

Center for Community Engaged Learning
Weber State University

2020-2021 Annual Report

(May 1, 2020 - April 30, 2021)

Prepared by the CCEL Team

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2020-2021 Community Engagement At-A-Glance

Total Community Engagement

- Student hours (including estimates) = **121,379**
 - Recorded hours = **64,461**
 - Unique students = **4,879**
- Annual estimated financial equivalent for community engagement hours = **\$3,376,764***
 *\$27.82/hour as estimated by [Independent Sector](#) for Utah in 2020

CEL Curricular Statistics

Due to COVID-19, estimates for summer and fall may be somewhat high. See [2020-2021 CCEL Hours](#) for details.

CEL Hours

Semester	Summer	Fall	Spring	2020-2021 TOTAL
Hours recorded	2057.52	3532.7	4134	
Hours estimated	2494	17918	14426	
Semester Totals	4551.52	21450.7	18560	44562

CEL Demographics

- **4432** CEL students = 417 (summer), 2182 (fall), 1833 (spring)
 616 CEL students recorded hours = 135 (summer), 219 (fall), 262 (spring)
- **283** CEL classes
- **205** CEL instructors

Co-curricular Statistics

- **447** students
- **36,613.66** recorded hours
- **39,590** hours estimated

Community Partners

- **72** partners
 21 Purple Pride
 15 Wildcat
 36 Cub

AmeriCorps

- **92** WSU AmeriCorps members completed the program
- **32,786** hours completed by successfully exited members
- **\$124,863** in scholarship money awarded to successfully exited members

Excellence in Community Engagement

- **72** students
- **35,656** hours

Grant Funding Received

- **12** grants: 9 external, 3 internal
- **\$205,036.70** total

Weber Cares Food Pantry

- 329* online orders
- 96 unique users
- 3985* pounds of food distributed

*The pantry was closed to in-person services. Online ordering went live on September 8, 2020.

Stats Over Time

Table 1 Active AmeriCorps Members by Grant Year

Date Range	CCEL Trained	CCEL Enrolled	Exit w/full Award	Exit w/o Award	Scholarship \$\$	Hours completed (w/full award)
			Exited Program			
2004-05	N/A	N/A	35	8	\$45,928	18,357
2005-06	31	31	24	21	\$32,089	11,885
2006-07	106	44	28	16	\$36,589	15,089
2007-08	134	87	74	13	\$105,308	42,600
2008-09	191	146	106	40	\$155,777	58,560
2009-10	185	122	80	32	\$114,010	44,111
2010-11	236	188	68	0	\$94,441	29,944
2011-12	150	91	166	21	\$257,222	79,742
2012-13	82	66	105	13	\$178,450	51,750
2013-14	134	75	76	7	\$96,918	28,991
2014-15	105	95	78	7	\$102,341	30,138
2015-16	91	90	59	5	\$105,520	29,596
2016-17	82	82	87	1	\$115,713	31,966
2017-18	105	105	107	0	\$145,651	41,923
2018-19	99	106	87	1	\$104,308	30,971
2019-20	118	96	106	7	\$143,212	35,700
2020-21	94	67	92	7	\$124,863	32,786
Totals	1,943	1,491	1,378	199	\$1,958,340	614,107

**2004-2018 numbers align with AmeriCorps grant year; 2018-2021 numbers align with WSU's academic year*

Table 2 CCEL Community Partners: Top Tier Numbers, 2014-2021

	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				
Cub	55	3			17
2019-2020					
Purple Pride	21				
Wildcat	15				
Cub	48	4			11
2020-2021*					
Purple Pride	21				
Wildcat	15				
Cub	36	0			19

**Our numbers are holding steady, with a slight decrease to our Cub (entry) level tier. This could be due to COVID-19, as we tend to receive a few late additions to our Cub partnership tier in the spring.*

Table 3 Grants Received, 2018-2021

Academic year	External	Internal	Total	\$ received
2018-2019	4	0	4	\$79,800.00
2019-2020	8	2	10	\$126,111.67
2020-2021	9	3	12	\$205,036.70

Table 4 Weber Cares Pantry Visits, 2018-2021

Academic year	Unique visits	Total visits	Pounds of food distributed
2018-2019	252	606	5308
2019-2020*	499	764	7253
2020-2021**	96	329	3985

**Visits and pounds of food prior to COVID-19 shut down*

***The physical pantry location was closed. CCEL accepted online orders only starting September 8, 2020.*

Major Events

CCELebration

We celebrate and recognize students, faculty, staff, and community partners at our annual CCELebration, which we held as a drive-thru event on Thursday, April 15. We recognized the following award winners:

1. John A. Lindquist Award – Jenn Bodine
2. Presidential Award for Engaged Community Partner – Pliking Club of Ogden
3. Presidential Award for Community-Engaged Alum – Taylor Knuth
4. Presidential Award for Community-Engaged Faculty Member – jo Blake
5. Presidential Award for Community-Engaged Staff Member – Amanda Gentry
6. Presidential Award for Community-Engaged Student – Giovanni Frias

Participants: ~66 vehicles + 1 pedestrian

Community Engagement Symposium

We hosted the annual Community Engagement Symposium online beginning April 15. Although submissions were minimal, the virtual format allowed us to include a video from the Alternative Breaks Teams. Moreover, we’re pleased to see the continued interest the online venue provides.



The Center for Community Engaged Learning hosts an annual symposium to showcase student projects from across campus. The poster session is an opportunity for students to present the results of their direct service, civic engagement, and/or research in the community. In 2021, we will be hosting the symposium online.

Symposium Submissions	
Adults HS Diploma & GED Pathways - Poster	+
Alternative Alternative Breaks - Video	+
Satisfaction with Life and Relinquishment of Parental Rights - Poster	+

Participation: 2 posters & 1 video; 7 students; 104 page views (4/15/2021 through 5/16/2021)

Community Partner Breakfast

This year, in lieu of a community partner breakfast, we hosted a community partner town hall. The town hall was conducted over Zoom and mainly went over the University policy changes due to COVID-19 in regards to community engagement. The biggest announcement was from Brenda Kowalewski, Associate Provost of High Impact Educational Experiences & Faculty Excellence, who informed partners that in-person community engagement would not be an option for the upcoming Fall semester and that all community engagement needed to be virtual. The town hall was then opened up for questions.

Participants: 48 community partners

Because we were unable to have a breakfast to recognize and thank our partners, we instead delivered lawn signs to our partners signed by the CCEL staff.



Engaged Faculty Retreat

In February, CCEL sent 24 faculty, staff and community partners to a virtual Utah Engaged Faculty Retreat. The theme, "Unprecedented Times: Unprecedented Opportunities" brought attendees together to share current best practices and creative solutions for challenges being faced during this unique pandemic year. The highlight of the event was nationally recognized community engagement expert Eric Hartman, Director of the Center for Peace and Global Citizenship at Hartford College. His keynote, titled "Civics Beyond Dichotomies: In and of Campus & Community Local and Global Interdependence," shared new possibilities for local engagement with a global mindset. Dr. Hartman's keynote was followed by a workshop session. The event was coordinated by UCCEN, which is housed in CCEL, and facilitated by the WSU IT department.

Participants from WSU/CCEL: 23 faculty and staff, one community partner, and one presenter from the WSU counseling department

Engaged Learning Series – Connect*

This was the ninth year the CCEL hosted the Engaged Learning Series (ELS). The series was coordinated by co-chairs, Teresa Martinez and Dr. Lisa Meerts. The committee included 33 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 2020-21, the theme was "Connect*", which provided the audience with an opportunity to delve into what it meant to connect* with things, people, ideas, etc. The asterisk in connect* suggested that we look beyond just the word "connect" and find ways to "re" connect, "dis" connect, "inter"connect, find connect"edness," and beyond. Due to COVID-19, many of the events and programs were either canceled or moved to a virtual format. The series did not see the amount of programs and events it would typically see in a given year due to the pandemic, but the series was still able to coordinate with some of the traditional events such as the Diversity Conference while supporting new events and programs like Humanities in the Wild and a [Virtual Art Gallery](#) with a WSU 1450 class. See complete list of [Engaged Learning Series Events](#).

Lindquist Lecture

We hosted the two lectures on Zoom and recorded both presentations:

- Forrest Crawford "Teaching 'Grit': The Pedagogical Core of Knowing, Caring and Acting" on Wednesday, February 10, 2:30 - 3:30 p.m.
- Adam Johnston "Accidental Community Engaged Learning for Introverts, Skeptics, and Curmudgeons" on Tuesday, March 16, 2 - 3 p.m.

Participation: ~30 faculty, staff, students, family, and community members attended each talk

Volunteer Fairs

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

- Week of September 21st
- Week of January 25th

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 volunteer managers the tools necessary to run an effective volunteer program which then allows CCEL to be more confident in recommending them to students looking for community engaged experiences. UServeUtah hosted the training while CCEL funded all interested partners to participate.

Participation: 11 individuals affiliated with a community partner

WSU Makes a Difference in Ogden Day

This event did not take place in May 2020, when it would typically be organized, due to COVID-19 restrictions.

WSU Service Day of Remembrance

CCEL organized two virtual projects on October 7, 2020 due to COVID restrictions. One project was coordinated with the American Red Cross of Northern Utah and their Missing Maps program. Volunteers attended a one-hour training prior to starting the project. They then used their own computers to identify roads and structures not mapped in rural areas. The mapping of these areas help humanitarian and first responders find these places in times of disasters and crises. The total buildings mapped by students, faculty and staff were 2,086. The other project was with the Ogden-Weber Community Action Partnership organization (OWCAP). Volunteers were asked to cut out images and shapes to create

storybook kits. These kits were matched with the appropriate books they went to and were donated to the children and families at OWCAP. About 600 kits were assembled and donated. In addition, this project was coordinated with DaVinci Academy who had 150 of their own students and volunteers who cut out kits for 30 minutes. The total combined resources purchased and volunteer hours contributed to OWCAP equalled \$6,241.86. Both projects were coordinated via Zoom and were organized in two to three-hour shifts throughout the day.

Participants: 218 volunteers

Hours: 279

Student Teams

In 2020-2021 the CCEL Student Teams consisted of Alternative Breaks, American Democracy Project (ADP), Community Research, and Service teams. Students' participation in the four teams are described below.

Alternative Breaks

Weber State Alternative Breaks strives to cultivate active citizens by offering students the opportunity to engage in direct service trips throughout the world. It aims to give students a broader perspective of the world, discover the root causes of social issues, and create a desire to help their own home communities.

The Alternative Breaks team faced a challenging year due to COVID-19 and the adjustments required. The team worked hard to offer a virtual/distanced alternative fall break and two in-person local spring break opportunities.

Leadership:

- Zadoth Vazquez, director
- Maria Fregoso, assistant director
- Jenny Frame, co-advisor
- Patrick Tadlock, co-advisor

Alternative Fall Break: October 16-17, 2020

- Trip Leaders: Maria Fregoso and Zadoth Vazquez
- Partners: Ogden Pilikng Club and American Red Cross
- Open participation via social media
- Fully virtual and independent

Local Alternative Spring Break: March 11-12, 2021

- Trip Leaders: Gio Frias and Gentry Mathias
- Staff Leaders: jo Blake (Assistant Professor of Dance) and Crystal Giordano (Director of Scholarships)
- Partners: Ogden Plikng Club, Youth Resource Center SLC, Neighborhood House SLC, Ogden City Schools, and Highlander
- Participants were split into two groups and served at various Ogden and Salt Lake City-based sites. The trips provided a mix of environmental and community resources, and education-oriented sites for students to serve.

Participants: 16

Hours: 128

American Democracy Project (ADP)

The American Democracy Project (ADP) is a multi-campus initiative focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The ADP team was advised by Teresa Martinez and Leah Murray. Funding was provided by the Student Involvement and Leadership office. The team consisted of six students who were funded with tuition waivers. This is the final year the team will be with CCEL as it transitions to the Olene S. Walker Institute of Politics & Public Service in 2021.

Students:

- Matthew Brown - director fall 2020
- Kaylei Morris - member fall 2020, director spring 2021
- Ashley Morales - member fall 2020, stepped down spring 2021 for personal reasons
- Jessie Weeks - member fall 2020 and spring 2021
- Kennedy Jones - member fall 2020 and spring 2021
- Liz Homez Gonzalez - member fall 2020 and spring 2021

Events:

1. Instagram interview with WSU Senate President, Hannah Olsen, about WSU Constitution, WSU elections, and getting involved - September 15
2. Constitution Trivia on Instagram - September 17
3. Constitution Kahoot on Instagram - September 18
4. Democracy Donut Drive-Thru - September 22
5. Expedition Vote - October 9
6. Deliberative Dialogue Day - October 21
7. Halloween Scavenger Hunt - October 28
8. Presidential Inauguration Watch on Discord - January 20
9. Post a Pic of the State of the Union Address on Instagram - February 23
10. Women's History Month Instagram posts - March 17-24
11. Earth Week on Instagram - April 22

Community Research Team (CRT)

The Community Research Team (CRT) 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:

- Liz Homez Gonzalez
- Kailey Markos

- Heather Sheehan

Graduate mentor: Mitchell Whitfield

Faculty advisors: Alex Lancaster and Ryan Cain

Access to Adoption Resources in-state and out-of-state

The Community Research Team partnered with Forever Bound Adoption, a local agency that works with birth mothers to complete adoption placements in Utah. This project was designed to explore the reasons why birth mothers look for in-state and out-of-state adoption agencies to assist them with placing a child with an adoptive family in the wake of a crisis pregnancy. The project sampled over 300 birth mothers, from around the United States, asking questions about mental health, living situations, motives for seeking assistance with the adoption process, and satisfaction with life before and after the adoption placement was completed. This project was completed in April, 2021.

Members of the research team presented at the Community Engagement Symposium and the Office of Undergraduate Research Symposium (both held virtually this year due to COVID-19). CRT members assigned to the Latinx project also presented their findings to the OgdenCAN Board of Directors. Two members of the CRT presented posters at the Community Engagement Symposium (virtually) in 2021.

Service Team

The Service Team is a branch within Weber State University's Student Association (WSUSA) and is funded (tuition waivers and operating budget) by the Student Involvement and Leadership office. The team consists of 21 tuition waiver positions - one elected VP of Service and 20 appointed chair positions - and operates with a budget of about \$25,000 each academic year. There are 15 positions that represent Purple Pride Partner organizations who work with the partners to host service events and recruit volunteers. Four of the appointed positions also hold a Team Lead position to help manage tasks and communication from the VP. The Service Team participated in 7 virtual summer retreats and trainings, completed 17 workshops via Canvas in the summer, and attended 45 virtual trainings throughout the academic year as a team or with WSUSA. A total of 29 virtual and in-person events were organized with community partners. For a breakdown of hours, see [Service Team Involvement Hours](#).

1. Rylie Howard, VP of Service
2. Corbin Dicus, Assistant VP
3. Mario Rivero, PR & Marketing
4. Kaylei Morris, GOAL Foundation chair
5. Ashton Capps, Big Brothers Big Sisters chair Fall 2020
6. Tyson Gibson, Big Brothers Big Sisters chair Spring 2021
7. Brenen Halliday, Family Enrichment Center
8. Daniel Bentall, DaVinci Academy Fall 2020
9. Jennifer Naegle, YCC chair
10. Kylee Treseder, Youth Impact chair Fall 2020
11. McCall Johnson, Youth Impact chair Spring 2021
12. Kylee Strate, American Red Cross
13. Kylie Goodwin, Special Olympics co-chair
14. Sariah Purser, Special Olympics co-chair Fall 2020
15. Michael Weber, Done-in-a-Day chair Fall 2020
16. Megan Ferney, Done-in-a-Day chair Spring 2021
17. Preston Capener, Habitat for Humanity chair
18. Sophia Annis, Ogden Nature Center

19. Hannah Wadsworth, Special Service Events chair
20. Gustavo Medina, Boys and Girls Club chair
21. Ryan Kohli, Catholic Community Services chair Fall 2020
22. Michael Richardson, Catholic Community Services chair Spring 2021
23. Sultan Ayubi, Weber County Elections chair Fall 2020
24. Londyn Tyrrell, YMCA chair Fall 2020
25. Benjamin Packard, YMCA chair Spring 2021
26. Brooklyn Piper, OWCAP chair Fall 2020
27. Tavy Miles, OWCAP chair Spring 2021

Student Awards, Funding, and Recognitions

Barbara L. and Norman C. Tanner Student Support Fund

In the fifth of ten years of funding (five years was recently extended to ten), CCEL awarded monies to underrepresented and non-traditional students for community engagement opportunities as follows:

Underrepresented Fund

- Total students awarded: 6
- Total funds awarded: \$6,544.00
- Opportunities funded: Tuition, Education Expenses

Nontraditional Student Fund

- Total students awarded: 2
- Total funds awarded: \$3,799.00
- Opportunities funded: Tuition, Education Expenses

Demographics of Tanner Recipients

In order to better understand the impact that the Tanner Fund made on their persistence to graduation, we've begun tracking the demographics of Tanner recipients. This is an ongoing process and we will continue to evaluate and report out as more data is collected.

Scholarships

Robert M. and Nora A. Axton Scholarship

- Total students awarded: 4
- Total funds awarded: \$7,588
- Opportunities funded: Tuition

Cody Ray Odekirk Scholarship

- Total students awarded: 2
- Total funds awarded: \$4,544
- Opportunities funded: Tuition

Adrian L. Maxson Scholarship

- Total students awarded: 2
- Total funds awarded: \$2,000
- Opportunities funded: Tuition

Robb Hall Dream Scholarship

- Total students awarded: 1
- Total funds awarded: \$5,502
- Opportunities funded: Tuition

Excellence in Community Engagement

The CCEL captures the hours of the students who qualify for the Excellence in Community Engagement recognition and reports those hours in the year that the student earns the recognition. Students who complete 300 hours and maintain a 3.5 GPA, or complete 400 hours and maintain a 3.0 GPA, during the time they complete a bachelor's degree, qualify for the recognition.

- Fall 2020: 15 recipients; 11,595 hours
- Spring 2021: 57 recipients; 24,061 hours

Participation: 72 students

Hours: 35,656

Ivory Prize

In this first year of WSU's Ivory Prize for Excellence in Student Leadership and Community Engagement, we awarded the prize to two students, who received \$2000 each and a financial contribution to their selected organizations:

- Lori Cummings (alumnus), CAPES!
- Finau Tauteoli (current student), Ohana Association

Programs and Initiatives

AmeriCorps

17 online enrollment sessions were held to orient students to the AmeriCorps program throughout the grant year (May 2020 to April 2021).

Participation: 67 students enrolled and attended training

CEL Attribute

See [CEL Attributes Approved in Curriculog 2020-2021](#) for a list of renewed, newly approved, and dropped courses. Here is a summary for 2020-2021.

CEL Attributes	Total
Renewals	10
Newly approved	9
Dropped attribute	4
CEL classes taught 2020-2021	283

VCEL and CEL Community of Practice

Dr. Richard Fry, currently serving as faculty-in-residence for a second year, led and worked with other members of CCEL to develop an online “Virtual Community Engaged Learning” (VCEL) course to better educate faculty, students and community partners in adjusting to a virtual work and learning environment in response to COVID-19. This material provided an opportunity to learn about and share ideas for continuing Community Engagement with Service Learning objectives under “lockdown” restrictions and in a virtual setting. Dr. Fry also served as facilitator for nineteen faculty and staff members who met seven times between February and March 2021, as a Community of Practice, to learn about integrating Community Engaged Learning objectives within their courses and interactions with students.

#WildcatsCount: 2020 Census

The 2020 Census concluded on October 15, 2020. Weber State had a 100% completion rate (790 students) for its on-campus students. The following are data or information that was collected through October:

Activities and Participation:

- **#WildcatsCount Videos** - January-September

Developed four videos that focused on:

- [“How to Complete the Census”](#) - 92 views
- [“Who is Counted?”](#) - 115 views
- [“Wildcats Like YOU”](#) - 187 views
- [“Shaping the Future”](#) - 257 views

Videos were shared on WSU’s main social media platforms, WSU’s main YouTube channel, and separate department social media platforms

- **#WildcatsCount website** - January-September

Weber State created a [#WildcatsCount website](#) to centralize communication regarding the 2020 Census for the WSU community to understand and complete their census. The website included:

- A general overview of the census with a direct link to the 2020 Census website and the form
- Information about [why they should care](#)
- How to become a [Census Ambassador](#)
- [Resources](#) to learn more about facts, impacts to the community, impacts to people, impacts to organizations, etc.

Outreach efforts: Our outreach efforts were multiple and often for a short period of time. We interacted with many folks from January through April before efforts were hampered or halted due to COVID-19. Much of our efforts were online with social media and emails after mid-March due to COVID-19, so the following is what we could record with our impact due to our various efforts to engage with our campus community:

- Housing residents: 100% completion (790 students)
- Website analytics: 743 users; 133 new users; 507 sessions; 1,808 pageviews
- Canvas: 262 interactions

- [Instagram contest post](#): 150 comments, 6,051 reach, 407 likes
- “Wildcats Like You” video Facebook post: 5,500 people reached, 13 shares
- “Wildcats Count: How To Fill Out The Census” video Facebook post: 5,700 people reached, 13 shares
- “Wildcats Count: Shaping the Future” video post: 5,800 people reached, 3 shares
- [How to Fill out the Census Twitter](#): 4,357 impressions, 161 total engagements (retweets, likes, clicks, etc.)
- [2nd Twitter video](#): 2,778 impressions, 39 impressions

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. The program includes a one hour Honors course to introduce the program, help students create a portfolio that documents their impact on the community, and encourages the showcasing of progress made in academic settings. Under the direction of Barrett Bonella, Civitas Coordinator, students met during the Spring 2021 semester online to discuss the book *The Gifts of Imperfection* by Brené Brown and how it related to this year’s Engaged Learning Series theme: Connection. Students also reflected on their own motivations for civic engagement and transitional issues experienced in community engagement since the pandemic hit. Two 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 program.

Participation: 7 new students

Graduates: 2

Community-engaged Researchers

The Research Extension worked with five Community-engaged Researchers during the 2020-2021 academic year. 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 nonprofits seek to better serve their populations with research and data. The project with Dr. Corbin has successfully concluded.

1. Ryan Cain, PhD - Assistant Professor of Education, OgdenCAN GED Pathways Project
2. Nicola Corbin, PhD - Associate Professor of Communication, United Way of Northern Utah
3. Jennifer Gnagey, PhD – Adjunct Faculty in Economics, OgdenCAN Housing Researcher
4. Melinda Russell-Stamp, PhD – Professor of Psychology, Nurture the Creative Mind Researcher
5. Blanca Yague - PhD Student in Anthropology at the University of Utah, OgdenCAN Food Security Project

Hall Endowment for Community Outreach Grants

A total of **\$39,313** was granted to support three community engagement projects. Due to COVID-19, Spring 2021 was the only call for proposals, and applications were not accepted Fall 2020. Three of the 2019/2020 grantees were not able to complete their projects and were granted extensions to begin work in 2021/2022 totaling \$16,900.

Project Title	Proposers	Role	Community Partner	Funded
WSU Trail System Expansion and Upgrade Project	Amanda Gentry Saori Hanak Lisa Meerts	Staff Faculty Faculty	Ogden Trails Network Youth Impact Ogden Nature Center	\$24,525
Welcome Baby Cultural Adaptation	Dr. Isabel Asensio Dr. Sheila Anderson Angela Page DNP Joe Salmond Kolt Carson	Faculty Faculty Faculty Staff Student	United Way of Northern Utah	\$2,000
Ballet Folklórico	Monica Rodriguez Michiko Nakashima-Lizarazo	Staff Staff		\$12,788
*What's Outside My Window: Becoming a Citizen Scientist in the Elderly Community	Nisi Whistler	Student	Mt Ridge Assisted Living Facility	\$2,000
*GEAR UP Parent Advocate Group	Brandon Flores	Staff	Gear Up	\$12,900
*Brain Awareness Week at the Treehouse Children's Museum	Todd Hillhouse	Faculty	Treehouse Children's Museum	\$2,000
Total				\$56,213

**Projects that were awarded 2019/2020 but had to postpone projects until after COVID-19*

NASPA Lead Initiative on Civic Learning and Democratic Engagement

CCEL again served as a lead institution on the CLDE initiative. Becky, Teresa, Patrick, and Jenny participated in various meetings throughout the year.

Political Engagement Coalition

The Political Engagement Coalition implemented the Weber State University Voter Friendly Campus Action Plan for the 2020 election cycle. While the Walker Institute leads the PEC, CCEL was vital in the implementation of the plan. The CCEL was the nexus of voter mobilization by giving out over 400 Weber State Votes t-shirts to students, faculty and staff who could prove they had registered to vote. CCEL also incentivized clubs and organizations to register their membership by awarding \$50 grants to any club or org who could prove they had registered 100% of their eligible members. We had seven athletic teams registering 100% as well as two other clubs. Given all this work, we registered more than 1100 students to vote; we will not know our voter turnout rate until our NSLVE data comes in later this summer, so we can update at that time. We also co-hosted programming that educated student voters: we hosted debate watches with the Debate Team and we hosted a conversation about how democracy was not designed to solve collective problems with SPARC. Finally, we participated in the USHE Campus Cup, and CCEL was integral in ensuring that we had service projects throughout the fall semester as well as recruiting students to compete in Expedition Vote, a statewide vote-themed scavenger hunt run out of the Lieutenant Governor's office.

Research Extension Projects

This year the Research Extension (RE) conducted 14 research, data, and evaluation projects.

Boys and Girls Club of Weber-Davis

A grant evaluation specialist was hired to conduct an implementation and outcomes grant evaluation on the BGCWD 21st Century grants. The main reason for the evaluation is to improve program implementation and student learning outcomes. The evaluation will continue into August 2020.

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 students and faculty members.

COVID-19 Dashboard

The RE created a COVID-19 dashboard that reflects how the pandemic has impacted our local community in Weber County and Ogden City. We are tracking on a quarterly basis how the pandemic has affected hospitalizations, evictions, domestic violence, and other indicators.

Food Security Team and Ethnography

Both Cassandra and Katharine sit on the OgdenCAN food security team to assist the team with research and data needs. Cassandra Backman was the primary author on a large secondary data analysis report on food security in Weber County (completed February 2021). The ethnography was delayed due to the COVID-19 pandemic and now is scheduled to be completed by the end of summer 2021. The lead researcher of the project is Blanca Yague from the University of Utah with assistance from Dr Chris Grosh from Intermountain Healthcare.

Nurture the Creative Mind

After receiving Hall Endowment funding, the project was set to launch in March under the guidance of community-engaged researcher Dr Melinda Russell-Stamp. The project was postponed due to COVID-19.

OgdenCAN Food Photojournalism

In collaboration with Nurture the Creative Mind and OgdenCAN, the RE organized a food photo week qualitative research project with residents of East Central Ogden. Eight residents took photos of their food life for seven days and reflected on what food means to them. The photos will be exhibited on June 12, 2021 at the Oasis Gardens in Ogden. The results will also inform the food ethnography.

OgdenCAN GED/Adult High School Diploma Needs Assessment

The Ogden Civic Action Network (Ogden CAN) commissioned a study to examine local and national resources around GED/Adult High School diplomas and to develop an implementation plan for Ogden. Research began Summer 2020 under the direction of community-engaged researcher Dr Ryan Cain.

OgdenCAN Literature Reviews

The RE conducted three literature reviews this past academic year. They included a review of food policy councils; arts based, personalized, competency-based learning; and affordable housing (to be finished June 2021). RAs conducted the literature reviews under supervision of full-time staff.

Ogden City Recreation Focus Groups

Ogden City Recreation has commissioned focus groups around youth recreation programs as a follow up to the 2016 Ogden City Recreation survey. The focus groups will hopefully be completed summer 2021.

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 is the technical assistance provider for the grant.

United Way of Northern Utah (UWNU)

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. Last year, 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. Additionally, the CRE has developed two separate databases for UWNU. One is in OSD's Ovation and tracks the work of their community school initiatives. The other is Apricot 360 and tracks all community agency communications, projects, meetings, and in-kind donations to UWNU.

UWNU Perception Study

United Way of Northern Utah worked with community-engaged researcher, Dr. Nicola Corbin, on a perception study. The perception study includes a series of interviews with community stakeholders, focus groups with volunteers, a communications audit, general survey, and an organizational background analysis. The report was completed December 2020.

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.

Think Tank

We will use monies in the Think Tank account--or "growth fund"--to support our Anchor Mission work as follows:

- \$10,000 for CE Teaching Fellows
- \$10,000 for CE Research Fellows

Utah Campus Community Engagement Network (UCCEN)

CCEL houses the Utah Campus Community Engagement Network (UCCEN). This organization exists to build capacity among Utah institutions of higher education to serve public good. It accomplishes this by bringing offices of community engagement together to communicate, network and share development opportunities. The UCCEN is led by a steering committee made up of community engagement directors from around the state who meet monthly. Each initiative that UCCEN undertakes is planned by a committee with representatives from various institutions. All efforts are coordinated by Natalie Hales, the UCCEN Coordinator who is employed by CCEL. Development and networking events this year were limited to virtual platforms due to the COVID-19 pandemic.

In August the UCCEN held the Student Service Leader Retreat using a virtual platform. This event was attended by 106 individuals from 11 institutions, including nine from WSU. The four hour event included a keynote address, workshops, networking opportunities and a fun introduction video from each center's student leadership team.

In February UCCEN held the Engaged Faculty Retreat using a virtual platform. This one-day event was attended by 117 faculty, staff, administrators and community partners from 11 institutions, including 24 individuals from WSU. Development opportunities included one nationally recognized keynote and three workshops.

Natalie also distributed a quarterly newsletter to the network and managed the UCCEN web pages.

VISTA Volunteer for Food Insecurity

We utilized the service of an AmeriCorps VISTA and AmeriCorps VISTA Summer Associate through August 2020. The VISTA volunteer, Anja Wutz supported the Weber Cares Program and locally-based food insecurity programs through a collaboration with OgdenCAN and the Weber-Morgan Health Department. The Summer Associate, Bimini Horstmann, planned and facilitated the statewide “Utah Higher Education Food Summit” that took place virtually on September 25, 2020. This summit provided resources, presentations and support to collegiate food pantries across Utah. The Summit focused on the COVID-19 pandemic and response by universities. The VISTA program at Weber State is part of a larger Food Conservation Corps program, overseen by Utah State University, that includes VISTA volunteers serving at other Utah institutions of higher education.

Utah Higher Education Food Summit 2020

We hosted the 2020 Utah Higher Education Summit on September 25, 2020. This summit was held virtually via our Weber State website. The Summit included presentations and resources from all public universities and colleges across Utah. The focus this year was our response to the Covid-19 pandemic.

Weber Cares Program

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.

Food & Resource Pantry

The Weber Cares Food & Resource Pantry was closed in March of 2020 due to the COVID-19 pandemic. The university protocols and guidelines restricted in-person contact and limited how food was distributed. Therefore, the pantry remained closed throughout the summer to build an online ordering platform to use when the fall semester began. There was also a decision made to not provide perishable foods to reduce any food waste as it was not known how utilized the pantry was going to be when the fall semester started. On September 8, the pantry began taking online orders only and kept the physical pantry closed until the university provided guidelines that were safe to allow students to visit the pantry in-person. In addition, the pantry was not allowed to have volunteers assist with food drives, stocking, sorting or distributing food donations, so the one student employee over the pantry took on these roles to keep the services going throughout the academic year.

The pandemic did provide the opportunity for folks to give in a time of need, however. The pantry received nearly \$20,000 in financial donations and hundreds of pounds of food donations to help keep the shelves stocked and invest in new equipment when the pantry is moved.

As we approach the next academic year, the Stewart Library and CCEL have arranged for the pantry to move from the Shepherd Union to the second floor of the library in July 2021 to provide more access, space and resources for the campus community.

Online orders: 329
Pounds of food distributed: 3985
Hours: 1066 (1 student employee at 20 hours per week)

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.

Participation: A total of 7 intake forms were completed from students who requested a Weber Cares Food Voucher and five of those intakes used their food voucher to redeem for food.

Staff Accomplishments

Personnel

Executive Director, Dr Becky Jo Gesteland
Assistant Director, Patrick Tadlock
Administrative Specialist II, MaryElla Mitchell
Budget Specialist, Joan Gustafson
Community Engagement Coordinator, Jenny Frame
Student Engagement Coordinator, Teresa Martinez
Director of Community Research, Dr Katharine French-Fuller - new position, started April 1, 2021
Data and Community Research Coordinator, Yesenia Quintana
UCCEN Program Coordinator, Natalie Hales
Faculty-in-Residence, Dr Rich Fry
Civitas Coordinator, Dr Barrett Bonella
Faculty-Advisor Community Research Team, Dr Alex Lancaster
Faculty-Advisor Community Research Team, Dr Bobbi Van Gilder, 2020; Dr Ryan Cain, 2021
Grant Evaluation Specialist, Cassandra Backman
Student Employee, Marketing & Graphic Design, JenyAnn Zamora, 2020; Elizabeth Howey, 2021
Student Employee, Weber Cares Pantry Specialist, Giovanni Frias, 2020; Rebecca Wolford, 2020-2021
Student Employee, Receptionist, Ryan Wilson, 2021
Student Employee, Community Partner Specialist, Zadoth Vazquez
Student Research Assistant, Taylor Calabrese, 2020-2021
Student Research Assistant, Raquel Lemos, 2020

Student Research Assistant, Bethany West, 2020

Student Research Assistant, Tavy Miles, 2021

Student Research Assistant, Sher Rowley, 2020-2021

Perception Study Research Assistant, Karen Valdez

Publications

Peer Reviewed

Fuez, K., DuHadway, L., **Fry, R.**, and Murphy, K. Improving Student Exposure to Coding Solutions Through Required Code Sharing Via Discussion Boards. *American Society for Education Engineering*, doi.org/10.18260/1-2--34799.

Meerts-Brandsma, L., & Sibthorp, J. (In Press, 2021). Examining adolescent identity formation processes in high school immersion semesters. *Identity*, doi.org/10.1080/15283488.2021.1916747.

Ricks, M., **Meerts-Brandsma, L.**, & Sibthorp, J. (In Press, 2021). Experiential education and self-authorship: An examination of students enrolled in immersion high schools. *Journal of Experiential Education*, doi.org/10.1177/1053825920980787.

External and Internal Reports

Backman, C. (2021, April 19). *Boys and Girls Club Roy Youth Report Three*. Ogden, UT: Weber State University: Center for Community Engaged Learning- Community Research Extension.

Backman, C. (2021, April 19). *Boys and Girls Club Roy Teen Report Three*. Ogden, UT: Weber State University: Center for Community Engaged Learning- Community Research Extension.

Backman, C. (2021, April 21). *Boys and Girls Club New Bridge Elementary Report Three*. Ogden, UT: Weber State University: Center for Community Engaged Learning- Community Research Extension.

Backman, C. (2021, March 29). *Project ROAR-Student Advocate Survey 2021*. Ogden, UT: Weber State University: Center for Community Engaged Learning- Community Research Extension.

Backman, C. (2021, March 10). SB67 Data Collection Requirements, Student Advocate Meeting April 2021. Roy, UT. North Park Elementary.

Backman, C. (2021 March 24). *Project ROAR Mid-year Report*. Ogden, UT: Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2021, February 18). *Boys and Girls Club of Weber-Davis - New Bridge Elementary Fall 2020 Report*. Ogden, UT. Weber State University: Center for Community Engaged Learning- Community Research Extension.

Backman, C. (2021, February 10). *Boys and Girls Club of Weber-Davis - Roy Youth Fall 2020 Report*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2021, February 10). *Boys and Girls Club of Weber-Davis - Roy Teen Fall 2020 Report*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2021, February 10). *Boys and Girls Club of Weber-Davis - New Bridge Elementary Fall 2020 Fact Sheet*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2021, February 10). *Boys and Girls Club of Weber-Davis - Roy Youth Fall 2020 Fact Sheet*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2021, February 10). *Boys and Girls Club of Weber-Davis - Roy Teen Fall 2020 Fact Sheet*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C., French-Fuller, K. & Esplin, E. (2021). *A Community Food Security Assessment of Weber County, Utah: Meta-analysis*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, December 18). *Boys and Girls Club of Weber-Davis – 2020-2021 Logic Models*. Ogden, UT: Weber State University: Center for Community Engaged Learning Community Research Extension.

Backman, C. (2020, December 18). *Boys and Girls Club of Weber-Davis - Roy Teen Report One*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, December 18). *Boys and Girls Club of Weber-Davis - New Bridge Elementary Report One*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, December 18). *Boys and Girls Club of Weber-Davis - Roy Youth Report One*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, September 24). *CARES Act: Weber State University's Library Technology Loan Needs Report*. Ogden, UT: Weber State University: Center for Community Engaged Learning Community Research Extension.

Backman, C. (2020, May 27). *Project ROAR-Student Advocate Survey 2019-2020 Report*. Ogden, UT: Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, May 19). *Boys and Girls Club of Weber-Davis - Virtual Programming Spring 2020 Report*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, May 19). *Boys and Girls Club of Weber-Davis - Roy Teen Quick Fact Report Spring 2020*. Ogden, UT. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Backman, C. (2020, May 19). *Boys and Girls Club of Weber-Davis - Logic Models and Covid-19 Response Logic Models*. Ogden, UT: Weber State University: Center for Community Engaged Learning Community Research Extension.

Cain, R., French-Fuller, K., et. al. *Supporting Adult Education in Ogden: Policy Brief January 2021*. (2021). Weber State University: Center for Community Engaged Learning – Community Research Extension.

Calabrese, T. & Quintana, Y. (2020). *GED Census Report*. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Calabrese, T. and Quintana, Y. (2020). WSU PREP End of Year Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Corbin, N., Rodriguez, N., et. al. *A Perception Study Report: Prepared for the United Way of Northern Utah.* (2020). Weber State University: Center for Community Engaged Learning – Community Research Extension.

French-Fuller, K., Quintana, Y., & Rowley, S. (2021). *Food Policy Councils: Developing Effective, Efficient, and Sustainable Practices.* Weber State University: Center for Community Engaged Learning – Community Research Extension.

French-Fuller, K. & Calabrese, T. (2021). Arts-Based, Personalized, Competency-Based Learning: A Literature Review. Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). OSD 3rd Grade DIBELS. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). Mid-Year WSU AD Tutoring Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). Partnership Database Needs. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). P-3 Community Demographics. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). Ogden ASQ Mockup for Early Childhood Utah. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). Home Visitation Formative Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). 2019-2020 Community School Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2020). Grab n Go Literacy Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2021). 2020-2021 Mid-Year Home Visitation Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2021). 2020-2021 Mid-Year AD Tutoring Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2021). Preventing Child Abuse Utah: Ages and Stages Questionnaire Report. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2021). Acadiance: 5-Year Review. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Quintana, Y. (2021). Kindergarten Entry and Exit Profile: 3-Year Review. Weber State University: Center for Community Engaged Learning - Community Research Extension.

Presentations

International

Haislett, R. L., **Lancaster, A. L.**, & Packer, C. (2020, May). Blue Sky Workshop: Opening new connections: Community-engaged scholarship with students and faculty. Panel accepted for presentation at the annual meeting of the International Communication Association, Gold Coast, QLD, Australia.

Haislett, R. L., **Lancaster, A. L.**, & Packer, C. (2020, May). Blue Sky Workshop: Radically transparent research. Panel accepted for presentation at the annual meeting of the International Communication Association, Gold Coast, QLD, Australia.

Lancaster, A. L., Haislett, R. L., Packer, C., Schaper, A., Rezaei, S., & Edwards, K. (2020, May). Organizational socialization of faculty newcomers: A case study of a faculty retreat. In K. Kee and K. Stephens (chairs), Organizational communication research escalator part II. Panel accepted for presentation at the annual meeting of the International Communication Association, Gold Coast, QLD, Australia.

Packer, C., Haislett, R. L., & **Lancaster, A. L.** (2020, May). It's in the cards!: Gifts to introduce communication theory. In D. Girardelli (chair), More great ideas for teaching (GIFTS): A sample of innovative teaching practices II. Panel accepted for presentation at the annual meeting of the International Communication Association, Gold Coast, QLD, Australia.

National

Lancaster, A. L. (2020, November). Law enforcement as high reliability organizations. In S. M. Horan (chair), At a crossroads in high-reliability professions: The intersection of work, health, and communication. Panel conducted at the annual meeting of the National Communication Association, Indianapolis, IN (conducted virtually).

Lancaster, A. L. (2020, November). Do you have to answer it: Faculty perceptions of cell phone use in class. Paper accepted for presentation at the annual meeting of the National Communication Association, Indianapolis, IN (conducted virtually).

Murray, L., & Martinez, T. (2020, September). Creating a political engagement coalition on your campus. Presented at the Civic Learning and Democratic Engagement Meeting on Zoom.

Schmidl-Gagne, K., Dolenc, P., **Murray, L. & Martinez, T.** (2020). Implementing the 4Quads political diagnostic tool on your campus. 4Quads political diagnostic institute with the American Democracy Project and American Association of State Colleges and Universities on Zoom.

State/Local

Byrd, D., **Fry R.**, Mower, D, & Stewart P. (2020). Tracking Professional Development Through the Creation of Culturally Appropriate Educational Materials. Presented to the Utah Academy of Arts and Sciences, at Utah Valley University, Provo, Utah.

Cain, R., French-Fuller, Quintana, Calabrese, Rowley, & Peralta (2021) Adult HS diploma and GED pathways: A needs assessment of high school diploma and equivalent opportunities in the Ogden area. Presentation to OgdenCAN board of directors.

Cain, R., French-Fuller, Quintana, Calabrese, Rowley, & Peralta (2020) Adult HS diploma and GED pathways: A needs assessment of high school diploma and equivalent opportunities in the Ogden area. Presentation and working group meeting for OgdenCAN

Martinez, T. & Murray, L. (2020). Campus climate conversations. Presented several times throughout the 2020 semester at Weber State University, Ogden, Utah.

Martinez, T. (2020, August). Diversity, equity and inclusion in event programming. Presented to the Student Service Leadership Retreat on Zoom.

Martinez, T. & Vazquez, Z. (2021, March) How CEL experiences influence how students see themselves as college students. Presented to Wildcat Scholars on Zoom.

Martinez, T. (2021, May). Volunteer management best practices. Presented to the Utah Leadership Academy on Zoom.

Quintana, Y. (2020, June). End of Year AD Tutoring. Presented to Ogden School District and United Way of Northern Utah on Zoom.

Quintana, Y. (2020, July). Community School End of Year Report. Presented to United Way of Northern Utah on Zoom.

Quintana, Y. (2020, July). Grab N Go Literacy Bag Report. Presented to the Elementary Literacy Committee of OgdenCAN on Zoom.

Professional Service

Outside WSU

Backman, Cassandra. Member, Food Security Steering Committee, OgdenCAN.

Backman, Cassandra. Alumni, National Leadership Academy of Public Health, Public Health Institute, Center for Disease Control.

Backman, Cassandra. Partner, Utah State Board of Education, Partnership for Student Success Grant.

Backman, Cassandra. Member of Subcommittee, Zoo and Aquarium Focus Group (American Evaluation Association and Association of Zoos and Aquariums).

Backman, Cassandra. Professional Member, National Interpretation Association.

Backman, Cassandra. Member, American Evaluation Association.

Backman, Cassandra. Member, American Evaluation Association, K-12 Education TIG.

Bonella, Barrett. Clinical Director, Youth Futures Homeless Shelter

Cain, Ryan. Member, 9th – Post-Secondary Committee, United Way of Northern Utah.

Frame, Jenny. Member, College Town Marketing Committee.

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

Fry, Rich. Member, Ogden Rotary Club.

Fry, Rich. Member, Board. No Poor Among Us.

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

Gesteland, Becky Jo. Community Representative, Board Development Committee. Girl Scouts of Utah.

Lancaster, Alexander. Editorial Board Member, Communication Research Reports.

Lancaster, Alexander. Reviewer, Communication Quarterly.

Lancaster, Alexander. Chair, Applied Communication Division, National Communication Association.

Martinez, Teresa. Member, 4Quads Political Ideology Coalition with Keene State College.

Martinez, Teresa. Member, Ask Every Student.

Martinez, Teresa. Member, Students Learn Students Vote Coalition.

Mitchell, Ella. Administrator, Weber County Emergency Food and Shelter Board.

Mitchell, Ella. Member, Weber County Homeless Trust.

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

Quintana, Yesenia. Member, United Partnerships Council, United Way of Northern Utah

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

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

Quintana, Yesenia. Member, Early Childhood Committee, United Way of Northern Utah

Quintana, Yesenia. Member, Kindergarten Readiness Committee, United Way of Northern Utah

Quintana, Yesenia. Member, Hiring Committee for ICAR Building Manager, Weber State University

Quintana, Yesenia. Member, Research and Evaluation, United Way of Northern Utah

Quintana, Yesenia. Member, Early Childhood Utah Data and Research Committee, State of Utah

Quintana, Yesenia. Member, Elementary Literacy and Math, United Way of Northern Utah

Quintana, Yesenia. Member, OgdenCAN Anchor Metrics, Weber State University

Quintana, Yesenia. Member, American Evaluation Association.

Quintana, Yesenia. Member, University-Based Research Center TIG, American Evaluation Association.

Tadlock, Patrick. SNAP/WIC Working Group, OgdenCAN.

Within WSU

Backman, Cassandra. Member, Student Affairs, Student Employment Subcommittee.

Backman, Cassandra. Member, Student Affairs, Virtual Optimization Task Force.

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

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

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

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

Frame, Jenny. Member, Student Engagement Committee.

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

Frame, Jenny. Chair, Wildcat Scholars Coordinator Hiring Committee.

Frame, Jenny. Member, Data Analyst Hiring Committee.

Frame, Jenny. Member, Student Engagement Tracking Tool RFP Committee.

Frame, Jenny. Member, Student and institutional Success Committee.

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

French-Fuller, Katharine. CCEL Administrative Specialist Hiring Committee.

Fry, Rich. Chair, CEL Curriculum Committee.

Fry, Rich. Member, Hall Grant Committee.

Gesteland, Becky Jo. Chair, Faculty Board of Review.

Gesteland, Becky Jo. Member, Engagement Subcommittee.

Gesteland, Becky Jo. Member, Department Ranking Tenure Evaluation Committee.

Gesteland, Becky Jo. Member, Department Recruitment & Retention Committee.

Gesteland, Becky Jo. Member, Department Scholarship Committee.

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

Gustafson, Joan. Member, IT Program Review Committee.

Hales, Natalie. Coordinator, Engaged Faculty Retreat Planning Committee.

Hales, Natalie. Coordinator, Utah Campus Community Engagement Network Steering Committee.

Hales, Natalie. Coordinator, Student Service Leader Retreat Planning Committee.

Hales, Natalie. Member, CCELebration Planning Committee.

Hales, Natalie. Member, CCEL Marketing Committee.

Hales, Natalie. Member, CEL Community of Practice.

Lancaster, Alexander. Member, Utah Campus Community Engagement Network EFR Committee.

Lancaster, Alexander. Member, MPC Admissions Committee, Department of Communication.

Lancaster, Alexander. Member, EPIC Committee, Department of Communication.

Lancaster, Alexander. Member, Travel Committee, Department of Communication.

Lancaster, Alexander. Member, Assessment Committee, Department of Communication.

Lancaster, Alexander. Member, Teaching, Learning, and Assessment Committee.

Martinez, Teresa. Advisor, WSUSA Service Team.

Martinez, Teresa. Chair, Hiring committee for Wildcat Scholars Success Coordinator.

Martinez, Teresa. Co-advisor, American Democracy Project.

Martinez, Teresa. Co-chair, Engaged Learning Series Committee.

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

Martinez, Teresa. Instructor, FYE, Summer and Fall 2020.

Martinez, Teresa. Instructor, Public Speaking, Spring 2021.

Martinez, Teresa. Member, CCEL Scholarships Committee.

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

Martinez, Teresa. Member, Food Sustainability Committee.

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

Martinez, Teresa. Member, Student Wellness Committee.

Martinez, Teresa. Member, Basic Needs Coalition.

Martinez, Teresa. Member, Utah Women in Higher Education Network.

Martinez, Teresa. Member, Women of Color Coalition.

Mitchell, Ella. Member, CCEL Scholarship Committee.

Tadlock, Patrick. Member, Engaged Learning Series Committee.

Tadlock, Patrick. Member, Political Engagement Coalition.

Tadlock, Patrick. Member, Student Success Engagement Subcommittee.

Tadlock, Patrick. Chair, Student Affairs Virtual Optimization Task Force

Tadlock, Patrick, Chair, CCEL Scholarship Committee.

Tadlock, Patrick, Member, Basic Needs Coalition.

Tadlock, Patrick, Member, Food Sustainability Committee

Tadlock, Patrick, Member, Student Affairs Davis Campus Committee.

Quintana, Yesenia. Secretary, Women of Color Coalition.

Grants

The CCEL secured the following grants and contracts during the 2020-21 academic year to support numerous programs:

1. Ask Every Student Implementation Grant (PEC), \$15,416.70
2. CEL Community of Practice, RS&PG, \$5000
3. Evaluation, Boys and Girls Clubs, \$10,000
4. Evaluation, OgdenCAN, \$10,000
5. Focus Groups, Ogden City Recreation, \$4,000
6. Getting Further, Faster, ASTHO, \$50,000
7. Perception Study, United Way of Northern Utah, \$17,261
8. SB 67 sub-award, United Way of Northern Utah, \$25,875
9. SB 67 sub-award, Weber School District, \$35,835
10. Student Affairs Online Student Services Grant (PEC), \$5,000
11. Utah State Cancer Plan, Utah Department of Health, (Ethnography), \$19,999
12. Virtual CEL Training & Modules, RS&PG, \$6650

Total grant money received: **\$205,036.70**

Awards

Political Engagement Coalition (Teresa & Leah) - 2021-2022 Voter Friendly Campus Designation

Political Engagement Coalition (Teresa & Leah) - 2020 TurboVote Top 25 in the Nation

Engaged Learning Series (Teresa & Lisa) - 2020 Ogden City Recognition

Media Coverage

OgdenCAN Food Security

The COVID-19 Dashboard was shared in April, 2021, and received local media attention:

- [Food insecurity a growing issue in Weber County, heightened by the COVID-19 pandemic](#) (Standard Examiner)
- [Student finds 1 in 5 Weber County children face food insecurity, higher than statewide rate](#) (KSL)

Weber Cares Food & Resource Pantry

- [Ascent Credit Union Organizes Food Drive](#) (August 2020)
- [Weber Cares Pantry Goes Virtual for Fall Semester](#) (September 2020)
- [WSU Athletics Supports Food Drive](#) (October 2020)
- [WSU Food Pantry in Need of Donations](#) (November 2020)
- [Weber Cares Pantry Gives Thanks](#) (November 2020)

Political Engagement Coalition

- [Weber State is ALL IN to get Students to Vote](#) (WSU - July 2020)
 - [KUTV \(July 2020\)](#)
- [Weber State's student voter registration efforts still plan to be robust despite going virtual](#) (July 2020)
- [Weber State sees highest voter registration numbers on campus in run-up to 2020 election](#) (October 2020)
- [What Would It Take To Ask Every Student On Campus About Participating In Our Democracy? Local Leaders Are On It.](#) (October 2020)

Student Learning Outcomes

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

Civic Knowledge

Apply discipline-specific knowledge to civic engagement

- Foundation
 - Students are introduced to knowledge relevant to community engagement and are able to recognize its importance.

- Integration
 - Students develop an in-depth understanding of community issues and know how to work with/in the community to create change. They will put this knowledge into practice.
- Transformation
 - Through critical reflection students become personally invested and committed to the continued acquisition and application of civic knowledge. They are committed to using their knowledge and resources as positive forces for change in their communities.

Civic Skills

Solve and/or increase awareness of some civic problem

- Foundation
 - Students will begin to develop core skills that are applicable to community engagement (e.g., problem-solving, conflict management, leadership, interpersonal and organization communication skills, critical thinking skills).
- Integration
 - Students will put their civic skills into practice through some community engagement activity/ies and will develop an in-depth understanding of how the utilization of their skills function to influence community issue(s).
- Transformation
 - Students demonstrate a commitment to continue to develop and utilize their skills for the greater good and identify new avenues for which they can utilize their skills in the community.

Civic Values

Demonstrate the need for community engagement.

- Foundation
 - Students begin to develop a sense of civic-mindedness and social responsibility.
- Integration
 - Students are able to identify ways in which they can be both actors and leaders in creating positive social change. Students put their knowledge into practice in a socially responsible way.
- Transformation
 - Students create a personal ethic that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society.

Civic Action

Commit to engaged citizenship.

- Foundation
 - Students are introduced to civic action concepts and will demonstrate an understanding of the value of civic action.
- Integration
 - Students will develop an in-depth understanding of civic action and will work systematically through political and/or non-political processes to serve their community.

- Transformation
 - Students will demonstrate an ongoing commitment to civic action and recognize civic action as a personal responsibility.

Assessment Reporting

CEL Research Project

Heather Chapman, Director of Academic Analytics, has conducted some preliminary research on the impact of CEL classes on student persistence and graduation. The initial findings indicate that CEL students persisted at a higher rate (83%) from term to term than those who did not take a CEL course (61%, $p < 0.001$). Moreover, in a 6-year cohort, 43.3% of CEL students graduated in this timeframe, compared to 29.7% of those who did not take a CEL course ($p < 0.001$). These data support our work and demonstrate the value of community engagement for students who enroll in and successfully complete CEL classes.

See the attached [CEL Brief Description 091520](#) for further details.

Faculty Survey - TBD

Faculty are sent a survey once every two years.

See the attached [Faculty Survey Results](#).

Student Survey - TBD

Each year we ask students enrolled in CEL-designated classes and serving on CCEL Teams to reflect on their experiences.

See the attached [Student Survey Results](#).

Goals for 2020-2021

In addition to the Six-Column Model Goals, we set the following overall goal for our center:

Develop a 3-5-year plan for CCEL as a whole and for each unit within

We've drafted a 5-year plan for CCEL: see the [Goals for 2021-2022](#) section. Next year, we'll begin developing plans for each unit.

Six-Column Model Goals

This year we created three goals, one of which combines Access and Diversity.

Increase access to CE opportunities through virtual offerings and thereby further diversify our student demographic and better prepare students for community engagement participation. (Access & Diversity)

1. Means to achieve
 - Develop four "Virtual Community Engaged Learning Training & Modules," of which the fourth focuses on students
 - Incorporate CCEL's newly revised student learning outcomes

- Offer virtual opportunities that reduce barriers for students when work, health and/or life situations (like COVID-19) might otherwise prevent them from participating in traditional CEL
- 2. Student learning outcome(s)
 - Civic Engagement
 - Cultural Competence
 - Critical Thinking
 - Interpersonal Communication
 - Interpersonal Competence
- 3. Method(s) of assessment
 - Pilot the modules with students this fall
 - Once implemented, conduct retrospective surveys of students who complete modules.
 - Use data from the annual CCEL student assessment
- 4. Results
 - We will pilot the modules with students in the fall semester. Once the modules are implemented, we'll conduct retrospective surveys of students who complete them.
- 5. Use of Results
 - TBD

Restructure CCEL Student Teams to align with the mission and vision of the CCEL. (Learning)

NOTE: This goal was carried over from last year.

1. Means to achieve
 - Create position descriptions and change position titles so that WSUSA leadership can approve this fall
 - Consult with the Community Research Team and community partners in finalizing the restructured language
 - Begin identifying high-impact projects and foundational projects on and off campus for the 2021-2022 academic year
2. Student learning outcome(s)
 - Civic Engagement
 - Cultural Competence
 - Critical Thinking
 - Interpersonal Communication
 - Interpersonal Competence
3. Method(s) of assessment
 - Use data from the annual CCEL student assessment in upcoming years
4. Results
 - The restructured Service Team is now renamed to Community Engagement Team and has been approved by the WSUSA.
 - The Research Extension team has joined the Community Engagement Team and will be known as the Social Issues Team.
 - Community partners fully support the restructure with the understanding that their organization will receive the same or more support throughout the academic year.
 - See the attached **2021-2022 Community Engagement Team Charter**, which outlines the mission, vision, goals, and position descriptions for the new team.
5. Use of Results
 - The Community Engagement Team has appointed all of its positions and has a new vice president for Community Engagement.

- This team will have each member sign up for AmeriCorps to log their engagement throughout the summer semester and begin their team position in fall 2021.
- Community partners will be connected with the new team members who will provide support throughout the academic year for events and programs.
- The Social Issues Team will identify a research project in the summer and begin training to start the project come fall 2021.
- The new team will also receive training throughout the second half of the summer semester to learn about the structure of the new team as it relates to high-impact educational opportunities and community engagement. They will also receive training around necessary skills, Weber Connect powered by GivePulse, volunteer management, etc.

Implement the new engagement tool, Give Pulse. (Community)

1. Means to achieve
 - Acquire tool (mid-fall semester), train CCEL staff (fall-spring), pilot tool with community partners, faculty, students, and staff (spring), launch in summer.
2. Student learning outcome(s)
 - Civic Engagement
 - Cultural Competence
 - Critical Thinking
 - Interpersonal Communication
 - Interpersonal Competence
3. Method(s) of assessment
 - Gather feedback from pilot groups in spring before launch in summer.
4. Results
 - We'll gather feedback from pilot groups this spring before launching this summer.
5. Use of Results
 - TBD

Goals for 2021-2022

We met in person at the CEC on May 14, 2021, to review the draft strategic plan in logic model format. At that time we finalized our primary impact goal:

Improve campus and community connections

For this year, we will implement our plan by focusing on activities that address our short-term outcomes, making progress toward long-term outcomes, and providing monthly updates to the entire team. Our outcomes include

1. *Deepened CE knowledge*
2. *Enhanced basic needs services*
3. *Enhanced social awareness*
4. *Improved reciprocity*
5. *Maximized use of resources*

See the attached **CCEL Strategic Plan 2021-2026** that outlines the strategic plan in logic model format.

Moreover, each unit will develop plans specific to their area.

Adjustments due to COVID-19

Throughout the year we continued to meet online and shifted office operations to a virtual format. We also developed an exception request process for students who wanted to engage with the community face-to-face. In order to receive an exception, we limited approval to students on the CCEL teams or taking a CEL-designated class and engaging with existing community partners, who then agreed to abide by COVID-19 protocols. We received 31 requests, of which we approved 28. Most of these requests were from students on the Service Team, in SOC 1010, or part of Aletheia.

We learned a lot from our COVID-19 adjustments and--in several instances--were able to improve our operations. In brief, we

1. Created and implemented an online ordering system for the pantry that enables better inventory management. We will continue to use this system going forward.
2. Developed a meeting schedule that allows everyone to participate regardless of their physical location. We will continue to meet virtually whenever possible.
3. Reconfigured the SU 324 office to use space more efficiently. We plan to stagger schedules and work remotely as needed.
4. Offered many more virtual CE opportunities (47% of entries were virtual); however, faculty decreased the CE hours required (only 19% of total hours logged were listed as virtual). We will offer virtual CE opportunities and encourage faculty to incorporate these as well.

Unfortunately, we were not able to meet community needs as well as we would have liked. One of our primary goals in the upcoming year is to reestablish existing partnerships.

Appendices

2020-2021 CCEL Hours

Curricular				estimated additional hours		
			Hours	72%	65%	60%
Summer 2020 CEL						
	# of registered students	417				
	# of students who logged hours	135				
	Percentage logged	32%				
	# of hours		2057.2	3538	3394	3292
Fall 2020 CEL						
	# of registered students	2182				
	# of students who logged hours	219				
	Percentage logged	10%				
	# of logged hours		3532.7	6076	5829	5652
Spring 2021 CEL						
	# of registered students	1833				
	# of students who logged hours	262				
	Percentage logged	14%				
	# of logged hours		4134	7110	6821	6614
Logged hours			9723.9	16724	16044	15558
Co-curricular						
	Athletics		559			
	AmeriCorps Hours		32785			
	Alternative Breaks		128			
	CCEL Student Worker Hours		4999			
	Service Team Hours		1859			
	Community Work Study		4441			
Logged hours			36613.66			
Total Hours			86,668	89,227	88,547	88,061

CEL Attributes Approved in Curriculog 2020-2021

Course	New	Renewed	Dropped
BTNY 3624	✓		
CHEM 4570	✓		
DANC 3015	✓		
ECON 3400			✓
EDUC 2010		✓	
EDUC 4515			✓
ENGL 2100		✓	
ENGL 3100		✓	
ENGL 3140		✓	
ENGL 3160	✓		
ENGL 3190		✓	
ENGL 4110		✓	
ENGL 4120		✓	
MBA 6440			✓
MKTG 3450		✓	
NRSB 2251	✓		
NRSB 2351	✓		
NRSB 2551	✓		
NRSB 3350	✓		
NRSB 4400		✓	
OCRE 4000	✓		
POLS 2930			✓
SW 3700		✓	

Engaged Learning Series Events

Date	Title	Type of Program
September-April	“Drinks on Us” UWHEN Connect Event	Asynchronous Social
September 21	Humanities in the Wild	Zoom - Poetry Reading/Speakers
Sept 28-Oct 2	Translation Week	Series of Events
Oct. 1 & 2	22nd Annual Diversity Conference	Conference
October-December	WSU 1450: Virtual Art Gallery	Virtual Art Gallery
February 1-5	Connect with Sustainability	Virtual Speakers/Outdoor Events
February 23	Mary Mapes	Virtual Speaker
April 7	“A Reckoning in Boston” with Q&A	Film and Q&A
May 15	Humanities in the Wild: Stargazing	Virtual Speakers

Service Team Involvement Numbers

Date	Event	Attendance	Hours	Total Hours
May 4	Summer "welcome" meeting	20	1.5	30
May 20	Virtual Team Training	20	1	20
June 10	Virtual Team Training	20	1	20
June 24	Virtual Team Training	20	1	20
July 7	Virtual Team Training	20	1	20
July 22	Virtual Team Training	20	1	20
August 17	Virtual Team Retreat	20	5	100
August 24-28	Red Cross - Blood Drive	162	1	162
August 24	Virtual Team Meeting	20	1	20
August 26	WSUSA Meeting	20	1	20
August 31	Virtual Team Meeting	20	1	20
September 2	Done-in-a-Day	ND	ND	ND
September 3	Virtual Team Meeting	20	1	20
September 14	Virtual Team Meeting	20	1	20
September 16	WSUSA Meeting	20	1	20
September 23	Virtual Team Training	20	1	20
September 24	Done-in-a-Day	ND	ND	ND
September 28	Virtual Team Meeting	20	1	20
September 30	WSUSA Meeting	20	1	20
September 30	Done-in-a-Day	ND	ND	ND
October 6	WSUSA Meeting	20	1	20
October 6	Done-in-a-Day	ND	ND	ND
October 7	Service Day of Remembrance - Red Cross, DaVinci Academy, OWCAP, General Service	218	.5-4	279
October 12	Virtual Team Meeting	20	1	20
October 14	Virtual Team Training	20	1	20
October 14	Done-in-a-Day & Youth Impact Paint Night	8	2	16
October 19	Virtual Team Meeting	20	1	20
October 21	WSUSA Meeting	20	1	20
October 26	Virtual Team Meeting	20	1	20
October 28	Virtual Team Training	20	1	20
October 29	Family Enrichment - Virtual Story Reading	ND	ND	ND
Oct 30-Dec 15	GOAL Foundation - Pliking	ND	ND	ND
October 30	Boys & Girls Club Halloween Party	10	4	40
Nov 3 & 5	Family Enrichment - Virtual Story Reading	ND	ND	ND
November 4	WSUSA Meeting	20	1	20
November 6	Done-in-a-Day	ND	ND	ND
November 6	Ogden Nature Center - Habitat Restoration	ND	ND	ND
November 9	Virtual Team Meeting	20	1	20

November 11	Virtual Team Training	20	1	20
Nov 12-Dec 7	General Service & OWCAP - Community Christmas	200	1	200
November 16	Virtual Team Meeting	20	1	20
November 18	WSUSA Meeting	20	1	20
November 18	Done-in-a-Day	3	2	6
November 23	Virtual Team Meeting	20	1	20
November 30	Virtual Team Training	20	1	20
January 8	Virtual Team Retreat	16	1	16
January 11	Virtual Team Meeting	16	1	16
January 13	Virtual Team Meeting	16	1	16
January 20	WSUSA Meeting	16	1	16
February 1	Virtual Team Meeting	16	1	16
February 3	WSUSA Meeting	16	1	16
February 8	Virtual Team Meeting	16	1	16
February 8	OWCAP - Garden Kit Assembly	ND	ND	ND
February 8-10	Red Cross - Blood Drive	104	1	104
February 10	Virtual Team Training	16	1	16
February 17	WSUSA Meeting	16	1	16
February 22	Virtual Team Meeting	16	1	16
February 22	OWCAP - Dental Hygiene Kit Assembly	ND	ND	ND
February 24	Virtual Team Meeting	16	1	16
February 24	Done-in-a-Day	2	2	4
March-April	YMCA - Mentoring	ND	ND	ND
March 3	WSUSA Meeting	16	1	16
March 6	Ogden Nature Center - Habitat Restoration	ND	ND	ND
March 15	OWCAP - Garden Kit Assembly	ND	ND	ND
March 15	Virtual Team Meeting	16	1	16
March 20	Ogden Nature Center - Habitat Restoration	ND	ND	ND
March 22	Virtual Team Meeting	16	1	16
March 24	WSUSA Meeting	16	1	16
March 25	Family Enrichment - Assemble Backpacks	ND	ND	ND
March 25	Done-in-a-Day	3	2	6
March 29	Virtual Team Meeting	16	1	16
March 31	Virtual Team Training	16	1	16
April 5	Virtual Team Meeting	16	1	16
April 7	WSUSA Meeting	16	1	16
April 12	Virtual Team Meeting	16	1	16
April 14	Virtual Team Meeting	16	1	16
April 19	Virtual Team End-of-Year Reflection	16	1	16
	Totals:	1,662	72-76	1,859

Attachments

1. CEL Brief 091520
2. Faculty Survey Results - TBD
3. Student Survey Results - TBD
4. 2021-2022 Community Engagement Team Charter
5. CCEL Strategic Plan 2021-2026