COMMUNITY INVOLVEMENT CENTER

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Submitted to:
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2008-09 Service Experiences
At a Glance

Total Service
4,799 WSU Students Engaged in Service
22.9% of WSU student population

97,343 Service Hours Contributed by WSU Students

Annual estimated $ equivalent for service = $1,971,195.75*
*Calculated at $20.25/hour. Annual estimated value of volunteer time as figured by Independent Sector: www.independentsector.org

Community-Based Learning
42 Courses
- 20 officially designated CBL courses
- 22 unofficial CBL courses

117 sections of CBL courses

50 Faculty in 16 different departments across the university

2,577 Students

35,456 Hours

13.75 hours served per student on average

Student Characteristics
22 years of age on average (median age)
24.4 hours of service per student on average
68.3% employed
69.5% of those employed worked 20 hours or more per week

Students’ Perception of Service-Learning
- Perception of service-learning
  o 67.1% saw the application of their course material to everyday life via the service-learning experience
  o “I feel that doing work in the community helped me to better understand the concepts that being taught in my Comm 2110 course. I was able to relate what I had learned in the course.”
- Evaluation of the service-learning course
  o 74.2% suggested that the syllabus outlined the objectives of the community work in relation to the course objectives
- 70.4% had an opportunity to periodically discuss the community work in relationship to course content

- Attitude toward community involvement
  - 73.8% felt as though the work they had done in the community via the course was beneficial for the community
  - 63.3% suggested they would probably volunteer or participate in the community after this course

- Influence of service on major or profession
  - Helped 42.9% of students clarify career plans
  - Helped 71.6% hone leadership skills

- Personal reflections on service
  - 50.8% said community work in the course made them more aware of their biases and prejudices
  - 89.2% believe that most people can make a difference in their community

Community Service Hours
2,081 Students involved in volunteer service

14,797 Hours served

7.11 Hours served per student on average

AmeriCorps
141 Active WSU AmeriCorps members during the 2007-08 academic year

47,090 Hours of Service completed by active AmeriCorps members
(July 1, 2008 to May 21, 2009)

Over $100,000 in scholarship money awarded to AmeriCorps members during 2008-09

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

Service to Others
“The experiences I had helped my education in that I learned how to mentor others and learned how I can serve my community. I found this experience has personally helped me to be more enthusiastic about serving others.”  - Emily, Dental Hygiene

Personal Growth and Awareness
“I discovered more about myself personally and professionally. I now have more direction professionally.” – Holly, Social Work
CIC Annual Report
2008-09

Executive Summary
Goals for 2008-09 Academic Year and Progress toward Their Achievement

The following is a list of goals established by the co-directors of the CIC. Under each goal is a description of the progress made toward the achievement of those goals during the 2008-09 academic year.

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

1. Submit the application for the new elective Carnegie Classification for Community Engagement.
   - Submitted a full application for the new elective Carnegie Classification for Community Engagement on August 29, 2008.
   - Application was accepted and WSU was selected for the 2008 Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships on December 18, 2008 (see Appendix A).

2. Generate public awareness of the Community Involvement Center and what it has to offer the campus and community.
   - Presentations at opening school meetings, new faculty retreat, student leadership retreat
   - CIC web page – received a facelift
   - Brochure (Appendix B)
   - Newsletters (Appendix C)
   - Posted information about the CIC and outstanding service events or projects in various print news outlets.
   - Created and maintained Facebook page for CIC

3. Give the Community Involvement Center website a make-over. Make it more visually appealing and re-organize links to make student, faculty and community partner resources more accessible.
   - Completed early Fall semester
   - [http://weber.edu/CommunityInvolvement](http://weber.edu/CommunityInvolvement)

4. Increase use of the web-based Community Calendar.
   - 9 community partners trained and provided passwords
   - Remains a goal for 2009-10

5. Update and maintain the Service Opportunity Directory keeping it as current as possible.
   - Community partners were encouraged to review and edit their postings within the directory. Very few did so.
• Remains a goal for 2009-10

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

- Utilized Volgistics – electronic service hour tracking system that interfaces with CIC website
  - 2,622 students current in system
  - 4,679 students archived in system

- Implemented and maintained service tracking process for both curricular and co-curricular service for the full academic year for the first time.
  - Tracking Curricular Service
    - 34 faculty members registered and/or had students register with the CIC
    - 24 courses registered and tracked
    - 86 sections of courses registered and tracked
    - 905 students registered with the CIC
    - 443 students recorded hours with the CIC
    - 9,157 service hours recorded
  
    - Only about half (45.8%) of the students enrolled in the 86 course sections tracked by the CIC actually registered with the CIC and even fewer recorded hours with the CIC (22.4%)
    - CIC tracking system only captured 35.7% of the expected 25,631 hours associated with the 86 course sections tracked.
    - Increasing the number of courses and hours served in these courses in the CIC tracking system will remain a goal for the CIC for the foreseeable future.

    - Tracking FYE Service Hours
      - 12 FYE instructors had students register and/or record service hours with the CIC
      - 19 sections of FYE tracked in the CIC
      - 220 students registered
      - 86 students recorded hours
      - 606 hours recorded

      - Of the 321 students enrolled in an FYE section, 68.5% (n=220) registered with the center but only 26.8% (n=86) of FYE students recorded hours with the CIC
      - CIC captured 36.4% of the service hours expected to be completed by FYE students based on enrollment in these sections

    - Tracking VIP Service
      - 12 VIP programs registered
139 VIP students registered
3,094 VIP service hours recorded

- Tracking Club/Organizations’ Service
  - 3 Clubs/Organizations registered
  - 26 of students involved in Clubs/Organizations registered
  - 225 hours recorded for service completed by Clubs/Organizations

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

- Mentors for Utah Scholars Program
  - Mentors/tutors in AVID classroom
    - 3WSU students tutoring in the AVID classes
    - Serving 47 MOJH students
    - Services provided – In class tutoring and mentoring of students in small groups.
  - Mentors/tutors in after-school program
    - 40 WSU students over the course of the year, about 3 to 5 students daily
    - Serving 158 MOJH students who signed up for the after school program. Approximately 50 of these students attend the program regularly (at least once per week). Approximately 15-30 MOJH students attend daily.
    - Services provided – Homework help, facilitating clubs like the math club and language arts club, and arranging field trips that relate to college exposure and readiness.
    - Field trips organized through this program
      - WSU Presentation about Upward Bound – 10/30/2008
      - WSU Union Building Bowling – 5/21/2009
  - Family Advocates for AVID students
    - 5 CBL Family Studies Practicum students filled this role
    - Goal – to bridge the gap between parents and the school
    - Created newsletter and DVD for parents, hosted two parent nights, met with three parents at their homes
  - CBR students assessed the impact of family advocates
    - 12 CBL Social Research students conducted assessment research
  - Secured mini-grant from UCC to fund the Mentors for Utah Scholars Program
    - Work-study student coordinated the program
    - Family Advocates received small stipends
    - Mentors/tutors were outfitted with purple polo shirts
    - MOJH students received “Future Wildcat” Utah Scholars t-shirts
    - Grant located in Appendix D

8. Partner as a campus team with Utah Campus Compact.
The Community Involvement Center successfully partnered with the Utah Campus Compact again this year. Several representatives from the university fulfilled key roles in the Utah Campus Compact organization:

- 2 Faculty Development Network members (FDN)
- Service-Learning Coordinator (SLC)
- Community Service Director (CSD)
- AmeriCorps VISTA Coordinators (AVC)
- Student Service Leaders (SSL)
- WSU representation on UCC 5 year strategic planning committee

Additionally, WSU hosted the UCC’s annual Professional Development and Networking Meeting for faculty and staff on June 3, 2009. (See Appendix E for meeting schedule).

9. Continue to utilize Advisory Board and fine tune members roles and responsibilities as needed.
   - See Appendix F for a complete list of board members as well as CIC committee members

10. Engage faculty, staff and students in a campus-wide Christmas service project.
    - Weber State University partnered with the Ogden Salvation Army this year by sponsoring the Angel Tree
    - Faculty, staff, and students at Weber sponsored 200 children

11. Continue to utilize the established working committee structure to accomplish the work of the CIC. Support these committees in their work.
    - Hall Endowment for Community Outreach Grants Review Committee
      - Continue to review and grant funding.
        - Fall 2008
          - 11 Preliminary Applications Submitted
            - $59,309 Requested
          - 9 Full Applications Submitted and Granted Funding
            - $15,159 Requested
            - $12,746 Granted
            - 3 faculty, 6 students
          - Spring 2009
            - 12 Preliminary Applications Submitted
              - $38,255 Requested
            - 10 Full Applications Submitted and 9 Granted Funding
              - $36,435 Requested
              - $33,135 Granted
              - 4 faculty, 6 students
    - Total Granted for Academic Year = $45,881
      - See Appendix G for list of funded projects and their abstracts.
    - Community Matchmaking Committee
Create innovative ways to bring campus and community together in order to learn about one another.

Speed Networking Events for community organizations and campus to meet:

- Fall 2008
  - 10 Community Partners attended
  - 10 Faculty & staff members attended
  - November 6, 2008
- Spring 2009
  - 10 Community Partners attended
  - 9 Faculty members attended
  - February 11, 2009

Community Bus Tour

- Fall 2008
  - October 22, 2008
  - Community Sites: Ogden-Weber Community Action Partnership, St. Anne’s Center, Cottages of Hope
  - 7 WSU faculty and staff members attended
- Spring 2009
  - March 25, 2008
  - Community Sites: Ogden Nature Center, YCC
  - 7 WSU faculty and staff members attended

Public Relations Committee

- Continue to publish CIC Newsletter
  - Newsletters – published two newsletters – Fall 2008, Spring 2009 (see Appendix C)
  - CIC Poster which was distributed across campus
  - Facilitated coverage in the Sign Post
  - Made presentations in FYE and CBL classes
  - Created DVD to market VIP
  - Created video to market the CBL designation, which is now posted on the CIC web page and Facebook page
  - Created slide show reviewing service through the year for the annual Community Involvement Recognition Luncheon

Awards Committee

- Utah Campus Compact Outstanding Service Awards were awarded again this year and a Civically Engaged Staff Award was added.
  - Civically Engaged Student
  - Engaged Scholar
  - Civically Engaged Staff
  - Committed Community Partner

- Committee created a new policy regarding nominees who were not selected in the current year being retained for the following year’s pool of award nominees.
- Helped plan and organize annual Community Involvement Recognition event.

- Service Scholars Program Committee
  - Continue to explore and develop a service scholars program for WSU students.
    - The CIC continued to participate in efforts to create the CIVITAS program at WSU under Leah Murray’s leadership.
    - Hosted the first Service Symposium for students to showcase their service experiences.
      - Service Symposium
      - 22 projects
      - 41 students participating
      - April 10, 2009
      - See Appendix I for full list of projects and participants and program

  - Continue to award the Excellence in Service recognition established in 2008.
    - Recognized 15 students during Fall 2008 commencement
    - Recognized 29 students during Spring 2009 commencement
    - Recipients listed in Appendix J

- Community-Based Learning Supplemental Instructors Committee
  - See Goals Specific to Community-Based Learning (Section II. 1.)

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

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

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

- Adrian L. Maxson Scholarship Committee
  - This committee was added during the Spring 2009 semester because the CIC agreed to house the Maxson scholarship.
  - This is the second year the scholarship was awarded.
  - There were 7 well qualified and deserving applicants.
  - Gabriel Darte, a DaVinci Academy senior received the $1,000 scholarship to WSU and will begin his college career at WSU in Fall 2009.
  - See Adrian L. Maxson Scholarship brochure in Appendix K for more information.
II. Goals Specific to Community-Based Learning

1. Plan, organize and implement the Community-Based Learning Supplemental Instructors program for which the CIC secured funding. Utilize the Community-Based Learning Leaders working committee to support this program.
   - Piloted the CBL Supplemental Instructors program in spring 2009 in three courses
     Communication 2110 – Small Group & Interpersonal Communication
     Family Studies 2600 – Introduction to Early Childhood Education
   - An assessment of the effective of the CBL SI program is underway
     - See Appendix L for description of the program, training schedule for CBL SI instructors and assessment plan.

2. Move forward with the CBL (Community-Based Learning) designation on courses with the assistance of the Community-Based Learning Curriculum committee. These steps include the following:
   - Develop online application process for submitting courses for the CBL designation.
     - Online CBL Designation Application was created June 2008 and utilized for each round of CBL Designation applications during the 2008-09 academic year.
     - http://community.weber.edu/cic/cbl_designation_form.html
   - Continue working with the Registrar’s office to make the CBL designation visible in the student class schedule Spring 2008.
     - CIC worked with the registrar’s office so that CBL appears before classes in the student class schedule as well as a brief description of the CBL designation.
   - Review courses submitted for the CBL designation.
     - The CIC put out a call for applications at three different times during academic year (see Appendix M for call for applications)
     - Reviewed a total of 32 courses
     - 30 courses received CBL designation
       - 17 CBL designated courses accepted for Fall 2008
       - 7 CBL designated courses accepted for Spring 2009
       - 6 CBL designated courses accepted for Fall 2009
     - Full list of courses designated and taught this academic year in Appendix M

3. Continue to provide faculty development opportunities in community-based learning via the Service-Learning Faculty Fellows Program and other relevant workshops, information sessions and/or retreats. Utilize the Community-Based Learning Faculty Development working committee to accomplish this goal.
   **CBL Faculty Fellows Program**
   - Eight faculty members participated in the program.
They attended a series of 5 workshops during the fall semester to learn about service-learning pedagogy and revamp the syllabus to an existing course to include a service-learning component.

- Participated in the statewide civic engagement conference hosted by the Utah Campus Compact in February 2009
- Received one-on-one assistance and mentoring from myself and/or an experienced CBL practitioner at WSU who was assigned to each participant
- See Appendix N for orientation and training schedules as well as complete list of participants and their assigned mentors

**Other Faculty Development Opportunities**

- Information Sessions for faculty
  - New faculty retreat – provided information session about the CIC and community-based learning to new faculty.
- Service-Learning Retreat for faculty
  - Utah Campus Compact sponsored event, Feb. 26th-28th St. George, UT
  - 10 WSU faculty members attended as well as WSU staff and students
- Lindquist Award Recipient Lectures
  - Shannon Butler, *Community Investment: The Dividends it Yields for our Teaching and Learning*, November 12, 2009

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

- BIS Honors now includes a service requirement
  - Be declared a BIS major earning a Bachelor of Integrated Studies Degree.
  - Complete all of the requirements for a BIS Degree.
  - Earn a 3.7, 3.6, or 3.5 GPA, depending on the number of community involvement hours completed, among the 3 areas of emphases.
  - Earn an “A” in Education 4800, the BIS Capstone project.
  - Register with the Community Involvement Center and complete the following community service hours depending on your cumulative GPA in the 3 areas of emphasis.
    - 3.70 20 hours of community service
    - 3.60 30 hours of community service
    - 3.50 40 hours of community service

- Planning to contribute materials to the BIS textbook being written for the BIS capstone course – work to begin Summer 2009
5. Continue to record the students’ service hours for all registered community-based learning courses. Provide these hours to faculty teaching these courses.
   - Service Hours Tracking System – courses registered with center (see section I.6 Tracking Curricular Service Hours of this report for brief description).
   - Service Hours Tracking System provides a service the CIC can offer to faculty and students to create buy-in to using community-based learning in courses and the CIC in general.

6. Continue to assess the use of service-learning and community-based research at WSU.
   - Faculty Use of CBL
     - 50 CBL faculty
       - 26 official CBL designated faculty
       - 24 unofficial CBL faculty
     - Identification of 50 CBL faculty
       - 25 identified via tracking system
         - registered and/or had students register with the CIC
       - 9 faculty members teaching official CBL courses but did not have students register or record hours with the center
       - 16 additional faculty members teach unofficially CBL designated courses and did not register with the CIC
   - Courses
     - 42 CBL courses
       - 20 officially designated CBL courses taught in 2008-09
       - 22 unofficially designated CBL courses taught in 2008-09
   - Classes (sections of courses)
     - 117 CBL classes (sections)
       - 71 recorded in the service hours tracking system
       - 15 CBL designated and not recorded in hours tracking system
       - 31 unofficially designated CBL not tracked in the system
   - In 16 different departments across all 7 colleges
   - CBL Students
     - 2498 Service-Learning Students
       - 334 enrolled in official CBL classes and recorded hours with CIC
       - 994 enrolled in official CBL classes but did not record hours with CIC
       - 91 enrolled in unofficial CBL classes and recorded hours with CIC
       - 1079 enrolled in unofficial CBL classes and did not record hours with CIC
• 79 Community-Based Research Students
  ■ 18 enrolled in official CBL classes and recorded hours with CIC
  ■ 20 enrolled in official CBL classes but did not record hours with CIC
  ■ 0 enrolled in unofficial CBL classes and recorded hours with CIC
  ■ 41 enrolled in unofficial CBL classes and did not record hours with CIC
• 2577 total CBL students

• Hours
  • 32,936 Service-Learning Hours
    ■ 7,191 hours recorded via tracking system for official CBL classes
    ■ 9,910 hours in official CBL classes that were not captured in CIC tracking system
    ■ 1,695 hours recorded via tracking system for unofficial CBL classes
    ■ 14,140 hours in unofficial CBL classes that were not captured in the tracking system
  • 2,520 Community-Based Research Hours
    ■ 272 hours recorded via tracking system for official CBL classes
    ■ 798 hours in official CBL classes that were not captured in CIC tracking system
    ■ 0 hours recorded via tracking system for unofficial CBL classes
    ■ 1,450 hours in unofficial CBL classes that were not captured in the tracking system
• 35,456 total CBL hours

• Characteristics of Service-Learning Students
  22 years of age on average (median age)
  24.4 hours of service per student on average
  68.3% employed
  69.5% of those employed worked 20 hours or more per week

• Service-Learning Students’ Perceptions
  • Perception of service-learning
    o 67.1% saw the application of their course material to everyday life via the service-learning experience
    o “I feel that doing work in the community helped me to better understand the concepts that being taught in my Comm 2110 course. I was able to relate what I had learned in the course.”
  • Evaluation of the service-learning course
74.2% suggested that the syllabus outlined the objectives of the community work in relation to the course objectives
70.4% had an opportunity to periodically discuss the community work in relationship to course content

- Attitude toward community involvement
  - 73.8% felt as though the work they had done in the community via the course was beneficial for the community
  - 63.3% suggested they would probably volunteer or participate in the community after this course
  - “It helps you come back down to earth, stop worrying about yourself, and start focusing on helping others as well.”

- Influence of service on major or profession
  - Helped 42.9% of students clarify career plans
  - Helped 71.6% hone leadership skills
  - “It really helped me apply what I was learning. I felt that it helped me to know what my strengths and weaknesses as well as what career path I wanted to pursue.”

- Personal reflections on service
  - 50.8% said community work in the course made them more aware of their biases and prejudices
  - 89.2% believe that most people can make a difference in their community
  - “It helped me be more confident, and realize I can do more than what I do now.”

III. Goals Specific to UCAN Serve AmeriCorps Program

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

- The CIC has been very successful in accomplishing this goal again this year.
  - 191 students received training for the AmeriCorps program in 2008-09 grant year
  - CIC enrolled 128 new AmeriCorps members in 2008-09 grant year (August 18, 2008 – August 17, 2009).
    - This is a 47% increase in enrollment from the previous grant year.
  - Increasing the number of members who are re-enrolling in the program
    - 1 in 2005-06 grant year
    - 2 in 2006-07 grant year
    - 7 in 2007-08 grant year
    - 13 in 2008-09 grant year

- 47,090 AmeriCorps hours completed since July 1, 2008 by 141 active and exited AmeriCorps members (enrolled in more than just 2008-09 grant year)
  - 135 of these members are from curricular programs
    - 45,114 hours completed by members from curricular programs since July 1, 2008
6 of these members are from the VIP program
  o 1,976 hours completed by VIP participants since July 1, 2008

98 current AmeriCorps active members from 2008-09 grant year
  o Committed to 56,550 hours of service in the community
  o Will receive a total of $156,681 upon completion of the program

Utilized Facebook for recruitment however CIC has not assessed the effectiveness of Facebook as a recruitment tool.

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

  CIC has been successful at reducing the number of students who do not exit the program with the award
  o 21 members did not exit with the award in 2005-06 grant year
  o 13 members did not exit with the award in 2006-07 grant year
  o 9 members did not exit with the award in 2007-08 grant year
  o All members who have enrolled during the 2008-09 grant year have either exited the program successfully or are still active in the program to date.

  30 members from 2008-09 grant year successfully exited
  o 13,445 hours completed
  o $36,339 scholarship money awarded

  186 students have successfully exited the program since 2004-05 grant year
  o $246,664 awarded to these exited members
  o 96,812 hours completed by these exited members

3. Create online training for AmeriCorps members.

  The process was started but not completed during the 2008-09 academic year. May be resumed and completed during the 2009-2010 academic year.

4. Secure funds to hire ½ time person to coordinate the program.

  This goal was not realized and does not seem likely in the near future given the current budget cuts.

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

  11 UCAN Serve Day events offered to AmeriCorps members
  o 122 AmeriCorps members participated in at least one UCAN Serve Day
  o On average 11 members participate during any one given UCAN Serve Day
  o Secured mini grant to build reflection into the program

6. Maintain all member files to assure compliance with the UCAN Serve grant regulations.
The CIC staff members have worked diligently to maintain the AmeriCorps files according to the UCAN Serve grant regulations.

- Monthly file reviews are being done as time logs are being turned in and recorded.
- Conference training calls are held regularly updating policies and the status of the new time log database.
- Site visits were made by the UCAN Supervisor and also training sessions were held at the Utah Campus Compact office.
- A review of all completed member files are made before being sent out to the UCAN Serve office in Denver to ensure compliance.

7. Assess impact of involvement in the AmeriCorps program.

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

  **Service to Others**
  “The experiences I had helped my education in that I learned how to mentor others and learned how I can serve my community. I found this experience has personally helped me to be more enthusiastic about serving others.”  - Emily, Dental Hygiene

  **Job/Life Skills**
  “I learned a lot and gained confidence in my ability to work with this population [Davis Youth Services].”  – Mandy, Social Work

  **Personal Growth and Awareness**
  “I discovered more about myself personally and professionally. I now have more direction professionally.”  – Holly, Social Work

  **Community Service**
  “Overall AmeriCorps has given me the chance to branch out socially as well as to the community. I love to help and have fun as well.”  – Ashley, VIP

  **Serving the Underserved**
  “It was amazing to me when I see these kids respond to someone investing in them. Most of these kids don’t get what they need at home. When they see that someone cares they really light up. This is very rewarding to me.”  About service day taking disadvantaged youth on a fishing trip.  – Caleb, Radiology
IV. Goals Specific to Volunteer Involvement Programs (VIP)

1. Continue to increase the number of WSU students participating with the VIP Program.
   - 2081 students participated in the VIP program community service opportunities
   - 14,797 hours of service were completed
   - See Table 5. in this report for full listing of specific programs, number of students and completed hours

2. Provide VIP director and chairs with opportunities to develop relationships with community partners in order to meet the agency’s needs.
   - Visited community agencies over the summer; tours were given and needs of the agencies were presented.
   - Students developed and implemented their service accordingly to the needs of the agency throughout the year.

3. Continue to provide student development opportunities through leadership seminars, Academy of Leadership and Campus Compact retreats.
   - Students were sent to the Academy of Leadership, a three day leadership retreat held at the Homestead in Heber, Utah. The event took place on August 12-14.
   - Students were taken to the Utah Leadership Academy (ULA) held in Snow College on May 7-9.
   - The student president for Best Buddies was sent to a national leadership training held in Indianapolis, Indiana in June of 2008.
   - Seven students were sponsored to attend the Annual Student Leader Training Retreat held at USU in Logan, Utah on February 13-14, 2009.

4. Strengthen and continue collaboration with the 14 non-profit agencies the VIP chairs work with and serve throughout the year.
   - 3 VIP partner agencies had staff on CIC advisory board and/or working committees
   - 7 VIP partner agencies sent representatives to the Speed Networking event
   - 14 VIP partner agencies participated in 2 volunteer fairs at WSU

5. Partner with the Assessment Coordinator in Student Affairs to improve assessment and assessment tools for service programs.
   - An assessment for the VIP students was developed and implemented this year with Student Voice.
   - The results can be found in Appendix P of this report.

Office Staff during 2008-09
2 Co-Directors (each ½ time in this role)
Secretary/Office Specialist (full-time)
Work-study Student (20 hours per week)
AmeriCorps Assistant – Work-study student (20 hours per week)
AmeriCorps VISTA (full-time)

Goals for 2009-10 at end of report
Goals for 2008-09 Academic Year and Progress toward Their Achievement

The following is a list of goals established by the co-directors of the CIC. Under each goal is a description of the progress made toward the achievement of those goals during the 2008-09 academic year.

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

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

   Weber State University submitted a full application for the new elective Carnegie Classification for Community Engagement on August 29, 2008. The application was accepted and WSU was selected for the 2008 Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships on December 18, 2008. The full application can be obtained off the CIC website. Appendix A contains the notification of selection letter and press release.

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

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

   a) Presentations
      New Faculty Retreat
      Opening School Meetings for 4 of the seven colleges
      Student Groups
         Student Leaders General Assembly
         ARO Clubs & Organizations
         Multiple community-based learning classes
      New members of the USHE Commissioner’s Office
      WSU Board of Trustees

   b) CIC Website
      http://weber.edu/CommunityInvolvement
      The site is used for a variety of purposes including information dissemination and collection.
c) Updated and printed the CIC brochure describing the services available to students, faculty and community (see Appendix B). This brochure was circulated to faculty who self identified as community-based learning faculty or interested in the pedagogy. Additionally, the brochure was mailed to over 100 community organizations who are listed in the CIC’s Opportunity Directory. Lastly, these brochures have been circulated among students at various events throughout the academic year. See Appendix B.

d) Published two newsletters highlighting service activities in which WSU students, faculty and staff engaged over the 2008-09 academic year. See Appendix C.

e) News outlets

SIGNPOST

The Signpost, P6, Monday, January 5, 2009, **WSU recognized** (Carnegie Foundation honor)

The Signpost, P2, Monday, February 2, 2009, **Special Olympics** (Annual Winter Games, held at Powder Mountain Resort)

The Signpost, P1, Wednesday, February 4, 2009, **Heart to Heart** (WSU students teach high schoolers about the heart)

The Signpost, P5, Wednesday, February 4, 2009, **WSU dives for garbage** (Environmental Club and their Dumpster Dive event)

The Signpost, P1, Friday, February 13, 2009, **WSU alumni visit area representatives at Capitol**

The Signpost, P2, Wednesday, March 18, 2009, **Campus Calendar: John A. Lindquist Award Lecture featuring Alicia Giralt**

The Signpost, P1, Monday, March 30, 2009, **Improving Ogden’s Health** (Patti Cost and her students put on a health and emergency preparedness fair at Riverdale CC)

The Signpost, P1, Wednesday, April 1, 2009, **News in Brief: 2009 Lindquist award received by Colleen Garside**

The Signpost, P1, Monday, April 6, 2009, **News in Brief: Student community service spotlight Friday**

The Signpost, P1, Monday, April 13, 2009, **Students soar at Service Symposium**

The Signpost, P1, Monday, April 13, 2009, **Bleeding purple in ‘Blood Battle’**

The Signpost, P1, Friday, April 10, 2009, **Out in the cold** (Cardboard Campout)

The Signpost, P5, Monday, April 20, 2009, **WSU Environmental club preps for Earth Day**

The Signpost, P6-7, Monday, April 20, 2009, **Crystal Crest Candidates 2009** (Nominees include: Dr. Kari Petersen, Christopher Bentley, Ariana Escalante, and Billy Rutter)
WEBER STATE UNIVERSITY MAGAZINE
(Youth Impact)
Weber State University Magazine, P8, Spring 2009, Physics Department Excels at Outreach
Weber State University Magazine, P13, Spring 2009, Carnegie Classification Highlights WSU’s Commitment to Community

THE SALT LAKE TRIBUNE
The Salt Lake Tribune, December 19, 2008, Higher education briefs; Carnegie honors Utah schools

DESERET NEWS
Deseret News, December 22, 2008, WSU, UVU earn Carnegie recognition for community engagement
Deseret News, PB8, Friday, May 1, 2009, Four Other Students Honored In State Wide Search: Billy Rutter
(2009 Utah Young Humanitarian Awards; Billy earned $1,000 scholarship for being one of only 4 runners up)

STANDARD-EXAMINER
Standard-Examiner, PID-2D, Thursday, May 7, 2009, Hooper teen volunteers with Patch Adams
(Story about Misty Bell and her trip to Guatemala to volunteer with physician Patch Adams)

CAMPUS COMPACT
Campus Compact, Tuesday, April 7, 2009, 2009 Annual Statewide Recognition Event
(Event program, which honored Dr. Lauren Fowler, Adrienne M. Gillespie and Ariana Escalante)
Campus Compact, December 2008, Notice from National Campus Compact President

OTHER WEBER STATE MEDIA
Weber State University News and Events, December 22, 2008, WSU Captures Holiday Spirit by Helping Those in Need
Weber State University News, P2, March 2009, University Names Presidential Distinguished Professors
Weber State University News, P3, March 2009, Community Involvement Center
Weber State University News and Events, March 30, 2009, Garside Named 2009 Lindquist Award Recipient
Weber State University News, vol 12, no 7, P3, April 2009, Lindquist Award
Weber State University News, vol 12, no 7, P3, April 2009, WSU’s Environmental Club will hold a tree-planting event
f) Created and maintained a Facebook page for the center for the first time this year. There are 466 “friends” who visit the page, 14 of which are staff and 3 of which are faculty. WSU students account for the vast majority of the CIC’s Facebook friends therefore we have posted information that is mostly of interest to students on Facebook – including descriptions of volunteer and service programs and the AmeriCorps program. The quickest way to find the profile page is to google “Wsu communityinvolvementcenter” but in order to view the entire profile, one must be signed in to Facebook.

3. Give the Community Involvement Center website a make-over. Make it more visually appealing and re-organize links to make student, faculty and community partner resources more accessible.
   This goal was accomplished in early Fall 2008. The CIC website now has a look and feel that is consistent with the rest of the university and colleges. Students, faculty and community partners each have entry points that are more specific to them and their needs.
   
   http://weber.edu/CommunityInvolvement
   
   The website has also served as a virtual entry point into the center and all of its programs. Students, faculty and community partners use the website to register their service, courses and agencies with the center.

4. Increase use of the web-based Community Calendar.
   A small group of 9 community partners were trained on how to use the web-based community calendar during the fall 2008 semester. All of these community partners have access to the calendar but very few have posted any information on it. This goal will continue to be a goal over the next academic year.

5. Update and maintain the Service Opportunity Directory keeping it as current as possible.
   Community organizations were contacted and asked to update their information listed in the Service Opportunity Directory. A small percentage of partners actually followed through and updated their information. This goal will continue to be a goal over the next academic year as we focus more time and energy on meeting the needs of our community partners.
6. Fine tune and maintain the Service Hours Tracking system created for recording curricular and co-curricular service hours for participating WSU students.

The CIC utilized the electronic service hour tracking system implemented last year to record, track and report service hours of WSU students. This was the first year the CIC used the tracking system for the full academic year.

Tracking Curricular Service Hours

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

- 34 faculty members had students register with the CIC
- 24 courses registered and tracked
- 86 sections of courses registered and tracked
- 905 students registered with the CIC
- 443 students recorded hours with the CIC
- 9,157 service hours recorded
- 1,977 students enrolled in these courses
- 25,631 hours expected based on enrollment

In this first full year of tracking service hours in the CIC 24 courses involving 86 individual sections, were tracked to some extent in the CIC. The enrollment in the 86 sections tracked in the CIC is 1,977, yet only about half (45.8%) of these students registered with the CIC and even fewer recorded hours with the CIC (22.4%). Based on the service requirements in each of these sections, we would expect a total of 25,631 hours recorded in the CIC yet only 35.7% of these hours were captured in the CIC’s tracking system. Increasing the number of courses and hours served in these courses in the CIC tracking system will remain a goal for the CIC for the foreseeable future. The CIC needs to do a better job of convincing faculty members to make registering with the CIC a requirement of the service assignment in the class. The CIC recorded 9,157 hours of service for these 443 students who averaged 20.6 hours of service per student.

Tracking Co-Curricular Service Hours

There are three main avenues through which co-curricular service hours can be tracked: 1) participation in the FYE program’s community service requirement; 2) participation in the Volunteer Involvement Program; and 3) participation in a club or organization. Students in these programs were invited to register with the CIC via online registration forms. Once they
registered, they were sent a confirmation email with instructions on how to record hours with the center. Hours were entered into the tracking system continuously throughout the semester.

**FYE Service Hours**
- 12 FYE instructors had students register and/or record service hours with the CIC
- 19 sections of FYE tracked in the CIC
- 220 students registered
- 86 students recorded hours
- 606 hours recorded
- 321 students enrolled
- 1,665 hours expected based on enrollment

Much like the CBL classes, only a portion of the FYE service hours were captured and recorded in the CIC tracking system. Of the 321 students enrolled in an FYE section, 68.5% registered with the center but only 26.8% of FYE students recorded hours with the CIC. Based on the 5 hour service requirement in these sections we would expect a total of 1,665 hours recorded in the CIC yet only 36.4% of these hours were captured in the CIC tracking system.

**VIP Service Hours**
- 12 VIP programs registered
- 139 VIP students registered
- 3,094 VIP service hours recorded

**Clubs/Organizations’ Hours**
- 3 Clubs/Organizations registered
- 26 of students involved in Clubs/Organizations registered
- 225 hours recorded for service completed by Clubs/Organizations

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

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

The Community Involvement Center provided support to the USHE Commissioner’s office initiative for Utah Scholars by collaborating with WSU’s Education Access and Outreach office and Mount Ogden Junior High School’s AVID program. During the 2008-09 academic year, WSU provided mentors/tutors in the AVID classes, the after-school program, family advocates for the AVID students’ parents and a team of WSU research students to assess the impact of the family advocates.
Mentors for Utah Scholars Program

- Mentors/tutors in AVID classroom
  - 3 WSU students tutoring in the AVID classes
  - Serving 47 MOJH students
  - Services provided – In class tutoring and mentoring of students in small groups.

- Mentors/tutors in after-school program
  - 40 WSU students over the course of the year, about 3 to 5 students daily
  - Serving 158 MOJH students who signed up for the after school program. Approximately 50 of these students attend the program regularly (at least once per week). Approximately 15-30 MOJH students attend daily.
  - Services provided – Homework help, facilitating clubs like the math club and language arts club, and arranging field trips that relate to college exposure and readiness.
  - Field trips organized through this program
    - WSU Presentation about Upward Bound – 10/30/2008
    - WSU Union Building Bowling – 5/21/2009

- Family Advocates for AVID students
  - 5 CBL Family Studies Practicum students filled this role
  - Goal – to bridge the gap between parents and the school
  - Created newsletter and DVD for parents, hosted two parent nights, met with three parents at their homes

- CBR students assessed the impact of family advocates
  - 12 CBL Social Research students conducted assessment research

Funds were secured from the Utah Campus Compact to support this program. This gave us the ability to hire a workstudy student to coordinate the volunteer recruitment effort for this mentoring program as well as provide each mentor with a purple polo shirt with WSU’s logo on it to wear each time they were mentoring at the school. Additionally, Utah Scholars t-shirts were provided to the junior high students and small stipends were provided to the family advocates. Please see Appendix D for a full description of the program and grant application.

8. Partner as a campus team with Utah Campus Compact.
The Community Involvement Center successfully partnered with the Utah Campus Compact again this year. Several representatives from the university fulfilled key roles in the Utah Campus Compact organization:

- 2 Faculty Development Network members (FDN)
- Service-Learning Coordinator (SLC)
- Community Service Director (CSD)
- AmeriCorps VISTA Coordinators (AVC)
- Student Service Leaders (SSL)
- WSU representation on UCC 5 year strategic planning committee
Additionally, WSU hosted the UCC’s annual Professional Development and Networking Meeting for faculty and staff on June 3, 2009. (See Appendix E for meeting schedule).

9. Continue to utilize Advisory Board and fine tune members’ roles and responsibilities as needed.
A few new members were added to the CIC’s advisory board during the 2008-09 academic year (see Appendix F for a complete list of board members as well as CIC committee members). Representation was maintained from our three constituent groups: students, faculty and community partners. Most advisory board members also participated on at least one of the CIC’s working committees, however, as a board they were underutilized this past year. Only one Advisory Board meeting was held during the 2008-09 academic year. One of the goals for next year is to rethink and possibly restructure the Advisory Board in order to utilize this resource more.

10. Engage faculty, staff and students in a campus-wide Christmas service project.
Weber State University partnered with the Ogden Salvation Army this year by sponsoring the Angel Tree. Students created a poster, and advertised in all the colleges. Information was posted on the kiosks as well as the marquee on Harrison. Trees were placed on the Ogden campus as well as the Davis campus. The angels on the tree represented a specific needy child within the Ogden community. Faculty, staff, and students at Weber sponsored 200 children. Specific gifts were requested by parents for their children. Volunteers purchased these gifts and the CIC delivered them to the Salvation Army so families had the gifts in plenty of time for Christmas morning.

11. Continue to utilize the established working committee structure to accomplish the work of the CIC. Support these committees in their work.
Much of the work accomplished in the CIC during the 2008-09 academic year occurred in nine working committees. Below is a brief description of what was accomplished in each of these working groups.

1 - Hall Endowment for Community Outreach Grants Review Committee
   - Fall 2008
     - 11 Preliminary Applications Submitted
       - $59,309 Requested
     - 9 Full Applications Submitted and Granted Funding
       - $15,159 Requested
       - $12,746 Granted
       - 3 faculty, 6 students
   - Spring 2009
     - 12 Preliminary Applications Submitted
       - $38,255 Requested
• 10 Full Applications Submitted and 9 Granted Funding
  o $36,435 Requested
  o $33,135 Granted
  o 4 faculty, 6 students

• Total Granted for Academic Year = $45,881

• See Appendix G for list of funded projects and their abstracts.

2 - Community Matchmaking Committee
The goal of the Community Matchmaking Committee is to assist faculty and staff in becoming more aware of potential community partners and their needs. This was accomplished through two methods: speed networking and community bus tours.

Speed Networking
The Speed networking events were arranged each semester giving faculty and staff the opportunity to interact with nine or ten agencies for a short five minute overview of their programs. Faculty and staff were encouraged to follow-up for further information from agencies they were interested in creating partnerships where students could serve.

Fall Speed Networking - November 6th
1. Joyce Buck - Child and Family Studies
2. Jan Hamer - English
3. Salvador Martinez - Economics
4. Dan Bedford - Geography
5. Victoria Ramirez - English
6. Amanda Sowerby - Performing Arts
7. Alicia Giralt - Foreign Language
8. Russ Rampton - Communication
9. Timothy Herzog - Chemistry
10. Judy King - Technology Services

Agencies Involved
YMCA
Boys & Girls Club
Youth Impact
Weber Pathways
Habitat for Humanity
YCC
Ogden Rescue Mission
Salvation Army
Girl Scouts of America
Catholic Community Services
Spring Speed Networking - Feb. 11th
1. Debbie Cragun- Non-Traditional Students
2. Volkan Sahin- Child & Family Studies
3. Connie Scott- CBL SI
4. Ali Miller- Advisor College of Science
5. David Akombo- Performing Arts
6. Erik Ashby- WSU Davis Student Programs and Services
7. Colleen Garside- Communications
8. Shannon Butler- English
9. Mark Merkley- Communications

Agencies Involved
Ogden Nature Center
Catholic Community Services
Youth Impact
YMCA
Student to Student
(YCC) Your Community Connection
A Center for Grieving Children
Gear Up
Best Buddies
Wilderness Volunteers

Community Bus Tours
A bus tour was planned for each semester and surveys were conducted in order to identify the agencies to visit. The CIC organized the event, sent out e-mails for publicity, contacted agencies and provided transportation.

Fall Bus Tour - October 22\textsuperscript{nd} - Places visited: Ogden-Weber Community Action Partnership, St. Anne’s Center, Cottages of Hope

1. Isabel Asensio- Foreign Language
2. David Akombo- Performing Arts
3. Lynell Gardner- Alumni Relations
4. Volkan Sahin- Child and Family Studies
5. Jan Hamer- English
6. Salvador Martínez- Economics
7. Teresa Salais- Women’s Center

Spring Bus Tour - March 25th- Places visited- Your Community Connection and Ogden Nature Center

1. Colleen Garside- Communications
2. Carol Merrill- Women's Center
3. Marjukka Ollilainen- Sociology
3- Public Relations Committee
   - Newsletters – published two newsletters – Fall 2008, Spring 2009 (see Appendix C)
   - CIC Poster which was distributed across campus
   - Facilitated coverage in the Sign Post
   - Made presentations in FYE and CBL classes
   - Created DVD to market VIP
   - Created video to market the CBL designation, which is now posted on the CIC web page and Facebook page
   - Created slide show reviewing service through the year for the annual Community Involvement Recognition Luncheon

4- Awards Committee
The awards committee had its first meeting January 5th and sent a Call for Nominations out on January 21st. A civically engaged staff award was added this year by the Utah Campus Compact. Nominations for the four categories: Service-learning Engaged Scholar, Campus Civic Leader, Civically Engaged Student and Committed Community Partner, were due on February 16th. The pool of nominations was exemplary this year and the committee had an extremely difficult task selecting the award recipients. A new policy was put in to place so that in the future repeat nominees will simply add any additional information they choose to their file. The recipients in the four categories are:

   Civically Engaged Scholar: Dr. Lauren Fowler
   Civically Engaged Staff: Adrienne Giilespie
   Civically Engaged Student: Ariana Escalante
   Committed Community Partner: Habitat for Humanity/Lynn Kelley

An award ceremony honoring these individuals was hosted by Utah Campus Compact on Tuesday, April 7th, at the Clark Planetarium - The Gateway in Salt Lake City, Utah.

Additionally, the committee helped plan and organize the annual Community Involvement Recognition event. The CIC hosted the third Community Involvement Recognition Luncheon on April 10, 2009 (see program in Appendix H). Students, faculty, staff, and community partners were recognized for their outstanding contributions to the community
through service at the event. The luncheon also hosted the presentation of the John A. Lindquist award to Dr. Colleen Garside, Associate Professor of Communication. The event was a success with 130 people in attendance. The following is a list of award categories:

- Volunteer Involvement Program Recognition
- AmeriCorps Member Recognition – Exiting Members
- Excellence in Service Recognition
- Utah Campus Compact Awards
  - Engaged Scholar
  - Civically Engaged Student
  - Civically Engaged Staff
  - Committed Community Partner
- John A. Lindquist Award
- President’s Higher Education Community Service Honor Roll
  - WSU was named to this Honor Roll for the third year in a row.

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

5-Service Scholars Program Committee

- Continue to explore and develop a service scholars program for WSU students.
  - The CIC continued to participate in efforts to create the CIVITAS program at WSU under Leah Murray’s leadership. We participate in meetings across campus with various colleges and in larger university wide meetings with representatives from each college. These meetings have resulted in a decision to utilize a rubric for evaluating academic learning, professional and personal development and citizenship skills of WSU students engaged in service via the CIVITAS program. The development of this rubric is still ongoing. Additionally, this committee decided to utilize e-portfolios for compiling students’ evidence documenting their acquisition of the knowledge and skills required in the rubric.
  - One of the main contributions the CIC made to the CIVITAS effort this year was hosting the first Service Symposium for students to showcase their service experiences.
    - Service Symposium
      - 22 projects
      - 41 students participating
      - April 10, 2009
      - See Appendix I for full list of projects and participants and program
- Continue to award the Excellence in Service recognition established in 2008.
  - Recognized 15 students during Fall 2008 commencement
  - Recognized 29 students during Spring 2009 commencement
  - Recipients listed in Appendix J

6-Community-Based Learning Supplemental Instructors Committee
- See Goals Specific to Community-Based Learning (Section II. 1.)

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

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

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

10-Adrian L. Maxson Scholarship Committee
- This committee was added during the Spring 2009 semester because the CIC agreed to house the Maxson scholarship.
- This is the second year the scholarship was awarded.
- There were 7 well qualified and deserving applicants.
- Gabriel Darte, a DaVinci Academy senior received the $1,000 scholarship to WSU and will begin his college career at WSU in Fall 2009.
- See Adrian L. Maxson Scholarship brochure in Appendix K for more information.

II. Goals Specific to Community-Based Learning

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

   In the spring 2009 semester, the CIC piloted the CBL Supplemental Instructors program which involved three WSU students acting as supplemental instructors in the following three CBL courses:
   Communication 2110 – Small Group & Interpersonal Communication
   Family Studies 2600 – Introduction to Early Childhood Education

   The goal was to give students an opportunity to act as community-based learning assistants to support faculty members who are engaging in community-based learning techniques. The CIC collaborated with the Supplemental Instructors program at WSU to provide training and help administer pay checks to the CBL supplemental instructors.
An assessment of the effectiveness of the CBL SI program is underway. The data are currently being compiled for analysis. The description of the program, training schedule for CBL SI instructors and assessment plan can be found in Appendix L of this report.

2. Move forward with the CBL (Community-Based Learning) designation on courses with the assistance of the Community-Based Learning Curriculum committee. These steps include the following:
   - Develop online application process for submitting courses for the CBL designation.
     - An online CBL Designation Application was created June 2008 and utilized for the first round of CBL Designation applications during July and August 2008. Each round of applications going forward have utilized the online application.
     - [http://community.weber.edu/cic/cbl_designation_form.html](http://community.weber.edu/cic/cbl_designation_form.html)
   - Continue working with the Registrar’s office to make the CBL designation visible in the student class schedule Spring 2008.
     - CIC worked with the registrar’s office so that CBL appears before classes in the student class schedule as well as a brief description of the CBL designation.
     - Example:

   ```
   CBL Land Use Plan Tech & Pract - 21314 - GEOG 4410 - 0
   
   CBL: Community based Learning. A CBL course incorporates not only classroom learning but also meaningful community service that is connected to specific course objectives.
   Associated Term: Fall 2009
   Registration Dates: Apr 13, 2009 to Aug 30, 2009
   Levels: Undergraduate
   Attributes: Upper Division
   Instructors: Bryan S Dorsey (P)
   
   WSU Main Campus
   Lecture Schedule Type
   Face-to-Face Instructional Method
   3.000 Credits
   View Catalog Entry
   
<table>
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   - Review courses submitted for the CBL designation.
     - The CIC put out a call for applications at three different times during academic year (see Appendix M for call for applications)
Application deadlines for courses taught in:
Spring semester    September 15th
Summer semester    January 15th
Fall semester      February 15th

- Reviewed a total of 32 courses
- 30 courses received CBL designation
- 17 CBL designated courses accepted for Fall 2008
- 7 CBL designated courses accepted for Spring 2009
- 6 CBL designated courses accepted for Fall 2009
  Health 4150 – Patricia A. Cost
  Communication 4990 – Colleen Garside
  *Spanish 3720 – Alicia Giralt
  Marketing 3450 – John Hoffman
  MBA 6530 – Matthew Mouritsen
  Theatre 2203 – Catherine Zubin

  *CBL Course (for all such classes regardless of instructor)

- Full list of courses designated and taught this academic year in Appendix M

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

**CBL Faculty Fellows Program**
The Service-Learning Faculty Fellows program became the main vehicle for training faculty during the 2008-09 academic year. Eight faculty members participated in the program. They attended a series of 5 workshops during the fall semester to learn about service-learning pedagogy and revamp the syllabus to an existing course to include a service-learning component. During the spring semester, most of these newly revamped courses were taught as CBL designated courses (6 of the 8 courses – the other two courses were not scheduled to be taught during the spring 2009 semester).

Workshop series included:
- Workshop 1:  S-L 101: What is it and why?
- Workshop 2: Establishing & Sustaining Community Partnerships
- Workshop 3: The Service Experience & How you prepare students for it
- Workshop 4: Getting students to connect their service to their learning
- Workshop 5: Where the Rubber meets the Road: Course Construction

In addition to attending the series of workshops, fellows also participated in the statewide civic engagement conference hosted by the Utah Campus Compact in February 2009 and received one-on-one assistance and mentoring from myself and/or an experienced CBL practitioner at WSU who was assigned to each participant.
Each participant received a binder with materials for each workshop and two texts, including a toolkit for utilizing service-learning in higher education and a reflection guide with exercises included. Workshop materials are posted on the CIC website and can be accessed by utilizing the “CBL Faculty Fellows” link. Additionally, each participant received a $1,000 honorarium for their participation in the program, half of which was donated by an anonymous donor and the other half was matched by the deans of the colleges of which participants are a part.

See Appendix N for orientation and training schedules as well as complete list of participants and their assigned mentors.

**Other Faculty Development Opportunities**

- Information Sessions for faculty
  - New faculty retreat – provided information session about the CIC and community-based learning to new faculty.
- Service-Learning Retreat for faculty
  - Utah Campus Compact sponsored event, Feb. 26th-28th St. George, UT
  - 10 WSU faculty members attended as well as WSU staff and students
- Lindquist Award Recipient Lectures
  - Shannon Butler, *Community Investment: The Dividends it Yields for our Teaching and Learning*, November 12, 2009

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

- **BIS Honors**
  The BIS program is a wonderful advocate for service-learning and the CIC. Kathy Sitzman, BIS director, has taken the initiative to collaborate with the CIC to construct a service requirement for students graduating from the BIS program with honors. The following are the established criteria:
  - Be declared a BIS major earning a Bachelor of Integrated Studies Degree.
  - Complete all of the requirements for a BIS Degree.
  - Earn a 3.7, 3.6, or 3.5 GPA, depending on the number of community involvement hours completed, among the 3 areas of emphases.
  - Earn an “A” in Education 4800, the BIS Capstone project.
  - Register with the Community Involvement Center and complete the following community service hours depending on your cumulative GPA in the 3 areas of emphasis.
    - 3.70 20 hours of community service
    - 3.60 30 hours of community service
    - 3.50 40 hours of community service
• Planning to contribute materials to the BIS textbook being written for the BIS capstone course – work to begin Summer 2009

5. Continue to record the students’ service hours for all registered community-based learning courses. Provide these hours to faculty teaching these courses.

• Service Hours Tracking System – courses registered with center (see section I.6. Tracking Curricular Service Hours of this report for brief description).
• Service Hours Tracking System provides a service the CIC can offer to faculty and students to create buy-in to using community-based learning in courses and the CIC in general.
  o Faculty member teaching courses tracked in the CIC hours tracking system received service hour reports three times during the semester listing all their students who registered and/or recorded hours with the CIC
  o All faculty members teaching official CBL courses were notified of this service
  o Additional faculty teaching unofficial CBL courses also utilized these services provided by the CIC through the tracking system

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

Assess the use of service-learning and community-based research at WSU.
Several methods of data collection were utilized to assess the use of service-learning and community-based research at WSU in 2008-09: 1) service hours tracking system, 2) the CBL designation, 3) unofficially designated CBL classes, 4) the Western Region Campus Compact Consortium (WRCCC) faculty engagement survey and 5) student feedback surveys.

Hours Tracking System
The Service Hour Tracking System was made available to all faculty and students across campus for the first time Fall 2008. Although advertised as a useful tool for faculty engaging their students in service, the tracking system was under utilized in that not all CBL faculty required their students to register and track their hours through the CIC. However, 34 faculty members teaching 86 sections of courses over the academic year did utilize the system to some extent and received reports from the CIC regarding the service hours of their students (see section I.6. of this report for more details). The Service Hours Tracking System also helped determine the use of community-based learning techniques across campus and the number of hours students participated in such experiences.

CBL Designated Courses
The majority of CBL designated classes required students to register and track their hours through the CIC, however, not all not all faculty or students in these classes actually followed through on this requirement. Most faculty members strongly encouraged their students to register with the center rather than required them to do so. Therefore, all student service hours performed in CBL designated classes were not officially tracked in
the CIC’s system but are known to the CIC through the courses official CBL designation. Understanding which faculty members have “bought-in” to the CIC’s hours tracking services and which have not will influence programming for the upcoming year.

**Unofficially Designated CBL Courses**

Finally, the CIC is familiar with and/or has supported a number of other courses in programs that have not officially designated their courses as CBL but require a significant community-based learning experience (Social Work, Dental Hygiene, Health Sciences, Spanish, Theatre, Dance, Nursing, Communication, Chemistry, Teacher Education, Psychology and others. The service hours performed by these students, although unofficially tracked, are reported here because the hours of service have been made known to the CIC through our support and involvement in these courses. Therefore, data on enrollment and service hours completed in these courses supplement the data collected from the tracking system and officially designated CBL courses.

The following summarizes some of the data gathered from the Service Hours Tracking System, CBL Designated classes and unofficially designated CBL classes taught in the 2008-09 academic year.

- **Faculty Use of CBL**
  - 50 CBL faculty
    - 26 official CBL designated faculty
    - 24 unofficial CBL faculty
  - Identification of 50 CBL faculty
    - 25 identified via tracking system
    - registered and/or had students register with the CIC
    - 9 faculty members teaching official CBL courses but did not have students register or record hours with the center
    - 16 additional faculty members teach unofficially CBL designated courses and did not register with the CIC

These data suggest that no fewer than 50 faculty members engaged WSU students in S-L and/or CBR in the 2008-09 academic year. This is approximately 5.74% of the fulltime, part-time, and adjunct faculty at WSU in 2008-09 (n=871). These data also suggest that although there is a solid core group of faculty members engaging in CBL at WSU, not all have fully embraced the official CBL status for their courses. In addition to meeting the needs of these faculty members, the CIC is also trying to address the needs of the faculty members who are interested in community-based learning but have yet to try it. Data from the WRCCC will be useful in identifying these faculty members.
Courses
- 42 CBL courses
  - 20 officially designated CBL courses taught in 2008-09
  - 22 unofficially designated CBL courses taught in 2008-09

Classes (sections of courses)
  - 117 CBL classes (sections)
    - 71 recorded in the service hours tracking system
    - 15 CBL designated and not recorded in hours tracking system
    - 31 unofficially designated CBL not tracked in the system

In 16 different departments across all 7 colleges

There are no fewer than 42 courses with a service-learning or community –
based research component currently being offered at WSU. These include
courses that are offered multiple times throughout the academic year and often
times in multiple sections in a given semester. WSU students have a
substantial opportunity to register in a course with a community-based
learning component. The community-based learning courses reported here are
found in 16 different programs across all 7 colleges at WSU. The Colleges of
Education, Allied Health, Social and Behavioral Sciences and Arts &
Humanities support the most courses with a community-based learning
component.

CBL Students
- 2498 Service-Learning Students
  - 334 enrolled in official CBL classes and recorded hours with
    CIC
  - 994 enrolled in official CBL classes but did not record hours
    with CIC
  - 91 enrolled in unofficial CBL classes and recorded hours with
    CIC
  - 1079 enrolled in unofficial CBL classes and did not record
    hours with CIC
- 79 Community-Based Research Students
  - 18 enrolled in official CBL classes and recorded hours with
    CIC
  - 20 enrolled in official CBL classes but did not record hours
    with CIC
  - 0 enrolled in unofficial CBL classes and recorded hours with
    CIC
  - 41 enrolled in unofficial CBL classes and did not record hours
    with CIC
- 2577 total CBL students
Hours

- 32,936 Service-Learning Hours
  - 7,191 hours recorded via tracking system for official CBL classes
  - 9,910 hours in official CBL classes that were not captured in CIC tracking system
  - 1,695 hours recorded via tracking system for unofficial CBL classes
  - 14,140 hours in unofficial CBL classes that were not captured in the tracking system

- 2,520 Community-Based Research Hours
  - 272 hours recorded via tracking system for official CBL classes
  - 798 hours in official CBL classes that were not captured in CIC tracking system
  - 0 hours recorded via tracking system for unofficial CBL classes
  - 1,450 hours in unofficial CBL classes that were not captured in the tracking system

- 35,456 total CBL hours

In 2008-09, there were no fewer than 2,577 WSU students engaged in community-based learning experiences contributing over 35,456 hours of service in the community. This is approximately 12.3% of the total WSU student population (approximately 21,000 students).

WRCCC Faculty Engagement Survey

A faculty survey is usually administered each year by the CIC to all faculty at WSU regarding their use of community-based learning. In the 2008-09 academic year, the CIC had an opportunity to participate in the Western Region Campus Compact Consortium (WRCCC) Faculty Engagement Survey during the spring 2009 semester. Therefore, the CIC did not administer its regular faculty survey.

The Faculty Engagement Survey will explore, for the first time ever across a multi-state region, the types of engagement experiences faculty have created and are using to enhance student learning. The data obtained through the survey will provide important information about faculty members’:

- Involvement in service learning and community-based research
- Perceptions of the successes and challenges they encounter in this work and how they are affected by their use of service learning and/or community-based research
- Observations of the impact of this work on their campuses and among their students and local communities
The project is being coordinated by the Western Region Campus Compact Consortium (WRCCC), which includes states in California, Colorado, Hawaii and the Pacific Islands, Idaho, Oregon, Montana, Utah and Washington. From February 1, 2009, through May 1, 2009, more than 100 campuses across this eight-state region participated in the Faculty Engagement Survey, which has been developed by the WRCCC.

One hundred sixty-six WSU faculty members participated in the survey during a two week period from March 23, 2009 to April 6, 2009. Results are not available yet and won’t be for several months. A customized report will be made available to WSU eventually containing faculty responses from WSU as well as a complete research study report, including combined findings from all participating institutions in the eight-state region.

General information about the WRCCC Faculty Engagement Survey can be found in Appendix O of this report.

**Student Feedback Survey**

A feedback survey (Appendix L) was also administered to students who were registered with the CIC via a community-based learning course during the fall 2008 and spring 2009 semesters. All students who were registered with the CIC and participated in the online service hours tracking system were sent an email inviting them to participate in the survey. Two hundred and forty surveys were completed and returned.

Of the 240 respondents who successfully completed the survey, the median age was 22 years old with a range from 18 to 60 years of age. The average number of hours of service completed over the course of the semester for respondents was 24.4 hours. Of the 164 respondents who were employed, 46.9% worked 30 or more hours per week and another 22.6% worked between 20 and 29 hours per week. In essence, almost 70% of the respondents worked at least 20 hours per week in the paid labor force while attending WSU.

The survey asked students for feedback in five general areas: a) perception of service-learning experience; b) evaluation of the service-learning course; c) attitude toward community involvement; d) influence of service on major or profession; and e) personal reflections on service. Table 1 below summarizes the data gathered from the closed-ended survey questions. Additionally, students were given space to write in their own words how their involvement in community-based learning impacted them both personally and academically. Four themes emerged from these data, all of which were consistent with four of the five areas measured on the survey (listed above). Findings utilizing both the quantifiable data as well as the qualitative open-ended data are summarized below.
Perception of Service-Learning Experience

The majority of student respondents to the survey saw the application of their course material to everyday life via the service-learning experience (67.1%) and over half suggested that the service experience helped them to better understand course material (54.2%). Additionally, about half of the student respondents could see the value of spending time outside of the classroom and in the community (54.6%) and agree that this opportunity should be offered in more courses at WSU (49.6%).

Good class experience

“…applying what we learned into a real world project was the best.”

“I feel that doing work in the community helped me to better understand the concepts that being taught in my Comm 2110 course. I was able to relate what I had learned in the course.”

“The class was easier to maintain my grade I think because I was physically doing more, rather than just turning in papers or completing assignments. I had plenty of those, but I think that was part of the fun of the class. It was a healthy combination.”

“Personally, this experience has taught me more efficiently in areas that I do not want to work in once I graduate. Academically, it helped to further deepen the concepts learning in class revolving around cultural competence and personal biases.”

“It helps me connect with the outside world when I get caught up in homework and studying. It’s a nice break from school and it makes me feel good.”

“Community-based learning is first-hand experience and impacts me and the knowledge of how things are a lot more than just talking about it. To me, study is important, but applying that which is learned is even more.”

Evaluation of Service-Learning Course

Overall, there was a generally positive evaluation of the service-learning course in terms of its structure and delivery of the service-learning component. Student respondents suggested that the syllabus outlined the objectives of the community work in relation to the course objectives (74.2%) and that they had an opportunity to periodically discuss the community work in relationship to course content (70.4%). Additionally, over half of the students (nearly two-thirds) report that their learning was enhanced by the participation of both other students (66.7%) and community partners (60.5%). About half the students also reported developing a good relationship with the course instructor because of the community work performed (49.6%). Lastly, 50.8% of students are in favor of
courses that connect learning in the classroom to hands-on involvement with community issues through community-based learning.

**Attitude Toward Community Involvement**

Approximately half of the respondents were not already volunteering before enrolling in the community-based learning course (48.8%). The vast majority of respondents reported positive attitudes toward community involvement at the end of course. They felt as though the work they had done in the community via the course was beneficial for the community (73.8%) and helped them to become more aware of the needs in the community (66.6%). Additionally, the vast majority of student respondents reported a sense of responsibility to serve their community (77.1%) and suggested they would probably volunteer or participate in the community after this course (63.3%). Many students made comments about how the service experience created a change in their view of service. Some examples of these comments include:

**New view of service**

“It just showed me that a lot of people need help. And it makes me want to volunteer more. Academically it makes me want to work harder in school so that I can change lives in the future.”

“It helps you come back down to earth, stop worrying about yourself, and start focusing on helping others as well.”

“It has made me realize that even the smallest difference you can make helps, and that I can make a difference in the life of someone across the world.”

“It has made me more aware of the problems in my community and where and how I can help. I really loved this project.”

**Influence of Service on Major or Profession**

One of the outcomes of community-based learning experiences documented in the literature is career development opportunities for students. Although the community-based learning experience did not necessarily help students clarify career plans (42.9% said it did) or choose a major (27.1% said it did), it did seem to help them become aware of their strengths and weaknesses (69.6%) as well as hone some skills that are vital in the workforce: communication in a “real world setting” (61.3%); problem solving skills (57.9%); plan and complete a project (67.9%); and leadership skills (71.6%).

**Improvement of skills**

“It really helped me apply what I was learning. I felt that it helped me to know what my strengths and weaknesses as well as what career path I wanted to pursue.”
“Essentially, it solidified my goal planning and allowed me to gain finite insight to a more direct route in reaching those goals.”

“The community based learning gave me the opportunity to experience leadership. It also gave me the opportunity to learn about different ethnic groups because of the place where we did our service project.”

“This helped me most of all realize my strengths and weaknesses as a person and as a professional. Also it helped me hone in on a career path.”

**Personal Growth and Development**

Another outcome of community-based learning documented in the literature is personal growth or development for the individual. The majority of student respondents reported that they were comfortable working with cultures other than their own (87.1%) and that the community work in the course made them more aware of their biases and prejudices (50.8%). Overall, student respondents seem empowered by community involvement and believe that most people can make a difference in their community (89.2%). Many students made comments about how the service experience created a change in their selves. Some examples of these comments include:

**Change within self**

“It helped me be more confident, and realize I can do more than what I do now.”

“I think it helped me become more giving and opened my mind to other forms of education.”

“I really learned a lot about myself as I served in the community. I learned that I can make valuable contributions and help others be happy.”

“My involvement in community-based learning has helped me become more open and associate with others more easily.”
Table 1. Students’ Perceptions of Service Experience

<table>
<thead>
<tr>
<th>Perception of Service-Learning</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.</td>
<td>10%</td>
<td>22.9%</td>
<td>67.1%</td>
</tr>
<tr>
<td>The community work in this course helped me to better understand the lectures and readings in this class.</td>
<td>22.5%</td>
<td>23.3%</td>
<td>54.2%</td>
</tr>
<tr>
<td>I feel that I would have learned more from this course if more time had been spent in the classroom instead of doing community work.</td>
<td>54.6%</td>
<td>22.5%</td>
<td>22.6%</td>
</tr>
<tr>
<td>The idea of combining work in the community with university coursework should be practiced in more courses at Weber State University.</td>
<td>22.5%</td>
<td>27.9%</td>
<td>49.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Service-Learning Course</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus provided for this course outlined the objectives of the community work in relation to the course objectives.</td>
<td>7.9%</td>
<td>17.5%</td>
<td>74.2%</td>
</tr>
<tr>
<td>The other students in this class played an important role in my learning.</td>
<td>19.6%</td>
<td>13.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>I had the opportunity in this course to periodically discuss my community work and its relationship to the course content.</td>
<td>11.3%</td>
<td>17.9%</td>
<td>70.4%</td>
</tr>
<tr>
<td>My interactions with the community partner enhanced my learning in this course.</td>
<td>15.4%</td>
<td>22.9%</td>
<td>60.5%</td>
</tr>
<tr>
<td>I developed a good relationship with the instructor of this course because of the community work we performed.</td>
<td>20.4%</td>
<td>30.0%</td>
<td>49.6%</td>
</tr>
<tr>
<td>I am in favor of courses that connect what you are learning in the classroom to hands-on involvement with community issues through community-based learning.</td>
<td>20.8%</td>
<td>28.3%</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude toward Community Involvement</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was already volunteering in the community before taking this course.</td>
<td>48.8%</td>
<td>17.5%</td>
<td>32.1%</td>
</tr>
<tr>
<td>I feel that the community work I did through this course benefited the community.</td>
<td>6.3%</td>
<td>18.8%</td>
<td>73.8%</td>
</tr>
<tr>
<td>I was able to work directly with a community partner through this course.</td>
<td>8.3%</td>
<td>19.2%</td>
<td>70.8%</td>
</tr>
<tr>
<td>The community work involved in this course helped me to become more aware of the needs in my community.</td>
<td>8.8%</td>
<td>22.9%</td>
<td>66.6%</td>
</tr>
<tr>
<td>I will probably volunteer or participate in the community after this course.</td>
<td>12.5%</td>
<td>22.9%</td>
<td>63.3%</td>
</tr>
<tr>
<td>I have a responsibility to serve my community.</td>
<td>5.4%</td>
<td>15.8%</td>
<td>77.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence of Service on Major/Profession</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing work in the community helped me to become aware of my personal strengths and weaknesses.</td>
<td>11.3%</td>
<td>17.9%</td>
<td>69.6%</td>
</tr>
<tr>
<td>The community work in this course assisted me in clarifying my career plans.</td>
<td>33.8%</td>
<td>22.5%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Performing work in the community helped me clarify which major I will pursue.</td>
<td>48.8%</td>
<td>23.3%</td>
<td>27.1%</td>
</tr>
<tr>
<td>The work I performed in the community enhanced my ability to communicate in a “real world” setting.</td>
<td>13.3%</td>
<td>24.6%</td>
<td>61.3%</td>
</tr>
<tr>
<td>The community aspect of this course helped me to develop my problem-solving skills.</td>
<td>13.3%</td>
<td>27.5%</td>
<td>57.9%</td>
</tr>
<tr>
<td>The work I performed in this course helped me learn how to plan and complete a project.</td>
<td>13.3%</td>
<td>17.1%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Participating in the community helped me enhance my leadership skills.</td>
<td>10%</td>
<td>17.1%</td>
<td>71.6%</td>
</tr>
</tbody>
</table>
Personal Reflections on Service

| Most people can make a difference in their community. | 2.1% | 8.8% | 89.2% |
| I was comfortable working with cultures other than my own. | 2.5% | 9.6% | 87.1% |
| The community work involved in this course made me more aware of my own biases and prejudices. | 20.8% | 28.3% | 50.8% |

III. Goals Specific to UCAN Serve AmeriCorps Program

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

- The CIC has been very successful in accomplishing this goal again this year.
  - 191 students received training for the AmeriCorps program in 2008-09 grant year
  - CIC enrolled 128 new AmeriCorps members in 2008-09 grant year (August 18, 2008 – August 17, 2009).
    - This is a 47% increase in enrollment from the previous grant year.
  - Increasing the number of members who are re-enrolling in the program
    - 1 in 2005-06 grant year
    - 2 in 2006-07 grant year
    - 7 in 2007-08 grant year
    - 13 in 2008-09 grant year

- 47,090 AmeriCorps hours completed since July 1, 2008 by 141 active and exited AmeriCorps members (enrolled in more than just 2008-09 grant year)
  - 135 of these members are from curricular programs
    - 45,114 hours completed by members from curricular programs since July 1, 2008
    - 6 of these members are from the VIP program
      - 1,976 hours completed by VIP participants since July 1, 2008

- 98 current AmeriCorps active members from 2008-09 grant year
  - Committed to 56,550 hours of service in the community
  - Will receive a total of $156,681 upon completion of the program

- Utilized Facebook for recruitment however CIC has not assessed the effectiveness of Facebook as a recruitment tool.

Over 135 WSU students have been working with the CIC to earn their AmeriCorps Education Awards over the course of the 2008-09 academic year. These students have been enrolled in the program in three different grant years: 2006-07, 2007-08 and 2008-09 (important to note that grant years run from August 18th – August 17th of following year). The center has been responsible for training, enrolling, tracking, and keeping
compliant files for all of these students throughout the year. Additionally, the CIC staff has scheduled monthly service project events and reflection sessions for AmeriCorps members to attend.

These students have been very active in the community. One hundred forty-one active (some of which are now exited) AmeriCorps members completed 47,090 hours of service since July 1, 2008. The majority of these members (135) are from curricular based programs requiring service to the community through practicum, internship and clinical experiences. Many of these programs are in what AmeriCorps calls “careers in the common good,” such as health related fields, education and social work. These members have contributed 45,114 hours of service to the community since July 1, 2008. Six members are from the Volunteer Involvement Program (VIP) at WSU and these members have collectively contributed 1,976 hours of service to the community since July 1, 2008.

As you can see from the data presented in Table 2. below, the CIC has been very successful in increasing the number of WSU students participating in the AmeriCorps Education Award program over time. When the CIC (known as CBEL at the time) took over the responsibility of AmeriCorps in July of 2006, there were 6 WSU students currently participating in the program in the 2004-05 grant year and 14 students participating in the 2005-06 grant year. In this most recent grant year, 2008-09, the CIC has successfully increased its AmeriCorps membership to 128.

The CIC was very active in recruiting and training new AmeriCorps members for the 2008-09 grant year that began in August 18, 2008. One hundred ninety-one WSU students and high school students were trained for the program, of which 128 enrolled. The CIC helped 30 of these students to successfully complete the program with the full award. Ninety-eight members enrolled in the 2008-09 grant year remain active along with 9 additional members who enrolled in the program in the previous grant year (totaling 107 active members).
Table 2. As of the 5/21/2009 Active AmeriCorps Members by Grant Year

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>CIC Trained</th>
<th>CIC Enrolled</th>
<th>Active Prior to July 2006</th>
<th>Exit w/ Full Award</th>
<th>Exit w/ No Award</th>
<th>Active</th>
<th>Scholarship $$</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>35*</td>
<td>8</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2005-06</td>
<td>31</td>
<td>31</td>
<td>14</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2006-07</td>
<td>93</td>
<td>41</td>
<td>N/A</td>
<td>28</td>
<td>13</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2006-07 HS Students</td>
<td>13</td>
<td>3</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>2007-08</td>
<td>134</td>
<td>87</td>
<td>N/A</td>
<td>69</td>
<td>9****</td>
<td>9</td>
<td>$12,452****</td>
<td>6,600****</td>
</tr>
<tr>
<td>2008-09</td>
<td>157</td>
<td>106</td>
<td>N/A</td>
<td>30</td>
<td>76</td>
<td>$129,842</td>
<td>47,700</td>
<td></td>
</tr>
<tr>
<td>2008-09 Gear-Up</td>
<td>12</td>
<td>6</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>$10,839</td>
<td>4,050</td>
<td></td>
</tr>
<tr>
<td>2008-09 Gear-Up HS Students</td>
<td>22</td>
<td>16</td>
<td>N/A</td>
<td>0</td>
<td>16</td>
<td>$16,000</td>
<td>4,800</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>462</td>
<td>290</td>
<td>20</td>
<td>186*</td>
<td>54</td>
<td>107</td>
<td>$169,133</td>
<td>63,150</td>
</tr>
</tbody>
</table>

* Includes 1 partial  
** Does not include partial award  
***Includes partial  
**** Includes 1 Suspended Term of Service

Individuals are eligible to enroll in the AmeriCorps program and receive an education voucher twice in their life time. During the 2008-09 grant year, the CIC staff members have made a concerted effort to make exiting AmeriCorps members aware of their eligibility for a second term. Data in Table 3. below demonstrates that the CIC staff members have been successful in increasing the number of AmeriCorps members who re-enroll in the program.

Table 3. AmeriCorps Members Signing-Up for a Second Term of Service

<table>
<thead>
<tr>
<th>1st Term Grant Year</th>
<th>2nd Term Grant Year</th>
<th># of “re-up’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>2006-07</td>
<td>1</td>
</tr>
<tr>
<td>2006-07</td>
<td>2007-08</td>
<td>2</td>
</tr>
<tr>
<td>2006-07</td>
<td>2008-09</td>
<td>1</td>
</tr>
<tr>
<td>2007-08</td>
<td>2007-08</td>
<td>7</td>
</tr>
<tr>
<td>2007-08</td>
<td>2008-09</td>
<td>11</td>
</tr>
<tr>
<td>2008-09</td>
<td>2008-09</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>
One of the goals for the AmeriCorps program involved using Facebook to recruit WSU students to the program. We did indeed include information about the AmeriCorps program on the CIC Facebook page. One way to utilize Facebook in recruitment of potential AmeriCorps members is to send out “invites” to all “friends” on the CIC page inviting them to join AmeriCorps. The CIC has not assessed the effectiveness of Facebook as a recruitment tool.

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

- CIC has been successful at reducing the number of students who do not exit the program with the award
  - 21 members did not exit with the award in 2005-06 grant year
  - 13 members did not exit with the award in 2006-07 grant year
  - 9 members did not exit with the award in 2007-08 grant year
  - All members who have enrolled during the 2008-09 grant year have either exited the program successfully or are still active in the program to date.

- 30 members from 2008-09 grant year successfully exited
  - 13,445 hours completed
  - $36,339 scholarship money awarded

- 186 students have successfully exited the program since 2004-05 grant year
  - $246,664 awarded to these exited members
  - 96,812 hours completed by these exited members

The data in Table 2, above, suggest that the CIC has been successful in helping more students successfully exit the program over time. In the 2005-06 grant year, 21 students did not exit the program successfully. This number dropped substantially to only 13 students exiting without the award in the 2006-07 grant year, despite the increased membership in that year. Again we see a decrease in the number of members not successfully exiting in the 2007-08 grant year (9) despite the increase in membership. So far, all members who enrolled in the 2008-09 grant year have either exited successfully or are still active in the program. The CIC has assisted 30 of the current 2008-09 members successfully exit the program. These members completed 13,445 hours of service and were awarded $36,339 in scholarship money.

Some of this success in decreasing the number of members who exit without the award in this most current grant year can be attributed to a new AmeriCorps exit policy in addition to the follow-through and diligence of the CIC staff in who make the effort to contact and track AmeriCorps members closely. With the new AmeriCorps exit policy, exiting members successfully is easier. The new policy states that members must be exited once they have completed their hours and cannot wait until the expected completion date. Once the new UCAN Serve time log database is out of the beta-testing stage, members
will be able to better track their own hours online and can better plan when to schedule an exit interview.

A few of the members who have exited with no award in this grant year have voluntarily exited the program after having a discussion about their progression in the program and feeling that they would not be able to complete their term of service. Others have been exited from the program after not complying with time log policy and failing to communicate their status with the program. Those members are exited after numerous attempts have been made to get their files up to date and current.

AmeriCorps students are making a tremendous impact on the community. As you can see in Table 2. above, the 186 students who successfully exited the WSU AmeriCorps Education Award program since the 2004-05 grant year to date have contributed over 96,800 hours of service to the community. The remaining 107 currently enrolled students are committed to completing another 63,150 hours of service. This is an amazing contribution worth noting.

Another noteworthy statistic to discuss is the amount of scholarship money that is being earned by the students in the program. Since the 2004-05 grant year, 186 WSU students have successfully exited the program with scholarships that collectively total $246,664. As reported in Table 2. above, the 107 current members with whom the CIC is working, will receive a total of $169,133 upon completion of the program. The AmeriCorps Education Award program is a wonderful asset to both the community and our WSU students.

3. Create online training for AmeriCorps members.
   - The process was started but not completed during the 2008-09 academic year. May be resumed and completed during the 2009-2010 academic year.

During the beginning of the grant year, work began on creating an online portion of the required AmeriCorps New Member training which would allow potential members to complete what is now a 1 hour face-to-face training session online. This would be followed by a shorter face-to-face meeting to complete the necessary paperwork to begin a term of service. Work on this project was put on hold. The plan is to renew our efforts and have an online training program up and running within the next grant year.

4. Secure funds to hire ½ time person to coordinate the program.
   - This goal was not realized and does not seem likely in the near future given the current budget cuts.

This goal was not realized and does not seem likely in the near future given the current budget cuts. The CIC receives a small amount of pass through funds from the Colorado Campus Compact who is the UCAN Serve AmeriCorps grantee of which the WSU program is a sub-grantee. These funds have been utilized to pay a work-study student to
help coordinate the program and process the majority of the paperwork. The ultimate responsibility for the program still rests with CIC co-director Brenda Marsteller Kowalewski. Management of the program continues to be a challenge.

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

- 11 UCAN Serve Day events offered to AmeriCorps members
- 122 AmeriCorps members participated in at least one UCAN Serve Day
- On average 11 members participate during any one given UCAN Serve Day
- Secured mini grant to build reflection into the program

Our UCAN Serve Day program has provided some great opportunities for members to serve outside of their normal service programs. We hold these events at least once per month with additional service days in any given month if opportunity to serve arises. Notices of each event is given though e-mails and are posted on the CIC website.

We have continued our relationship with programs such as Habitat For Humanity and the OttReach: Science in the Parks programs in providing volunteers to assist in these programs for service days. We have also fostered new relationships with programs such as Utah Special Olympics: Winter Games, Utah Science Olympiad and the Weber State Gear-Up/Student-to-Student programs (Thanksgiving Challenge and WSU Family Night). All UCAN Serve Day events and the number of AmeriCorps participants at each event is summarized in Table 4. below.

**Table 4. UCAN Serve Day Events 2008-09**

<table>
<thead>
<tr>
<th>Date/Month</th>
<th>UCAN Serve Day Event</th>
<th>Number of Participating AmeriCorps Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>June- July-August</td>
<td>Science in the Parks</td>
<td>15</td>
</tr>
<tr>
<td>September</td>
<td>Utah Food Co-Op Distribution Day</td>
<td>8</td>
</tr>
<tr>
<td>October</td>
<td>Trick-Or-Treat For Food/Make A Difference Day</td>
<td>14</td>
</tr>
<tr>
<td>November</td>
<td>Student-to-Student/Gear-UP Thanksgiving Challenge</td>
<td>16</td>
</tr>
<tr>
<td>December</td>
<td>YCC- Gift Distribution Day</td>
<td>12</td>
</tr>
<tr>
<td>January</td>
<td>Utah Special Olympics- Winter Games</td>
<td>14</td>
</tr>
<tr>
<td>February</td>
<td>Habitat For Humanity</td>
<td>5</td>
</tr>
<tr>
<td>March</td>
<td>Utah Science Olympiad</td>
<td>21</td>
</tr>
<tr>
<td>April</td>
<td>Environmental Club- Tree Planting</td>
<td>4</td>
</tr>
<tr>
<td>May</td>
<td>Gear-Up Family Night</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Bonneville Shoreline Trail Clean-Up</td>
<td>1</td>
</tr>
</tbody>
</table>

Success has been found, for most of the service days, by having members RSVP to the coordinator of the programs. This in part, puts more responsibility upon the AmeriCorps member to be accountable for their commitment to the service day coordinator.

For example, the Utah Science Olympiad was in need of volunteers to help with running the events, checking in teams and volunteers, and delivering lunches. A deadline was
given for registering as a volunteer and an additional e-mail reminder was sent a few days in advance. The coordinator responded with the following:

“Ok - you seemed to have opened the flood gates - I don't think we need any more [volunteers], with too many it is hard to keep them busy (of course we don't know how many will really come).”

This event was a huge success not only for AmeriCorps but for the Utah Science Olympiad, because enough volunteers were provided to keep the event running without any major problems. Nearly all who committed themselves to volunteer actually attended (a few who did not commit also showed up to help). Those who could not attend at the last minute notified the coordinator of event in time to fill in the gaps.

To further improve the experience of our WSU AmeriCorps members participating in UCAN Serve Days, funds were secured from the Utah Campus Compact through a mini-grant process to provide t-shirts and reflection sessions to AmeriCorps members participating in the UCAN Serve Days. Each AmeriCorps member will be required to attend a reflection session associated with the UCAN Serve Day in which they participate. These requirements will begin with the new grant year starting August 2009.

6. Maintain all member files to assure compliance with the UCAN Serve grant regulations.
   The CIC staff members have worked diligently to maintain the AmeriCorps files according to the UCAN Serve grant regulations.
   - Monthly file reviews are being done as time logs are being turned in and recorded.
   - Conference training calls are held regularly updating policies and the status of the new time log database.
   - Site visits were made by the UCAN Supervisor and also training sessions were held at the Utah Campus Compact office.
   - A review of all completed member files are made before being sent out to the UCAN Serve office in Denver to ensure compliance.

7. Assess impact of involvement in the AmeriCorps program.
   - Impact of the program on students
     AmeriCorps impacts the member’s personal growth, career development and their connection to their community.

     **Service to Others**
     “The experiences I had helped my education in that I learned how to mentor others and learned how I can serve my community. I found this experience has personally helped me to be more enthusiastic about serving others.”  - Emily, Dental Hygiene
     “My favorite part of this experience was working in the clinic doing cleanings for members of the VA Hospital. I loved this because I learned so much as far as skills, but more than that it taught me compassion towards those individuals who
have had a tougher life than me. I left the day knowing that I had done something good for someone else.” – Julie, Dental Hygiene

**Job/Life Skills**

“I think it helped me overcome my shyness a little and taught me a lot of different conversation skills that will help me should I go for my masters.” – Mindee, Social Work

“I learned a lot and gained confidence in my ability to work with this population [Davis Youth Services].” – Mandy, Social Work

“This service helped me appreciate teachers because of all the work they do. I enjoy serving Title One students and hope that I impact them in a positive way.” – Elizabeth, Teacher Education

**Personal Growth and Awareness**

“I discovered more about myself personally and professionally. I now have more direction professionally.” – Holly, Social Work

“This experience helped me understand diversity. I also learned new teaching methods. This was very valuable to help me grow as a person.” – Shuree, Social Work

“Personally, this service experience had helped me to build a stronger character and to learn new communication techniques to better help people.” – Danilo, Radiology

“This experience has proven to be the most vital part of my education and a culmination of my learnings, my personality, and my character. I grew enormously as a teacher and as a person.” – James, Teacher Education

“My experience was very helpful and rewarding. It’s prepared me for future jobs. Personally it was valuable because it gave me somewhat of an idea of what I would do once I finish and receive my degree.” – Julie, Student-to-Student Program

“The experiences I had helped me interact with different types of people and problem solving with situations that arised. It helped me keep an open mind on different peoples background and situation and to try and help them better themselves in their work/assignments.” – Valentina, Clinical Lab Sciences

**Community Service**

“Overall AmeriCorps has given me the chance to branch out socially as well as to the community. I love to help and have fun as well.” – Ashley, VIP
“This educational opportunity was a perfect combination of learning and growing while serving the community. – **Katie, Social Work**

**Serving the Underserved**

“It made me realize that youth need good adult examples to look up to.” About the UCAN Serve Day Activity: Thanksgiving Challenge (Student to Student/Gear-Up Program) – **Chelsea, Dental Hygiene**

“It was amazing to me when I see these kids respond to someone investing in them. Most of these kids don’t get what they need at home. When they see that someone cares they really light up. This is very rewarding to me.” About service day taking disadvantaged youth on a fishing trip. – **Caleb, Radiology**

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

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

<table>
<thead>
<tr>
<th>Table 5. Community Service Hours</th>
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<tbody>
<tr>
<td><strong>Community Service Hours</strong></td>
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<tr>
<td>Alternative Spring Break</td>
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<tr>
<td>Best Buddies</td>
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<tr>
<td>Best Buddies Activities</td>
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<tr>
<td>Boys &amp; Girls Club</td>
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<tr>
<td>Blood Drives</td>
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<tr>
<td>Make A Difference Day</td>
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<tr>
<td>Christmas Tree Bridge</td>
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<tr>
<td>Angel Tree (Salvation Army)</td>
</tr>
<tr>
<td>Bridging the Gap</td>
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<tr>
<td>Cares</td>
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<tr>
<td>Davis Campus</td>
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<tr>
<td>Environmental</td>
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<tr>
<td>Freedom Riders</td>
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<tr>
<td>FYE</td>
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<tr>
<td>Academy of Leadership</td>
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<tr>
<td>Bowling Club</td>
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<tr>
<td>Billiards Club</td>
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<tr>
<td>Greeks</td>
</tr>
<tr>
<td>Mens Track</td>
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<tr>
<td>Women’s Basketball</td>
</tr>
</tbody>
</table>
2. Provide VIP director and chairs with opportunities to develop relationships with community partners in order to meet the agency’s needs.

Appointments were made at both homeless shelters, Ogden-Weber Area Community Action Partnership, Ogden City Schools, nursing homes and the YCC. Student chairs, the student VIP director and the co-director for the CIC met the directors and volunteer coordinators of these agencies during the summer. Tours were given and needs of the agencies were presented. Students developed and implemented their service accordingly to the needs of the agency throughout the year.

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

a. Students were sent to the Academy of Leadership, a three day leadership retreat held at the Homestead in Heber, Utah. The event took place on August 12-14.

b. Students were taken to the Utah Leadership Academy (ULA) held in Snow College on May 7-9.

c. The student president for Best Buddies was sent to a national leadership training held in Indianapolis, Indiana in June of 2008.

d. Seven students were sponsored to attend the Annual Student Leader Training Retreat held at USU in Logan, Utah on February 13-14, 2009.
4. Strengthen and continue collaboration with the 14 non-profit agencies the VIP chairs work with and serve throughout the year.

Three of the agencies had staff on our working committees this year. Seven of the agencies sent representatives to the Speed Networking events and three of the agencies were visited on the bus tours. All fourteen were invited to both Volunteer Fairs held in the Shepherd Union building. Habitat for Humanity was honored with the Campus Compact Community Partner Award in SLC. The Ogden Rescue Mission presented Homeless Panels at our university four times this past year.

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

An assessment for the VIP students was developed and implemented this year with Student Voice. The results can be found in Appendix P of this report. A leadership pre-and post-test has also been developed for the 2009-2010 school year.

Office Staff during 2008-09

2 Co-Directors (each ½ time in this role)
Secretary/Office Specialist (full-time)
Work-study Student (20 hours per week)
AmeriCorps Assistant – Work-study student (20 hours per week)
AmeriCorps VISTA (full-time)

Goals for 2009-10 at end of report
2009-10 Community Involvement Center Goals

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

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

2. Provide workshops and training sessions for specific constituents of the Community Involvement Center (i.e. faculty, community partners and students) to better inform them of the services provided to them by the CIC.

3. Maintain the Community Involvement Center website. Keep it current and add pages for Excellence in Service, the Faculty Fellows Program, as well as others that become necessary. Clean up the CBL Designation page so that it is more intuitive and appealing to users.

4. Strengthen community partnerships by formalizing some of the deepest partnerships through Memorandum’s of Understanding and exploring better ways to ensure reciprocity and mutual benefits through partnership.

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

6. Fine tune and maintain the Service Hours Tracking system created for recording curricular and co-curricular service hours for participating WSU students. Increase the number of faculty members and students who utilize the tracking system.

7. Partner with WSU’s Education Access and Outreach office to deliver mentoring and tutoring support to Mount Ogden Junior High School students pursuing the Utah Scholars core curriculum.

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

9. Reconfigure the CIC Advisory Board and fine tune members roles and responsibilities to improve utilization of board members’ knowledge, talents and skills.

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

11. Continue to utilize the established working committee structure to accomplish the work of the CIC. Support these committees in their work.
   - Hall Endowment for Community Outreach Grants Review Committee
     - Continue to review and grant funding.
   - Community Matchmaking Committee
     - Create innovative ways to bring campus and community together in order to learn about one another.
   - Public Relations Committee
     - Continue to publish CIC Newsletter
o Adrian L. Maxson Scholarship Committee
   • Continue to review applications and grant scholarship.

o Awards Committee
   • Revisit awards given by UCC and CIC, adjust as needed.
   • Assist in planning and hosting the fourth annual Community Involvement Recognition event.

o Service Scholars Program Committee
   • Continue to explore and develop a service scholars program for WSU students.
   • Continue to award the Excellence in Service recognition established in 2008.

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

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

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

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

II. Goals Specific to Community-Based Learning

1. Evaluate the effectiveness of the Community-Based Learning Supplemental Instructors program. Utilize the assessment data to revamp, discard or implement the CBL Supplemental Instructors program during the 2009-10 academic year.

2. Continue to promote, recruit and review applications for the CBL (Community-Based Learning) designation on courses with the assistance of the Community-Based Learning Curriculum committee.

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

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

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

III. Goals Specific to UCAN Serve AmeriCorps Program

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

2. Provide necessary support to help the vast majority of students successfully exit the program with the full award.
3. Complete the development of an online training for AmeriCorps members.

4. Continue to look for funds to employ a ½ time person to coordinate the program.

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

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

7. Assess impact of involvement in the AmeriCorps program.

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

1. Student VIP chairs will have a minimum of 8 students on their committee by September.

2. Pre and post test for leadership will be administered and evaluated for all VIP programs.

3. Increase the number of students and departments recording service hours.
December 12, 2008

F. Ann Millner
President
Weber State University
President’s Office
1001 University Circle
Ogden, UT 84408-1001

Dear President Millner,

On behalf of Carnegie Foundation President Anthony Bryk and the entire Foundation, congratulations! Your institution has been selected for the 2008 Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships. We are pleased to inform you of this classification decision before its public release on December 18, 2008, when we will announce the entire set of newly classified institutions.

Your application documented excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement, and you were able to respond to the classification framework with both descriptions and examples of exemplary institutionalized practices of community engagement. You also documented and coordinated evidence of community engagement in a coherent and compelling response to the framework’s inquiry.

Your campus is one of 119 institutions that will now be added to the Community Engagement Classification completed in 2006, bringing the total to almost 200. It is heartening to see this level of commitment and activity. Clearly, higher education is making real strides in finding ways to engage with and contribute to important community agendas. There is much to celebrate.

There are also areas in which more work must be done. During the selection process, we noted that even among the most effective applications there are categories of practice in need of continued development. Those areas include: (1) assessment, (2) partnerships, and (3) faculty rewards:

(1) The assessment practices required by the Community Engagement Classification must meet a broad range of purposes: assessing community perceptions of institutional engagement; tracking and recording of institution-wide engagement data; assessment of the impact of community engagement on students, faculty, community, and institution; identification and assessment of student learning outcomes in curricular engagement; and ongoing feedback mechanisms for partnerships. That range of purposes calls for sophisticated understandings and approaches to achieve the respective assessment goals. We urge institutions to continue to develop assessment toward those ends.
(2) Partnerships require a high level of understanding and intentional practices specifically
directed to reciprocity and mutuality. In the 2008 applications, we noted that institutions have begun to
attend to processes of initiating and nurturing partnerships, and are developing strategies for systematic
communication. Maintaining mutually beneficial partnerships takes ongoing commitment, and we urge
institutions to continue their attention to this critical aspect of community engagement.

(3) With regard to faculty rewards for roles in community engagement and community-based
achievements, we see little change in institutional practices related to the scholarship of engagement.
This year's applications reveal two common approaches to conceptualizing community engagement for
promotion and tenure. The first is to place the engagement achievements in the categories of teaching or
research and to require traditional forms of scholarship (articles, presentations, and grants). The second
is to consider community engagement in a broad category of service along with campus-based and
discipline-based professional service, and community service that ranges from volunteerism to
consultation; this second approach may or may not carry expectations of a scholarly approach. We urge
Community Engagement institutions to initiate study, dialogue, and reflection to promote and reward the
scholarship of engagement more fully.

As noted in the enclosed press release, the 2008 Community Engagement Classification is scheduled for
public release on December 18. Once again, congratulations to you, your faculty, staff, students and
partners on this achievement. We hope you will see this as an opportunity to push your own efforts to a
next level and also to mentor and support campuses that are in earlier stages of institutionalizing
community engagement. Your guidance will contribute significantly to the strength of community
engagement in higher education.

Yours truly,

Amy Driscoll
Consulting Scholar
Community Engagement Classification

Chun-Mei Zhao, Senior Scholar
Director, Carnegie Classification of Institutions of Higher Education

P.S. Updates on plans and schedules for the full set of Carnegie Classifications will be posted on the
Foundation website as they become available. Please see:
http://www.carnegiefoundation.org/classifications/
Carnegie Selects Colleges and Universities

For 2008 Community Engagement Classification

The Carnegie Foundation for the Advancement of Teaching has selected 119 U.S. colleges and universities for its 2008 Community Engagement Classification. These institutions join the 76 institutions identified in the 2006 selection process.

Colleges and universities with an institutional focus on community engagement were invited to apply for the classification, previously developed and offered in 2006 as part of an extensive restructuring of The Carnegie Classification of Institutions of Higher Education. Unlike the Foundation’s other classifications that rely on national data, this is an “elective” classification—institutions elected to participate by submitting required documentation describing the nature and extent of their engagement with the community, be it local or beyond. This approach enabled the Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.
"We hope that by acknowledging the commitment and accomplishment of these engaged institutions, the Foundation will encourage other colleges and universities to move in this direction. Doing so brings benefits to the community and to the institution," said Carnegie President Anthony S. Bryk.

To create this elective classification, the Foundation, working with a team of advisors and a pilot study conducted by 14 colleges and universities, developed a documentation framework to assess the nature of an institution's community engagement commitments. This year, 147 institutions applied to document community engagement, up from 89 in 2006. Of the total applications, 119 were successfully classified as community engaged institutions; 68 are public institutions and 51 are private. In terms of representing Carnegie's Basic Classification, 38 are classified as doctorate-granting universities, 52 are master's colleges and universities, 17 are baccalaureate colleges, nine are community colleges and three institutions have a specialized focus—arts, medicine and technology. They represent 34 states and Puerto Rico.

Institutions were classified in one of three categories:

_Curricular Engagement_ describes teaching, learning and scholarship which engage faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution. (Three institutions)

_Outreach and Partnerships_ describes two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information and resources (research, capacity building, economic development, etc.). (Six institutions)

_Curricular Engagement and Outreach & Partnerships_ includes institutions with substantial commitments in both areas described above. (110 institutions)

In order to be selected into any of the three categories, institutions had to provide
descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices.

“The Carnegie staff and our panel of advisors were heartened by the exemplary institutionalized practices of community engagement in the selected institutions,” said Carnegie Consulting Scholar Amy Driscoll, who directs the Community Engagement Classification process for the Foundation. “We noted strong alignment between institutional mission and budgetary support, infrastructure, leadership, marketing, faculty hiring, orientation, and development. There is also an increase in students’ curricular engagement with community, yet, there continue to be areas that need more informed development.”

Driscoll cited the need for better assessment and tracking, and for more attention to the intentional practices of developing reciprocal relationships between higher education and the community. For example, some institutions continue to operate in a “charity model” with the provision of resources, expertise, and student and faculty support to community without acknowledging community assets, expertise and resources. Building reciprocity into a partnership with community requires intensive development of mechanisms for mutual understanding, ongoing feedback, and time and attention to a relationship of respect.

“With regard to faculty rewards for roles in community engagement and community-based achievements, there seems to have been little change from last year’s applications,” Driscoll said. “We continued to see that few institutions described promotion and tenure policies that recognize and reward the scholarship associated with community engagement. It’s often considered in a broad category of either campus-based or discipline-based service. So, despite excellent and extensive examples of faculty scholarship related to both curricular engagement and outreach and partnerships, there is still work to be done.”
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APPENDIX B

VOLUNTEER INVOLVEMENT PROGRAM

Students can make a difference in their community by participating in service-learning, internship and leadership programs, including Alternative Spring Break, Habitat for Humanity, Children's Task Force, Extended School Day, City Year, and Volunteers of America. Opportunities are available throughout the academic year.

COMMUNITY PARTNER DATABASE

These resources help community organizations and the CSU’s service-learning program to secure opportunities and move in an effort to build campus partnerships.

WEB SITE

Visit www.csu.org for more information on these opportunities.

OPPORTUNITIES

What can the Community Involvement Center do for you?

STUDENTS CAN:

- Gain credits towards completion of requirements and serve as co-supervisors for other students.
- Pursue national, state, and local internship opportunities.
- Learn about new career opportunities and meet professionals from a variety of fields.
- Network with current and former students.

THE COMMUNITY CAN:

- Receive assistance with program development and implementation.
- Participate in service-learning projects.
- Access a variety of resources and support services.

FACULTY CAN:

- Receive assistance with program development and implementation.
- Participate in service-learning projects.
- Access a variety of resources and support services.

WEB SITE

www.csu.org

GET INVOLVED.

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COMMUNITY INVOLVEMENT CENTER
WEBER STATE UNIVERSITY
APPENDIX C

Community
IN Volvement
CENTER
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Fall Semester 2008 Service Highlights

What's new in the CIC?

Highlights:

During the 2007-2008 year, 3,167 Weber State University students engaged in service through the Community Involvement Center. This represents 17.0 percent of the WSU student population. Students contributed 82,327 service hours. The annual estimated monetary equivalent for service was $1,545,277.79. This was calculated at $18.77/hour which is the annual estimated value of volunteer times as figured by Independent Sector: www.independentsector.org

On Wednesday, October 22nd, the Community Involvement Center took seven faculty and staff members on a tour of three community service agencies. The group visited The Ogden Weber Community Action Partnership, St. Anne's Center, and Cottage of Hope. The tour was designed to foster partnerships with faculty members and community service agencies. Faculty members came away with new ideas on how to get their student's engaged in community service.

On Thursday, November 6th, eight faculty members and eight community partners took part in our annual “Speed Networking” activity. The event is designed for faculty and community partners to discuss how they can help one another with service. Each faculty member was given five minutes to talk with each community partner. In less than an hour, some wonderful ideas and connections came about between WSU faculty and community partners.

The CIC has partnered with The Salvation Army in order to provide Christmas gifts to local children in need. Through the Angel Tree Program, faculty, staff and students have bought gifts for 200 families. Angel trees are located in the Sheppard Union Building atrium and at the Davis campus. The Center is grateful for the generosity of so many people at our university!

“We cannot become what we want by remaining what we are.”

Max De Pree

The camp out for Homeless Awareness Week took place the night of November 24 at the Bell Tower Plaza. Speakers from the Ogden Rescue Mission shared their experiences and Mr. Gary Doxod, the Executive Director for the mission, spoke of poverty and addiction in our local community. Thirty-three students slept out in cardboard boxes all night. Students plan on having another camp out next semester in order to educate and bring attention to our local community needs.

2008/09 Community Involvement Center

This year, the CIC relocated from the Stewart Library to their new home in the Sheppard Union Building. With the new space, we were able to have Volunteer Involvement Program, AmeriCorps, Service Learning and Faculty Student Research all in one place. In celebration, we hosted an open-house introducing many faculty, staff and students to the CIC. We welcome you to come and see the new office and get to know those who serve in the Community Involvement Center.

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Upcoming CIC Events & Deadlines

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<tbody>
<tr>
<td>January 16, 2009</td>
<td>CIC Designation for Service</td>
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<td>January 16, 2009</td>
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<td>January 16-31, 2009</td>
<td>Hall Endowment for Community</td>
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<td>February 9, 2009</td>
<td>Statewide Service Award</td>
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<td>February 15, 2009</td>
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<td>February 16-28, 2009</td>
<td>Annual Conference on Civic Engagement</td>
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<td>March 4, 2009 @ 1 PM</td>
<td>John A. Linsclupt Recipient Lecture</td>
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<tr>
<td>April 10, 2009 @ 12 PM</td>
<td>Annual Community Involvement Recognition Awards</td>
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</tbody>
</table>
WSU Freedom Riders Club

Weber State University students are helping to change lives through their involvement with the newest addition to the Community Involvement Center. Freedom Riders is a non-profit therapeutic program designed for physically disabled children in our community. Our goal is to provide these special children with an experience they will remember forever. Our purpose is to have them mount a horse and experience a challenging, motivating, and inspiring few minutes in their lives. The relationships these children develop with our dedicated volunteers and willing, gentle horses, will help them become more in tune with others and be better able to accept and handle the challenges of life. Our hope is for their self-esteem to soar as they strive for personal growth and a sense of accomplishment in this worthy endeavor.

Therapeutic horseback riding for the disabled, also known as hippotherapy, is recognized as one of the most progressive forms of therapy. The social, emotional, and psychological enhancements are further complemented by the physical improvements. The horse provides a dynamic base of support, making it an excellent tool for increasing trunk strength and control, balance, building overall postural strength and endurance, addressing weight bearing, and improving ambulatory skills.

Weber State University’s Freedom Riders Club is ensuring the continued success of Freedom Riders by providing dedicated, compassionate service. As students lead their helping hearts and hands to lift these special children up, they discover that they are beneficiaries of these remarkable moments. Freedom Riders is truly something special.

For information about volunteering your heart or horses please contact:

Billy Rutter
phone: 801-388-3076
email: BillyRutter@weber.edu

Make A Difference Day

Make A Difference Day was a great success! Thanks to all our volunteers from the Volunteer Involvement Programs and the AmeriCorps Program, we conducted a variety of service projects that drew students in as we reached out to help our community. Throughout the day on October 24th, we hosted several projects in the Union Building Atrium. These projects included: tying blankets; knitting hats; decorating pumpkins; distributing compact fluorescent light bulbs; and writing letters to troops. Later that evening, we had a blast “trick-or-treating for the homeless” around the Weber State area. We collected generous donations from the community including winter clothing and non-perishable food items. Each activity was very successful and all the finished items were donated to local homeless shelters and the Ogden Region Medical Center Children’s Ward.

CARES at Mound Fort Middle School

CARES is going great this semester! Twice a month, WSU students visit Mound Fort Middle School and participate in the after-school program. Mound Fort students are learning STOMP and Hip Hop dance. This year, basketball, cheer and foot spas were organized. In the future, students will have the opportunity to learn African drumming, as well as attend a soccer clinic.

Blood Battle

Thanks to all who helped make our Blood Battle against UVU a great success!

What we love about these competitive blood drives is that everyone wins, no matter what. Although we did not beat out UVU, we exceeded our own goal and greatly improved turnout from previous drives. Over seventy people showed up but due to time and equipment restraints we had to turn some away.

Overall collecting 48 liters of blood, the WSU vs. UVU Blood Battle “won” in and of itself as we worked together to save the lives of those in need.

“I arise each morning torn between a desire to save or just save the world. This makes it hard to plan the day.” E. B. White

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WSU Builds a Mentoring Program for Utah Scholars at Mount Ogden Junior High
Brenda Marron, Kustovski

Weber State University students are going back to junior high this fall and they’re enjoying every minute of it. WSU students are playing multiple roles in a pilot program designed by the Community Involvement Center to support Mount Ogden Junior High students who are pursuing the more rigorous Utah Scholars curriculum proposed by the USHE Board of Regents.

WSU students are making a concerted effort to ensure that the junior high students who choose to pursue this more rigorous curriculum actually complete it with a grade of “C” or better. They are doing this in four distinct ways: 1) as tutors in the classroom; 2) as family advocates responsible for connecting families to the school; 3) as mentors in the after school program; and 4) as evaluation researchers measuring the effectiveness of the pilot program.

The students generating the power for this program have found their way to this project through various different avenues. Service-learning courses in Family Studies, Sociology, Communication and Social Work supply most of the mentors and family advocates to the program. Other mentors are volunteering as AmeriCorps members or as part of a club or organization at WSU. A community-based service course is providing the evaluative research while the tutors in the classrooms are supplied by an already-existing tutoring/mentoring program at WSU.

Javier Chavez, a WSU work-study student hired by the CIC to coordinate this effort, and a mentor in the after school program, says “approximately 150 Mount Ogden Junior High school students are participating in some facet of the program. Their needs are being met by 25 WSU students serving as mentors, family advocates and tutors in the classrooms.” Chavez collaborated with the nursing program to organize a field trip bringing the junior high students to campus to learn about college, potential careers in the health professions and other cool opportunities college life has to offer.

As an institution of higher education, we have a responsibility to our community to make education accessible and attainable. Supporting the Utah Scholars Program is one way we can consolidate some of our existing efforts to meet this goal. Ultimately, WSU plans to partner with each junior and high school in the Ogden School District to provide support to their students who are pursuing the Utah Scholars Program. If we do this successfully, we all stand to win.

AmeriCorps UCAN Serve Days were created so members could meet one another, while completing a group service project. It is our desire for the students to feel like a group, so they know AmeriCorps is bigger than one person’s efforts.

Members receive a purple WSU AmeriCorps t-shirt when they attend their first service day. This helps build unity and gives participants something tangible to take home from their day of service.

Each month we organize service days to assist various programs and organizations in the area that would benefit our community. This summer, the Ott Planetaarium at Weber State, held a six-week science lab at local parks for school-aged children to have hands-on learning during their summer vacation. Our AmeriCorps program assisted by providing volunteers to help each day of the program.

During our National Make-A-Difference Day observation on October 24th, we organized the Trick-or-Treat-for-Food drive, as a UCAN Serve Day. The week prior to the event some members went door-to-door in the selected areas of the community to pass out flyers for the event. One week later (the 24th), those members who came to participate in the collection process of the event, returned to the same areas and collected over two pick-up trucks worth of food and clothing donations. It was a pleasure to deliver these items to the Ogden Rescue Mission that same night.

As these two events reveal, our AmeriCorps members are not only devoted to their educational needs but also to serving the community in which they are active members. We encourage all AmeriCorps members to attend as many UCAN Serve Days as possible. If you are interested in participating in a UCAN Serve Day, contact the Community Involvement Center.

YCC - Real Men Can Cook
- Anana Escalante

This year’s Annual Real Men Can Cook was a hit! This event promotes positive male role-models and raises funds to support Your Community Connection. We would like to thank all of the community members who attended and gave us support. In December, Weber State University will sponsor two families from the angel tree at the YCC for the Christmas season.

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Community-Based Learning Faculty Fellows Program

Eight WSU faculty members participated in the first ever Community-Based Learning Faculty Fellows program this fall. The theme for this year’s fellows program is service-learning. The fellows attended five workshops to learn how to incorporate a service-learning component into at least one of their existing courses. Six of the eight fellows will teach their newly revamped course in the Spring 2009 semester while the other two will be offered during the Fall 2009 semester.

Fellows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>David Akombo</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Dan Bedford</td>
<td>Geography</td>
</tr>
<tr>
<td>Joyce Buck</td>
<td>Child &amp; Family Studies</td>
</tr>
<tr>
<td>Jan Hamer</td>
<td>English</td>
</tr>
<tr>
<td>John Hoffman</td>
<td>Business Administration</td>
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<tr>
<td>Sabadoso Mostaccio</td>
<td>Economics</td>
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<tr>
<td>Volkan Sahin</td>
<td>Child &amp; Family Studies</td>
</tr>
<tr>
<td>John Solh</td>
<td>Physics</td>
</tr>
</tbody>
</table>

Workshops:

2. September 24th - Workshop 2: Establishing & Sustaining Community Partnerships
3. October 15th - Workshop 3: The Service Experience & How you prepare students for it
4. November 2nd - Workshop 4: Getting students to connect their service to their learning
5. November 19th - Workshop 5: Where the Rubber meets the Road: Course Construction

The CIC will facilitate the Faculty Fellows program in Fall 2009 with a community-based research theme. Please contact the CIC at 626.7737 if you are interested in participating.

Excellence in Service

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

Congratulations to the following students for graduating with Excellence in Service during the December 2008 WSU commencement.

Elisabeth Anderson ~ Erin Brubaker
Jaclyn A Chastain ~ Amy Ellis ~ Adam C Christensen
Iris Gaham ~ Sara A Hoffman ~ Brett W Jones
Emily Moore ~ Aubrey M O’Day ~ Anne E Probasco
Elizabeth A Roselli ~ Kimberlee A Taylor
Shadie A Wadie

Hall Endowment

The Alan E. and Jeannie N. Hall Endowment for Community Outreach, housed in the CIC, has awarded $12,700 to faculty, staff and students engaged in service projects in Ogden and the surrounding community. Nine outstanding projects were funded.

Chris Bentley - Community Orchard
Chris Bentley - Green Bus Tour
Susan Canova - Pocket Resource Guide 211
Alicia Guralt - How to Read a Prescription Label - Spanish
Scott Moore - Alternative Spring Break - Habitat for Humanity
Robert Ostegard - Best Buddies
Tracy Fink - Family Advocates for MOJH AVID Class
John Solh - Physical Outreach to Schools
Erik Senn - Moving Company 2009

Go to the CIC website to learn more about these exciting projects. If you are involved in service to the community, the CIC welcomes your application for the Hall Endowment Grant in Spring 2009.

“THERE IS NOTHING NICE ABOUT BEING SUPERIOR TO SOME OTHER SOUL. THE TRUE NICE IS IN BEING SUPERIOR TO YOUR PREVIOUS SELF.”

Hindu Proverb

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Community Involvement Center
WEBER STATE UNIVERSITY

Spring 2009 Newsletter

What's New in the CIC

WSU's Community Involvement Center hosted a service symposium April 10, from 9 a.m. to noon in the Shepherd Union Ballroom A. Nearly 35 students presented on 22 different service projects undertaken during this academic year. The presentations featured community-based research, service-learning and volunteer projects. Projects ranged from chemistry students testing for lead and educating parents of Head Start children about lead in their homes to dental hygiene students providing access to low income children in Ogden. Some examples of projects include building low cost housing with Habitat for Humanity, a health fair for the city of Riverdale, psychology students impacting math attitudes of junior high students and physics students engaging elementary school children in science experiments throughout the summer. The Department of Performing Arts dance outreach program, Moving Company, also participated in the symposium by sharing two dance numbers they perform for elementary aged children in the Ogden School District. Moving Company consists of 8 dance students who teach math concepts through dance. Congratulations to all Service Symposium participants. We applaud your participation and your outstanding work in the community.

The Community Involvement Center has had the privilege of housing the Adrian L. Maxson Scholarship for Social Justice for the first time this year. This scholarship is a tribute to the life and passion of Adrian L. Maxson, an early college freshman at WSU in 2007 who was killed in an auto-pedestrian accident after attending a university sponsored event. Adrian was passionate about people, social injustice, humanitarian movements, art and learning. In honor of his life and his activism, the Adrian Maxson Scholarship has been established for students who are engaged politically, socially and creatively in the community. This year’s recipient is Gabrielle J. Diurate, a senior at DaVinci Academy of the Science and Arts. Gabrielle has logged over 300 hours of service in over 12 community organizations in the past 3 years and will begin her studies at WSU this fall 2009 semester. Congratulations Gabrielle.

CIC Spring Highlights

On Wednesday, February 11th, The CIC hosted a Speed Networking activity. Ten faculty members, given the opportunity to talk with representatives from ten different community service agencies. Faculty and community partners, had five minutes to speak with each other before rotating. Within a one hour time period, faculty were able to become acquainted with ten different community service agencies. This was a great event and give faculty members some new ideas for service opportunities.

In the Future at CIC

CBR Faculty Fellows Wanted! The Community Involvement Center is offering another Faculty Fellows program focusing on community-based research during the 2009-2010 academic year. Faculty members will participate in a series of five workshops during the fall 2009 semester to develop a community-based research component to an existing course, attend a statewide viewing conference in February 2010, and teach their newly revamped CBR course during the spring 2010 semester. Each fully participating faculty member will receive a $500 honorarium. Ten faculty members from across campus will be selected to participate in the CBR Fellows program. If you are interested, please contact Rinda Masstelle Kowalewski in the CIC at 626-7737 or via e-mail at kowalewski@weber.edu by May 25, 2009.
Spottlight

Bridging the Gap ~ Connecting with Seniors
by Mary Bell

Bridging the Gap is a Weber State University Volunteer Involvement Program focusing on relationships with the elderly citizens of the Ogden Community. Our regular visits to various Senior Centers provide a fun and unique opportunity for Weber State students to get to know the seniors in our area. This year we have attended multiple care centers bringing a new kind of fun and excitement with our interactive activities and games designed to help the residents feel young and alive again as they intermingle with our volunteer students.

On February 12th, we had the opportunity to hold a Senior Ball at Mountain Ridge Assisted Living. The evening was "A Night to Remember" and all of the residents had a memorable and fun night. Weber State students provided the residents with corsages, individual pictures, and prizes. When students delivered the pictures, they had the opportunity to spend quality time interacting with the seniors. This activity allowed the students to experience some of the extraordinary events in the residents past lives as well as their present concerns and trials.

CARES at WSU
by Tiffany McMillan

CARES represents Weber State University at the after school program at Mound Fort Junior High in Ogden. WSU students meet at the middle school every other Monday for about an hour and do a variety of activities related to the preforming arts. On March 23rd, Dr. Alomboro from WSU came to Mound Fort Junior High and demonstrated African drumming with the students. We had a group of approximately nine students who joined us and it was great! We were able to borrow drums from the Education department at WSU so each student had a drum to play. Dr. Alomboro taught the students how to play the drums, how to dance to the music, and how to sing a song in Swahili while playing the drums. It was exciting to see the junior high students let down their guards and be free to express themselves in new ways. They were excited to learn a little bit of the African culture and had a great time!

Best Buddies
by Patricia Smith

Best Buddies® is a nonprofit 501(c)(3) organization dedicated to enhancing the lives of people with intellectual disabilities. It is an international organization involving over 1,300 schools in all fifty states and in countries all over the world. Best Buddies enhances the lives of its volunteers and its members by providing opportunities for one-to-one friendships. The Weber State chapter works with Ogden City and Weber County school districts to provide these friendships to students in the adult transition programs. These students are ages 18-22 and receive special education services after high school. They are matched with Weber State University students for one-to-one friendship opportunities.

At the beginning of the school year, volunteers are matched with their Buddy. They are expected to call their Buddies once a week and take their Buddies for an activity once a month. The WSU chapter holds a group activity each month. This year, activities included: bowling, movie nights, Halloween party, carnival, a Valentine’s dance, and service projects. In May, we plan to go to Lagoon with our Buddies. All of our events are free to the volunteers and a lot of fun for everyone.

Best Buddies is a great way to earn community service hours, but is an excellent experience for everybody. As explained before, the program is designed to enhance the lives of those with intellectual disabilities by providing them with friends of their own age. However, those in the program know that it enhances the lives of volunteers so much more. Best Buddies provides an opportunity for those who have little or no experience with disabled persons to meet and learn about these special, wonderful people. Regardless of a person’s intentions going into the program, Buddies leave the program with true friendships and life-changing experiences.

If you are interested in joining or would like to learn more about the program, please email Brooke Heath at wswbestbuddies@yahoo.com.

Mary Bell recently received the Mattie Wattis Harris "Spirit of the American Woman" Community Service Award for Northern Utah from the YCC. She was nominated by Lary Jones, Heather Kringan, and Shelly Jensen. Her nominators said, "Mary is the best candidate for the Mattie Wattis Harris Community service award because she always puts her heart and full dedication into service while being an inspiring leader. She loves the feeling of helping people and knowing that she has made a difference in somebody else's life. Mary deserves recognition for her numerous volunteer hours and dedication to the community. Within YCC, she gives us hope that there are still good people left in the world and that can make a difference. Mary is continuously involved in various organizations and volunteer throughout the community and also to Weber State. Mary volunteers with Goodnight, Late in Actin, HOA, SLAND, Yoz Utah, Relay for Life, Make A Wish Foundation, Ogden Christmas Biv House, Susan G. Komen Foundation, AmeriCorps, and numerous others that I cannot even begin to remember. Even when Mary is faced with a challenge or health problems, she cannot stop serving others. Mary is a true leader. She doesn't strive to be the first, but she is the first to strive and give her all for the success of the team. Mary always is the first to see the need, envision a plan, and empowers the team for action. I do not know many people or students who are as dedicated to making a difference or who truly understand what action is needed in the world. If Mary has accomplished all of this at her age, I can only imagine what she will be doing in the future to change the community and our world." An award ceremony will be held for all of the recipients of various other categories in May at the Ogden YCC.

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2009 Utah Campus Compact Award Recipients

Civically Engaged Scholar
Lauren A. Fowler
Professor Psychology

“One of my favorite quotes is from a student who told me that the service learning project was the ‘best experience of his life’ because of what he learned about himself and the community.”

Lauren Fowler’s students have been involved with implementing drug education plans in after school programs, teaching K-12 students about neuroscience, and studying the ethical behavior of middle and high school students. They have developed several CBR projects, including a two-year project with the Weber-Morgan Narcotics Strike Force, worked with community partners to assess the Tip-A-Cop program in Ogden, and then developed a series of strategies which were then implemented. After re-assessment of the program, they found the strategies improved participation in the Tip-A-Cop program by over 100%, resulting in a significant number of drug arrests, decrease of drug houses, and an increase in community awareness of methamphetamine. Fowler has also worked with the National Science Foundation for five years to study the effects of fatigue on performance in military, medical, and law enforcement personnel. This has led to numerous policy changes that incorporate suggested fatigue countermeasures for vital members of our community.

Civically Engaged Staff Member
Adrienne M. Gillespie
Center for Diversity & Unity/WSU Clubs and Organizations, Division of Student Affairs

“Ask not what your country can do for you- ask what you can do for your country.” John F. Kennedy

An advocate of service-learning education and civic leadership, Adrienne has worked to combine the two since 1998. In doing so, she has matched students to local services and resources, collaborated with faculty, and partnered with the community. These accomplishments can be seen through the Student Affairs Let’s Talk series, the last three WSU Diversity Conferences, two Cultural Competency Conferences, and the Clubs in the Classroom project. The support of WSU administration has provided Adrienne with programmatic opportunities to connect the theoretical application of classroom instruction to practical application through musical arts engagement with the Annual WSU Gospel Music Festival: Make a Joyful Noise, as well as political dialog and contemplation with the A Time for Change, the 2008 inaugural celebration. By supporting the mission and goals of the institution, Adrienne has been able to bring praise to the forefront of her education endeavors. Her connections to the community, intense respect of hands on application, and objective to help students think globally and act locally means that she is always looking for new and innovative ways to take her campus and community to the next level.

Civically Engaged Student
Aziana Escalante
Senior, Performing Arts

“The most beautiful things in the universe are the starry heavens above us and the feeling of duty within us.”—Indian Proverb

Aziana serves as this year’s WSU Volunteer Involvement Program Director. As such, she has headed 14 different campus and community outreach programs serving as directors, supervisors, and participants. Her remarkable dedication and enthusiasm has dramatically increased civic engagement across the WSU campus. Aside from her contributions to each WSU program, the volunteers as a dance teacher to minority groups, mentors elementary children, and leads various awareness and action events focusing on international needs, working with such groups as Invisible Children and STAND. As a friend and peer to her fellow volunteers, she leads by example in her volunteer work as well as in her academic and personal life. A member of the WSU Honors Program, Aziana excels academically while taking over 20 credits each semester; and still somehow manages to focus on her performance career. Aziana is incredibly passionate and personal with her involvement in community volunteerism as she fervently weaves service into her life as a whole.

Committed Community Partner
Lynn Kelly
Habitat for Humanity of Weber and Davis Counties

The Weber-Davis Habitat affiliate is a small, completely volunteer-driven organization. In partnership with Weber State University faculty, staff, and students and many other community volunteers, they have helped four low-income families to become homeowners since 2004, and they are currently working with two additional families.
John A. Lindquist Award

The John A. Lindquist Award recognizes a faculty or staff member who has demonstrated an ongoing commitment to mentoring WSU students in learning through community involvement. The award is named for John A. Lindquist, a strong advocate for education and the community, who has spent a lifetime supporting Ogden, Weber County and Weber State. Lindquist's daughter Kathy was instrumental in establishing the award.

Congratulations to Dr. Colleen Garside, the 2009 John A. Lindquist Award recipient.

“Our students are making a huge difference in the lives of those they serve, and in their own lives as well. The best outcome I see is that my students are realizing the difference they can make in their communities.”

—Colleen Garside

Dr. Colleen Garside is among the most active faculty on campus in mentoring students, both in community based research and through civic engagement and service-learning. She has involved students with a long list of civic groups, government and charitable associations. These include:

- YMCA
- Christmas Box House
- Ogden High School
- Mount Ogden Junior High
- Youth Impact

Dr. Garside’s involvement with campus and community service is ongoing. She is serving and continues to serve in numerous capacities on all levels. Nationally, she is an active partner with Communicating Common Ground, a service-learning initiative in the discipline of Communication. At the state level, she has been involved with the UCC and the Faculty Convener Corps for three years.

Colleen also supports the Community Involvement Center here at WSU serving on numerous committees. She has been involved most recently in mentoring a faculty member through the Faculty Fellows program and participating with the supplemental instructor program.

“Communication is more than a skill, it’s a necessary tool. It shapes us as individuals, and is the means by which others determine the type of person we are. I’m grateful for the opportunity I had to participate in Dr. Garside’s class. I learned necessary skills that have made me a better person, wife and mother. I learned to work in a group and how to have a satisfying experience. Most importantly, I had the opportunity to serve in the community. As a result, I have become more civically minded and I recognize that I can make a difference in my community.”

—Bethany M. Nelson - Student

Colleen’s goals in using community based learning strategies in her classes are twofold. First, she wants her students to have a real world experience where they can put into practice the concepts they are learning in class. Second, she wants to instill a sense of civic responsibility within her students so that upon graduation, they will recognize their responsibility to “give back” to their communities.

Excellence in Service Award

Excellence in Service, established at Weber State University in 2000, recognizes graduates who promote service to the community while maintaining academic excellence. Graduates receive bachelor’s degrees, have grade-point averages of 3.5 or higher and have committed a minimum of 300 hours of service to a non-profit community organization(s) during their college career.

Congratulations to the following students for graduating with Excellence in Service during the May 2009 commencement.

Ryan Abegglen
Jonathan Adams
Kristin Alls
Chad Beaugrande
Christopher Bentley
Jessica Bitton
Krystine Cappon
Sarah Cooper
Julie Christiansen
Lynsey Clark
Crystal Despain
Ariana Estes
Holly Johnson
Laurice Johnson
Adam Johnson
Ronda Jones
Manwren Jordan
Colby Kubin
Darin Lamb
Shana Marshall
Trevor McKean
M. Scott Moore
Ashley Moore
Denise Palen
Katie Poilson
Heather Ritchie
Camille Shoemaker
Samantha Tesh
Chelsea Yates

» CIC News continued...

This spring, the Community Involvement Center launched a new Supplemental Instruction program for three courses that held CBL designation. Student supplemental instructors attended classes and held S.I. sessions during the week to provide students opportunities for extra help with course work, projects and course content. During S.I. sessions, students were encouraged to reflect on their individual or group service projects through a variety of creative and informative exercises. S.I. leaders helped facilitate student progress by connecting students to the Community Involvement Center and community partners. Our hope is to continue this program, increasing the number of CBL courses with supplemental instructors.

We Want Your Media!

Do you have photos, PPT presentations, video, or other media capturing “Service in Action”? If so, we want to archive it. To submit media files, simply drop them by our office, mail them, or submit it through our web site. Just look for the camera on the CIC home page.

“There is nothing noble about being superior to some other man. The true nobility is in being superior to your previous self.”

Hindu Proverb
APPENDIX D

Mentors for Utah Scholars
Application for Funding

Mentors for Utah Scholars

<table>
<thead>
<tr>
<th>PROJECT TITLE:</th>
<th>Mentors for Utah Scholars</th>
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<td>August FALL 2008__, SPRING 20___</td>
</tr>
<tr>
<td>PROJECT DIRECTOR:</td>
<td>Brenda Marsteller Kowalewski</td>
</tr>
<tr>
<td>DEPARTMENT:</td>
<td>Community Involvement Center, Weber State University</td>
</tr>
<tr>
<td>EMAIL ADDRESS:</td>
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<td>Phone:</td>
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<tr>
<td>OTHER PARTICIPANTS:</td>
<td>Mount Ogden Junior High School; 21st Century after school program; WSU’s Student to Student Program; WSU’s Child and Family Studies Department; WSU’s Sociology Department</td>
</tr>
</tbody>
</table>

ARE YOU APPLYING FOR
(please refer to the Utah Scholars website, http://www.utahscholars.org for guidelines and eligibility)

 X Utah Scholars (Fall semester)

Funds Requested From Board of Regents: $4,617.00
## BUDGET

<table>
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<td>a) Workstudy Student Coordinator</td>
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<tr>
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<td>b) Volunteer Training materials, food, books</td>
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<td><strong>TOTALS</strong></td>
<td>$150</td>
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<td>$4,767</td>
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BODY OF PROPOSAL

PROJECT SUMMARY (abstract)
The Community Involvement Center, in collaboration with the AVID (Advancement Via Individual Determination) program at Mount Ogden Junior High School (MOJH), the after-school program at MOJH which is funded by the 21st Century Learning grant, WSU’s Student-to-Student program, WSU’s Child and Family Studies Department and WSU’s Sociology Department, is proposing to build a program that would provide support for the youth currently enrolled in the Utah Scholars program. This program would involve 4 compensated Weber State students each semester that would coordinate and support the program as well as Weber State student volunteers. The broad objective of the Mentors for Utah Scholars program is to provide university support to youth pursuing the more rigorous curriculum prescribed in the Utah scholars program while at the same time give Weber State students an opportunity to participate in meaningful service-learning and volunteer experiences. The specific goals of the Mentors for Utah Scholars program are two fold: 1) to provide AVID trained tutors and three family advocates to support the students participating in the AVID program at MOJH; and 2) to infuse the afterschool program at MOJH with WSU students who will tutor and mentor Utah Scholars students. Funding is needed to pay compensated student coordinators, family outreach advocates, and help cover administrative costs (t-shirts for youth and “uniform” polo shirts for mentors). Data will be collected to assess the impact of the program on student learning and success, as well as attitudes regarding the importance of education.

DESCRIPTION OF PROGRAM
Mentors for Utah Scholars

Weber State University will be teaming up with the AVID classes at Mount Ogden Middle School to ensure that all AVID students that are not currently enrolled as Utah Scholars become enrolled. This collaboration will ensure students who are already in need of academic assistance the help they need to be successful students. The AVID curriculum matches the curriculum prescribed by the Utah Scholars Program and targets the same student population as Utah Scholars, therefore, a marriage between the two programs is a natural fit. Furthermore, working with the afterschool program provides additional opportunities to address the needs of this student population as well as reach out to others who are not currently part of the AVID classes.

The plan for providing support to the Utah Scholars at MOJH involves placing three AVID trained tutors in the AVID classes to facilitate their understanding of the curriculum they are learning. Each tutor will be hired as a workstudy student through WSU’s Student to Student program. As children learn within the AVID classroom setting, information regarding the Utah Scholars Program will be made available so they can be reminded of goals and opportunities this program supports.

This mentoring program will also be collaborating with WSU’s Child and Family Studies Department to identify and place three senior level practicum students in the program as family outreach advocates. These students will work with approximately 16 to 17 families each to conduct one-on-one home visits with parents to teach them about: the Utah Scholars Program; being supportive of their child’s educational pursuits; and the Utah Educational Savings Plan and budgeting skills to take full advantage of the opportunities to save money for college through the Utah Scholars Program.

Mount Ogden Middle School also supports an afterschool program. This program not only serves the AVID population, but other students in need of similar assistance (good future candidates for the Utah Scholars Program) or they are Utah Scholar students that are not currently a part of the AVID program. Mentors for Utah Scholars will also be supporting this afterschool program by working with the Community Involvement Center (CIC) to recruit WSU student volunteers to act as tutors and mentors in the after school program. These volunteers will also be responsible for developing and planning all the club’s curriculum and activities (including field trips). The afterschool program runs from 3 – 5 PM Monday through Friday. From 3 - 4PM the junior high students participate in a tutoring hour wherein WSU students will tutor one-on-one or in small groups and will mostly provide homework help; from 4 – 5 PM the junior high students participate in the clubs hour wherein WSU students will create and lead
clubs. The clubs will be fun but have an academic or educational component to them, for example, WSU students may run an Earthquakes and Volcanoes Club wherein students engage in fun activities but learn science through their participation. The afterschool program will provide the supplies necessary to run the clubs. This program is run in semester blocks that are composed of eight weeks each. Volunteers will each be committing to one eight week block of time at a time. Information regarding the Utah Scholars Program will also be made available during the afterschool program hours daily.

**Recruitment and Orientation of WSU students to the program**

Students will be recruited in several different ways to ensure larger numbers and diverse skills. Students will be recruited through conversations and referrals from faculty, most specifically faculty in the math and science teaching majors, they will also be recruited from the group of BIS students that are working on the capstone projects (projects require community service). The CIC has also begun work on a facebook page with an extensive membership of service oriented students that will be contacted through facebook regarding this opportunity. The CIC has also posted advertising for this volunteer opportunity on their website which includes a community calendar as well as main page space through Americorp. Other recruitment will include flyers posted around WSU’s campus, an informational table at WSU’s block party and Clubs and Organizations events, and information available during Americorp recruitment and orientation activities.

The CIC in collaboration with MOJH will host orientation sessions the week before each of the new 8 week blocks. These sessions will include information to orient student volunteers to the Utah Scholars Program, their role within the afterschool program, appropriate tutoring and mentoring techniques and behavior, and a tour of the afterschool program site. The Utah Scholars Program student coordinator will be responsible for planning, organizing, and running these orientations in collaboration with the afterschool program director.

**Program Staff**

- AVID Teacher – provided by MOJH
- AVID trained tutors – provided by STS
- Family Outreach Advocates – 3 – provided by Child and Family Studies department
- After School program director – provided by MOJH
- Mentors for Utah Scholars coordinator – requesting funding for workstudy student
- Mentors & tutors for after school program – WSU students recruited through the CIC
- Assessment staff – provided by WSU’s Sociology Department research methods course

**Creating “buy-in” among the youth for the program**

In order to create a sense of community and support among the students in the Utah Scholars program they will be given purple t-shirts advertising the program. The shirts will be distributed to all the youth in the AVID classes, all of whom are Utah Scholars students, as well as youth who sign-up for the Utah Scholars program in the after school program and demonstrate adequate academic performance during the trimester. These t-shirts will be worn during field trips and special events as well as every Friday to mirror the “purple Friday” event that is held on Weber State campus every Friday.

**Assessment of the program**

WSU students in a social research methods course will be responsible for the assessment of the Mentors for Utah Scholars program. These students will meet with the collaborating partners listed above to determine the appropriate research design and implementation strategy. The assessment will most likely involve data collection from the MOJH Utah Scholars and their parents via surveys as well as secondary data including grades, school attendance, curriculum schedules, and end-of-level scores. The assessment strategy and preliminary findings should be available by December 2008.
TIME-LINE

August 2008
Select student coordinator (workstudy)
Select 3 AVID trained tutors (workstudy students through Student-to-Student program)
Develop orientation and training curriculum for WSU volunteers

September 2008
Train student volunteers
Research methods students meet with partners to create research design

October 2008
Design data collection instruments and administer
Gather secondary data for assessment (GPAs, test scores, etc.)
Train new student volunteers for second 8 week block

November 2008
Second 8 eight week block begins
Analyze assessment data

December 2008
Disseminate and make suggestions for spring semester

January 2008
Train new student volunteers for third eight week block
Orient new research methods students to the project

March 2008
Train new student volunteers for 4th eight week block
Design data collection instruments and administer
Gather secondary data for assessment (GPAs, test scores, etc.)

April 2008
Analyze assessment data
Disseminate and make suggestions for spring semester

June 2008
Collect end of level data and analyze

BUDGET NARRATIVE

1a.) The program would require $1,020 to pay the workstudy program coordinator. This figure is based on paying 1 workstudy student to work 20 hours a week for 40 weeks at $8.50 an hour:

1b.) The program would also require $1,500 to pay a $250 stipend to three students acting as family outreach advocates, for 2 semesters ($750 per semester).

2a.-d.) The pilot program would also require $2,097.00 to cover the cost of t-shirts for the youth participating in the Utah Scholars Program and “uniform” polo shirts for the WSU mentors.
APPENDIX E

Professional Development & Networking Meeting
June 3, 2009
Weber State University
Shepherd Union Building, Room 404
-- DRAFT SCHEDULE --

9:30 – 10:30 AM  Arrival, Registration and Open Networking Hour

10:30 – 11:00 AM  Welcome and Setting the Stage
                    Ryan Thomas, Weber State University
                    Brenda Kowalewski, Weber State University
                    Melissa Miller Kincart, Utah Campus Compact

11:00 – 11:55 PM  Session I
                    • Weaving Service into FYE or Summer Bridge Programs
                      Facilitator: TBA
                    • Risk Management
                      Facilitator: Jerry Allred, University of Utah
                    • Developing and Strengthening Community Partnerships
                      Facilitator: Tiffany Rouscull, Salt Lake Community College
                    • Demonstrating the Value of this Work: What CAOs Want
                      Facilitator: Ryan Thomas, Weber State University
                    • Service Scholar Programs
                      Facilitator: Janae Lilly, University of Utah

12:00 – 12:55 PM  Lunch and Networking Opportunity

1:00 – 1:55 PM    Session II
                    • The Role of Service in Leadership Programs
                      Facilitator: Aaron Newman, Weber State University
                    • Designating Service-Learning Courses
                      Facilitator: Katie Olson, University of Utah
                    • The Fit Between Service-Learning and Rank & Tenure
                      Facilitator: Hank Leise, University of Utah
                    • Risk Management
                      Facilitator: Jerry Allred, University of Utah
                    • Securing Funds to Support Service Efforts
                      Facilitator: Ava Painter, Weber State University

2:00 – 2:55 PM    Session III
                    • Connecting Local Service to Global Service
                      Facilitator: TBA
                    • Weaving Service into FYE or Summer Bridge Programs
                      Facilitator: TBA
                    • The Role of Service in Leadership Programs
                      Facilitator: Aaron Newman, Weber State University
                    • Statewide Initiative: Access and Success
                      Facilitator: Melissa Miller Kincart, Utah Campus Compact
                    • Staffing Service Centers and Issues of Burnout
                      Facilitator: Betsy Ward, Salt Lake Community College
                    • The Fit Between Service-Learning and Rank & Tenure
                      Facilitator: Hank Leise, University of Utah
3:00 – 3:15 PM
Break

3:15 – 4:10 PM
Session IV
- Faculty Development Network Meeting
  Facilitators: David Allred, Snow College
  Katie Olson, University of Utah
- Community Service Directors Meeting
  Facilitators: Casey Peterson, Brigham Young University
  Donna Stafford, Dixie State College
- AmerCorps Coordinators Meeting
  Facilitator: Stephanie Baldwin, Utah State University
- VISTA Meeting
  Facilitator: Kellie Mieremet, Utah Campus Compact
- Administrators and Chief Academic Officers Networking
  Facilitator: TBA

4:15 – 4:30 PM
Closing Session
### Advisory Board

#### COMMUNITY PARTNERS

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<thead>
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<td>Ogden Rescue Mission</td>
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<tr>
<td>Robb Hall</td>
<td>Youth Impact</td>
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</thead>
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</tr>
</tbody>
</table>

#### STUDENTS

<table>
<thead>
<tr>
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<tbody>
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<td>Seleste Sanchez</td>
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<td><a href="mailto:selestesanchez@weber.edu">selestesanchez@weber.edu</a></td>
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### HALL ENDOWMENT SCREENING COMMITTEE

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<th>Affiliation</th>
<th>Email Address</th>
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</tr>
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COMMUNITY-BASED LEARNING CURRICULUM COMMITTEE

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<th>Name</th>
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<tbody>
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CBL SUPPLEMENTAL INSTRUCTORS COMMITTEE

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</tr>
</tbody>
</table>
**MATCHMAKING FORUMS COMMITTEE**

Please get the rest of this committee from Kari

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<thead>
<tr>
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<tr>
<td>Kari Petersen (chair)</td>
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<tr>
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<tr>
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<tr>
<td>Lynell Gardner</td>
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<td>Kandy Hammer</td>
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**PUBLICITY COMMITTEE**

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<tr>
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### AWARDS & RECOGNITION EVENT COMMITTEE

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<tr>
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<td></td>
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### CIC Programs

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<td>Mentors for Utah Scholars</td>
<td>Javier Chavez Brenda Marsteller Kowalewski</td>
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APPENDIX G

Hall Endowment for Community Outreach
2008-2009 Abstracts
Community Orchard
Chris Bentley

**Project Abstract:** The purpose of the Community Orchard is to provide students of Weber State as well as the larger community with the knowledge of the benefits of growing local crops. In producing our own foods locally, we save great amounts of carbon emissions that result from transporting the fruit. Additionally, this project will provide an existing Botany course, Home Orchard and Gardening, with a perfect avenue to practicing the things they are learning in the classroom in a real setting. Additionally, as all the fruits produced will be donated to a local charity, we can provide the rare commodity of fresh fruit to those who otherwise would have possibly only canned.

We will be working with Catholic Community Services to donate our fruit. This organization provides sustenance to families in need without asking any questions about their situation. This approach allows people to keep their privacy and their dignity. While they attempt to give the best products they can, normally fresh fruits are beyond their capacity. However, within just three short years of the Community Orchard’s efforts, we will be producing at least 20 bushels of fresh, locally grown fruit that can be donated. Within five years we may have as much as 60-100 bushels once the orchard reaches peak production.

Green Bus Tour
Chris Bentley

**Project Abstract:** The Green Bus Tour will provide children who might not have been taught the extreme value in being aware of the environment around them and what they can do to protect our natural resources with an interactive learning experience. It is hoped that through teaching the children these important things, parents will be similarly impacted by having the children influence their parents by their new-found knowledge and enthusiasm discovered through this project.

We will be working with Sunset Elementary as well as Vae View Elementary, both lower income Title I schools. Both schools are very excited to participate in this project, and we have already begun planning for the project to take place as part of the schools’ Earth Day events.

We have set the goal of getting 30 university students to go on the actual Tour, but in order to ensure these students will be prepared and contributing participants, there will be a series of trainings led by WSU faculty. We are scheduling the Tour to coincide with the elementary schools’ Earth Day activities which will be planned for the week of April 22.
Pocket Resource Guide 211
Susan Canova

Project Abstract: Utah’s Information and Referral Service, available on-line, or by dialing 2-1-1, connects Ogden’s low-income and/or Hispanic populations with resources, i.e. medical, food, shelter, legal aid, language classes, and more. Since January, I have been working with this organization and two affiliates, Utah Food Bank and United Way of Northern Utah, to update and expand the Resource List for Weber County. Simultaneously, I am reviewing statistics taken from incoming calls to 2-1-1, analyzing utilization patterns from zip codes 84401-84405. The research also documents caller needs and the agencies with which they were connected. Once initial statistics are compiled and resource lists updated, the next stage begins. This step is two fold. First, a publicity campaign targeted at low-income and/or Hispanic populations informing them of 2-1-1 and its associated resource guides. Posters, printed in English and Spanish, will be designed and placed in storefronts, schools, and other public places throughout Ogden areas where income and homeownership are lowest, and those areas where Title One Schools are located. 2-1-1 calls will be tracked for six months after onset of publicity to document the efficacy/impact of the project. Second, a pocket-resource, also printed in both languages, will be distributed to school administrators, clergy, shelters, and other agencies, which they in-turn use to connect people and resources.

How to Read a Prescription Label
Alicia Giralt

Project Abstract: Many people in Ogden who visit the Health Department and local clinics do not take their medications properly. Many do not get the refills they need. Marilee Rohan, a nurse practitioner with Weber County Health Department and the WSU Student Health Center, believes this is partly due to a lack of understanding regarding prescription labels. Our proposal will help people understand their prescription labels.

Mrs. Rohan contacted me because she found out that some patients who did not take their medication properly and who did not get refills as needed were not rebellious or not interested, but did not understand the label on their medications. People felt stupid asking for clarifications, specially the ones who do not speak English well. After brainstorming, we decided my Spanish for Medical Professional students and I would work on an easy to understand poster and flier that explained the information on a prescription label.
Alternative Spring Break
Scott Moore

**Project Abstract:** The main purpose in organizing and attending the Weber State University annual Alternative Spring Break trip is to render service to those in need. As students we have the objectives to help out the Skagit Habitat for Humanity to build quality homes for financially underprivileged families who could otherwise not afford such accommodations. The second objective is to increase the awareness in the student body that community service is commonplace and insight others to engage in philanthropic activities. We will be working directly with Habitat for Humanity providing direct, selfless service in the form of skilled and unskilled manual labor. The project requires student recruitment, briefing, travel, service, and debriefing. The timeline will start with the recruitment process beginning in November and student selection in January. We will have pre-trip briefings held one week prior to the departure date. We will depart for Washington on Sunday March 8, 2008 and will be engaged in service related activities all days but one. The return trip will take place on Saturday March 14, 2008 and trip debriefing will be taken care of during the bus ride home. We will be able to evaluate our goals to increase student awareness to service and to build quality homes for underprivileged families by accurate journal keeping and initiation into the Weber State University Volunteer Involvement Programs Database. Through the database the Community Involvement Center can evaluate the progress of each individual and the service to the community that they render.

Best Buddies
Robert Ortega

**Project Abstract:** The Weber State chapter of the Best Buddies program would like to ask for funding to send two officers to attend the annual Best Buddies Leadership Conference. Best Buddies is a peer mentoring program for people with disabilities. The Weber State chapter works with Ogden area school districts to provide invaluable services to the students in their special education programs. We match college students with a person with disabilities in one-to-one friendships. These friendships are commonly the only contacts these disabled students have outside of their families and school programs. Each year, Best Buddies International holds their annual Leadership Conference in Indiana. Each school with a Best Buddies chapter is required to send at least one person to this conference for training. I have attended this conference for the last two years, and it is truly one of the most informative and inspiring events I have attended. I used this information to train my officers and chapter members at Weber State. Our chapter has flourished over the last year with 43 volunteers. This is the most in our schools history, but there are still several disabled persons in Ogden that are not given the chance to participate in the program. Having a solid group of volunteer officers has been the key to our success. Our chapter has budgeted money to send next year’s president to the conference as required. However, I have seen that sending more than one person would be extremely beneficial. We would like to ask for funding to send two additional volunteers.

A Family Advocate for MOJH AVID Class
Tracy Parker
Project Abstract: A partnership between WSU and Mount Ogden Junior High School (MOJH) has been formed to serve approximately fifty college bound students chosen for an elective course entitled Advancement Via Individual Determination (AVID). Under the direction of the WSU Community Involvement Center, tutors, afterschool program leaders, family advocates, and student researchers have been recruited as team members to support the AVID program. The purpose of AVID is to “level the playing field” for minority, low-income, and other students who lack a family history of college attendance, by preparing them for college entrance and success. The goal of the family advocates in this AVID team is to build a bridge between the parents of AVID students and MOJH.

The desired effect of this project is that parents will begin to feel more comfortable with the culture of MOJH and the school system in general, and consequently, become less afraid to approach teachers with questions and concerns. Additionally, the lines of communication between Meredith and the AVID student’s parents will be enhanced and more open than before, enabling Meredith to discuss concerns regarding her students with their parents. Moreover, parents will become more involved in their children’s education.

Physics Outreach to Schools
John Sohl

Project Abstract: The Utah Science Core Curriculum contains two aspects of physics that the school teachers are often unable to easily demonstrate to their students with hands on activities: electric circuits and optics. I propose to obtain two kits (and spares) for hands-on activities in these areas. Typical elementary classrooms have approximately 30 students which will require at least 15 sets of equipment. I propose 20 sets. The additional sets are for oversized classrooms and for spares. I want to incorporate Community Based Learning into my electronics and optics courses. The WSU students will be instructed on how to use these kits to lead activities in elementary schools. Title I schools will be targeted as the primary venues, most likely schools from the Ogden School District.

There are two primary objectives to this project. 1. Teaching physics majors about the value and importance of supporting the community and 2. providing hands-on activities in science to school children that are otherwise unlikely to have such experiences.

The electronics circuit kits are designed to directly match the Utah State Office of Education Core Curriculum in science for the 5th grade: Standard IV, Objective 2. The Optics for Kids kits will be used to directly address Utah State Office of Education Core Curriculum in science for the 6th Grade: Standard VI, Objective 2.

Moving Company 2009
Erik Stern

Project Abstract: Moving Company 2009 — Erik Stern, WSU Professor of Dance, creates an outreach performance during fall 2008 and spring 2009 to tour this April to many of Ogden City School District’s thirteen elementary campuses, as well as other schools and local community organizations. The show features eight WSU dance students, music faculty Dr. Keipp and Stern, and utilizes the skills of WSU staff Jean-Louise England (costume design) and John Bizzell (technical director).

Moving Company 2009 will involve audience interaction in several ways: 1) by inviting students to solve
puzzles associated with the oversized mathematical props; 2) by having students answer other related questions; 3) by engaging students to make observations about dances; 4) and through post-show question and answer sessions.
A Night to Remember
Misty Bell

Project Abstract: Bridging the Gap is a Weber State University Volunteer Involvement Program focusing on relationships with the elderly citizens of our Ogden Community. Our regular visits to various Senior Centers provide a fun and unique opportunity for Weber State students to get to know the seniors in our area. So far this year, we have attended multiple care centers bringing a new kind of fun and excitement with our interactive activities and games designed to help the residents feel young and alive again as they intermingle with our volunteer students.

In continuation of this effort to enhance the later years of our senior friends, we are hosting a Valentine’s Day Senior Ball titled, “A Night to Remember.” Our goal is to create an environment in which the Mountain Ridge residents can enjoy the Valentine holiday as they dance the night away. This Bridging the Gap annual event has proven very successful in the past but stringent financial limitations have been a difficulty. This year we would love to be able to provide refreshments, decorations, and valentine gifts to the seniors.

Dental Health Education, Dental Screenings and Dental Sealant Project for Inner-City Ogden Elementary School Children
Stephanie Bossenberger, Professor, Chair, Dental Hygiene

Project Abstract: The objective of this project is to plan and implement a dental health education and dental sealant project for inner-city Ogden elementary school children. The purpose of this proposal is to provide dental health education, dental screenings and dental sealants for elementary school children in inner-city Ogden. Further, the organization of this project provides for children to have access to needed dental care; dental restoration by local dentists.

Specifically, this proposal requests funding for the bus transportation of the elementary school children to WSU’s Dental Hygiene Clinic on the Ogden campus.

The program includes a plan for university dental hygiene students with program faculty to provide dental health education classes and oral screenings at Madison, T O Smith, and Dee Elementary Schools. Through the oral screening findings, children are selected to be transported to Weber State’s Dental Hygiene Clinic to have their teeth cleaned, x-rayed and dental sealants applied. Further, the screenings provide information for the referral of the children with dental caries (decay) to the Give Kids A Smile event (national day of service sponsored by the American Dental Association) that provides free dental care to children in need by local dentists, hygienists and dental hygiene students. Weber State Dental Hygiene Clinic hosts this free clinic annually. This is the third year of the Give Kids a Smile clinic. The screenings at the Elementary Schools are organized well in advance of the date that the university students and faculty go to the schools. The school counselor distributes parent permission forms to be signed, allowing for the child to be screened. The university students, under the supervision of the dental hygiene faculty, use a small flash light and disposable mouth mirror to view the children’s teeth. A general determination is made of their dental needs and the child is asked if they have pain from their teeth or mouth. Of the nearly 400 children that were screened in January and February, approximately 50 had obvious dental decay, needing fillings and half of those children...
reported having pain from those teeth. The GKAS clinic provides access to dental care for children that need the treatment provided by a dentist. The children who are selected for sealant placement by the dental hygiene students are children who have not experienced dental decay in their permanent first molars. Sealants serve to “seal out dental decay” and is a proven method to control decay in children’s teeth. This project has been very successful in the past as evidenced by the annual reports of services rendered and improvement in the children’s dental health.

**Venture Course in the Humanities**
**Shannon K. Butler, Professor, English**

**Project Abstract:** Fall 2008 launched Ogden's Venture Course in the Humanities, a higher education outreach project for Ogden's low-income adults who lack the financial and personal resources to further their education. A nine-month college level course, Venture is designed to help students gain confidence in their academic and social abilities and, in turn, realize personal goals for improving their life's circumstances. The Venture Course curriculum offers 22 hours of instruction in each of the following content areas: literature, critical writing and thinking, art history, American history, and philosophy for a total of 110 class hours. Participants can earn ten college credits upon completion, which may jump-start some toward further college studies. Venture is a partnership between the Telitha E. Lindquist College of Arts & Humanities (A&H) and the Utah Humanities Council (UHC). Ogden-Weber Community Action Partnership (OWCAP) provides space where five WSU faculty teach the course's five content section offerings two evenings a week. Eighteen students will graduate from Venture in April. Recruitment for 2009-10 students will begin this spring through direct contacts with many of Ogden's nonprofits (Ogden Adult Education, Job Corps, OWCAP, YCC, Headstart). The first 20-25 qualified applicants will attend Venture next Fall and Spring semesters. Assessment of the impact of Venture includes student interviews, surveys, faculty observations, and tracking student accomplishments beyond Venture graduation. Evaluation data from the SLC Venture Course, now in its fourth year, is also available. A Hall Endowment can ensure the continuation of Venture and help us begin to involve on campus students through service-learning exchanges with Venture participants whose life experiences have been very different from most college students. The insights Venture students can offer into what effects poverty, immigration, addiction, incarceration, abusive relationships and racism have had on their lives cannot be found in a textbook.

**Lead Testing and Education in Ogden**
**Timothy A. Herzog, Assistant Professor, Chemistry**

**Project Abstract:** This project is intended to serve two purposes. The first purpose is to engage our students in meaningful projects to show them that they can use their chemistry knowledge to help people in our community. The second purpose is to try to protect the most vulnerable members of our society from exposure to lead. I am partnering with the Ogden Weber Community Action Partnership (OWCAP) since they have an active community health program and work with hundreds of disadvantaged children and their families every year through Head
Start. I hope to start this project this semester in my Chemistry 3060 (Applied Analysis) class, which has five very motivated and bright students and then continue the project in an annual or biannual Chemistry 4700 (special topics with a focus on problem based learning and community involvement) class. My goal is for this program to be student driven since I believe that students will get more out of the program if it is their creation than if they are assigned a precise project.

**Teacher Assistant Path to Teaching (TAPT) Program**
Marilyn Lofgreen

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

The TAPT program partners with WSU Teacher Education and the six surrounding school districts: No. Summit, Morgan, Box Elder, Ogden City, Weber, and Davis.

Because TAPT students are usually those whose circumstances prevented them from attending the university, they are not expected to become full-time students upon entry into the TAPT program. Time-lines will vary with individual students. Some student may have had some university experience while others are just beginning. Therefore; scholarship recipients are allowed to register for 18 semester hours in any academic year. They may choose to split these semester hours into fall, spring or summer classes, or just fall and spring. Full tuition is paid for all students for each semester until licensure. The TAPT program does not pay any fees or for books.

**A Head Start on Learning Science**
Jay Nichols

The purpose of this project is to allow children from the Head Start program in Ogden to learn about science and have fun by visiting the Ott Planetarium and WSU Museum of Natural History on the campus of WSU. As part of their visit, we would also like to offer a pizza lunch for these students in the Shepherd Union Building following the planetarium star show.

Head Start is a national, federally-funded preschool program, which gives children from economically disadvantaged families the chance to attend preschool. Through the Head Start program, children learn concepts and skills that will help them to transition into kindergarten and succeed in school and in life. Head Start provides funding to local centers across the nation including the Ogden Weber Community Action Partnership (OWCAP) to provide these services.
Recently, OWCAP lost all funds from its budget to provide buses for field trips. Additionally, funding from the Volunteer Involvement Program to carry out such an activity was also recently cut. Therefore, the funding from the Hall Endowment would primarily be utilized to pay for the bussing of the children from their schools to campus.

**Freedom Riders Sponsorship**  
**Billy Rutter**

The purpose of this proposal is to provide financial assistance to low income families with physically disabled children between the ages 3-18 who will benefit from participating in recreational horseback therapy. WSU Freedom Riders Club is partnering with Freedom Riders Inc., a 501(c)(3) non-profit equestrian program, to provide physically disabled children in our community the opportunity to benefit from a form of physical therapy done on horseback. Freedom Riders Inc. is a summer time program that operates from May 14th to August 20th on Thursday evenings from 4:00pm-7:30pm at the Golden Spike Warm-Up Arena in Harrisville, Utah. On behalf of Freedom Riders Inc., WSU Freedom Riders Club is requesting to sponsor 20 families with financial need who have a child with a physical disability that will benefit from recreational horseback therapy and may otherwise not have the opportunity.

**Habitat for Humanity**  
**Billy Rutter**

The purpose of the proposed project is to provide windows for the 133 Doxey Project being hosted by Habitat for Humanity of Weber/Davis counties. Funding this project will make funds in the Weber/Davis HFH budget available for repairs necessary to complete construction of two homes on Doxey Street. The windows will be purchased in mid-February and installed by the beginning of March.

**Riverdale Health and Emergency Preparedness Fair**  
**Kristin Tenney**

The purpose of our project is to raise awareness of health and emergency preparedness and provide knowledge and skills to the community on dealing with these issues. We are collaborating with Riverdale City and Ms. Luann Farr to plan, implement, and evaluate this fair. We have developed and piloted a survey to determine the needs of the community and we plan on surveying a representative sample of the community. Early March we will begin marketing the fair through newspapers, newsletters, churches, and possibly television. The fair is scheduled for March 26, 2009. The American Red Cross we will be sponsoring a blood drive from 3-8 pm. The fair will be open from 5-8 pm. We plan to conduct an outcome evaluation by asking participants to complete a
short survey as they leave. We will analyze that data for our final report to the city to see if we accomplished our goals and objectives.
### FUNDS AWARDED

**Hall Endowment Fall 2008**

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<td>Chris Bentley</td>
<td>Green Bus Tour</td>
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<td>Susan Canova</td>
<td>Pocket Resource Guide 211</td>
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<td>Alicia Giralt</td>
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<td>Scott Moore</td>
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<td>Alicia Giralt</td>
<td>How to Read a Prescription Label</td>
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<td>Scott Moore</td>
<td>Alternative Spring Break</td>
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<td>Robert Ortega</td>
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<td>Tracy Parker</td>
<td>A Family Advocate for MOJH AVID Class</td>
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<td>John Sohl</td>
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### Hall Endowment Spring 2009

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<tr>
<td>Misty Bell</td>
<td>A Night to Remember</td>
<td>$500</td>
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<td>Stephanie Bossenberger</td>
<td>Dental Health Education, Dental Screenings and Dental Sealant Project for Inner-City Ogden Elementary School Children</td>
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<td>Shannon Butler</td>
<td>Venture Course in the Humanities</td>
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<td>Tim Herzog</td>
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<td>Marilyn Lofgreen</td>
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<td>Jay Nichols</td>
<td>A Head Start on Learning</td>
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| Total 2008-2009 Academic Year | $45,881 |
John A. Lindquist Award

The John A. Lindquist Award honors a faculty or staff member who has demonstrated an ongoing commitment to mentoring WSU students in learning through community involvement. The award is named for John A. Lindquist, a strong advocate for education and the community, who has spent a lifetime supporting Ogden, Weber County, and Weber State.

"My mother and father believe profoundly in the classical model of a community that enables development of its citizens and self in all aspects—the intellectual, spiritual, physical and artistic," Kathryn Lindquist said. "It's only fitting that this award, which bears my father's name, should honor and benefit individuals at WSU who are nurturing academic and emotional investments in our local and global communities."

John A. Lindquist has spent a lifetime supporting the greater Ogden community. His community service dates back to World War II, when he served as a bombardier-navigator in the United States Air Force. Following his return to Utah, Lindquist became active in the Ogden Chamber of Commerce. As president of the chamber, he helped create the Weber Economic Development Corporation and Ogden Industrial Development Corporation—entities that helped build and fill the Weber Industrial Park. Lindquist worked to create the Ogden-Eccles Conference Center and helped to restore Ogden’s Peery’s Egyptian Theater and Union Station, as well as save the Ben Lomond Hotel. In 1981, Lindquist was part of the original committee to raise funds to build the Hill Air Force Museum and restore WWII planes. He continues that work today.

Lindquist’s ties to WSU date back to the late 1960s, when he attended Weber College and was a student corps officer. Through the years, he has generously supported cultural, academic, athletic and student activities and programs at Weber State. The Lindquist Family Symphony Pops and Fireworks event, held annually on campus in July, has delighted audiences for more than 25 years. Lindquist’s generosity has helped create such campus landmarks as the Ada Lindquist Plaza and the Lindquist Alumni Center. From 1987 to 1995, he served as a member of the WSU Board of Trustees and he continues to serve on the WSU Foundation Board and National Advisory Council.

Perhaps the spirit of the award can best be summed up in Lindquist’s own words. In his commencement address to Weber State College in 1982, he encouraged the graduates to repay the state and college for the public education they received. “You pay in loyalty, enthusiasm and support for any or all departments of the college. You repay just the way a thoughtful son repays his parents—by your words, actions and deeds.”
“Keep your face to the sunshine and you cannot see the shadow.”

— Helen Keller
Community Involvement Center
Service Honorees

Volunteer Involvement Program
Kendal Beazer  Aaron Lewis
Misty Bell  Tiffany McMillin
Christopher Bentley  Scott Moore
Breanna Brimhall  Jay Nichols
Cameron Costley  Robert Ortega
Dallin Done  Katelyn Peterson
Ariana Escalante  Billy Rutter
Brandon Flores  Constance Scott
Rachel Foster  Patricia Smith
Paul Guernsey  Nicole Speters
Erica Harline  Krescentia White

Excellence in Service
Ryan Aebiglen  Brett W. Jones
Jonathan Adams  Ronda Jones
Laurel E. Allen  Maureen Jordan
Elisabeth Anderson  Colby Kuhn
Kristin Balls  Dratin Lamb
Chelsie Baumgartner  Marie Lyon
Erin Beuchert  Shauna Marshall
Jessica Bitton  Troy McLaughlan
Kristine Capron  Emilye Moon
Sarah Casper  Scott Moore
Jaclyn A. Chadburn  Aubrey M. Obray
Julie Christiansen  Denae Palm
Lynsey Clark  Katie Poulosen
Crystal Dezember  Anne E. Probasco
Amy Ellis  Heather Ritchie
Adam C. Gardner  Elizabeth A. Sheffield
Sarah A. Hoffman  Kimberlee A. Taylor
Adam Johnson  Samanntha Tesch
Holly Johnson  Sharlie A. Wade
Laurie Johnson  Chelsea Yates

Utah Campus Compact Outstanding Service
Service-Learning Engaged Scholar
Lauren Fowler

Campus Civic Leader
Adrienne Gillespie

Civically Engaged Student
Ariana Escalante

Committed Community Partner
Habitat for Humanity – Lynn Kelley.

Adrian P. Maxson Scholarship
Gabriel Diarte

John A Lindquist Award
Colleen P. Garside
<table>
<thead>
<tr>
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<td>Amber Allen</td>
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<td>Belia Alvarado</td>
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<td>Javier Chavez</td>
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<tr>
<td>Vickie Larsen</td>
<td>Tara Yates</td>
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APPENDIX I

**Service Symposium Presenters—continued**

<table>
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<tr>
<th>Presenter</th>
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<tr>
<td>Billy Rutter</td>
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<tr>
<td>Billy Rutter</td>
<td>Habitat for Humanity</td>
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<td>Connie Scott</td>
<td>A Cup of Coffee Can Change a Destiny</td>
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<td>Aleah Spain</td>
<td>Heart Attitude Interventions</td>
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<td>Caron Nelson</td>
<td>Brain Awareness Week</td>
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<td>Kimberlee Taylor</td>
<td>Riverdale House and Emergency Preparedness Fair</td>
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<td>Heather Burgess</td>
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<tr>
<td>Rami Little</td>
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<tr>
<td>Kelly Clapp</td>
<td>Engaging Youth</td>
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<tr>
<td>Yochi Nigida</td>
<td>Building Community Leaders</td>
</tr>
<tr>
<td>Kelee Jones</td>
<td>Bridging Gaps</td>
</tr>
<tr>
<td>Sherry Wallin</td>
<td>Helping Others</td>
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</tbody>
</table>

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

PAULO FREIRE

Thank you for using your education to participate in the transformation of your world through service.
Moving Company 2009

Performance at 11:30 A.M.

Going beyond the classroom, students apply the power of their art by creating an outreach performance for inner city schools, teaching math concepts through dance.

Moving Company 2009 presents an excellent opportunity for WKU dance students to impact young audiences with their art form and see firsthand the role that dance can and should have in education. The eight students are integrated involved working on choreography, curricular concepts addressed, audience interactions, and master classes for selected grades. They interact with a range of young people, administrators and teachers, synthesizing their knowledge and thus preparing for careers in dance.

"This company is more than dance; it is a community reaching out to develop another community," Jenny Devlin (Dancer)

Emily Dominick
Graham Davis
Jenny Devlin
Ariana Escalante

Joeie Patterson
Rodolfo Rafael
Erika Stinson
Lindsey Tannabarger

Service Symposium

Presenters

Misty Bell
Bridging the Gap

Chris Bentley
Environmental Initiatives

Jeremy Brown
Lead Testing and Education in Ossen

Scott Hefstrom
Greg Hill
Crosby Goodman

Jaime Chavez
Mentors for Utah Scholars

Tracy Pariser

Ariana Escalante
Homeless Projects

Dylan Feik
The DC Experience

Greg Vetter
Advanced Land-Use Planning

Paul Guernsey
Utah Special Olympics

Nate Hasley
The Effect of Light Therapy on Chronic Fatigue. Quality of Sleep of Medical Program Shift Workers

Scott Moore
Alternative Spring Break

Ashley Moore

Charla B. Moyer
Science in the Parks

Jay Nichols
Health Start

Robert Wimber
Best Buddies

Patricia Smith

Katie Poulsen
Community Outreach Projects

Elizabeth Pifer
Dental Hygiene Program

Presenters continue on back
## APPENDIX J

### EXCELLENCE IN SERVICE

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<td>Chelsea</td>
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APPENDIX K

THE ADRIAN MAXSON SCHOLARSHIP FOR SOCIAL JUSTICE

Adrian Leigh Maxson was passionate about people, social injustice, humanitarian movements, art, and learning. A senior at the Da Vinci Academy of Science and the Arts in Ogden and an early college freshman at Weber State University, Adrian was killed in an auto-pedestrian accident after attending a benefit concert for Amnesty International at University Village.

In honor of his life and his activism, the Adrian Maxson Scholarship has been established at Weber State University for students who are engaged politically, socially and creatively in the community.

To apply for the Adrian Maxson Scholarship...

- Applicants may be incoming or current WSU students in any field of study.
- Applicants must demonstrate their commitment to humanity through active community involvement — either locally, nationally or globally.
- Recipients of previous Adrian Maxson Scholarships are eligible to re-apply each year.
- Students who graduated from the Da Vinci Academy of Science and the Arts in Ogden are encouraged to apply and will be given preferential consideration.

Each applicant must submit:

- A resume with educational background and community/volunteer involvement.
- A brief essay describing higher qualifications for the award.

For more information about how to apply for the Adrian Maxson Scholarship and application deadline, please go to: http://www.weber.edu/adrianscholarship

Questions and applications should be submitted to:

Community Involvement Center
327 Shepherd Union Building
2113 University Circle
Ogden, UT 84496-2113
801-626-7757

WEBER STATE UNIVERSITY
http://www.weber.edu/adrianscholarship
Adrian L. Masson was a Wildcat almost from the start — he attended the WSU Mathers S. Lehner Children School and was an Early College student at the time of his passing.

Adrian loved people; he had a big heart and was kind to everyone. What amazed me the most about Adrian was his early awareness of the reality of the world, the peril of the third world, the changing political climate both here in the U.S. and abroad, and how in order to change things for the better, someone needed to get busy.

As a student at DaVinci Academy he became involved in student politics and policy, and was both frustrated and rewarded by this experience. Not long before his passing he described himself to me as a Federalist, which made me smile and at the same time scramble to remember what this actually was. Adrian had a way of saying things that would catch a person off guard — always stimulating thoughts and conversations.

In 2006 Adrian won a scholarship to attend the National Youth Leadership Forum in Washington D.C. where he was elected “President” and, with the help of his mock government, resolved a world crisis.

This experience, I think, began to propel him in the direction his career and life would go.

Thank you for your consideration in applying for, or donating to, this special scholarship.

— Mark D. Masson

Yes, I would like to make a gift to the Adrian Masson Scholarship for Social Justice.

Amount (check one):

☐ Associate Club ($1 to $99)
☐ Century Club ($100 to $499)
☐ DaVinci Club ($500 to $999)
☐ Annual President's Society ($1,000+)

Please fill out this form and return it with your check to the address below.

Name

Address

City, State Zip

E-mail address

Two easy ways to give:
1. Check payable to Weber State University.
2. Credit card:

☐ MasterCard ☐ Visa ☐ Discover

Name on credit card

Account number

Expiration date (MM/YY)

Your signature:

Questions? Please contact Carol Hiddle, Development Office at 801-825-7290 or cchiddle@weber.edu

Send contributions to:
University Development
Weber State University
4628 University Circle
Ogden, UT 84408-4610

http://organization.weber.edu/AdrianLMassonScholarship
APPENDIX L
COMMUNITY-BASED LEARNING SUPPLEMENTAL INSTRUCTOR PROGRAM

PROJECT SUMMARY:
The Community Involvement Center, in collaboration with the Supplemental Instruction Program at WSU, is proposing to pilot a program providing supplemental instructors for community-based learning faculty. The pilot program involves 3 experienced community-based learning students who will act as supplemental instructors to 3 community-based learning faculty members.

The objectives of the program are three fold:
1) To deepen the learning experience of students in service-learning courses;
2) To encourage faculty to utilize the pedagogy despite their heavy teaching load; and
3) To assess the impact of community-based learning supplemental instructors on student learning and attitudes about civic engagement.

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

COLLABORATION BETWEEN COMMUNITY INVOLVEMENT CENTER AND SUPPLEMENTAL INSTRUCTION PROGRAM
The Community Involvement Center, which provides support to faculty, staff and students engaging in community-based learning experiences, is collaborating with the Supplemental Instruction Program, which provides academic support to students and faculty in specific classes. This project combines the services of both programs to provide supplemental instructors to specific community-based learning courses.

Both the CIC and the Supplemental Instruction office are responsible for training and supporting the CBL SIs in their work. Both the CIC and the SI office are responsible for monitoring the student and faculty participants throughout the project.

CBL SI RESPONSIBILITIES
Supplemental instructors are responsible for attending:

• a one hour training each week for the first 7 weeks;
• three hours of the class for which they are an SI;
• three hours of out of class SI instruction; and
• one hour of preparation time for the SI session they are teaching.

Training
The CBL SI students incur much of the same training (see training schedule) and work the same number of hours as the current WSU SIs.

Training on the Fundamentals of Service-Learning (Kowalewski)
Training on Study Skills (Loeffel)
Training on Learning Styles (Balmert)
Training on Reflection – Why it is important, how to facilitate reflection sessions and sample exercises (Kowalewski)
Training on Community Partnerships and working with WSU students at their community site (Kowalewski)
Training on Diversity (Reddy)
Training: SI Leader presentations (prepare 5-10 min. demonstration of an activity you’ve used in SI).
Training: SI Leader presentations continued (prepare 5-10 min. demonstration of an activity you’ve used in SI).
Training: Discussion of Peer Observations (bring completed form)
Training: Individual meeting with your supervisor (stop by or make appt.)

Instruction
The supplemental instruction provided by the CBL SIs differs from what is currently provided in the supplemental instruction program in that the extra instruction is specific to the community-based learning experience required in the course.
Supplemental instruction may include, but is not limited to:
• reflection sessions with students (in class and out of class);
• project planning and facilitation with students and community partners; and
• assistance with community-based learning assignments.
## Community-Based Learning Supplemental Instructor Program
### Contact Sheet

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
<th>CBL SI</th>
</tr>
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<tbody>
<tr>
<td>SOCWK 1010</td>
<td>Dr. Cori Tadehara</td>
<td>Jamie Dangerfield</td>
</tr>
<tr>
<td></td>
<td>626-6935</td>
<td>801-828-0272</td>
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<tr>
<td></td>
<td><a href="mailto:ctadehara@weber.edu">ctadehara@weber.edu</a></td>
<td><a href="mailto:jamiedangerfield@mail.weber.edu">jamiedangerfield@mail.weber.edu</a></td>
</tr>
<tr>
<td>CHFAM 2600</td>
<td>Dr. Volkan Sahin</td>
<td>Amy Ellis</td>
</tr>
<tr>
<td></td>
<td>626-8075</td>
<td>737-9050</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:volkansahin@weber.edu">volkansahin@weber.edu</a></td>
<td>941-0578 (cell)</td>
</tr>
<tr>
<td></td>
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<td><a href="mailto:heartscrapz@aol.com">heartscrapz@aol.com</a></td>
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<tr>
<td>COMM 2110</td>
<td>Dr. Colleen Garside</td>
<td>Connie Scott</td>
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<tr>
<td></td>
<td>626-6256</td>
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<td><a href="mailto:constancescott@mail.weber.edu">constancescott@mail.weber.edu</a></td>
</tr>
</tbody>
</table>

### CBL SI Training:

**Where:** Community Involvement Center  
327 Shepherd Union

**Contact:** Brenda Marsteller Kowalewski  
626-7737  
bkowalewski@weber.edu
Assessment of the CBL SI Program

Research Objective:
To explore the impact of the CBL SI program on students’:
- attitudes about citizenship,
- attitudes about service-learning,
- personal growth through the community-based learning experience,
- professional growth through the community-based learning experience,
- academic performance,
- retention and
- class attendance.

Research Questions:
1. Do students in S-L classes change their citizenship attitudes over the course of the semester in which they are enrolled in a s-l class?
   a. Do students in CBL SI S-L classes change their citizenship attitudes more over the course of the semester than students in the non-CBL SI section?
   b. Do students in CBL SI S-L classes have a stronger commitment to citizenship by the end of the semester than do students in a non-CBL SI section?

2. Do students in CBL SI courses have more favorable attitudes about service-learning than students in non-CBL SI courses?
   a. Do students in CBL SI courses have more favorable perceptions of the impact of service-learning on learning than students in non-CBL SI classes?
   b. Do students in CBL SI courses have more favorable perceptions of their impact on the community than students in non-CBL SI classes?
   c. Do students in CBL SI courses have more favorable perceptions of the course structure than students in non-CBL SI classes?
   d. Do students in CBL SI courses have more favorable perceptions of service-learning in general than students in non-CBL SI classes?
      1) Do students in CBL SI courses change their perception of service-learning in general more than students in non-CBL SI classes?

3. Do students in CBL SI courses experience greater personal growth outcomes than students in non-CBL SI courses?

4. Do students in CBL SI courses experience greater professional growth outcomes than students in non-CBL SI courses?
5. Is the academic performance of students in CBL SI sections greater than that of the students in non-CBL SI sections?
   a. on service-learning assignments?
   b. in terms of their overall course grade?

6. Are students more likely to be retained in courses with a CBL SI than courses without a CBL SI?

7. Do students in CBL SI courses attend class more regularly than students in classes without a CBL SI?
Measurement of Outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data Collection Plan</th>
<th>Indicators to measure outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Citizenship attitudes</td>
<td>Pre- and Post-tests measuring attitudes before taking the course and after</td>
<td><strong>Citizenship</strong></td>
</tr>
<tr>
<td></td>
<td>a. Compare students pre-test to post-test scores on each indicator</td>
<td>• Most people can make a difference in their community.</td>
</tr>
<tr>
<td></td>
<td>b. Compare change in scores of students in CBL SI class to change in scores of students in non-CBL SI class</td>
<td>• I have a responsibility to serve my community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I will probably volunteer or participate in the community after this course.</td>
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<tr>
<td></td>
<td></td>
<td>• I was already volunteering in the community before taking this course.</td>
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<tr>
<td>2. Perception of service-learning</td>
<td>Compare attitude scores of students in CBL SI sections to attitudes of students in non-CBL SI sections. Post-test scores only.</td>
<td><strong>Perception of Service-Learning</strong></td>
</tr>
<tr>
<td>a. impact on learning</td>
<td>Impact on Learning (Post-test only)</td>
<td><strong>a. Impact on Learning</strong></td>
</tr>
<tr>
<td>b. impact on community</td>
<td></td>
<td>• The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.</td>
</tr>
<tr>
<td>c. course structure</td>
<td></td>
<td>• The community work in this course helped me to better understand the lectures and readings in this class.</td>
</tr>
<tr>
<td>d. in general</td>
<td></td>
<td>• I feel that I would have learned more from this course if more time had been spent in the classroom instead of doing community work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• My interactions with the community partner enhanced my learning in this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The community work involved in this course helped me to become more aware of the needs in my community.</td>
</tr>
<tr>
<td></td>
<td>Impact on Community (Post-test only)</td>
<td><strong>b. Impact on Community</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I feel that the community work I did through this course benefited the community.</td>
</tr>
<tr>
<td></td>
<td>Course Structure (Post-test only)</td>
<td><strong>c. Course Structure</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The syllabus provided for this course outlined the objectives of the community work in relation to the course objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I was able to work directly with a community partner through this course.</td>
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<tr>
<td></td>
<td></td>
<td>• The other students in this class played an important role in my learning in this course.</td>
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</table>
| 3. Personal Growth | Compare personal growth scores of students in CBL SI sections to those of students in non-CBL SI sections. (Post-test only) | **Personal Growth and Development**  
- Doing work in the community helped me to become aware of my personal strengths and weaknesses.  
- I was comfortable working with cultures other than my own.  
- The community work involved in this course made me more aware of my own biases and prejudices. |
| 4. Professional Growth | Compare professional growth scores of students in CBL SI sections to those of students in non-CBL SI sections. (Post-test only) | **Professional Growth**  
- The community work in this course assisted me in clarifying my career plans.  
- Performing work in the community helped me clarify which major I will pursue.  
- The work I performed in the community enhanced my ability to communicate in a “real world” setting.  
- The community aspect of this course helped me to develop my problem-solving skills.  
- The work I performed in this course helped me learn how to plan and complete a project.  
- Participating in the community helped me enhance my leadership skills. |
| 5. Academic performance | Comparing student grades  
a. Compare grades on S-L assignments of CBL SI students to grades on S-L assignments of non-CBL SI students | Grades on each S-L assignment – convert letter grades to GPA |
<table>
<thead>
<tr>
<th>b. overall course grade</th>
<th>b. Compare course grade of CBL SI students to course grade of non-CBL SI students</th>
<th>Overall course grades - GPA</th>
</tr>
</thead>
</table>
| 6. Retention of students in the course | Compare drop out rate of students in CBL SI sections to drop out rates of students in non-CBL SI sections. | Drop out rate after week 3  
# of students enrolled week 3/  
# of students enrolled end of week 15 |
| 7. Attendance of students | Compare attendance records of students in CBL SI sections to attendance records of students in non-CBL SI sections. | Percent of days attended out of possible days could have attended |
Post-Test Student Questionnaire
 to Assess CBL SI Impact

Yellow Highlight = statements indicating attitudes about citizenship asked on a pre-test as well
Teal Highlight = statements indicating attitudes about S-L in general asked on pre-test as well

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

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

I was already volunteering in the community before taking this course.
I feel that the community work I did through this course benefited the community.
I was able to work directly with a community partner through this course.
The community work involved in this course helped me to become more aware of the needs in my community.
I will probably volunteer or participate in the community after this course.
My interactions with the community partner enhanced my learning in this course.

I have a responsibility to serve my community.

Next we would like to know about the influence of your service on your choice of major and profession. Please indicate your level of agreement with these statements.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Doing work in the community helped me to become aware of my personal strengths and weaknesses.

The community work in this course assisted me in clarifying my career plans.

Performing work in the community helped me clarify which major I will pursue.

The work I performed in the community enhanced my ability to communicate in a “real world” setting.

The community aspect of this course helped me to develop my problem-solving skills.

The work I performed in this course helped me learn how to plan and complete a project.

Participating in the community helped me enhance my leadership skills.

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Most people can make a difference in their community.

I developed a good relationship with the instructor of this course because of the community work we performed.

I was comfortable working with cultures other than my own.

The community work involved in this course made me more aware of my own biases and prejudices.

I am in favor of courses that connect what you are learning in the classroom to hands-on involvement with community issues through community-based learning.
APPENDIX M

What is the CBL designation?
The CBL designation on courses stands for Community-Based Learning and simply indicates that the course involves a community-based learning teaching strategy, such as service-learning or community-based research. Any existing course at WSU can apply for this designation. The community-based learning experience in the course can be required or optional for students. Finally, individual sections of courses can receive the CBL designation for individual instructors, or all sections of a course can receive the CBL designation if all sections, regardless of instructor, offer a community-based learning experience to students.

Why should I apply for a CBL designation?
It announces to students, at the time of registration, that your course involves a service-learning or community-based research project.

It registers your course with the CIC which in turn provides support to you and your students by:

- Maintaining a Service Opportunity Directory (list of over 100 community partners) for faculty and students.
- Providing assistance finding and developing community partnerships appropriate for particular courses with specific learning objectives.
- Recording and tracks completed service hours.
- Communicating completed service hours to instructors at three separate times during the semester: at the end of 5, 10 and 15 weeks.
- Providing 24/7 access to the CIC Service Hours Tracking System for students to monitor their completed service hours (accessible from any location via the CIC home page).
- Providing documentation of service for students, upon request, for potential employers and/or graduate programs.
- Providing documentation of faculty involvement in CBL, upon request, for promotion and tenure files.
- Surveying students in CBL courses at the end of each semester and shares the results with faculty.

It is a designation that formally recognizes innovative teaching, which can be noted on your promotion and tenure documents.

It gives you the opportunity to actively participate in building a campus culture that celebrates community-based learning, both in and out of the classroom.

You become an active participant in upholding the mission and strategic plan of WSU.

Service-Learning: What Is It?
“...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities”
-National Commission

How will students know what courses have the CBL designation?
Two ways:
1 - Online Class schedule – once your course receives the CBL designation, it will be listed in the online class schedule with Community-Based Learning next to the title of your class.
2 - List of classes on the CIC website – Each semester, the CIC will also provide a list of CBL designated classes on our website. Students and faculty alike will be able to see the full list of CBL classes offered in any given semester at WSU.
What are the criteria for the CBL designation?

The CIC’s CBL Curriculum Committee created the following criteria for determining CBL designated classes. These criteria are consistent with similar designations across the nation. Your course will receive a CBL designation if it does the following:

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

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

**Criteria #3** Activities in the class provide a method or methods for students to think about what they learned through the service/research experience and how this learning relates to the subject of the class.

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

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

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

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

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

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

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

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**Community-Based Research:**

**What is it?**

“Community-Based Research (CBR) is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change.”


---

How do I apply for a CBL designation?

Use the online form at [http://community.weber.edu/cic/cbl_designation_form.html](http://community.weber.edu/cic/cbl_designation_form.html) to submit your application. A course syllabus and a signature page to verify your course as an existing WSU course need to accompany your application. All application information and forms are available at the above listed link.

When are applications due?

Application deadlines for courses taught in:

- **Spring semester**: September 15th
- **Summer semester**: January 15th
- **Fall semester**: February 15th

Who reviews the CBL application?

The CIC’s CBL Curriculum Committee, consisting of experienced community-based learning faculty at WSU, will review each application. The course instructor, department chair and secretaries will be notified by the CIC’s CBL Curriculum Committee chair after the committee completes its review of applications.
Studies show that students who take part in service activities have a more positive college experience thanks to a better understanding of course material, more frequent interaction with faculty and stronger connections to the community.

Helping you achieve your education goals

What is Service-Learning?
“... a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.

– National Commission

What is Community-Based Learning?
Community-based learning is an approach to learning and teaching that encourages students to apply the knowledge and analytic tools gained in the classroom to the pressing issues affecting local communities. Students engage in meaningful community service that is connected to specific course objectives. Some courses require service-learning projects, other require community-based research projects.

What is Community-Based Research?
“Community-Based Research (CBR) is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change.”

# Designated Community-Based Learning Classes

The following classes have received community-based learning designation.

**Note:** You must check the schedule to know which community-based learning classes are offered each semester. This is not a comprehensive list of community-based learning classes. This list represents classes officially designated by the Curriculum Committee. For more information on the designation process, call 626.7737.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>AT 1501</td>
<td>Clinical Application of Athletic Training I</td>
<td>All Instructors</td>
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<td>AT 2500</td>
<td>Clinical Application of Athletic Training II</td>
<td>All Instructors</td>
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<td>AT 2501</td>
<td>Clinical Application of Athletic Training III</td>
<td>All Instructors</td>
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<td>AT 3500</td>
<td>Clinical Application of Athletic Training IV</td>
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<td>AT 3501</td>
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<td>CHFAM 2600</td>
<td>Introduction to Early Childhood Education</td>
<td>Volkhan Sahin</td>
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<td>CHF 2990B</td>
<td>Family Studies Seminar</td>
<td>D. Joyce Buck</td>
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<td>COMM 2110</td>
<td>Introduction to Interpersonal and Small Group Communication</td>
<td>Dr. John Sohl</td>
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<td>ECON 4520</td>
<td>Public Finance</td>
<td>Dr. Salvador Martinez</td>
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<tr>
<td>ENGL 1010</td>
<td>Introductory College Writing</td>
<td>Dr. Jan Hamer</td>
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<tr>
<td>GEOG 4410</td>
<td>Land Use Planning Techniques and Practices</td>
<td>Dr. Bryan Dorsey</td>
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<td>GEOG 4420</td>
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<td>MSAT 6504</td>
<td>Graduate Practicum IV</td>
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<td>MUSIC 1040</td>
<td>Music of World Cultures</td>
<td>Dr. David O. Akombo</td>
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<td>PHYS 3420</td>
<td>Data Acquisition and Analysis</td>
<td>Dr. John Sohl</td>
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<tr>
<td>SOC 1020</td>
<td>Social Problems</td>
<td>Dr. Brenda Kowalewski</td>
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<tr>
<td>SOC 3660</td>
<td>Sociological Research</td>
<td>Dr. Brenda Kowalewski</td>
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</table>

101
1. Welcome and Introductions

2. Overview of the program
   a. Purpose and Goals
      i. CBL Designation on Courses
      ii. Hall Endowment for Community Outreach Grant – call for proposals
   b. Workshops Schedule
   c. February Conference – Dixie State College

3. Pre-flection
   What are you hoping to get out of this series of workshops?
   What can you contribute to the Fellows program?
   What concerns do you have about the program?

4. Reading Materials

5. CIC Website – where other materials for the workshops will be posted

6. Questions or concerns?
Faculty Fellows Workshops Tentative Schedule

All workshops run from 2:30 to 4:30 PM (some shorter than others) on Wednesdays:

September 10th  Workshop 1:  S-L 101: What is it and why?

September 24th  Workshop 2: Establishing & Sustaining Community Partnerships

October 15th  Workshop 3: The Service Experience & How you prepare students for it

November 5th  Workshop 4: Getting students to connect their service to their learning

November 19th  Workshop 5: Where the Rubber meets the Road: Course Construction
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Akombo</td>
<td>Performing Arts</td>
<td><a href="mailto:davidakombo@weber.edu">davidakombo@weber.edu</a></td>
<td>x6741</td>
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<tr>
<td>Dan Bedford</td>
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<td>x8091</td>
</tr>
<tr>
<td>Joyce Buck</td>
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<td>x6880</td>
</tr>
<tr>
<td>Jan Hamer</td>
<td>English</td>
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<td>x8915</td>
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<tr>
<td>John Hoffman</td>
<td>Business Administration</td>
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<tr>
<td>Salvador Martinez</td>
<td>Economics</td>
<td><a href="mailto:smartinez@weber.edu">smartinez@weber.edu</a></td>
<td>x7789</td>
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<tr>
<td>Volkan Sahin</td>
<td>Child &amp; Family Studies</td>
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<td>x8075</td>
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<tr>
<td>John Sohl</td>
<td>Physics</td>
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<td>x7907</td>
</tr>
<tr>
<td>Brenda Marsteller Kowalewski</td>
<td>CIC co-director Sociology</td>
<td><a href="mailto:bkowalewski@weber.edu">bkowalewski@weber.edu</a></td>
<td>x7737 (CIC – MWF) x7893 (SOC – T TH)</td>
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</table>
## Mentors for Faculty Fellows

### Workshop #5
**Where the Rubber Meets the Road: Course Construction**  
**November 19, 2008**

<table>
<thead>
<tr>
<th>Fellow</th>
<th>Discipline</th>
<th>Contact</th>
<th>Mentor</th>
<th>Discipline</th>
<th>Contact</th>
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<tr>
<td>Akombo, David</td>
<td>Performing Arts - Music</td>
<td><a href="mailto:davidakombo@weber.edu">davidakombo@weber.edu</a> x6741</td>
<td>Alicia Giralt</td>
<td>Foreign Language</td>
<td><a href="mailto:agiralt@weber.edu">agiralt@weber.edu</a> x6726</td>
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<tr>
<td>Bedford, Dan</td>
<td>Geography</td>
<td><a href="mailto:dbedford@weber.edu">dbedford@weber.edu</a> x8091</td>
<td>Bryan Dorsey</td>
<td>Geography</td>
<td><a href="mailto:bdorsey@weber.edu">bdorsey@weber.edu</a> x6944</td>
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<tr>
<td>Buck, Joyce</td>
<td>Child &amp; Family Studies</td>
<td><a href="mailto:Jbuck1@weber.edu">Jbuck1@weber.edu</a> x6880</td>
<td>Colleen Garside</td>
<td>Communication</td>
<td><a href="mailto:cgarside@weber.edu">cgarside@weber.edu</a> x6256</td>
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<tr>
<td>Hamer, Jan</td>
<td>English</td>
<td><a href="mailto:jhamer@weber.edu">jhamer@weber.edu</a> x8915</td>
<td>Vicki Ramirez</td>
<td>English</td>
<td><a href="mailto:vramirez@weber.edu">vramirez@weber.edu</a> x6669</td>
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<td>Hoffman, John</td>
<td>Business Administration</td>
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<td>Dave Ferro</td>
<td>Computer Science</td>
<td><a href="mailto:dferro@weber.edu">dferro@weber.edu</a> x8095</td>
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<td>Martinez, Salvador</td>
<td>Economics</td>
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<td>Shannon Butler</td>
<td>English</td>
<td><a href="mailto:subtler@weber.edu">subtler@weber.edu</a> x6623</td>
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<tr>
<td>Sahin, Volkan</td>
<td>Child &amp; Family Studies</td>
<td><a href="mailto:volkansahin@weber.edu">volkansahin@weber.edu</a> x8075</td>
<td>Jack Mayhew</td>
<td>Teacher Education</td>
<td><a href="mailto:jmayhew@weber.edu">jmayhew@weber.edu</a> x6268</td>
</tr>
<tr>
<td>Sohl, John</td>
<td>Physics</td>
<td><a href="mailto:jsohl@weber.edu">jsohl@weber.edu</a> x7907</td>
<td>Lauren Fowler</td>
<td>Psychology</td>
<td><a href="mailto:lfowler@weber.edu">lfowler@weber.edu</a> x7620</td>
</tr>
</tbody>
</table>
APPENDIX O

Western Region Campus Compact Consortium (WRCCC)
Faculty Engagement Survey Overview

The Faculty Engagement Survey will explore, for the first time ever across a multi-state region, the types of engagement experiences faculty have created and are using to enhance student learning. The data obtained through the survey will provide important information about faculty members:

- Involvement in service learning and community-based research
- Perceptions of the successes and challenges they encounter in this work and how they are affected by their use of service learning and/or community-based research
- Observations of the impact of this work on their campuses and amongst their students and local communities

The project is being coordinated by the Western Region Campus Compact Consortium (WRCCC), which includes states in California, Colorado, Hawaii and the Pacific Islands, Idaho, Oregon, Montana, Utah and Washington. From February 1, 2009, through May 1, 2009, more than 100 campuses across this eight-state region will participate in the Faculty Engagement Survey, which has been developed by the WRCCC.

Why Should Colleges and Universities Participate in the Faculty Engagement Survey?

The Faculty Engagement Survey will provide colleges and universities with crucial information specific to their own campuses as well as campuses across the eight-state region that can be used to shape and enrich:

- Faculty development programs, workshops and retreat
- Scholarship of teaching and learning
- Institutional research
- Curricular reform

In addition, each of the Campus Compact offices in the eight-state region will use the survey data to shape future directions of both state-specific and Western Region faculty-development programming, including workshops and retreats, technical support and training offerings and funding opportunities.

What Do Utah Colleges and Universities Receive for Participating?

Participating Utah colleges and universities with 20 or more participants will receive:

- A customized report of faculty responses from their own institutions
- A complete research study report, including combined findings from all participating institutions in the eight-state region
Responsibilities of Participating Utah Colleges and Universities

To be eligible to participate in the 2009 Faculty Engagement Survey, Utah colleges and universities must agree and commit to:

- Request and secure exemption approval from their campuses’ Institutional Review Board (IRB) offices for the Faculty Engagement Research Project methodology and their campuses’ participation in the project. (Utah Campus Compact will provide a state-specific template that participating campuses may choose to copy and paste from to complete their campus-specific exemption forms and applications. Because campus IRB offices vary widely in their response time and because all campuses’ participation in this project is contingent upon securing exemption approval from their IRB offices.)

- Determine and follow through on the processes and protocols involved in securing email addresses of ALL faculty members on their campuses, including those who are part-time and/or non-tenure track, and obtain permission to email the survey and related notifications to each of these faculty members.

- Determine a consecutive two-week period between February 1, 2009, and May 1, 2009, in which faculty will have the opportunity to complete the Faculty Engagement Survey. The two-week period will be mutually agreed upon by each participating campus and Utah Campus Compact, and may vary from campus to campus.

- Electronically distribute at least three communications to ALL faculty members, including those who are part-time and/or non-tenure track: (1) pre-contact e-mail one week before the survey begins, (2) invitation to participate along with a link to the online survey questionnaire to all faculty members and (3) reminder to participate in the survey one week after the survey begins. (In addition to the survey questionnaire, Utah Campus Compact will provide a suggested template for the required email communications.)

How to Submit a Request to Participate and for Additional Information

Utah colleges and universities that are interested in participating in the 2009 Faculty Engagement Survey should email, fax or mail a completed Request to Participate form and an Institutional Participant Agreement form signed by both the primary campus contact for the Faculty Engagement Survey and the Provost to:

Melissa Miller Kincart, Executive Director
Utah Campus Compact
60 South 400 West
Salt Lake City, UT 84101
Fax: (801) 366-8492
Tel: (801) 366-8492
Email: mmkincart@utahstr.edu

The completed forms are due February 2, 2009.
Request to Participate

Western Region Campus Compact Consortium (WRCCC)

Faculty Engagement Survey

Primary contact for the Faculty Engagement Survey Project at your institution:

College/University

Name

Title

Department

Address

Email

Phone   Fax

Number of faculty members at your institution (including part-time and non-tenure track)

What percentage response rate do you anticipate?

What two-week period during February 1, 2009, through May 1, 2009, do you anticipate conducting the survey on your campus?

Please provide a list of approvals, activities and tasks that are required in order to launch the survey on your campus and an anticipated timeline for these approvals, activities and tasks to be accomplished. (Feel free to use a separate sheet of paper to answer this question.)

The completed forms are due February 2, 2009.

How does your campus plan to create awareness among faculty of the survey? For example, what support will the Provost, Deans and/or Department Chairs provide in this effort? (Feel free to use a separate sheet of paper to answer this question.)

Melissa Miller Kincairn, Executive Director
Utah Campus Compact
60 South 400 West
Salt Lake City, UT 84101
Fax: (801) 366-8492
Tel: (801) 366-8492
Email: mmkincairn@utahcbr.edu
If selected to participate, (NAME OF INSTITUTION) agrees and commits to the following responsibilities:

- Request and secure exemption approval from their campuses’ Institutional Review Board (IRB) offices for the Faculty Engagement Research Project methodology and their campuses’ participation in the project. (Utah Campus Compact will provide a state-specific template that participating campuses may choose to copy and paste from to complete their campus-specific exemption forms and applications. Because campus IRB offices vary widely in their response time and because all campuses’ participation in this project is contingent upon securing exemption approval from their IRB offices.)

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- Electronically distribute at least three communications to ALL faculty members, including those who are part-time and/or non-tenure track: (1) pre-contact e-mail one week before the survey begins, (2) invitation to participate along with a link to the online survey questionnaire to all faculty members and (3) reminder to participate in the survey one week after the survey begins. (In addition to the survey questionnaire, Utah Campus Compact will provide a suggested templates for the required email communications.)

**AGREED AND ACCEPTED:**

**Print Name of Provost**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Print Name of Primary Contact**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
VIP Satisfaction Survey 2009

Administration Type: Web
Date Created: 1/29/2009 10:06:35 AM
Date Range: 1/28/2009 12:00:00 AM - 6/19/2009 11:59:00 PM
Total Respondents: 39

<table>
<thead>
<tr>
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<th>Graph</th>
<th>Cross Tab</th>
</tr>
</thead>
</table>

Q1. Was this your first time volunteering?

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<th>Percent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<tr>
<td>18</td>
<td>88.89%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Graph</th>
<th>Cross Tab</th>
</tr>
</thead>
</table>

Q2. Why did you volunteer? (Check all that apply)

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<th>Response %</th>
<th></th>
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</thead>
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<td>50.00%</td>
<td>Wanted to help out in the community</td>
</tr>
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<td>25.00%</td>
<td>As part of a club or organization</td>
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<td>0.00%</td>
<td>Other (please specify)</td>
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<td></td>
<td>Respondents</td>
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<table>
<thead>
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<th>Frequency</th>
<th>Graph</th>
<th>Cross Tab</th>
</tr>
</thead>
</table>

Q3. Where did you volunteer? (Check all that apply)

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<td>0</td>
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<td>Best Buddies</td>
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<td>0.00%</td>
<td>Boys &amp; Girls Club</td>
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<td>Bridging the Gap</td>
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<td>Cares</td>
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<td>Christmas Tree Bridge</td>
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<td>Davis Campus</td>
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<td>Environmental Club</td>
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<td>Habitat for Humanity</td>
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<td>Head Start</td>
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<td>Utah Special Olympics Winter Games</td>
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### Frequency Graph Cross Tab

#### Q4. How many times have you volunteered in the last 12 months?

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<th>Count</th>
<th>Percent</th>
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<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

16 Respondents

#### Q5. Approximately, how many hours in the last 12 months have you participated in volunteer or community service activities?

<table>
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<tr>
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<th>Percent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>10</td>
<td>100.00%</td>
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<td>0.00%</td>
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<td>0.00%</td>
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<tr>
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<td>0.00%</td>
</tr>
<tr>
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<td>0.00%</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
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<td>6.25%</td>
<td>1</td>
<td>6.25%</td>
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<td>0.00%</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
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<td>6.25%</td>
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<td>0.00%</td>
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<tr>
<td>1</td>
<td>6.25%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

16 Respondents

#### Q6. Please indicate your level of agreement with the following:

**The VIP experience ... - Helped refine my communication skills**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>55.56%</td>
<td>6</td>
<td>33.33%</td>
</tr>
<tr>
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<td>11.11%</td>
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<tr>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>18 Respondents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Q7. Please indicate your level of agreement with the following:

**The VIP experience ... - Helped refine my leadership skills**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
<td>1</td>
<td>5.56%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>18 Respondents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Q8. Please indicate your level of agreement with the following:

**The VIP experience...** - Helped me to clarify my career plans

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>55.56%</td>
</tr>
<tr>
<td>6</td>
<td>33.33%</td>
</tr>
<tr>
<td>2</td>
<td>11.11%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>18 Respondents</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Q9. Please indicate your level of agreement with the following:

**The VIP experience...** - Helped me learn how to design and complete a project

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>3</td>
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<tr>
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<td>0.00%</td>
</tr>
<tr>
<td><strong>18 Respondents</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Q10. Please indicate your level of agreement with the following:

**The VIP experience...** - Helped me feel more connected to the WSU

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
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<tr>
<td>2</td>
<td>11.11%</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>18 Respondents</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Q11. Please indicate your level of agreement with the following:

**The VIP experience...** - Helped me feel more connected to the community

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>83.33%</td>
</tr>
<tr>
<td>3</td>
<td>16.67%</td>
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<tr>
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<td>0.00%</td>
</tr>
<tr>
<td><strong>18 Respondents</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Q12. Please indicate your level of agreement with the following:

**The VIP experience...** - Helped me become more aware of the needs in my community

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>88.89%</td>
</tr>
<tr>
<td>2</td>
<td>11.11%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q13. Please indicate your level of agreement with the following:

The VIP experience . . . . Made me more aware of the social issues affecting our community

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q14. Please indicate your level of agreement with the following:

The VIP experience . . . . Made me more aware of my personal strengths and weaknesses

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
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</tr>
</thead>
<tbody>
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<td>14</td>
<td>Strongly agree</td>
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<tr>
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<td>3</td>
<td>Moderately agree</td>
</tr>
<tr>
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<td>0</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q15. Please indicate your level of agreement with the following:

The VIP experience . . . . Made me more aware of my own biases and prejudices

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
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</tr>
</thead>
<tbody>
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<tr>
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<td>6</td>
<td>Moderately agree</td>
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<td>Neither agree nor disagree</td>
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<tr>
<td></td>
<td>2</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q16. Please indicate your level of agreement with the following statements: I had the opportunity to interact with individuals from backgrounds other than my own.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td>15</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Moderately agree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Q17. Please indicate your level of agreement with the following statements: - I feel that my experience benefitted the community.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Graph</th>
<th>Cross Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Percent</td>
<td></td>
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<tr>
<td>16</td>
<td>88.89%</td>
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</tr>
<tr>
<td>2</td>
<td>11.11%</td>
<td>Moderately agree</td>
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<tr>
<td>0</td>
<td>0.00%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>18 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q22. Please indicate your level of agreement with the following statements: I plan to volunteer and stay civically engaged after I graduate.

<table>
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<td>0</td>
<td>0.00%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>18 Respondents</td>
<td></td>
<td></td>
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</tbody>
</table>

Q23. What kind of effect has the VIP program and CIC had on your collegiate experience?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>100.00%</td>
<td>Very positive</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Moderately positive</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Neither positive nor negative</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Moderately negative</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Very negative</td>
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<td>18 Respondents</td>
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Q24. Do you have additional comments or suggestions to improve the VIP program?

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<tr>
<th>Count</th>
<th>Percent</th>
<th>Response</th>
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<tbody>
<tr>
<td>5</td>
<td>27.78%</td>
<td>Yes (please share)</td>
</tr>
<tr>
<td>13</td>
<td>72.22%</td>
<td>No</td>
</tr>
<tr>
<td>18 Respondents</td>
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VIP Satisfaction Survey 2009

Administration Type: Web
Date Created: 1/20/2009 10:06:35 AM
Date Range: 1/20/2009 12:00:00 AM - 6/19/2009 11:59:00 PM
Total Respondents: 39

Q1. Was this your first time volunteering?

Q2. Why did you volunteer? (Check all that apply)
Q2. Why did you volunteer? (Check all that apply)

- Wanted to help out in the community: 100%
- As part of a club or organization: 100%
- Other (please specify): 0%

Q3. Where did you volunteer? (Check all that apply)
Q3. Where did you volunteer? (Check all that apply)

Q4. How many times have you volunteered in the last 12 months?
Q4. How many times have you volunteered in the last 12 months?

Q5. Approximately, how many hours in the last 12 months have you participated in volunteer or community service activities?
Q5. Approximately, how many hours in the last 12 months have you participated in volunteer or community service activities?

Q6. Please indicate your level of agreement with the following:

The VIP experience... - Helped refine my communication skills
Q6. Please indicate your level of agreement with the following:
The VIP experience . . . . Helped refine my communication skills

Q7. Please indicate your level of agreement with the following:
The VIP experience . . . . Helped refine my leadership skills
Q7. Please indicate your level of agreement with the following:

The VIP experience... - Helped refine my leadership skills

- Strongly agree: 72.22%
- Moderately agree: 22.22%
- Neither agree nor disagree: 5.56%
- Moderately disagree: 0%
- Strongly disagree: 0%
Q8. Please indicate your level of agreement with the following:
The VIP experience . . . . - Helped me to clarify my career plans

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Q9. Please indicate your level of agreement with the following:
The VIP experience . . . . - Helped me learn how to design and complete a project
Q9. Please indicate your level of agreement with the following:

The VIP experience helped me learn how to design and complete a project

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Q10. Please indicate your level of agreement with the following:

The VIP experience helped me feel more connected to the WSU
Q10. Please indicate your level of agreement with the following:

The VIP experience... - Helped me feel more connected to the WSU

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree

Frequency | Graph | Cross Tab
Q11. Please indicate your level of agreement with the following:

The VIP experience... - Helped me feel more connected to the community
Q11: Please indicate your level of agreement with the following:
The VIP experience helped me feel more connected to the community.

- Strongly agree: 82.33%
- Moderately agree: 16.67%
- Neither agree nor disagree: 0%
- Moderately disagree: 0%
- Strongly disagree: 0%

Q12: Please indicate your level of agreement with the following:
The VIP experience helped me become more aware of the needs in my community.
Q12. Please indicate your level of agreement with the following:

The VIP experience... Helped me become more aware of the needs in my community

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Q13. Please indicate your level of agreement with the following:

The VIP experience... Made me more aware of the social issues affecting our community
Q13. Please indicate your level of agreement with the following:

The VIP experience . . . . Made me more aware of the social issues affecting our community

Q14. Please indicate your level of agreement with the following:

The VIP experience . . . . Made me more aware of my personal strengths and weaknesses
VIP Satisfaction Survey 2009

Q14. Please indicate your level of agreement with the following:

The VIP experience ... - Made me more aware of my personal strengths and weaknesses

Q15. Please indicate your level of agreement with the following:

The VIP experience ... - Made me more aware of my own biases and prejudices
Q15. Please indicate your level of agreement with the following:

The VIP experience... Made me more aware of my own biases and prejudices

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Q16. Please indicate your level of agreement with the following statements:
- I had the opportunity to interact with individuals from backgrounds other than my own.
Q16. Please indicate your level of agreement with the following statements: - I had the opportunity to interact with individuals from backgrounds other than my own.

Q17. Please indicate your level of agreement with the following statements: - I feel that my experience benefitted the community.
Q17. Please indicate your level of agreement with the following statements: - I feel that my experience benefited the community.

- Strongly agree: 88.89%
- Moderately agree: 11.11%
- Neither agree nor disagree: 0%
- Moderately disagree: 0%
- Strongly disagree: 0%

Q18. Please indicate your level of agreement with the following statements: - As a result of the VIP program, I have become involved with additional campus activities.
Q18. Please indicate your level of agreement with the following statements: - As a result of the VIP program, I have become involved with additional campus activities.

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<th>Frequency</th>
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Q19. Please indicate your level of agreement with the following statements: - I enjoyed my volunteering experience.
Q19. Please indicate your level of agreement with the following statements: - I enjoyed my volunteering experience.

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Q20. Please indicate your level of agreement with the following statements: - I would volunteer through the VIP program again.
Q20. Please indicate your level of agreement with the following statements: - I would volunteer through the VIP program again.

Q21. Please indicate your level of agreement with the following statements: - I would recommend the VIP program to a friend.
Q21. Please indicate your level of agreement with the following statements: - I would recommend the VIP program to a friend.

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<th>Frequency</th>
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<th>Cross Tab</th>
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Q22. Please indicate your level of agreement with the following statements: - I plan to volunteer and stay civically engaged after I graduate.
Q22. Please indicate your level of agreement with the following statement: I plan to volunteer and stay clinically engaged after I graduate.

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Q23. What kind of effect has the VIP program and CIC had on your collegiate experience?
Q23. What kind of effect has the VIP program and CIC had on your collegiate experience?

Q24. Do you have additional comments or suggestions to improve the VIP program?
Q24. Do you have additional comments or suggestions to improve the VIP program?

Yes: 27.70%

No: 72.32%