

WSU ANNUAL REPORT

July 1, 2014 to June 30, 2015

CENTER FOR COMMUNITY ENGAGED LEARNING

Prepared by Dr. Brenda Marsteller Kowalewski, Director

Submitted to:
VP for Student Affairs, Jan Winniford
Associate Provost, Ryan Thomas
Provost, Michael Vaughan
June 1, 2015

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2014-15 Community Engagement At-A-Glance

Total Community Engagement

6,554 WSU Students Engaged in the Community
25.3% of WSU Student Population (25,954 total number of students)

163,060 Hours Contributed by WSU Students

Annual estimated \$ equivalent for community engagement = \$3,833,541*

* Calculated at \$23.51/hour (Utah in 2014). Annual estimated value of volunteer time as figured by Independent Sector: http://independentsector.org/volunteer_time?s=volunteer

Curricular Community Engaged Learning Hours

| | |
|-----------------------------------|--|
| 4,346 Students | 91 CEL Courses Taught 2014-15 |
| 98,707 Hours | 287 Sections of CEL courses taught 2014-15 |
| 22.7 hours per student on average | 105 Faculty taught CEL course in 2014-15 (10.8% of 974 FT and PT faculty) |
| | 101 CEL Designated Courses |

Co-curricular Community Engaged Learning Hours

2,130 Students

34,215 Hours

16.1 hours per student on average

AmeriCorps

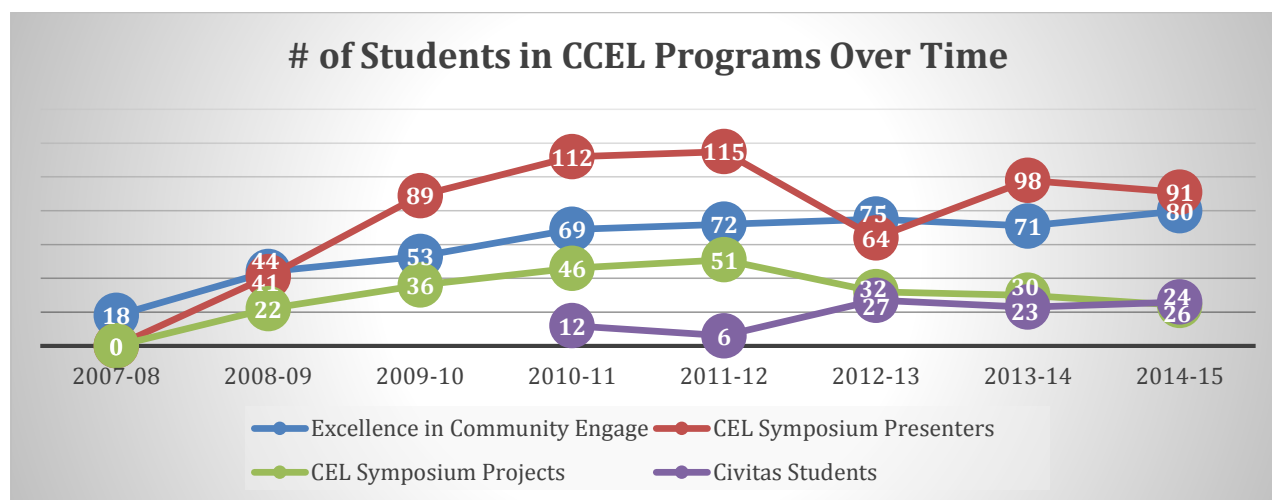
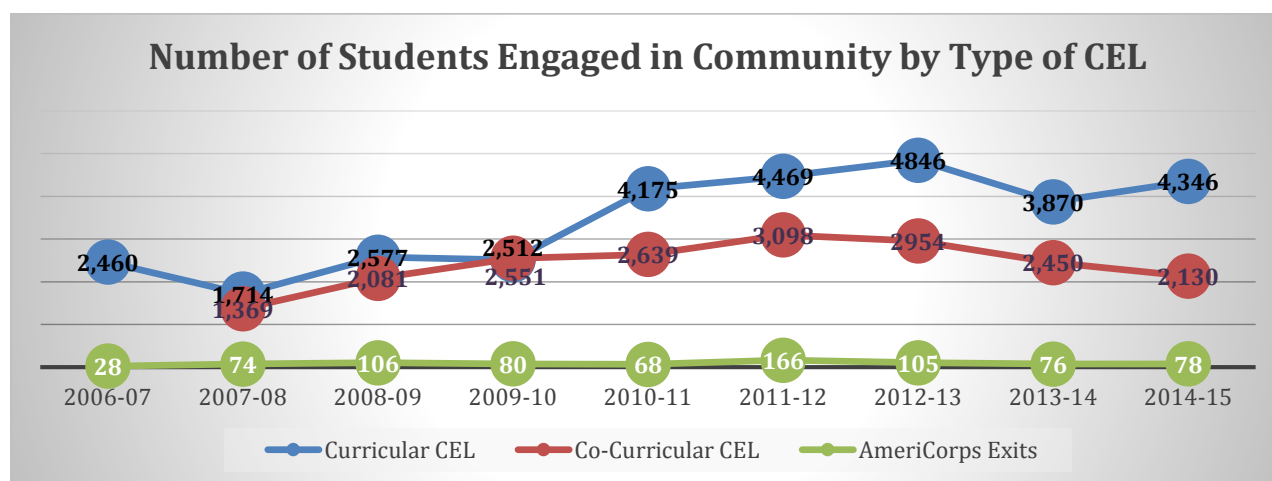
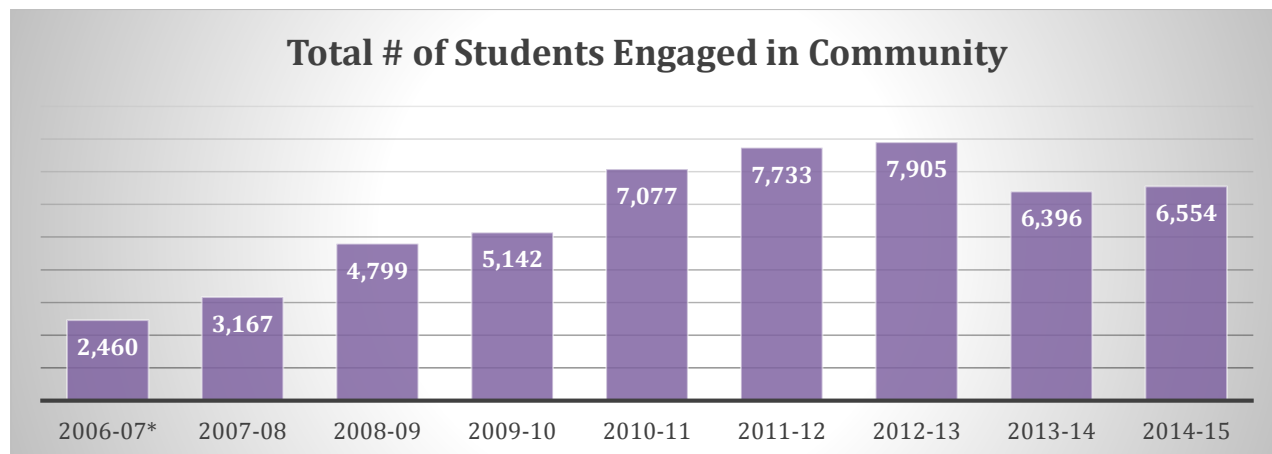
78 WSU AmeriCorps members successfully completed the program
(during the 2014-15 academic year)

30,138 Hours of Community Engagement completed by successfully exited members

\$102,341 in scholarship money awarded to successfully exited members

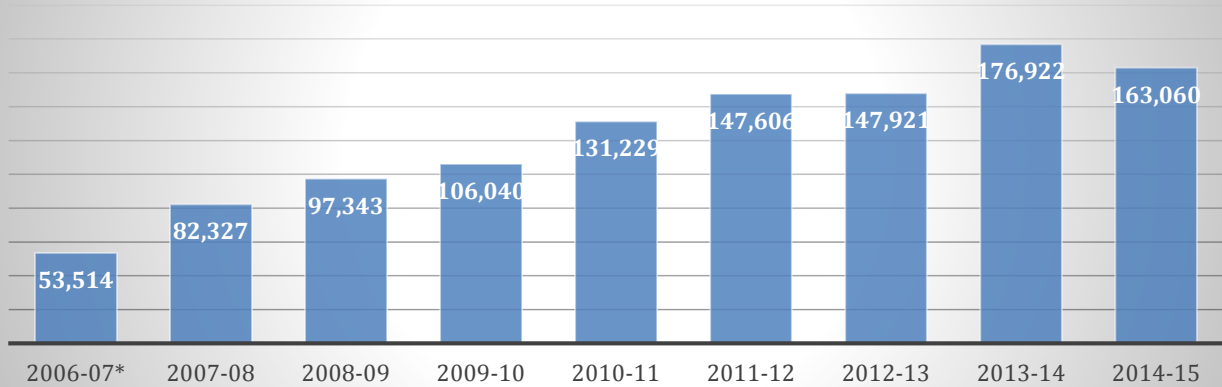
Community Engagement Over Time: 2006-2015

STUDENT PARTICIPATION

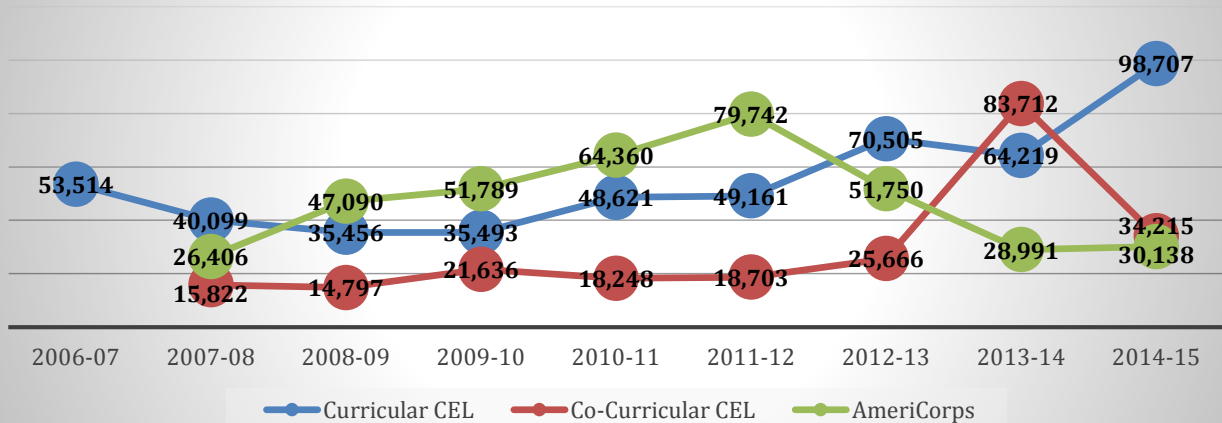


STUDENT HOURS

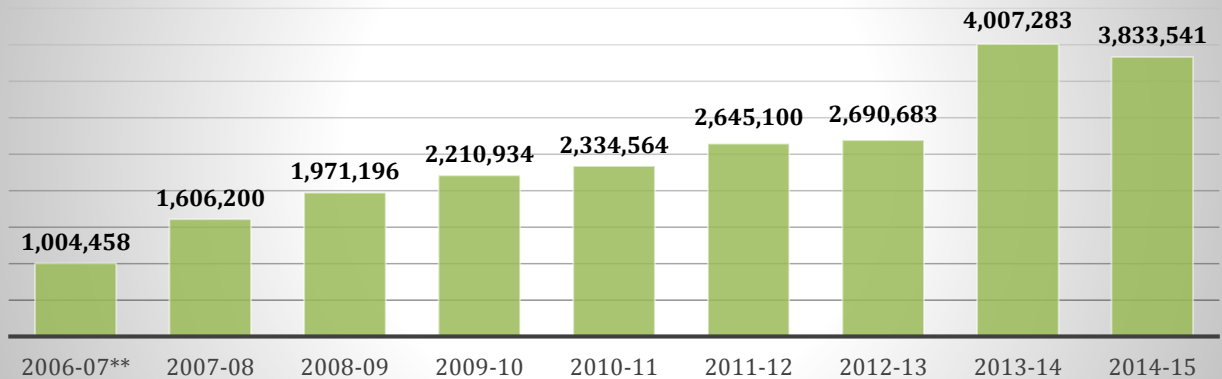
Total # of Community Engagement Hours Contributed



Hours by Type of CEL

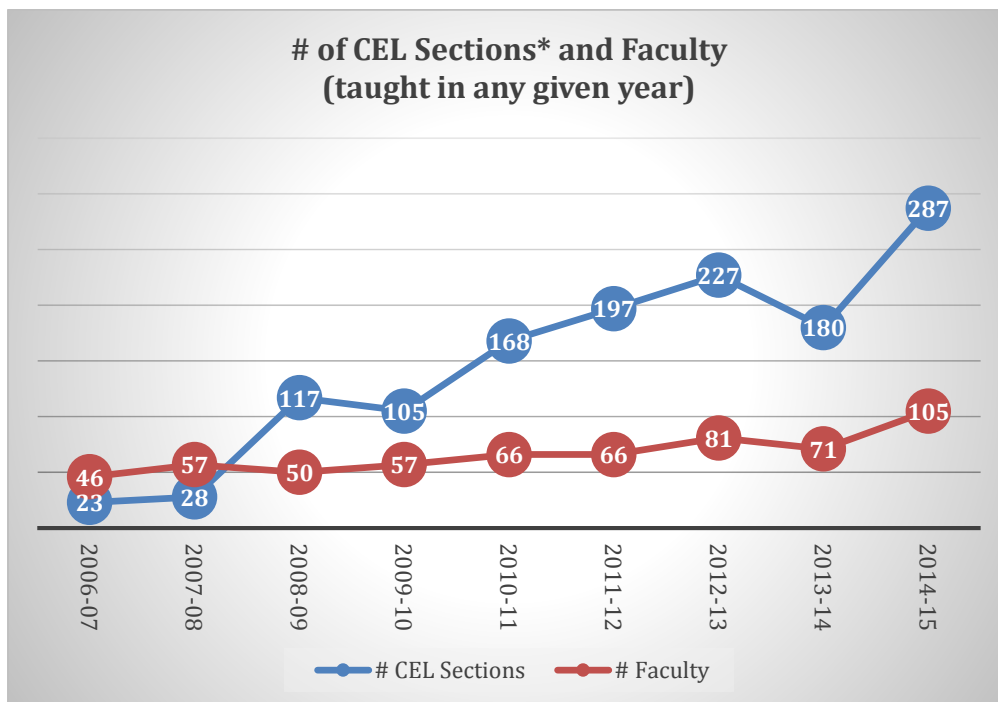
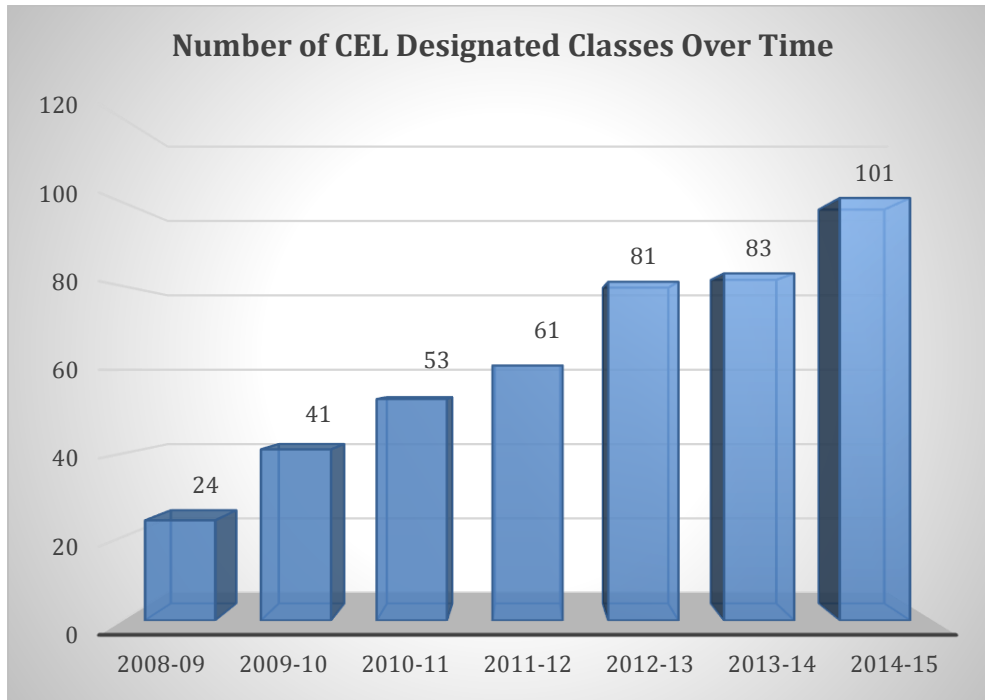


Annual Estimated \$ Equivalent for Volunteers



Annual estimated value of volunteer time as figured by Independent Sector: http://www.independentsector.org/volunteer_time

CEL FACULTY/STAFF AND COURSES



*Official and unofficial sections (all that were tracked)

Staff Accomplishments

Large Events/Celebrations of Significance

Publications

Presentations

Professional Service

Grants

Recognition

Significant Initiatives Not Included Elsewhere

Office Staffing

LARGE EVENTS AND/OR CELEBRATIONS OF SIGNIFICANCE

- Annual Community Partner Breakfast

Each year community partnerships are celebrated and renewed for the upcoming year at a community partner breakfast event. The event was held August 1, 2014 in the ballrooms at WSU. A total of 76 community partners representing 49 community organizations attended. Jan Winniford and Ryan Thomas represented WSU's administration at the event.

Participation: 76 Community Partners

- AmeriCorps Trainings/Enrollment - Grant Year 2014-2015

Four enrollment sessions were held to orient students to the AmeriCorps program – two face to face in August 2014 and two digitally in September 2014.

Participation: 105 students attended; 95 students enrolled

- Annual Recognition Event

The Center for Community Engaged Learning at Weber State University celebrates faculty, staff and students who have participated in the various community engagement opportunities throughout the year during our **Annual Recognition Luncheon**. This luncheon has grown over the past 8 years.

Approximately 205 faculty, staff, and students attended this year's event.

We honored the following during our Recognition Luncheon on **April 1, 2015**:

- 36 AmeriCorps members, some with multiple terms
- 31 students who have served with the Community Engaged Leaders Program
- 9 Civitas Graduates
- Mike Moon John A. Lindquist Award recipient
- Leah Murray John A. Lindquist Award recipient
- UCC Honorees
 - Mike Moon Civically Engaged Staff Member
 - Kim Harbath Civically Engaged Student and Newman Civic Fellow
 - Weber County Elections Committed Community Partner
 - Pamela C. Nelson Community Engaged Alumnus
 - James Zagrodnik Civically Engaged Scholar
- 80 Excellence in Community Engagement Recipients

- Community Engagement Symposium

The annual Community Engagement Symposium was held Wednesday, **April 22, 2015** in the Shepherd Union Fireplace Lounge. Michael Vaughan, our keynote speaker, addressed a full house in the Wildcat Theater. With more than 91 student participants expounding upon 24 posters they had prepared with their 10 faculty or staff mentors, this year's symposium represented various departments and disciplines such as Political Science, Social Work, Respiratory Therapy, Dental Hygiene, Psychology, English as a Second Language, Sociology, Foreign Language, Community Engaged Leaders Research Team, and HumanIThAI Service Trip. These posters highlighted the service, democratic engagement and community research Weber State students have been engaged in. Many have worked with community partners in the Ogden area and others worked with international partners (Thailand). The symposium included a book club discussion around the book *Beyond Outrage* led by Provost Michael Vaughan.

Participation: 193 participants total

- Hall Endowment for Community Outreach Grants
A **total of \$49,607 was granted** to support **9 community engagement projects**. A total of 3 student projects and 6 faculty projects were supported. Table 1. below summarizes the grants supported.

Table 1. Hall Endowment for Community Outreach Grants 2014-15

| Fall 2014 | | | | |
|--|----------------------------------|--------------------------|---------------------------------|--------------------|
| <u>Project Title</u> | <u>Project Proposers</u> | <u>Fac/Staff/Student</u> | <u>Community Partner</u> | <u>Funded Amt</u> |
| Spanish Spelling Bee | Asensio, Isabel | Faculty | North Davis Preparatory Academy | \$350.00 |
| Ana Castillo Reading Group | Fielding, Electra | Faculty | WSU Community Education Center | \$325.00 |
| Safe Place for Ogden | Winters, Dena Roberts, Brooke | Students | Youth Futures | \$2000.00 |
| Wildcats Learning Together Spanish | Shigley, Sally | Faculty | Wasatch Elementary | \$844.00 |
| Improving Educational Outcomes for Detained Youth | Leytham, Patrick | Faculty | Weber Valley Detention Center | \$2500.00 |
| Youth Futures | Mitchell, Kristin | Student | Youth Futures | \$16, 835.00 |
| Weber-Morgan Health Dept Community Health Assessment | Santurri, Laura | Faculty | Weber-Morgan Health Dept | \$4928.00 |
| | | | Fall Total | \$27,782.00 |
| Spring 2015 | | | | |
| <u>Project Title</u> | <u>Project Proposers</u> | <u>Fac/Staff/Student</u> | <u>Community Partner</u> | <u>Funded Amt</u> |
| Science in the Shade | Johnston, Adam | Faculty | Tree House Children's Museum | \$1825.00 |
| ReStore Lighting | Smith, Carson | Student | Habitat for Humanity | \$20,000.00 |
| | | | Spring Total | \$21,825.00 |

- International CEL Trip – Peru – Summer 2014
Two advisors took 19 students and 6 alumni to Chiclayo, Peru in partnership with Universidad Privada Juan Mejia Baca. Participants worked on three major projects: the renovation of two central parks in two of the poorest neighborhoods on the outskirts of Chiclayo and built a kitchen and laid a cement floor in a day care in another poverty stricken community. In addition, water was delivered to a community without running water and a major trash clean up took place in another neighboring community. The trip concluded with a visit to Macchu Picchu in Cusco. Travel dates for the trip were June 16, 2014 through July 3, 2015.
Participation: 27 participants; 2,268 hours served (including advisors)

- Lindquist Lecture

The recipient of the John A. Lindquist Award gives a presentation to faculty, staff, and students regarding his/her work with WSU students and the community within a year from receiving this honor. Lisa Trujillo received the Lindquist award in April of 2014, and presented her work entitled “Oh the Places You’ll Go!” on November 5, 2014.

Participation: Approximately 50 faculty, staff, students and family members.

- National Voter Registration Day

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

Participation: 150 students registered to vote

- Volunteer Management Training

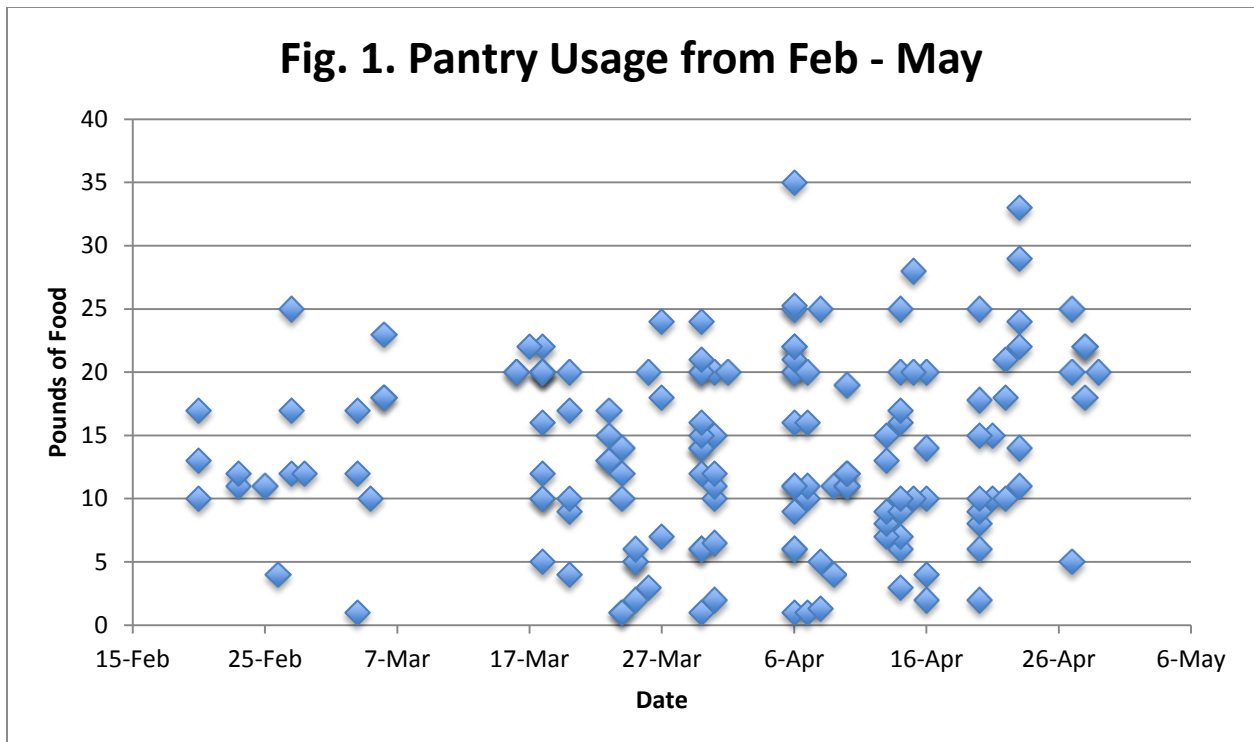
The CCEL requires any community partner wishing to be a Wildcat or Purple Pride tiered partner to attend a Volunteer Management Training series designed by UServeUtah. This training is required to give our top tiered volunteer managers the tools necessary to run an effective volunteer program. The CCEL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

This training is offered to the community as **a six week course during the spring 2015 semester** that focuses specifically on aspects of volunteer management such as, creating position descriptions, risk management, volunteer recognition and many more. This year’s training attendees were a mixture of volunteer managers from organizations wishing to move up a tier and volunteer managers that were new to their organization and attended the training to maintain their organization’s higher tier level. The training was taught by CCEL’s community partner coordinator along with guest presenters from top tiered organizations. After the training, attendees were asked to rate their experience and to share their thoughts about the training. Overall, the responses were very positive. Attendees appreciated the thoroughness of the training and commented that the networking was especially helpful.

Participation: 41 Community Partners

- WeberCares Food Pantry

The WeberCares Food Pantry exists to meet the needs of food insecure students throughout the academic year. This year was the first year data were collected on the use of the pantry. The data were only collected from February through May but reveal an increase in usage of the pantry after an awareness campaign occurred via social media in conjunction with the WeberCan sculpture event in early March. This pattern is demonstrated in Figure 1. below.



Overall, there were 90 unique students who used the pantry during the spring 2015 semester. On average each user received 13.8 pounds of food and a total of 2,096 pounds of food was distributed. There were 37 visits that were tracked but the food was not weighed.

Participation: 90 students; 2,096 pounds of food distributed

- WSU Service Day of Remembrance

Three major projects were facilitated on **October 8, 2014**. The first project involved partnering with the Ogden Nature Center and the DaVinci Academy. We had approximately 200 students from DaVinci Academy who contributed 400 hours of service to the ONC, along with and 4 WSU students and 2 WSU Staff and Faculty who contributed 17.5 hours of service. The second project involved partnering with the Ogden Preparatory Academy building raised garden beds in their community garden. A total of 85 hours were contributed to this project by 15 students and 7 faculty and staff. The third project involved partnering with the Salvation Army of Ogden to clean up and paint a room in preparation for the holiday season donations. Although an FYE class participated in this project, only 1 student recorded 1 hour of service on the project. The overall hours of service for the day totaled 503.5.

Participation: 229 Volunteers; 503.5 hours served

- WSU Makes a Difference in Ogden Day

WSU Makes a Difference in Ogden Day facilitated two service projects on **May 7, 2015**. The two projects involved installing a fence around the community garden at Ogden Preparatory Academy and laying sod with Ogden City at Lorin Farr Park. A total of 14 WSU staff and administrators participated along with 12 WSU students.

Participation: 26 volunteers; 103.5 hours of service

PUBLICATIONS

- 2014 **Gesteland, Becky Jo.** On Loving an Addict. *Role Reboot: Life, Off Script*. December 10, 2014. Online.
- 2015 **Gesteland, Becky Jo.** Divorce Education. *Palaver*. Spring 2015. 35-38.
- 2015 Garside, Colleen and **Brenda Marsteller Kowalewski**. "Community Engaged Learning and Supplemental Instruction: An Exploratory Study of Intersecting Pedagogies." Chapter 14 in *Service-Learning Pedagogy: How does it Measure Up?* Edited by Virginia M. Jagla, Andrew Furco, and Jean R. Strait as part of the *Advances in Service-Learning Research Series*. Greenwich, Connecticut: Information Age Publishing, pp. 343-366.
- 2014 **Murray, Leah A.** Book review for the *eJournal of Public Affairs, Civic Engagement in Higher Education: Concepts and Practices*, Barbara Jacoby and Associates, 2014. <http://ejopa.missouristate.edu/index.php/ejournal/issue/view/9>
- 2015 **Murray, Leah A.** "Effectively Using Facebook to Foster Civic Engagement" in *Technology and Civic Engagement in the College Classroom: Engaging the Unengaged*, Suzanne Chod, Stephen Caliendo, and William Muck, eds. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2015. *forthcoming*
- 2015 **Murray, Leah A.** Contributor to AASCU's "Stewards of Place: Deliberation in State Colleges and Universities." Accepted at Kettering Foundation, scheduled 2015. *forthcoming*
- 2015 Lawrence, Windy, Zach Justus, **Leah Murray** and Barbara Brown. "Stewards of Place: The Role of Dialogue and Deliberation in Strengthening our Universities and Colleges." Under review at the *eJournal of Public Affairs*.
- 2014 **Steimel, Sarah.** "Mapping a history of applied communication research: Themes and concepts in the Journal of Applied Communication Research." *Review of Communication*, 1-17. doi: 10.1080/15358593.2014.942353

Invited/Non Peer Reviewed Publications

- 2014 **Kowalewski, Brenda Marsteller.** "How Does Your Campus DEAL with Civic Learning Outcomes?" Posted on NASPA's Lead Initiative for Civic Learning and Democratic Engagement page: <https://www.naspa.org/rpi/posts/how-does-your-campus-deal-with-civic-learning-outcomes> October 21, 2014.

PRESENTATIONS

International

- 2014 Winemiller-Basinger, Nancy and **Leah Murray**. "Multiple Outcomes of Students' Engagement: Community Engagement Student Designation Programs: A Historical, Demographic, and Learning Outcomes Analysis." Annual Meeting of the International Association for Research on Service-Learning, New Orleans, Louisiana, September 29 – October 1, 2014.

National

- 2014 Jackson, T. & **Garza, Azenett. A.** "Building and sustaining data capacity in your Promise Neighborhood When Resources are Scarce." Invited by the Center for the study of Social Policy with support from the U.S. Department of Education. (December 18, 2014).
- 2015 **Gesteland, Becky Jo.** "Life on the Edge: Literary Representations of the Frontier." Popular Culture Association/American Culture Association National Conference. New Orleans, Louisiana
- 2015 **Kowalewski, Brenda Marsteller** and **Mike Moon.** "The Five Essential Vertebrae of Your Community Engagement Backbone." Presented as a national webinar through the *Learn Forward* program facilitated by OrgSync. February 19, 2015.
- 2015 **Moon, Mike.** "Fairytale Communication: Effectively Communicate with Volunteers." Pacific Northwest Conference on National Service. March 25, 2015.
- 2014 **Murray, Leah.** Pre-Conference Session: "Organizing Workshop on Citizen Alum." American Democracy Project and the Democracy Commitment National Meeting, Louisville, Kentucky. June 5 – 7, 2014.
- 2014 **Murray, Leah.** Breakfast Session: "ADP Student Advisory Committee Meeting." American Democracy Project and the Democracy Commitment National Meeting, Louisville, Kentucky. June 5 – 7, 2014.
- 2014 **Murray, Leah.** "Sustaining Civic Pathways through the Political Engagement Project." American Democracy Project and the Democracy Commitment National Meeting, Louisville, Kentucky. June 5 – 7, 2014.
- 2014 **Murray, Leah.** "Deliberation on State College Campuses." American Democracy Project and the Democracy Commitment National Meeting, Louisville, Kentucky. June 5 – 7, 2014.
- 2014 **Murray, Leah.** "Tweet Up: Watching the State of the Union Address." American Democracy Project and the Democracy Commitment National Meeting, Louisville, Kentucky. June 5 – 7, 2014.
- 2014 **Steimel, Sarah.** *Mapping a History of Applied Communication Research: Themes and Concepts in the Journal of Applied Communication Research.* Individual Paper presented at annual conference of the National Communication Association, Chicago, IL. (2014, November).
- 2014 **Steimel, Sarah.** *Crafting, Engaging and Defending Masculinity(ies) in Pink-Collar Work: Men in Pink-Collar Professions.* Paper presented on the Panel "Constructions of Femininities and Masculinities in the Workplace." Panel presented at the annual conference of the National Communication Association, Chicago, IL. (2014, November).
- 2014 **Steimel, Sarah.** *Negotiating Work-Life Balance: Advice from Five Female Tenure-Track Professors on Managing Careers, Family, Relationships, and Their Sanity.* Discussion Panel Participant. Panel presented at the annual conference of the National Communication Association, Chicago, IL. (2014, November).

Regional

- 2014 **Garza, Azenett A.**, Lopez, L., & Spjut, N. Panel discussion titled "Making Promises, Keeping Promises: Obstacles to education and the interventions that lift them." Weber State University's 16th Annual Diversity Conference. (October, 2014).
- 2015 **Steimel, Sarah.** *Socializing a Global Labor Force: Problematizing Organizational Socialization in Light of Global Migration.* Paper presented at annual conference of the Central States Communication Association, Milwaukee, WI. (2015, April).
[Received Top Four Paper Award in Organizational & Professional Communication Division]
- 2015 **Steimel, Sarah.** *Converging on Career: Career Development Activities and Strategies for the Communication Classroom.* Panel presented at the annual conference of the Central States Communication Association, Milwaukee, WI. (2015, April).
- 2015 **Steimel, Sarah.** *Thematic Engaged Learning: Using a Common Theme to Focus Campus and Community Engagement on a "Wicked Problem."* Presentation and Discussion presented at the Continuums of Service annual conference of the Western region of Campus Compact. (2015, April).

Local

- 2015 **Kowalewski, Brenda Marsteller.** "An Introduction to Community Engaged Learning." Presented at the Utah Campus Compact Biennial Engaged Faculty Retreat, St. George, UT. February 5-7, 2015.
- 2015 Cook, Bill and **Brenda Marsteller Kowalewski.** "Weber State and Ogden: Defining Each Other through the College Town Initiative." Presented at the Utah Campus Compact Biennial Engaged Faculty Retreat, St. George, UT. February 5-7, 2015.
- 2015 **Moon, Mike** and **Brenda Marsteller Kowalewski**, Pam Branin, Summer Valente, and Kate Stephens. "Defining and Quantifying Community Engagement." Served on this panel that was presented at the Utah Campus Compact Biennial Engaged Faculty Retreat, St. George, UT. February 5-7, 2015.
- 2015 **Kowalewski, Brenda Marsteller.** "Transforming Lives." Presented to three different groups: WSU's Emeriti Alumni Council, November 5, 2014
Ogden's Noon Exchange Club, April 21, 2015
Ogden's Breakfast Exchange Club, May 21, 2015.

PROFESSIONAL SERVICE (outside of WSU)

- 2014 **Gesteland, Becky Jo.** Served on the Utah Campus Compact Faculty Development Network. (statewide organization)
- 2014 **Gesteland, Becky Jo.** Member. Advisory Committee for 2015 Western Region Campus Compact Consortium's Continuums of Service Conference (regional organization).
- 2014 **Kowalewski, Brenda Marsteller** served as WSU representative in the NASPA Lead Institution Initiative for Civic Learning and Democratic Engagement. (national organization)

- 2014 **Kowalewski, Brenda Marsteller** served on Utah Campus Compact Steering Committee (statewide organization)
- 2014 **Kowalewski, Brenda Marsteller** served on Utah Campus Compact Strategic Planning Committee (statewide organization)
- 2014 **Kowalewski, Brenda Marsteller** served as board member for Youth Impact (local non-profit)
- 2014 **Kowalewski, Brenda Marsteller** served on Ogden City College Town Initiative Steering Committee
- 2014 **Murray, Leah.** Served on American Democracy Project Advisory Committee (national organization)
- 2014 **Murray, Leah.** Served as Faculty Advisor to the American Democracy Project National Student Advisory Board (national organization)

GRANTS

The CCEL secured 3 grants during the 2014-15 academic year to support numerous programs listed in Table 2. below.

| Table 2. GRANTS Secured 2014-15 | | |
|--|-------------------------------|-----------------|
| Title | Granting Organization | Amount |
| Volunteer Management Training Grant | Utah Commission on Volunteers | \$5,000 |
| Martin Luther King Jr. Grant | Utah Commission on Volunteers | \$1,000 |
| Ogden United Promise Neighborhood Community Needs Assessment | United Way of Northern Utah | \$34,210 |
| Total | | \$40,210 |

RECOGNITION

- CCEL Recognition
 - August 2014 - WSU is a lead institution for NASPA's Civic Learning and Democratic Engagement initiative for the third year. (The CCEL acts as the on campus liaison.)
 - Fall 2014 – WSU named to the President's Higher Education Community Service Honor Roll. This is the 8th year WSU has received this honor.
 - October 7, 2014 – Ogden City Council and the Mayor presented CCEL with the Keys to their Community in a joint resolution.
 - January 2015 – WSU was reclassified for the Carnegie Classification for Community Engagement. CCEL plays a key role in the application process and the facilitation of community engagement on campus.
 - February 18, 2015 – CCEL was awarded the Keys to the Communities Award wherein seven cities signed MOUs with CCEL to partner with their communities. The seven cities included: Centerville, Layton, Marriott-Slaterville, North Ogden, Ogden, South Ogden and Washington Terrace. There are 50 slots on the award in hopes that CCEL will eventually partner with all 46 cities in a four county area in addition to partnering with the four county governments.

- Staff Recognition

- Azenett Garza

- Student Affairs Outstanding Team Performance Award – presented to OUPN Research Team consisting of Azenett Garza, Brenda Kowalewski, and Yesenia Quintana. (Spring 2015)
 - Nominee for John A. Lindquist Award – 2015
 - Promoted to Full Professor

- Becky Jo Gesteland

- Nominee for John A. Lindquist Award – 2015

- Brenda Marsteller Kowalewski

- Student Affairs Outstanding Team Performance Award – presented to OUPN Research Team consisting of Azenett Garza, Brenda Kowalewski, and Yesenia Quintana. (Spring 2015)

- Mike Moon

- Recipient of the John A. Lindquist Award – 2015
 - Finalist for the Friend of Students Crystal Crest Award – 2015
 - Recipient of a Hemingway Collaborative Award for HumanIThAI (\$2,990) - 2015

- Leah Murray

- Recipient of the John A. Lindquist Award – 2015
 - With Amanda Sowerby and Joanne Lawrence, awardee of Hemingway Excellence Award for *Four Freedoms*
 - Promoted to Full Professor

- Yesenia Quintana

- Student Affairs Outstanding Team Performance Award – presented to OUPN Research Team consisting of Azenett Garza, Brenda Kowalewski, and Yesenia Quintana. (Spring 2015)

SIGNIFICANT INITIATIVES NOT INCLUDED ELSEWHERE

- Applied for President's Honor Roll again for the next year (submitted May 5, 2015)
- Applied for NY Life Civic Engagement Award (May 22, 2015)
- Nominated Provost Mike Vaughan for the William Plater Award from the American Democracy Project.
- Facilitated 7 university-wide committees (see Appendix A for list of CCEL Committee membership);
 - Awards Committee
 - Carnegie Sub-Committee on Community Partnerships
 - CEL Curriculum Committee
 - Citizen Alum Committee
 - Community Engagement and Faculty Rewards Committee
 - Engaged Learning Series Committee – Food Matters
 - Hall Endowment Committee for Community Outreach

CENTER STAFF 2014-15

Director, Brenda Marsteller Kowalewski

Assistant Director, Mike Moon

Administrative Specialist III, Carla Jones

Community Partner Coordinator, Jenny Frame

Faculty in Residence, Leah Murray

Engaged Learning Series Coordinator (Fall 2014), Sarah Steimel

Engaged Learning Series Coordinator (Spring 2015), Becky Jo Gesteland

Community Research Coordinator, Azenett Garza

OUPN Data Analyst, Yesenia Quintana

Faculty Advisor, Community Research Team of Community Engaged Leaders, James Zagrodnick

Faculty Advisor, Community Research Team of Community Engaged Leaders, Monica Williams

Marketing and Program Coordinator, Alisha Brenchley

Community Research Assistant, Emily Brignone

Community Research Assistant, Crystal Garcia

Community Research Assistant, Corbin Standley

Community Research Assistant, Paola Tobar-Nunez

CCEL Assessment Research Assistant, Leonel Torres

Office Aid – Website, calendar, e-bulletin Specialist, Madison Baide

Office Aid – Social Media Specialist, Livvy Gerrish

Office Aid – AmeriCorps Specialist, Katie Swainston

Office Aid – WeberSync Specialist, Haille Van Patten

Basic Student Information

Student Use and Participation

Demographic Characteristics

Satisfaction and Needs Assessment

Student Use of CCEL Services and Participation in Programs

The number of students engaged in the community and the hours they have contributed have been recorded in the CCEL since 2006-07. Figures 2. and 3. below show a total of 6,554 students were engaged in the community during the 2014-15 academic year, contributing 163,060 hours. This accounts for 25.3% of WSU total student body (25,954).

Fig. 2. Total # of Students Engaged in Community

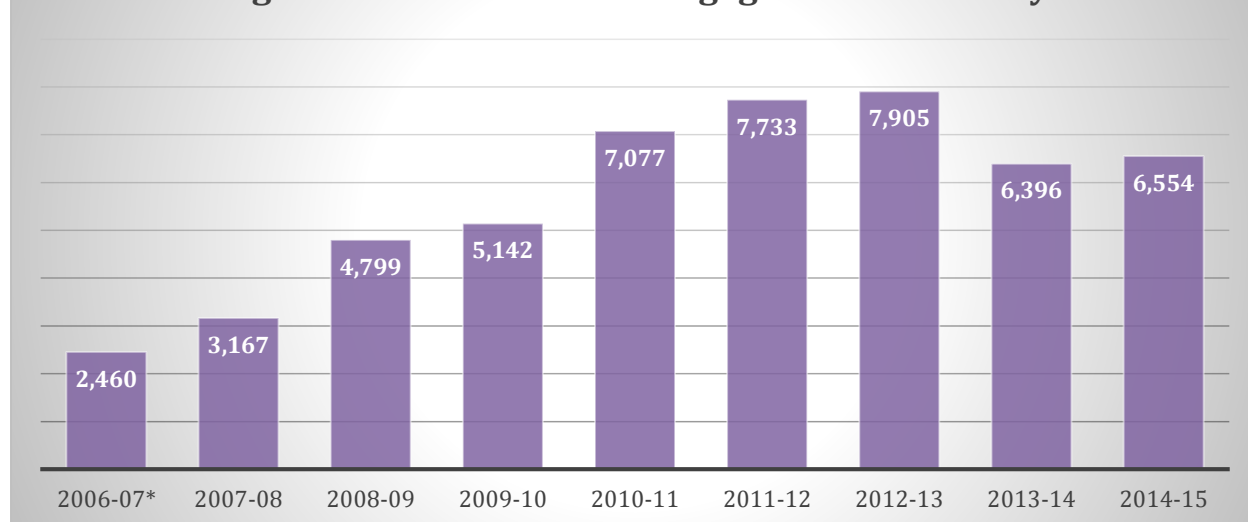
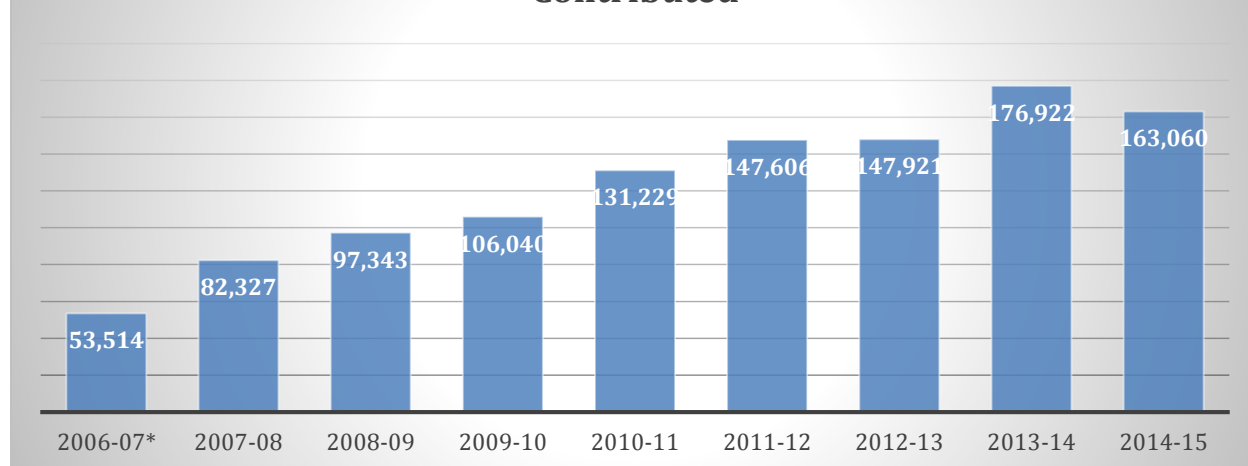


Fig. 3. Total # of Community Engagement Hours Contributed



When comparing these numbers to previous years, participation and hours look lower than previous years. What these numbers are actually signaling is a more accurate representation of the number of students engaged in the community who are formally tied to the CCEL through a CEL course or recording co-curricular hours through the new tracking system WeberSync. The previous tracking system used prior to 2013-14 did not give us the ability to account for duplicate participation or hours, although we

did our best to avoid counting students or their hours more than once. The new system, WeberSync, was used for the first time in 2013-14, and although it too does not give us the full capability we need to avoid double counting students or hours, it does provide more tools than the old system to help us avoid duplicate counts. Therefore, we are more confident in the counts produced since using the WeberSync system in 2013-14.

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

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

Figure 4. below shows the distribution of the total number of WSU students engaged in the community through curricular, co-curricular or AmeriCorps experiences, over time. These data reveal that more and more WSU students are engaging in the community through CEL designated courses over time. The drop in 2013-14 is consistent with the timing of adopting the new tracking system. The data also suggest that co-curricular CEL has been decreasing since 2011-12. Co-curricular community engagement is more difficult to capture because these students are not a captive audience like those who enroll in CEL courses. Therefore, the decline in co-curricular community engagement doesn't reflect a true decline as much as it represents counts that are more evidence-based which means includes fewer estimates. Data from the CCEL's annual student assessment survey suggests that 73% of WSU student respondents report having engaged in the community within the past year, yet, the CCEL is only able to report community engagement hours for 25% of WSU students. This suggests a large gap between the numbers reported by the CCEL each year and the actual number of students engaged in the community.

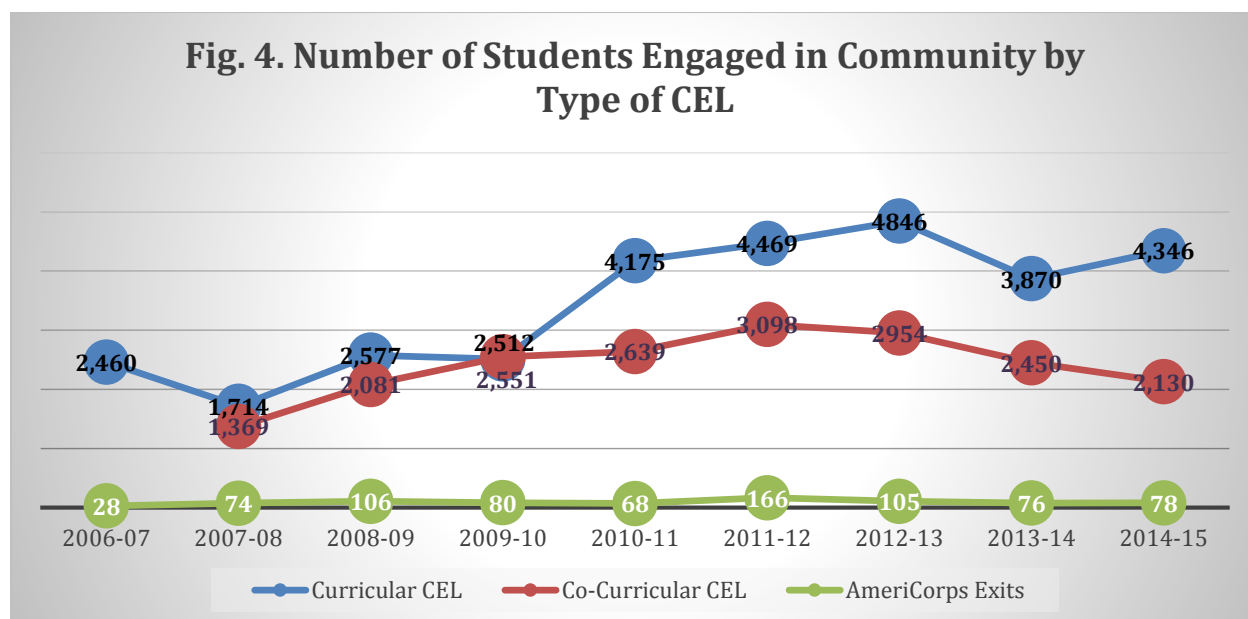
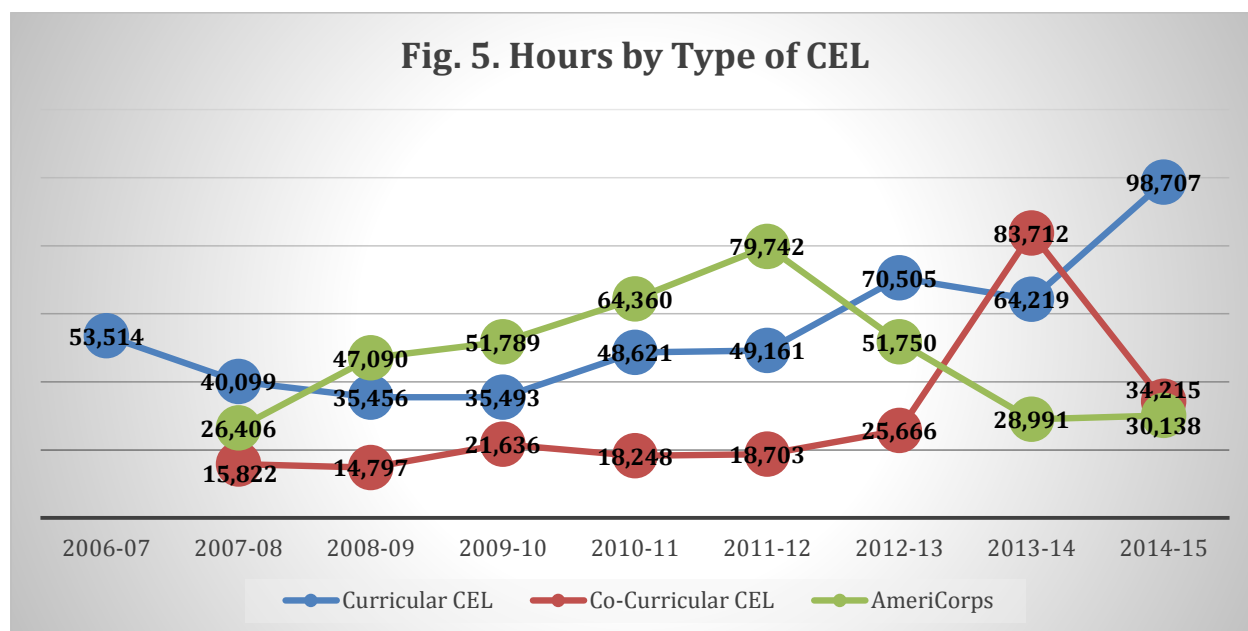


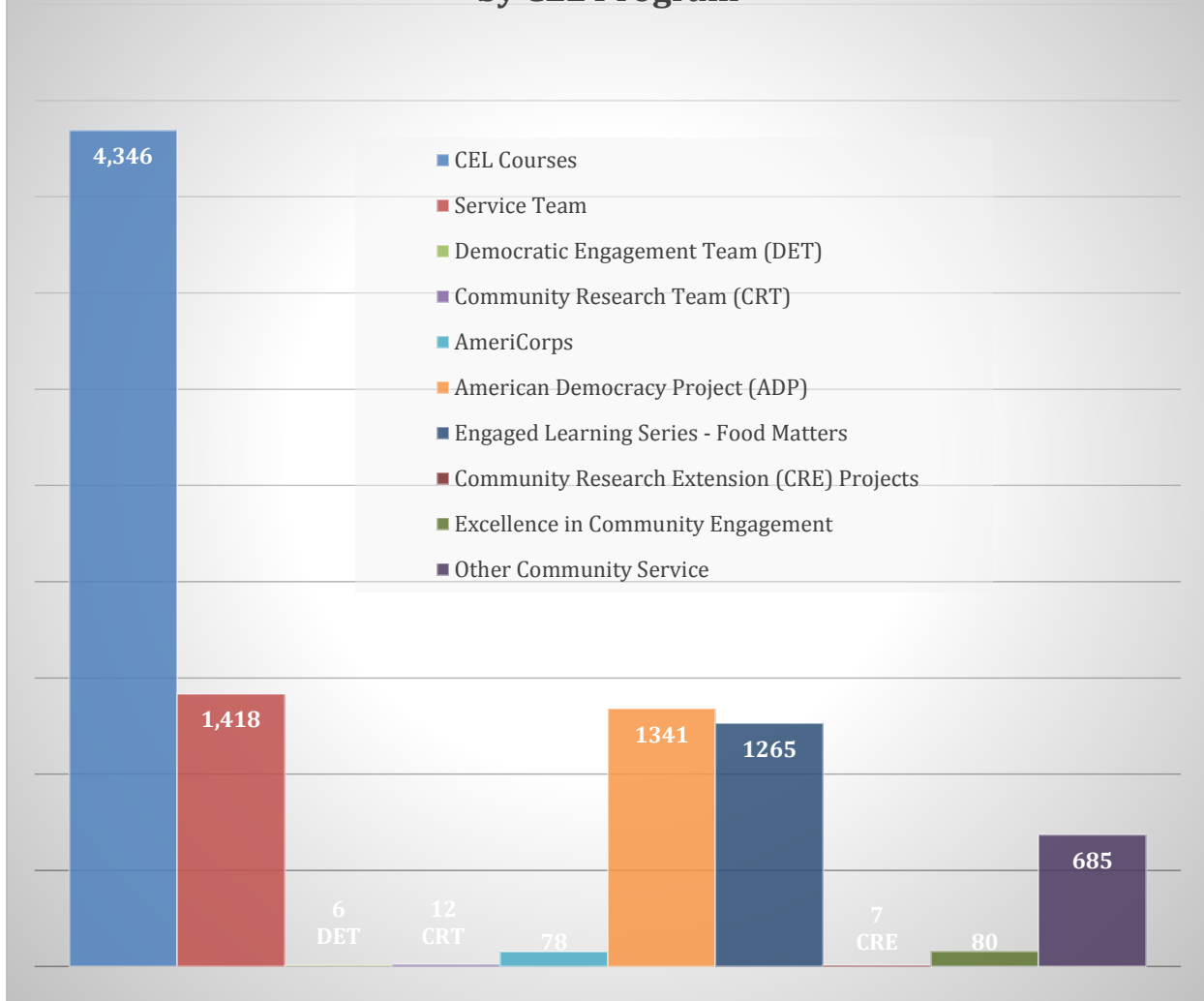
Figure 5. below shows the number of hours students are contributing to the community by the type of CEL experience over time. Consistent with the upward trend of more students enrolled in curricular CEL courses shown in Figure 4. above, there are also more community engagement hours being reported through curricular CEL courses. In fact, the number of hours reported through curricular CEL courses has almost doubled since we first began capturing hours in 2006-07. The number of CEL designated courses have increased dramatically since then and more students are using the tracking system to record hours than before (see discussion on p. 35 of this annual report to learn more about the number of CEL course offerings over time). The number of hours recorded for co-curricular CEL however has a spike in 2013-14 that seems to be an anomaly, as it is very inconsistent with co-curricular data from all other years. Putting that anomaly aside, co-curricular CEL hours have steadily increased over time and have doubled since we first began reporting these hours in 2007-08.



The 6,554 students who were engaged in the community during the 2014-15 academic year were involved in CEL designated classes, the Community Engaged Leaders – Service Team, the AmeriCorps program, the American Democracy Project (ADP), the Engaged Learning Series – On Air, Community Research Extension (CRE) Projects, Excellence in Community Engagement, and other community service activities through clubs, organizations, athletics, and large university-wide days of service.

As shown in Figure 6. below, most of the WSU students engaged in the community do so through CEL courses, the Service Team of the Community Engaged Leaders Program, the American Democracy Project events, and the Engaged Learning Series events. Tables 3-10 below show number of students involved in the Community Engaged Leaders – Service Team, Democratic Engagement Team, and Community Research Team; AmeriCorps; American Democracy Project (ADP); the Engaged Learning Series – Food Matters; Community Research Extension (CRE) Projects; and other community service programs.

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



COMMUNITY ENGAGED LEADERS PROGRAM

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

Service Team

The Service Team is part of WSUSA therefore the VP for Service in WSUSA leads the Service Team with the help of an appointed Assistant VP. Four students fill director positions and oversee four community engagement areas: Youth Programming; General Service Programming; Poverty Programming; and Special Needs Programming. Eighteen community partner organizations collaborated with the Service Team and were served by a total of 28 student leaders who facilitated a total of 201 events and kept the Weber Cares Food Pantry open 150 days during the course of the year. Table 3. below shows the distribution of student participation in these programs.

Table 3. Service Team 2014-15

| <u>Program/Partnership</u> | <u># Student Leaders</u> | <u># Hours Leader**</u> | <u># Student Volunteers</u> | <u># Hours Volunteers</u> | <u># Events/ Projects</u> |
|-------------------------------------|---------------------------------|--------------------------------|------------------------------------|----------------------------------|----------------------------------|
| Alternative Spring Break | 5 | 652 | 44 | 2464** | 12 |
| Done-In-A-Day | 1 | 150 | 121** | 242** | 30 |
| Ogden Nature Center | 1 | 150 | 201* | 1634* | 9 |
| Special Service Events | 1 | 127 | 737** | 1403** | 6 |
| GOAL Foundation | 1 | 185 | 22* | 193* | 7 |
| Eccles Dinosaur Park | 1 | 185 | 59* | 467* | 7 |
| Catholic Community Services | 1 | 254 | 113* | 1225* | 8 |
| Habitat for Humanity | 1 | 231 | 22* | 210* | 6 |
| Weber Cares | 1 | 360 | 32 | 600** | 150 |
| Your Community Connection | 1 | 285 | 75 | 854* | 30 |
| Best Buddies | 1 | 245 | 46 | 1840 | 8 |
| Pioneer Adult Rehabilitation Center | 1 | 110 | 3* | 44* | 5 |
| Special Olympics Teams | 4 | 710 | 160** | 1440** | 37 |
| Special Olympics Winter Games | n/a | | | | |
| OWCAP | 1 | 213 | 22* | 374* | 7 |
| YMCA | 1 | 235 | 93 | 972 | 8 |
| Davis Head Start | 1 | 145 | 15 | 293* | 5 |
| Youth Impact | 1 | 257 | 297* | 3062* | 8 |
| Boys & Girls Club | 1 | 268 | 64 | 572* | 8 |
| VP for Service | 1 | 300 | | | |
| Assistant VP for Service | 1 | 300 | | | |
| Director, General Service | 1 | 157 | | | |
| Director, Youth | 1 | 143 | | | |
| Director, Poverty | 1 | 196 | | | |
| Director, Special Needs | 1 | 162 | | | |
| Total | 31 | 6,020** | 1,387*** | 8,961*** | 201 |

*Represents data collected in WeberSync but may be counting the hours of students involved in more than 1 program (for example, Youth Impact hours reflects students in CEL courses and co-curricular experiences). Until OrgSync figures out a mechanism for pulling this experiences apart, our data will not be clean.

**Estimated data based on head counts rather than data recorded in WeberSync.

*** Does not include students nor hours denoted with an * who may be involved in more than 1 program. For example, the 297 volunteers and their 3,062 hours are not represented in this total.

Democratic Engagement Team

In 2014 – 2015, the Community Engaged Leaders Team expanded to include two student leaders who were responsible for Voter Registration and for connecting students to local governance entities known as Council Connection. See Table 4. below for data on participation and volunteer recruitment.

The Voter Registration chair partnered with the American Democracy Project Team as well as Weber County Clerk's Office and Utah Lieutenant Governor's Office. In the fall, he coordinated the National Voter Registration Day on September 23 and registered 150 college students to vote. In the spring, he coordinated voter registration in the local high schools. He held three events in high schools in Davis and Weber Counties and three more events at local shopping centers. In each case, the chair coordinated with a team of four college students working to register high school students. They were responsible for registering 46 high school students but they did not track how many they registered at the shopping centers.

The Council Connection chair was responsible for creating a way for future students to participate in attending local governance agencies. The chair named the leadership position Council Connection based on research of similar types of information sharing in other cities. He created a portal in WeberSync for the project's information to be compiled in an easy-to-access way. He attended an Ogden City Council meeting to get a sense of what sort of information future members should be compiling, wrote questions based on that and entered them in a form in WeberSync. He then created a comprehensive calendar of every local council meeting up until the end of 2019. The next step we need to take in this area is the disseminating step, creating a website where the information can be shared.

Table 4. Democratic Engagement Team 2014-15

| <u>Program/Partnership</u> | <u># Student Leaders</u> | <u># Hours Leader</u> | <u># Student Volunteers</u> | <u># Hours Volunteers</u> | <u># Events/ Projects</u> |
|-----------------------------------|---------------------------------|------------------------------|------------------------------------|----------------------------------|----------------------------------|
| Voter Registration | 1 | 30 | 4 | 40* | 7 |
| Council Connection | 1 | 30 | | | |
| Total | 2 | 60 | 4 | 40 | 7 |

*Estimated volunteer hours

Community Research Team

Five students were selected as Leaders who participated in three community-based research projects with South Ogden City, Utah Transit Authority, and WSU's Continuing Education Department. One student dropped out of the program in the spring of 2015 leaving a core of 4 student leaders to complete the projects. Two Faculty Advisors oversaw the development, implementation, and data analyses of these projects. Two projects were completed and one (South Ogden Survey) is currently ongoing. See Table 5. below for data on participation and volunteer recruitment.

In addition, training sessions and a framework for future implementation of the Community Research Team were developed based on this first year experience. Overall, 440 total hours, as recorded by WeberSync, were completed by the Leaders. This number, however, is not a true indication of total number of hours completed as some Leaders failed to record all of their hours (an estimate of 730 total hours committed). Results of the projects were presented by the Leaders at CCEL Symposium April 22, 2015.

South Ogden survey:

The CRE partnered with South Ogden City to conduct a survey about residents' interactions and satisfaction with various city departments and services. Under the guidance of a faculty adviser, the Community Engaged Leaders-Community Research Team (CEL-CRT) developed the survey and formatted it to be administered both online and via mail, developed a sampling frame and drew a random sample of 500 South Ogden households, and advertised the survey through postcards and emails. By the end of the 2014-2015 academic year, the survey had been sent to all households in the sample and approximately 12% had been returned. The surveys will continue to be returned throughout the summer and the next cohort of CEL-CRT students will analyze and report the data.

Utah Transit Authority (UTA) Survey:

The CRE partnered with UTA to conduct a survey to assess the preference and interest of UTA implementing various transportation methods and routes. The survey was geared towards receiving specific input from the Ogden Hispanic community. Two Leaders spent a total of 6 hours approaching community member who attended an open house meeting about the proposed UTA project and collecting survey data relating to the proposed routes and transportation methods. A report of the collected results was developed and submitted to UTA.

WSU's Continuing Education Survey:

The CRE partnered with WSU's Continuing Education Department to develop and implement a survey aimed towards gaining general public and student opinion about WSU's West Center in Roy, Utah. These opinions may show ways in which the West Center should enhance service and adapt to the needs of the local community. Surveyed populations were those who never attended the West Center, those who had attended and left, and those who were currently enrolled at the West Center. These populations ranged from areas in Roy and from the surrounding cities, such as Syracuse, Clinton, and Clearfield. A total of 462 surveys were collected via electronic (e-mail) and paper submissions. Members of Weber State's Community Engaged Research Team spent several months working on the surveys in response to collaborative meetings with the Continuing Education Department at Weber State University. After a final version of the survey was agreed upon, surveys were implemented by Weber State's volunteers at Kent's, a local business in Roy, local libraries in Clearfield and Syracuse, online surveying, emails, and from within the West Center in Roy. Results of the survey were shared with WSU's Continuing Education Department and at the CCEL Symposium.

Table 5. Community Research Team 2014-15

| <u>Program/Partnership</u> | <u># Student Leaders</u> | <u># Hours Leader</u> | <u># Student Volunteers</u> | <u># Hours Volunteers</u> | <u># Events/ Projects</u> |
|-----------------------------------|---------------------------------|------------------------------|------------------------------------|----------------------------------|----------------------------------|
| Continuing Education Project | 2 | 141 | 7 | 40 | 4 |
| South Ogden City Project | 2.5 | 293 | | | 3 |
| UTA Survey Project | 2 | 6 | | | 1 |
| Total | 5* | 440 | 7 | 40 | 8 |

*Unique participants, not head count at events.

AMERICORPS

The 2014-15 academic year represents the 11th year Weber State University has facilitated the AmeriCorps Education Award program for students. The last row of Table 6. below describes the student participation for the 2014-15 year. It is important to note that scholarships awarded to students through the AmeriCorps program over this 11 year period crossed the \$1 million mark – over the last eleven years, a total of 840 students have successfully completed the AmeriCorps program earning \$1,219,073 in the education award and contributing 411,165 hours of service to the community.

| Table 6. Active AmeriCorps Members by Grant Year (as of 5/15/2015) | | | | | | | | | | |
|--|--------------|---------------|---------------------------|--------------------|------------------|-------------------------------|------------------|-----------------|------------------|------------------|
| Grant Year | | | | Exited Program | | | | Current Members | | |
| | CCEL Trained | CCEL Enrolled | Active Prior to July 2006 | Exit w/ Full Award | Scholarship \$\$ | Hours completed w/full award) | Exit w/ No Award | Active | Scholarship \$\$ | Hours Committe d |
| 2004-05 | N/A | N/A | 6 | 35* | \$45,928** | 18,357*** | 8 | 0 | \$0 | 0 |
| 2005-06 | 31 | 31 | 14 | 24 | \$32,089 | 11,885 | 21 | 0 | \$0 | 0 |
| 2006-07 | 93 | 41 | N/A | 28 | \$36,589 | 15,089 | 13 | 0 | \$0 | 0 |
| 2006-07 HS Students | 13 | 3 | N/A | 0 | \$0 | 0 | 3 | 0 | \$0 | 0 |
| 2007-08 | 134 | 87 | N/A | 74 | \$105,308 | 42,600 | 13 | 0 | \$0 | 0 |
| 2008-09 | 157 | 118 | N/A | 96 | \$141,438 | 53,589.17 | 22 | 0 | \$0 | 0 |
| 2008-09 Gear Up | 12 | 9 | N/A | 5 | \$9,339 | 3329.61 | 4 | 0 | \$0 | 0 |
| 2008-09 Gear Up HS Students | 22 | 19 | N/A | 5 | \$5,000 | 1640.05 | 14 | 0 | \$0 | 0 |
| 2009-10 | 141 | 88 | N/A | 67 | \$96,921 | 36,497.36 | 16 | 0 | \$0 | 0 |
| 2009-10 Gear Up | 43 | 33 | N/A | 13 | \$17,089 | 7,614.18 | 15 | 0 | \$0 | 0 |
| 2009-10 Gear Up HS Students | 1 | 1 | N/A | 0 | \$0 | 0 | 1 | 0 | \$0 | 0 |
| 2010-11 | 210 | 161 | N/A | 60 | \$83,842 | 26,665 | 0 | 30 | \$80,250 | 27,000 |
| 2010-11 Gear Up | 26 | 27**** | N/A | 8 | \$10,599 | 3,278.25 | 0 | 0 | \$0 | 0 |
| 2011-12 | 150 | 91 | N/A | 166 | \$257,222 | 79,742 | 21 | 60 | \$87,973 | 10,168 |
| 2012-13 | 82 | 66 | N/A | 105 | \$178,450 | 51,750 | 13 | 52 | \$70,190 | 10,452 |
| 2013-14 | 134 | 75 | N/A | 76 | \$96,918 | 28991.1 | 7 | 27 | \$33,190 | 7111.71 |
| 2014-15 | 105 | 95 | N/A | 78 | \$102,341 | 30,138 | 7 | 35 | \$43,315 | 11,250 |
| Totals | 1,354 | 945 | 20 | 840 | \$1,219,073 | 411,165 | 178 | 35 | \$43,315 | 11,250 |

AMERICAN DEMOCRACY PROJECT (ADP)

The 2014-15 academic year marked the third year the American Democracy Program (ADP) has been formally supported out of the Center for Community Engaged Learning under the direction of Dr. Leah Murray, political science professor, in collaboration with Aaron Newman and Sheldon Cheshire, director and assistant director of Student Involvement and Leadership (SIL). Some ADP events were tracked in WeberSync, and others were not. These data are reported in Table 7. below. See Appendix B for the ADP flyer describing these events.

Table 7. American Democracy Project - Events and participation 2014-15

| <u>Date</u> | <u>Title</u> | <u>Type of Event</u> | <u>Student Participation</u> | <u>Faculty/Staff Participation</u> | <u>Community Participation</u> |
|--------------|--|----------------------|------------------------------|------------------------------------|--------------------------------|
| Monthly | Chalk Wall | Dry Erase Board | Not Available | Not Available | Not Available |
| 9/11/14 | 9/11 Remembrance Day | Film Screening | 100 | 2 | 1 |
| 9/23/14 | National Voter Registration Day | Booth | 48 | 2 | 2 |
| 9/14/14 | First Amendment Day | Panel | 25 | 5 | 0 |
| 9/17/14 | New York Times Reporter Cake and Hand Out | Speaker | 250 | 10 | 1 |
| 9/17/14 | Constitutions | Table | 250 | 10 | 0 |
| 9/18/14 | Constitution Quiz Show | Table | 25 | 2 | 0 |
| 9/18/14 | Constitution Day Address | Panel Debate | 200 | 10 | 4 |
| 11/19/14 | Issues Trial | Debate | 50 | 2 | 2 |
| | | City Council | | | |
| 10/8/14 | Talk of the Town | Meeting | 25 | 3 | 10 |
| | | City Council | | | |
| 3/18/15 | Talk of the Town | Meeting | 25 | 3 | 10 |
| 10/15/14 | Film Screening | Movie | 50 | 2 | 1 |
| 1/20/15 | State of the Union Watch | Film Screening | 35 | 2 | 1 |
| 10/22/14 | Powered by Pizza | Discussion | 25 | 2 | 1 |
| 11/12/14 | Powered by Pizza | Discussion | 25 | 2 | 2 |
| 1/28/15 | Powered by Pizza | Discussion | 25 | 2 | 0 |
| 2/18/15 | Powered by Pizza | Discussion | 25 | 2 | 0 |
| 4/15/15 | Powered by Pizza | Discussion | 25 | 2 | 3 |
| 9/24/14 | Powered by Pizza | Discussion | 25 | 2 | 1 |
| 2/25/15 | Deliberative Democracy Day | Panel discussion | 65 | 10 | 5 |
| 4/8/15 | Civil Liberties Forum | Panel discussion | 40 | 5 | 5 |
| 6/4/15 | ADP National Meeting | Conference | 3 | 7 | 1 |
| Total | | | 1341* | 87* | 50* |

*These numbers represent total number of participants at events, not total number of unique participants.

ENGAGED LEARNING SERIES – FOOD MATTERS

The 2014-15 academic year marks the second year the CCEL hosted the Engaged Learning Series, under the direction of Dr. Sarah Steimel, communications professor. This series is a university-wide series of events designed to get students, faculty, staff, and community engaged in discussion, debate, dialogue, learning and action around an issue of public concern. In this year, the CCEL focused on hosting 2-3 main events each semester and supporting and co-sponsoring a wide variety of events with other groups on campus (e.g. Student Involvement and Leadership (SIL), the Environmental Issues Committee (EIC), The Shaw Film Gallery, etc.) The 2014-15 series entitled *Food Matters* consisted of 15 events involving film screenings, speakers, panels, volunteer experiences, music performances and art exhibits designed to get participants informed and actively engaging with the issues of food in four overlapping areas – food and hunger, food and culture, food and health, and food and sustainability.

Table 8. below shows participation in the Food Matters events over the course of the year by students, faculty, staff and community members. Participation was better tracked in the new WeberSync tracking

system than last year, so the numbers below are the official counts from the WeberSync system. However, events often were much better attended than these numbers reflect, but students and faculty often decline to sign in (or arrive late and miss signing in) and community members do not sign in at all. See Appendix C for the posters advertising each of these events.

Table 8. Engaged Learning Series - Events and participation

| Date | Title | Type of Event* | Participation |
|--------------|---|---|----------------------|
| Tue 9/16 | "Ingredients: Who's Your Farmer?": Film Screening | Film Screening | 16 |
| Tue 9/16 | "A Place at the Table" Film Screening at CCS/Joyce | Film Screening & | |
| | Hansen Hall Food Bank | Discussion | 50* |
| | "Size Matters – Why We Love to Hate “Big Food” and Why Sustainable Intensification May Be Key to Survival" with Charlie Arnot, CEO of Center for Food Integrity | Lecture | 23 |
| Thur 9/25 | "The People Side of Food Security: Institutions & Food Production" Andrew Bell, International Food Policy Research Institute | Lecture/Discussion | 45 |
| Tue 10/7 | WSU Service Day of Remembrance (Ogden Prep Academy Gardens = food series related project) | Service Event | 20 |
| Wed 10/8 | Make a Difference Day – Food packaging for Stop Hunger Now | Service Event | 150* |
| Sat 10/25 | | Local Food Expo/Demos at LDS Institute | |
| Mon 11/10 | Provident Living: Local Food for Thought | Institute | 50* |
| Wed 1/21 | Hunting and the Environment | Lecture/Discussion | 35 |
| | | Food Expo/Samples/Cultural Presentations at | |
| Tue 1/27 | International Food Expo/Cultural Exchange Event | Booths | 630* |
| Thur 1/29 | "FedUp": Film Screening | Film Screening | 20 |
| Wed 2/11 | Food, Agriculture and Climate Change | Lecture/Discussion | 40 |
| Thur 2/26 | A Place at the Table: Film Screening | Film Screening | 52 |
| | | Service Event (Can | |
| Wed 3/4 | WeberCAN: Building a World without Hunger | Building) | 60 |
| Tue 3/24 | A Mormon Ethics of Eating | Lecture/Discussion | 24 |
| Tue 4/7 | "Food Chains" Plus Q&A with Director after the film | Film & Discussion | 50 |
| Total | | | 1265 |

*Estimate based on head count. The WeberSync cardswipe was not used to record participation. Total represents total number of participants at events, not total number of unique participants.

Data in WeberSync show 235 unique participants recorded hours through the Engaged Learning Series totaling 467 hours. This is a gross underestimate of the total participation in the Engaged Learning Series. We are committed to getting more accurate numbers in the upcoming year.

Beyond simply participation numbers, the series participated in three main service events directed at hunger alleviation efforts locally and globally and also fostered a student-led research study to gather data to benefit hunger awareness and food pantry programs on the Weber State University Campus.

The WSU Service Day of Remembrance (Wed 10/8) partnered with Ogden Prep Academy to build a community garden for the school, which is a Title 1 school. The gardens are intended to both provide fresh food for students' lunches and to provide students with education on eating in more healthy, sustainable, and cost-effective ways. Thus, the garden educates as it provides food to these students. Second, the WSU Make a Difference Day (Sat 10/25) packaged more than 10,000 family meals for Stop Hunger Now, an organization that ships meals to areas of food insecurity internationally.

Third, the WeberCAN service event (Wed 3/4) asked students to collect canned goods (and other nonperishable food items) to build can structures in the WSU Student Union. Four teams of students participated (Service Team, Amnesty International, and two Comm 2210 classes), creating four structures (a rocket, rubics cube, candle, and the WSU Bell Tower) and collecting more than 3500 pounds of food, which was donated to the WeberCares food pantry and to Catholic Community Services. The Emeriti Alumni Council served as contest judges and selected the WSU Bell Tower, built by the Service Team, as the overall winner.

Research on Food Insecurity

Fourth, one of the Communication department classes (Comm 3150) did a research project to determine incidence of hunger, access to food, and awareness of campus & community resources among WSU college students. They surveyed over 338 current WSU students from across the eight academic colleges. In part, they adapted the USDA Household Food Security scale and found that 10.7% of Weber State Students met the federal definition for having very low food security in their households in the last 6 months and another 18.4 % of WSU students met the federal definition for having LOW food security in their households in the last 6 months. That means that according to the USDA measure, 29.1% of WSU students were Food Insecure in the last six months, double the national average (Typically reported at about 14.9% food insecurity). The full report is still in process, but it will be shared with relevant campus officials, community agencies, student support services and other places that can use the information about food insecurity, student access to food, and awareness of campus & community resources to better serve our WSU student population

Community Research Extension (CRE) Projects

This year marks the second year of the Community Research Extension (CRE) existence with physical space in this off-campus location in the bottom of the American Red Cross Building. Dr. Azenett Garza, psychology professor, continues to serve as the Community Research Coordinator and oversees the operations of this site. There were five main community research projects facilitated out of the CCEL-CRE during the 2014-15 academic year, in addition to the CCEL assessment work that is also part of the responsibility of the CRE. The Ogden United Promise Neighborhood project continues to be the central project of the CRE. The data in Table 9. below summarizes students' participation in this project and reveals the vast majority of student hours are spent on the OUPN project. Paid student hours are federal work/study positions and/or hourly positions paid for through the 50/50 program at WSU.

Table 9. CRE Projects and participation 2014-2015

| Date Range | Project Title/ Community Partner | Unpaid Student Participation | Unpaid # Student Hours | Paid Student Participation | Paid # Student Hours |
|-----------------|--|------------------------------------|------------------------------|----------------------------------|----------------------------|
| 6/1/14-5/30/15 | OUPN | 0 | 0 | 5 | 1734 |
| 1/1/15-1/30/15 | UTA – Transit Study | 5 | 50* | 3 | 58 |
| 2/25/15-5/30/15 | CCS – <i>Bridging the Gap</i> | 0 | 0 | 2 | 170 |
| 6/1/14-5/30/15 | CCEL Assessment, General Office Hours | 0 | 0 | 4 | 616 |
| 10/1/14-4/27/15 | Continuing Education Project | 9 | 181 | | |
| 10/1/14-4/27/15 | South Ogden Project | 2.5 | 293 | | |
| Total | | 12** | 524 | 4** | 2,578 |

* Estimated number of hours. Not recorded in WeberSync.

** Represents actual unique individuals involved in the projects.

EXCELLENCE IN COMMUNITY ENGAGEMENT AND OTHER CO-CURRICULAR COMMUNITY EXPERIENCES

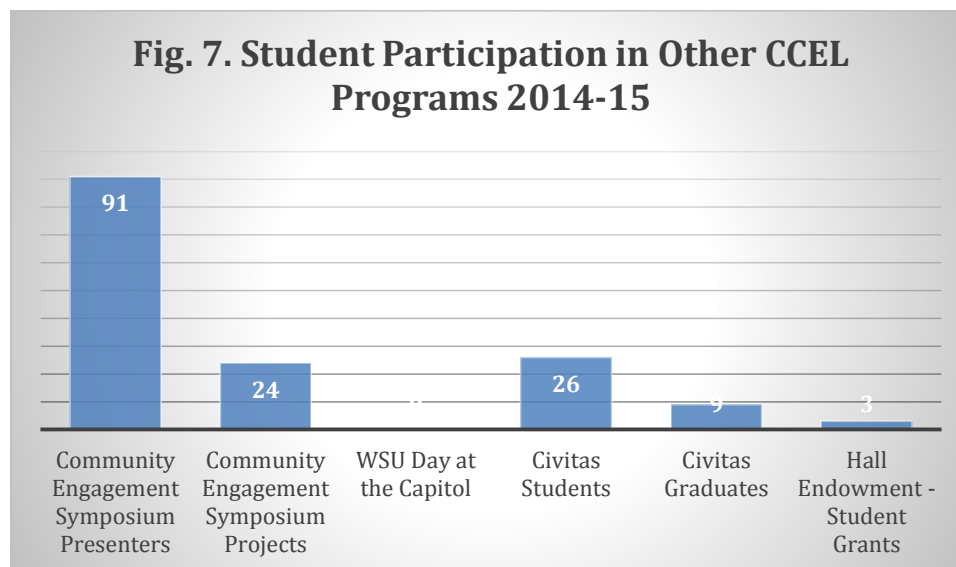
The CCEL captures the hours of the students earning the Excellence in Community Engagement recognition and reports those hours in the year that the student earns the recognition. Other co-curricular community engagement hours are captured in the WeberSync system to help tell WSU's community engagement story. These are reported in Table 10. below.

| Table 10. Other Community Engagement Experiences | | |
|---|------------|---------------|
| | # Students | # Hours |
| Alethia | 124 | 4,038 |
| Athletics - Student-Athletes | 299 | 2,233 |
| Cheer and Dance Squad | 37 | 4,401 |
| Excellence in Community Engagement | 80 | 32,972 |
| International CEL to Peru | 25 | 2,100 |
| Latinos in Action | 18 | 53 |
| WSU Service Day of Remembrance | 20 | 69 |
| Make a Difference Day – National | 150 | 300 |
| WSU Makes a Difference in Ogden | 12 | 48 |
| Total | 765 | 46,214 |

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

OTHER CCEL PROGRAMS OFFERING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STUDENTS

Many of the 6,554 community engaged students are also participating in CCEL programs designed to assist with their professional growth, such as: the Community Engagement Symposium, WSU Day at the Capitol, Civitas, and Hall Endowment for Community Outreach Grants. Figure 7. below summarizes students participation in such programs. Notice CCEL had no participation in WSU Day at the Capitol this year. There was miscommunication between the Office of Undergraduate Research and CCEL.



In addition to the programs shown above, the CCEL also offers students other professional development opportunities throughout the year. Students in the Community Engaged Leaders program participate in weekly trainings but also have the opportunity to attend several retreats throughout the year. The CCEL has also successfully supported students to attend national and regional conferences to present their work with the CCEL and learn from professionals in the field. A total of 61 unique students participated in these professional development activities and were mentored by 8 unique staff and faculty members and 18 unique community partners. Table 11. below summarizes students' participation in these professional development opportunities during the 2014-15 academic year.

Table 11. Student Professional Development Events and participation 2014-15

| <u>Date</u> | <u>Title</u> | <u>Student Participants</u> | <u>Faculty/Staff Participants</u> | <u>Community Participants</u> |
|-----------------|---|-----------------------------|-----------------------------------|-------------------------------|
| 6/5/14-6/7/14 | American Democracy Project Conference | 3 | 2 | |
| 8/22/2014 | Fall Service Team Refresher | 25 | 1 | 0 |
| 1/8/15-1/9/15 | Spring Service Team Planning/Training Retreat | 26 | 1 | 16 |
| 2/5/15-2/7/15 | Utah Campus Compact Winter CEL Retreat | 2 | 2 | |
| 4/24/15 | Fall-Prep Community Engaged Leader Retreat | 31 | 5 | 18 |
| 5/3/2015-5/4/15 | Executive retreat | 1 | 1 | 0 |
| 5/12/15-5/14-15 | Utah Leadership Academy | 6 | 0 | 0 |
| 5/14/15-5/15/15 | Utah Campus Compact Retreat | 6 | 1 | 0 |
| Total | | 62* | 8* | 18* |

*Represents unique individuals participating.

Demographics of Students Using the CCEL

Demographic data for a sample of 2,816 students who recorded hours with the CCEL during the 2014-15 academic year are summarized below in Table 12. below.

| Table 12. Demographic Characteristics of CCEL Students | | |
|---|--------------------------|---------------------------|
| | CCEL Students | WSU Population |
| Average Age: | 24 | 26 |
| Average GPA: | 3.11 | 2.90 |
| Gender: | | |
| Male | 40% | 47% |
| Female | 60% | 53% |
| Ethnicity: | | |
| Hispanic | 10% | 9% |
| White | 66% | 50% |
| Asian | 3% | 2% |
| African American | 4% | 1% |
| Native American | 1% | 1% |
| Other | 7% | 38% |
| n=2,816 | | |

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

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

Student Needs and Satisfaction

Student Survey

An assessment survey was administered to Weber State University students during May 2015 through WSU's Campus Labs.

The survey was sent to a total of 3,338 WSU students, sample of students who had either registered with the CCEL via a community-based learning course during the fall 2014 and spring 2015 semesters, or who had participated in the online service hours tracking system since July 1, 2014.

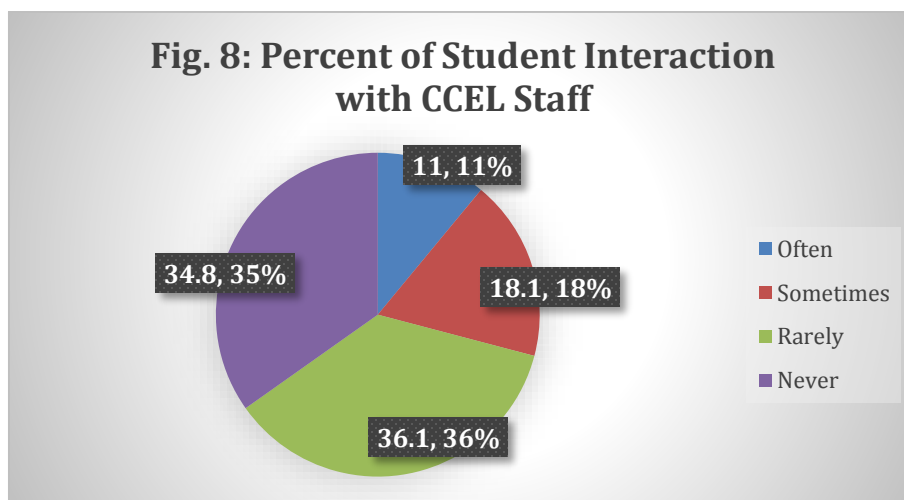
As an incentive, students were told that upon their completion of the survey, their name would be put in a drawing for 20 chances to win a \$10 gift card and 2 chances to win a \$50 gift card, and 1 chance to win a \$100 gift card. There were a total of 371 respondents, creating a 10% response rate. After filtering the surveys for missing data, there were a total of 338 respondents.

A total of 311 students listed their age. The median age was 23 years old with a range from 17 to 56 years of age. Of those 315 students who identified their gender, 32.5% identified themselves as male and 59.2% as female, with 1.2% choosing not to respond and one transgender.

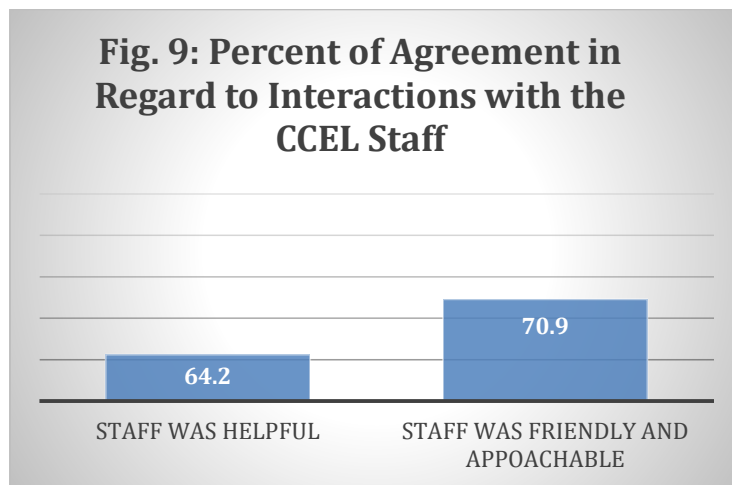
Satisfaction Results

(The data in this section may be slightly skewed due to the fact that these questions were asked to students who may have never been registered or logged hours with the CCEL, but had participated in community engagement in the previous year.)

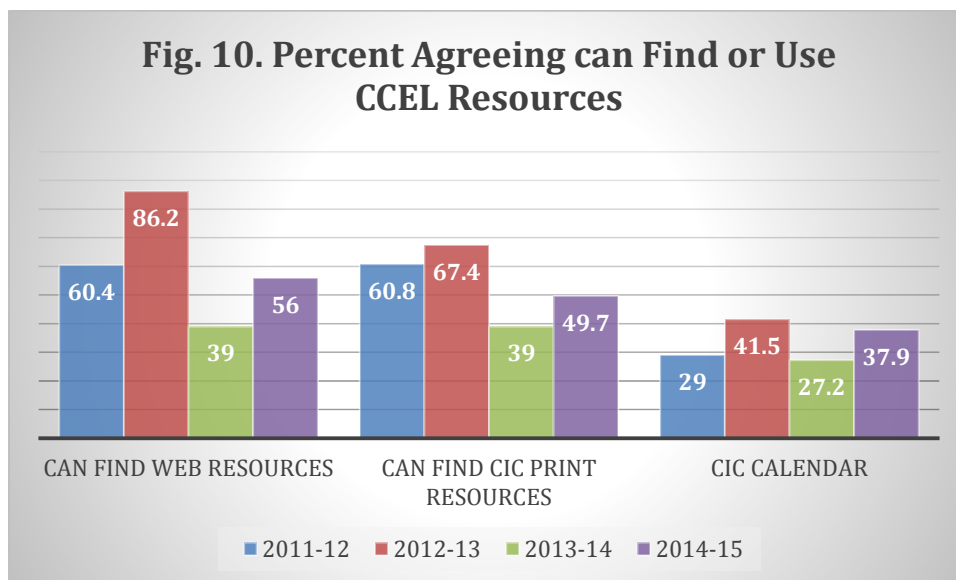
Based on the responses in this sample it appears the CCEL staff interacts, even if rarely, with over half of the community engaged survey respondents (see Figure 8.). The majority of students (70.9%) said that they rarely or never interacted with the CCEL staff. In many regards, this lack of interaction is understandable given the online nature of our “matchmaking” tools. Students can search for and contact community organizations online without ever having to walk into the center. Additionally, the CCEL is striving to be less of a “middle-man” between faculty and students by empowering faculty to disseminate relevant community engagement information to the students.



Of those students who did interact with the CCEL staff (even rarely), most (64.2%) said that the CCEL was helpful when they needed questions or concerns addressed, and 70.9% agreed that the staff was friendly and approachable (see Figure 9. below).



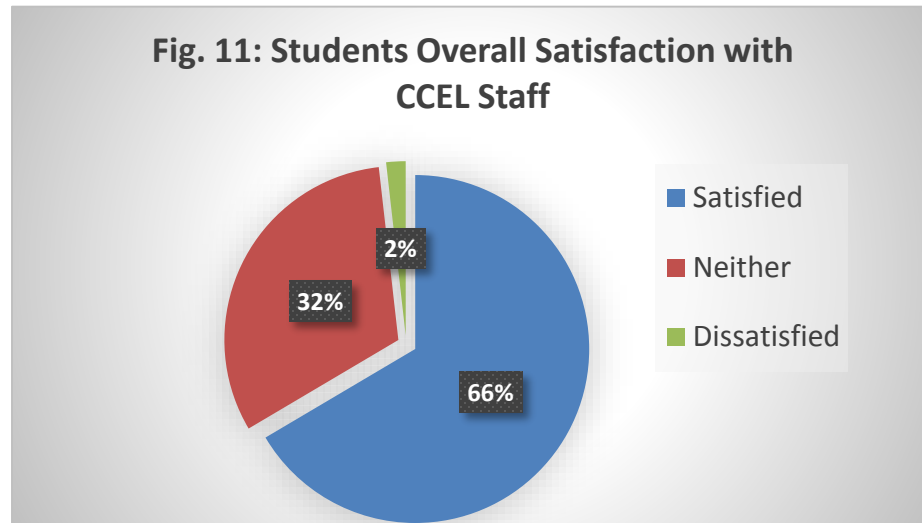
Since most students are rarely or never interacting with the CCEL staff, it is important that student resources be made available to them digitally or in print. As reported in Figure 10. below, over half of the students responded that they knew where they could find resources on the CCEL website and print materials in the CCEL that that could support them in their community engagement. Unfortunately, less than half 37.9% of students said that they had utilized the CCEL's online or wall calendar to find out about upcoming community events.



Compared to last year, we are seeing a slight increase in students' knowledge of CCEL resources available to help them get engaged in the community. This may be due to the fact that students are becoming more familiar with the CCEL's new name and new data tracking and information system, WeberSync. We have moved our calendar to WeberSync along with our information about events and volunteer opportunities. As a WeberSync friendly culture grows on campus, we expect to see more

students using the system and hopefully that will result in more students knowing where to find information about community engagement opportunities and resources. We are planning to engage in a WeberSync Awareness Campaign with SIL and other entities in the Division of Student Affairs during the 2015-16 academic year.

Overall, a majority of students report being satisfied with the CCEL (66%) with only 2% suggesting they are dissatisfied (see Figure 11. below).



Student Cohort Information

Comparative Data

- CCEL sample of students
- Community Engaged Leaders – Service Team
- Excellence in Community Engagement
- Student Employee Cohort
- AmeriCorps Students
- WSU population

Student Learning Outcomes Assessment

- Community Engaged Leaders – Service Team (not included here)
- Student Survey on Community Engaged Learning Outcomes Report

Comparative Demographic Data Across Cohorts

Comparison data for a few groups with whom we work are summarized in Table 13. below.

Table 13. Demographic Characteristics of CCEL Cohorts

| | CCEL Overall | Service Team | Excellence in Community Engagement | Student Employees | AmeriCorps Students | WSU Population |
|----------------------------------|--------------|--------------|------------------------------------|-------------------|---------------------|----------------|
| Sample Size: | 2,816 | 29 | 76 | 9 | 44 | 25,954 |
| Average GPA: | 3.11 | 3.2 | 3.77 | 3.42 | 3.72 | 2.9 |
| Avg. # Total Credit Hrs. | 52 | 75 | 111 | 85 | 96 | 48 |
| Avg. # Hours in Community | 28* | 71 | 614** | 300 | 628 | NA |
| Average Age: | 24 | 22 | 28 | 23 | 27 | 26 |
| Gender: | | | | | | |
| Male | 40% | 59% | 20% | 22% | 7% | 47% |
| Female | 60% | 41% | 80% | 78% | 93% | 53% |
| | | | | | | |
| Ethnicity: | | | | | | |
| Hispanic | 10% | 28% | 14% | 56% | 11% | 9% |
| White | 66% | 62% | 57% | 44% | 72% | 50% |
| Asian | 3% | 0 | 1% | 0 | 0 | 2% |
| African American | 4% | 0 | 1% | 0 | 2% | 1% |
| Native American | 1% | 0 | 5% | 0 | 0 | 1% |
| Other | 7% | 10% | 28% | 0 | 15% | 38% |
| Academic College: | | | | | | |
| Arts & Humanities | 11% | 7% | 4% | 33% | 0 | 7% |
| Education | 18% | 28% | 18% | 0 | 0 | 7% |
| Science | 7% | 14% | 4% | 0 | 2% | 4% |
| Health | 18% | 7% | 37% | 11% | 80% | 17% |
| Applied Science and Technology | 13% | 0 | 8% | 0 | 0 | 12% |
| Business | 8% | 3% | 3% | 0 | 2% | 8% |
| Social & Behavioral Sciences | 15% | 31% | 22% | 56% | 16% | 8% |
| Other/Undecided | 11% | 10% | 4% | 0 | 0 | 37% |

*Avg. based on: 2781 students recorded 78,843.29 hours in WeberSync

**Over the course of their college career

Every group has a higher GPA than that of the general WSU population. We are also working with more female students than male and disproportionately so, compared to the gender distribution of students at WSU. Although our general group of CCEL students reflect a similar racial/ethnic makeup as the over WSU population, when compared to our smaller cohorts of students in the Community Engaged Leaders and Excellence in Student Employees, we have a higher representation of Hispanic students in these cohorts than the WSU student population in general. Our recruiting efforts of more diverse students

were successful and will be continued. Recruitment of underrepresented students to CEL designated classes still needs to increase in order to see the overall proportion of ethnic minority students involved in CEL increase. This will be a focus for next year.

Student Learning Outcomes Assessment:

Community Engaged Leaders – Service Team Cohort

This assessment on the Service Team cohort did not get completed in time for the annual report.

Student Survey on Community Engaged Learning Outcomes Report

The student survey assessing student learning outcomes for students who were engaged in the community compared to those who were not, was administered for two weeks in May 2015. A total of 371 students responded and 338 provided usable data. Highlights of the findings are provided here but the full report can be found in Appendix D.

Participation in Community Engagement

- 73.1% of students reported engaging in the community at any point since July 2014
- Of the community engaged students (n=247), most participated in:
 - 89.9% Volunteer Service
 - 74.1% Service-Learning
 - 76.1% One-time Service Projects
- Of the community engaged students (n=247), the smallest percentage of participation was in political activities (37.2%)
- 84.3% of all students in the sample agree that they have a responsibility and commitment to use the knowledge and skills they have gained as a college student to collaborate with others who may be different from themselves, to help address issues in society.

Community Engagement Outcome Areas

Results for Students who are engaged in the community

- Civic Knowledge
 - 82.2% of students are now more aware of ways to get involved in their community
 - Just over half of the students (54.3%) said that they feel as though their community engagement had enabled them to plan or help implement an initiative to improve their own community.
 - Only 27.9% of students feel they are prepared to write a letter to address a community issue
 - Students who are engaged in the community reported being significantly more aware of community issues than those who were not engaged.
- Civic Skills
 - 87.9% of students said their community engagement helped them develop their ability to respond to others with empathy
 - 82.4% of students agreed that they have become better listeners, even when it involves different opinions and controversial issues
 - 76.5% of students said that other students could describe him or her as a person who could discuss these social issues with civility and respect

- Civic Values
 - 75.3% felt as though their community engagement helped them develop their sense of who they are, which includes a desire to be of service to others
 - 63.2% of students said that they now realize that they like to be involved in addressing community issues
 - 72.9% believe that having an impact on his or her community is now within reach
 - 77.7% believe that the main purpose of work is to improve society
 - 69.2% of students want to dedicate their career to improving society as a result of these experiences
 - Students who were engaged in the community report having statistically significantly more confidence to improve the community than students who are not engaged in the community
 - Students who were engaged in the community are statistically significantly more likely to report a responsibility to use knowledge to serve others
- Civic Action
 - 76.5% of all students said that because of their community engagement, they intend to continue to be involved in volunteer service after they graduate
 - 63.2% of students plan to stay current with local and national news after graduation
 - Only 46.5% of students plan to participate in advocacy/political action groups

Basic Faculty/Staff Information

Use of CCEL Services and Usage Patterns

Demographic Characteristics

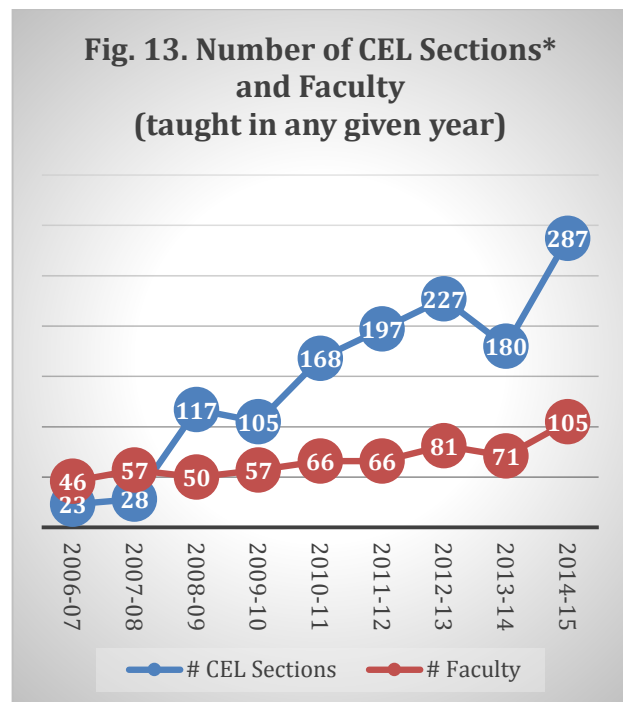
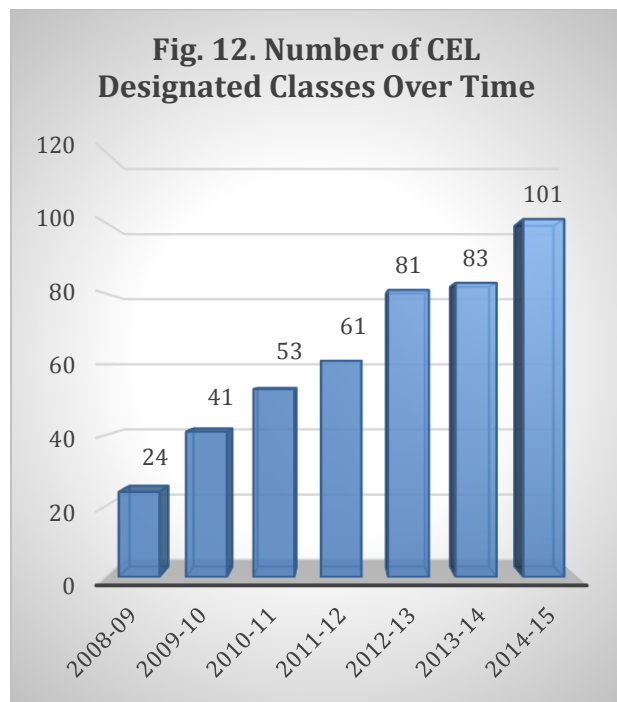
Satisfaction and Needs Assessment

Use of CCEL Services and Usage Patterns

The use of CCEL services by faculty and staff are recorded in three areas: the number of faculty/staff teaching CEL courses and the number of courses taught; faculty/staff participation in various CCEL programs; and the number of faculty/staff who recorded service hours with the CCEL and the number of hours recorded.

CEL Faculty, Staff, and Courses

The number of CEL courses has been tracked in the CCEL since courses were first designated as CEL in 2008. As shown below in Figure 12, there has been a steady increase in the number of courses officially designated as CEL courses over time. In 2014-15, there were a total of 101 courses at WSU designated as Community Engaged Learning (CEL) and 287 sections of CEL designated courses taught, which is a significant increase from last year, (see Figure 13.), and an all-time high at WSU. The number of CEL faculty increased this year to 105 CEL faculty. The increase in the number of CEL sections and faculty may be explained in part by the fact that some of the largest cohorts of new faculty have been recruited to WSU in the last couple of years. The CCEL has been working with many of these new faculty members to develop CEL courses. Additionally, some programs are becoming “engaged programs” which means they are making a concerted effort to designate more of the courses in their programs so students are guaranteed to have a CEL experience upon graduating from their program. Technical Writing and Athletic Training are good examples of such “engaged programs.”

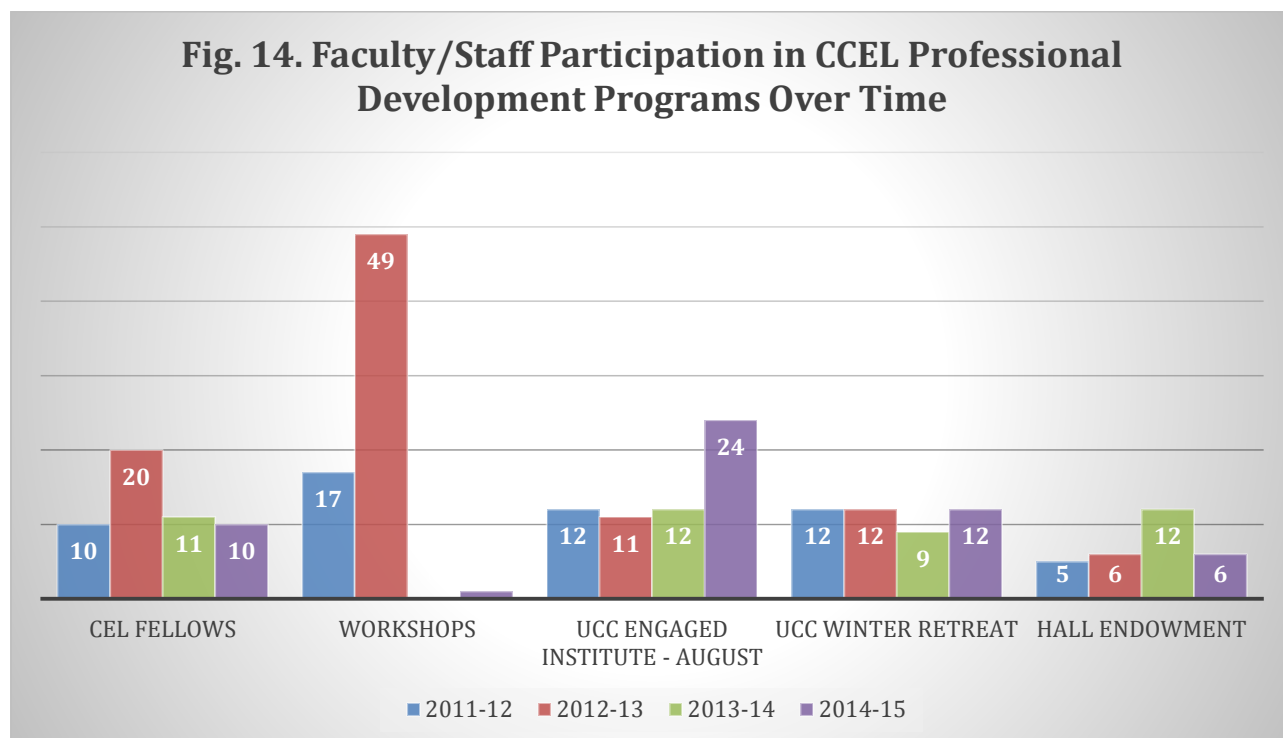


*Official and unofficial sections (all that were tracked)

Faculty/Staff Professional Development Programs

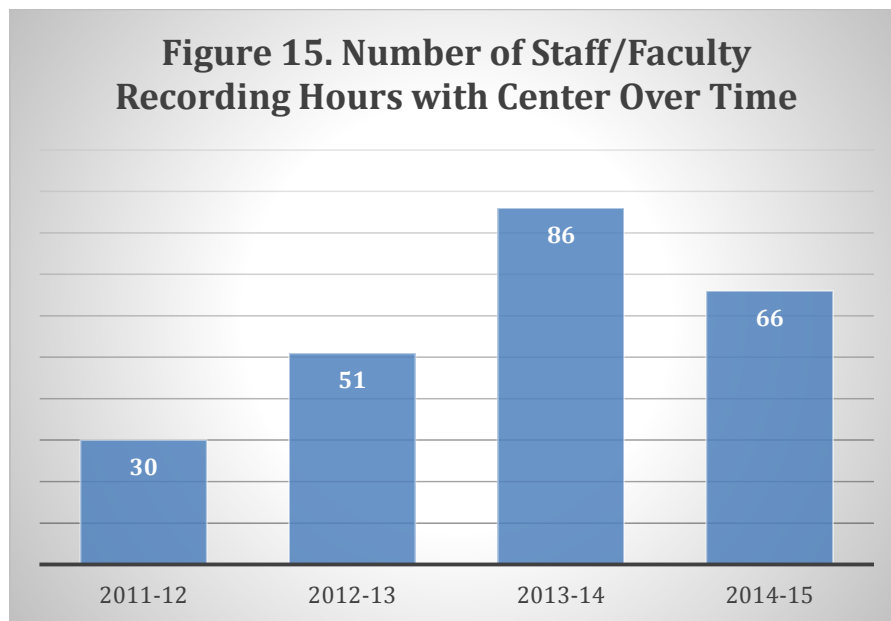
The number of faculty/staff engaging in CCEL programs for faculty and staff was tracked again in 2014-15. Figure 14. below shows the level of participation of faculty/staff in the CEL Fellows Program, Faculty/Staff Development Workshops, Retreats and Conferences, and Hall Endowment for Community Outreach Grants. These programs are designed to work with a small number of faculty/staff involving multiple touch points in each program for deeper more meaningful experiences. Figure 14. below shows a decline in CEL Fellows from last year and the absence of faculty workshops offered through the Teaching & Learning Forum (TLF). Only one workshop was co-hosted through the TLF, February 24, 2015 when Kyle Reyes from UVU presented ideas for engaging underrepresented students in community engaged learning. Participation in the August Utah Campus Compact (UCC) statewide institute increased this year because the focus was on engaged departments. We sponsored a total of 9 teams – 7 represented departments, one represented general education and one represented a team thinking about faculty rewards in rank and tenure. A total of 24 faculty attended. A total of 16 participants attended the UCC Winter Retreat – 2 community partners, 2 students, 1 staff and 11 faculty members. The participation of faculty/staff in funded Hall Endowment grants declined to its usual 6.

Fig. 14. Faculty/Staff Participation in CCEL Professional Development Programs Over Time



Faculty/Staff Engaged in the Community

The number of staff and faculty engaging with the center to record community engagement hours continues to be small and declined a bit this year from last year to only 66 faculty and staff recording hours, as you can see in Figure 15. below. These 66 faculty and staff members recorded a total of 4,410.25 hours of engagement in the community. As CCEL staff incorporate WeberSync tracking into all CCEL sponsored events, we expect to see the faculty/staff participation numbers increase.



Demographic Characteristics

Demographic characteristics of CEL faculty and staff are not recorded in the CCEL. However, because CEL faculty/staff are tracked in the center, WSU's institutional assessment team is able to generate demographic characteristics of the CEL faculty/staff cohort. These characteristics are reported in Table 14. below.

Based on the demographic data in both Tables 14. and 15. below, the faculty and staff with whom we are working tend to be female and white. The CEL faculty tend to be between the ages of 40 and 60 and the staff and faculty recording hours in the CCEL tend to be a bit younger, between the ages of 30 and 49. The majority of CEL designated faculty are on the tenure track (29.7%) or already tenured (38.6%). Regular faculty (31.8%) and staff (33.3%) are the two largest groups recording hours in the community through CCEL.

Table 14. Demographic Characteristics of CEL Faculty

| Gender | | | Rank | | N = 101 | |
|--------|---------------------------|-------|---------------|--------------------|-----------|-------|
| | Male | 37.6% | | Adjunct Faculty | | 18.8% |
| | Female | 62.4% | | Concurrent Faculty | | 1% |
| | | | | Regular Faculty | | 78.2% |
| | | | | Visiting Faculty | | 1% |
| | | | | Unknown | | 1% |
| Age | | | Tenure Status | | | |
| | 30-39 | 20.8% | | Tenured | 38.6% | |
| | 40-49 | 36.6% | | Tenure Track | 29.7% | |
| | 50-59 | 31.7% | | Non Tenure Track | 13.9% | |
| | 60-69 | 10.9% | | Unknown | 17.8% | |
| Race | | | College | | | |
| | Asian or Pacific Islander | 3% | | A&H | Not | |
| | Black Non-Hispanic | 2% | | Educ | Available | |
| | Hispanic | 8% | | Science | This | |
| | Native Hawaiian/Pac Isl | 1% | | Health | Year | |
| | White Non-Hispanic | 86% | | COAST | | |
| | | | | Business | | |
| | | | | S&BS | | |
| | | | | Other | | |

Table 15. Demographic Characteristics of Staff and Faculty who Recorded Hours in the CCEL

| Gender | | | Position | | |
|--------|------------------|-------|----------|-------------------------|-----------|
| | Male | 34.9% | | Adjunct Faculty | 24.2% |
| | Female | 65.1% | | Advisor | 6.1% |
| | | | | Hourly | 3.0% |
| | | | | Administration | 1.52% |
| | | | | Regular Faculty | 31.8% |
| | | | | Staff | 33.3% |
| Age | | | Division | | |
| | 30-39 | 37.9% | | Student Affairs | Not |
| | 40-49 | 31.8% | | Academic Affairs | Available |
| | 50-59 | 18.2% | | Administrative Services | this year |
| | 60-69 | 12.1% | | Information Technology | |
| | | | | University Advancement | |
| Race | | | | | |
| | Asian or Pac Isl | 9.1% | | | |
| | Black Non-Hisp | 1.5% | | | |
| | Hispanic | 4.6% | | | |
| | White Non-Hisp | 83.3% | | | |
| | Unspecified | 1.5% | | | |

N = 66

Satisfaction

Satisfaction data are collected via the faculty/staff survey which is only administered every other year, therefore we have no satisfaction data to report this year. The faculty/staff survey will be administered again Fall 2015.

Basic Community Partner Information

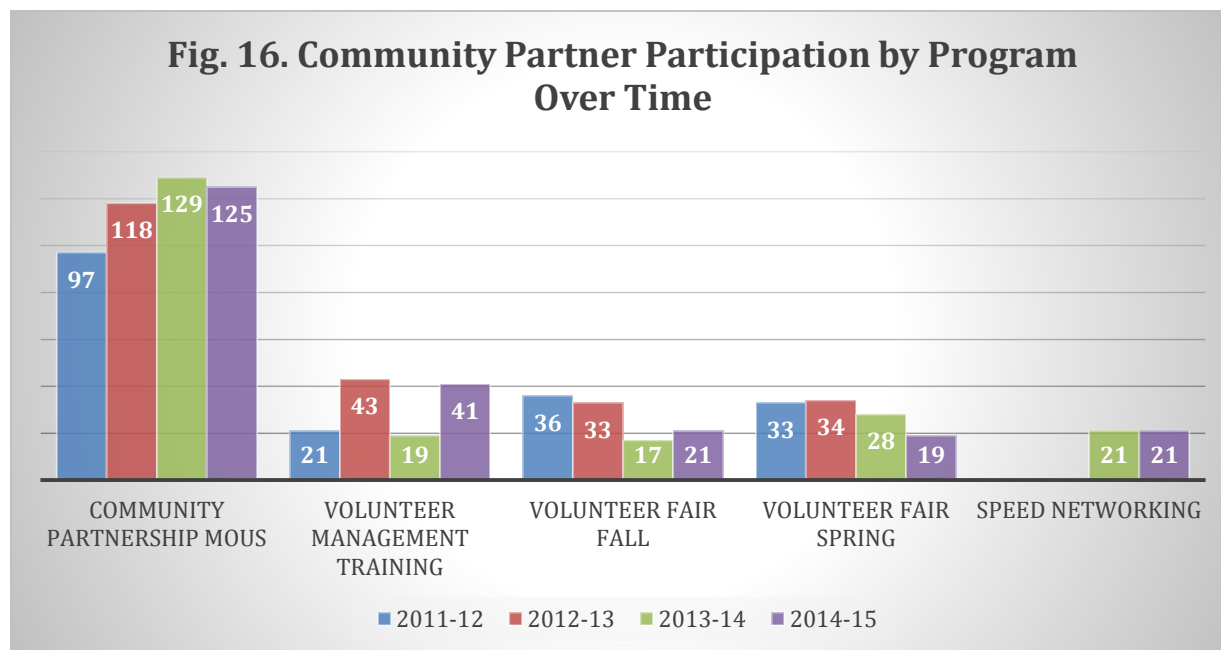
Use of CCEL Services and Usage Patterns

Tracking of Usage

Impact/Benefits of Partnerships

Use of CCEL Services and Usage Patterns

Figure 16. below shows the level of participation of partners in four community partner activities: formalizing the partnership with an MOU; community partner trainings; volunteer fairs; and speed networking. The number of community partnerships have for the most part held steady. There has been a slight decrease due to some partners expressing the partnership did not quite meet their organization's mission. Staffing changes may also have affected some organizations from not renewing their yearly MOU. The number of participants for the Volunteer Management Training increased to 41. This increase was due to a second session taught during the summer entitled, Non Profit Administrator's Academy. Although the training was the same, the target audience was Non Profit Administrators opposed to Volunteer Managers. The number of community partners at the fall and spring volunteer fairs was around 20 which is about 10 fewer than 2012-13, however, this may be the new participation level for our volunteer fairs given our tiered partnership structure. Only the top tier partners are invited to attend the fair as a benefit of being in the top tier. We may need to reconsider opening the fair up to more partners if participation stays low. The ideal capacity for the space in which we hold the fair is around 30 organizations. The Speed Networking event between faculty/staff and community partners was very well attended by both faculty (16) and community organizations (21). All of these events are scheduled to take place again in the 2015-16 academic year.



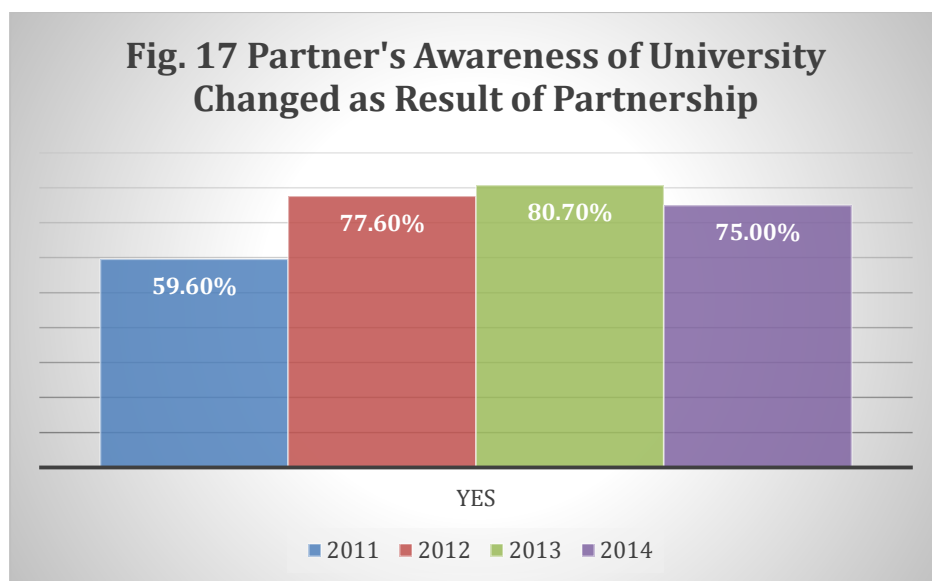
Tracking of Usage

Community partnerships with the CCEL are formalized with a Memorandum of Understanding (MOU), therefore, partnerships are easily counted each year as a new MOU is required to keep partnerships active and current. Additionally, community partner organizations are set up in the WeberSync system with a "portal" for their organization. This portal is used to track the volunteers in each community partner organization. Setting up partnerships with portals also makes it easier for the CCEL to track and monitor partnerships. Community partners' participation in CCEL programs designed for community

partners is tracked using sign-in sheets, simple head counts and/or RSVPs to the events through WeberSync.

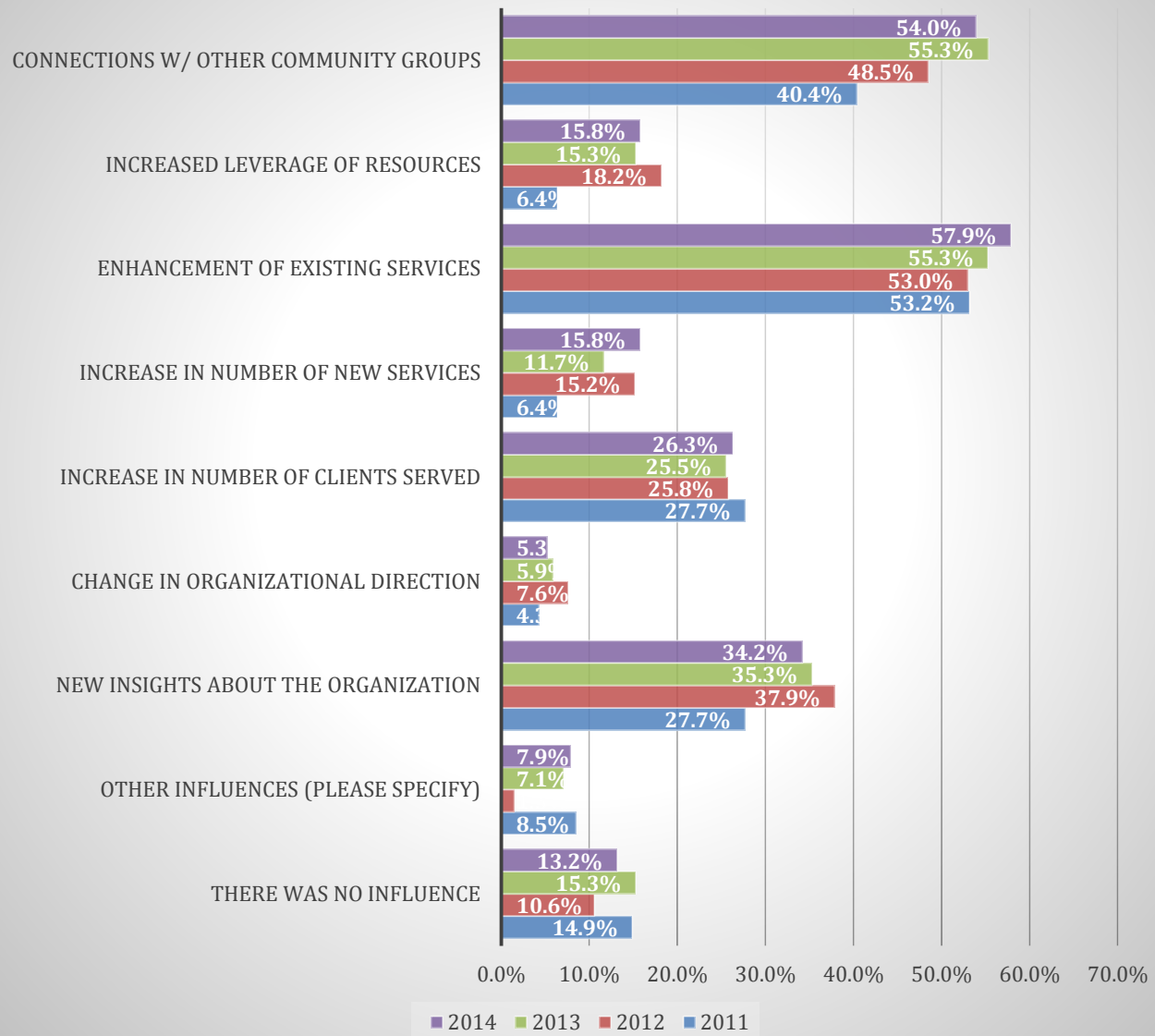
Impact/Benefits of Partnership

One of the goals of partnership is to help community partners become more aware of the university and the resources it has to offer. The majority of our community partner organizations report that their partnership with the university through the CCEL has indeed increased their awareness of the university. Figure 17. below shows the awareness of partners has held steady over the last three years with about three quarters of partners reporting that their awareness of the university has changed as a result of the partnership.



Partner organizations were asked to evaluate the impact their partnership with WSU/CCEL has on their organization. As shown in Figure 18. below, there are several positive impacts to community partner organizations and some have grown over time. For example, over half our community partner organizations were able to enhance their existing services and were connected to other community groups through their interactions with the CCEL. These two areas remain consistently high areas of impact over time. About a third of our partners report gaining new insight about their organization and about 1 in 4 organizations are able to increase the number of clients they serve as a result of partnering with the university. These percentages have remained pretty consistent over time and show no cause for concern. Of course our continual goal is to increase positive impacts for our community partners and will continue to explore ways to do this in the upcoming year. We are currently looking for funding to expand the training to community partners, which seems to be the most effective way of building their organizational capacity.

Fig. 18 Percent of Partners Agreeing - Interactions with the CCEL Influence Organization



Partners were also asked about benefits they get from their partnership with WSU/CCEL. As shown in Table 16. below, there are many benefits to community partner organizations by partnering with the university in general and the CCEL in particular. The percentage of partners responding that the partnership had a considerable or great impact on their organization is reported in Table 13. below. Community partners seemed to receive the most benefit from their partnership with the university in three areas: identify new volunteers (82.9%); have more interaction with students (77.6%); learn who to call for information and assistance (68%); and learn more about university programs and services (77.6%). Also of note are the consistent strides we are making in areas that help the university be more of a resource to partners. For example, approximately 45-55% of our community partners reported in

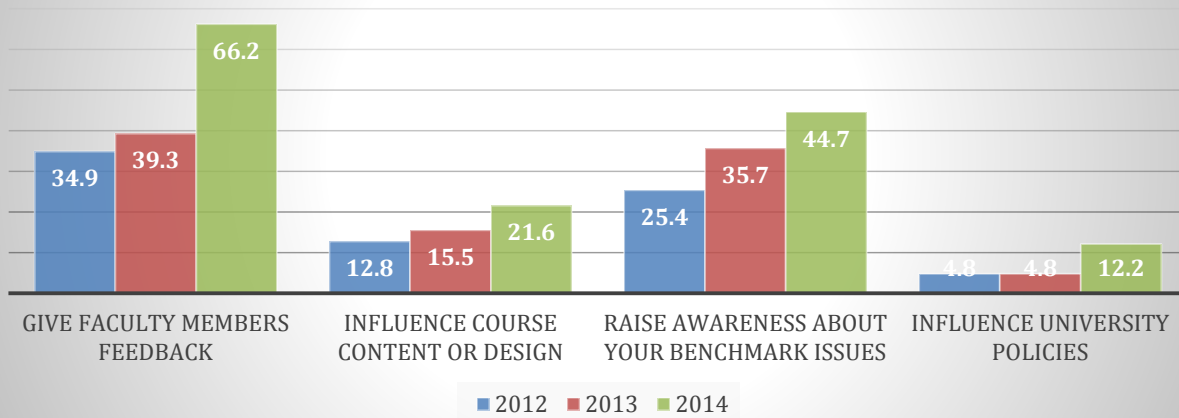
2014 that: a) they receive access to university technology and expertise (up from 15% in 2011); b) they gained access to expertise from the academic institution (up from 21% in 2011); c) get new ideas to improve their organization's progress (up from 19% in 2011); d) have more interaction with faculty (up from 21.3% in 2011); and e) have more interaction with university administrators (up from 21.3% in 2011). We will continue to provide trainings, open lines of communication, matchmaking opportunities and other services to our partners in an effort to continue these upward trends.

Table 16. Community Partners Identifying WSU/CCEL Partnership as Having Considerable Impact by Area

| | 2011 | 2012 | 2013 | 2014 |
|---|--------|--------|--------|--------|
| Increase the value of your services | 27.10% | 56.94% | 47.31% | 52.63% |
| Receive match grants | 2.08% | 4.17% | 8.60% | 14.47% |
| Receive increased organizational resources | 22.90% | 47.22% | 43.01% | 29.21% |
| Identify New Staff | 18.75% | 36.11% | 27.96% | 26.32% |
| Project Completed | 41.67% | 63.89% | 59.14% | 59.21% |
| Identify New Volunteers | 39.58% | 75.00% | 70.97% | 82.89% |
| Receive access to university technology and expertise | 14.59% | 30.56% | 35.48% | 44.74% |
| Generate new products, services, or materials | 12.50% | 20.83% | 21.51% | 25.00% |
| Increase funding opportunities | 12.50% | 13.89% | 20.43% | 23.68% |
| Increase the capacity of your organization | 25.54% | 47.76 | 52.27% | 46.05% |
| Access expertise from the academic institution | 21.28% | 34.33% | 40.91% | 44.74% |
| Get new ideas to improve your organization's progress | 19.15% | 52.24% | 52.27% | 56.58% |
| Learn more about university programs and services | 34.04% | 70.15% | 65.91% | 75.00% |
| Learn who to call for information and assistance | 36.17% | 71.64% | 68.18% | 77.63% |
| Become more involved with activities on campus | 25.53% | 46.27% | 54.55% | 40.79% |
| Increase your knowledge of university | 27.66% | 62.69% | 59.09% | 72.37% |
| Have more interaction with students | 42.55% | 73.13% | 69.32% | 77.63% |
| Have more interaction with faculty | 21.28% | 41.79% | 47.73% | 52.63% |
| Have more interaction with university administrators | 21.29% | 25.37% | 36.36% | 44.74% |
| Make plans to take classes at the university | 12.77% | 13.43% | 10.23% | 5.26% |

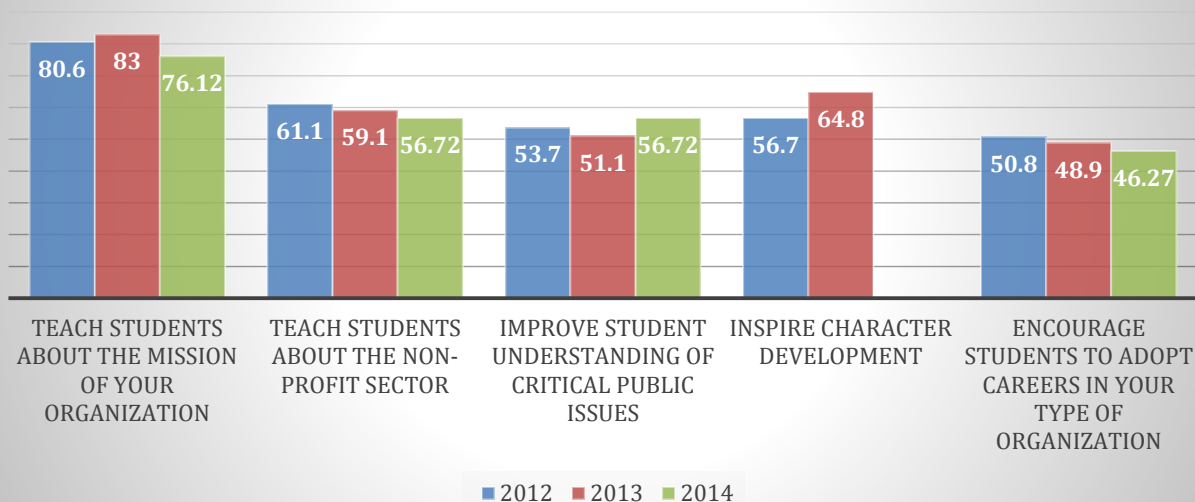
The goal for healthy community partnerships is reciprocity so if the university has impact on the community organizations, it is just as important that the community organizations have an impact on the university. The data in Figure 19. below suggests more community partners are beginning to report having had an opportunity to influence the university or its faculty through their work with student volunteers. For example, there was a significant increase in the number of community partners who felt they could give faculty members feedback and the number of partners who felt they could influence University policy increased almost 3 times. Community partners indicated overall they have had more interactions with the university, students and faculty than in the past.

Fig. 19. Percent of Partners who had Influential Opportunities when Working with Volunteers



Approximately 50% or more of our community partners report having the ability to influence student life however. As reported in Figure 20. below, the majority of partners feel as though they have some impact on students learning about their organizations and the non-profit sector in general. The majority of community partners also believe they are improving students' understanding of public issues. These percentages have fluctuated over the past three years within each area of influence so no clear trend has emerged just yet. We will continue our efforts to train community partners as co-educators in hopes this increases the ability of our partners to influence student lives and learning.

Fig. 20. Percent of Community Partners who Impacted Students



**Progress made on
2014-15 Six-Column Model Goals**

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

University Objective

Learning

Means to Achieving Goal

Expand Community Engaged Leaders to include three teams: service team, democratic engagement team and community research team

Student Learning Outcomes

Civic Skills

Methods of Assessment

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

Results

Documentation of participation in the Community Engaged Leaders Program on all three teams is being facilitated through WeberSync. This year, 32 student leaders in all three teams of this program have recorded their participation through WeberSync, totalling 2,213 hours.

- 25 student leaders constituting the service team logged 1,764 hours of office hours preparing service opportunities for other students in addition to facilitating those service events. A total of 965 WSU students volunteered at the Service Teams' partner organizations, however, many of these volunteers were also enrolled in CEL classes and were not necessarily recruited by these 25 leaders.

- 2 student leaders constituting the democratic engagement team logged 30 hours and the 4 student volunteers recruited to their program did not record hours in WeberSync.

- 5 student leaders constituting the community research team logged 419 hours on two large-scale community research projects; the 7 volunteers recruited to their projects did not record any hours in WeberSync.

- These findings overall suggest that advisors and student leaders need to do a better job of utilizing WeberSync to record their hours and those of their recruited volunteers.

Assessment of Learning Outcomes:

The Service team leaders in the poverty and youth areas have received the fall, January and April assessment instruments. The data from these three collection periods have not been analyzed for preliminary findings to date.

Leaders in neither the Democratic Engagement Team nor the Community Research Team received the assessment instruments this year. These two teams were new this year and assessment of learning outcomes was not made a priority as other "nuts and bolts" of each program were being developed.

Use of Results

Results are being shared with advisors to these three teams of student leaders to encourage them to require their student leaders and the volunteers recruited through their programs to record their community engagement hours in WeberSync. Our motto for next year is – "If it's not in WeberSync, it didn't happen."

These findings also suggest we need to continue to work with OrgSync to figure out a way to count unique student experiences so the students and their hours are not being counted twice when they participate in more than one program. For example, the 965 student volunteers serving in the organizations affiliated with the Service Team consist of students in CEL classes as well as students recruited by the service team. We need a way of sorting this students out so as not to double count them in overall numbers reported for community engagement.

Assessment of learning outcomes for the Democratic Engagement Team and the Community Research Team will be a priority for the upcoming 2015-16 year. The same data collection instrument used in the service team will be used to gather data from students on these two teams.

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

University Objective

Community

Means to Achieving Goal

Work with EAO to support their mentors/advocates through AmeriCorps program. Set up WeberSync portals for GearUp, S2S and ETS to help track student engagement and improve communication with their students.

Student Learning Outcome

NA

Methods of Assessment

Document the number of EAO mentors who successfully enroll in and complete the AmeriCorps term of service in 2014-15. Document number of WSU students engaged in the community through EAO programs in WeberSync. Gather feedback from EAO staff using WeberSync regarding how useful it is in tracking, communicating and recruiting student mentors to their programs.

Results

3 students from EAO have enrolled in the AmeriCorps program this academic year, all of whom successfully completed at least one term of service in the AmeriCorps program this academic year.

The use of WeberSync by EAO has yet to begin. Their department has been set up with a portal in WeberSync and several meetings have taken place to help EAO understand how to best use the system to track their students' engagement with the community but we have not seen utilization of the system to date. Given this situation, we are unable to document the perception of EAO staff about the effectiveness of WeberSync in tracking their community engagement hours.

Use of Results

Given the lack of use of WeberSync by EAO, we will use these preliminary "findings" to schedule another meeting between Amy Huntington in EAO because she has expressed an interest in learning about WeberSync and our WeberSync guru, Jenny Frame, to see if we can better support EAO's use of the system for tracking their students engagement in the community.

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

University Objective

Diversity

Means to Achieving Goal

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

Student Learning Outcomes

NA

Methods of Assessment

Ask CCEL staff to complete a pre-test survey evaluating their perception of how safe of space the CCEL is for LGBTQ students and what they think their role is in creating safe space. Following the trainings, we will re-administer the survey to measure any change in attitudes or perception.

Results

The pre-test survey is currently being constructed. A meeting between the CCEL management team, Barry Gomberg, Adrienne Andrews, and Jayson Stokes took place January 28th to discuss the need and plan for training the CCEL staff. Given the busy nature of spring semester, the team decided to begin “Speak Up” trainings with Adrienne Andrews in fall 2015. The training is scheduled for September 1, 2015 from 2 – 4 pm. The staff will be given the pre-test before the actual training. At the conclusion of the trainings, CCEL staff will take the post-test and results will be compared to the pre-test to measure any change in attitudes or perception.

Use of Results

None yet.

Appendix A

CCEL Committees

Awards Committee

Trevor Annis
Carey Anson
Stephanie Bossenberger
Jeremy Botelho

Jenny Frame (Chair)

Azenett Garza
Alexis Holbert
Brenda Kowalewski
Brett Lund
Amber Robson

Carnegie Sub-committee on Community Partnerships

Lynn Kelly, Habitat for Humanity
Marci Valdez, Catholic Community Services
Jenny Scothern, GOAL Foundation

Bill Cook, Ogden City (Co-chair)

Jessica Oyler, Assessment/Outreach Database
Ruth Stubbs, Education Access and Outreach
Mike Moon, Center for Community Engaged Learning
Luis Lopez, Community Education Center

Brenda Kowalewski, Center for Community Engaged Learning (Co-chair)

Stephanie Bossenberger, College of Health Professions
Julie Rich, College of Social and Behavioral Sciences

CEL Curriculum

Jeremy Bothello, Cottages of Hope
Ted Cowan, Computer Science
Becky Jo Gesteland, English
Tim Herzog, Chemistry
Brenda Kowalewski, CCEL
Mike Moon, CCEL

Leah Murray (Chair)

Greg Parkhurst, Accounting
Melinda Russell-Stamp, Psychology
Lisa Trujillo, Respiratory Therapy
James Zagrodnik, HPHP

Citizen Alum

Adrienne Andrews, Assistant to the President for Diversity

Mandie Barnes, WSU Alumnus (2013)

Nancy Collinwood, Alumni Director

Brenda Marsteller Kowalewski (Chair)

Mike Moon, CCEL Assistant Director

Leah Murray CCEL Faculty in Residence

Richard Stallings, WSU Alumnus (former Congressman, Idaho)

Denise Thielfoldt

Community Engagement and Faculty Rewards Committee

Eric Amsel, College of Social and Behavioral Sciences

Stephanie Bossenberger, College of Health Professions

Rick Ford, College of Science

Rich Fry, College of Applied Science and Technology

Valerie Herzog, College of Education

Brenda Kowalewski (Chair)

Seokwoo Song, School of Business

Sarah Steimel, College of Arts and Humanities (newer Tenure Track Faculty member)

Catherine Zublin, College of Arts and Humanities

Engaged Learning Series - Food Matters Planning Committee

Adrienne Andrews

Don Davies

Luke Fernandez

Livvy Gerish (Student)

Jan Hamer

Kimber Harding

Donna Hunter

Brenda Kowalewski

Melissa Masters

Susan Matt

Carol McNamara

Alice Mulder

Keith Murray

Marjukka Ollilainen

Stacy Palen

Gregory Parkhurst

Sarah Steimel, (Chair)

Doris Stevenson

Barb Trask

Carla Trentelman

Barbara Wachocki

Hall Endowment for Community Outreach

Dianna Abel, Psychological Services

Susan Alexander, College of Health Professions

John Armstrong, RSPG representative

Isabel Asensio, College of Arts and Humanities

Azenett Garza, College of Social and Behavioral Sciences

Jeannie Hall, Community Member

Rainie Ingram, College of Applied Science and Technology

Brenda Marsteller Kowalewski, Chair

Jack Mayhew, College of Education

Mike Moon, Center for Community Engaged Learning

Leah Murray, College of Social and Behavioral Sciences & CCEL

Sarah Steimel, College of Arts and Humanities & CCEL

Barb Wachocki, College of Science

What is the goal of ADP?

The American Democracy Project is focused on higher education's role in preparing the next generation of informed and engaged citizens. The goal of the American Democracy Project is to produce graduates who are committed to being active, involved citizens in their communities.

The 250 participating colleges and universities, as members of the American Association of State Colleges and Universities, have been described as "Stewards of Place." As today's undergraduates complete their studies and return to their communities, universities must prepare the next generation of citizens to become tomorrow's "Stewards of Place."

Since its inception, ADP has hosted 11 national and 15 regional meetings, a national assessment project, and hundreds of campus initiatives including voter education and registration, curriculum revision projects, campus audits, special days of action and reflection (MLK Day of Service, Constitution Day), speaker series and many recognition and award programs.



Appendix B
ADP Tri-Fold



Photo by: The Signpost



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

AMERICAN DEMOCRACY PROJECT



WEBER STATE UNIVERSITY

AMERICAN DEMOCRACY PROJECT



Photos by: The Signpost

Signature Events

9/11 Remembrance Day

Thursday, Sept. 11, 2014
10:30 am, SU Atrium

Citizenship Bridge

September 15–26, 2014
Come see our display of citizenship in action.

Constitution Week

September 15–19, 2014
Various activities throughout the week commemorating the adoption of the Constitution of the United States.

First Amendment Day

Monday, Sept. 15
12:30 p.m.–1:30 p.m.

NY Times Speaker Kevin Queally

Wednesday, Sept. 17
11:30 a.m.–12:30 p.m., Wildcat Theater

Cake & hand out constitutions

Wednesday, Sept. 17
11:30 a.m.–1 p.m. Fireplace Lounge

Constitution Quiz Show

Thursday, Sept. 18
12:30 p.m.–1:15 p.m. Fireplace Lounge

Constitution Day Address: Debating Same Sex Marriage & the Constitution.

Thursday, Sept. 18
1:30 p.m. Elizabeth Hall Rm. 229
Co-sponsored with the Olene Walker Institute

Voter Week

September 22–24, 2014
Voter registration booths campus wide.

Voter Registration Day

Tuesday, September 23
8 a.m.–2 p.m. Bell Tower Plaza

Talk of the Town

Wednesday, October 8, 2014
Wednesday, March 18, 2015
10:45 a.m.–1:45 p.m. Sky Room 404, SU
Join us for a conversation with the Ogden City Council.

Bring it to the Table

Wednesday, October 15, 2014
12:30–1:30 p.m. Ballroom C
Join this participatory community engagement campaign to bridge political divides.

Issue Trial

Wednesday, November 19, 2014
12:30–1:30 p.m. Wildcat Theater
Join us for a spirited debate on the topic: Gender Equity in Pay.

Deliberative Democracy Day

Wednesday, February 25, 2015
10:30 a.m. Shepherd Union Ballrooms
Weber State University students, faculty, and staff come together to discuss a controversial issue in group and panel discussions.

Civil Liberties Forum

Wednesday, April 8, 2015
Wildcat Theater, 10:30 am
The Civil Liberties Forum creates a space on campus where students can address the more controversial civil liberties issues.

Campus to Congress

The Congress to Campus program provides a powerful means to educate the next generation about American government, politics and public affairs. The former members share their real-life experiences as candidates and office holders.

Student Opportunities

WSU Service Day of Remembrance

Wednesday, October 8, 2014
8:30 a.m. WSU Lindquist Plaza

Make A Difference Day

Saturday, October 25, 2014
8:30 a.m. Ballroom A, SU

MLK Week

January 19–24, 2015
WSU Remembers MLK Week kicks off with the MLK breakfast and Freedom March at the Marshall White Center at 9 a.m on Jan. 19. Connect with the community during service projects each day throughout the week.

Express Yourself

February 1–28, 2015
Students create a piece of photojournalism based on a given topic. The winning entry will be featured on the New York Times education website. Details forthcoming.

WSU Makes A Difference In Ogden

Friday, May 8, 2015
WSU students, faculty and staff participate in the projects of Ogden Make A Difference Day. Projects vary from year to year. Stay tuned for project details each year in May.

Recurring Events

Chalk Wall

Shepherd Union Atrium
Have students come and exchange ideas on a dry erase board.

Tweet Up

WSU campus will engage in Twitter conversations throughout the year hosted by American Democracy Project.

Powered by Pizza

Come join a conversation of the important issues of the day. Bring your New York Times.

- Powered by Pizza: Voters**

Sept. 24, 11:30 a.m. SS Bldg Rm. 48

- Powered by Pizza: Education**

Oct. 22, 12:30 p.m. Skyroom 404, SU

- Powered by Pizza: Veterans**

Nov. 12, 12:30 p.m. Skyroom 404, SU

- Powered by Pizza: Digital ID**

Jan. 28, 11 a.m. Lair, SU

- Powered by Pizza: Role of Evolution in Education**

Feb 18, 11 a.m. Lair, SU

- Powered by Pizza: Taxes**

April 15, 11 a.m. Rm. 305, SU

Dirty Word Series

The Dirty Word lecture series aims to break stereotypes behind the dirty words of politics like the B word, & the F word (bureaucrat & federal government) just to name a few. Information about upcoming speakers TBA. Co-sponsored by the Olene Walker Institute.

Faculty Opportunities

“Forging Civic Pathways for Students Between Our Institutions” 2015 ADP National Meeting

June 4–June 6, 2015
Please join us for the American Democracy Project's 13th annual national meeting in New Orleans, Louisiana.

Appendix C

Engaged Learning Series Events Posters

INGREDIENTS: WHO'S YOUR FARMER FILM SCREENING



TUESDAY, SEPTEMBER 16

12–1:15 p.m. @ Elizabeth Hall Rm. 229

American food is in a state of crisis, but a movement to put good food back on the table is emerging. What began 30 years ago with chefs demanding better flavor, has inspired consumers to seek relationships with nearby farmers. This is local food.



WEBER STATE UNIVERSITY
Center for Community Engaged Learning



Environmental
Issues
Committee



PLACE AT THE TABLE

ORIGINAL MOTION PICTURE SOUNDTRACK

TUESDAY, SEPTEMBER 16TH

6–8 p.m. @ Joyce Hansen Hall Food Bank
2504 F Avenue, Ogden • Arby's Sandwiches will be served.

Receive Community Engagement Hours for attending.



CATHOLIC
COMMUNITY
SERVICES



WEBER STATE UNIVERSITY
Center for Community Engaged Learning



Food Matters

SIZE Matters

Why We Love to Hate "Big Food"



& Why Sustainable Intensification
May Be Key to Survival

Speaker: Charlie Arnot, CEO of
The Center for Food Integrity

Thursday, Sept. 25th @ Wildcat Theater
Noon–1:15 p.m.



WEBER STATE UNIVERSITY
Center for Community Engaged Learning



55

THE PEOPLE SIDE OF FOOD SECURITY: INSTITUTIONS & FOOD PRODUCTION



Tuesday, Oct. 7, 12–1:30 p.m.
@ Elizabeth Hall Rm. 229

Andrew Bell of the International Food Policy Research Institute will discuss how improving food security doesn't just mean producing more food. It means thinking more about who is producing what food, where it is going, and what exactly we wish to encourage.



WEBER STATE UNIVERSITY
Center for Community Engaged Learning &
Goddard School of Business & Economics



ENVIRONMENTAL
ISSUES COMMITTEE

WEDNESDAY

OCTOBER 8TH

WSU SERVICE DAY OF REMEMBRANCE
UNITED WAY DAY OF CARING

8AM — 9AM BREAKFAST
@ LINDQUIST PLAZA

9AM — 2:30PM
SERVE
IN VARIOUS LOCATIONS
THROUGHOUT OGDEN

UNIFY YOUR STAFF
THROUGH SERVICE
ELIGIBLE UNDER THE
SERVICE LEAVE POLICY

LIVE UNITED
United Way
United Way of Northern Utah

WEBER STATE UNIVERSITY
Center for Community Engaged Learning

TO PARTICIPATE,
CONTACT MIKE AT
801.626.7737 OR AT
MIKEMOON@WEBER.EDU

PROVIDENT LIVING

LOCAL FOOD
FOR THOUGHT
Informational Local Food Fair

MONDAY, NOVEMBER 10

@ OGDEN LDS INSTITUTE
Across the street from the Social Science Bld.

Open House:
12:30-2PM

- Brief Local Food Speaker at 12:30PM
- Demonstration Stations & Food Samples
- Information about Local Food Production
(Cheese, Yogurt, Honey/Bees, drying meat, preserving/canning)

Co-Sponsors:



WEBER STATE UNIVERSITY
Center for Community Engaged Learning

Food
Matters

USU
EXTENSION

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS



INSTITUTE OF RELIGION



ENVIRONMENTAL
ISSUES COMMITTEE

Monday, January 19

NAACP Breakfast & Freedom March
8:30 a.m. Marshall White Center 222 28th Street
Contact wsu.speialevents@gmail.com for more information

Tuesday, January 20

Stocking and distribution of food at Catholic Comm Serv.
12:30-2:30 p.m. CCS 2505 F Ave.
Contact wsu.catholiccommunityservices@gmail.com for more information

Wednesday, January 21

Youth Open Gym Night at the YCC
6:00-7:30 p.m. 2261 Adams Ave.
Contact wsu.ycc@gmail.com for more information

Thursday, January 22

Training for special needs individuals at PARC
12:30 - 2:30 p.m. 485 Parc Cir (Clearfield)
Contact wsu.parc@gmail.com for more information

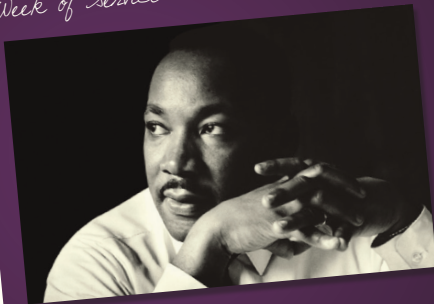
Friday, January 23

Weber Cares Food Pantry shelf assembly and design
11:30 a.m. SU 402
Contact wsu.webercares@gmail.com for more information

Saturday, January 24

BBall game with PARC special needs clients
7:00 p.m. Dee Events Center
Contact wsu.parc@gmail.com for more information

*We Remember
Martin Luther King Jr.
Week of Service*



WEBER STATE UNIVERSITY
Center for Community Engaged Learning

center for
DIVERSITY
& UNITY
you are diversity - we are unity

**a PLACE
AT THE TABLE**



A Documentary Film that
investigates hunger in America
and proposed solutions.

THURSDAY, FEBRUARY 26TH

Noon-2PM @ Wildcat Theater

There will be a post-film discussion hosted by
President Wight and his wife Victoria Rasmussen.
Opening remarks: Maresha Bosgieter of CCS.



CATHOLIC
COMMUNITY
SERVICES

Food
Matters



WEBER STATE UNIVERSITY
Center for Community Engaged Learning

*What the food industry
doesn't want you to see.*



Film Screening: Thursday, Jan. 29
12-1:30PM @ Wildcat Theater

"Fed Up will change the way you eat forever."



WEBER STATE UNIVERSITY
Center for Community Engaged Learning



Food
Matters



ENVIRONMENTAL
ISSUES COMMITTEE



Shaw Gallery

FOOD, AGRICULTURE AND CLIMATE CHANGE

IT WILL AFFECT US ALL.



Dr. Dan Bedford, Professor in Geography
12:30pm Wednesday February 11, 2015
Wildcat Theater, Shepherd Union Building

Sponsored by EIC, CCEL

Intermountain Sustainability Summit March 6-7, 2014

LEED Workshops



At the Weber State University
 Shepherd Union Building

LEED Green Associate Course

8:00 AM - 5:00 PM, March 7, 2014

Lunch, (not provided) 12:00 - 1:00

This course provides comprehensive preparation and study materials for the LEED Green Associate (GA) exam, a first step towards becoming a green building practitioner. This workshop benefits students and all professionals looking to demonstrate knowledge in green building issues. Attendees will learn the major LEED categories along with the related credits, standards, and measurements associated with each. No previous experience is required. Be prepared to take the LEED Green Associate Exam upon completion of this course.

Materials provided: Study Materials (PowerPoint Slides), 60 day access to 5 practice exams, Online study site (Canvas)

Taught By: Jeremy Farner

Pricing

- a. Student (\$50)
- b. URA Members (\$75)
- c. Professional (\$100)

LEED AP BD+C Course

8:00 AM - 4:00 PM, March 7, 2014

Lunch, (not provided) 12:00 - 1:00

This course is intended for those pursuing their LEED AP Building Design and Construction credential. The LEED AP BD+C credential suits professionals with expertise in the design and construction phases of green buildings serving the commercial, residential, education and healthcare sectors. Previous experience working on a LEED project and the LEED Green Associate Credential are both required in order to take the LEED specialty exam. The AP BD+C specialty denotes practical knowledge in LEED for New Construction, LEED for Schools and LEED for Core and Shell rating systems.

Taught By: Brandon T. Moore

Pricing

- a. Student (\$50)
- b. URA Members (\$75)
- c. Professional (\$100)



www.intermountainsustainabilitysummit.com

WSUSA Convocations presents:



A MORMON ETHICS OF EATING

*A Look at the Intersection of Faith, Culture,
 & Food in Utah and the Mountain West*



Kate Holbrook
Tuesday, March 24th
12-1:30PM • Wildcat Theater



Film Screening



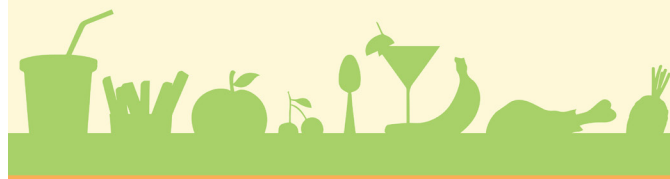
FOOD CHAINS

The Revolution in America's Fields

Thursday, April 9th

7PM @Peery's Egyptian Theater
 2415 Washington Blvd, Ogden

*Director Sanjay Rawal will be in
 attendance for a post-film Q&A*



The Lawrence T. Dee & Janet T. Dee Foundation - Zions Bank
 Environmental Issues Committee WSU Student Fees



COMMUNITY ENGAGEMENT SYMPOSIUM

Wed. April 22
11:30AM
@Wildcat Theater
Shepherd Union

Keynote Speaker:
Mike Vaughan
WSU Provost
*Economic Inequality:
Perceptions & Reality*



SHOWCASING COMMUNITY ENGAGED LEARNING PROJECTS

| | |
|---------|--|
| 11:30AM | Keynote Speaker, Mike Vaughan @Wildcat Theater |
| 12:30PM | Student Poster Presentations & Reception @Shepherd Union Gallery & Fireplace Lounge |
| 1:20PM | Symposium Closing Remarks @Fireplace Lounge |

Light refreshments will be served.

 **WEBER STATE UNIVERSITY**
Center for Community Engaged Learning



Appendix D

2014-2015 Student Learning Outcome Survey Assessment Report

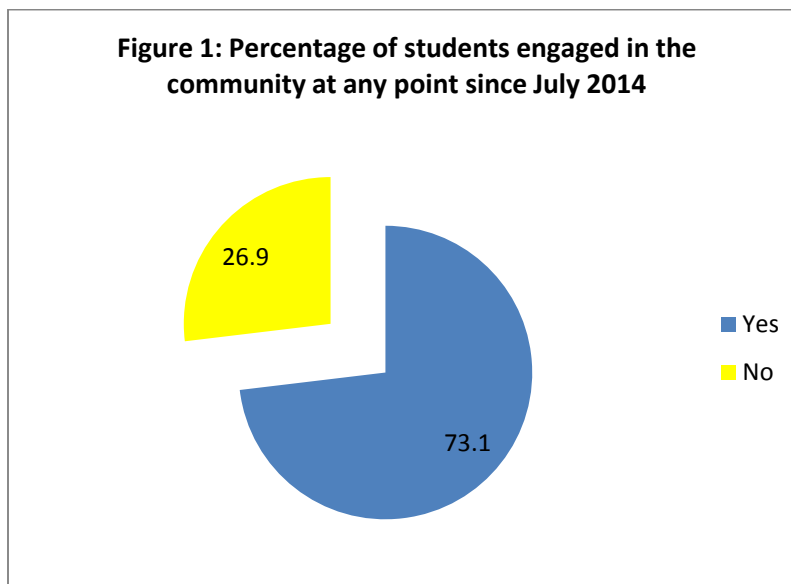
An assessment survey was administered to Weber State University students during May 2015 through WSU's Campus Labs.

The survey was sent to a total of 3,338 WSU students, sample of students who had either registered with the CCEL via a community-based learning course during the fall 2014 and spring 2015 semesters, or who had participated in the online service hours tracking system since July 1, 2014.

As an incentive, students were told that upon their completion of the survey, their name would be put in a drawing for 20 chances to win a \$10 gift card and 2 chances to win a \$50 gift card, and 1 chance to win a \$100 gift card. There were a total of 371 respondents, creating a 11% response rate. After filtering the surveys for missing data, there were a total of 338 respondents.

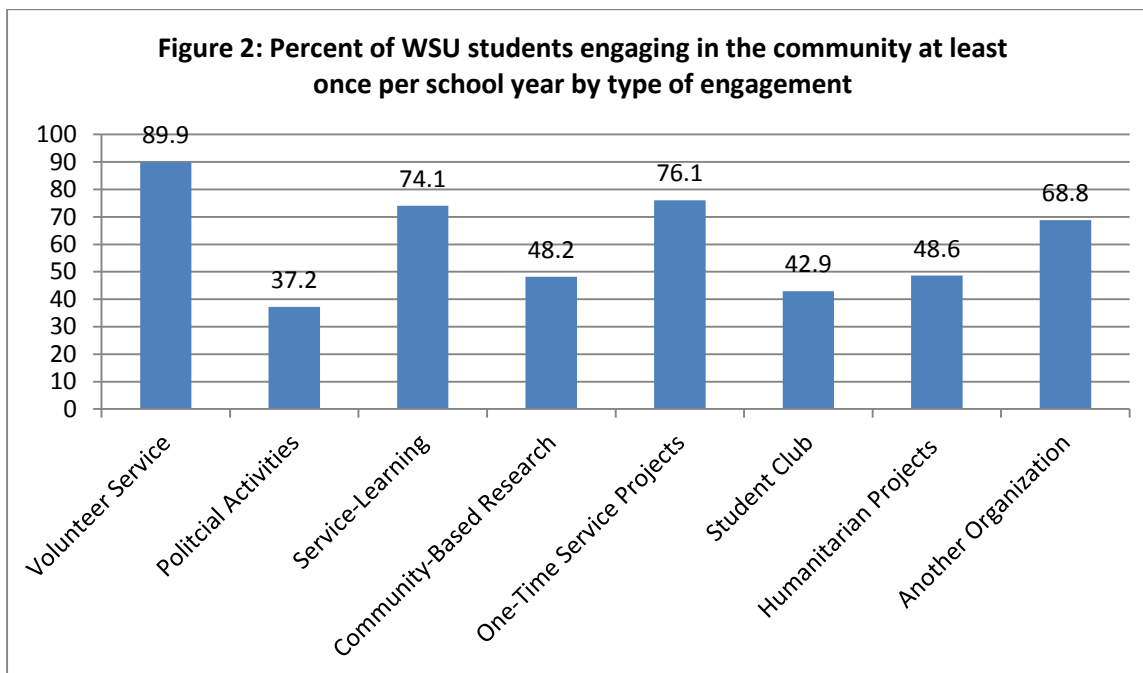
311 students listed their age. The median age was 23 years old with a range from 17 to 56 years of age. Of those 315 students who identified their gender, 32.5% identified themselves as male and 59.2% as female, with 1.2% choosing not to respond and one transgender.

The survey asked students if they had been engaged in the community at any point since July 2014. This included volunteer service, political activities, service-learning or community-based research experiences, one-time service projects, service activities through a student club, or humanitarian projects through a religious organization. As is represented in Figure 1-- 247 of the students responded "yes" (73.1%). Those that responded "no" (91 students) were only directed to questions regarding their educational experiences at WSU, the narrative prompt, and the demographic questions.



Amount of Participation

The community engaged students were asked how often they had participated in the aforementioned community engagement activities. Figure 2 shows the distribution of students who were engaged in the community by type of engagement. The majority of students said they had participated in volunteer service during the last year, ranging from once a week to once or twice a semester. Many students also reported participating in service-learning or service through another organization not connected to WSU.



For comparison purposes, the students were divided into three separate categories: more engaged, less engaged, and not engaged. Those students who responded “no” to the first community engagement question were classified as “not engaged” (91). Criteria for inclusion in the first two categories depended upon their responses to the questions regarding their total amount of participation in these community engagement activities. Any student who answered that they were involved in at least one of any of these activities once a week was classified as “more engaged” (98). All the other students who were engaged for less amounts of time were classified as “less engaged” (149--total 338).

Civic Engagement Outcome Areas

Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx

Press, Preface, page vi.) The community engaged students were asked questions concerning their own community engagement and educational experiences at WSU in relation to these four specific outcome areas: civic knowledge, civic skills, civic values, and civic action.

Civic Knowledge

Figure 3 shows how the students' community engagement experiences contributed to their civic knowledge. The vast majority of students (82.2%) said that they are now more aware of ways that they could get involved in their community because of their community engagement. Just over half of the students (54.3%) said that they feel as though their community engagement had enabled them to plan or help implement an initiative to improve their own community. Some are even now more familiar with WSU clubs and organizations that encourage and support community involvement for college students. Almost half of the students (44.5%) even said that they felt that most other students know less about these community organizations and volunteer opportunities than they do. Interestingly, however, only about 27.9% of students feel as though they are prepared to write a letter to address a community issue.

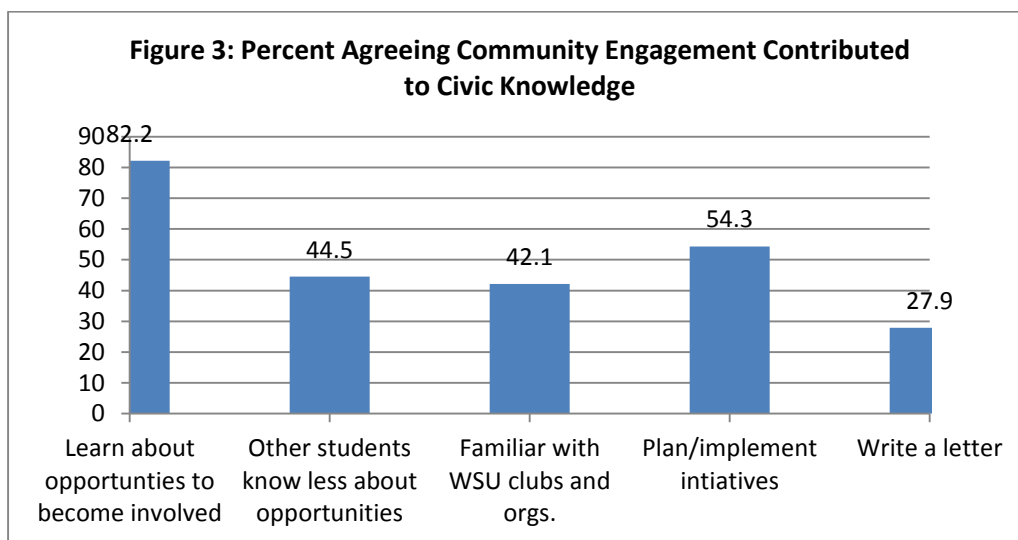
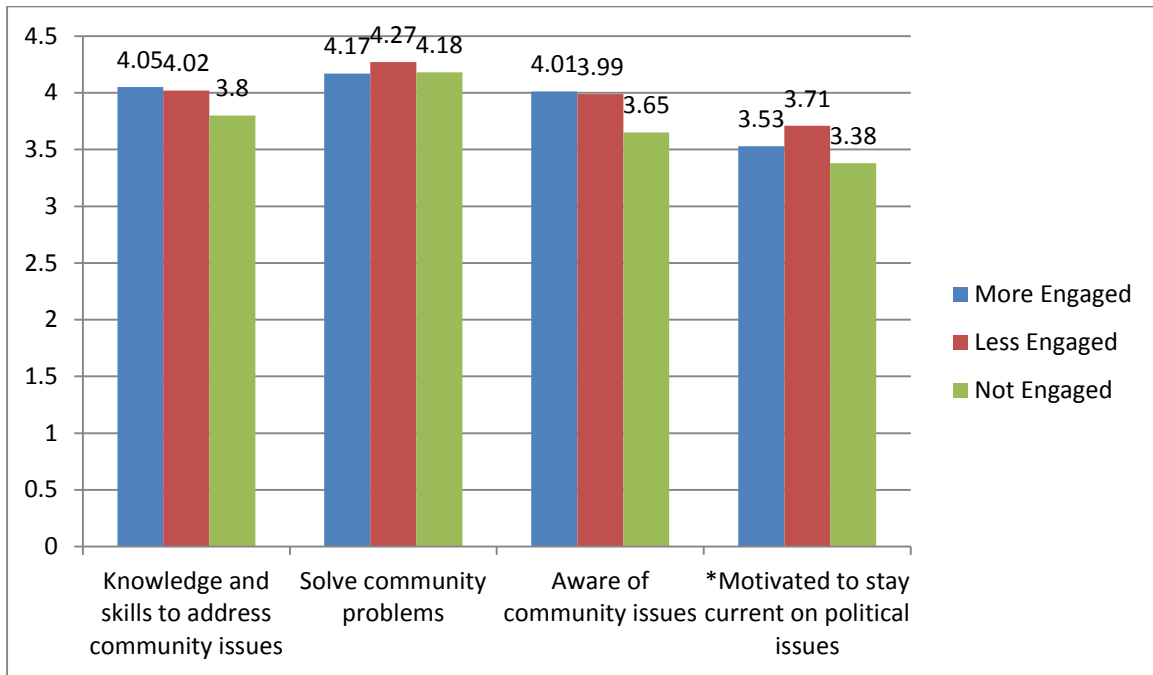


Figure 4 compares the more engaged students to the less and not engaged students. Overall, WSU students feel that they have the knowledge and skills to address community issues, solve community problems, and motivated to stay current on political issues regardless of their level of engagement. However, students who were less and more engaged reported to be significantly more aware of community issues than those who were not engaged ($F(2,329)=3.59$, $P=.029$, and $t=2.32$, $p=.021$ for the difference between more engaged and not engaged and $t=2.39$, $p=.017$ for the difference between less engaged and not engaged).

Figure 4: Percent Agreeing WSU Education Experience Contributed to Civic Knowledge



*Statistically Significant.

All students were given the following prompt:

"I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society."

The students were then asked to explain their agreement or disagreement with the statement. Most of the students responded favorably, describing their personal commitment to civic engagement and their desire to help others. The following are students' responses regarding the civic knowledge outcome area:

Many students cited their education at WSU as helping them gain a sense of responsibility in regard to civic engagement:

"WSU has taught me to think, has helped me to form my own opinions, and most of all has helped me to think more globally rather than selfishly."

"I feel from what I have learned during my time at WSU is that I can make a difference even though I am only one person."

"Through my education at WSU, I have come to see that there are always others who are less fortunate than I am. This motivates me to want to help those people in any way that I can."

One student even mentioned the knowledge gained from participating in a specific program at WSU:

"As I have worked with Weber state's Healthy Relationship Program, I have noticed how essential it is to educate our community about healthy, positive relationships. "

Some of the knowledge stemmed from the creation of a general awareness through their educational experiences:

"Due to the education I have received, I believe I have the ability to influence society and should help the community where I can."

"I think that because I have had so many opportunities to serve the community, and because I have seen some issues firsthand, it is my responsibility to use the knowledge I've gained to give back, and to help others to realize what must be done."

"As a student, applying the things that we learn here, to the society we live in, is one reason why we educate ourselves in the first place. With education comes knowledge, knowledge should be shared to help others."

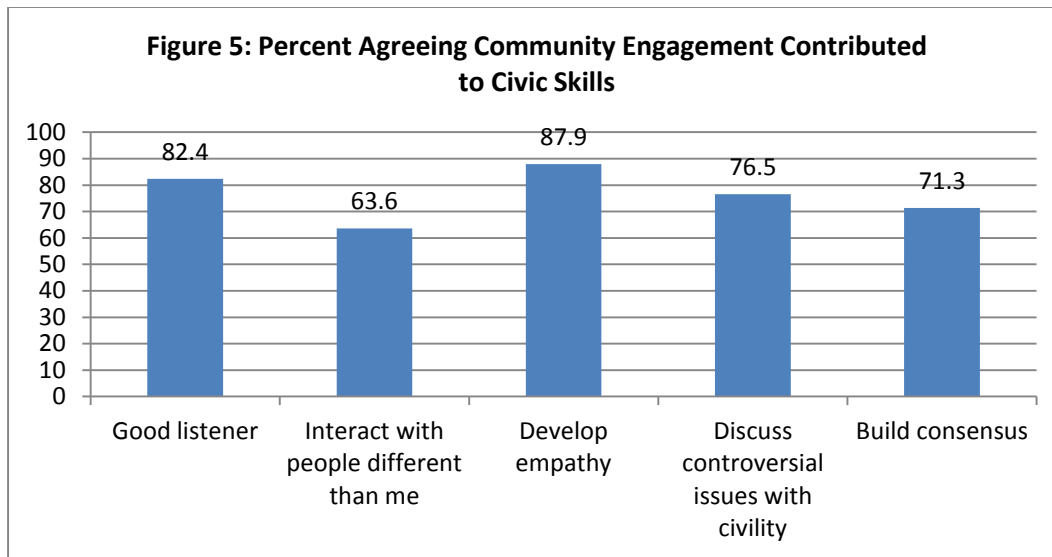
Students talked about how he/she recognized the importance of their gained knowledge through their chosen major or a specific course taken at WSU:

"My chosen career field of social work is propelling me to help the community. The education I've received at Weber State University has enlightened me greatly on the need for understanding diversity and caring for people from all backgrounds"

"Differences do not matter when there is a common goal...recognizing differences and using their strengths to reach a goal is something University 2900 helped me understand."

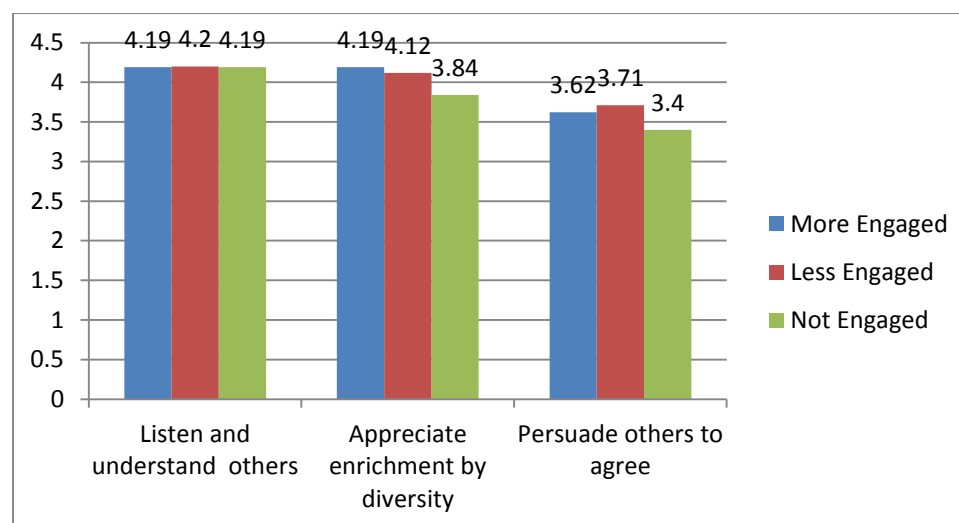
Civic Skills

Most of the questions asked in regard to civic skills (displayed in Figure 5 below) involved the student's ability to empathize and interact with people from different backgrounds. The majority of students (87.9%) said that their community engagement helped them develop their ability to respond to others with empathy. More than three-fourths of all students agreed that they have become better listeners, even when it involves different opinions and controversial issues. Many students said that they now prefer to work in settings in which they interact with people who are different from themselves, while 76.5% of students said that other students could describe him or her as a person who could discuss these social issues with civility and respect. A large portion of the students also said that they like to try to build consensus when they are part of a group where members disagree to solve a problem.



As shown in Figure 6, similar percentages of students responded that they can persuade others to agree, regardless of whether they were more or less engaged in the community. The second chart in figure 6 shows the mean for those answers.

Figure 6: Percent Agreeing WSU Education Experience Contributed to Civic Skills



All students were given the following prompt:

“I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.”

The students were then asked to explain their agreement or disagreement with the statement. Most of the students responded favorably, describing their personal commitment to civic engagement and their desire to help others. The following are students’ responses regarding the civic skills outcome area:

Some students mentioned their experiences at WSU as providing them with the necessary skills to address certain community issues:

“WSU has allowed me to build a strong foundation to pursue a career in medicine, which I believe is a life of service as well as a life dedicated to improving the health of the community I live in.”

“I have a national internship working as an education advocate through GEAR UP and I use all the knowledge I have gained throughout my education at Weber and I sincerely believe that I and many others have benefited from this.”

Several students specifically talked about the acquirement of their skillset of learning how to collaborate with others:

“Being a college student has put me in contact with population of people who have different beliefs or lifestyles than I do. Cooperation between people of different walks of life is an essential quality of a healthy and intelligently managed community.”

“Based upon my education, I see the value in collaborating or teaming up with individuals whom think differently than I do because we can build upon one another. I am able to do this in a way of acceptance and professionally that we can work with one another to find a beneficial solution.”

“Through my classes I’ve taken, I’ve learned to speak with and work with people who could be considered different from me...this taught me to talk about sensitive subjects with different individuals in a civil way.”

“I feel a strong desire to use the skills I have learned as a student to help me collaborate with others to help solve issues in society. I would love to collaborate with a team or my community to raise awareness on any issue and design any graphics for posters, social media, etc.”

A few students cited the skills he/she gained in her particular career field as being helpful in regard to community engagement:

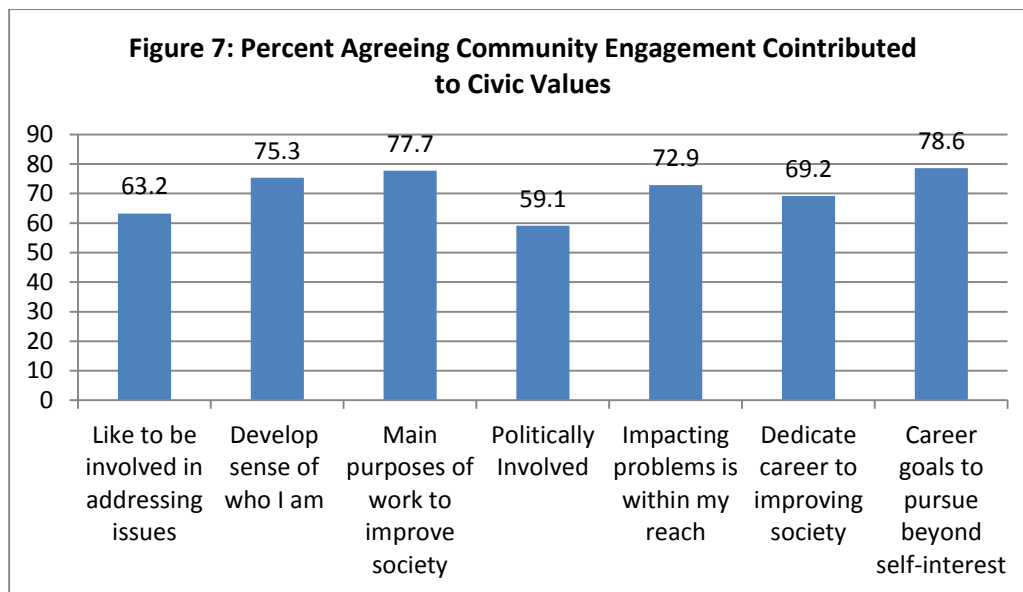
“As a marketing student, I feel like I can use the skills I am gaining through my education to collaborate with organizations in the community that cannot afford to have ways to connect to the rest of the community.”

“I think that I am better equipped to work in a team environment due to my internship experience. Every day I was part of a team that wanted to help the patients in the hospital. We all worked together even though we were from different career fields.”

Civic Values

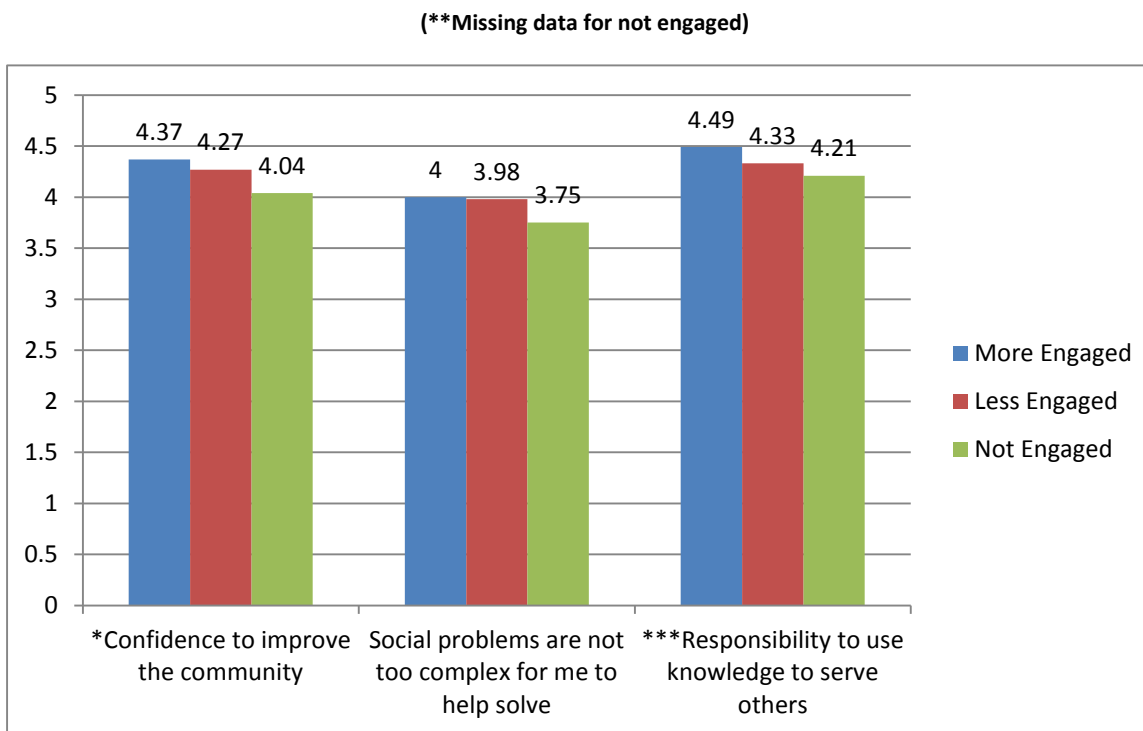
Figure 7. below shows the percentage of community engaged students responding that they possess different civic skills. Most of the students (75.3%) felt as though their community engagement helped

them develop their sense of who they are, which includes a desire to be of service to others. Almost two-thirds of students said that they now realize that they like to be involved in addressing community issues. Even more hopeful is that due to their experiences within the community, the majority (72.9%) believe that having an impact on his or her community is now within reach and 77.7% believe that the main purpose of work is to improve society. Because of their engagement in the community, many students said they felt as though they would like to pursue a career that would allow them to help others: 69.2% of students want to dedicate their career to improving society as a result of these experiences. Also, as a result of their community engagement, over half of the students (59.1%) realized that it is important to vote and be politically involved.



When comparing students who are more engaged to those who are less engaged in the community, (see Figure 8. below), there was a significant difference in that was for those who felt confident to improve the community between the more engaged and not engaged ($t=2.55$, $p=.01$.) Also, there was a significant difference for those who felt a responsibility to serve others between the more engaged and not engaged at ($t=2.31$, $p=.02$). There was missing information for those not engaged.

Figure 8: Percent Agreeing WSU Education Experience Contributed to Civic Values



(***) Statistically Significant and missing data for not engaged)

(*Statistically significant)

All students were given the following prompt:

"I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society."

The students were then asked to explain their agreement or disagreement with the statement. Most of the students responded favorably, describing their personal commitment to civic engagement and their desire to help others. The following are students' responses regarding the civic values outcome area:

The majority of students spoke to a responsibility they felt to use their community engagement and educational experiences to provide some sort of betterment for society:

"We all live in the community and have a responsibility to be a part of it and work to improve it. As college students, we are educated in a particular area and can use our expertise to help the community."

"It only makes sense that I should take the knowledge I have gained and help the problems our society has...education should bring people together because we are having our minds opened and broadened to new ideas and problems."

"As I go to college, and I meet more people, I realize what a truly privileged life I lead and how much I have to give. I meet people from backgrounds of poverty or abuse and I think to myself: I can help reduce this."

A few students even mentioned specific programs, classes, or organizations that aided in this process:

"I started my education at WSU knowing that I wanted a career that helped address issues in society. As a Social Work major, I know that...helping others, whether like or different than me, to achieve their full potential, not only helps those people but also helps society."

"I have had a short time at Weber so far, but through a great relationship and open communication with my professors, I have felt supported in my desire to learn and grow through my volunteer efforts that are constantly being offered. These opportunities have allowed me to think openly and have changed my view on the people around me."

"I have learned relevant concerns that effect the people I know directly from projects, teachers, and other students. I feel when I learn something that concerns the community, it is my responsibility to share."

There were many positive statements made concerning the students' commitment to community engagement:

"Having a solid education solidly supports the idea of community involvement by helping us to understand what we see of our communities through media reports, first hand experiences, and those experiences of our friends and family."

"The experience is what made us who we are. With the higher education we learn, it helps hone my skills how I can give back to the community around us. Job, volunteer, participation in social events, family gatherings and so on... that's where it helps us climb up to a new level."

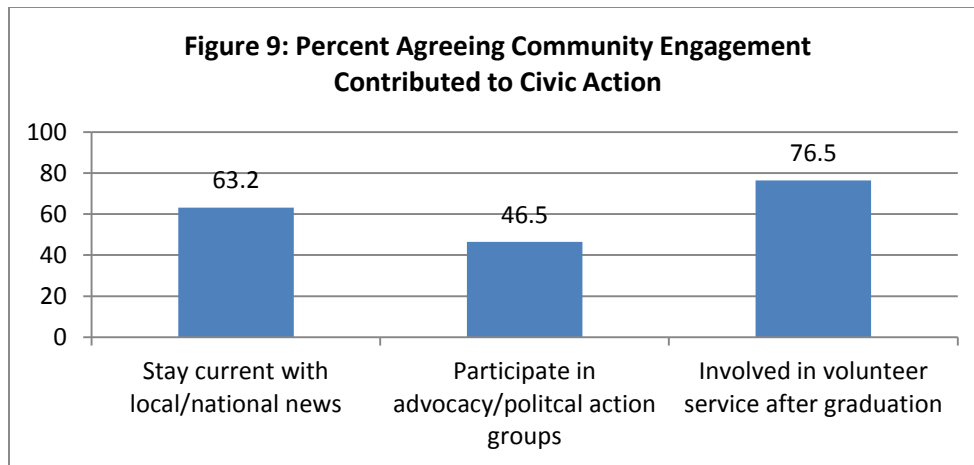
"I believe each of us should use all the skills we have gained to improve our community. It is our responsibility to participate."

"I am responsible for using my education and my knowledge gained to help others and improve my community"

"I believe all the knowledge we gain at Weber State should be used to solve problems, no matter what the issue is."

Civic Action

Impressively, (as is shown in Figure 9.), 76.5% of all students said that because of their community engagement, they intend to continue to be involved in volunteer service after they graduate. Slightly less (63.2%) plan to stay current with local and national news after graduation, while only 46.5% say that they have an increased action to participate in advocacy or political action groups.



All students were given the following prompt:

“I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.”

The students were then asked to explain their agreement or disagreement with the statement. Most of the students responded favorably, describing their personal commitment to civic engagement and their desire to help others. There were several students who mentioned how their community engagement and educational experiences will aid them in their future career; the following are students’ responses regarding the civic action outcome area:

“I have the knowledge to improve other’s oral health and let others know this knowledge. I have a responsibility to make the community aware and improve health of all people.”

“This statement coincides with my major in Athletic Training. I may not be addressing issues in society, but I need to help athletes who are different than me. I need to use my skills to help athletes in need, regardless of the situation.”

“This is at the core of nursing practice. My career will consist of collaboration and research with peers, and applying these principles into my practice.”

“From Weber, I have gained knowledge about economics, diversity, class, and other social issues. I use this knowledge to better myself and raise my children with the same understandings.”

“These opportunities have allowed me to think openly and have changed my view on the people around me. I have been able to express my ideas with others and feel I am learning how I will one day be able to put into motion the practices I am learning today.”

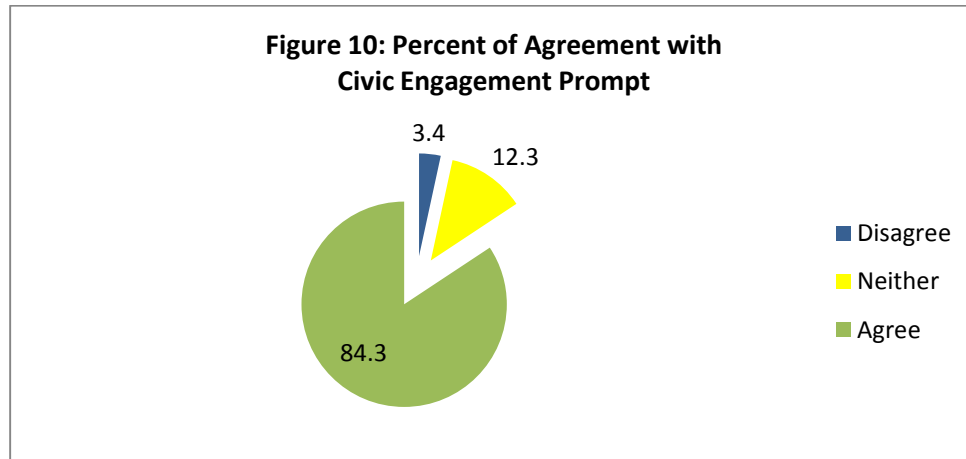
“I agree, I have begun my schooling in nursing and realize how much of a difference I can make with the knowledge I have gained.”

Narrative Prompt

All students were given the following prompt:

"I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society."

They were asked to what extent they agreed with the statement, with the vast majority showing some form of agreement (84.3%) (refer below to Figure 10).



When comparing the three groups of students in Figure 11, there was no significant difference in the degree of agreement with the above mentioned prompt among those who were more engaged, less engaged and not engaged, $F(2,317)=1.57$, $p=.21$.

Figure 11: Percent of Agreement with Narrative Prompt Based on Engagement



However, there were several students who did not credit their experiences at Weber State for the formation of their own civic-mindedness. They explained how they had already possessed this desire and sense of responsibility, and they felt as though their education and community service requirements did not instill a more profound commitment:

"My feelings on this subject are not linked to my time at Weber State. A commitment to community begins at home where parents teach children service and helping others from a very early age. It doesn't start at the age of 18."

"Being a college student has not changed my views of society. If I feel the need to address issues in society, it is because of what I've learned through life experiences."

"It is not due to my WSU education that I learned of local/national/world social issues. It is due to my faith and upbringing."

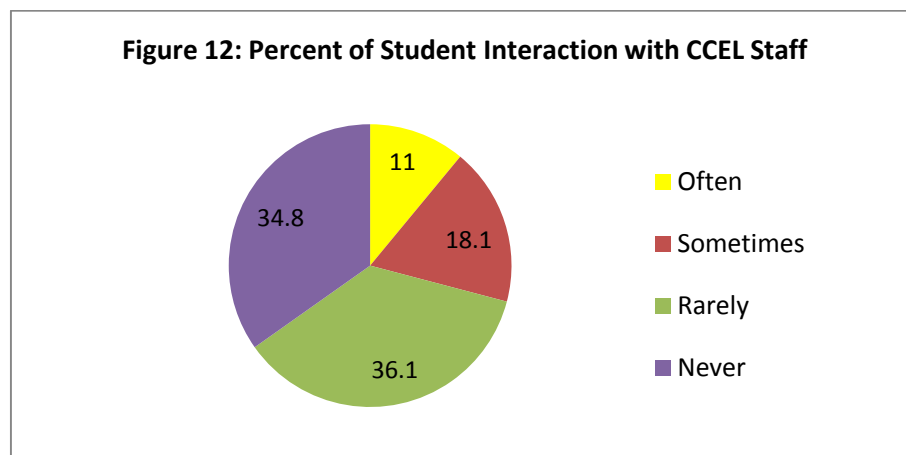
"I feel that it is something I have always felt. Not something only learned by attending WSU."

"...I was already under belief that I should be trying to address issues in society... I agree college should help make you aware of the issues but I have been aware of the news since I was 13...I learned a lot more about how the world works from the work force than from college."

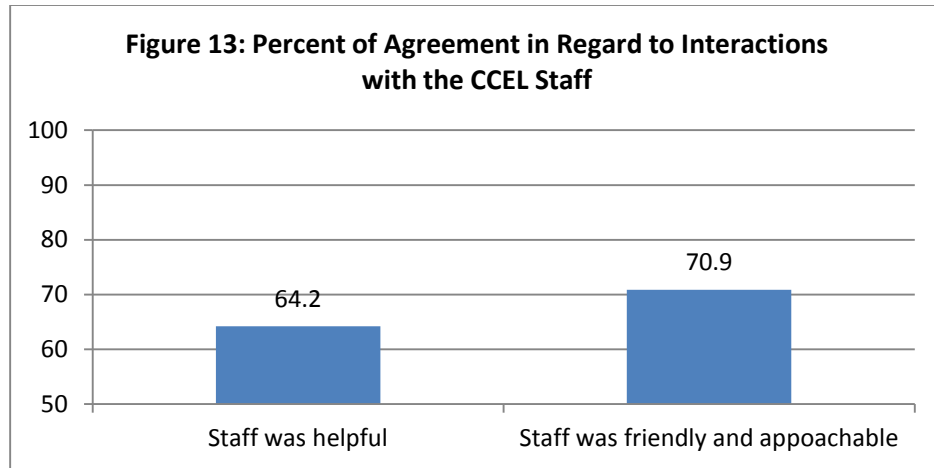
Satisfaction with the CCEL

(The data in this section may be slightly skewed due to the fact that these questions were asked to students who may have never been registered or logged hours with the CCEL, but had participated in community engagement in the previous year.)

The majority of students (70.9%) said that they rarely or never interacted with the CCEL staff (Figure 12).



In referring to Figure 13, three-fourths of the students (64.2%) said that the CCEL was helpful when they needed questions or concerns addressed, while 70.9% agreed that the staff was friendly and approachable.



As shown in Figure 14, over half of the students responded that they knew where they could find resources on the CCEL website and print materials in the CCEL that that could support them in their community engagement. Unfortunately, less than half 37.9% of students said that they had utilized the CCEL's online or wall calendar to find out about upcoming community events.

