers, then take over their classrooms for a few months. I used that time to gain as much knowledge as possible. I also got to “experiment” using different teaching styles and grading systems to help decide which methods I like, or
would never use again. This experience in the classroom was a great eye opener for me and made me realize exactly how much teachers can impact individuals’ lives—hopefully for the better.”

“The experiences I had were invaluable to my education…..it gave me the ability to put what I’ve learned into practice”

“It has given me an opportunity to develop my skills as a teacher. It has given me a…better understanding of students in an elementary school. I have seen students have success in their learning experience and it ahs made me a better reflector, teacher, student, and person.”

**Confidence**

“It also taught me to have confidence in myself as a social worker.”

“It has given me confidence, a peace of mind, and a better understanding.”

**Increased Community Awareness and Closeness**

“The experiences really changed me and made me more dedicated to continue to serve my community”

“It gave me a new perspective about how homeless shelters run and what kinds of donations are needed and appropriate.”

“I think this activity impacted me through exposing me to members of the community who I was not familiar with.”

“This experience of volunteering was an invaluable experience and I would encourage those seeking service hours to complete them at the Women’s Center.”

**Poverty**

“It made me reflect…[on] what I always took as a given. It made me realize that many children don’t have such things, and made me very grateful for the opportunity [to serve].”

“It was fulfilling to know I was helping a family find affordable living.”

“This service helped me see how simple service can be very much appreciated by those that are served.”

**Teaching**

“This experience was valuable to my education because it taught me how to work with people. It taught me how to work with others in an agency and how to ask questions. I was valuable personally because it taught me things about my own past I didn’t know. It also taught me where my strengths are and how to best use those strengths. It also taught me where my weaknesses are and presented some ideas about how to overcome them.”
“This experience has made me a better individual.”

**AmeriCorps**

“It was great to see the members of the community come together.”

“Everyone worked together.”

“I found that everyone has a little something in common.”

“I have created new friendships”

**Practice Examples**

“My best experience was being able to help a patient who had fallen through the cracks of the system obtain medical care, and get in Medicaid to find a nursing facility.”

“My best experience was helping a woman come back to school by empowering her and telling her what things to do. She was impacted by our meeting and hope was brought into her eyes.”

5. **Maintain all member files to assure compliance with the UCAN Serve grant regulations.**

The CIC staff members have worked diligently to maintain the AmeriCorps files according to the UCAN Serve grant regulations. A check list system was developed and utilized to ensure compliance. It seems to have worked given that WSU was found compliant when audited. Only two files were returned for minor adjustments.

**IV. Goals Specific to Volunteer Involvement Program**

1. **Continue to maintain all current student led volunteer programs.**

The student led volunteer programs were maintained during the 2007-08 academic year. As you can see in Table 8. below, these programs cumulatively involved 1,369 WSU students who contributed 15,822 hours of service to the community. This is equivalent to a $296,978.94 contribution according to the annual estimated value of volunteer time as calculated by Independent Sector: [www.independentsector.org](http://www.independentsector.org).

The CIC partnership between Academic Affairs and Student Affairs is committed to providing quality service opportunities for our students. It is important to note that during the 2007-2008 year, the center has redefined service as curricular and co-curricular and created multiple pathways for students to serve. Any service attached to a class has been counted as curricular for this report. Last year’s Student Affairs year-end report included many service hours that the center is now counting in other areas. The VIP students create and implement service projects, such as Martin Luther King Day, that Communication, Social Work and other classes participate in. Consequently this year’s report on Volunteer Hours will show lower numbers even though the volunteer programs have not only been maintained but have shown an increase.
## Table 8. Volunteer Hours

<table>
<thead>
<tr>
<th>Volunteer Involvement Program (VIP)</th>
<th>Participants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Spring Break</td>
<td>31</td>
<td>1,300</td>
</tr>
<tr>
<td>Best Buddies</td>
<td>41</td>
<td>1,107</td>
</tr>
<tr>
<td>Boys &amp; Girls Club</td>
<td>6</td>
<td>170</td>
</tr>
<tr>
<td>Bridging the Gap</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Cares</td>
<td>8</td>
<td>438</td>
</tr>
<tr>
<td>Christmas Tree Bridge</td>
<td>61</td>
<td>37</td>
</tr>
<tr>
<td>Davis Campus</td>
<td>56</td>
<td>178</td>
</tr>
<tr>
<td>Environmental</td>
<td>4</td>
<td>336</td>
</tr>
<tr>
<td>Habitat for Humanity</td>
<td>105</td>
<td>1,390</td>
</tr>
<tr>
<td>Head Start</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Homeless Projects</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>Operation Smile</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Utah Special Olympics Team</td>
<td>13</td>
<td>1,125</td>
</tr>
<tr>
<td>Utah Special Olympics Winter Games</td>
<td>150</td>
<td>980</td>
</tr>
<tr>
<td>YCC</td>
<td>16</td>
<td>400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volunteer Programs</th>
<th>Participants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Council</td>
<td>15</td>
<td>405</td>
</tr>
<tr>
<td>Angel Tree (Salvation Army)</td>
<td>106</td>
<td>147</td>
</tr>
<tr>
<td>Darfur Club (Weber State STAND)</td>
<td>35</td>
<td>940</td>
</tr>
<tr>
<td>Easter Egg Hunt</td>
<td>16</td>
<td>220</td>
</tr>
<tr>
<td>First Year Experience (Spring Semester)</td>
<td>56</td>
<td>280</td>
</tr>
<tr>
<td>First Year Experience (Fall Semester)</td>
<td>100</td>
<td>558</td>
</tr>
<tr>
<td>Greeks</td>
<td>120</td>
<td>1,200</td>
</tr>
<tr>
<td>Hispanic Area Council</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>International Students</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td>Intervarsity Christian Fellowship</td>
<td>23</td>
<td>980</td>
</tr>
<tr>
<td>Leadership (August) Service - Happy Factory</td>
<td>150</td>
<td>261</td>
</tr>
<tr>
<td>Men’s Track Team</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Pinnacle Honor Society</td>
<td>7</td>
<td>900</td>
</tr>
</tbody>
</table>
### Relay for Life

<table>
<thead>
<tr>
<th></th>
<th>50</th>
<th>600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Alumni Board</td>
<td>10</td>
<td>520</td>
</tr>
<tr>
<td>VIP Service Director</td>
<td>1</td>
<td>163</td>
</tr>
<tr>
<td>Women’s Basketball Team</td>
<td>11</td>
<td>219</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>80</td>
<td>320</td>
</tr>
<tr>
<td>Women’s Track Team</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Women’s Volleyball Team</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th></th>
<th>1,369</th>
<th>15,822</th>
</tr>
</thead>
</table>

* Annual estimated value of volunteer time as figured by Independent Sector: [www.independentsector.org](http://www.independentsector.org)  
  $18.77/hr  
  $296,978.94

Information was self-reported by advisors & student chairs.

### AmeriCorps Hours

<table>
<thead>
<tr>
<th></th>
<th>72</th>
<th>24,459 **</th>
</tr>
</thead>
</table>

**Due to the new recording system now utilized by the CIC, some of the AmeriCorps hours will reflect Student Affairs volunteer opportunities. To avoid duplication, these hours will not be included in the above charts.

The CIC co-directors and staff are committed to all programs housed in the center and to providing fluidity within the center that allows students, staff, and faculty to become involved in both curricular and co-curricular programs. In order to provide the best service opportunities for students, we will continue to refine our recording system in the future.

2. **Add an environmental volunteer program to the current set of VIP programs.**

   This program was added and had a very successful first year. Destry East was the chair of this committee, and they supported the Environmental Club informing our campus on how to be more aware of recycling. The students implemented the light bulb exchange where students and faculty could turn in their old light bulbs to be replaced by the more efficient bulbs. This activity took place in the Shepherd Union Building on a weekly basis where the students also educated the campus on how to recycle the old bulbs.

3. **Continue the Volunteer Fair**

   The Volunteer Fair took place on the morning of September 19th in the Shepherd Union Building. Twenty-nine organizations were represented at the fair. The event was publicized to the entire campus and hundreds of students met with the non-profit agencies during the three hours.
Office Staff during 2007-08

2 Co-Directors (each ½ time in this role)
Secretary/Office Specialist (full-time time)
Work-study Student (20 hours per week)
America Reads Work-study student (20 hours per week)
Public Relations Intern (10 hours per week) – Spring Semester
2008-09 Community Involvement Center Goals

I. Goals Specific to the General Operation of the Community Involvement Center

1. Submit the application for the new elective Carnegie Classification for Community Engagement.

2. Generate public awareness of the Community Involvement Center and what it has to offer the campus and community.

3. Give the Community Involvement Center website a make-over. Make it more visually appealing and re-organize links to make student, faculty and community partner resources more accessible.

4. Increase use of the web-based Community Calendar.

5. Update and maintain the Service Opportunity Directory keeping it as current as possible.

6. Fine tune and maintain the Service Hours Tracking system created for recording curricular and co-curricular service hours for participating WSU students.

7. Partner with Mount Ogden Junior High School to further enhance their mentoring/tutoring opportunities associated with AVID program, the after school program and the Utah Scholars Program.

8. Partner as a campus team with Utah Campus Compact.

9. Continue to utilize Advisory Board and fine tune members roles and responsibilities as needed.

10. Engage faculty, staff and students in a campus-wide Christmas service project.

11. Continue to utilize the established working committee structure to accomplish the work of the CIC. Support these committees in their work.
   - Hall Endowment for Community Outreach Grants Review Committee
     - Continue to review and grant funding.
   - Community Matchmaking Committee
     - Create innovative ways to bring campus and community together in order to learn about one another.
   - Public Relations Committee
     - Continue to publish CIC Newsletter
   - Awards Committee
     - Revisit awards given by UCC and CIC, adjust as needed.
     - Assist in planning and hosting the third annual Community Involvement Recognition event.
Service Scholars Program Committee
- Continue to explore and develop a service scholars program for WSU students.
- Continue to award the Excellence in Service recognition established in 2008.

Service-Learning Leaders Committee
- See Goals Specific to Community-Based Learning (Section II. 1.)

Community-Based Learning Curriculum Committee
- See Goals Specific to Community-Based Learning (Section II. 2.)

Community-Based Learning Faculty Development Committee
- See Goals Specific to Community-Based Learning (Section II. 3.)

Volunteer Involvement Program (VIP) Committee
- See Goals Specific to VIP (Section III.)

II. Goals Specific to Community-Based Learning
1. Plan, organize and implement the Service-Learning Supplemental Instructors program for which the CIC secured funding. Utilize the Service-Learning Leaders working committee to support this program.

2. Move forward with the CBL (Community-Based Learning) designation on courses with the assistance of the Community-Based Learning Curriculum committee. These steps include the following:
   - Develop online application process for submitting courses for the CBL designation.
   - Continue working with the Registrar’s office to make the CBL designation visible in the student class schedule Spring 2008.
   - Review courses submitted for the CBL designation.

3. Continue to provide faculty development opportunities in community-based learning via the Service-Learning Faculty Fellows Program and other relevant workshops, information sessions and/or retreats. Utilize the Community-Based Learning Faculty Development working committee to accomplish this goal.

4. Continue to collaborate with the BIS program to support the service-learning component of the BIS degree.

5. Continue to assess the use of service-learning and community-based research at WSU.

III. Goals Specific to UCAN Serve AmeriCorps Program
1. Continue to increase the number of WSU students participating in the AmeriCorps Education Award program. Explore the use of Web 2.0 tools such as Facebook for improving recruitment.

2. Provide necessary support to help the vast majority of students successfully exit the program with the full award.

3. Create online training for AmeriCorps members.
4. Secure funds to hire $\frac{1}{2}$ time person to coordinate the program.

5. Continue to offer UCAN Serve days and make improvements to this aspect of the program.

6. Maintain all member files to assure compliance with the UCAN Serve grant regulations.

7. Assess impact of involvement in the AmeriCorps program.

**IV. Goals Specific to Volunteer Involvement Programs (VIP)**

1. Continue to increase the number of WSU students participating with the VIP Program.

2. Provide VIP director and chairs with opportunities to develop relationships with community partners in order to meet the agency’s needs.

3. Continue to provide student development opportunities through leadership seminars, Academy of Leadership and Campus Compact retreats.

4. Strengthen and continue collaboration with the 14 non-profit agencies the VIP chairs work with and serve throughout the year.

5. Partner with the Assessment Coordinator in Student Affairs to improve assessment and assessment tools for service programs.
APPENDIX A

CIC Brochure

-- See Hard Copy --

Or

-- Electronic .pdf copies in folder CIC Annual Report 2007-08 folder --
APPENDIX B

CIC Newsletters

-- See Hard Copy --

Or

-- Electronic .pdf copies in folder CIC Annual Report 2007-08 folder --

Fall 2007
Spring 2008
APPENDIX C
Office Specialist Job Description

Community Involvement Center
Job Description - Office Specialist
Job Grade: 18
Job Type: Class

Position Purpose:
Handles administrative details in the Community Involvement Center which requires advanced computer skills with specialized software.

Duties and Responsibilities:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Drafts Letters of correspondence, schedules travel arrangements and accommodations, screens telephone calls and sets up meetings.</td>
<td>10%</td>
</tr>
<tr>
<td>2.</td>
<td>Acts as a first contact between administrators, community partners, faculty, staff, students, and other university officials.</td>
<td>10%</td>
</tr>
<tr>
<td>3.</td>
<td>Assist in organizing and implementing annual recognition events.</td>
<td>5%</td>
</tr>
<tr>
<td>4.</td>
<td>Maintains office files, keeps the books, checks monthly statements for accuracy and follows up on discrepancies. Also compiles and organizes student, staff, faculty, and community partners assessment data for an annual report.</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Responsible for ordering office materials and supplies and doing budget transfers when necessary. Prepares and maintains purchase orders and petty cash receipts. Reconciler for co-director P-Card.</td>
<td>10%</td>
</tr>
<tr>
<td>6.</td>
<td>Responsible for attending the Community Involvement Center Board meetings and taking minutes.</td>
<td>5%</td>
</tr>
<tr>
<td>7.</td>
<td>Utilize Volunteer Works and Tools software in order to record service hours for the Community Involvement Center and generate reports.</td>
<td>20%</td>
</tr>
<tr>
<td>8.</td>
<td>Manage and update Community Involvement Center website, community partner database, calendar, and photos.</td>
<td>15%</td>
</tr>
<tr>
<td>9.</td>
<td>Assists co-directors in administering Hall Endowment Grants.</td>
<td>5%</td>
</tr>
</tbody>
</table>

Budgetary Responsibilities: None

Supervisory Responsibilities: None

Context and Environment:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please describe the type of management, supervision, work direction or review you provide to those who report to you. For example, how are their goals, objectives, and work assignments made? How often do you review progress and results? N/A</td>
</tr>
</tbody>
</table>
| 2.  | Please describe the type of management, supervision, or work direction you receive. How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress and results? How often does this review take place?  

**Functions under the supervision of the center co-directors who assign and oversee job performance by an annual review (PREP).**

| 3.  | If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.  
**Student Employees**

| 4.  | List two or three of the most important matters on which you recommend action for another's decision. |
5. Please list two or three of the most important matters on which you make the decision.
   N/A

6. Please list any committees that you serve on as part of your regular job assignment.
   N/A

7. Please list two or three of the most important contacts that are made within the University, the reason for the contact, and the frequency. Do not include your staff or your immediate supervisor, as these contacts are covered elsewhere.
   N/A

8. Please list two or three of the most important contacts that are made outside the University, the reason for the contact, and the frequency.
   Frequent contact with over 100 community partners.

9. Please describe the most difficult and complex problems that you deal with as part of your job. Please include typical examples and indicate why the problems are so challenging.
   N/A

10. Please describe any working conditions experienced in your job that are different from those found in a normal office environment. Include such conditions as excessive heat, cold, noise, fumes, unusual physical effort, etc.
    N/A

11. Please describe any overnight travel required in your position. Include purpose and an estimate of how many nights away from home are required in a typical year.
    N/A

**Minimum Qualifications:** Please describe the minimum qualifications of your job in each of the four areas listed below:

1. **Education:** Please describe the minimum educational requirements of your job, including specific degrees or coursework requirements.
   
   Associate Degree

2. **Experience:** Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be specific in terms of years and months of experience required in each area.

   Two years of fulltime administrative office management experience. Must be able to perform office administrative duties at a high level.

3. **Licenses, registration, or certificates required:** Please list any specific credentials needed to meet the minimum requirements of your position.
   N/A

4. **Skills:** Please list job skills that are a requirement of your position, such as personal computer skills and background in specific computer applications such as word processing, database, GroupWise, spreadsheets, etc.

   Must be proficient in the use of PC and software applications that relate to office management.

**Additional Information:** No questionnaire can cover every aspect of your position. Please provide us with any additional information that might help us better understand your job.

**Must be capable of learning new software applications.**

**Previous experience in volunteering or service activities preferred.**
# APPENDIX D
## CIC Advisory Board & Working Committees

### Advisory Board

<table>
<thead>
<tr>
<th>Community Partners</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirley A. Brown-Miller</strong>&lt;br&gt;Your Community Connection</td>
<td><strong>Sharen Brady</strong>&lt;br&gt;Dumke College of Health Professions</td>
</tr>
<tr>
<td><strong>Donald Carpenter</strong>&lt;br&gt;Ogden-Weber Community Action Partnership</td>
<td><strong>Bryan Dorsey</strong>&lt;br&gt;College of Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td><strong>Yvonne Coiner</strong>&lt;br&gt;St. Benedict's Foundation</td>
<td><strong>David Ferro</strong>&lt;br&gt;College of Applied Sciences and Technology</td>
</tr>
<tr>
<td><strong>Gary Doud</strong>&lt;br&gt;Ogden Rescue Mission</td>
<td><strong>Colleen Garside</strong>&lt;br&gt;College of Arts &amp; Humanities</td>
</tr>
<tr>
<td><strong>Robb Hall</strong>&lt;br&gt;Youth Impact</td>
<td><strong>Ed Harris</strong>&lt;br&gt;Goddard School of Business and Economics</td>
</tr>
<tr>
<td><strong>Lynn Kelley</strong>&lt;br&gt;Habitat for Humanity</td>
<td><strong>Jack Mayhew</strong>&lt;br&gt;Moyes College of Education</td>
</tr>
<tr>
<td><strong>Marsha Prantil</strong>&lt;br&gt;Family Community Resource Center</td>
<td><strong>Nicole Okasaki</strong>&lt;br&gt;College of Science</td>
</tr>
<tr>
<td><strong>Linda Thomas</strong>&lt;br&gt;Golden Hours Center</td>
<td></td>
</tr>
</tbody>
</table>

Emails:
- sbrown-miller@yccogden.org
- dcarpenter@owcap.org
- stbenedictsfd@mbmutah.org
- ormgary@comcast.net
- Robb.Hall@youthimpactogden.org
- boydkelley@msn.com
- prantilm@ogdensd.org
- lindathomas@ci.ogden.ut.us
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- odorsey@weber.edu
- dferro@weber.edu
- cgarside@weber.edu
- edharris@weber.edu
- jmayhew@weber.edu
- nokasaki@weber.edu
### Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Beuchert</td>
<td>VP for Service, WSU Student Government</td>
<td><a href="mailto:erinbeuchert@weber.edu">erinbeuchert@weber.edu</a></td>
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<tr>
<td>Dustin Cameron</td>
<td>Winter Games Director, VIP</td>
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<tr>
<td>Nicole Charlesworth</td>
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<tr>
<td>Destry East</td>
<td>Service-Learning Student</td>
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</tr>
<tr>
<td>Amanda Holbrook</td>
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<tr>
<td>Joseph Reyna</td>
<td>International Service-Learning Student</td>
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<tr>
<td>Seleste Sanchez</td>
<td>Community-Based Research</td>
<td><a href="mailto:selestesanchez@weber.edu">selestesanchez@weber.edu</a></td>
</tr>
</tbody>
</table>

### Other Collaborators

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Biddle</td>
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<tr>
<td>Judy Elsley</td>
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<tr>
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<tr>
<td>Jeannie Hall</td>
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<tr>
<td>Kathryn Lindquist</td>
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<tr>
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<tr>
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</tbody>
</table>
S-L & CBR Curriculum Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Phone</th>
<th>eMail Address</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>Jack Mayhew</td>
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<tr>
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<tr>
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</tr>
</tbody>
</table>

* Determine the appropriate designation for S-L and/or CBR classes (do both of these come under a S-L designation?)
* Define Criteria for Service-Learning classes
* Define criteria for Community-Based Research classes
* Define the process for determining course designation (by course or instructor? And how often does the course come before the committee? etc.)

* Review courses requesting the S-L and/or CBR designation and grant appropriate designation
* Determine the appropriate channels for getting designation to appear in the course schedule as well as on student transcripts
S-L & CBR Faculty Development Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Phone</th>
<th>eMail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen Garside</td>
<td>WSU</td>
<td>6256</td>
<td><a href="mailto:cgarside@weber.edu">cgarside@weber.edu</a></td>
</tr>
<tr>
<td>Bryan Dorsey</td>
<td>WSU Geo Faculty</td>
<td>6944</td>
<td><a href="mailto:bdorsey@weber.edu">bdorsey@weber.edu</a></td>
</tr>
<tr>
<td>Joel Passey (TLF)</td>
<td>Communication</td>
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<td><a href="mailto:jpassey@weber.edu">jpassey@weber.edu</a></td>
</tr>
<tr>
<td>Vicki Ramirez</td>
<td>English</td>
<td>6669</td>
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</tr>
<tr>
<td>Alicia Giralt</td>
<td>Foreign Language</td>
<td>6726</td>
<td><a href="mailto:agiralt@weber.edu">agiralt@weber.edu</a></td>
</tr>
<tr>
<td>Chris Millard</td>
<td>Office of Sponsored Projects</td>
<td>6055</td>
<td><a href="mailto:cmillard@weber.edu">cmillard@weber.edu</a></td>
</tr>
</tbody>
</table>

* Plan and implement faculty development workshops  
* Campus-wide events  
* State-wide events  
* Collaborate with TLF  
* Explore opportunities for faculty to showcase their S-L or CBR work on campus  
* Provide workshop materials for center website  
* Secure funding to support faculty travel to conferences  
* Create the application process to award this funding
Service Scholar Program Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Phone</th>
<th>eMail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Porter</td>
<td>Academic Support Services</td>
<td>6872</td>
<td><a href="mailto:cporter@weber.edu">cporter@weber.edu</a></td>
</tr>
<tr>
<td>Erin Beuchert</td>
<td>Student</td>
<td>712.3954</td>
<td><a href="mailto:erinbeuchert@weber.edu">erinbeuchert@weber.edu</a></td>
</tr>
<tr>
<td>Nicole Charlesworth</td>
<td>Student</td>
<td>510.4577</td>
<td><a href="mailto:nikki5416@yahoo.com">nikki5416@yahoo.com</a></td>
</tr>
<tr>
<td>Catherine Zublin</td>
<td>Performing Arts</td>
<td>6661</td>
<td><a href="mailto:czublin@weber.edu">czublin@weber.edu</a></td>
</tr>
<tr>
<td>Leanne Riddle</td>
<td>Honors Program</td>
<td>7591</td>
<td><a href="mailto:lriddle@weber.edu">lriddle@weber.edu</a></td>
</tr>
<tr>
<td>Sharen Brady</td>
<td>Nursing</td>
<td>8507</td>
<td><a href="mailto:sbrady@weber.edu">sbrady@weber.edu</a></td>
</tr>
</tbody>
</table>

* Explore models of Service Scholar Programs across the nation
* Define a program for WSU
* Establish the criteria for the program
* Determine the logistics of the program (recording hours, work with curriculum committee regarding S-L designation on courses, can Service Scholar show up on student transcript, etc.)
* Determine the appropriate channels for establishing the program at WSU and follow them
* Provide timeline for start of program
* Determine recruitment mechanism for program
### S-L & CBR Student Leaders Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Phone</th>
<th>eMail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Porter</td>
<td>Academic Support Services</td>
<td>6872</td>
<td><a href="mailto:cporter@weber.edu">cporter@weber.edu</a></td>
</tr>
<tr>
<td>Nicole Charlesworth</td>
<td>Student</td>
<td>510.4577</td>
<td><a href="mailto:nikki5416@yahoo.com">nikki5416@yahoo.com</a></td>
</tr>
<tr>
<td>BeckyJo McShane</td>
<td>Nursing</td>
<td>7083</td>
<td><a href="mailto:bcmshane@weber.edu">bcmshane@weber.edu</a></td>
</tr>
<tr>
<td>Shannon Butler</td>
<td>English</td>
<td>6623</td>
<td><a href="mailto:sbutler@weber.edu">sbutler@weber.edu</a></td>
</tr>
<tr>
<td>Amanda Holbrook</td>
<td>Student</td>
<td></td>
<td><a href="mailto:amandaholbrook@mail.weber.edu">amandaholbrook@mail.weber.edu</a></td>
</tr>
<tr>
<td>Ron Partridge</td>
<td>Student</td>
<td></td>
<td><a href="mailto:rpartridge2004@msn.com">rpartridge2004@msn.com</a></td>
</tr>
</tbody>
</table>

* Determine appropriate "uses" of service-learning leaders  
* Determine necessary training for these leaders  
* Explore funding options for leaders (tuition waivers, etc.)  
* Determine application process and develop the application  
* Select Service-Learning Leaders

### Public Relations and Publications Task Force

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Phone</th>
<th>eMail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Edwards</td>
<td>Univ Comm</td>
<td>6751</td>
<td><a href="mailto:kedwards@weber.edu">kedwards@weber.edu</a></td>
</tr>
<tr>
<td>Ryan Rose</td>
<td>CIS</td>
<td>710.01</td>
<td><a href="mailto:ryanrowe@mail.weber.edu">ryanrowe@mail.weber.edu</a></td>
</tr>
<tr>
<td>Shelley Thomas</td>
<td>English</td>
<td>6814</td>
<td><a href="mailto:sthomas@weber.edu">sthomas@weber.edu</a></td>
</tr>
<tr>
<td>Becky Johns</td>
<td>Communication</td>
<td>7455</td>
<td><a href="mailto:bjohns@weber.edu">bjohns@weber.edu</a></td>
</tr>
<tr>
<td>Dave Ferro</td>
<td>Computer Science</td>
<td>8095</td>
<td><a href="mailto:dferro@weber.edu">dferro@weber.edu</a></td>
</tr>
<tr>
<td>Lynn Kelley</td>
<td>Habitat for Humanity</td>
<td>510.6812</td>
<td><a href="mailto:boydkelley@msn.com">boydkelley@msn.com</a></td>
</tr>
</tbody>
</table>

* Get coverage for positive service stories in newspapers, television, or other appropriate media outlets  
* Produce bi-annual newsletter  
* Suggestions for center website  
* Other creative ways to promote positive PR for the work supported by the center
Matchmaking Forums Task Force

<table>
<thead>
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<th>Name</th>
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<tr>
<td>Linda Thomas</td>
<td>Ogden City</td>
<td>629.8866</td>
<td><a href="mailto:lindat@ogden.ut.us">lindat@ogden.ut.us</a></td>
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<tr>
<td>Tim Conrad</td>
<td>English</td>
<td>7146</td>
<td><a href="mailto:tconrad@weber.edu">tconrad@weber.edu</a></td>
</tr>
<tr>
<td>Jessie Garcia</td>
<td>Ogden City Council</td>
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<tr>
<td>McKell Warburton</td>
<td>Boys &amp; Girls Club</td>
<td></td>
<td><a href="mailto:mckellw@bgcweberdavis.org">mckellw@bgcweberdavis.org</a></td>
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<tr>
<td>Daneec Ludwig</td>
<td>OWCAP</td>
<td></td>
<td><a href="mailto:dludwig@OWCAP.org">dludwig@OWCAP.org</a></td>
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<tr>
<td>Seleste Sanchez</td>
<td>Academic Support</td>
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<td><a href="mailto:selestesanchez@weber.edu">selestesanchez@weber.edu</a></td>
</tr>
<tr>
<td>Lynell Gardner</td>
<td>Alumni Relations</td>
<td>6569</td>
<td><a href="mailto:lgardner@weber.edu">lgardner@weber.edu</a></td>
</tr>
</tbody>
</table>

* Assist with volunteer fair
* Plan, Organize, and facilitate opportunities for community partners and faculty to meet and learn about each other's needs
* Identify participants for the Knowing the Needs of the Community series

Awards Task Force

<table>
<thead>
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<tr>
<td>Destry East</td>
<td>Student</td>
<td>388.5578</td>
<td><a href="mailto:destryeast@weber.edu">destryeast@weber.edu</a></td>
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<td>Ryan Rowe</td>
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<td>Kathryn Lindquist</td>
<td>Board of Trustees</td>
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<td><a href="mailto:kathrynlindquist@msn.com">kathrynlindquist@msn.com</a></td>
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<tr>
<td>Kathryn MacKay</td>
<td>History</td>
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<td><a href="mailto:kmackay@weber.edu">kmackay@weber.edu</a></td>
</tr>
<tr>
<td>Marsha Prantil</td>
<td>Family Community</td>
<td></td>
<td><a href="mailto:prantilm@ogdensd.org">prantilm@ogdensd.org</a></td>
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<tr>
<td>Lori Lundell</td>
<td>Student</td>
<td></td>
<td><a href="mailto:lorilundell@weber.edu">lorilundell@weber.edu</a></td>
</tr>
<tr>
<td>Carol Biddle</td>
<td>Development</td>
<td>7209</td>
<td><a href="mailto:cbiddle@weber.edu">cbiddle@weber.edu</a></td>
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* Determine selection process for UCC awards, distribute the call for applications, review applications and make selection
* Assist with Lindquist Award call for nominations and potentially assist in selection and recognition process
* Help organize, schedule and plan annual Community Involvement Recognition event
Americorps Task Force

<table>
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<tr>
<td>Adam Hutchinson</td>
<td>Vice President</td>
<td>435.225.0471</td>
<td><a href="mailto:ontheyoyostring@hotmail.com">ontheyoyostring@hotmail.com</a></td>
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<td>President</td>
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<tr>
<td>Patrick Hampton</td>
<td>Treasurer</td>
<td>645.7931</td>
<td><a href="mailto:patrickhampton278@msn.com">patrickhampton278@msn.com</a></td>
</tr>
<tr>
<td>Valarie Gilkey</td>
<td>Marketing Dir</td>
<td>791.8813</td>
<td><a href="mailto:valeriegilkey@comcast.net">valeriegilkey@comcast.net</a></td>
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* Plan and facilitate appropriate collective service opportunities for UCAN Service Days
* Plan and help to facilitate reflection sessions for UCAN Serve AmeriCorps members campus as well as statewide opportunities
* Determine appropriate identity items to help create a sense of belonging for UCAN Serve AmeriCorps members at WSU
* Plan and facilitate appropriate recognition activities

Hall Endowment Screening Committee

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<tr>
<th>Name</th>
<th>Affiliation</th>
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<tr>
<td>Sharen Brady</td>
<td>Dumke College of Health Professions and FCC member</td>
<td><a href="mailto:sbrady@weber.edu">sbrady@weber.edu</a></td>
<td></td>
</tr>
<tr>
<td>Alicia Giralt</td>
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<td></td>
</tr>
<tr>
<td>Therese Grijiva</td>
<td>RSPG (Research, Scholarship &amp; Professional Growth)</td>
<td><a href="mailto:tgrijalva@weber.edu">tgrijalva@weber.edu</a></td>
<td></td>
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<tr>
<td>Jeanne Hall</td>
<td>Hall Endowment</td>
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<tr>
<td>Brenda Marsteller Kowalewski</td>
<td>Community Involvement Center</td>
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<td>Jack Mahew</td>
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<tr>
<td>Kari Petersen</td>
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<td></td>
</tr>
<tr>
<td>Amanda Sowerby</td>
<td>Past Recipient and College of Arts and Humanities</td>
<td><a href="mailto:asowerby@weber.edu">asowerby@weber.edu</a></td>
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APPENDIX E

Hall Endowment Committee Report

Hall Endowment for Community Outreach
2007-2008 Abstracts
Project OttReach: Science Education Outreach on Ogden City Parks  
Dr. Adam Johnston – Associate Professor of Physics

**Project Abstract:** “OttReach” is a science education outreach program that was first piloted during the summer of 2007 through Weber State’s Ott Planetarium*. Its goal is to bring fun, interactive and engaging science activities to youth in Ogden in parallel with the federally funded summer lunch program that is offered through Ogden School District. As this program reaches large numbers of youth within walking distance of their homes, OttReach is able to similarly reach large numbers of youth who wouldn’t otherwise participate in a Weber State sponsored program (e.g., a summer camp held on campus). OttReach visited three Ogden City parks over the course of three weeks in July. Ott Planetarium staff was hired for these outreach activities, in addition to their “in house” responsibilities.

The project director was responsible for designing the curriculum, obtaining and organizing materials, and leading groups of Ott staffers (general five or six undergraduates each day) to the parks. At the parks, kids ranging from preschool age to high school participated in activities that have intrinsic scientific value, natural appeal, and the use of materials that are readily accessible. At the same time that original funding for this program is ending, all participants agree that this program should be expanded.

To obtain permanent funding, we will demonstrate that this project can be extended and directed by undergraduate students looking at futures in science education. We will continue to grow this program by demonstrating the following:
1. A doubling of effort in time and area by expanding the program to 6 different parks and 6 weeks.
2. Placing undergraduate students in more direct control of the program, with the supervision of the faculty mentor.
3. Dedication of students to this program, rather than using students committed to other projects in the planetarium.

GRE Preparation Scholarship for Underrepresented and Economically Disadvantaged WSU Students  
Dr. Eric Amsel - Professor and Chair Psychology Department, Vikki Vickers – Asst. Professor History,  
Carl Porter, Exec Director

**Project Abstract:** This proposal is to fund a scholarship for underrepresented and economically disadvantaged college students to support their attendance and a WSU-based GRE preparation course.

Student Services (Carl Porter) and faculty in psychology (Eric Amsel) and History (Vikki Vickers) are collaborating to insure that needy students will be able to maximize their performance on the GRE exam, which is critical for students to gain admission to a graduate school. The proposal includes the cost to hire the GRE instructor from the University of Utah,
and to advertise, administer, and assess the project. The project assessment will include interviewing during their training and recording their GRE success.

World Dance and Music Project
Joanne L. Lawrence – Professor of Performing Arts

**Project Abstract:** WSU’s World Dance & Music Project (WDMP) is a cross-cultural, dance and music outreach program designed to interact with high school dance, music and humanities classes. The purpose is to empower our local youth to understand themselves in relation to others in the world through music and dance. Through the experience of dance, participants can realize hidden talents, healthy forms of self-expression, and a sense of community. Hip-hop dance, music and culture have their roots in African dance. WSU students will research select dances, music, and cultures from Kenya, Zimbabwe, South Africa, Ghana, and northern Africa. Then, based on their research, we will create an interactive program that will conclude with American Hip-hop, demonstrating its cultural roots. The interactive program will be taken to area high schools; segments will be performed in Choir, Percussion Ensemble, and Orchesis Dance Theatre concerts.

Teacher Assistant Path to Teaching (TAPT)
Marilyn Lofgreen – Instructor Specialist Teacher Education

**Project Abstract:** The Teacher Assistant Path to Teaching Program (TAPT) has as its major objective to provide scholarships to empower disadvantaged members of Ogden and the surrounding communities with education, counseling and mentoring. The TAPT program’s purpose is the eventual goals of helping these individuals obtain teacher licensure. Therefore, the mission of the TAPT Program is to provide a path for Special Education, Early Childhood, Bilingual or culturally diverse teacher assistants or volunteers, to become more skilled in working with students in area schools and potentially leading them to teacher licensure.

The following are procedures, methods and time-line for the TAPT program. The six school districts surrounding Weber State University provide applications to prospective TAPT students. These prospective students are either teacher assistants or volunteers in the various districts. The school districts interview and send to the TAPT Administrative Team the names of those that qualify under the guidelines for admission into the TAPT program. When admitted to the TAPT program the TAPT director becomes an advisor and mentor for the TAPT students.

Because TAPT students are usually those whose circumstances prevented them from attending the university, they are not expected to become full time students upon entry into the TAPT program. Time-lines will vary with individual students. Some students may have had some university experience while others are just beginning. Therefore; scholarship recipients are allowed to register for 18 semester hours in any academic year. They may choose to split these semester hours into fall, spring or summer classes, or just fall and spring. Upon being accepted into the TAPT program, full tuition for each semester is provided until licensure. The TAPT program does not pay any fees or for any books.
**Adventures in Pre-Algebra: A Cooperative Teaching Project**  
**Maria D Parrilla de Kokal – Visiting Lecturer Psychology Department**

**Project Abstract:** The purpose of this project is to increase pre-algebra skills in high-risk, under-represented 6-8th grade students at two Title One Schools: Mount Ogden Middle School and Washington Terrace Elementary. This will be done through the use of math games utilized in after-school math tutoring by several Weber State University students.

Six WSU psychology students will meet with pre-algebra students after school to engage in math application activities. The purpose of these activities is to allow students the opportunity to work on pre-algebra materials to increase their math skills. Most pre-algebra students will be involved in corrective math activities i.e., to help them catch up on their class work. Advanced pre-algebra students will be involved in extensions i.e., math activities designed to help them go beyond the required math skills. Both groups of pre-algebra students will participate in corrections and extensions through the use of manipulatives, computer games, board games, and assorted math paraphernalia found in the Math Center.

**Bridging the Digital Divide**  
**Nicole Charlesworth – Student in the Volunteer Improvement Program**

**Project Abstract:** Working as a mentor at Mound Fort Middle School, I have created a club for at-risk youth involved in the after-school program provided by Weber State University’s Community Partner, Ogden City Schools, under the 21st Century Community Learning Center Grant. One of the disparities for this group is the distinct digital divide when compared with similar age group children with higher SES status. Beginning the second week of October and operating through mid-December, the WSU After-School Club will expose the youth participating in the club to a collegiate education. As part of this program, students and/or faculty from different areas of study at WSU will present their particular creative outlet. The students will then have the opportunity to create their own project using the ideas presented by the WSU representative. For example, a student from the College of Arts and Humanities will present methods of producing a short film. The youth involved in the club will then use the ideas presented to create a film. In addition to this example, students will also be presented with instructions as to how a group builds a newspaper from college students working for The Signpost. The WSU After-School Club will then have the opportunity to produce a newspaper: interviewing students, taking photographs, and reporting “the news” of the after-school program.

Because of their lack of suitable equipment, I am writing this grant for the purpose of using funds to purchase digital equipment that the students may use (laptop, digital camcorder, digital camera and software) for the purpose of producing their projects, thereby decreasing the digital divide.
Best Buddies Lagoon Activity
Rob Ortega – Student in the Volunteer Improvement Program

**Project Abstract:** Best Buddies is an international non-profit organization that enhances the lives of people with intellectual disabilities through one-to-one friendships and employment. The Weber State Best Buddies chapter works in partnership with the adult transition special education programs of Weber County and Ogden City School districts. These adult transition programs enroll special education students who have completed their high school enrollment. Through the Weber State Best Buddies chapter, these college-age students are matched with Weber State students for one-to-one friendships.

Volunteers contact their “Buddies” each week by telephone, and take their Buddies for a one-on-one monthly activity. Each month our chapter also holds a group activity for all of the volunteers and their Buddies.

On May 9th, 2008, for our final activity, the Weber State chapter will accompany the special education programs at their annual Lagoon day. Each year the special education programs sponsor their students to go to the Lagoon amusement park, and this year we hope to pay for the Weber State volunteers to each accompany their Buddy at the park. By having the college volunteers accompany their Buddies on this activity, the Buddies’ experience will be enhanced, and it will serve as a fun concluding activity for the volunteers. We estimate the extra cost of this special activity will be at least $850.00 for our group.

This will cover the cost of the tickets for each of the volunteers, and the cost to rent a bus to transport the students to and from the park.

In past years, the Weber State Best Buddies chapter has had some difficulty in recruiting volunteers, and keeping the volunteers dedicated through the spring semester. This year, we have been able to find a match for each of the Buddies, and the number of college volunteers exceeded the number of Buddies that requested a match. We currently have more college volunteers than the Weber State chapter has ever had. We hope to continue this success by providing fun, exciting activities.

Creating a Pilot Program for Teen Readers and Writers Groups in Ogden
Vicki Ramirez – Assoc Professor English

**Project Abstract:** This grant proposal is to obtain a variety of trade books as resource materials for an experimental course in the English Department, Workshop for Creating a Pilot Program for Teen Readers and Writers Groups, offered spring, 2008. The course objective is to enlist the service of upper-level English majors and others interested in reading fiction, and in writing creatively. The WSU students’ service will task them to create literacy activities for young Ogden teenagers. The course’s mission-statement is to research, structure, and design readers groups for Ogden middle schoolers in after-school programs. The other half of the mission-statement focuses on building and operating creative writing groups.
As spring 2008 is the course’s inaugural semester, the immediate task for WSU students will be to learn how to create/run such groups. Since researching will take an entire semester to accomplish, students may not operate the groups they fashion during spring semester, but future workshop students will operate the various literacy-related workshops (Fall 2008 and beyond).

WSU students who enroll in this service-based workshop will read various trade books that explain how to create and operate such groups. Other learning will cover such areas as early adolescent development, articles treating national literacy problems, reading and aggression (especially in boys), and other topics related to teen reading/reading for pleasure/growth. WSU students will learn skills and strategies for text selection, discussing serious ideas in groups, and handling groups of mixed gender.

They will design a manual for future workshop students to conduct these groups.

The funds I seek will provide trade books to excerpt or place on reserve for students to read. I have no personal money to spend on these materials, and most are not readily available through interlibrary loan, as they are trade books. They are, however, written by educators who bring to them a wealth of personal experience in conducting teen readers and writers’ literature groups.

Dental Health Education, Dental Screenings and Dental Sealant Project for Inner-city Ogden Elementary School Children

Stephanie Bossenberger – Professor, Department Chair Dental Hygiene

Project Abstract: The objective of this project is to plan and implement a dental health education and dental sealant project for inner-city Ogden elementary school children. The purpose of this proposal is to provide dental health education, dental screenings and dental sealants for elementary school children in inner-city Ogden. Specifically, this proposal requests funding for the bus transportation of the elementary school children to WSU=s Dental Hygiene Clinic on the Ogden campus.

This program was established in 1999, with 756 children treated through Spring 2007. The program includes a plan for university dental hygiene students with program faculty to provide dental health education classes and oral screenings at the new Madison Elementary School, T O Smith, and Dee Elementary Schools. Through the oral screening findings, children are selected to be transported to Weber State=s Dental Hygiene Clinic to have their teeth cleaned, x-rayed and dental sealants applied. Further, the screenings provide information for the referral of the children with dental caries (decay) to local dentists and the Health Access Team that operates through Midtown Community Health Center.

This project has been very successful in the past as evidenced by the annual reports of services rendered and improvement in the children=s dental health.

In 2000, the Utah Oral Health Program gathered oral health data and offered the Oral Health Program Data Report for Weber-Morgan Health Department. Results revealed that the dental
caries rate per child for inner-city Ogden school children was the highest observed rate (38.6%). This information verified the impressions that were long embraced by elementary school officials as well as health care providers as one of the greatest needs of this population. This project impacts Ogden by its direct efforts with the improvement of access to dental care and it also brings university students into the community as volunteers. It is an educational goal to have positive experiences with community dental health projects in an effort to instill a sense of volunteerism in them that will be life-long.

$ October - November - December: planning with elementary school principals/counselors for school-based education program, dental screenings and elementary student visits/transportation to WSU Dental Hygiene Clinic.

$ November - December: contact dental product vendors for donation of products, contact Junior League of Ogden for their funding support of this annual project, enlist local dentists and hygienists for their assistance in supervising and helping dental hygiene students during WSU dental sealant clinics.

January - March: implement program.

April: evaluate program, plan for next year’s service project.
# Hall Endowment 2007

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<th>Title of Project</th>
<th>Amount Awarded</th>
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<tr>
<td>Adam Johnston</td>
<td>Project OttReach: Science Education Outreach in Ogden City Parks</td>
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<tr>
<td>Eric Amsel</td>
<td>GRE Preparation Scholarship for Underrepresented and Economically Disadvantaged WSU Students</td>
<td>$3,000</td>
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<tr>
<td>Nicole Charlesworth</td>
<td>Bridging the Digital Divide</td>
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<td>Stephanie Bossenberger</td>
<td>Dental Health Education, Dental Screenings and Dental Sealant Project for inner-city Ogden Elementary School Children</td>
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<td>Carla Taylor</td>
<td>WSU Field Trip Day</td>
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<td>Creating a Pilot for Teen Readers and Writers Groups in Ogden</td>
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APPENDIX F

Proposal for Service-Learning Supplemental Instructors

Application for Funding

HEMINGWAY COLLABORATIVE AND EXCELLENCE

Submission Instructions: Submit 1 hard copy, 1 e-copy to Committee Chairperson, and 1 copy to rspg@ourspace.weber.edu The document must be in a pdf or rtf format.

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</tr>
<tr>
<td>PROJECT DIRECTOR: Brenda Marsteller Kowalewski &amp; Carl Porter</td>
</tr>
<tr>
<td>DEPARTMENT: Community Involvement Center &amp; Academic Support Centers and Programs</td>
</tr>
<tr>
<td>EMAIL ADDRESS: <a href="mailto:bkowalewski@weber.edu">bkowalewski@weber.edu</a> MAIL CODE: 2913 EXTENSION: 7737</td>
</tr>
<tr>
<td>OTHER PARTICIPANTS: Four faculty members who have yet to be selected</td>
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ARE YOU APPLYING FOR

(please refer to the Hemingway Grant website, http://weber.edu/Research/hemingway_vitality_grants.html for guidelines and eligibility)

☐ Hemingway Faculty Excellence (Early-mid Spring semester)
☐ Hemingway Collaborative (Early-mid Spring semester)

| FUNDS REQUESTED FROM HEMINGWAY EXCELLENCE OR COLLABORATIVE: $4,554 |
| FUNDS COMMITTED FROM OTHER SOURCES: $12,642 |
| Source 1: Student Support Services $2,800 |
| Source 2: Community Involvement Center $9,842 |
| Source 3: 0.00 |
| TOTAL COMMITTED FROM OTHER SOURCES: $12,642 |
| TOTAL FROM ALL SOURCES (Total Requested plus Total Committed): $17,196 |

RS&PG REPRESENTATIVE: Leigh Shaw

College: Social and Behavioral Sciences Mail Code: 1202 Signature:

Comments:
PLEASE NOTE: In cases where funds are committed to the project, the signatures of the appropriate deans must be included. All proposals must be signed by the applicant’s department chair/program director.

<table>
<thead>
<tr>
<th><strong>DEPARTMENT CHAIR’S ACKNOWLEDGMENT:</strong></th>
<th>I am familiar with the project described herein, and I agree to provide departmental resources (in-kind or actual dollars), if indicated.</th>
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<tbody>
<tr>
<td>Name: Not Applicable</td>
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<tr>
<th><strong>Vice President of Student Affairs</strong> (resources committed)</th>
<th>Name: Jan Winniford</th>
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<th><strong>DEAN'S ACKNOWLEDGMENT:</strong> (Required only if college resources are involved).</th>
<th>I agree to provide resources (in kind or actual dollars) as indicated: Yes X No __.</th>
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<tr>
<td>Name: Mike Vaughan</td>
<td>Mail Code: 1004 Signature:</td>
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<tr>
<th><strong>HUMAN SUBJECTS/ANIMAL USE AND WELFARE COMMITTEE APPROVAL</strong> (if applicable):</th>
<th>The project described in this proposal was approved by the committee noted below. (Either provide signature below, or attach letter of approval to end of application.)</th>
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<tbody>
<tr>
<td>Committee:</td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DEPARTMENT CURRICULUM COMMITTEE APPROVAL:</strong></th>
<th>The proposed course has been reviewed and approved by the committee. (Either provide signature below, or attach letter of approval to end of application.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
</tr>
<tr>
<td>Comments:</td>
<td>Signature:</td>
</tr>
</tbody>
</table>
### BUDGET

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds Committed from Source #1</th>
<th>Funds Committed from Source #2</th>
<th>Funds Committed from Source #3</th>
<th>Funds Requested from Hemingway</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hemingway</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) **PERSONNEL RESOURCES** (assistants, consultants, released time)

<table>
<thead>
<tr>
<th>Description</th>
<th>Source #1</th>
<th>Source #2</th>
<th>Source #3</th>
<th>Hemingway</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Student S-L SI (4)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3,416</td>
<td>3,416</td>
</tr>
<tr>
<td>b) Pay an additional month on CIC co-director contract</td>
<td>0</td>
<td>6,800</td>
<td>0</td>
<td>0</td>
<td>6,800</td>
</tr>
<tr>
<td>c) Time dedicated to this project by SI Director</td>
<td>1,900</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,900</td>
</tr>
</tbody>
</table>

**BENEFITS for Personnel Resources:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Source #1</th>
<th>Source #2</th>
<th>Source #3</th>
<th>Hemingway</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Additional month on CIC co-director</td>
<td>0</td>
<td>2,992</td>
<td>0</td>
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<tr>
<td>b) Time dedicated to this project by SI Director</td>
<td>900</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>900</td>
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2) **EQUIPMENT AND MATERIALS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Source #1</th>
<th>Source #2</th>
<th>Source #3</th>
<th>Hemingway</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) S-L Curriculum handbooks (printing)</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>b) SI Training materials, food, t-shirts, books</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>c) S-L Reflection Books</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>138</td>
<td>138</td>
</tr>
</tbody>
</table>

**TOTALS**                                                                  | 2,800     | 9,842     | 0         | 4,554     | 17,196 |
BODY OF PROPOSAL

PROJECT SUMMARY (ABSTRACT):
The Community Involvement Center, in collaboration with the Supplemental Instruction Program at WSU, is proposing to pilot a program that would provide supplemental instructors for service-learning faculty. The pilot program would involve 4 experienced service-learning students who would act as supplemental instructors to 4 service-learning faculty members. The objectives of the program are two fold: 1) to deepen the learning experience of students in service-learning courses and 2) to encourage faculty to utilize the pedagogy, especially for those who are reluctant but interested. Funding is needed to pay service-learning supplemental instructors and help cover administrative costs. Data will be collected to assess the impact of the program on student learning and faculty attitudes regarding the use of service-learning as pedagogy.

I-A. BACKGROUND AND OBJECTIVES OF RESEARCH/PROJECT.

There are two main reasons for creating and piloting this program: 1) to deepen the learning experience of students in service-learning courses and 2) to encourage faculty to utilize the pedagogy, especially for those who are reluctant but interested. The research on service-learning demonstrates the positive effects of the pedagogy on learning outcomes when it is employed with reflection exercises, meaningful partnerships in the community, and thoughtful instruction (Astin & Sax, 1999; Driscoll, Holland, Gelmon, & Kerrigan, 1996; and Eyler & Giles, 1999). The heavy teaching load at WSU does not always afford the luxury of providing all the support essential for producing a positive service-learning outcome for our students. Service-Learning Supplemental Instructors (S-L SIs) would help provide the extra support necessary to ensure this outcome. Additionally, 29% of the 65 WSU faculty surveyed in 2007, suggested that they were not currently employing service-learning but were potentially interested in doing so. The majority of faculty who say they are interested but don’t actually try the pedagogy cite logistics and the extra work involved in providing students with an academically rigorous service-learning experience as reasons for not trying it. Again, S-L SIs could provide these faculty members with the assistance they need to ensure an academically rigorous service-learning experience despite their heavy teaching load.

I-C. If applying for a Hemingway Collaborative Award, explain the collaborative nature of the project. What faculty and disciplines are involved?

This is a unique proposal in two ways. First, the project directors, Kowalewski and Porter, serve WSU as faculty members in Sociology, and English and Honors, respectively, in addition to serving WSU in administrative positions as co-director of the Community Involvement Center and Executive Director of Academic Support Centers and Programs, respectively. Secondly, the proposed project involves the collaboration of entities from Academic Affairs and Student Affairs in order to create better support for faculty engaging their students in service-learning. The Community Involvement Center works with faculty members who embrace community-based learning techniques such as service-learning and community-based research. The CIC would collaborate with the Supplemental Instructor Program in the Academic Support division of Student Affairs in order to train four experienced service-learning students to become supplemental instructors with skills specific to service-learning.

In addition to absorbing the majority of the cost of administering the pilot program ($2,800), the Supplemental Instruction Program at WSU would extend the support it currently offers students and faculty who participate in their program to the S-L SI students and faculty (SI training, checking on students’ participation, PARs, acting as a resource for faculty to call, etc.).

The CIC would absorb the cost of developing and providing the training that is specific to service-learning pedagogy - $9,842 - (reflection, building and sustaining community partnerships, etc.). Additionally, the CIC would create the criteria and process for selection of S-L SIs and the service-learning faculty. Lastly, the CIC would act as a resource to both S-L SIs and faculty to help facilitate the service-learning projects in these classes.
II. PROCEDURES AND METHODS.

The CIC’s Service-Learning Leaders committee, consisting of faculty, students and community partners (representative from community agencies), will develop the criteria for selecting the students and faculty members who will participate in this pilot project. This committee, under the direction of Kowalewski, will also be responsible for selecting the student and faculty participants and developing the training curriculum that is specific to service-learning. Kowalewski and Prasanna Reddy, Director of the Supplemental Instruction Program, will be responsible for meeting with the selected students and faculty members. Both Kowalewski and Reddy will be responsible for monitoring the student and faculty participants throughout the project.

Supplemental instructors are responsible for attending a one hour training each week for the first 7 weeks, three hours of the class for which they are an SI, three hours of out of class SI instruction, and one hour of preparation time for the SI session they are teaching. The S-L SI students would incur the same training and work the same number of hours as the current WSU SIs. The supplemental instruction provided by the Service-Learning SIs would differ from what is currently provided in the supplemental instruction program in that the extra instruction would be specific to service-learning. Some examples of what these students might provide as supplemental instruction would be reflection sessions with students (in class and out of class), project planning and facilitation with students and community partners, and assistance with service-learning written assignments.

III. TIME-LINE. (Provide a time frame for the completion of the project.)

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2008</td>
<td>Develop criteria and process for selecting S-L SIs and S-L faculty</td>
</tr>
<tr>
<td>May 2008</td>
<td>Identify faculty members and students to participate in the pilot project</td>
</tr>
<tr>
<td>June 2008</td>
<td>Develop training curriculum specific to S-L SIs</td>
</tr>
<tr>
<td>August 2008</td>
<td>Meet with S-L SIs and the S-L faculty</td>
</tr>
<tr>
<td>December 2008</td>
<td>Begin SI training and pilot the program</td>
</tr>
<tr>
<td>January 2009</td>
<td>Collect assessment data</td>
</tr>
</tbody>
</table>

IV. EVALUATION AND DISSEMINATION.

The Community Involvement Center would collect data to assess the impact of the program on student learning. Service-Learning faculty who teach two sections of the same course would be invited to participate in the pilot. They will teach both sections of the same course with service-learning but one section would have a S-L SI and one would not. Data would be collected from both classes using the assessment instruments already utilized by the CIC (see Appendix B) to determine the impact of the service-learning project. This should enable us to assess if the courses with the S-L SIs resulted in students experiencing more meaningful projects and reflection exercises that enhanced their understanding of course material more than students in the same service-learning course without the S-L SI. Findings from the assessment data and recommendations regarding permanently funding a S-L SI program would be shared with the Service-Learning Leaders committee, Provost, director of Student Support Services and VP for Student Affairs.

V. PROVIDE A BUDGET NARRATIVE

1a.) The pilot would require $3,416 to pay the Service-Learning SIs. This figure is based on paying 4 SIs to work:

- 8 hours per week for 7 weeks = 56 hours
- 7 hours per week for 3 weeks = 21 hours
- 8 hours per week for 5 weeks = 40 hours
- 5 hours per semester in community = 5 hours

Total hours = 122 hours at $7/hour
Cost per SLSI = $854
2b.) The pilot program would also require $1,000 to cover the cost of additional materials, food, books, and t-shirts for the S-L SIs. The requested $1,000 is the cost of the standard materials that the Supplemental Instructor Program makes available to its typical SIs multiplied by four so that these materials are also available to the four S-L SIs.

2c.) S-L SIs and the faculty teaching the courses would also need a book entitled “A Practitioner’s Guide to Reflection.” This would be a total of 8 books at $17.25 each totaling $138.

VI. ANSWER THE FOLLOWING QUESTIONS:
1. What RSPG or Hemingway funding have you applied for or have been awarded in the past 5 years. For awarded projects, please provide information regarding these projects including (1) the project title, (2) the status of the project, and (3) the outcome(s) of the project. Please indicate whether a final report has been submitted for each RSPG award.
   1) Youth Impact Assessment
   2) Ongoing longitudinal study
   3) Outcomes of project thus far:
      a. Measured four outcomes of the Youth Impact program 2005-06. Found Youth Impact Participants to be no different than a comparison group of similar youth in the Ogden City School District. Recommended more deliberate teaching of one program outcome in particular – social skills.
      b. Implemented and assessed a social skills curriculum in the Youth Impact program 2006-07. Found statistically significant improvement in the youths’ social skills at the completion of the social skills program.
      c. Measuring impact of sports programs within the Youth Impact program on behavioral problems and emotional well-being – 2007-08. Analysis of the data is underway.
   4) Final Report Submitted – YES (see Appendix C)

2. What other sources of funding have you sought for this project? No outside sources of funding are being sought. The collaborating programs at WSU are absorbing 73.5% of the costs associated with this project.

3. Have you checked with the Office of Sponsored Projects (URL: http://weber.edu/osp/) to determine if this office is an appropriate place to seek additional funding? Please explain. No. This is a small scale project that is localized to WSU and would not be a good candidate for outside funding.

4. Is this the type of project your department or college would normally fund? Please explain. This project represents collaboration between two entities that work across departments and colleges therefore, it would be very unlikely that any one department or college would take ownership of such a project and provide funding for it. The outcomes of this project have the potential to benefit faculty and students in all colleges at WSU.

5. Would completion of this project create opportunities for external funding (for example, is this proposal a request for a pilot study or seed money that may lead to a larger project)? This pilot program, if found to be beneficial for WSU students’ learning, may create opportunities for permanent funding which could be budgeted in both Academic Affairs and Student Affairs.

6. If you are applying for release time or a stipend, please list what your course load would be if you received the reassigned time. Not Applicable

7. For instructional improvement proposals, are course fees an appropriate place to seek additional funding? Please explain. Not Applicable
APPENDIX G

Excellence in Service Recognition

- 18 students are receiving this recognition in May 2008
- The recognition will appear after their name in the Commencement Program

Description for Commencement Program
Excellence in Service, established at Weber State University in 2008, recognizes graduates who promote service to the community while maintaining academic excellence. Graduates receive bachelor's degrees, have grade-point averages of 3.5 or higher and have contributed a minimum of 300 hours of service to a non-profit community organization(s) during their college career.

Application Process
- CIC identified graduates with a minimum GPA of 3.5
- CIC sent letter to these students inviting them to apply for the Excellence in Service recognition
- Students accepting this invitation, took the following steps:
  - **Complete the Excellence in Service Application.** This application must be complete and submitted to the CIC by Monday, March 17, 2008 and can be found at: [http://www.weber.edu/CommunityInvolvement/Excellence_In_Service_Application.html](http://www.weber.edu/CommunityInvolvement/Excellence_In_Service_Application.html)
  - **Submit documented service hours to the CIC.** If your hours of service are NOT already documented in the Community Involvement Center at WSU, you must submit copies of time logs or letters of verification that are signed by the supervisor at the organization(s) where you have served in the last three years. This documentation is due in the CIC located in Stewart Library, Room 94 by Monday, March 17, 2008.
APPENDIX H

CBL Designation on Courses

Community-Based Learning at WSU
-- Draft --

What is Community-Based Learning?

Community-based learning is a structured approach to learning and teaching that connects meaningful community experience with intellectual development, personal growth, and active citizenship. Community-based learning enriches coursework by encouraging students to apply the knowledge and analytic tools gained in the classroom to the pressing issues affecting local communities. Fundamental features of Community-Based Learning include the following:

- Structured time for student reflection
- Theory is linked to practice
- Reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Young people determine and meet real, defined community needs
- Can be used in any subject area so long as it is appropriate to learning goals

(Adapted from the National Commission on Service learning)

Two particular forms of Community-Based Learning are practiced at Weber State University – service-learning and community-based research.

Service-Learning, conceptualized in broad terms, “is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities” (National Commission on Service Learning, 2002). Through assignments and class discussions, students reflect on their service in order to increase their understanding of course content, gain a broader appreciation of a discipline, and enhance their sense of civic responsibility. Weber State University utilizes the following definition from the National Service-Learning Clearinghouse to define service-learning more specifically:

“Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content” (NSLC, 1994).

Community-based research involves students working with faculty members and community leaders to develop research projects, collect and analyze data, and share their results and conclusions with the organizations and agencies that need the information. Weber State University utilizes the following definition of community based research:

“Community-based research is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change” (Strand, et al, 2003).
There are many benefits of community-based learning for the students, faculty and community. Students are:

- motivated to participate actively in the work of the course.
- provided opportunities to apply classroom concepts and information to real situations.
- transforming research assignments into concrete learning experiences.
- making a difference with their own work by sharing their research and conclusions with community organizations working on real problems.
- learning across differences in community settings.

Faculty are:

- utilizing more innovative approaches to classroom instruction.
- enlivening the exchange of ideas and experiences in class.
- enhancing retention of course material.
- increasing student- and self-awareness of community and “real world” issues.
- enhancing opportunities for research and publication.

Community are:

- increasing the number of services they can offer to clients.
- increasing the number of clients they can serve.
- increasing the number of volunteers serving their organization.
- identifying and addressing real community needs more effectively.

Why Designate CBL courses?

- To provide consistency among CBL courses. Without a minimum standard to define CBL, there have been vast inconsistencies in the development and implementation of CBL classes.
- To build infrastructure that can provide support to faculty, students and community partners engaged in CBL. When the Community Involvement Center is aware of community-based learning efforts, technical assistance, training, support, and promotion of faculty efforts are ensured.
- To give students the opportunity to seek out community-based learning experiences by searching for CBL designated courses in the class schedule.
- To advertise designated CBL courses and advise students about the benefits of enrolling in such courses.
- To provide infrastructure upon which to build an Engaged Scholars program wherein students would be required to complete a number of CBL courses and complete several hundred hours of service to the community in order to graduate with this honor listed on their transcript (this is a national program that the CIC is considering for WSU in the future).
- To support the mission and vision of WSU which embrace community-based learning.
Community-Based Learning Supports the Mission and Vision of WSU

WSU Mission
Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

Strategic Plan
Student engagement via community-based learning is consistent with the university’s vision for student learning, as evidenced by the “Looking Forward: Planning Strategically for Weber State University in 2030” strategic plan. As is overtly stated in three distinct sections of the strategic plan, WSU is committed to community-based learning in teaching excellence, research, and campus and student culture.

- Teaching Excellence – “WSU will continue to develop programs for undergraduate research and service learning as well as other activities that foster meaningful student engagement.”
- Research – “WSU faculty and students will continue to play a leadership role in traditional, applied and community based research.”
- Campus and Student Culture – “WSU will enhance out-of-class student learning experiences through the development of leadership skills, ethical decision-making, and civic responsibility.”

Criteria for Community Based Learning (CBL) Courses

The Community-Based Learning designation for courses is inclusive of both service-learning and community-based research courses. There is a general understanding that the service provided in a community-based research course is the research itself. The language used in each of the criteria references both service and research (service/research) to make it clear that the CBL designation can be for either a service-learning or community-based research course. These criteria are informed by “Principles of Good Practice in Service-Learning Pedagogy” and the principles of community-based research outlined in Strand, et al (2003).

The course will be assigned the CBL designation in the class schedule as long as it meets the following criteria:

Community-Based Learning criteria*
1. Students in the class provide needed service/research to individuals, organizations, schools, or other entities in the community wherein the service, the findings of the research or the process itself might lead to social change.
2. The service/research experience relates to the subject matter of the course.
3. Activities in the class provide a method or methods for students to think about what they learned through the service/research experience and how this learning relates to the subject of the class.

4. The course offers a method to assess the learning derived from the service/research. Credit is given for the learning and its relation to the course, not for the service/research alone.

5. Service/research interactions in the community recognize the needs of service/research recipients, and offer an opportunity for recipients, students and faculty members to be involved in the planning and evaluation of the service/research as equal partners.

6. Knowledge from the discipline and the community informs the service/research experiences in which the students are involved.

7. The service/research opportunities are aimed at the development of the civic education of students even though they may also be focused on career preparation.

8. The course offers a way to learn from other class members as well as from the instructor.

9. Course options ensure that no student is required to participate in service/research which creates a religious, political and/or moral conflict for the student.

10. Community-Based Research only – The course requires students to disseminate the findings of the research to community partners and/or other relevant audiences.


References


Designation Procedure
Either individual sections of courses or entire courses can be designated as Community-Based Learning. Additionally, CBL can be required or optional in a class with a CBL designation – this will be stated in the class description published in the online list of CBL courses. The following are descriptions of each of these possibilities:

- **Community-Based Learning Class** – is when every student in this section of the course is required to participate in the community-based learning experience. The CBL designation refers to a particular section of a course with a particular instructor.
- **Community-Based Learning Option in a Class** – is when students are given a choice by the instructor to participate in a community-based learning experience or some other equivalent assignment. The CBL designation refers to a particular section of a course with a particular instructor.
- **Community-Based Learning Course** – is when every instructor teaching the course uses community-based learning pedagogy. In some cases, the department will create a standard community-based learning syllabus for such courses. A Community-Based Learning Course can have a required or optional CBL experience.

The following describes the procedure for proposing a CBL class or course, new or existing:

--- insert CBL Designation Procedure diagram here –
(it’s in the Excel file)

Designation Review Process
All proposals for the CBL designation are reviewed and evaluated as per the criteria presented on Pages 3-4. There are an unlimited number of CBL designations awarded to viable proposals.

The Community-Based Learning Curriculum Committee (CBLCC), housed in the Community Involvement Center, is recognized by the Office of the Provost as the decision-making body that reviews all community-based learning course proposals. The CBLCC is comprised of faculty members from each of the seven colleges at WSU who have significant knowledge of community-based learning pedagogy and are practitioners of the pedagogy. Additionally, the committee also has student representation in its membership. Typically, 2 or 3 students from the CIC Advisory Board are selected to serve on the CBLCC.

The purview of the CBLCC is to verify that a proposed community-based learning experience is a viable experience – meaning it is academically rigorous, beneficial to students and community partner organizations, and is in line with best practices in the field. It is the decision of departments and programs, in partnership with faculty members, to support these teaching practices and to support the creation of community-based learning courses.

The CBLCC works with the College and University Curriculum committees when substantive changes are being made to existing courses or if a new course with a CBL component is being proposed. The CBLCC will only review a new course after it has been through the university curriculum committee and received approval. Proposals for existing CBL
courses - when every section of the course employs community-based learning pedagogy – must receive approval from the CBLCC before the community-based learning component can be recorded in the course description for the course catalog. Approval of the course description must then go to the University Curriculum Committee chair for approval.

Responsibilities of the CBLCC include:

- Review each proposal in the given timeframe.
- Evaluate each proposal on each of the CBL criteria.
- Determine if the proposal is deserving of the CBL designation.
- Notify faculty and departments of the outcome of the proposal process.
- Provide clear feedback on proposals that do not meet the CBL criteria so faculty members can revise and resubmit, if necessary.
Proposal for CBL Designation

Complete and submit this proposal form online. Email a copy of your syllabus to CIC@weber.edu and mail a signed approval page to the Community Involvement Center, MC 2913, located in Stewart Library, room 94.

Course Name: 
Course Prefix: 
Course Number: 
Credit Hours: 

Submitted by: (must be faculty/instructor of course)
Email address: 
W Number: 
Submission Date: (mm/dd/yyyy)

College: Applied Science & Technology
Department: Select Department
To be Taught in Term: Select Semester 2008

Indicate which type of course or class for which you are seeking the CBL designation:

- **Community-Based Learning Class** – every student in this section of the course is required to participate in the community-based learning experience. The CBL designation refers to a particular section of a course with a particular instructor.

- **Community-Based Learning Option in a Class** – is when students are given a choice by the instructor to participate in a community-based learning experience or some other equivalent assignment. The CBL designation refers to a particular section of a course with a particular instructor.

- **Community-Based Learning Course** – is when every instructor teaching the course uses community-based learning pedagogy. In some cases, the department will create a standard community-based learning syllabus for such courses. A Community-Based Learning Course can have a required or optional CBL experience.
  
  - Required Service/Research
  - Optional Service/Research

Number of Service/Research Hours Required: 
(While there is no formal requirement, a 15 hour minimum is encouraged).
Type of CBL experience in course:

- Service-Learning [definition]
- Community-Based Research [definition]

QUESTIONS SPECIFIC TO CBL CRITERIA

Criteria #1 Students in the class provide needed service/research to individuals, organizations, schools, or other entities in the community wherein the service, the findings of the research or the process itself might lead to social change.

What service/research will students provide to individuals, organizations, schools, or other entities in the community?

Please provide a list of community organizations with whom you will partner. If students are responsible for selecting their own community partner, please demonstrate 1) how this is justified by the course learning objectives and 2) how appropriate resources and guidance are provided to students to assist them as they form their own community partnerships.

Criteria #2 The service/research experience relates to the subject matter of the course.

How does the service/research relate to the subject matter of the course?

Please list the specific course objectives from your syllabus that clearly demonstrate this connection for students.
Criteria #3 Activities in the class provide a method or methods for students to think about what they learned through the service/research experience and how this learning relates to the subject of the class.

What methods will you use to encourage students to think about what they are learning through the service/research and how it relates to the subject of the class?

Provide at least one example of an assignment or activity that will satisfy this criterion.

Criteria #4 The course offers a method to assess the learning derived from the service/research. Credit is given for the learning and its relation to the course, not for the service/research alone.

What reflective strategies will you use to assess the learning derived from the service/research?

Demonstrate in your syllabus the criteria and guidelines for critical reflection assignments and the percentage those assignments represent in the final grade.
Criteria #5  Service/research interactions in the community recognize the needs of service/research recipients, and offer an opportunity for recipients, students and faculty members to be involved in the planning and evaluation of the service/research as equal partners.

Explain how the service recipients (clients or agency) will be involved in the planning and evaluation of the service/research.

Criteria #6  Knowledge from the discipline and the community informs the service/research experiences in which the students are involved.

What methods or resources will you use (web links, articles, community presentations, etc.) to illustrate how the causes of (or solutions to) the community issue(s) relate to the discipline?

Criteria #7  The service/research opportunities are aimed at the development of the civic education of students even though they may also be focused on career preparation.

How does the service/research experience, which may also be associated with career preparation, foster civic responsibility?

Criteria #8  The class offers a way to learn from other class members as well as from the instructor.
What methods will you use to help students learn from each other (e.g. through reflection sessions, presentations, etc.) as well as from the instructor?

Criteria #9 Course options ensure that no student is required to participate in service/research which creates a religious, political and/or moral conflict for the student.

Explain how course options ensure that no student is required to participate in a service/research placement that creates a religious, political and/or moral conflict for the student.

Criteria #10 Community-Based Research only – The course requires students to disseminate the findings of the research to community partners and/or other relevant audiences.

Community-Based Research Only – How will students disseminate the findings of the research to community partners and/or other relevant audiences?

Email a copy of your syllabus to CIC@weber.edu and mail a signed approval page to the Community Involvement Center, MC 2913, located in Stewart Library, room 94.
CBL DESIGNATION on COURSE/CLASS PROPOSAL

APPROVAL PAGE

for __________________ (course title and number)  date submitted on-line __________________


Approval Sequence:

____________________________________  __________________
Faculty or Instructor                     Date

____________________________________  __________________
Department Chair                         Date

____________________________________
University Curriculum Committee  Date (Signature not needed on existing courses)

Indicate which type of course or class for which you are seeking the CBL designation:

☐ Community-Based Learning Class – every student in this section of the course is required to participate in the community-based learning experience. The CBL designation refers to a particular section of a course with a particular instructor.

☐ Community-Based Learning Option in a Class – is when students are given a choice by the instructor to participate in a community-based learning experience or some other equivalent assignment. The CBL designation refers to a particular section of a course with a particular instructor.

☐ Community-Based Learning Course – is when every instructor teaching the course uses community-based learning pedagogy. In some cases, the department will create a standard community-based learning syllabus for such courses. A Community-Based Learning Course can have a required or optional CBL experience.

☐ Required Service/Research

☐ Optional Service/Research

____________________________________  __________________
CIC CBL Curriculum Committee, Chair                     Date

Passed by CBL Curriculum Committee  __________________  Date
Insert CBL Designation Flow Chart
APPENDIX I

Proposal for Faculty Fellows Program
Application for Funding

HEMINGWAY COLLABORATIVE AND EXCELLENCE

Submission Instructions: Submit 1 hard copy, 1 e-copy to Committee Chairperson, and 1 copy to rsgp@ourspace.weber.edu. The document must be in a pdf or rtf format.

<table>
<thead>
<tr>
<th>PROJECT TITLE:</th>
<th>Community-Based Learning Faculty Fellows</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBMISSION DATE:</td>
<td>FALL 20   ___  SPRING 2008 ___</td>
</tr>
<tr>
<td>PROJECT DIRECTOR:</td>
<td>Brenda Marsteller Kowalewski</td>
</tr>
<tr>
<td>DEPARTMENT:</td>
<td>Community Involvement Center</td>
</tr>
<tr>
<td>EMAIL ADDRESS:</td>
<td><a href="mailto:bkwalewski@weber.edu">bkwalewski@weber.edu</a></td>
</tr>
<tr>
<td>MAIL CODE:</td>
<td>2913</td>
</tr>
<tr>
<td>EXTENSION:</td>
<td>7737</td>
</tr>
<tr>
<td>OTHER PARTICIPANTS:</td>
<td>10 WSU Faculty members from across campus to be selected.</td>
</tr>
</tbody>
</table>

ARE YOU APPLYING FOR
(please refer to the Hemingway Grant website, http://weber.edu/Research/hemingway_vitality_grants.html for guidelines and eligibility)

- X Hemingway Faculty Excellence (Early-mid Spring semester)
- [ ] Hemingway Collaborative (Early-mid Spring semester)

<table>
<thead>
<tr>
<th>FUNDS REQUESTED FROM RS&amp;PG/HEMINGWAY:</th>
<th>$13,865</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNDS COMMITTED FROM OTHER SOURCES:</td>
<td>$10,598</td>
</tr>
<tr>
<td>Source 1: Community Involvement Center</td>
<td>$10,598</td>
</tr>
<tr>
<td>Source 2:</td>
<td>0.00</td>
</tr>
<tr>
<td>Source 3:</td>
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</tr>
<tr>
<td>TOTAL COMMITTED FROM OTHER SOURCES:</td>
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</tbody>
</table>

TOTAL FROM ALL SOURCES (Total Requested plus Total Committed): $24,463

RS&PG REPRESENTATIVE: Leigh Shaw
College: Social & Behavioral Science  Mail Code: 1202  Signature:
Comments:
PLEASE NOTE: In cases where funds are committed to the project, the signatures of the appropriate deans must be included. All proposals must be signed by the applicant’s department chair/program director.

**DEPARTMENT CHAIR'S ACKNOWLEDGMENT:** I am familiar with the project described herein, and I agree to provide departmental resources (in-kind or actual dollars), if indicated.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mail Code:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</table>

**PROGRAM DIRECTOR'S ACKNOWLEDGMENT:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mail Code:</th>
<th>Signature:</th>
</tr>
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<tbody>
<tr>
<td>Department:</td>
<td></td>
<td></td>
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<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

**DEAN'S ACKNOWLEDGMENT:** (Required only if college resources are involved). I agree to provide resources (in kind or actual dollars) as indicated: Yes X No __.

<table>
<thead>
<tr>
<th>Name: Mike Vaughan</th>
<th>College: Provost</th>
<th>Mail Code: 1004</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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<td></td>
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</table>

**HUMAN SUBJECTS/ANIMAL USE AND WELFARE COMMITTEE APPROVAL** (if applicable): The project described in this proposal was approved by the committee noted below. (Either provide signature below, or attach letter of approval to end of application.)

<table>
<thead>
<tr>
<th>Committee:</th>
<th>Date:</th>
<th>Signature:</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
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</tbody>
</table>

**DEPARTMENT CURRICULUM COMMITTEE APPROVAL:** The proposed course has been reviewed and approved by the committee. (Either provide signature below, or attach letter of approval to end of application.)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Signature:</th>
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<tbody>
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</table>
## BUDGET

<table>
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<tr>
<th></th>
<th>Funds Committed from CIC</th>
<th>Funds Committed from Source #2</th>
<th>Funds Committed from Source #3</th>
<th>Funds Requested from RSPG</th>
<th>GRAND TOTAL</th>
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<tbody>
<tr>
<td><strong>1) PERSONNEL RESOURCES</strong></td>
<td></td>
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<tr>
<td>a) Pay an additional month on CIC co-director contract</td>
<td>$6,800</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$6,800</td>
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<tr>
<td><strong>BENEFITS for Personnel Resources:</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a) Additional month on CIC co-director</td>
<td>$2,992</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$2,992</td>
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<tr>
<td><strong>2) EQUIPMENT AND MATERIALS</strong></td>
<td></td>
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</tr>
<tr>
<td>a) Copy cost of materials for faculty workshops</td>
<td>$100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$100</td>
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<tr>
<td>b) Books – community-based learning course development</td>
<td>$206</td>
<td>0</td>
<td>0</td>
<td>$1,165</td>
<td>$1,371</td>
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<td><strong>3) TRAVEL</strong></td>
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<tr>
<td>a) June statewide retreat – Fellows attend</td>
<td>$500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$500</td>
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<tr>
<td>b) February statewide community-based learning conference – Fellows attend</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$2,700</td>
<td>$2,700</td>
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<tr>
<td><strong>4) OTHER</strong></td>
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<tr>
<td>a) Honoraria for Fellows (20 over 2 years)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$10,598</td>
<td>0</td>
<td>0</td>
<td>$13,865</td>
<td>$24,463</td>
</tr>
</tbody>
</table>
BODY OF PROPOSAL

PROJECT SUMMARY (ABSTRACT):
The Community Involvement Center (CIC) is proposing to create a Community-Based Learning Faculty Fellows Program to train faculty members in service-learning (S-L) and community-based research (CBR) pedagogies. These are relatively new pedagogies at WSU and the CIC was created in June of 2007 to help weave community-based learning into the fabric of the faculty teaching culture as well as student learning experiences. The best way to accomplish this goal is to train cohorts of faculty in these pedagogies in order to create a critical mass of effective practitioners. These practitioners eventually become a resource to other faculty members who want to learn and utilize these pedagogies. The proposed project is for a two year period. Each year would have a different focus. Year 1 (2008-09) would focus on service-learning pedagogy and Year 2 (2009-10) would focus on community-based research pedagogy. Each year 10 faculty members, at least one from each college, would be trained to create and teach a course using the community-based learning pedagogy taught in that year. The fall semester of each academic year would be used to train the faculty members in the pedagogy and assist them in course construction via structured workshops. The newly enhanced course would then be taught in the spring semester. The faculty members would receive an honorarium in the amount of $500 for participating in the 5 workshops, developing a community-based learning course, and teaching it in the following spring semester. The four objectives of the proposed project are: 1) to increase the number of community-based learning courses offered at WSU; 2) to provide faculty with the proper support necessary to create an academically rigorous and effective teaching and learning experience; 3) to reward faculty for taking the time to learn instructional approaches that engage students in learning and the community; and 4) to create a network of faculty members who engage in community-based learning techniques. Identification of the participating faculty members would be left to the CIC’s co-director and Faculty Development Committee. I am proposing the fellows program run for at least two years for several reasons: 1) to give each pedagogy, service-learning and community-based research, a full year to be taught and applied in courses; 2) to be sure the program produces the expected outcomes; and 3) to assess whether there would be a need to continue the program beyond the proposed two years.

I-A. BACKGROUND AND OBJECTIVES OF RESEARCH/PROJECT.
Weber State University has made a commitment to engage students in learning and in their community via service-learning and community-based research. WSU’s mission states “…the university, in partnership with the broader community, engages in …public service,…and community-based learning experiences…” in hopes of producing civically engaged graduates. The CIC plays a key role in helping the university maintain its commitment to civic engagement and achieve its mission. Thus far, the center has only been able to work with faculty one-on-one and although that has been fruitful, it has not been very efficient in meeting the needs of faculty across campus. In a recent survey of WSU faculty members, 35 indicated that they were not using service-learning or community-based research in their courses, but they were interested in learning how to do so. The Community-Based Learning Faculty Fellows Program is an economically efficient method for providing 20 of these faculty members over a two year period with the necessary support to create academically rigorous civic engagement learning opportunities for their students. Additionally, a fellows program gives faculty some recognition for their innovative approach to teaching, a cohort of like-minded faculty from whom they can derive support, a small honorarium as a token of appreciation for the time it takes to develop and teach a course with a community-based learning component, and lays the foundation for building a strong community-based learning culture among faculty and students.

I-B. If applying for a Hemingway award for Faculty Excellence, please describe what the impact of your project will be on the larger community. In short, what makes this project qualify for a Hemingway Award? The proposed fellows program has the potential to have far reaching effects for both the campus and Ogden communities. On campus, the program would lay the foundation for weaving community-based learning into the fabric of both faculty teaching and student learning at WSU. Research shows that this engaged learning experience is invigorating for faculty members’ teaching and scholarship (Driscoll, Holland, Gelmon, & Kerrigan, 1996) and positively impacts students’ learning and retention (Astin & Sax, 1999, Driscoll, Holland,
Gelman, & Kerrigan, 1996; and Eyler & Giles, 1999). In the Ogden and surrounding community, the faculty fellows program would be the catalyst for getting more WSU students engaged in learning in the community which means more community organizations will benefit from the knowledge, talents and skills WSU students will bring to their organizations. Research on the impact of service-learning on community organizations in Utah revealed that the majority of the organizations were able to serve more clients, provide more services to those clients, and secure more volunteers to their organization through service-learning partnerships with institutions of higher education (Kowalewski, Liese, Schmidt, 2006). As you can see, although the fellows program is designed to affect faculty teaching, the potential impact of the program goes far beyond instructional improvement.

II. PROCEDURES AND METHODS.
As a co-director of the CIC, I will collaborate with the CIC’s Faculty Development Committee to identify the faculty who are interested in participating in the fellows program. The Center will develop an online application process from which 10 faculty members will be selected to participate in the fellows program each year. Each cohort of faculty will include at least one member from each college at WSU. Additionally, I will be responsible for developing and teaching the curriculum in the fellows program. I will work one-on-one with faculty members in the fellows program to supplement the instruction they receive in the 5 required workshops. Lastly, the CIC will make all travel arrangements and I will accompany the fellows to two statewide community-based learning conferences (one scheduled in June and one in February of each year).

III. TIME-LINE.

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008</td>
<td>Identify 10 faculty to participate as Faculty Fellows – Service-Learning</td>
</tr>
<tr>
<td>June 2008</td>
<td>Fellows attend a retreat at Westminster College to learn about service-learning models across the state</td>
</tr>
<tr>
<td>June 2008</td>
<td>Develop curriculum for the 5 required workshops &amp; schedule</td>
</tr>
<tr>
<td>Aug-Dec 2008</td>
<td>Teach the 5 workshops and work with each faculty member one-on-one</td>
</tr>
<tr>
<td>Jan-Apr 2009</td>
<td>Visit community organizations most appropriate for courses being designed</td>
</tr>
<tr>
<td>February 2009</td>
<td>Fellows teach their Service-Learning course</td>
</tr>
<tr>
<td>October 2009</td>
<td>Service-Learning Fellows present their courses and outcomes at TLF – Faculty Symposium</td>
</tr>
</tbody>
</table>

*Same time-line for Community-Based Research Fellows in Year 2 but these fellows will start in May 2009 and end in October 2010 with TLF – Faculty Symposium.

IV. EVALUATION AND DISSEMINATION.
This project will be evaluated in two ways. First, the Community Involvement Center (CIC) would document the success of the Fellows program by evaluating the newly revised courses against the criteria for designating a community-based learning course in WSU’s class schedule. These criteria are currently being developed by the CIC’s Curriculum Committee and will be utilized for designating courses by Fall 2008. One of the goals of the Fellows program is help faculty develop rigorous courses that meet the Center’s criteria for the community-based learning designation. The second type of evaluation involves the assessment of each course. The Faculty Fellows will be taught how to assess the community-based learning courses and will be required to employ the assessment strategy they develop when they teach the course. Each faculty member will then be encouraged to present their course and assessment of its outcomes at the Teaching and Learning Forum’s Faculty Symposium.

V. PROVIDE A BUDGET NARRATIVE

2b) Books – for which requesting funding

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Design Workbook</td>
<td>20</td>
<td>$12 @ $240.00</td>
</tr>
<tr>
<td>Guide to Reflection</td>
<td>20</td>
<td>$17.25 @ $345.00</td>
</tr>
<tr>
<td>Faculty Toolkit</td>
<td>20</td>
<td>$11.50 @ $230.00</td>
</tr>
<tr>
<td>CBR in Higher Education</td>
<td>10</td>
<td>$35.00 @ $350.00</td>
</tr>
</tbody>
</table>

Books – CIC will purchase

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Good Practice</td>
<td>20</td>
<td>$2.30 @ $46.00</td>
</tr>
<tr>
<td>Research on Effects of Community-Based Learning</td>
<td>20</td>
<td>$8.00 @ 160.00</td>
</tr>
</tbody>
</table>
Travel:
3a) June statewide retreat 2 University vehicles @ $250 (one each year) = $500 (CIC will cover)
3b) February statewide conference 2 University vehicles @ $250 (one each year) = $500 Registration 20 @ $50 = $1,000 Lodging 20 @ $60 = $1,200

4a) 10 Faculty Fellows 2008-09 (service-learning focus) w/ $500 honorarium = $5,000
10 Faculty Fellows 2009-10 (community-based research focus) w/ $500 honorarium = $5,000

VI. ANSWER THE FOLLOWING QUESTIONS:
8. What RSPG or Hemingway funding have you applied for or have been awarded in the past 5 years. For awarded projects, please provide information regarding these projects including (1) the project title, (2) the status of the project, and (3) the outcome(s) of the project. Please indicate whether a final report has been submitted for each RSPG award. (It is recommended that a copy of the final report be included as an appendix.)
1) Youth Impact Assessment – Hemingway Faculty Excellence 
2) Ongoing longitudinal study
3) Outcomes of project thus far:
   - Measured four outcomes of the Youth Impact program 2005-06. Found Youth Impact Participants to be no different than a comparison group of similar youth in the Ogden City School District. Recommended more deliberate teaching of one program outcome in particular – social skills.
   - Implemented and assessed a social skills curriculum in the Youth Impact program 2006-07. Found statistically significant improvement in the youths’ social skills at the completion of the social skills program.
   - Measuring impact of sports programs within the Youth Impact program on behavioral problems and emotional well-being – 2007-08. Analysis of the data is underway.
4) Final Report Submitted – YES (see Appendix B)

9. What other sources of funding have you sought for this project? I sought funding from the Utah Campus Compact for the books and reading materials necessary for this program. They are unable to commit these funds to this programs outside of their organization at this time.

10. Have you checked with the Office of Sponsored Projects (URL: http://weber.edu/osp/) to determine if this office is an appropriate place to seek additional funding? Please explain.
No. This is a project that is too localized to WSU and would not be a good candidate for outside funding.

11. Is this the type of project your department or college would normally fund? Please explain.
This project is not specific to any one college. Faculty members in all colleges at WSU will benefit from participating in the proposed Faculty Fellows Program. The Community Involvement Center is already committing almost half of the cost of the total program.

12. Would completion of this project create opportunities for external funding?
The ideal scenario for a program like the Community-Based Learning Faculty Fellows Program would be for Hemingway funds to be committed to this project for an additional one to two years beyond the proposed two years, if necessary. This would be a very efficient and economical way to create more engaged learning opportunities for WSU students in 30-40 courses over a 3-4 year period. Beyond that four year time frame, individual faculty members wishing to incorporate community-based learning techniques into their courses could apply for release time via the Hemingway Instructional Improvement grants. Individual faculty members applying for these grants would be much more costly than committing $5,000 a year for 10 faculty members to receive an honorarium which would ultimately result in 30-40 revised courses over a 3 or 4 year
period of time. In essence, I see the Fellows Program only needing funding for approximately 3-4 years maximum. I am only proposing two years now to be sure the program produces the expected outcomes and to assess whether there would be a need to continue the program beyond the proposed two years.

13. Not Applicable

14. Not Applicable

VII. INCLUDE ANY OTHER SUPPORTING DOCUMENTATION. If you requested reassigned time or a stipend, you must include a memo from your department chair/program director/immediate supervisor confirming that this activity is beyond basic obligations of teaching and scholarship.

Appendix A – References
Appendix B – Final Report of Previously funded Hemingway Project

References


APPENDIX J

Community Involvement Recognition Event Program

-- See Hard Copy --

Or

-- Electronic .pdf copies in folder CIC Annual Report 2007-08 folder --
APPENDIX K

Community-Based Learning Survey
Faculty Feedback

Name
Department
Phone Number
Email

1. Have you incorporated service-learning in any of your courses? Service-learning combines community service with academic instruction, focusing on critical reflective thinking and personal and civic responsibility.
   a. Yes
   b. No, but I am interested (If you selected this response, please submit your survey now).
   c. No (If you answer "No", then please submit the survey now).

2. Please list any service-learning courses you currently teach or have taught in the 2006-07 academic year (Summer 2006 – Spring 2007). Please include: Course #, Course Title, Discipline/Program.

3. Approximately how many students participated in service-learning through your course(s) from May 2006 to May 2007?

4. Approximate the number of hours your students spent doing service-learning from May 2006 to May 2007 (e.g.10 students x 20 hours per semester= 200 hours).

5. Have you conducted Community-Based Research? (CBR) "Community-based research involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community-identified needs."
   a. Yes
   b. No, but I am interested. (If you selected this response, please go to question # 8)
   c. No (If you answer “No”, then please go to question # 8)

6. Approximately how many students participated in community-based research through your course(s) from May 2006 to May 2007?

7. Approximate the number of hours your students spent doing community-based research from May 2006 to May 2007 (e.g.10 students x 20 hours per semester= 200 hours).

8. Please provide as much information as possible regarding the community partners you have worked with/or are currently working with. Feel free to complete only the information you have access to. This information will assist us in updating our community partner database.
   (Agency Name, Contact Person, Address, Phone, Email)
9. Please list any agencies with which you and/or your students did not have a positive experience. A brief description of the problem would be helpful but not required.
10. Please describe a successful community partnership in which your students were involved. This will help us in our efforts to collect and publicize success stories.

11. Do you intend to continue using service-learning or community-based research in your research or teaching?
   A. Yes
   B. No
   C. Don’t know.

12. What community-based learning workshop or training opportunities would you like to have offered to you on our campus? Please mark all that apply.
   A. Introduction to Service-Learning
   B. Introduction to Community-Based Research
   C. Reflection
   D. Evaluation or Assessment of the effectiveness of the pedagogy
   E. Grading service-learning projects
   F. Publishing outlets for service-learning and community-based research
   G. Forum for sharing service-learning and community-based research experiences
   H. Internship, Practicum or Clinical as Service-Learning
   I. Choosing appropriate partnerships
   J. Building sustained partnerships
   K. Other ____________________________________________________________
## APPENDIX L

### Courses with Service-Learning or Community-Based Research Component

#### Taught in 2006-07

<table>
<thead>
<tr>
<th>College of Arts and Humanities</th>
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<th></th>
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<tbody>
<tr>
<td>COMM</td>
<td>Communication 1020</td>
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</tr>
<tr>
<td>COMM</td>
<td>Communication 2110 Introduction to Interpersonal and Small Group Communication</td>
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<tr>
<td>COMM</td>
<td>Communication 4400 PR CAMPAIGNS</td>
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<tr>
<td>DANC</td>
<td>DANC 3710 Dance History Project: Development &amp; DHP: Performance</td>
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<tr>
<td>DANC</td>
<td>DANC 3711 Dance History Project: Development &amp; DHP: Performance</td>
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<td>ENGL</td>
<td>ENGL 1010 Intro to English</td>
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<td>ENGL 3100 Professional &amp; Technical Writing</td>
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<td>ENGL 4110 Content Management</td>
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<tr>
<td>ENGL</td>
<td>ENGL 4120 Seminar &amp; Practicum in P&amp;TW</td>
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<tr>
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<td>SPA 3060 Grammar and Composition</td>
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<td>SPA</td>
<td>SPA 3320 Spanish for Social Workers</td>
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<td>ANTHRO Anthro 4300 Research Methods in Anthropology</td>
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<td>CJ CJ 4860 Criminal Justice Field Experience</td>
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<td>GEOGR Geogr 4890 Cooperative Work Experience</td>
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<td>PSYCH Psych 3610 Research Methods</td>
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<td>PSYCH Psych 4390 Psychology Practicum</td>
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<td>SOC Sociology 1020 Social Problems</td>
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<td>SOC Sociology 3660 Research Methods</td>
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<tr>
<td>SOCWK Social Work 1010 Introduction to Generalist Social Work Practice</td>
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<td>SOCWK Social Work 4860 Social Work Field 200 hour field placement</td>
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<td>SOCWK Social Work 4861 Social Work Field 200 hour field placement</td>
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<tr>
<th>Dumke College of Allied Health</th>
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<tbody>
<tr>
<td>DENT DENT 2201 Community Dental Health</td>
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<tr>
<td>DENT DENT 3301 Community Service Learning Lab</td>
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<tr>
<td>DENT DENT 4890 Advanced Community or Clinical Work Experience</td>
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<td>HLTH HLTH 4150 Program planning</td>
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<td>NURS Nursing 1030 Theory</td>
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<tr>
<td>NURS Nursing 3070 Threats &amp; Crises: Nursing Response</td>
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<tr>
<td>NURS Nursing 4030 Political experiences for nursing students</td>
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<td>NURS Nursing 4840 Honors Seminar in Nursing</td>
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<tr>
<th>Interdisciplinary</th>
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<tr>
<td>EDUC EDUC 1105 Introduction to the University</td>
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APPENDIX M - Student Feedback Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.</td>
<td></td>
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<tr>
<td>The community work in this course helped me to better understand the lectures and readings in this class.</td>
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<tr>
<td>I feel that I would have learned more from this course if more time had been spent in the classroom instead of doing community work.</td>
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<tr>
<td>The idea of combining work in the community with university coursework should be practiced in more courses at Weber State University.</td>
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<tr>
<td>The syllabus provided for this course outlined the objectives of the community work in relation to the course objectives.</td>
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<tr>
<td>The other students in this class played an important role in my learning.</td>
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<tr>
<td>I had the opportunity in this course to periodically discuss my community work and its relationship to the course content.</td>
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</table>

The next set of questions relates to your attitude toward community involvement. Please indicate your level of agreement with each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was already volunteering in the community before taking this course.</td>
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<tr>
<td>I feel that the community work I did through this course benefited the community.</td>
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<tr>
<td>I was able to work directly with a community partner through this course.</td>
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<tr>
<td>The community work involved in this course helped me to become more aware of the needs in my community.</td>
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<tr>
<td>I will probably volunteer or participate in the community after this course.</td>
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<tr>
<td>My interactions with the community partner enhanced my learning in this course.</td>
<td></td>
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<tr>
<td>I have a responsibility to serve my community.</td>
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</tbody>
</table>
Next we would like to know about the influence of your service on your choice of major and profession. Please indicate your level of agreement with these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing work in the community helped me to become aware of my personal strengths and weaknesses.</td>
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<tr>
<td>The community work in this course assisted me in clarifying my career plans.</td>
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<tr>
<td>Performing work in the community helped me clarify which major I will pursue.</td>
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<tr>
<td>The work I performed in the community enhanced my ability to communicate in a “real world” setting.</td>
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<tr>
<td>The community aspect of this course helped me to develop my problem-solving skills.</td>
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<tr>
<td>The work I performed in this course helped me learn how to plan and complete a project.</td>
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<tr>
<td>Participating in the community helped me enhance my leadership skills.</td>
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</table>

We would like some of your personal reflections on this experience. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people can make a difference in their community.</td>
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<tr>
<td>I developed a good relationship with the instructor of this course because of the community work we performed.</td>
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<tr>
<td>I was comfortable working with cultures other than my own.</td>
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<tr>
<td>The community work involved in this course made me more aware of my own biases and prejudices.</td>
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<tr>
<td>I am in favor of courses that connect what you are learning in the classroom to hands-on involvement with community issues through community-based learning.</td>
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</table>

Please describe in your own words how your involvement in community-based learning has impacted you both personally and academically?