

Center for Community Engaged Learning
Weber State University

Annual Report
2018-2019

Prepared by the CCEL Team
Submitted on May 31, 2019

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2018-19 Community Engagement At-A-Glance

Total Community Engagement

- Unique Students (WeberConnect) = 2295 (1835 not in Weber Connect)
Total Students = 4,130
- Checkins (Weber Connect) = 12,043.36
CCRS (Weber Connect) = 81,583

Total Weber Connect hours = **93,626** (36,995 curricular)

Total Student Hours (including estimates) = **132,626** (75,995 curricular)

Annual estimated \$ equivalent for community engagement = **\$3,372,679***

*\$25.43/hour as calculated by Independent Sector: <http://independentsector.org>

Curricular Community Engaged Learning Hours

- **~3498 CEL students** = 1629 (spring), 1469 (fall), 400* (summer)
1293 CEL students recorded hours = 649 (spring), 644 (fall)
- **36,994.65 CEL hours recorded in Weber Connect** = 23,993.65 (spring), 13,001 (fall)
39,000 estimated CEL hours not recorded = 24,000 (spring), 13,000 (fall), 2000* (summer)

*Summer 2018 - We were not able to track summer hours because of the transition from WeberSync to Weber Connect. We average about 400 students and 2,000 engagement hours.

Co-curricular Community Engaged Learning Hours

- 1,002 Students
- 56,631 hours
- 56.5 hours per student on average

Community Partners

- 91 community partners

AmeriCorps

- 107 WSU AmeriCorps members completed the program (during 2017-18 academic year)
- 41,923 Hours of Community Engagement completed by successfully exited members
- \$145,651 in scholarship money awarded to successfully exited members

Excellence in Community Engagement

- 85 students
- 47,747.88 hours

WeberCares Food Pantry

- 252 unique visits
- 5308 pounds of food distributed

Stats Over Time

Table 1 Active AmeriCorps Members by Grant Year

Grant Year				Exited Program				Current Members		
	CCEL Trained	CCEL Enrolled	Active Prior to 7-2006	Exit w/ Full Award	Scholarship \$\$	Hours completed w/full award)	Exit w/ No Award	Active	Scholarship \$\$	Hours Committed
2004-05	N/A	N/A	6	35	\$45,928	18,357	8	0	\$0	0
2005-06	31	31	14	24	\$32,089	11,885	21	0	\$0	0
2006-07	93	41	N/A	28	\$36,589	15,089	13	0	\$0	0
2006-07	13	3	N/A	0	\$0	0	3	0	\$0	0
HS Students										
2007-08	134	87	N/A	74	\$105,308	42,600	13	0	\$0	0
2008-09	157	118	N/A	96	\$141,438	53,589.17	22	0	\$0	0
2008-09 Gear Up	12	9	N/A	5	\$9,339	3329.61	4	0	\$0	0
2008-09	22	19	N/A	5	\$5,000	1640.05	14	0	\$0	0
Gear Up										
HS Students										
2009-10	141	88	N/A	67	\$96,921	36,497.36	16	0	\$0	0
2009-10	43	33	N/A	13	\$17,089	7,614.18	15	0	\$0	0
Gear Up										
2009-10	1	1	N/A	0	\$0	0	1	0	\$0	0
Gear Up HS Students										
2010-11	210	161	N/A	60	\$83,842	26,665	0	30	\$80,250	27,000
2010-11 Gear Up	26	27	N/A	8	\$10,599	3,278.25	0	0	\$0	0
2011-12	150	91	N/A	166	\$257,222	79,742	21	60	\$87,973	10,168
2012-13	82	66	N/A	105	\$178,450	51,750	13	52	\$70,190	10,452
2013-14	134	75	N/A	76	\$96,918	28991.1	7	27	\$33,190	7111.71
2014-15	105	95	N/A	78	\$102,341	30,138	7	35	\$43,315	11,250
2015-16	91	90	N/A	59	\$105,520	29,596	5	35	47,268	12,900
2016-17	82	82	N/A	87	\$115,713	31,965.50	1	26	\$32,052	7950
2017-18	105	105	N/A	107	\$145,651	41,923	0	25	\$32576	8100
Totals	1,632	1,222	20	1093	1,585,957	514,650.2	184	290	426,814	94,931.71

Table 2 CCEL Community Partners Top Tier Numbers, 2014-2019

	Total #	additions	increases	decreases	departures
2014-2015					
Purple Pride	20	2			
Wildcat	12	4	1	1	
Cub	93	0	4	NA	21
2015-2016					
Purple Pride	20	1			1
Wildcat	17	6	1		
Cub	78		5	NA	9
2016-2017					
Purple Pride	21	1			
Wildcat	12	1	1	2	3
Cub	72	15	1	NA	17
2017-2018					
Purple Pride	21				
Wildcat	13	1			
Cub	69	20	1	NA	23
2018-2019					
Purple Pride	21				
Wildcat	15				

Table 3 Weber Pantry Visits, 2017-2019

	Unique visitors	Total visits	Pounds of food distributed
2017-2018	157	390	4297
2018-2019	252	606	5308

Staff Accomplishments

CCEL Staff

Executive Director, Dr. Becky Jo Gesteland – interim from August to April

Assistant Director, Mike Moon – left WSU in March

Administrative Specialist III, Carla Jones – retiring in June

Budget Specialist, Joan Gustafson – new position, began in September

Community Partner Program Coordinator, Jenny Frame

Program Coordinator, Teresa Martinez

Director of the Research Extension, Dr. Katharine French-Fuller – ¼ time through March, then ½ time

Data & Community Partner Coordinator, Yesenia Quintana – new position description & title in January

UCCEN Program Coordinator, Natalie Hales – new position, began in August

CEL Curriculum Chair, Dr. Isabel Asensio – left position in April

Civitas Coordinator, Dr. Barrett Bonella – began in August

Faculty-Advisor Community Research Team, Dr. Monica Williams – left position in April

Faculty-Advisor Community Research Team, Dr. Alex Lancaster – began in October

Faculty-Advisor Community Research Team, Dr. Bobbi Van Gilder – began in April

Faculty-in-Residence, Dr. Rich Fry – began in May

Grant Evaluation Specialist for Roy Cone SB67 Grant, Kristine Alson – left WSU in September

Grant Evaluation Specialist for Roy Cone SB67 Grant, Kassandra Tello – September to March

Student Office Assistant, Lauren Sumner

Student Office Assistant, Brittany Wright

Student Office Assistant, Tatum Okey

Student Office Assistant, Weston Lee

Student Office Assistant, Christian Pratt

Student Office Assistant, Zadoth Vazquez

Student Office Assistant, Breana Bradford

Student Office Assistant (RE), Whitney Nelson

Student Office Assistant (RE), Sydnee Morell-Pop

Student Office Assistant (RE), Thomas Lakey

Student Office Assistant (RE), Taylor Calabrese

Student Research Assistant, Iveth Vazquez

Student Research Assistant, Adriana Van Vilet

Large Events/Celebrations of Significance

Annual Community Partner Breakfast

Each year community partnerships are celebrated and renewed for the upcoming year at a community partner breakfast event. The event was held on July 31, 2018. Provost Madonne Miner welcomed everyone; Melissa Hall, Executive Director of CCEL, delivered closing remarks. Standards & Substandards provided music. Unfortunately, we were unable to determine how many organizations attended because the data was not downloaded from WeberSync; however, we did capture total attendance.

80 participants

Annual Recognition Event

We celebrate and recognize students, faculty, staff, and community partners at our annual CCELebration on Monday, April 8, 2019. We recognized the following award winners:

John A. Lindquist Award – Dr Kathleen “K” Stevenson

Presidential Award for Engaged Community Partner – GiGi’s Playhouse

Presidential Award for Community-Engaged Alum – Danielle Collier

Presidential Award for Community-Engaged Faculty Member – Jeremy Bryson

Presidential Award for Community-Engaged Staff Member – Heather Chapman

Presidential Award for Community-Engaged Student – Kailee Brown

200 participants

Community Engagement Symposium

The annual Community Engagement Symposium was held after the CCELebration on Monday, April 8, 2018, on the bridge outside the Shepherd Union Ballrooms.

36 presenters

Engaged Learning Series – Matter of Fact?

This was the seventh year the CCEL hosted the Engaged Learning Series (ELS). The series was coordinated by Teresa Martinez, CCEL Program Coordinator, and implemented by 31 committee members representing different areas on campus, including community members and students. ELS is a university-wide series of events and programs designed to engage students, faculty, staff and community in discussion, debate, dialogue, learning and action around a topic of public concern. In 2018-19, the theme of “Matter of Fact?” was viewed through six prisms - culture, economics, education, environment, health and politics. Many of the events intersected across the prisms and included collaboration among various groups on and off campus. In addition to the events and programs, 48 lawn signs were placed around the Ogden campus during the fall and spring semesters. The lawn signs included various questions that were gathered from multiple colleges and departments around campus, then required a person to text their response to the information on the sign to learn the answer and where to find more information about the topic. A total of 399 interactions with signs were collected with the two top signs collecting 24 responses each. A total of 60 individuals chose to answer the questions available on CCEL’s website. The year ended with a major collaboration from over 20 on and off campus entities who organized a visit by Bill Nye. Our switch to a new tracking system did not allow us to accurately attendance, so we have no numbers to report. For a list of all ELS events, see the [Appendix](#).

Lindquist Lecture

Jeremy Farner, 2018 recipient of the John A. Lindquist Award, presented “Building Agents of Change,” to the campus and local community on November 6, 2018, in Room 404 of the Shepherd Union.

~40 faculty, staff, students, family, and community members attended

Volunteer Fair

We held two volunteer fairs, one in the fall and one in the spring:

September 12, 2018: 31 partner organizations

January 23, 2019: 30 partner organizations

WSU Makes a Difference in Ogden Day

Three projects took place on Wednesday, May 1, 2019, with Habitat for Humanity. A total of 30 volunteers from WSU faculty, staff and students joined on this day to help organize and clean the Layton and Ogden ReStores and assist in a home build on 450 15th Street in Ogden from 8am to noon, then 1-4pm.

30 volunteers; 122 hours served

WSU Service Day of Remembrance

Two service projects were available for WSU staff, faculty, students, and alumni to participate in on October 10, 2018. The first project was with the Ogden Nature Center and a collaboration with DaVinci Academy. The DaVinci Academy organized 65 high school senior students to participate. The Ogden Nature Center Service Team chair organized seven volunteers to assist. The event started at 9am and lasted until 1pm. The second project was at the Ogden City Cemetery where Ogden City requested assistance to clean up the grounds around the grave sites. CCEL provided gloves and rakes to help the 28 volunteers clean up. The event started at 8am with a lunch break at noon, then resumed at 1pm and ended at 4pm. A total of 52 hours were contributed.

72 volunteers; 300 hours served

Trainings Provided

AmeriCorps Enrollment and Training

Three in-person and multiple online enrollment sessions were held to orient students to the AmeriCorps program throughout the grant year (August 2018 to July 2019).

105 students enrolled and attended training

Volunteer Management Training

The CCEL requires any community partner wishing to be a Wildcat or Purple Pride tiered partner to attend a Volunteer Management Training series designed by UServeUtah. This training is required to give our top tiered volunteer managers the tools necessary to run an effective volunteer program. The CCEL will then feel more confident recommending these partners to students looking for a community engaged experience. We collaborated with UServeUtah to have them facilitate the training. CCEL sponsored community partners who attended. We also conducted a follow-up training with community partners, which included a panel of faculty members.

12 community partners attended Volunteer Management Training; 8 attended follow-up training

Other Programs

Global CEL

In partnership with the Lee Family Foundation and Hope4Kids International, GCEL traveled to Nyafumba, Uganda, to complete to improve the access to education and the economic conditions of the people in rural African areas. We completed three main projects: constructed staff housing for the school educators and administrators; continued offering education programs at the Lee Family Foundation Elementary School. Participants will develop and deliver a series of teaching plans and modules to the students and teachers; gathered donations and contributed new books and solar systems to be incorporated into the Lee Family Foundation classrooms and library. Travel dates for the trip were June 3, 2018 - June 19, 2018.

Participants: 30 current WSU students and alumni; four advisors.

Hall Endowment for Community Outreach Grants

A total of \$50,616 was granted to support 8 community engagement projects.

Participants: 7 faculty sponsors; 1 student sponsor

Table 4 Hall Endowment for Community Outreach Grants

Project Title	Proposers	Role	Community Partner	Funded
Brave Miss World Documentary Screening	Autumn Phelps	Student	Rape Recovery Center	\$700
Gear Up Parent Summer Retreat	Brandon Flores	Staff	Gear Up	\$2000
Empower Ogden Lightbulb Exchange	Jennifer Bodine	Staff	WSU Energy & Sustainability Office HEAT Program	\$2000
Dental Hygiene Services: Sealants and Dental Education for Inner-City Ogden Elementary School Children	Stephanie Bossenberger	Faculty	WSU Dental Hygiene TO Smith, James Madison, Odyssey & New Bridge Elementary Schools	\$1760.55 Grant approved for 5 years
Ballet Folklorico	Monica Rodriguez	Staff	Ballet Folklorico	\$13,000
Examining the Relationship Between Creativity and Identity Development Among At-Risk Adolescents	Lindsey Beddes	Faculty	Nurture the Creative Mind	\$12,257
Upward Bound	Dana Dellinger	Staff	Upward Bound	\$13,898
Arts Bridge Mural	Tamara Goldbogen	Faculty		\$5000
			Total	\$50,616

Research Extension Projects

1. **WSU PREP**

WSU PREP is a STEM summer program for high-achieving middle school children. Students attend for three concurrent summers. Each year, the RE administers a variety of content assessments and surveys to evaluate the program. The RE examines progress of returning students, summarizing findings, and presenting to stakeholder groups. Stakeholders include local school districts and major STEM employers in the area.

2. **Boys and Girls Club of Weber-Davis**

BGCWD recently expressed desire to continue to evaluate their program implementation and progress towards educational outcomes. BGCWD wrote the RE into their grants for upcoming evaluation support. Expected support to start in July 2019.

3. **United Way of Northern Utah**

Ogden United continues to expand its work into the Ogden and neighboring communities. As such, their need for data analysis support, research, and evaluation has increased. Recently, Ogden United signed a MOU with Ogden School District for individual-level student data. The RE keeps the data, where it is processed and analyzed. The RE continues to support UWNU with all data support needed.

4. **Union Creative Agency**

Union Creative Agency received a contract from Salt Lake Arts Council to conduct research. UCA sub-contracted out two specific projects to the Research Extension. The first piece was to conduct an in-depth document analysis of previous arts strategic planning documents dating back over two decades. The second project was conducting phone interviews with nearly twenty arts councils from around the state to determine the pros and cons of different art council models. The RE wrote two reports to be incorporated into the larger research project.

5. **Davis Arts Council**

Davis Arts Council underwent administrative changes that delayed the data collection of the project. However, the survey received an excellent response rate. This gave DAC an excellent understanding of their constituents needs. The RE wrote a report and presented the findings to the DAC Board of Directors.

6. **Ogden Civic Action Network (CAN) – Focus Groups**

RE conducted nine focus groups in the topics of health, housing, and education for OgdenCAN. The focus groups were on the following stakeholders: non-profits, city government, healthcare providers, real estate agents, school district employees, two English-speaking resident groups, and two Spanish-speaking resident groups. A final version of the report will be completed May 2019 and presented to the board of OgdenCAN the same month.

7. **OgdenCAN – Literature Reviews**

RE recently acquired funding to conduct literature reviews for OgdenCAN in the areas of education and health. RAs will conduct the literature reviews.

8. **United Way of Cache Valley**

United Way of Cache Valley is reorganizing their structure to go from a solely fundraising entity to one that engages in collective impact work. UWCV requested an in-depth analysis of publicly available data. RAs gathered data on the topics of education, health, demographics, and environmental concerns.

9. **Roy Cone – Partnerships for Student Success**

Roy Cone at Weber School District received the Partnerships for Student Success grant from the Utah Board of Education. The grant requires a technical assistance provider to help with the evaluation of the grant. RE will be the technical assistance providers for the grant.

10. **Government Furlough Survey**

WSU collaborated with Weber County, Davis County, Department of Workforce Services, and Ogden City. The goal of these surveys is to get a comprehensive picture of the impact the shutdown had on our community, including information regarding how it influenced personal finances and well-being. Several infographics, a technical report, and an executive summary will be created as part of this report.

11. **CCEL Assessments**

The RE conducts a variety of surveys for CCEL to ensure that the department is meeting the needs of the campus and community. This year CCEL surveyed faculty, students, and ASB participants.

12. **Nurture the Creative Mind – Community Engaged Researcher, Melinda Russell-Stamp**

NCM approached RE about conducting a research project around mental wellbeing and creative arts expression. The project received Hall Grant funding. Dr. Russell-Stamp will lead the project. The project is set to start in Fall 2019.

13. **OgdenCAN Housing Report – Community Engaged Researcher, Jenny Gnagey**

Dr. Gnagey has spent the last year researching housing trends, policies, and issues of the OgdenCAN East Central neighborhood in Ogden. She prepared a report that will be shared with the OgdenCAN board in May 2019.

Think Tank

In the second iteration of the Think Tank, the College of Engineering, Applied Science, and Technology focused on increasing the exposure of under-represented student populations attending Ogden High School and their families to the career opportunities and advancement available in STEM fields. Specifically, Dana Dellinger collaborated with the Ogden School District, which then paired her with Mount Ogden Junior High (rather than the high school) and a Business & IT teacher (rather than STEM). Four WSU student mentors worked in the classroom throughout the two trimesters; eight faculty from WSU—four each trimester—assisted the students. Although the placement was not ideal, the participants believe they met 75% of their goals. The team held two family nights focused on air quality (the MOJH projects). These events were well attended by junior high students and their families. Moreover, the mentors learned a lot about classroom management and various teaching styles. Also, the collaboration with Ogden School District demonstrated the need for faculty involvement, which the project manager later added. Some takeaways: adapt, collaborate, and incentivize.

We have yet to determine next year's Think Tank project.

Utah Campus Community Engagement Network (UCCEN)

Beginning in 1996 community engaged learning in Utah higher education was supported by the Utah Campus Compact (UCC). This organization played a critical role in the community engagement work happening on every college campus across the state; however, the legislature cut funding last year, and as of June 30, 2018, the organization was dissolved. Because directors of community engagement centers and others across the state value this coalition, they formed a steering committee and created the Utah Campus Community Engagement Network (UCCEN). This new organization is supported by Weber State University, which funds a part-time employee to coordinate ongoing efforts. Currently, these efforts rely on soft funding from Utah institutions.

WeberCares Food Pantry

Since 2011, the Weber Cares Program strives to increase healthy eating options, decrease food insecurity, and increase students' ability to stay in school and finish their degree. The Food & Resource Pantry provides up to two bags of food and resource options once a week for current WSU individuals.

The Food Voucher Program is an emergency option for immediate food needs, which provides a \$10 same-day-use voucher for WSU students to use at any Weber Dining food vendor located in the Shepherd Union Building (restrictions apply). The Weber Cares Pantry recently purchased a refrigerator to offer fresh food options in partnership with Sustainability's Food Recovery Network and Weber Dining Services. Every Friday, leftover, recoverable food is prepared in to-go containers and delivered to the pantry for visitors to select a variety of fresh options and enjoy over the weekend. This program will be evaluated during the following fall semester to determine how often fresh food will need to be stocked in the refrigerator.

Participation: 606 unique visits; 5308 pounds of food distributed; 39 volunteers; 710 volunteer hours

Monthly Visits

The Weber Cares Pantry is open year-round for visitors who wish to use the pantry. This chart shows the pantry was utilized heavier during the end of the fall (end of Nov-Dec) and spring (April) semesters.

Figure 1 Weber Cares Pantry Monthly Visits, September 2018 – May 2019

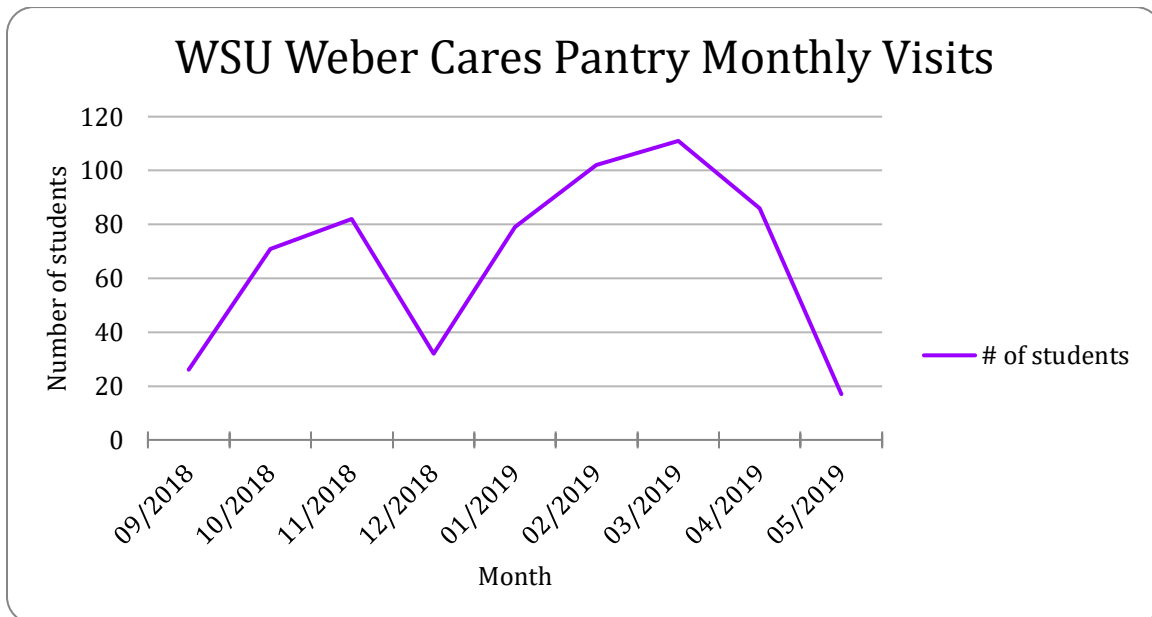
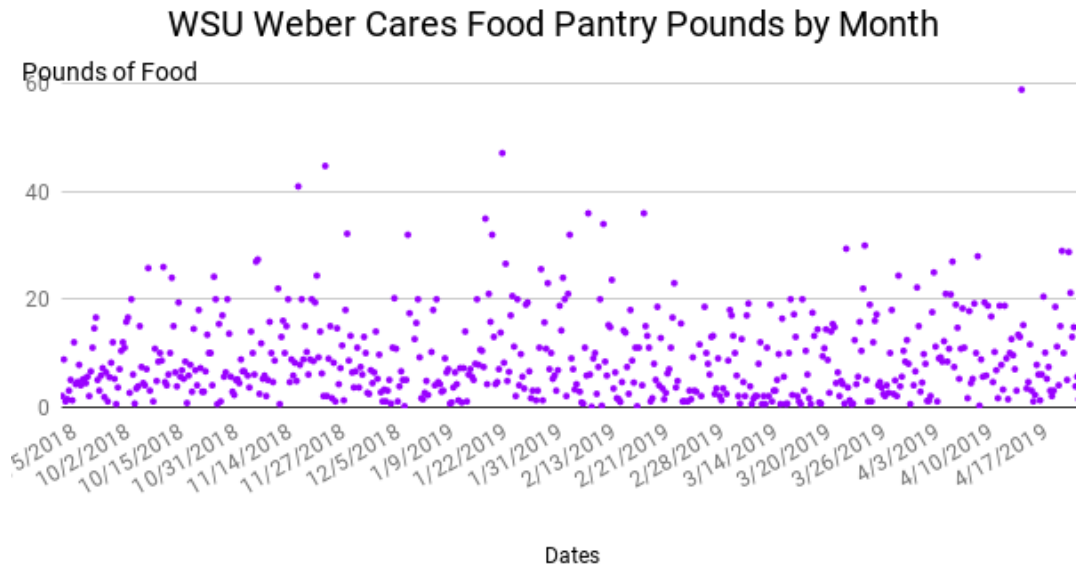


Figure 2 Weber Cares Food Pantry Pounds by Month, September 2018 – May 2019

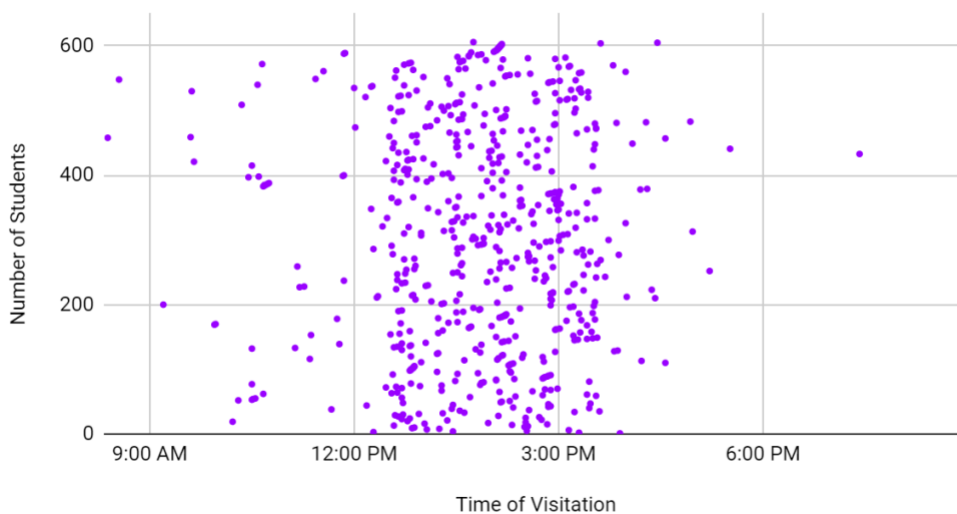


Visitation Times

The Weber Cares Pantry operates between the hours of 12:30-3:30pm during the week. The Center for Community Engaged Learning assists with the pantry outside of these hours when needed. Electronic information and visits were collected for the first time starting in September 2018, which provided more accurate data for the pantry's usage. Data shows the operating times for the pantry are appropriate for the Ogden Campus.

Figure 3 Weber Cares Pantry Visitation Times, 2018-2019

WSU Weber Cares Pantry Visitation Times



Weber Cares Food Voucher Program

The Weber Cares Food Voucher Program is an emergency option for immediate food needs, which provides a \$10 same-day-use voucher for WSU students to use at any Weber Dining food vendor located in the Shepherd Union Building (restrictions apply). Any current WSU student who requests a voucher, must complete an intake form to help CCEL understand how to further assist or intervene in order for the student to seek other food sources. Students may use a food voucher once a month, but more requirements are set if a student wishes to return for additional vouchers. A total of 42 intake forms were completed from students who requested a Weber Cares Food Voucher. About 64% of those intakes were from students who had used the voucher program for the first time. Only 31 food vouchers were used out of the 42. A total of \$234.58 was spent on the food voucher program.

Publications

Peer Reviewed

Bonella, B., Beirwolf, K., Coleman, L., Sterger, C., Pulli, K., Anguiano, C., Barton, K., (2019). Mixed Methods Evaluation of Formal Mentoring: Journey UP for Aging Out of Foster Care . Manuscript under review for publication to Global Social Welfare.

Call, C., **Lancaster, A.**, **Gesteland, B.J.**, Sowerby, A., Stevenson, K., & Asensio, I. "Are We Engaged? A College-level Inventory of Community Engagement." *eJournal of Public Affairs*. Forthcoming November, 2019.

Non-Peer Reviewed

French-Fuller, K., & Quintana, Y. "2019 Government Shutdown: Impact on Northern Utah." Weber State University: Research Extension. Invited.

French-Fuller, K., Quintana, Y., Morell-Pope, S., & Nelson, W. "Davis Arts Council: Strategic Plan Survey." Weber State University: Research Extension. Not public.

French-Fuller, K. "OgdenCAN Focus Groups." Weber State University: Research Extension. Not public.

French-Fuller, K., Quintana, Y., & Nelson, W. "Community Demographic Report: United Way of Cache Valley." Weber State University: Research Extension. Not public.

French-Fuller, K. "Boys and Girls Club Succeed at the Club: Evaluation Report." Weber State University: Research Extension. Not public.

French-Fuller, K., Quintana, Y., Lakey, T. "Review of Arts Strategic Plans" for Union Creative Agency. Weber State University: Research Extension. Not public.

French-Fuller, K., Quintana, Y., Nelson, W. "Arts Organizations Organizational Structures" for Union Creative Agency. Weber State University: Research Extension. Not public.

Presentations

National

Gesteland, Becky Jo. "Teaching Content Management with XML." Association of Teachers of Technical Writing Annual Conference. Pittsburgh, PA. March 2019.

Martinez, Teresa & Gesteland, Becky Jo. "Moving the Needle: Truly Engaging Campus and Community." Civic Learning & Democratic Engagement Annual Meeting. Anaheim, CA. June 2018.

State

Bonella, Barrett. A Model of Student Empowerment to Make Lasting Community Changes. Presented to Utah Community Engagement Universities (formerly UCC) at Engaged Faculty Retreat in St George, UT. 2019.

Kelly, M., **Bonella, B.**, Gutierrez, E., (2019). Changing Perceptions of Death: Can Learning the Process of Death Reduce Death Anxiety? Utah Conference of Undergraduate Research (UCUR) at Weber State.

Frame, Jenny. "Learning Through Reflection." Co-presented with Rebecca VanMaren, Community Partnerships Coordinator, SLCC. Utah NASPA 2018. Salt Lake Community College. September 28, 2018.

Local

Alexander, Melina, **Martinez, Teresa** & Matthews, Tom. "What Do I Do?" Responding to Difficult Moments in the Classroom." New Faculty Retreat. Midway, UT. August 17, 2018.

Cimino, Heather, **Martinez, Teresa** & Moon, Mike. "Advocating for Others as a Student Leader." WSUSA Training. Ogden, UT. September 5, 2018.

Frame, Jenny. "Position Descriptions." Volunteer Management Training. Ogden, UT. March 26, 2019.

Frame, Jenny & Martinez, Teresa. "Civility Training." Housing Resident Assistants. Ogden, UT. August 17, 2018.

Frame, Jenny & Martinez, Teresa. "Moving From New Student to Active Citizen." Wildcat Exchange. Ogden, UT. April 30, 2019.

French-Fuller, Katharine. "Proposal for OgdenCAN Focus Groups." OgdenCAN Board Meeting, Ogden, UT. 2018.

French-Fuller, Katharine. "OgdenCAN Focus Groups." OgdenCAN Committee Chair Meeting, Ogden, UT. 2019.

French-Fuller, Katharine. "OgdenCAN Focus Groups." OgdenCAN Board, Ogden, UT. 2019

Gesteland, Becky Jo. "What is the Center for Community Engaged Learning?" Utah Council for Citizen Democracy International Visitor Leadership Program, Ogden, UT. April 29, 2019.

Gesteland, Becky Jo. "Community Engaged Learning." Tianjin University Visitors to WSU, Ogden, UT. October 24, 2018.

Martinez, Teresa. "Building Inclusive Spaces." UCC Student Leader Retreat. Springville, UT. Aug 1-2, 2018.

Martinez, Teresa. "Scholar Excellence in Emails." Wildcat Scholars. Ogden, UT. July 30, 2018.

Martinez, Teresa & Wright, Brittany. "Qualtrics SMS Training." Qualtrics Training. Ogden, UT. October 31, 2018.

Morell-Pope, S. "WSU PREP Program Evaluation". WSU PREP Partners Meeting, Ogden, UT. 2018.

Nelson, Whitney. "Davis Arts Council Survey Results". Davis Arts Council Board Meeting, Ogden, UT. 2019.

Quintana, Yesenia. "Program Evaluation: A Crash Course". Volunteer Management 2.0, Ogden, UT. 2018.

Quintana, Yesenia. "Engaged Learning Evaluation". Assessment Showcase, Ogden, UT. 2018.

Quintana, Yesenia. "Logic Models". Grant-Writing Workshop, Ogden, UT. 2018.

Professional Service

Outside WSU

French-Fuller, Katharine. Member, Food Insecurity Committee, OgdenCAN.

French-Fuller, Katharine. Member, Data Quilters.

French-Fuller, Katharine. Participant, United Way Changemakers Series.

Gesteland, Becky Jo. Reviewer for 2018 International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference.

Gesteland, Becky Jo. Vice Chair of Executive Board. Ogden Nature Center.

Martinez, Teresa. Member, Student Service Leadership Retreat Planning Committee.

Quintana, Yesenia. Member, Ogden United Advisory Board, United Way of Northern Utah.

Quintana, Yesenia. Member, OgdenCAN Education Sub-Committee, OgdenCAN.

Quintana, Yesenia. Member, SB67 Communities of Practice, United Way of Northern Utah.

Quintana, Yesenia. Member, Data Quilters.

Quintana, Yesenia. Member, P-3 Committee, United Way of Northern Utah.

Quintana, Yesenia. Member, 3-5 Committee, United Way of Northern Utah.

Quintana, Yesenia. Member, Community Needs Assessment Committee, Ogden-Weber Community Action Partnership.

Quintana, Yesenia. Member, Hiring Committee for Director of Community Partnerships, United Way of Northern Utah.

Within WSU

Bonella, Barrett. Member, Engaged Learning Series Planning Committee.

Bonella Barrett. Member, Constitutional Review, Apportionment, and Organization Committee.

Bonella, Barrett. Member, Distinguished Lecturer Committee, College of Social & Behavioral Sciences.

Bonella, Barrett. Co-advisor, Social Work Club.

Bonella, Barrett. Member, the Masters in Social Work Planning Committee.

Frame, Jenny. Member, Staff Development Grant Committee

Frame, Jenny. Co-Chair, Student Engagement Task Force.

Frame, Jenny. Member, Student Success Engagement Sub-Committee.

Frame, Jenny. Member, CCEL Executive Director Hiring Committee.

Frame, Jenny. Member, Program Coordinator Hiring Committee.

French-Fuller, Katharine. Chair, Hall Endowment Committee.

French-Fuller, Katharine. Member, CCEL Executive Director Search Committee.

French-Fuller, Katharine. Member, Wildcat Scholars Director Hiring Committee.

Gesteland, Becky Jo. Member, Diversity Council.

Gesteland, Becky Jo. Member, Engagement Subcommittee.

Gesteland, Becky Jo. Member, Professional and Technical Writing Committee.

Martinez, Teresa. Shared professional responsibilities with Office of the President's Chief Diversity Officer from August through December.

Martinez, Teresa. Teacher, FYE, Fall 2019.

Martinez, Teresa. Member, Diversity Conference Planning Committee.

Martinez, Teresa. Member, Eddie's BBQ Planning Committee.

Martinez, Teresa. Member, Hiring committee for Career Services Internship Director.

Martinez, Teresa. Member, MLK Breakfast and March Planning Committee.

Martinez, Teresa. Co-advisor, Guatemala Alternative Break trip.

Martinez, Teresa. Member, Community Garden Coordinator Hiring Committee.

Martinez, Teresa. Member, Food Recovery Network Coordinator Hiring Committee.

Martinez, Teresa. Participant, Utah Leadership Academy.

Martinez, Teresa. Chair, Engaged Learning Series Committee.

Martinez, Teresa. Member, Student Wellness Committee.

Martinez, Teresa. Member, Student Engagement Task Force Committee.

Martinez, Teresa. Member, Food Sustainability Committee.

Martinez, Teresa. Member, Student Affairs Davis Campus Committee.

Martinez, Teresa. Co-chair, Political Learning Coalition.

Nelson, Whitney. Transcribed five Joe McQueen interviews for Access and Diversity.

Quintana, Yesenia. Member, Student Affairs Awards and Recognition Committee.

Quintana, Yesenia. Member, Student Affairs Professional Development Committee.

Quintana, Yesenia. Member, UWHEN Professional Development Committee.

Grants Received

The CCEL secured the following grants during the 2018-19 academic year to support numerous programs:

- Union Creative Agency, sub-award of \$2,800
- United Way of Northern Utah, SB67, sub-award of \$22,000
- UServeUtah, 2019 Engaged Faculty Retreat grant of \$5000
- Weber School District, SB67, sub-award of \$50,000

Staff Recognition

Jenny Frame – Student Affairs Division Priority Award Spring 2019.

Jenny Frame – Utah NASPA New Professional 2018.

Teresa Martinez – Certificate of Recognition for Five Years of Dedicated Service at WSU.

Teresa Martinez – Personal Investment Award from the Student Engagement Task Force.

Yesenia Quintana – Masters of Education in Measurement, Evaluation, Statistics & Assessment, May, 2018.

Significant Initiatives Not Included Elsewhere

Community Education Center

A new Continuing Education building, the Community Education Center (CEC), opened on November 15, 2018. Located on 26th and Monroe in East Central Ogden, the CEC houses the Community Education Program, OgdenCAN, and an extension of CCEL. Our suite includes office space for the Community Partner Coordinator and other needs to be determined.

NASPA Lead Initiative on Civic Learning and Democratic Engagement

CCEL served as a lead institution on the CLDE initiative.

Political Learning Coalition

Teresa Martinez facilitated Presidential candidate video calls and conducted meetings with stakeholders on campus to create inclusion around political dialogue.

Basic Student Information

Barbara L. and Norman C. Tanner Student Support Fund

In the third of five years of funding, we awarded the following. Next year, we plan to compile demographics of Tanner recipients and track student persistence toward graduation. This will be one of our Six-Column Model goals.

Barbara L. and Norman C. Tanner Nontraditional Student Fund

Total students awarded: 9

Total funds awarded: \$10,000

Opportunities funded: Tuition, Alternative Spring Breaks (Guatemala, Dominican Republic, Puerto Rico, North Dakota), Global Community Engaged Learning trip (Fiji)

Community Engagement Opportunity (Underrepresented) Fund

Total students awarded: 5

Total funds awarded: \$9,446

Opportunities funded: Tuition, Study Abroad (Costa Rica), Alternative Spring Break (Guatemala)

CCEL Student Teams

In 2018-19 the CCEL Student Teams consisted of the Service Team and the Community Research Team. Next year, the CCEL will have two additional teams: Alternative Breaks, which will separate from the Service Team, and American Democracy Project (ADP), which will return to the CCEL from SIL. Students' participation in the two current teams are described below.

Service Team

The Service Team is part of WSUSA; therefore, the VP for Service in WSUSA leads the Service Team with the help of an appointed Assistant VP. Four students fill team lead positions and oversee four community engagement areas: General Service, Housing & Environment, Health & Ability, and Education. Sixteen community partner organizations collaborated with the Service Team and were served by a total of 19 student leaders who facilitated approximately 72 organized events. For a breakdown of hours, see [Appendix](#). In addition, the Alternative Breaks team led 1 fall break trip and 6 spring break trips (2 spring break trips were canceled due to safety concerns about driving students to southern California). For spring trip descriptions, see [Appendix](#).

Leadership team:

1. Patrick Luo – VP of Service
2. Jefferson Cairo – Assistant VP
3. Tania Romo-Ayala – General Service & Events
4. Andrea Torres – Housing & Environment Programming
5. Dallas Carter – Health & Ability Programming
6. Cassi Cluff – Education Programming
7. Jake Hutchins – Director of Alternative Breaks
8. Caden Kendall – Assistant Director of Alternative Breaks

Community Research Team

The Community Research Team enables WSU students to perform research with and for community partners. With the guidance of two faculty advisors, students meet with community leaders, formulate critical research questions, and design and implement research studies to answer these questions. During this process, students collect data, analyze and interpret their findings, develop reports, and present research in community, University, regional, and national venues. This is an unparalleled experience for students who are interested in learning how research works and how research directly impacts a community.

Team members:

1. Kailee Brown
2. Steiner Houston
3. Hannah Huffman
4. William Kirshner
5. Tina Pastrana
6. Shireen Rezaei

Funded Projects:

1. Forever Bound Adoption Survey of Birth Mothers

The Community Research Team partnered with Forever Bound Adoption to administer an online questionnaire to birth mothers who had placed a child for adoption at some point in their lives. The primary goal of this study was to explore the impact of open (i.e., contact with the birth parent allowed) and closed (i.e., no contact with the birth parent allowed) on birth mothers' psychological outcomes and satisfaction with the adoption process. Additionally, the team explored the influence of differential levels of communication between birth parents and their children and psychological outcomes and satisfaction with the adoption process.

2. Ogden Policing Survey

The Community Research team collaborated with The Ogden Police Department to re-

administer the public opinion survey conducted in 2016. Since the original study, the Ogden Police Department implemented some changes, including a new chief of police and new policy implementations according to results from the original study. The focus of this year's study was current opinions of policing in Ogden and how opinions have changed since the previous survey.

Members of the research team presented oral and poster presentations at the National Council on Undergraduate Research, Utah Council on Undergraduate Research, Weber State University's Office of Undergraduate Research Symposium and the Community Engagement Symposium, the Western Society of Criminology. At the request of Ogden Police Department, students working on the Ogden Policing Survey also presented information about the survey to Ogden City Council

AmeriCorps

Three in-person and multiple online enrollment sessions were held to orient students to the AmeriCorps program throughout the grant year (August 2018 to July 2019).

Participation: 105 students enrolled and attended training

Civitas

Civitas is a community-engaged scholar program at WSU that rewards students who have integrated civic engagement into their higher education experience, and are able to showcase advanced civic mindedness. Under the direction of Barrett Bonella, Civitas Coordinator, students met during the Spring 2019 semester to discuss the book *Factfulness* by Hans Rosling. Students also reflected on their own civic engagement experiences. Seven students presented e-portfolios that described their civic skills, civic knowledge, civic values, and civic action. The Civitas course is designed to be flexible with students and not limited to when they can complete the course.

Participation: 9 students; 7 graduated

Excellence in Community Engagement

The CCEL captures the hours of the students earning the Excellence in Community Engagement recognition and reports those hours in the year that the student earns the recognition.

Fall: 3408.58

Spring 44,338.3

Participation: 85 students; 47,747.88 hours

Student Learning Outcomes

The CCEL has four learning outcomes for students: civic action, civic knowledge, civic skills, and civic values. We routinely ask students enrolled in CEL-designated classes and serving on CCEL Teams to reflect on their experiences. Moreover, we conducted our annual student survey, and overall, the results of the student assessment were quite favorable. The most common form of community engagement was volunteerism. The general scores on the CMG Scale were quite high, meaning that most students at WSU seem to have a positive perception of civic experiences, educational experiences, and civic identity.

For the complete assessment report see the [Appendix](#).

We also conducted a survey of students who participated in the alternative spring break trips. The responses to the Alternative Spring Break assessments as a whole were very positive. Students reported that they had meaningful experiences and opportunities to learn more about service and the communities they served. These trips seem to have positively influenced students' desire to serve others more often as well. Some of the ASB trips appear to have received more positive responses than others, but each trip was still evaluated very positively. It was obvious from open-ended responses that the opportunity to attend a service learning trip was very important and impactful for the students.

For the complete assessment report see the [Appendix](#).

Basic Community Partner/Faculty Information

Community Partners

We conduct the community partner survey every other year, so our next assessment will be 2019-2020.

Our numbers are holding steady; however, the Cub level is lower than in the past due to the consolidation of all hospice partners into one umbrella partner, Utah Hospice & Palliative Care Organization.

- 21 Purple Pride
- 15 Wildcat
- 55 Cub

Speed Networking

On February 13, 2019, faculty and staff connected with 15 community partners. Since the event was "drop in," numbers were not counted.

Faculty

Community of Practice

We had two community of practice (CoP) options through the Teaching and Learning Forum. Since only one person signed for the CEL 2.0 cohort, we combined the two and invited the leaders of the 2.0 cohort (Barrett Bonella and Wendy Fox-Kirk) to attend the other meetings

October 18: Introductions to CCEL and staff (Jenny Frame, Community Partner Coordinator, and Teresa Martinez, Program Coordinator)

November 16: Community Research Team presentation (Monica Williams, Faculty Co-Advisor, and student)

January 28: CEL-designation and Curriculog submission process (Isabel Asensio, CEL Curriculum Chair)

March 25: Community partner/Faculty presentation (Rich Fry, Professor of Computer Science, and Maresha Bosgeiter, Director of Catholic Community Services of Northern Utah)

Participants: 11 signed up but only a handful attended regularly

CEL Curriculum

CEL-designated classes

- 136 CEL instructors
- 233 CEL classes taught

When the contract with WeberSync expired, and we adopted another engagement tool (Weber Connect), we needed to find a replacement tool for CEL Curriculum Form. Because WSU uses Curriculog for all curriculum changes, we proposed and received approval to use a new “CEL” attribute, which the CCEL Curriculum Committee began using last fall.

The first table shows the newly designated or re-designated courses using Curriculog. In future years we’ll track the courses dropped as well. The second table shows totals.

Table 5 CEL-Designations Approved in Curriculog

Course	CRN	New	Renewed	Dropped	Additional Comments
SOC 1010	21120, 21121	X			Specific to instructor: RC Morris
SPAN 3730		X			All instructors
CS 4230	20910		X		
GEOG 4420	23998		X		
IDT 4025	21550		X		
IDT 4030			X		
PEP 3660	20714		X		
PSY 4380	20376, 20377, 20378		X		
PSY 4390	20379		X		
SOC 1020			X		
SOC 3420			X		
SPAN 3720	23121		X		

Table 6 CEL Designation Totals in Curriculog

Summary:	Total
Number of courses that renewed the attribute	10
Number of courses newly approved	2
Number of courses that dropped the attribute during this academic year	0

Temporary designation

Due to the low numbers of submissions during this academic, we decided to offer a temporary designation for anyone interested in trying CEL next academic year. We sent a call for temporary designations on 5/1/19. As of 5/31/2019, we’ve received 16 requests for temporary CEL designation.

Currently, the Community Partner Coordinator, Faculty-in-Residence, and Executive Director are meeting with each faculty member to temporarily approve their CEL designation requests and assist them with the formal application process in the fall.

Community-engaged Researchers

The Research Extension recently launched their Community-engaged Researcher program for faculty. The purpose of the program is to engage faculty within the university and qualified researchers in our community across all disciplines. We want to find skilled investigators who are interested in working with community partners on research projects as more and more local non-profits seek to better serve their populations with research and data. The Research Extension has two community-engaged researchers:

1. Jennifer Gnagey – Adjunct Faculty in Economics, OgdenCAN Housing Researcher
2. Melinda Russell-Stamp – Professor of Psychology, Nurture the Creative Mind Researcher

The Research Extension is also working with Associate VP Brenda Kowalewski and President Brad Mortenson to find funding through a donor for a full-time community engaged researcher. In addition, we plan on hiring a full-time grant evaluation specialist, whose salary will be paid out of four grants or contracts we expect to receive for 2019-2020.

Engaged Faculty Retreat

In February, CCEL sent 12 faculty members to Saint George to participate in the Engaged Faculty Retreat at Dixie State University. Several presented; several attended as members of the CEL Community of Practice.

Faculty-in-Residence

This spring we issued a call for a Faculty-in-Residence and have appointed Rich Fry effective immediately. Rich will assist with the following:

- Coordinate efforts around CEL initiatives related to faculty
- Identify and convene a committee of CEL faculty liaisons from each college
- Chair the CEL curriculum committee
- Facilitate the community of practice groups for CEL (1.0 and 2.0) and train/mentor faculty interested in CEL pedagogy
- Collaborate with the Community Partner Coordinator in CCEL to foster and sustain campus/community partnerships
- Coordinate efforts around CEL initiatives related to faculty
- Identify and convene a committee of CEL faculty liaisons from each college
- Chair the CEL curriculum committee
- Facilitate the community of practice groups for CEL (1.0 and 2.0) and train/mentor faculty interested in CEL pedagogy
- Collaborate with the Community Partner Coordinator in CCEL to foster and sustain campus/community partnerships

Community Partner/Faculty/Staff Outcomes

Although we have outcomes for volunteer management training—delivered to community partners—we do not have outcomes established for the Community of Practice—delivered to faculty and staff. Next year, with the assistance of the new Faculty-in-Residence, we plan to create measurable outcomes for faculty/staff training. Meanwhile, we will use the feedback received in our bi-annual assessment to

guide our development of programming and associated outcomes for both constituencies. Moreover, we'd like to create a series of trainings for staff interested in CEL programming.

Notable findings:

1. WSU faculty agree that there is strong institutional commitment for community-engagement. However, there is less agreement that faculty themselves value community engagement.
2. CE faculty are more likely to find value in community-engaged learning when compared to non-CE faculty.
3. Most faculty have not met or are aware of the faculty in residence.
4. Most faculty have not produced a public work from their community engagement work.
5. CCEL resources are not well known or well utilized among faculty. For example, only 4% of faculty use the volunteer training modules.
6. Likewise, CCEL programs are not well known. Less than 20% are aware of the Engaged Leader teams.
7. About half of faculty are satisfied with CCEL. Forty-five percent are neutral.
8. Student development and engagement was the most common rewarding experience for CEL faculty.

For the complete assessment report see the [Appendix](#).

Progress made on Six-Column Model Goals for 2018-19

1. Implement, provide training for and maintain new software systems (Involvio, Collaboratory & Qualtrics).
 - a. Means to achieve
 - Involvio - created student and community partner how-to sheets. Distributed them to all community partners and faculty who taught CEL designated courses.
 - Involvio - Provided training to CEL classes that requested it on how to use Weber Connect.
 - Involvio - created a 'My Community' student cohort within Weber Connect and sent bi-weekly community engaged learning opportunities to the cohort through the app.
 - Qualtrics - Provided training to interested students and staff regarding SMS functions within Qualtrics.
 - Qualtrics - Implemented the SMS system on lawn signs for the Engaged Learning Series (ELS), which exposed students, staff and faculty to Qualtrics and ELS
 - b. Student learning outcome(s)
 - Civic Engagement - Students will be able to navigate Weber Connect in order to identify community organizations and opportunities to volunteer.
 - Responsibility and Accountability - Students will learn how to track and enter their community engaged hours through Weber Connect.
 - c. Method(s) of assessment
 - Weber Connect
 - Qualtrics QR Codes
2. Increase the number of alternative break offerings by 50% while maintaining program effectiveness and demand.

NOTE: This goal was changed between its creation (summer 2018) and implementation (fall 2018): rather than 50%, the program was increased ~300%, which led to some issues. Three spring break

trips were canceled; six trips were successful. In 2019-2020, we plan to have four trips—the same number as 2017-2018—while we develop clear processes and establish guidelines.

- a. Means to achieve the goal
The alternative breaks program will implement a stand-alone training session for the first time to train student leaders well. The training will be heavy in recruitment strategies to ensure a full program in the spring. The initiative implemented a program leadership structure including an alternative breaks director and assistant to the director to be able to support the program growth. As of 1/15/19, 2 of 98 trip slots remain unfilled.
 - b. Student learning outcome(s)
 - Students will identify proper ways to address humanitarian needs and be equipped with the confidence and knowledge to step in and meet those needs.
 - Students will make progress on the Active Citizen Continuum.
 - Students will learn more about the geographical, political, and historical parameters of the host community
 - Students will understand and practice cultural humility.
 - Students will develop reflective strategy and introspectively consider their own humanity in relation to others’.
 - c. Method(s) of assessment
The CCEL Research Extension team created an assessment tool for the trips. See the [Appendix](#).
3. Increase data collection and assessment for the Engaged Learning Series to assist with learning outcome assessments, site and program selection, and other related items.
- a. Means to achieve
The Engaged Learning Series loaded all 41-event information into Weber Connect for students to learn about upcoming events. QR codes were generated for a handful of the events for students to check-in, but check-in data was insufficient as many did not have Weber Connect downloaded or were not willing to take the time to download the new app to check-in. Assessments were not created within each event to gather feedback regarding learning of the event
 - b. Student learning outcome(s)
Student learning outcomes focused for this goal were civic engagement, critical thinking and cultural competence. Unfortunately, assessments were not created within Weber Connect to capture feedback regarding the learning outcomes at the Engaged Learning Series events as there were difficulties with the new software system.
 - c. Methods of assessment
Event surveys via Weber Connect were planned to be distributed, however, the assessments were not created in Weber Connect as the system was new and the function was not well-known.
 - d. Results/Use of Results
Weber Connect was utilized to advertise events for students to learn more about. QR codes were provided at some events, but assessments were not provided with the QR codes. Understanding of Weber Connect has developed throughout the year and more effort will be implemented into next year to collect assessment and learning outcomes by attendees and participants.
4. Revisit all CCEL assessments (e.g., student, Alternative Breaks) and evaluate if necessary data is being collected and utilized.
- a. Means to achieve
The new Executive Director and the RE will meet before the strategic planning session in the

- summer to discuss the assessments. Once strategic planning is underway, assessments will be adjusted to provide data for future strategic planning sessions.
- b. Student learning outcome(s)
Assessments target CCEL students, faculty, and community partners. There are questions regarding the effectiveness of CEL courses and various CCEL programs. CCEL reviews these results on a yearly basis to determine if students and others are being serviced appropriately.
 - c. Method(s) of assessment
The Executive Director will determine if the assessments meet the current and long-term needs of CCEL.
5. Develop and implement a recruitment plan for Community Engaged Researchers, which includes internal researchers (faculty and staff) and external researchers.
- a. Means to achieve the goal
The Research Extension sent a interest survey to all faculty at WSU. There were 43 faculty responses to the survey. The survey asked about research interests, pay requirements, and type of interest.
 - b. Student learning outcome(s)
Student Research Assistants that work on these projects can be expected to learn how to do applied research, including literature reviews, running statistical analyses, assisting with focus groups, and writing focus groups.
 - c. Method(s) of assessment
In the Fall 2018, we signed up our first Community Engaged Researcher, Dr. Jenny Gnagey. She is working on a housing needs assessment for the Ogden Civic Action Network. In Spring 2019, we signed up a second project, Nurture the Creative Mind with Dr. Melinda Russell-Stamp. She will be overseeing a creative expression and mental health research project.

Goals for 2019-2020

On July 19, we'll be meeting as a team to begin creating a strategic plan. In preparation for that meeting we will review this annual report, the associated assessment reports, job descriptions, and feedback on the last program review. At the conclusion, we will generate our goals for 2019-2020, which are due to the Student Affairs Division on August 1, 2019.

Alignment of Unit Goals to AA Objectives

Because the main mission of the center is to engage students, faculty and staff members in service, democratic engagement, and community research; and to promote civic participation, build community capacity, and enhance the educational process, we absolutely contribute to the academic value/quality of WSU as an institution. Moreover, we deeply involved in the roll-out of the High-impact Education Experience (HIEE) initiatives of the Engagement Subcommittee. In fact, we would like to pilot the rubric in some our CEL-designated classes this fall. Also, we plan to track the Tanner funding to determine how well the program works for helping under-represented and non-traditional students persist at WSU.

Appendix

Engaged Learning Series Events

Date	Title	Type of Program
Sept 10-14	Matter of Fact Lawn Signs	Lawn Signs
Sept 11	Matter of Fact: Public Lands of the West	Panel
Sept 14	Browning Presents: Sean Jones Quartet	Performance
Sept 18	Allen Holmes Diversity Symposium: It's All in Your Head: Mental Health, Identity and Athletics	Keynote
Sept 18	Hurst Artist-in-Residence: Tyehimba Jess	Presenter Lecture
Sept 19	Food for Thought: Domestic Violence Panel	Panel
Sept 20	Not a Scam After All by Ben Taylor	Keynote
Sept 23-29	Banned Book Week	Book Education
Sept 25	Hispanic Heritage Month Keynote - Dolores Huerta	Keynote
Oct 4 & 5	20th Annual Diversity Conference	Workshops, Keynote, Panel
Oct 12	Hurst Artist-in-Residence: Jane Kim	Presenter Lecture
Oct 17	Hurst Artist-in-Residence: Espido Freire	Presenter Lecture
Oct 17	Food for Thought: The Evolution of Media	Panel
Oct 17	Live Fact Checking: 1st Congressional District Debate	Fact Checking
Nov 5	13th Annual Native Symposium: Sunrise Ceremony	Performance
Nov 5	13th Annual Native Symposium: History, Culture, Foods and Language of the Northwest Shoshone	Workshop
Nov 8	13th Annual Native Symposium Keynote	Keynote
Nov 8	Citizen Fact-Checking in the Digital Age	Presenter Lecture
Nov 15	"Rumble: The Indians Who Rocked the World" Film	Film & Discussion
Dec 11 & 12	Stress Relief Star Show	Show
Jan 7-Apr 12	Matter of Fact Lawn Signs	Lawn Signs
Jan 15	Deliberate Provoking Productive Debate	Workshop
Jan 15	Depolarizing Public Policy Discourse	Workshop
Jan 16	A Matter of Fact - WSU Library	Workshop
Jan 19	Ronan Farrow	Keynote
Jan 21	MLK Freedom Breakfast & March	Presentation/March
Jan 29	Unity by DeForest Soaries	Keynote
Feb 1	Algorithms of Oppression	Keynote
Feb 5	Black Migrations: Transforming History from the Inside Out by Ron Stallworth	Keynote
Feb 12	A Matter of Fact - WSU Library	Workshop
Feb 13	Vagina Monologues	Performance

Date	Title	Type of Program
Feb 15	Vagina Monologues	Performance
Feb 25	Storytelling Festival: Stories on the Ledge Workshop	Workshop
Feb 26	Storytelling Festival: Stories on the Ledge	Performance
Mar 14	Prop 2 Passed: Now What?	Panel
Mar 20	Facts About Immunizations	Tabling
Mar 21	Sustainability Summit Keynote	Keynote
Apr 3	An Afternoon with Bill Nye the Science Guy	Keynote
Apr 8	CCELebration & Symposium	Recognitions
Apr 9-13	National Library Week	Book Education
May 7-May 30	Lawn Signs - Ogden Historical Foundation	Lawn Signs

Service Team Hours

Date	Event	Total # Students	Length of Event
5/1	Exec Retreat (Eden)	8	16
5/3	Community Engaged Leaders Training	35	60
6/2	Track Practice Special Olympics	1	4
8/8	State Track Games Special Olympics	1	4
7/3	Soccer Practice Special Olympics	2	3
7/4	Independence Day Parade	5	8
7/7	Bocce Practice Special Olympics	1	1
	Pioneer Day Parade	6	8
7/10	Soccer Practice Special Olympics	2	3
7/14	Bocce Practice Special Olympics	1	1
7/17	Soccer Practice Special Olympics	2	3
7/21	Bocce Practice Special Olympics	1	1
7/24	Soccer Practice Special Olympics	2	3
7/28	Bocce Practice Special Olympics	1	1
7/31	Soccer Practice Special Olympics	2	3
8/1	Utah Campus Compact Service Retreat	5	98
8/4	Bocce Practice Special Olympics	1	1
8/7	Soccer Practice Special Olympics	2	3
8/11	Bocce Practice Special Olympics	1	1
8/14	Soccer Practice Special Olympics	2	3

Date	Event	Total # Students	Length of Event
8/18	Bocce Practice Special Olympics	1	1
8/20	Service Team Retreat	32	1170
8/21	Soccer Practice Special Olympics	2	3
8/23	WSUSA Retreat Part II	55	240
8/22	WSUSA Exec Meeting	8	0
8/25	Bocce Area Games Special Olympics	3	18
1/2	Service Team Meeting	30	*
8/27	Blood Drive American Red Cross	70	210
8/28	Soccer Practice Special Olympics	2	3
8/28	Alternative Breaks Meeting	9	9
8/29	WSUSA Exec Meeting	8	0
8/31	Block Party Booth	3	18
9/1	Bocce Practice Special Olympics	1	1
9/4	Soccer Practice Special Olympics	2	3
	Alternative Breaks Meeting	9	9
	Campus Cup	3	30
?	Service Team Training	23	*
9/8	Bocce Practice Special Olympics	1	3
9/10	Service Team Meeting	10	*
9/11	Soccer Practice Special Olympics	2	3
	9/11 Day of Service-Neighborhood Revitalization - Habitat for Humanity	10	80
	Alternative Breaks Meeting	8	8
9/12	Service Team Training	23	*
9/13	Xterra Triathlon 2017 - GOAL Foundation	2	42
9/14	Bridging the Gap - Catholic Community Services	20	40
9/15	Bocce Practice Special Olympics	1	1
9/18	Soccer Practice Special Olympics	2	3
	Alternative Breaks Meeting	8	8
9/19	Service Team Training	23	*
9/22	Bocce Practice Special Olympics	1	1

Date	Event	Total # Students	Length of Event
9/25	Soccer Practice Special Olympics	2	3
	Alternative Breaks Meeting	8	8
	National Voter Registration Day	6	24
9/29	Bocce Practice Special Olympics	1	1
10/1	Service Team Meeting	30	*
	Vote Yes to Fall Housing Event	5	10
10/3	Service Team Training	20	*
	Service Team Meeting	10	*
	Alternative Breaks Meeting	8	8
10/10	Expedition Vote	16	192
10/16	Alternative Breaks Meeting	8	8
10/20	Ballot Processing Week	9	540
10/22	Service Team Meeting	10	*
10/22	Group Ballot Processing Days	2	8
10/23	Alternative Breaks Meeting	8	8
10/24	Service Team Training	22	*
10/27	Make A Difference Day	50	200
10/29	Open House	1	4
10/29	Group Ballot Processing Days	2	8
10/30	Alternative Breaks Meeting	8	8
11/2	Project LEAD Service Event	18	144
11/5	Service Team Meeting	30	*
11/5	Group Ballot Processing Days	2	8
11/6	Election Night	40	50
11/7	Service Team Training	20	*
11/13	Alternative Breaks Meeting	8	16
11/19	Service Team Meeting	10	*
11/20	Alternative Breaks Meeting	8	8
11/21	Service Team Meeting	20	*
11/27	Alternative Breaks Meeting	8	16
11/30	Literacy Night 1	12	24

Date	Event	Total # Students	Length of Event
12/3	Service Team Meeting	25	*
12/5	Service Team End-of-Semester Party	28	*
	Dominican Republic Pre-Trip Meeting - ALT BREAK	9	9
1/11	FG Pre-Trip Meeting	10	10
1/4	Service Team Winter Retreat	30	210
1/7	Service Team Meeting	28	*
1/7	Service Team Training	20	*
1/15	Alternative Breaks Meeting	8	8
	Dominican Republic Pre-Trip Meeting - ALT BREAK	10	10
1/22	Alternative Breaks Meeting	8	8
1/23	Service Team Training	20	20
1/23	R Pre-Trip Meeting	10	10
1/29	Alternative Breaks Meeting	8	8
1/29	R Pre-Trip Meeting	10	10
1/31	FG Pre-Trip Meeting	9	9
2/4	Service Team Meeting	30	30
2/6	Dominican Republic Pre-Trip Meeting - ALT BREAK	11	11
2/6	Service Team Training	20	20
2/12	R Pre-Trip Meeting	10	10
	Dominican Republic Pre-Trip Meeting - ALT BREAK	12	12
2/21	FG Pre-Trip Meeting	11	11
2/26	R Pre-Trip Meeting	10	10
2/28	Reverse Fairytale Writing	8	16
3/1	Know Your Reps Know Your Rights	25	50
3/1	Luna Fest with Womens's Center	19	57
3/14	Curriculum Structuring	3	6
4/12	Literacy Night 2	30	60
4/18	Marathon Signs	8	8
	*All Service Team Meetings and Trainings	60 Hours	11380
		15418	

Alternative Spring Break Trip Descriptions

Domestic

Elementary Education Research. We will be conducting a research project at Turtle Mountain Elementary School located on a Turtle Mountain Indian Reservation. We will be gathering data through focus groups, surveys, interviews, and observations throughout the week. Our research is designed to investigate the new teaching methods currently being used at this elementary school and answer questions such as “Does the new teaching method work to increase learning in students?”, “Do faculty feel supported?”, “What is the culture of the school in regard to program changes?”, and “What resources do faculty need to feel supported and like they can succeed?” The overall research goal is to evaluate the effectiveness of a new teaching strategy and identify barriers in school culture that may hinder success. This will give the student researchers an amazing opportunity to be involved in a community-based research project where they are actively involved in the community. This will boost graduate school applications as well as give the student’s real world research experience and the opportunity to develop new skills. This is a great chance to get involved through service and volunteer for a community in need.

Trip Location: Turtle Mountain Indian Reservation, ND

Number of Participants: 8

Trip Leader: Kailee Brown

Advisers: Heather Chapman and Gail Niklason

Environmental Stewardship & High School Recruitment. As a humanitarian trip, we will engage in projects every day to serve the people of Hawaii throughout the island. The places where we will serve include the Hawaii Nature Center, Na Mea Kupuono Lo’I Kalo, Hanauma Bay, Hui O Ko’olaupoko, and Polynesian Cultural Center. Our projects will focus around the issue of environmental stewardship and caring for the land. This trip has a dual focus. In addition to our service, we will be working with the Ambassador program at WSU to promote university attendance to high school students throughout the island. As we visit many local high schools, we will also have the opportunity to promote higher education and Weber State University.

Trip Location: Honolulu, HI

Number of Participants: 16

Trip Leaders: Rachel Hales and Jared Nilson

Advisers: Scott Teichert, Daniel Kilcrease, and Brett Perozzi

Food Insecurity - 1st-Generation Student Trip. We will be doing service projects that revolve around the low income and food-insecure community of King County, Washington. We will be working with Solid Ground, where we will be preparing soil for crops to be planted, and other gardening tasks. We will also be working with two food banks, St. Mary’s food bank and Life Long. We will be packaging meals, delivering meals, as well as stocking their pantries.

Trip Location: Seattle, WA

Number of Participants: 11

Trip Leader: Jared VanderDoes

Advisers: Amanda Nielsen and JuanCarlos Santisteban

Resiliency After Natural Disaster. Our trip focuses on resilience after disaster. Hurricane Maria is still affecting the residents of Puerto Rico, and we will be helping with several projects and initiatives. We will be focusing our attention on the city of Yabucoa and an elementary school there where we will

be teaching resiliency skills and activities. We will also be providing supplies to the school as well as residents in the area.

Trip Location: Puerto Rico

Number of Participants: 12

Trip Leader: Adrianna Swoape

Advisers: Maria Parilla de Kokal and Mindy Russell-Stamp

International

Health Education & Promotion. We will be teaming up with the non-profit organization Foundation for International Medical Relief of Children (FIMRC) to best accommodate our needs and goals for the trip. FIMRC is an experienced organization in helping college students with alternative break opportunities centered around global humanitarian work. With their help, we will have the opportunity to assist in activities such as working in a rural clinic, helping with diabetes education, offering health education in schools, participating in house visits for maternal health, doing rounds in a hospital, and much more. No Spanish speaking skills are required for this trip.

Trip Location: Dominican Republic

Number of Participants: 10

Trip Leader: Alex Bingham

Advisers: Jeremy Farner and Jeremy Bryson

Public Health. We will be providing service that supports our Pre-med/Health theme. The Organization hosting us for the service project is Cultiva International, a non-profit whose mission is "Improving lives by teaching sustainable living— fostering independence, not dependence." They have arranged for us to spend 48 hours serving with volunteer paramedics in Guatemala City. Later in the week, we will be in Panajachel where we will get the opportunity to work in the community to improve health and nutrition. We will be working with a different aspect of health in the world. In Guatemala they have a huge problem with mal-nourishment which has stunted growth and mental development and we will be working with families in rural villages to build garden boxes.

Trip Location: Guatemala

Number of Participants: 10

Trip Leader: Spencer Duncan

Advisers: Teresa Martinez and Andrea Hernandez

[Student Assessment Report](#)

Attached

[Alternative Spring Break Assessment Report](#)

Attached

[Faculty Assessment Report](#)

Attached