

I. UNIT MISSION, GOALS, AND OUTCOMES

A. Brief History

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B. Mission

C. Goals

D. Community Engaged Learning and Outcomes

E. CCEL Supports Student Affairs, Academic Affairs and University Core Themes

Table 1.1 CCEL Goals – Alignment with SA & AA Division Plans and University Core Themes

A. Brief History

The Center for Community Engaged Learning was first established in June 2007 as the Community Involvement Center (see CCEL Timeline and Major Milestones in Appendix A). The Provost's office created a faculty position called Director of Community-Based and Experiential Learning in 2006 and charged this individual with creating a center to support community engaged work at Weber State University (WSU). The director collaborated with the then Community Service Coordinator in the Student Involvement and Leadership (SIL) office housed in Student Affairs to create the Community Involvement Center as a strategic partnership between Student Affairs and Academic Affairs with co-directors from each area. The Center was formally recognized by the Utah System of Higher Education's Board of Regents in June 2007, and the Director of Community-Based and Experiential Learning became the co-director of the Center representing Academic Affairs and the Community Service Coordinator out of Student Involvement and Leadership became the co-director of the Center representing Student Affairs. As soon as the Center was officially recognized, the Provost charged the leadership team of the Center to pursue the new elective Carnegie Classification for Community Engagement, which WSU received in 2008.

The Provost had secured a small office in WSU's Stewart Library to house the Center in 2007 but there was only enough space to accommodate the co-director out of Academic Affairs, the full-time administrative specialist hired to support the center, and two part-time work/study students hired to help develop the database of community partnerships and support the AmeriCorps program. Therefore, the co-directors worked from two separate offices, reporting through two separate lines in each division. However, during that time, the co-director out of Student Affairs successfully secured space for a single center with the renovation of the Shepherd Union building. In August of 2008, the co-directors, the administrative specialist, and two student employees moved in to a beautiful, brand new Center located in the heart of campus.

Responsibility for the programming in the center was divided between the two co-directors; all co-curricular programming for students fell to the co-director representing Student Affairs and curricular programming for students and faculty fell to the co-director representing Academic Affairs. Because the co-director representing Student Affairs still had an appointment in Student Involvement and Leadership (SIL), the funding for that position and the co-curricular programs she facilitated were tied to SIL. The co-curricular program was called the Volunteer Involvement Program at the time and the student leaders in that program were part of WSU's student government.

In 2009, the Center staff was expanded to include two Volunteers In Service To America (VISTA) positions through a sub-grant secured by Utah Campus Compact. These VISTAs reported to the co-director out of Academic Affairs and were instrumental in building critical infrastructure – student consent forms, partnership agreements, online student-trainings, faculty/staff toolkits and resources, community partner database, partner trainings, and processes for supporting students in center sponsored programs. When the VISTA contract ended in 2013, the Center was able to leverage the work of the VISTAs to secure funding for a fulltime Community Partner Coordinator.

In 2011-12, the Center ~~underwent a restructure~~was restructured following ~~with~~ the retirement of the co-director representing Student Affairs. The restructure consisted of two main components: 1) moved from co-directors to a director/assistant director leadership tandem; and 2) reporting lines of the director ~~went to both~~began to dual report to the Vice President for Student Affairs and the Associate Provost and Dean of Undergraduate Studies. Despite the restructure, the strong ties to SIL remained. The new assistant director for the Center was hired as a Center employee to serve as the advisor to the students in the Volunteer Involvement Program and therefore a strong

collaborator with SIL. Again, in the following year, 2012-13, when the Provost created a faculty position in the Center to more effectively institutionalize the American Democracy Project at WSU, the faculty position was charged with collaborating with SIL to facilitate the American Democracy Project. Historically, the CCEL and SIL have collaborated on providing co-curricular community engagement experiences for students since the inception of the Center in 2007, and although there have been challenges, there have been many benefits of that collaboration for the students which continue to be realized and expanded upon today.

The 2013-14 academic year was another big transition year for the Center. The name changed to the Center for Community Engaged Learning (CCEL) and three distinct community engagement pathways began to be clearly articulated and facilitated by the Center – service, democratic engagement, and community research. A new Tiered Partnership Model was implemented to better support and nurture reciprocal relationships with community partners. The Center officially opened the Community Research Extension (CRE) located off campus in the bottom of the United Way of Northern Utah building in Ogden at 2955 Harrison Boulevard and named the first CRE director to coordinate the CCEL's community research efforts. The CCEL's first full-time Community Partner Coordinator was also hired to nurture the Center's expanding partnerships. The CCEL changed software systems used to track community engagement at WSU from Volgistics to WeberSync to move to a paperless system that had greater capacity to support the tracking needs of all WSU community outreach entities. Additionally, the Provost moved the Engaged Learning Series, a university-wide series of speakers, exhibits and events that explore important issues of public concern and ways to address them, to the CCEL; therefore the first Engaged Learning Series Coordinator becomes part of the CCEL team.

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The Volunteer Involvement Program, the core co-curricular student leadership program from the Center's inception, ~~gets was~~ renamed in 2013-14 to Community Engaged Leaders with a team of student leaders focused on providing direct service in the community. In 2014-15, the Community Engaged Leaders program ~~expands~~ its scope to all three community engagement pathways and ~~created~~ three student leadership teams – Service Team, Democratic Engagement Team, and Community Research Team. This expansion necessitated ~~the~~ hiring of two faculty advisors for the Community Research Team and ~~identifying~~ an advisor ~~was identified for~~ the Democratic Engagement Team; therefore, the CCEL team ~~expands~~ adding three new faculty positions – two community research advisors in 2014-15 and a Democratic Engagement Team advisor in 2015-16. Another faculty position to further develop and grow CCEL's international community engaged learning experiences was also created in 2015-16.

Since its inception, the center has experienced rapid growth in terms of staff size, scope of programs, and the number of students, faculty, staff, and community partners served by the CCEL. The staff has grown to a team of 12 staff and faculty (6.3 FTE), and 9 part-time student employees. The number of programs and services provided through the CCEL have exploded such that the number of students engaged in the community has doubled, the number of CEL designated courses taught in a given year has quadrupled, the number of faculty teaching those courses has doubled, and the number of formal community partners never drops below 100. Weber State students have contributed over a million (1,052,448) combined hours of community engagement through the Center since 2007.

Finally, the CCEL has received numerous awards (see CCEL Timeline and Major Milestones in Appendix A) and has helped WSU receive national recognition.



Community stewardship is woven into the fabric and culture of our campus and has been recognized as such by the prestigious Carnegie Classification for Community Engagement awarded to WSU in 2008.



Weber State University has been listed each year on The President's Higher Education Community Service Honor Roll since the inception of the award in 2006.



Weber State University has served as a lead institution in NASPA's Lead Initiative for Civic Learning and Democratic Engagement since 2012.

B. Mission

Engage students, faculty and staff members in service, democratic engagement and community research to promote civic participation, build community capacity and enhance the educational process.

C. Goals

- Create and support engaged learning opportunities – inside the classroom and out – for students to develop the lifelong knowledge, values and skills necessary to enable change
- Provide training, professional development and funding opportunities to faculty, staff, students and community partners to help them effectively engage in community engaged learning experiences
- Distribute information and resources to assist students, faculty, staff and community organizations in developing successful community partnerships
- Recognize the outstanding service, democratic engagement and community research contributed by students, faculty, staff and community partners

D. Community Engaged Learning and Outcomes

Community engagement describes the collaboration between Weber State University and our larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation). Community engaged learning therefore is defined as an activity that involves a collaborative, reciprocal relationship with the community that prepares our students, faculty, staff and alumni to be engaged citizens, strengthen democratic values and civic responsibility by addressing community issues.

Community engaged learning can be facilitated through: service, democratic engagement and community research.



Service experiences often involve working directly with community residents to meet an immediate need. Examples of service include, but are not limited to: volunteering to serve meals at a homeless shelter, using academic knowledge to develop an electronic food-monitoring database for a food pantry, serving as a mentor or tutor in a local school or youth development program, cleaning up the banks of the Ogden River, or coaching a city youth sport.



Democratic engagement experiences often involve raising awareness about issues of public concern and working more systematically through both political and non-political processes to create change. Examples of democratic engagement include, but are not limited to: attending organized discussions about pollution; community organizing; writing a letter to an elected official; engaging others in the process of deliberative democracy; or producing information about community issues.



Community Research experiences often involve gathering information *with* and *for* community organizations to solve a pressing community problem or create change. Examples of community research include, but are not limited to: community needs assessment survey; water quality or scientific assessment; or program evaluation for non-profit organizations.

Through their community engaged learning experiences, students should gain a combination of the following four learning outcomes:

Civic knowledge – applying facts and theories from areas of academic study to civic engagement, with students participating in civic life, politics and government

Civic skills – solving and increasing awareness of a civic problem, with students working collaboratively across and within community contexts and structures

Civic values – understanding the need for civic engagement, with students demonstrating a sense of effectiveness, as well as respect for diversity, justice and equity

Civic action – continued commitment to engaged citizenship, with students articulating how their civic engagement experiences inform their future plans

Community engaged learning outcomes, definitions and measurement rubrics can be found at weber.edu/CCEL.

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E. CCEL Supports Student Affairs, Academic Affairs and University Core Themes

Weber State University has three core themes – access, learning and community – which are articulated by the university as follows:

- WSU serves communities with significant socio-economic and cultural differences. As the “educational, cultural and economic leader for the region,” WSU strives to provide meaningful access for prospective students to educational programs that respond to student and market needs.
- WSU provides and supports “excellent learning experiences for students” in an environment that values “freedom of expression” and engaged learning through “extensive personal contact among faculty, staff and students in and out of the classroom” and “research, artistic expression, public service and community-based learning.”
- “Public service and community-based learning” represent both pedagogical emphases and community commitments. For “the university [to] serve[s] as an educational, cultural and economic leader for the region,” WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

Generally speaking, the CCEL’s mission and goals align very nicely with all three of these themes, especially community and learning.

Academic Affairs includes CCEL related activities on its division plan under the core theme of learning, which states, “more WSU students will participate in engaged learning experiences (community engaged learning, internship, capstone, undergraduate research and study abroad).”

Student Affairs includes CCEL related activities on its division plan under the core themes of learning and community, specifically, “engaging students in meaningful learning opportunities” and “fostering a community engaged campus.”

Each year, the CCEL team creates goals for the year that align with the Center’s strategic plan as well as the university core themes and both the Student Affairs and Academic Affairs Division plans.

This year, the CCEL is focusing on four goals. These goals are summarized in Table 1.1 below which also includes information about how the goal aligns with the Student Affairs strategic plan, Academic Affairs strategic plan, and the university core themes. Additionally, information about how the CCEL will attempt to achieve and assess these goals is also included.

Table 1.1 CCEL Goals – Alignment with SA & AA Division Plans and University Core Themes

CCEL Goal(s)	Means to Achieving Goal (Activities/ Objectives)	Student Learning Outcome	Methods of Assessment
Increase the number of volunteers in the Community Engaged Leaders program (CCEL plan - Goal I.1.)	Expand the number of student leaders in each of three teams in the Community Engaged Leaders program: service team, democratic engagement team and community research team. Train the 40 student leaders in the program collectively this year in addition to the training they receive in separate teams. Emphasize volunteer recruitment and management.	Civic skills	Document participation of student leaders and volunteers in each community engaged leader team. Assess learning about civic skills with surveys and written reflections from student leaders on each team at three times during the year - August, January and April. Assess reflection against division outcomes rubric.
Division/University Strategic Initiative: Learning - Engaging students in meaningful learning opportunities			
Collaborate with campus entities and help them see how CEL and the three pillars complement their efforts/mission (CCEL plan - Goal III. 2.) Specifically we will expand the number of areas within the SA division that involve students in the community and record their hours.	Create a menu of options for departmental involvement in community engagement ranging from encouraging participation in an event to incorporating community engagement into department initiatives. Recruit SA departments to participate. Set these departments up with a portal in WeberSync to keep track of their students. Train these departments on how to record these hours in WeberSync for the benefit of their department being able to tell their community engagement story as	NA	Record community engagement hours gained in SA departments through WeberSync and document the types of community engagement events/activities for each department.

Division/University Strategic Initiative: Community - Fostering a community engaged campus	well as for the benefit of the student, CCEL, the SA division, and WSU as a whole.		
Expanding staff development specifically to include topics of leadership, management, and diversity.	Encourage staff attendance at division-wide trainings (i.e. micro-aggression in August). Additionally, Adrienne Andrews will provide special training for the CCEL staff to empower them with skills to address discriminatory behavior or prejudices in hopes of making CCEL an inclusive and welcoming environment for students, staff and faculty alike. This "Speak Up Training" is scheduled for September 1, 2015 from 2- 4 PM.	NA	Record staff attendance at division-wide and other campus trainings related to leadership, management, and diversity. Additionally, we will assess the impact of the Speak Up Training delivered by Adrienne Andrews on September 1, 2015. This will be done through informal discussion and reflection.
Division/University Strategic Initiative: Other/ Diversity			
Better understand best practices for retaining underrepresented students through Community Engaged Learning.	Apply for First in the World (FITW) grant to secure funding to develop best practices and assessment toolkit for retaining "high need" students through CEL designated classes. This goal is only possible with the \$1.8 million funding over 3 years.	Personal and civic growth, retention and graduation rates.	Faculty teaching CEL designated courses will embed best practices and assessment tools. Data will be collected over a total of 5 semesters on every student in participating courses - both experimental and control groups. Written reflections and artifacts from every student will be collected, coded, compiled into a large data set and analyzed to evaluate the relationship between participation in CEL courses, high quality formative assessment, and retention and graduation of high need students.
Division/University Strategic Initiative: Access			

II. CORE PROGRAMS AND SERVICES

Appendix B – CCEL Programs Organized by Audience

A. Programs for Students

Entry-Level Experiences

1. American Democracy Project
2. Days of Service Program
3. Engaged Learning Series

Mid-Level Experiences

4. CEL Designated Classes
5. Community Engagement Symposium

Deep Experiences

6. Alternative Breaks Program – Fall and Spring
7. AmeriCorps
8. Civitas
9. Community Engaged Leaders Program
 - Service Team*
 - Democratic Engagement Team*
 - Community Research Team*

10. International CEL Program

Recognition and Scholarship Programs

11. Excellence in Community Engagement
12. Scholarships
 - Adrian L. Maxson Scholarship for Social Justice*
 - Cody Ray Odekirk Humanitarian Scholarship*
 - Ronald M. and Nora L. Axton Scholarship*
 - Brody and Jennifer Barnes Scholarship in Memory of Dale and Jean for Self-Reliance and Community Service Scholarship*

B. Programs for Faculty/Staff

1. CEL Fellows Program
2. Community Research Opportunities through CRE
3. Promotion and Tenure Guidance
4. Utah Campus Compact Retreats/Institutes
5. Travel funds to attend and present at conferences
6. CEL Course Designation
 - Appendix C – CEL Designated Courses and Associated Learning Outcomes*
 - Appendix D – CEL Course Designation Application*

C. Programs for Community Partners

Tiered Partnership Model

Table 2.1 Benefits to Partners Listed by Tier

Table 2.2 Qualifications for Partnership Listed by Tier

1. Matchmaking Forums between Campus and Community
2. Volunteer Management Training

D. Programs and Services for All Audiences

- 1. Hall Endowment for Community Outreach Grants
- 2. Awards and Recognition
- 3. Tracking Hours and Participation
- 4. Maintaining Formal Partnership Agreements and Directory of Partners

E. Program for Alumni

- 1. Citizen Alum

F. Programs for Campus Outreach Partners and Collaborators

- 1. Collaborate and support Student Affairs departments/offices
- 2. Major Outreach Entities
Table 2.3 Community Engagement Centers/Departments at WSU

G. Core changes in programs and services over past five years

H. New Programs or Services on the Horizon

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The Center for Community Engaged Learning is currently serving five audiences – students, faculty and staff, community partners, alumni, and other WSU entities with community outreach responsibilities. The programs and services the CCEL offers each of these groups are discussed in turn below. All CCEL programs and services have been developed over the years as a result of two main forces: the Carnegie Classification for Community Engagement, and the needs of the given audience. The Carnegie Classification provided a framework early on in the development of the CCEL and informed many of the programs that are core to the center today. Many of these programs were developed to help institutionalize community engagement at Weber State University. Additionally, feedback from students, faculty, staff and community partners in particular influenced the development of other programs and services. Such programs help the CCEL deliver the best programs and services to its constituent populations. See Appendix B for a graphic depiction of CCEL programs organized by audience.

A. Programs for Students

The CCEL offers a wide variety of programs for students to get them engaged in both curricular and co-curricular community engagement experiences. The CEL programs are designed to offer a scaffold-like approach to student engagement and development so students can grow into deeper CEL opportunities if they choose. This scaffold-like approach offers students a range of opportunities from low-level involvement to the highest levels of engagement. The goal is to provide entry-level CEL experiences that can expose many students at once to community engagement and issues of public concern while at the same time offer opportunities for deeper exploration of issues and leadership development in community engagement. The following is a descriptive list of core student programs offered in the CCEL.

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Entry-Level Experiences

1. American Democracy Project

The American Democracy Project (ADP) is focused on higher education's role in preparing the next generation of informed and engaged citizens. Students attend as many or few ADP events offered throughout the year. Signature ADP events offered through the CCEL include: Deliberative Democracy Day, Issues Forums, Times Talks, Constitution Week, Debate Watches and more.

2. Days of Service Program

The CCEL offers students opportunities to engage in half to full-day service experiences four times per year: WSU Service Day of Remembrance; the national Make a Difference Day; WSU Honors MLK Week of Service; and WSU Makes a Difference in Ogden Day. Large scale service projects with community organizations are completed on each of these days.

3. Engaged Learning Series (ELS)

This annual series features speakers, exhibits and events on and off campus. It gives students, faculty and staff, and community members opportunities to explore important issues of public concern, then offers opportunities to develop and implement plans for addressing those issues. Students may attend as many or few of the 10-15 ELS events each year.

Mid-Level Experiences

4. CEL Designated Classes

Community engaged learning encourages students to apply the knowledge they've gained from the classroom to the pressing issues affecting local communities. They then are able to contribute the real-world experience they've gained in the community to the classroom setting. This approach to learning connects meaningful community experience with intellectual development, personal

growth and active citizenship. CEL designated classes exist in many disciplines and are listed in the class schedule published online. A full list can also be found at <http://weber.edu/ccel>.

5. Community Engagement Symposium

Hosted annually, the symposium gives community engaged students opportunities to present their service, democratic engagement and community research projects. It is a chance for students to discuss the impact their work has had on themselves and on the community.

Deep Experiences

6. Alternative Breaks Program – Fall and Spring

Fall break is a three-day experience and Spring break is a week-long experience in a distant community. Each provide the opportunity for students to participate in community service and hands-on learning experiences. Reflection is a critical component woven throughout the experiences.

7. AmeriCorps

Participating in ~~the~~ this program allows students to apply their skills and ideals toward helping others and meeting critical needs in the community. In addition, full-time members who complete their service earn a Segal AmeriCorps Education Award to pay for college or graduate school, or to pay back qualified student loans. Students engage in service activities for either a 300 hour or 450 hour term and report time, progress and reflections to a supervisor. The hours accumulate over the course of 12 months. At the end of service, students exit the program and receive the scholarship.

8. Civitas

Our community engaged scholar program, Civitas, helps students demonstrate their competencies in civic knowledge, skills, values and action. A one-credit hour course is required to learn the fundamentals of building a Civitas portfolio. The portfolio is evaluated by a committee of three faculty and staff members, one of whom is the Civitas coordinator in the CCEL. Students graduate with “Non Sibi, Sed Civitas” (not for self, for community) noted on their transcripts, and wear honor stoles and pins during commencement.

9. Community Engaged Leaders Program

The student-led Community Engaged Leaders program consists of three teams focused on service, democratic engagement and community research. Student leaders on each team hold their positions for a full academic year, attend three CCEL sponsored leadership retreats each year, hold regular office/project hours and receive a small tuition waiver.

a. *Service Team*

The Service Team is a student-run community service program in partnership with WSUSA (student government). Students plan events and services with and for community organizations with whom they partner and are responsible for recruiting other WSU student volunteers to the organization.

b. *Democratic Engagement Team*

The Community Engaged Leaders Democratic Engagement Team is a student-led program in which students facilitate the political and non-political engagement of university students as well as high school students. This program provides young people with the tools necessary to make policy change in their communities.

c. *Community Research Team*

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The Community Engaged Leaders 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.

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10. International CEL Program

The international CEL experience is typically about a month in a foreign country completing projects identified as needed by contacts in that country. Students register for a three-credit hour course during the spring semester prior to the month-long international CEL experience that takes place during the summer. The course focuses on learning about the specific country, culture, people and issues of public concern to be addressed. Additionally, students plan the projects to be completed in the foreign country and develop skills necessary to complete them.

Recognition and Scholarship Programs

11. Excellence in Community Engagement

Each year, CCEL recognizes graduates who promote service to the community while maintaining academic excellence. Recipients must complete a minimum of 300 hours of service, democratic engagement, and/or community research in a non-profit community organization(s) during their college career. Honorees are awarded a certificate and community engagement honor cord to be worn at graduation. Additionally, the Excellence in Community Engagement recognition is noted on the students' transcripts and diplomas.

12. Scholarships

Four scholarship opportunities are provided to students through the CCEL.

a. The *Adrian L. Maxson Scholarship for Social Justice* assists students who are politically, socially and creatively engaged in the community. Recipients must demonstrate commitment to social justice through, but not limited to, advocacy and political activism.

b. The *Cody Ray Odekirk Humanitarian Scholarship* assists students who are engaged in the spirit of service locally and internationally. Recipients must demonstrate a history of participation in local, national, or global humanitarian projects and active community service.

c. The *Ronald M. and Nora L. Axton Scholarship* assists students who are engaged in the community and have strong commitments to learning, moderate political ideals and a lifestyle of nonviolence and peace. Recipients must demonstrate a history of those ideals.

d. The *Brody and Jennifer Barnes Scholarship in Memory of Dale and Jean for Self-Reliance and Community Service Scholarship* assists students who are engaged in international community engaged learning experiences in Peru. The recipient must participate in the CCEL's Peru experience.

B. Programs for Faculty/Staff

The programs CCEL offers [specifically for](#) faculty and staff are focused primarily on professional development and training. These efforts are necessary to continue to deepen and strengthen WSU's commitment to community engagement, making it pervasive and deep across colleges and

divisions. The programs help weave community engaged work into teaching and scholarship for faculty as well as programming and mentoring for staff. Additionally, the CCEL provides the service of designating courses as Community Engaged Learning.

1. CEL Fellows Program

The CCEL provides training for faculty and staff interested in community engaged learning pedagogies including: service-learning, civic learning and democratic engagement, and community-based research. Fellows meet in the fall semester to learn the theories behind community engaged approaches to learning and research then develop courses, workshops, presentations, or other materials for delivery in the spring. The hybrid training consists of five face-to-face workshops and several online components in Canvas.

2. Community Research Opportunities through CRE

The Community Research Extension (CRE) is a space – located in the bottom of the United Way of Northern Utah’s building (2955 Harrison Blvd., Ogden) – for faculty to work with students and community leaders on research projects that address specific community needs. The CRE has several ongoing community research projects that faculty are welcome to participate in, sharing their expertise while advancing their own research agendas.

3. Promotion and Tenure Guidance

Workshops and one-on-one mentoring are provided to faculty interested in learning how to showcase their community engagement scholarship and teaching in their promotion and tenure file. Information on presentation and publication outlets is also provided.

4. Utah Campus Compact Retreats/Institutes

A CCEL team member serves on the Utah Campus Compact (UCC) planning committee each year and recruits WSU faculty and staff members to participate in the annual UCC retreats and institutes. The CCEL sponsors each individual who participates by covering the cost of registration, travel, and hotel. WSU cohorts of 10 individuals are typical.

5. Travel funds to attend and present at conferences

Funding to support faculty and staff travel to conferences is available through the CCEL annually to any faculty or staff member presenting community engaged scholarship at a professional meeting. These travel grants are small and are meant to supplement other funding sources. Funds are granted on a first come, first served basis until the funding is exhausted for the year.

6. CEL Course Designation

The CEL course designation process is a service that faculty use to get their course designated and listed as a recognized Community Engaged Learning (CEL) course in the schedule of classes. The Faculty in Residence chairs the CEL curriculum committee that makes the determination as to whether the course meets the criteria to receive the designation. If the course does not meet the criteria, the Faculty in Residence will work with the faculty member to rework their course and its community engaged learning experiences to meet the criteria, if so desired by the faculty member. Please see: APPENDIX C for a list of all CEL designated courses (Table C.1.) and the student learning outcomes associated with courses designated after outcomes were established (Table C.2.); and APPENDIX D for the CEL designation application.

C. Programs for Community Partners

The CCEL’s Tiered Partnership Model provides a frame for understanding the programs offered to community partners. The model is designed so partners can choose how they want to interface

with WSU generally, and the CCEL specifically. Partners receive benefits from their partnership with the CCEL based on the length of their partnership and the level of involvement they choose to have with the Center. These levels and their corresponding benefits are broken down into three tiers: Cubs, Wildcats, and Purple Pride (see Table 2.1 below). Partners at the highest tier, Purple Pride, request the most involvement with CCEL and WSU and therefore receive the highest level of benefits.

Table 2.1 Benefits to Partners Listed by Tier

Cubs	Wildcats	Purple Pride
<ul style="list-style-type: none"> • Can post events on the online calendar • Access to bulletin board • Invitation to block party • Training modules • Semesterly newsletters • Access to work-study students • Community partner breakfast • Limited directory posting 	<ul style="list-style-type: none"> • All benefits available to Cubs, plus: • Invitation to the bi-annual Volunteer Fair • Potential access to AmeriCorps students* • Invite to annual “How to make the most of your WSU partnership session” • Full directory posting • Wildcat Tech Expo • Free use of WSU TV studio for producing commercials, podcasts, etc. 	<ul style="list-style-type: none"> • All benefits available to Cubs and Wildcats, plus: • Access to the Community Engaged Leaders (student leaders on campus) • Partnership page on our website • Virtual tour on our website • Invite to annual recognition event and community engagement symposium • Organization-specific AmeriCorps request * • Organization newsletter on our website • Feature on CCEL mobile app

The Tiered Partnership model also requires partners to meet certain qualifications in order to partner with the university. These qualifications vary once again by partnership level (see Table 2.2 below).

Table 2.2 Qualifications for Partnership Listed by Tier

Cubs	Wildcats	Purple Pride
<ul style="list-style-type: none"> • Must be an official 501(c)3 non-profit or government organization • Must have liability insurance • Participate in a yearly survey conducted by the CCEL • Maintain information for our website including the current volunteer contact. • Participate in formal site visit if requested • Complete the new partner online orientation. 	<ul style="list-style-type: none"> • All requirements for Cubs, plus: • Successfully partner for 1 full calendar year at the Cub level • May be asked to host a day of service (Max 1 per year) • Attend volunteer management training * • Attend annual “How to make the most of your WSU partnership” session • Give yearly presentation 	<ul style="list-style-type: none"> • All requirements for Cubs and Wildcats, plus: • Successfully partner for one full calendar year at the Wildcat level • Serve on at least one CCEL Committee if requested • Be willing to host faculty/staff meetings if requested • Partner with at least one CEL faculty member • Participate in student impact data study • Assume co-educator role in student education

Go to <http://www.weber.edu/ccel/tieredpartnerships.html> for details of the tiered partnership model.

Highlighted below are two types of programs and services CCEL provides to partners as part of the Tiered Partnership Model.

1. Matchmaking Forums between Campus and Community

The matchmaking forums between community partners and campus partners are listed on the benefits table and are available to partners in the Wildcat level or above. The Volunteer Fairs occur twice per year at the start of each semester and provide community partners with tabling opportunities to recruit student volunteers and raise awareness about their organizations. Similarly, the Block Party is another much broader highly visible campus-wide venue at the start of the fall semester to which Wildcat and Purple Pride partners are invited to recruit student volunteers. The Speed-Networking event provides a third experience for partners and campus partnerships to form. These events occur twice per year and are designed to allow 20 community organizations to get to know 20 faculty/staff members in a speed-dating format.

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2. Volunteer Management Training

The Volunteer Management Training program is listed on the qualifications for partnership table in the Tiered Partnership Model. Organizations wishing to partner at the Wildcat or Purple Pride levels must have a Certified Volunteer Manager in their volunteer program.

WSU's CCEL received a pilot program grant from the Utah Commission on Volunteers to implement volunteer management training for non-profit partners. Topics include: creating volunteer position descriptions, applications, orientations and trainings; supervising, motivating, retaining, and recognizing volunteers; managing volunteer problems and risk; and conducting evaluations and assessments. The trainings have been so well received by community partners (based on program assessment data) ~~that~~ they continue to be offered annually and supported with university funds through the CCEL.

D. Programs and Services for All Audiences

1. Hall Endowment for Community Outreach Grants

Funding for faculty, staff and students taking part in community engaged learning projects that address the needs of disadvantaged individuals, families and groups within Ogden and the surrounding communities by enhancing their educational, economic, social, psychological and cultural well-being. Call for proposals twice a year.

2. Awards and Recognition

The CCEL offers opportunities for recognition through the John A. Lindquist Award and the Utah Campus Compact Awards. The John A. Lindquist Award is given annually to recognize a WSU faculty or staff member who has demonstrated sustained and outstanding commitment to mentoring students in community engaged learning. A \$7,000 cash award accompanies this recognition. The Utah Campus Compact Awards recognize five categories of civically engaged individuals and organizations annually: Civically Engaged Faculty, Civically Engaged Student, Civically Engaged Staff Member, Committed Community Partner, and Civically Engaged Alumni.

3. Tracking Hours and Participation

The CCEL uses WeberSync to track student, staff, and faculty engagement in the community. The system keeps a record of all participation in service, democratic engagement and community

research experiences, the hours associated with each experience, and where that experience occurred. Individuals benefit from having a record or co-curricular transcript summarizing their community engagement. This service is also useful to community partner organizations and faculty teaching CEL designated classes because they can access reports summarizing information about their WSU student volunteers and how many hours they contributed.

4. Maintaining Formal Partnership Agreements and Directory of Partners

A service the CCEL provides to the university is maintaining formal partnerships with non-profits (501(c)3 organizations), government agencies and projects/initiatives of for-profit partners that are approved by a committee to provide service, democratic engagement and community research opportunities for faculty, staff, students, alumni and community. To ensure a healthy and productive relationship, the CCEL works with each partner organization to establish a Memorandum of Understanding (MOU). This document details the responsibilities of each party involved. The MOU ensures that all students working with community partners sign an Informed Consent Agreement as well as ensuring students are kept in safe learning environments while in community organizations.

MOUs are completed once a year when partners are reconsidering their desired partnership level on the Tiered Partnership Model. All partners are required to have an MOU on file with the CCEL

The partnership application process and MOU allows the CCEL to offer a powerful matchmaking tool – the Community Partner Directory. This comprehensive listing contains information on community partners including their mission, volunteer opportunities, and contact information. Students, faculty, staff, alumni and community can access this database in order to find a fit for their needs; individuals may also visit the CCEL to find a good match.

E. Program for Alumni

1. Citizen Alum

The CCEL is just beginning to expand its programming to Alumni. The first attempt has been to engage Alumni in the national Citizen Alum program. The Citizen Alum Listening Project at WSU began September 2013 wherein current WSU students interview community engaged alumni. The idea is that the alumni stories will be featured on the CCEL website and shared with current students to help them in their efforts to lead, learn and make a difference in our community. Three alumni stories have been captured on video thus far but have not been successfully edited to share on the website yet.

F. Programs for Campus Outreach Partners and Collaborators

There are two broad campus collaborators being supported and served by the CCEL: Student Affairs departments/offices and entities all over campus with some role or responsibility for community outreach. Each are discussed in turn below.

1. Collaboration and support for Student Affairs departments/offices

As part of the division of Student Affairs (SA), CCEL supports other departments and offices within the division in their efforts to encourage the students and staff in their programs to become more engaged in the community. Staff in the SA division are recognized as educators and therefore invited to participate in the CEL Fellows program to receive training on CEL pedagogies. Staff are encouraged to utilize Weber State's Service Leave Policy (PPM 3-68) and participate in the Day of Service experiences hosted by CCEL three times per year. Department heads are encouraged to use the Day of Service experiences as team building activities for their staff. One-on-one mentoring of SA staff is made available to help them weave CEL into student programs in their areas. The CCEL

also provides WeberSync as a tracking mechanism for any SA department interested in using it to track their community engagement efforts. By tracking their community engagement, departments are able to demonstrate with data how their department is supporting WSU's core theme of community.

2. Major Outreach Entities

There are two main ways the CCEL supports outreach entities on campus: 1) maintaining formal partnership agreements (discussed above); and 2) tracking community engagement participation and hours.

The CCEL serves as the hub for tracking and reporting Weber State University's community engagement. This responsibility was tasked to the CCEL by default when the Center took the lead on writing the Carnegie Classification for Community Engagement application in 2008 and again in 2015. There are twelve community engagement entities on campus and they are housed within five academic colleges, the Division of Academic Affairs, and the Division of Student Affairs. Table 2.3 below summarizes the community engagement centers/departments at Weber State University and highlights where each is housed in the institutional structure.

The CCEL has been slowly gaining buy-in from the twelve different outreach entities to track their community engagement in collaboration with CCEL.

The CCEL sets up in WeberSync a way of tracking the community engagement work of the outreach department/office. The Center works to tailor the tracking system to the specific needs of each of the outreach departments/offices. Thus far, the outreach entities who engage students in the community – ~~Education~~, Access and Outreach; the Walker Institute of Politics and Public Service; Community Education Center, and some of the programs in Sustainability and Practices Research Center, as well as Center for Science and Math Education – have collaborated with the CCEL to track student engagement. The CCEL has been leveraging the fact that WeberSync is designed to track student engagement with these outreach entities, therefore, it is no surprise that these entities were the first to come on board. Including the CCEL, six of the twelve outreach entities at WSU are utilizing WeberSync in some capacity.

Representatives of these outreach areas have recently been invited to serve on a taskforce responsible for tracking WSU's community engagement efforts through WeberSync. This is CCEL's next attempt to get these areas of campus excited about using WeberSync to track their community engagement story.

Table 2.3 Community Engagement Centers/Departments at WSU

	Mission/Purpose	Location within Institution	Inception
Academic Colleges			
Beverly T. Sorenson Arts Learning Program	Provides arts education outreach in local schools to students and teachers.	Lindquist College of Arts and Humanities & Moyes College of Education	2012
Care About Child Care	A resource and referral center helping families find quality childcare in Weber, Davis, and Morgan counties.	Moyes College of Education	
Northern Utah Applied Health Education Center	Provides health education in schools and summer camps.	Dumke College of Health Professions	
Center for Science and Math Education	Includes the center, museum and Ott Planetarium all of which provide science and math education to local children, their families and teachers.	College of Science	
Walker Institute of Politics and Public Service	To inform, educate, and encourage active leadership among students and the community in all aspects of public service on the local, state, and national levels.	College of Social and Behavioral Sciences	2012
Division of Academic Affairs			
Small Business Development Center	To train and consult with small business owners	Continuing Education	1976
Community Service and Community Education	Provides continuing education opportunities for the community to encourage lifelong learning.	Continuing Education	
Community Education Center	To increase participation and graduation of adult underrepresented populations, especially Hispanic, in post-secondary education.	Continuing Education	2012
Innovation and Economic Development	USTAR –brings together local businesses, governmental agencies, and educational institutions in order to facilitate the commercialization of new technology UCAID – conducts contracted applied scientific and engineering research for industry partners and clients.	Academic Affairs	
Sustainability Practices and Research Center (SPARC)	Encourages sustainable practices and research on campus and in the community through the Community Solar program and Environmental Ambassadors program.	Academic Affairs	2015
Division of Student Affairs			
Education Access and Outreach	Collaborate with K-12 partners to encourage traditionally non-college bound students to pursue and complete post-secondary education. Programs include: Upward Bound, Gear Up, Veterans Upward Bound, Latinos in Action.	Student Affairs	2008 UB - 1965 VUB - 1978
Division of Academic and Student Affairs			
Center for Community Engaged Learning	To engage students, faculty and staff members in service, democratic engagement, and community research to promote civic participation, build community capacity, and enhance the educational process.	Dual report	2006

G. Core changes in programs and services over past five years

The programs in the CCEL have expanded every year since the inception of the center in 2007. In the past five years alone, we have added new programs for each of the audiences we serve. For students, we have expanded the Community Engaged Leaders program to include not only a Service Team of student leaders, but also the Democratic Engagement Team and Community Research Team. This was a conscious effort to develop student leadership opportunities in all three community engagement pathways facilitated through the CCEL. Additionally, we added the Engaged Learning Series in 2013, the International CEL Program in 2014, a Fall Alternative Break option for students in 2014, and this spring 2016 we are offering two Alternative Spring Break experiences.

For faculty and staff, we have better supported community research opportunities through the development of the Community Research Extension in 2013.

For community partners, the tiered partnership model (2013) was a fundamental change in the way in which we interface with community organizations. In some regards, the tiered partnership model has helped us develop more focused professional development opportunities for our community partners through the Volunteer Management Training program (2012).

With the Carnegie Classification for Community Engagement recognition WSU received in 2008, the CCEL began to play the role of the central hub for tracking WSU's community engagement. This required the CCEL to change its tracking system to a more robust system that could meet the needs of the 11 outreach nodes functioning at WSU in multiple divisions across the university. Therefore, in 2013-14 CCEL changed tracking systems to WeberSync (OrgSync). This was a core change in the services we provide to our students in terms of tracking their hours but also in the services we provided to the other outreach nodes on campus. With WeberSync we are now able to offer the outreach nodes a tool for tracking their outreach in the community that is accessible to them daily and online. We are still in the process of getting each of these nodes to utilize the tool.

Commented [JO5]: Outreach nodes are the same as outreach entities, yes?

H. New Programs or Services on the Horizon

Given the recent development of so many new programs in the CCEL, there are no plans in the short-term to create more new programs. There is not enough staff to create new programs if the need for a new program is identified. Currently, the focus is on further establishing and improving the current programs and services offered through the CCEL. Time and effort will be spent trying to increase student participation in the current programs.

One of the goals for the CCEL, however, is to expand the number of underrepresented students engaged in the community. The current approach to accomplishing this goal is through increasing participation of underrepresented students in our current programs. However, there may be a need to consider creating a program that is tailored to recruiting and retaining underrepresented students through community engaged learning. If that is the case, a new staff member would need to be hired to focus on the development and facilitation of such a program.

Commented [JO6]: Could this be a student staff member?

Another goal for the CCEL is the development of a mechanism, perhaps a CCEL course prefix, that would allow the Center to offer courses relevant to our programs. For example, students currently register for the 1 credit hour in the Civitas program through either the major or minor department even though faculty in those departments are not involved in the evaluation of the student's performance in the 1 credit hour course; the Civitas coordinator who is a faculty member evaluates the students learning and assigns the grade. We have identified a need for a CCEL course prefix to also be used on the course associated with the international CEL program as well.

III. LEADERSHIP AND STAFFING

A. Structure and Reporting Lines

Appendix E – CCEL Reporting Structure

B. Decision Making

Awards Committee

Carnegie Sub-committee on Community Partnerships

CEL Curriculum Committee

Citizen Alum Committee

Engaged Learning Series Planning Committee

Faculty Roles and Rewards Structure and Community Engagement

Hall Endowment for Community Outreach Grants Committee

International CEL Committee

C. Staff & Responsibilities

1. Demographic Information

Appendix F – Department Staff Profile

2. Recruiting Methods

3. Positions – Responsibilities and Qualifications

a) Student Employees

b) Staff Employees

c) Faculty Employees

4. Training and Professional Development

5. Evaluation

D. Additional Staffing Needs

A. Structure and Reporting Lines

The CCEL is designed to be led by the executive director and assistant director acting as a tandem. The tandem should always have representation from both Academic Affairs and Student Affairs. In our current situation, the executive director comes from Academic Affairs and the assistant director from Student Affairs. This provides a natural division of responsibility between the two positions such that the assistant director takes the lead on guiding the center's direction on co-curricular engagement and community partnerships while the executive director takes the lead on guiding the center's direction on curricular engagement and faculty/staff needs, programs and initiatives.

Commented [JO7]: Maybe refer to executive director in the history portion? This is the first time executive director is used.

The CCEL is structured with four levels in its hierarchy (see organizational chart Appendix E): executive director, management team, faculty/staff support, and students. Although hierarchical, it is actually a rather flat structure at the top with the executive director having 8 direct reports. The executive director's responsibility for curricular and faculty issues creates 5 direct reports who are faculty. In addition to those faculty reports, the executive director has three other direct reports including the assistant director, administrative specialist, and graphic designer, who is a student employee.

The management team consists of individuals in positions that most directly represent the three community engagement pathways facilitated through the center. Therefore, the assistant director, representing service, the democratic engagement and Civitas coordinator, and the Community Research Extension (CRE) director, all serve on the management team. The assistant director has one staff member, community partner coordinator, and a student employee – AmeriCorps assistant, directly reporting to them. The assistant director is also responsible for collaborating with the international CEL coordinator to provide logistical support in setting up and facilitating all international CEL experiences. The democratic engagement & Civitas coordinator has no direct reports but does collaborate with a staff member in Student Involvement and Leadership to co-advise students. The CRE director has three direct reports, two faculty advisors and the data analyst. The management team guides the direction of the center as a whole, its programs and services, and partnerships. These individuals also have responsibilities for direct programs and services.

The "staff and faculty program support" level consists of one full-time exempt staff member (community partner coordinator), one full-time non-exempt staff member (administrative specialist), one part-time hourly position (data analyst), and 5 faculty positions. The individuals in positions at this level are responsible for facilitating direct programs and services for students, faculty, staff and community partners served by the CCEL.

There are two types of student positions in the CCEL. There are nine student employees and they are mainly responsible for helping to administer or facilitate programs, track data, or promote CCEL programs and services. The student leaders who receive scholarship waivers from the CCEL are also very much considered part of the team because these students are responsible for coordinating and facilitating specific programs to which they recruit other WSU students as volunteers. The student leaders are in a dual role in that they receive services from the CCEL in terms of professional development and mentoring but they also provide programs for WSU students to have community engaged learning opportunities.

What is less obvious in the visual depiction of the CCEL structure above, is the collaborative relationship CCEL has with Student Involvement and Leadership (SIL), a Student Affairs department responsible for student government. CCEL overlaps with SIL in two significant ways to support students on the (1) Service Team and the (2) Democratic Engagement Team of the

Commented [JO8]: Will you be inserting this in the final doc?

Community Engaged Leaders Program. All of the students on the Service Team are part of student government. The student director of the Service Team is an elected position in the student government, Vice President for Service (VP). The VP then appoints all the leaders in the program, including an assistant to the VP of service, 4 directors each of whom is over a different set of programs and a sub-set of program chairs. There are a total of 23 program chairs. These 29 student leaders on the Service Team flow between the CCEL and SIL. The assistant director in the CCEL serves as their advisor and collaborates with the SIL director to provide opportunities for professional development for the Service Team leaders as well as help the Service Team provide service opportunities for student government.

The second collaboration with SIL is in supporting the student leaders on the Democratic Engagement Team. The collaboration with SIL started out with a focus on incorporating the American Democracy Project (ADP) into student government with three student appointed positions in student government to focus on ADP programming. With new faculty support for democratic engagement in the CCEL, this collaboration has evolved over time. Now, CCEL's democratic engagement and Civitas coordinator collaborates with SIL's leadership coordinator to co-advise the Democratic Engagement Team of student leaders. This team consists of three students who are appointed through student government positions to be responsible for ADP programming and five students who receive scholarship waivers through CCEL private donors to recruit WSU students to their democratic engagement initiatives (iCitizenship, Council Connection, Voter Registration, etc.).

B. Decision Making

Most decisions regarding the direction of the center are made at the management team level but are often informed by discussions that occur at the regular staff meetings and in regular one-on-one meetings. Programming decisions are usually made at the program coordinator level. Many of those program coordinators have bi-weekly one-on-one meetings with the executive director, which provides an opportunity to share the decisions that coordinators have made and/or to ask for input from the executive director if needed. Staff meetings provide another opportunity for members of the CCEL team to share what is going on in their programs and get input from the team regarding a decision if needed. The executive director has monthly meetings with the faculty and staff advisors to the Community Engaged Leaders program to help facilitate decision-making and program planning among this group. Finally, the executive director, the Vice President for Student Affairs, and the Associate Provost meet for an hour every other week to share information, make decisions, discuss budget needs, get input from the administration on the direction of the center or alignment of center work with division or university goals, and other topics similar in nature.

The CCEL has also created a set of committees to help govern direction and decision-making. These committees consist of individuals from all over campus and in the community. Below is a brief description of each committee and its purpose or responsibility.

Awards Committee

Responsible for facilitating the selection process of Weber State recipients of five statewide Utah Campus Compact Awards including: Community Engaged Faculty; Community Engaged Staff Member; Civically Engaged Student; Committed Community Partner; and Community Engaged Alumni. Members consist of faculty, staff, students, community, and alumni.

Carnegie Sub-committee on Community Partnerships

Responsible for planning and implementing strategies to inventory and showcase successful community partnerships. Members consist of faculty, staff and community.

CEL Curriculum Committee

Responsible for reviewing course applications for the Community Engaged Learning (CEL) designation and department applications for a new Community Engaged Department designation and maintaining CEL curriculum quality and rigor. Members consist of faculty.

Citizen Alum Committee

Responsible for developing pathways for CCEL alumni to connect with current CCEL students and help facilitate the *Doers Not Just Donors* video project. Members consist of faculty, staff, students, community and alumni.

Engaged Learning Series Planning Committee

Responsible for defining yearly series theme and events, exhibits, shows, screenings, lectures, etc. included in the series. Members consist of faculty, staff, and community.

Faculty Roles and Rewards Structure and Community Engagement

Responsible for helping WSU institutionalize community engaged learning in the faculty rewards structure. For example, it serves as a resource to college rank and tenure committees to help them revise college tenure documents to include community engaged scholarship, teaching and service. Members consist of faculty representing all colleges across campus.

Hall Endowment for Community Outreach Grants Committee

Responsible for evaluating and awarding community outreach grants to WSU students, faculty and staff twice a year. Grants are seed money to support community engaged learning projects designed to meet a critical need in the community. Members consist of faculty, staff, and community.

International CEL Committee

New committee that is responsible for exploring how the CCEL can best support international CEL on campus. Members consist of faculty and staff.

Decisions are communicated to appropriate audiences via staff meetings, committee meetings or advisor meetings.

C. Staff & Responsibilities

1. Basic aggregate demographic information regarding employees (see Appendix F)

Men and people from diverse ethnic backgrounds are underrepresented on the CCEL staff in all categories, student employees, staff and faculty.

2. Recruiting Methods – We recruit for three different kinds of CCEL staff members: 1) student employees; 2) exempt and non-exempt staff; and 3) faculty members who we buy out of a few classes. We face challenges in recruiting male and ethnically diverse employees, which are discussed in relationship to each group of CCEL employees we are trying to recruit.

Student employees are recruited by posting positions online and through word of mouth. Students apply, get interviewed by a small committee and then are selected for the position. We have had more success recruiting ethnically diverse and male student employees to the Research Assistant positions than other student positions within the CCEL. The director of the CRE has successfully recruited and mentored several ethnically diverse student employees. These practices and efforts need to be expanded to all areas of recruitment for student employees.

Staff positions in the CCEL are posted nationally. We have had success recruiting candidates from across the country for open staff positions in the CCEL in the past. However, we have more successfully retained staff members who are local than those we have recruited from out of state. Additionally, we are challenged with large pools of overwhelmingly female candidates. This seems to reflect the community engagement field nationally but it does make it difficult to hire male employees because they are so underrepresented in the pool of candidates.

Faculty positions in the CCEL are all based on release time from teaching the regular 4-4 load (4 courses in each semester). The buyouts vary from position to position and range from a 2 course buy out per year to a 7 course buy out per year. A call for applications goes out to all tenure track faculty for these positions and we typically have at least three faculty members apply. The only position for which this process did not occur was the International CEL coordinator position that was just added late this summer (August 2015). The faculty member serving in this role was appointed for a two-year term to develop the CCEL's international program to cut across all three community engagement pathways – service, democratic engagement, and community research. At the end of the two-year appointment, we will revisit the need for this to be a faculty position, if so, the position will be advertised to all tenure track faculty on campus. Again, getting experienced male applicants for these positions has been challenging, although several newer less-experienced male faculty members have expressed an interest in these positions recently, which is an encouraging sign that the CCEL team may diversify based on gender in the future. Recruiting ethnically diverse faculty to the CCEL team is also a challenge because WSU's faculty is not very ethnically diverse to begin with; however, we could make more intentional efforts to recruit ethnically diverse faculty than we currently do.

3. Positions – Responsibilities and Qualifications

It is important to note that there are only three truly fulltime staff in the CCEL: assistant director, community partner coordinator, and administrative specialist. The executive director has just recently (August 2015) been moved to a functional fulltime position, although it is still a faculty role. In this new position, the executive director is expected to teach at least 1 course per year and has an endowed chair position to fund two months of summer pay given the faculty contract is only 10 months. The other positions in the CCEL are filled by part-time employees (1), hourly students (9), and faculty members (7) bought out of courses. The CCEL's heavy reliance on hourly students and faculty partial positions is due in large part to lack of funding for staff positions supporting the center's rapid growth since its inception. This piecemeal model has been surprisingly fairly successful but has presented some real challenges with regard to: turnover; not having enough fulltime staff to advise students during overnight retreats, trainings and alternative breaks; and placing a burden on academic departments to release faculty to administer CCEL programs and services.

The following position descriptions are grouped by: a) student employees; b) staff; and c) faculty.

a) **Student Employees** (up to 20 hours per week)

- CRE Research Assistants (4 student employees)

Commented [JO9]: So would you consider this four full time positions, or three full time staff and one faculty?

Responsibilities: preparing research summaries from research articles and web searches; preparing tables and presentation materials; performing simple qualitative and quantitative analysis; coding data on SPSS; assisting staff with design, execution and evaluation of research projects; assist in developing online and paper surveys; and assist in preparing reports for stakeholders.

Qualifications: Experience using SPSS; strong computer skills especially Microsoft Office Word, Excel and Powerpoint; strong spoken and written communication skills; and ability to manage multiple projects.

- **Digital Marketer**

Responsibilities: Maintaining CCEL website and digital signage; manage and schedule rotating graphics advertising upcoming events on CCEL website and Union calendaring system; submit CCEL events to university calendar monthly; post CCEL announcements and events to WSU e-bulletin; and provide general office support.

Qualifications: Strong written communication skills; some experience and/or knowledge of web maintenance; strong computer skills especially Microsoft Office Word; ability to take initiative and work independently.

- **Graphic Designer**

Responsibilities: Assist CCEL staff in marketing programs; primarily dedicated to design work needed for promoting programs; maintain CCEL bulletin board; and act as CCEL representative at CCEL tabling events.

Qualifications: Experience using InDesign, Illustrator and Photoshop; document design in the classroom or work experience; collaboration and project management skills; strong written and oral communication skills; ability to take initiative and work independently.

- **Engaged Learning Series & Social Media Assistant**

Responsibilities: Assist Engaged Learning Series Coordinator in facilitating the series of events; track participants at events; maintain Engaged Learning Series online portal through WeberSync; coordinate social media efforts promoting all CCEL events and programs.

Qualifications: Strong written communication skills; experience and/or knowledge of wide variety of social media platforms; strong computer skills especially Microsoft Office Word and Excel; ability to take initiative and work independently.

- **WeberSync & International CEL Assistant**

Responsibilities: Assist Community Partner Coordinator with setup and maintenance of WeberSync tracking system; provide WeberSync information sessions in classes; manage advertisement of CCEL programs through WeberSync platform; compile and create semesterly partner newsletter; assist International CEL Coordinator with reports and applications for expanding international CEL.

Qualifications: Strong oral and written communication skills; experience and/or knowledge of data management systems; strong computer skills especially Microsoft Office Word and Excel; ability to take initiative and work independently.

- **AmeriCorps Assistant**

Responsibilities: Maintain records for AmeriCorps grant; become educated on grant policies and procedures through conference calls and websites; enroll members in program; file paperwork physically and digitally; maintain communication with AmeriCorps members on program policies; meet with and council members on appropriate hour logging; exit members in a timely fashion; keep accurate records.

Qualifications: Strong written and interpersonal communication skills; ability to multitask several projects/types of tasks at once; ability to handle sensitive and confidential data; strong organizational skills; strong computer skills; ability to take initiative and learn/work independently.

b) Staff Employees

- **Administrative Assistant III** – FT non-exempt staff
Responsibilities: Tracking finances for all CCEL accounts located in both Academic and Student Affairs; managing Hall Endowment Grant finances for funded proposals; coordinating logistics of major CCEL sponsored events including Annual Recognition Event, Lindquist Lecture, and Community Engagement Symposium; assisting students with requests for potential volunteer sites and tutorials on how to use WeberSync; time keeper for all student employees located in both CCEL and the CCEL-Community Research Extension; providing receptionist duties and office clerical support.
Qualifications: Experience managing finances and tracking budgets; some experience in higher education setting; experience with event planning; excellent oral, written and interpersonal communication skills; experience working on a team; demonstrated community engagement; some college required, bachelor's degree preferred.
- **CRE Data Analyst** – PT hourly on WSU payroll (United Way pays to bring up to FT)
Responsibilities: Generating data analysis reports for different stakeholders at WSU and for community organizations within the greater Ogden area; accountable for the research and data analysis for the OUPN initiative; ensuring that real-time and accurate data is available to community stakeholders; delegate to and monitor the work on research assistants; and research funding opportunities and assist in writing grants.
Qualifications: High-level working knowledge of Microsoft Office Suite (Word, Excel, Publisher, PowerPoint) and SPSS; experience coding data and running statistical analysis on large and complex data sets; Ability to analyze, summarize, and interpret data sets and research; Experience in research design and implementation; Comfortable data mining with large data sets such as US Census; bachelor's degree required, master's degree preferred.
- **Community Partner Coordinator** – FT exempt staff
Responsibilities: Serve as the liaison between the Center for Community Engaged Learning and community partners by establishing and maintaining contact with directors and volunteer coordinators at these agencies; manage MOUs; deliver annual community partner training; facilitate volunteer fair, annual partnership recognition event, speed networking and partner newsletter; manage all facets of WeberSync for partners, faculty, staff and students; supervise student employee.
Qualifications: Demonstrated ability to develop and maintain relationships with community agencies, faculty, staff and students; experience in and demonstrated commitment to community engagement; strong computer skills; experience with data management systems; strong interpersonal communication skills; experience training small and large groups; bachelor's degree required, master's degree preferred.
- **Assistant Director** – FT exempt staff
Responsibilities: Supervise Community Partner Coordinator and therefore guide the direction of and strategic planning for CCEL's relationship with community partners and CCEL's implementation of WeberSync; serve as staff advisor to Service Team of the Community Engaged Leaders program; assist International CEL Coordinator with all logistics for CCEL sponsored international experiences; manage AmeriCorps program and supervise student

employee serving as AmeriCorps Assistant; facilitate large days of service meeting the criteria for WSU's Service Leave Policy PPM 3-66.

Qualifications: Three years of experience required in higher education, higher education administration, community engaged learning, community agency administration, student leadership development, or related field; demonstrated knowledge of community service and community engaged learning theory and practice; exceptional interpersonal, communication and project management skills; ability to manage multiple priorities; work and communicate effectively with diverse populations and as a team; Master's degree in higher education administration, leadership education, or related field required; earned doctorate or equivalent terminal degree in a relevant discipline preferred.

c) Faculty Employees

- **Executive Director** – Faculty/Administrator – 7 courses released/year
Responsibilities: Lead administrative and business operations of the CCEL and its core programs; oversee funding, programs and internal administration including tracking key performance indicators and fiscal management; direct resource planning, donor stewardship, staff supervision and human resource functions; oversee execution of communications strategy; and facilitate community outreach grants; facilitate the development, maintenance and assessment of community engaged learning opportunities for WSU students; facilitate the training and resources to community organizations necessary for building and maintaining reciprocal community partnerships; facilitate the training and resources needed to develop and sustain faculty and staff as community engaged educators and scholars.
Qualifications: Three years of experience required in higher education, higher education administration, community engaged learning, community agency administration, student leadership development, or related field; administrative experience, preference in college/university setting; demonstrated knowledge of community engaged learning theory and practice; demonstrated knowledge of theory and practice in the area of community-based research or public scholarship; demonstrated excellence in teaching; a record of publications and presentations relevant to the position; demonstrated ability to develop and maintain relationships with community agencies and campus entities; possess exceptional interpersonal, communication and project management skills; demonstrated ability to manage multiple priorities; willingness to work and communicate effectively with diverse populations and as a team; an earned doctorate or equivalent terminal degree in a relevant discipline.
- **Community Research Extension (CRE) Director** – Faculty – 4 courses released/year
Responsibilities: Facilitate community research partnerships between CCEL partner organizations and WSU faculty, staff and students; collaborate with CCEL staff to provide faculty, staff and student development necessary to support community research in courses and campus programs; supervise Ogden United Promise Neighborhood data management team including Data Analyst and student employees – Research Assistants; act as liaison to Office of Sponsored Projects securing grants and contracts with government funding agencies and community partner organizations requesting community research assistance.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of qualitative and quantitative research design and data analysis; experience collaborating with community organizations, faculty, staff and/or students to address issues of public concern; demonstrated excellence in teaching and scholarship (community engaged scholarship experience preferred).

- Democratic Engagement & Civitas Coordinator – Faculty – 3 courses released/year
Responsibilities: Serve as advisor to Democratic Engagement Team of the Community Engaged Leaders program; advise and teach students in the Civitas program; serve as liaison to American Democracy Project national initiatives.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of civic learning and democratic engagement; experience collaborating with government organizations, faculty, staff and/or students to address issues of public concern; demonstrated excellence in teaching and scholarship; demonstrated record of effectively advising, mentoring, and guiding students individually and in groups.
- Engaged Learning Series & CEL Fellows Coordinator – Faculty – 3 courses released/year
Responsibilities: Develop a process for identifying a campus-wide theme and corresponding events, speakers, exhibits, etc., that provide relevant engaged learning opportunities for students in all academic colleges and all departments in Student Affairs; plan, coordinate and facilitate all events, speakers, exhibits, etc. in the annual series; collaborate with entities in all academic colleges and the Student Affairs division to co-host events; recruit faculty and staff to participate in CEL Fellows program; facilitate the CEL Fellows program.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of social, political, environmental, or other issues of concern to the community; experience creating change around issues of public concern; demonstrated excellence in teaching and scholarship (interdisciplinary experience preferred).
- Faculty in Residence – Faculty – 3 courses released/year
Responsibilities: Chairs CEL curriculum committee and guides CEL curricular decisions; serves as the contact and resource person for academic community engaged learning pedagogies; coaches faculty through the instructional design process of community engaged learning pedagogies including outcome alignments, assignment design and direct assessment; convenes groups and facilitates training/workshops on best practices related to curricular community engaged learning; collaborates with Community Partner Coordinator to cultivate relationships between faculty members and community partners.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of community engaged learning theory and practice; demonstrated knowledge of theory and practice in the area of community-based research or public scholarship; demonstrated excellence in teaching and scholarship; experience collaborating with community organizations, faculty, staff and/or students to address issues of public concern.
- International CEL Coordinator – Faculty – 2 courses released/year
Responsibilities: Develop strategic plan for developing CCEL’s international CEL program(s) to incorporate all three pathways into the community – service, democratic engagement, and community research; serve as lead advisor on international CEL experiences supervising other advisors who participate; serve as lead faculty member teaching course associated with each international experience; recruit students and other participants to course and international experience.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of community engaged learning theory and practice; demonstrated knowledge of theory and practice in the area of global community engaged learning; demonstrated excellence in teaching and scholarship; experience leading at least one international, global or study abroad experience for college students.

- Faculty Advisors (2) – Community Research Team – Faculty – 2 courses released/year
Responsibilities: Collaborate with community organizations who have research needs by designing and conducting relevant and appropriate community research; train and supervise students in the Community Engaged Leaders program to conduct community research; Collaborate and coordinate with faculty members who are committed and have relevant expertise to appropriately address community research needs.
Qualifications: Fulltime tenure track faculty member; demonstrated knowledge of qualitative and quantitative research design and data analysis; experience collaborating with community organizations, faculty, staff and/or students to address issues of public concern; demonstrated excellence in teaching and scholarship (community engaged scholarship experience preferred); demonstrated record of effectively advising, mentoring, and guiding students individually and in groups.

4. Training and Professional Development

All new team members are oriented to their roles by their direct supervisor. Exempt and non-exempt staff typically spend about a day and a half with the direct supervisor and then daily meetings for about a week and then weekly meetings. Exempt and non-exempt staff are also oriented to the Division of Student Affairs through the New Employee Training 1-day program that occurs twice a year.

Professional development is available to all groups of CCEL employees throughout the year. Student employees participate in Student Affairs Division-wide “Get Set” training in both the fall and spring semesters. The CCEL also sponsors student employees who attend the Engaged Citizen Retreat offered by Utah Campus Compact each fall. Exempt staff and faculty have travel budgets set aside each year to help them attend one conference per year. The expectation is that each individual supported with some travel funds present at the conference they attend, however, it is not a requirement in order to receive the funds. Non-exempt staff members are encouraged to take advantage of on-campus training offered through WSU’s Workplace Learning program to increase their job knowledge and skills.

5. Evaluation

Exempt and non-exempt staff participate in the PREP process instituted university-wide. This is an annual evaluation of staff employees and provides an opportunity to discuss areas of success, areas needing work, and develop goals and plans for professional development.

Faculty members on the CCEL team do not get formally evaluated by the CCEL executive director other than feedback offered in one-on-one meetings. They are evaluated through the standard rank and tenure process, as well as through annual performance evaluations that inform merit pay, wherein they highlight the work they are doing through the CCEL.

Student employees receive feedback from their supervisors in regular one-on-one meetings. There is no formal evaluation for student employees.

The only departmental award is the “On the Ball” award that is given out each month at the CCEL staff meeting. Whoever receives the award in a given month, gets to display the plaque for the month and then gives it away to someone else on the team they identify as being worthy of recognition for being “On the Ball.” It is a small but meaningful award that is given by colleagues to colleagues.

Commented [JO10]: Can you spell out what this means?

Commented [JO11]: Does this work well for you?

Commented [JO12]: What about chits and the division award process?

D. Additional Staffing Needs

There are three significant and immediate staffing needs in the CCEL. First, an additional exempt staff member is needed in CCEL to meet increasing demands of growing programs, and the expanding mission of the CCEL as the central community engagement hub on campus. This staff member would assist with meeting the current demands in the center but would be primarily responsible for three major areas of expansion: 1) recruitment and retention of underrepresented students; 2) providing support to Student Affairs units and non-Academic Affairs departments that are trying to incorporate CEL into their programs; and 3) assistance to community outreach “nodes” at WSU in tracking student, staff and faculty community engagement through their programs.

Secondly, the current Data Analyst position in the CRE is funded on grant money and is technically part-time. Currently, the Data Analyst is working to support the Ogden United Promise Neighborhood (OUPN) project sponsored by United Way of Northern Utah (UWNU); therefore, the UWNU is paying the other half of the Data Analyst’s wage to bring the position to fulltime. Given the role of the CRE in supporting community research with and for community organizations, it is imperative the CRE have a director and data analyst funded by the university. Additional CRE staff members can be brought on with soft grant funds per project but a core tandem of skilled individuals needs to be in place to consistently meet the demand of community organizations.

Third, the CCEL needs a grant writer and manager to support the community research projects in the CRE and to secure funds to expand community engagement to all students and across campus. Additionally, the management of the current CCEL grants demands more time than the Administrative Specialist can provide.

IV. FINANCIAL RESOURCES/BUDGET

A. Overall Budget

Table 4.1 CCEL Expenses Past Five Years

Table 4.2 2015-16 Budget

B. Monies CCEL Grants to Others

Table 4.3 Hall Endowment for Community Outreach Grants – Total Funding Over Five Years

C. Determining Budget Priorities

A. Overall Budget

Since the inception of the center in 2007, the CCEL budget has become more institutionalized. Both the number of sources and the budget have grown over time. It is important to understand that the CCEL, as an intentional partnership between Student Affairs and Academic Affairs, has always received financial support from both divisions. However, the support was not formally institutionalized with accounting Organization Codes from both divisions until 2012-13 and all funding sources were not consolidated under these CCEL Organization Codes until 2013-14. Therefore, an accurate CCEL budget and expenses was not available until 2013-14.

The roots of the center's operating budget are in Academic Affairs because it was the Provost who initiated the birth of the center in 2006 by establishing a position on campus that was charged with creating a center. However, -center was set up as an intentional partnership between Student Affairs and Academic Affairs from its inception therefore, salaries were supported by both divisions. The center's co-director from Academic Affairs (faculty member) was being released from 2 classes per semester which was paid for by Academic Affairs and the co-director from Student Affairs was being paid out of Student Involvement and Leadership (SIL) because that was where the original line of funding was housed as the CCEL co-director continued to be a member of the SIL staff. The administrative specialist's salary, at the time was being paid half out of the center's Academic Affairs account and half out of Student Involvement and Leadership.

Commented [JO13]: This sentence is confusing. I think the ultimate point is that the salaries were supported by both divisions, yes? Is this whole paragraph about initial funding for the center?

Given the origins of the center, a very small operating budget was allocated at the beginning of the year (around \$20,000 not including salaries and wages) from Academic Affairs with the understanding that if more funds were needed, a request would be made of the Provost's office. Two small scholarship accounts also existed and were part of the Academic Affairs structure. Student waivers supporting students on the Service Team were funded through student government – WSUSA – housed in Student Involvement and Leadership.

In 2011-12, one of the original co-directors of the center retired, which allowed for a restructuring of the center reporting lines, such that a single director would report to both the Associate Provost and VP for Student Affairs. This change put the center on a path moving toward more formalized funding lines from both Academic and Student Affairs.

In 2011-12, Student Affairs hired a Development Director to serve the division, which meant CCEL had a specific Development Director with whom to work for the first time. As the CCEL director worked with the new development director to sort out gift accounts and scholarship funds donated for the purpose of supporting community engagement, it was determined that a Student Affairs Organization Code was necessary for CCEL (2012-13). Once this code was set up, all but one private donation fund moved to the CCEL's Student Affairs Organization Code allowing future donations to count toward Student Affairs' totals during WSU's 125 Capital Campaign. An old gift account established by the Wilcox family decades ago to support community service was also moved from the Union building code to the CCEL's new Student Affairs Organization Code.

Commented [JO14]: Why is this account noted specifically but not the purpose of the others? I'd wrap it up with everything else or detail each of the others...whichever you prefer.

In 2013-14, funding from student fees was secured for the first time for the CCEL to fund a Community Partner Coordinator position. These funds were set up under the newly established Student Affairs CCEL Organization Code. And in the following year, 2014-15, the salaries of the assistant director and the administrative specialist (only ½ of this salary resided in SIL, the rest was in CCEL's Academic Affairs account) were able to be moved from the Student Involvement and Leadership Organization Code to the CCEL Student Affairs code. These positions are funded through student fees, so they were moved from the SIL student fee account to the CCEL student fee account. At this time, the CCEL's current budget began to take shape. It was also in the 2014-15

academic year that the Vice President for Student Affairs office provided a line of hard funding for CCEL, which meant that formal lines of E&G funding from both Academic Affairs and Student Affairs existed in the CCEL budget for the first time.

Table 4.1 below shows the total expenses of the CCEL for each of the last five years; however, it is not until the 2013-14 academic year, when the university accounting system was appropriately set up for CCEL, that a true picture of the cost of CCEL including salaries and wages is actually reported. You can see that the overall expenses of the Center have increased with each passing year. The overall cost per stakeholder reported in Table 4.1 reflects the total expenses (including salaries) divided by the total number of students, staff, faculty, and community partners formally tracked and served by the CCEL in that given year. You can see that the overall cost per stakeholder is very reasonable, around \$55 per stakeholder per year. The programming cost reported over time in Table 4.1 demonstrates a similar increasing trend in amount of funding spent on programming. However, the programming cost per stakeholder is incredibly low, around \$6 per stakeholder, and has held steady over time reflecting the staff's efforts to keep costs low while spreading CEL more broadly across campus and in the community. Table 4.1 also shows the percent of the budget provided by external funding sources, which are primarily private donations and grants. The CCEL staff have been active over the years in securing external funds to support and grow the CEL programs making more CEL experiences available to more WSU students over time.

Table 4.1 CCEL Expenses Past Five Years

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Expenses	\$104,572*	\$128,825*	\$170,825*	\$364,023	\$370,075
Number of Stakeholders	7,143**	7,896**	8,104**	6,596	6,784
Overall Cost per Stakeholder	***	***	***	\$55.19	\$54.55
Programming Expenses	Not Available	Not Available	\$40,491	\$43,328	\$45,881
Programming Cost per Stakeholder	Not Available	Not Available	\$5.00	\$6.57	\$6.76
% External Sources	8.6%	7.0%	8.7%	25.5%	32.9%

* Does not include salaries paid by Student Affairs. These salaries were not housed in the CCEL at the time.

** The number of stakeholders prior to 2013-14 year are most likely overinflated because these are based on data collected in the old tracking system that was less accurate than the current tracking system.

*** Not calculated - it would not be accurate because the numerator (total expenses) does not include salaries of 1 ½ staff members whose salaries were still housed in SIL at the time.

Table 4.2 below details the 2015-16 budget including expense categories and funding sources. You will note the \$90K increase from the 2014-15 budget to the 2015-16 budget. This is explained by the \$20K line of hard funding from Student Affairs, \$50K (to be spread over 5 years) in one time funds from Provost's office, an increase in support from student fees, and another increase in grant funding. The majority of funding sources for CCEL are institutional, including Academic Affairs E&G, Student Affairs E&G, student fees, WSUSA, and 1-time funds. Private donations and grants make up approximately 21% of the 2015-16 budget. Student fees carries the heaviest burden supporting salaries and benefits of 2 ½ people.

Table 4.2 2015-16 Budget

EXPENSE CATEGORIES	Total Budget	FUNDING SOURCES						
		Academic Affairs	Student Affairs	Student Fees	WSUSA	1-time funds	Private Gifts	Grants
Salaries	\$251,824	\$55,507		\$161,947		(\$10,000)		\$34,370
Wages	\$58,558	\$9,105						\$49,453
Travel	\$23,000	\$12,500	\$4,000	\$3,000			\$3,500	
General Operations	\$43,944	\$26,300	\$9,000	\$8,644				
Programs	\$83,692	\$16,550	\$8,700	\$28,176	\$22,800		\$4,920	\$2,546
Total	\$461,018	\$119,962	\$21,700	\$201,767	\$22,800	(\$10,000)	\$8,420	\$86,369

The CCEL’s E&G funds come from the Provost’s Office in Academic Affairs and the Office of the Vice President for Student Affairs. These are monies that each office has set aside to support the CCEL. Generally speaking, funding from the Provost’s office mainly supports faculty and curricular needs and funding from Student Affairs mainly supports students and co-curricular needs. This is not a “rule” imposed by either office; this is a guiding principle created by the executive director to help consider the best way to disburse funds and support the mission of the Center and the stakeholders of the CCEL. Therefore, the funds from Academic Affairs mostly support faculty course buyouts for faculty on the CCEL Team, faculty travel, faculty programs, half the salary and benefits of the administrative specialist, and general operation costs of the center. Funds from Student Affairs mostly support staff travel, technology renewal, advertising, and student programs. The executive director reports directly to both offices therefore budget concerns, or needs, can be easily addressed.

Student fee funding supports 2.5-3 staff positions, software to track participation, student waivers to participate on the community engaged leadership team, and programming for those leaders. The assistant director and community partner coordinator salaries and benefits are fully funded through student fee funding. Half of the administrative specialist salary and benefits are funded through student fees. Once the Student Fee base budget for the CCEL was approved for 2013-14, it was locked in as baseline support every year thereafter. Requests can be made each year to increase the base budget, although it is not customary to do so, nor is it looked upon favorably by the Student Fee Request Committee.

WSUSA – student government housed in Student Involvement and Leadership (SIL) – also receives funding through student fees to support student waivers to participate on the Service Team and a small budget to administer the program. These funds are managed by the assistant director who advises the Service Team.

One-time institutional funds were given to CCEL in 2015-16 to be used within the next five years. The plan for these funds right now is to designate \$10,000 each year to cover any gaps or overage in spending, which has occurred this year because the academic departments of the faculty we are buying out of classes to administer CCEL programs are demanding a higher rate of adjunct pay than we originally budgeted.

External funding sources for the CCEL consist of private donations and grants. The CCEL has four privately funded scholarships to support students engaged in the community. The Adrian Maxson Scholarship and the Ronald and Nora Axton Scholarship support students on the Democratic Engagement Team with small \$800 student tuition waivers each year. The Cody Ray Odekirk

Scholarship supports an \$800 student tuition waiver for a student participating on the Service Team each year. The Barnes Family scholarship is used to support 2 students with an \$800 scholarship to help cover the costs of traveling to Peru in the international CEL program every other year. Other private funds in CCEL gift accounts support student programming, faculty travel awards to present at conferences, and the prestigious John A. Lindquist Award (\$7,000 cash prize) that goes to a faculty or staff member to recognize their outstanding community engaged work. Additional private funds are secured to support international CEL in particular and the Weber Cares program to provide food vouchers to students in need.

This year the CCEL’s budget reflects funding from three grants and/or contracts so far: Ogden United Promise Neighborhood (OUPN) contract – United Way of Northern Utah; Volunteer Management Training grant – Utah Commission on Volunteers; and South Ogden Survey contract – South Ogden City. The OUPN contract is granted annually on a calendar year to support the data analyst in the CRE position, two hourly student employees in the CRE, and a quarter-time buyout for the director of the CRE. The Volunteer Management Training grant funds the training program the CCEL offers to community partner organizations annually. The South Ogden City contract supports a community survey project being led by students on the Community Research Team.

Commented [JO15]: Can you put the dollar amounts for each of these in parentheses by the grant or contract?

B. Monies CCEL Grants to Others

Although the Hall Endowment for Community Outreach is not a funding source to operate the CCEL, it is an important source of funding the CCEL provides to others facilitating CEL experiences. Table 4.3 below summarizes the amount of funding CCEL has provided to student- and faculty-led projects over the last five years.

Table 4.3 Hall Endowment for Community Outreach Grants – Total Funding Over Five Years

	2010-11	2011-12	2012-13	2013-14	2014-15
Student projects - Amt. funded	\$3,607	\$24,317	\$18,905	\$17,182	\$38,835
# Student Projects	4	5	5	6	3
Fac/Staff projects - Amt. funded	\$53,030	\$19,590	\$42,296	\$48,600	\$10,772
# Faculty/Staff Projects	10	6	9	12	6
Total Amount Funded	\$56,637	\$43,907	\$61,201	\$65,782	\$49,607

C. Determining Budget Priorities

Given the relatively recent establishment of a complete CCEL budget, the responsibility for establishing the overall CCEL budget has been left up to the executive director. The amounts needed in the salary, wages, travel, general operations, and programming categories for the upcoming year are being informed by what was spent in the previous year. The executive director then puts a proposed budget together and shares it in one-on-one meetings with each direct report. These individuals, all of whom are responsible for programming, evaluate the proposed budget amounts and make recommendations if necessary, which results in changes to the overall budget. The programming budgets provided to each individual are theirs to manage. These individuals will sometimes move funds from one program budget line to another in order to accomplish their goals. These moves inform proposed budget lines for the next year.

There is no formal process as of yet to determine budget priorities. The direct reports to the executive director and the management team have the most say in budget priorities, which they raise in regular one-on-one meetings. The priorities are determined collectively and can be suggested by any member of the CCEL team.

Commented [JO16]: Would you say that spending is pretty consistent on programming? Like you spend about \$20k on service projects or anything like that or is it truly fluid?

V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

A. Effectiveness of Current Space

B. Safe Space

C. Equipment Inventory, Technology Renewal and Rotation

Table 5.1 Computer Inventory and Rotation Plan

Table 5.2 Equipment Inventory

D. Incorporation of Technology

E. Projected Needs in regards to Facilities, Equipment & Technology

A. Effectiveness of Current Space

The CCEL has two locations, one in the center of Weber State's campus in the Shepherd Union building, suite 327, and one in the bottom of the United Way of Northern Utah building located at 2955 Harrison Blvd., Ogden. Each space will be addressed in turn.

The Weber State location of the CCEL is truly prime real estate on campus. The center is located in the heart of campus in the building with the most foot traffic. The center, like other offices in the Union, has glass walls making our space very visible and inviting to passers by. There are several challenges with the space, however. First, the number of employees (13) utilizing the space outnumber the available workspaces (8). The four individuals functioning in fulltime positions have assigned workspaces but the other four workstations are shared by the remaining 9 individuals. Two of the CCEL faculty members simply do not use the CCEL regularly because there is not enough space. When they do, they will often bring their own laptops and work in what has been deemed student space. The only two individual offices with a door for privacy are assigned to the executive director and assistant director, which means the community partner coordinator does not have an individual office and has to meet with community partners in space shared by others or out in the open student space of the center.

The space in the CCEL is so small that the "student space" gets encroached upon by the staff ~~and~~ faculty, which can make it difficult for these two groups to coexist. Student programming in the student space can be loud and engaging and interactive, which is exactly what we want to foster among our students; however, because that student space is intermingled with staff working space, staff who are trying to make phone calls or have meetings or simply think at their computers are sometimes challenged to do so successfully.

The space designated for students is too small for the number of students expected to use it. Thirty-five students on two leadership teams – service and democratic engagement – are encouraged to use the student space in the CCEL for their office hours, meetings, and planning sessions. The 8 students on the democratic engagement team do not even use the space because it is overcrowded. Noise levels in the space are untenable for being productive once 8-10 students are using the space simultaneously, which occurs at least once per day.

Lack of storage space is another challenge for the CCEL on the Weber State campus. The space in the center is so limited that two bookshelves in the backroom serve as storage space. The only assigned storage space for the CCEL is located in the bottom of the Union building outside by the loading dock in a storage room that has been designated for student government leaders. The CCEL has two shelving units designated as CCEL storage in that student government storage room. The CCEL staff has gotten creative and claimed unused cabinets originally assigned to student clubs in the Union for additional storage space. The cabinets are located in an open student lounge area on the north side of the union. This space is only temporarily available however because students have first right of use. The CCEL will lose the use of these cabinets as soon as a student organization requests it.

Commented [JO17]: What about food pantry space? You haven't mentioned that yet here or in programming.

The Community Research Extension (CRE) of the CCEL has space off campus due to the generosity of Weber State's Community Education Center, which secured approximately 2/3rds of the garden level in the United Way of Northern Utah building. They graciously gave the CCEL a suite of rooms in this space to open the Community Research Extension. The suite consists of a kitchen, storage closet, reception area, conference room, an individual office for the director, and three rooms set up as common work areas for student employees, community partners, faculty and staff. The space is

adequate to meet the staffing needs and goals of the CRE, however the conference room is rather small and is not wheelchair accessible.

B. Safe Space

The CCEL serves all individuals and consciously tries to create a welcoming atmosphere for people of all faiths, ethnicities, sexual orientations, social classes and backgrounds. The CCEL team, including student employees and student leaders, have all participated in “Speak Up” training to learn how to address others whose actions or words threaten the safe space in the CCEL. The CCEL staff requested the training because there were a couple of incidents where students’ conversations were not creating safe space and the staff sharing that space did not feel equipped to address it. The “Speak Up” training just took place during the fall 2015 semester and seemed to be positively received by staff, faculty and student participants.

C. Equipment Inventory, Technology Renewal and Rotation

The CCEL’s equipment mostly consists of computers, cameras and office equipment like printers and copiers. Table 5.1 below shows the inventory and rotation plan for the computers in the CCEL and Table 5.2 below shows the inventory of non-computer equipment. The plan is to rotate a subset of computers every four years. In an effort to reduce waste, the CCEL only rotates the computers on this four-year cycle, not the monitors, unless the monitor is no longer functional. This rotation has been helpful in keeping computers in the center up to date and adequate for meeting the needs of the CCEL team.

D. Incorporation of Technology

The three main purposes for incorporating technology into the CCEL are: 1) tracking participation data; 2) advertising CCEL programs and services; and 3) training and recruiting students to CEL on WeberSync (the software used for tracking participation).

Laptops and swipe card machines are used with our tracking software – WeberSync – to capture data at events, programs, and community partner organizations hosting community engagement opportunities. The laptops and swipe cards are mostly utilized by campus partners. The CCEL provides our top tier community partners, Purple Pride Partners, with swipe card machines that they connect to a computer on site to track CEL participation in their organization. WSU students swipe their WSU ID through the machine upon arrival and departure at the site. The data automatically go into WeberSync capturing when and where the student participated in CEL.

This fall 2015 semester, the CCEL used one-time funds to purchase digital signage to advertise events and programs. The large screen TV and computer are mounted on the pole outside of the center. This move to digital signage is consistent with other digital signage in the Union building.

Two Mac computers are mounted on the pole in the CCEL in the general student area near the reception desk to help train constituent populations on WeberSync or to help these populations find CEL experiences through WeberSync. These computers were originally thought to serve solely as computers for student leaders serving office hours in the CCEL, however, they became a fantastic resource for training and recruiting students to CEL opportunities.

Table 5.1 Computer Inventory and Rotation Plan

Location/Suite	#	Barcode	Assigned Person	Operating System	Installed	Replace
Reception Area 100	1	WS0005976	No Current Assignment	PC/Windows	9/1/2013	
Research Office 100B	2	WS0005971	Christopher Valdez	PC/Windows	7/1/2014	
Research Office 100B	3	WS0005973	Yesenia Quintana	PC/Windows	7/1/2014	
Research Office 100B	4	WS0005980	Emily Brignone	PC/Windows	7/1/2014	
Research Office 100B	5	WS0003657	No Current Assignment	PC/Windows	7/1/2014	
Research Office 100B	6	WS0005977	Tyson Bryant	PC/Windows	7/1/2014	
Research Office 100C	7	WS0005975	Lauren Homer	PC/Windows	7/1/2014	
Research Office 100C	8	WS0005974	No Current Assignment	PC/Windows	7/1/2014	
Research Office 100C	9	WS0005979	Kyle Seljaas	PC/Windows	7/1/2014	
Research Office 100D	10	WS0003713	No Current Assignment	Mac	9/1/2013	
Research Office 100D	11	WS0005972	CEL Research Team	PC/Windows	7/1/2014	
Research Office 100D	12	WS0003659	CEL Research Team	PC/Windows	9/1/2013	
Research Office 100D	13	WS0005978	CEL Research Team	PC/Windows	7/1/2014	
Research Office 100E	14	WS0003658	Azenett Garza	PC/Windows	8/1/2013	
CCEL Office SU 327	15	WS0000219	Carla Jones	PC/Windows	2/9/2012	6/1/2015
CCEL Office SU 327	16	WS0000254	Student Use	Mac	4/1/2013	
CCEL Office SU 327	17	WS0000253	Student Use	Mac	4/1/2013	
CCEL Office SU 327	18	WS0000220	Work Study	PC/Windows	8/1/2013	
CCEL Office SU 327	19	WS0005944	Work Study	PC/Windows	8/1/2013	
CCEL Office SU 327C	20	WS0000280	Jenny Frame	PC/Windows	2/9/2012	
CCEL Office SU 327C	21	WS0005939	Alisha Johnson	Mac	11/1/2012	
CCEL Office SU 327C	22	WS0005938	Isobel Asensio, Becky Jo Gestland	PC/Windows	8/1/2013	
CCEL Office SU 327B	23	WS0008994	Brenda Kowalewski	PC/Windows	2/9/2012	6/1/2015
CCEL Office SU 327	24	WS0000271	Student Use Lap Top	Mac	4/1/2013	
CCEL Office SU 327	25	WS0000273	Student Use Lap Top	Mac	4/1/2012	

CCEL Office SU 327	26	WS0000275	Engaged Learning Series Laptop	DELL Laptop	2/1/2014	
CCEL Office SU 327 A	27	WS0008992	Mike Moon	PC/Windows	9/21/2011	6/1/2015

Table 5.2 Equipment Inventory

Location/Suite	#	Description	Quantity	Barcode
CCEL Office SU 327	1	iPad	1	No Barcode
CCEL Office SU 327	2	iPad 2	1	WS0000274
CCEL Office SU 327	3	iPad 2	1	WS0000268
CCEL Office SU 327	4	iPad Case	2	No Barcode
CCEL Office SU 327	5	iPad Smart Cover	1	No Barcode
CCEL Office SU 327	6	Bose Sounds Series III	1	No Barcode
CCEL Office SU 327	7	Wii & accessories	1	WS0000270
CCEL Office SU 327	8	Wii Games	4	No Barcode
CCEL Office SU 327	9	Wii Remote	2	No Barcode
CCEL Office SU 327	10	iHome	1	No Barcode
CCEL Office SU 327	11	USB Super Drive	1	No Barcode
CCEL Office SU 327	12	HD Webcam	1	No Barcode
CCEL Office SU 327	13	VGA Cables	5	No Barcode
CCEL Office SU 327	14	iPad Chargers	3	No Barcode
CCEL Office SU 327	15	Sony Camera	1	WS0000265
CCEL Office SU 327C	16	External Harddrive	1	No Barcode
CCEL Office SU 327 A	17	Printer	1	WS0005944
CCEL Office SU 327	18	Film Microphone	1	WS0000276
CCEL Office SU 327	19	Film Spotlight	1	WS0000279
CCEL Office SU 327	20	Camera and Accessories	1	WS0000277
CCEL Office SU 327C	21	Card Swiper	16	No Barcode
CCEL Office SU 327C	22	Nikon Coolpix Camera	1	WS0000267
Research Office 100B	23	Webcam	2	No Barcode
Research Office 100B	24	Cassettes	4	No Barcode
Research Office 100B	25	Voice Transcribers	2	No Barcode

E. Projected Needs in regards to Facilities, Equipment & Technology

The greatest need the CCEL has is for larger space to accommodate our growing CCEL team, programs and services. Ideally the CCEL could remain in its current location and simply expand its footprint because its central location on campus is ideal for meeting student, faculty, staff, and community partner needs. Challenges with the current space include:

- Designated staff space is shared and does not have enough workstations in it.
- Designated student space is small and cannot accommodate the number of student leaders expected to use the space.

- Productivity is hindered because of high noise levels.
- There is no storage space within the CCEL and the designated storage space is far away, shared with students, or temporary cabinets that could be reclaimed by students at any point in time.

VI. Ethical and Legal Responsibilities

A. Unique Regulations

1. Memorandums of Understanding – Community Partnership Agreements
APPENDIX G
2. Informed Consent
APPENDIX H
3. Group Travel
APPENDICES I – K
4. Human Subjects Review

B. Detail CCEL's adherence to the Information Security Policy as outlined in PPM 10-1

A. Unique Regulations

There are four unique regulations that CCEL must abide by to ensure the safety of our students and our community partnerships.

1. Memorandums of Understanding – Community Partnership Agreements

The CCEL houses partnerships for community engagement on our campus. In collaboration with our campus legal team, the CCEL created an MOU process for our community partnerships to help reduce risk, ensure the safe learning environment of our students and assist in defining roles of liability. Each level of partnership (Cub, Wildcat and Purple Pride) has a different MOU to speak to the unique needs of each level of partnership. See Appendix G for an example of the Purple Pride MOU. The online versions of the MOUs can be found here:

Cub: <https://orgsync.com/71026/forms/146106>

Wildcat: <https://orgsync.com/71026/forms/146105>

Purple Pride: <https://orgsync.com/71026/forms/146107>

2. Informed Consent

The CCEL also helps reduce the liability for faculty and staff by sending their students out into the community through a mandatory student consent form (Appendix H). The first form students see when they login to our community engagement tracking system (WeberSync) is a consent form. This form must be signed before a student is able to log any community engagement hours.

3. Group Travel

Many of the CCEL's programs require liability preparation around travel procedures such as the Alternative Breaks program, International CEL, training retreats, conferences, etc. The CCEL works with the Travel Office on all travel booking (airfare, hotels, etc.). We work with campus risk management officers for the appropriate waivers for travel, including: Statement of Understanding (Appendix I); Behavior Agreement (Appendix J); and Assumption of Risk form (Appendix K). If ground transportation is needed, we ensure that at least two 21-year-old or older students have registered and passed the Utah State Driver's Certification exam. We do this to ensure that we have available rotation for longer trips or in the case that someone is unable to drive. Exam certificates are kept on file in the CCEL. As part of the application process for alternative break and international trips, we gather allergy and other medical information as volunteered by the students in trip applications and questionnaires prior to the trips.

We keep a risk binder in each van or with each adviser with student travel documents (passport copy, current photo, emergency contact information, itinerary, trip addresses and contact information, etc). Each student is given a Safety Information card on the day we leave with lodging addresses and phone numbers, embassy contact info (if applicable), hospital contact information and contact information for the advisers. In case of an emergency, students call emergency services if needed and then the lead advisor. The lead advisor contacts campus police and the Director of the CCEL. The CCEL Director calls other campus officials as needed (Dean of Students, Communications Director, University President, etc.).

We always have 1 advisor per every 10 or fewer students accompany students on CCEL travel. Students do not share beds with advisors. They do not share rooms with advisors when possible. While we prefer every trip to have a one bed, one head policy, it's not always feasible for our trips. We ask for sleeping preferences in the applications for our trips.

4. Human Subjects Review

All community research projects conducted through the Community Research Extension must be reviewed by Weber State University's Institutional Review Board (IRB) and granted approval before any data can be collected. We follow standard IRB protocol which includes the primary researcher completing the proposal, the CRE director or CCEL executive director reviewing and signing off on the proposal before it is submitted to the IRB committee, all researchers involved (including student researchers) complete the CITI Human Subjects Training, and all CITI Training certificates are submitted along with the proposal.

B. Detail CCEL's adherence to the Information Security Policy as outlined in PPM 10-1

All departments in the division of Student Affairs, including the CCEL, rely on the Student Affairs Technology (SAT) department to provide support, response and handling of all PPM 10-1 regulations. SAT provides the tools and resources to adhere with these policies. Any issues that are recognized as potential security risks are reported directly to the Director of SAT, who is the division's Data Security Steward and their office will escalate the information accordingly.

VII. ASSESSMENT AND EVALUATION

A. 2014-15 Program Goals

Unit Goal 1: Increase the number of volunteers in the Community Engaged Leaders program

Unit Goal 2: Collaborate with campus entities and help them see how CEL and the three pillars complement their efforts/mission

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

B. Students

Amount of Participation (based on Survey Data only)

Community Engagement Outcome Areas

Civic Knowledge

Civic Skills

Civic Values

Civic Action

Summary and Use of Student Outcome Results

Cohort Information

Summary and Use of Cohort Results

Retention

Student Satisfaction

Summary and Use of Satisfaction Results

Basic Student Information (actual counts)

Student Use of CCEL Services and Participation in Programs

Participation in Programs

COMMUNITY ENGAGED LEADERS

SERVICE TEAM

DEMOCRATIC ENGAGEMENT TEAM

COMMUNITY RESEARCH TEAM

AMERICORPS

AMERICAN DEMOCRACY PROJECT (ADP)

ENGAGED LEARNING SERIES – FOOD MATTERS

RESEARCH ON FOOD INSECURITY

COMMUNITY RESEARCH EXTENSION (CRE) PROJECTS

EXCELLENCE IN COMMUNITY ENGAGEMENT AND OTHER CO-CURRICULAR

COMMUNITY EXPERIENCES

OTHER CCEL PROGRAMS OFFERING PROFESSIONAL DEVELOPMENT

OPPORTUNITIES FOR STUDENTS

Demographics of Students Using CCEL

Summary and Use of Student Participation Results

C. Faculty/Staff

Use of CCEL Services and Usage Patterns

CEL Faculty, Staff, and Courses

Faculty/Staff Professional Development Programs

Faculty/Staff Engaged in the Community

Demographic Characteristics

Satisfaction

Summary and Use of Faculty Results

D. Community Partners

Use of CEL Services and Usage Patterns

How Usage of Services is Tracked

Impact/Benefits of Partnership

Summary and Use of Community Partner Results

E. Dissemination

The Assessment and Evaluation portion of this report represents data reported in the 2014-15 annual report, the most recent year for which we have a full year of data. Trend data from the inception of the Center are included when available.

This sub-section of the program review is divided into the following four sections: a) 2014-15 Program Goals; b) Students; c) Faculty/Staff; and d) Community Partners. The CCEL focuses on these four categories each year in order to assess alignment of CCEL program goals to division and university goals and to evaluate programs and services being provided to the Center's three main constituent groups: students, faculty/staff, and partners.

A. 2014-15 Program Goals

Prior to 2014-15, far too many program goals were identified by the CCEL to actually be useful in guiding the work of the center. In 2014-15, the CCEL management team developed a manageable set of three program goals that aligned with the division goals and university core themes. Reported here are the 2014-15 CCEL goals, the means for achieving the goals, how they were assessed, the results of the assessment, and the use of the results.

Unit Goal 1: Increase the number of volunteers in the Community Engaged Leaders program (CCEL plan - Goal 1.1.)

University Objective

Learning

Means to Achieving Goal

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

Student Learning Outcomes

Civic Skills

Methods of Assessment

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

Results

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

- 25 student leaders constituting the service team logged 1,764 hours of office hours preparing service opportunities for other students in addition to facilitating those service events. A total of 965 WSU students volunteered at the Service Teams' partner organizations, however, many of these volunteers were also enrolled in CEL classes and were not necessarily recruited by these 25 leaders.
- 2 student leaders constituting the democratic engagement team logged 30 hours and the 4 student volunteers recruited to their program did not record hours in WeberSync.
- 5 student leaders constituting the community research team logged 419 hours on two large-scale community research projects; the 7 volunteers recruited to their projects did not record any hours in WeberSync.

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

The assessment of student learning outcomes was not very successful this year. The Service Team leaders in the poverty and youth areas completed the fall, January and April assessment instruments; however, the data were difficult to analyze and did not furnish forth informative findings. Leaders in neither the Democratic Engagement Team nor the Community Research Team received the assessment instruments this year. These two teams were new this year and assessment of learning outcomes was not made a priority as other “nuts and bolts” of each program were being developed.

Use of Results

Results were shared with advisors to these three teams of student leaders to encourage them to require their student leaders and the volunteers recruited through their programs to record their community engagement hours in WeberSync. These findings helped us develop our motto for the 2015-16 academic year is – “If it’s not in WeberSync, it didn’t happen.”

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

Assessment of learning outcomes for the Democratic Engagement Team and the Community Research Team will be a priority for the upcoming 2015-16 year. A new data collection instrument in the form of a survey has been developed and already administered to the new cohorts of student leaders on these teams in August 2015-16. The instrument will be administered again in January and April. This should provide usable data to analyze students’ learning on CCEL’s community engaged learning outcomes.

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

University Objective
Community

Means to Achieving Goal

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

Student Learning Outcome
NA

Methods of Assessment

Document the number of EAO mentors who successfully enroll in and complete the AmeriCorps term of service in 2014-15. Document number of WSU students engaged in the community through

EAO programs in WeberSync. Gather feedback from EAO staff using WeberSync regarding how useful it is in tracking, communicating and recruiting student mentors to their programs.

Results

- 3 students from EAO have enrolled in the AmeriCorps program this academic year, all of whom successfully completed at least one term of service in the AmeriCorps program this academic year.
- The use of WeberSync by EAO did not begin by the end of the 2014-15 academic year. Their department had been set up with a portal in WeberSync and several meetings took place to help EAO understand how to best use the system to track their students' engagement with the community but utilization of the system did not occur by the end of the academic year. Given this situation, we were unable to document the perception of EAO staff about the effectiveness of WeberSync in tracking their community engagement hours.

Use of Results

Given the lack of use of WeberSync by EAO in 2014-15, the Community Partner Coordinator used these preliminary "findings" to schedule another meeting with Amy Huntington in EAO. These meetings have proven fruitful and now several programs in EAO have set up portals in WeberSync and are beginning to use them. We will continue to monitor and support their use of WeberSync.

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

University Objective
Diversity

Means to Achieving Goal

Invite Barry Gomberg (Equal Opportunity/Affirmative Action Officer), Adrienne Andrews (Chief Diversity Officer) and Jason Stokes (LGBT Resource Center Coordinator) to CCEL Management Team and Staff meeting to provide training to the CCEL staff in making the center a safe space for LGBTQ students.

Student Learning Outcomes
NA

Methods of Assessment

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

Results and Use of Results

A meeting between the CCEL management team, Barry Gomberg, Adrienne Andrews, and Jayson Stokes took place January 28, 2014 to discuss the need and plan for training the CCEL staff. Given the busy nature of spring semester, the team decided to schedule "Speak Up" training with Adrienne Andrews which took place on September 1, 2015 from 2 - 4 pm. The staff were asked to respond to four questions at the conclusion of the training which were collected by Adrienne and not yet shared with CCEL staff. The training was so well received by CCEL staff and faculty, a training for CCEL student employees was facilitated six weeks later.

The CCEL team decided this was a good start to a dialogue about creating and maintaining safe space in the CCEL and opted to continue the dialogue on December 7, 2015 in a half-day retreat with the goal of determining some “rules of engagement” for the CCEL. These should serve as guiding principles for individuals interacting with one another in the CCEL and will be posted in the space.

B. Students

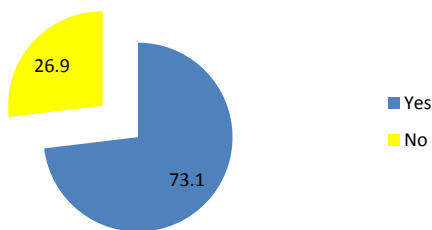
CCEL administers a survey to Weber State University students at the end of each spring semester, the latest of which was administered online during May 2015 through WSU’s Campus Labs, to assess the four learning outcomes of the CCEL: civic knowledge, civic values, civic skills and civic action.

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

As an incentive, students were told that upon their completion of the survey, their name would be put in a drawing for 20 chances to win a \$10 gift card and 2 chances to win a \$50 gift card, and 1 chance to win a \$100 gift card. There were a total of 371 respondents, creating an 11% response rate. After filtering the surveys for missing data, there were a total of 338 respondents. Based on data from the 311 students listing their age, the median age for the sample was 23 years old with a range from 17 to 56 years of age. Of the 315 students who identified their gender, 32.5% identified themselves as male and 59.2% as female, with 1.2% choosing not to respond and one transgender.

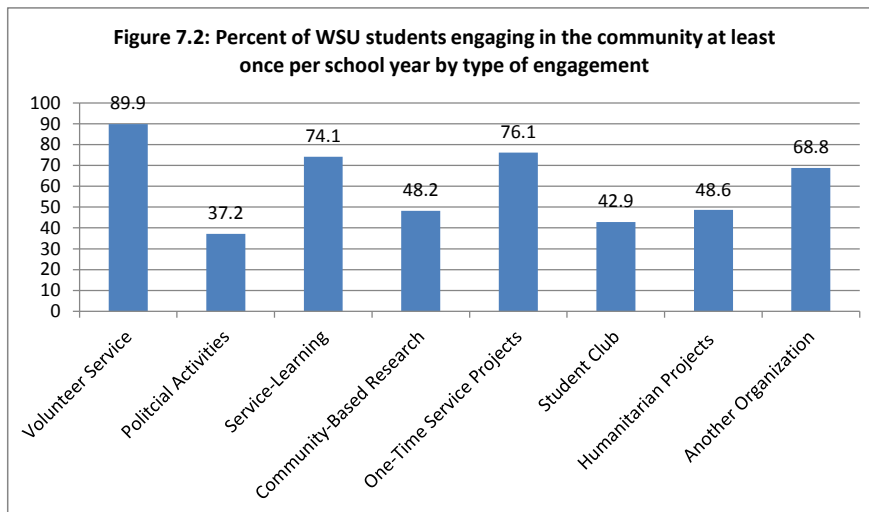
The survey asked students if they had been engaged in the community at any point since July 2014. This included volunteer service, political activities, service-learning or community-based research experiences, one-time service projects, service activities through a student club, or humanitarian projects through a religious organization. As is represented in Figure 7.1-- 247 of the students responded “yes” (73.1%). Those that responded “no” (91 students) were only directed to questions regarding their educational experiences at WSU, the narrative prompt, and the demographic questions.

Figure 7.1: Percentage of students engaged in the community at any point since July 2014



Amount of Participation

The community engaged students were asked how often they had participated in the aforementioned community engagement activities. Figure 7.2 shows the distribution of students who were engaged in the community by type of engagement. The majority of students said they had participated in volunteer service during the last year, ranging from once a week to once or twice a semester. Many students also reported participating in service-learning or service through another organization not connected to WSU.



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

Community Engagement Outcome Areas

CCEL’s community engaged learning outcomes and the measurement of those outcomes were influenced by Ehrlich’s work and IUPUI’s work on civic-mindedness. Therefore, the outcomes and the language used on the CCEL’s annual survey reflects this and includes civic engagement and associated outcomes. Civic engagement is defined for the respondents on the survey as “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, Preface, page vi.) The community engaged students were asked questions concerning their own community engagement and educational experiences at WSU in relation to these four specific outcome areas: civic knowledge, civic skills, civic values, and civic action.

Civic Knowledge

Figure 7.3 shows how the students' community engagement experiences contributed to their civic knowledge. The vast majority of students (82.2%) said that they are now more aware of ways that they could get involved in their community because of their community engagement. Just over half of the students (54.3%) said that they feel as though their community engagement had enabled them to plan or help implement an initiative to improve their own community. Some are even now more familiar with WSU clubs and organizations that encourage and support community involvement for college students. Almost half of the students (44.5%) even said that they felt that most other students know less about these community organizations and volunteer opportunities than they do. Interestingly, however, only about 27.9% of students feel as though they are prepared to write a letter to address a community issue.

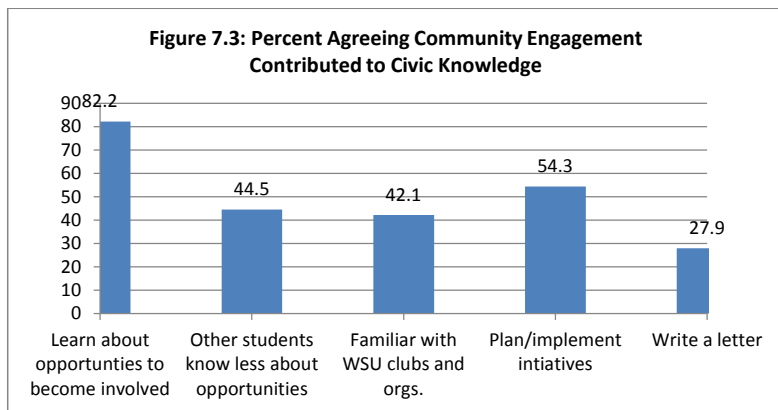
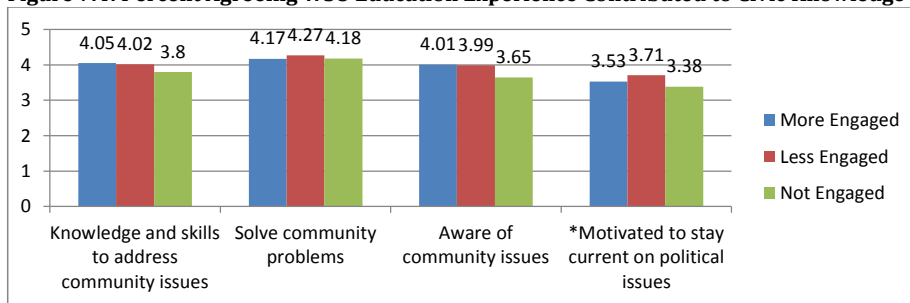


Figure 7.4 compares the more engaged students to the less and not engaged students. Overall, WSU students feel that they have the knowledge and skills to address community issues, solve community problems, and are motivated to stay current on political issues regardless of their level of engagement. However, students who were less and more engaged reported being significantly more aware of community issues than those who were not engaged ($F(2,329)=3.59, P=.029$, and $t=2.32, p=.021$ for the difference between more engaged and not engaged and $t=2.39, p=.017$ for the difference between less engaged and not engaged).

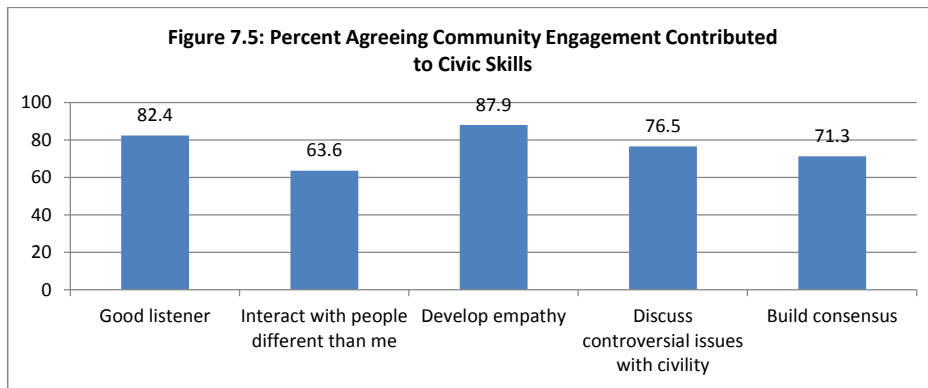
Figure 7.4: Percent Agreeing WSU Education Experience Contributed to Civic Knowledge



*Statistically Significant.

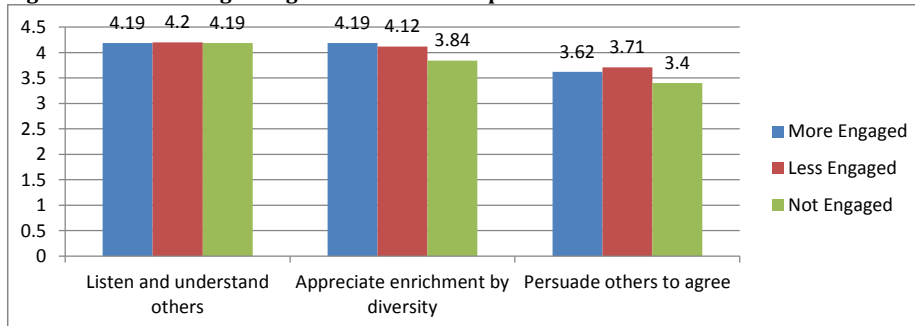
Civic Skills

Most of the questions regarding civic skills (displayed in Figure 7.5 below) involves the student's ability to empathize and interact with people from different backgrounds. The majority of students (87.9%) said that their community engagement helped them develop their ability to respond to others with empathy. More than three-fourths of all students agreed that they have become better listeners, even when it involves different opinions and controversial issues. Many students said that they now prefer to work in settings in which they interact with people who are different from themselves, while 76.5% of students said that other students could describe him or her as a person who could discuss these social issues with civility and respect. A large portion (71%) of the students also said that they like to try to build consensus when they are part of a group where members disagree to solve a problem.



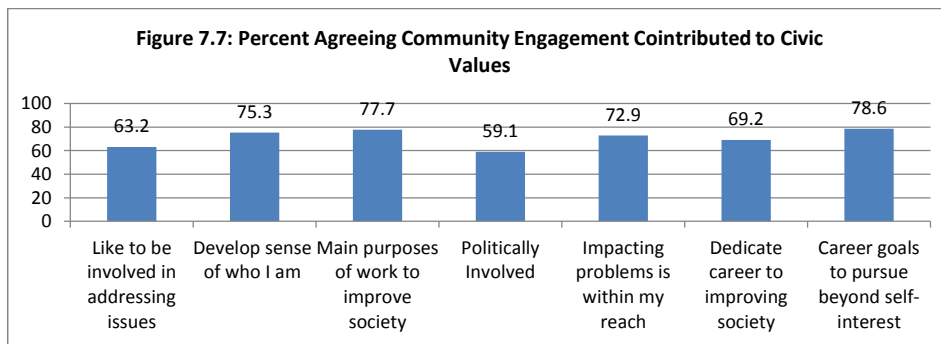
As shown in Figure 7.6, students who were more engaged in the community did not significantly differ for students who were less or not engaged in the community on all three indicators of civic skills. The skills may be so broadly defined as skills that are important and learned from a good liberal arts and sciences education that we may not be able to detect a difference between the CEL students and non-CEL students.

Figure 7.6: Percent Agreeing WSU Education Experience Contributed to Civic Skills



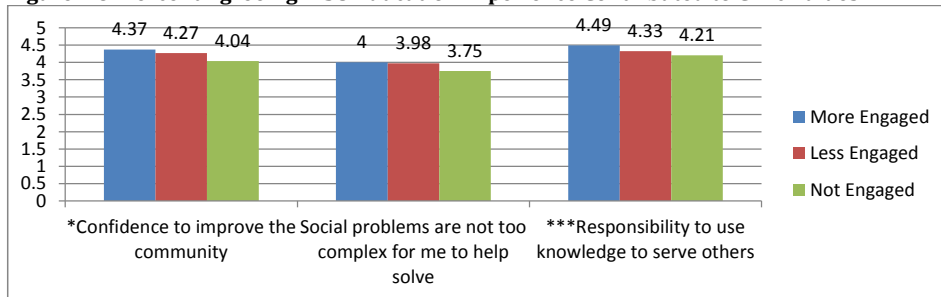
Civic Values

Figure 7.7. below shows the percentage of community engaged students responding that they possess different civic skills. Most of the students (75.3%) felt as though their community engagement helped them develop their sense of who they are, which includes a desire to be of service to others. Almost two-thirds of students said that they now realize that they like to be involved in addressing community issues. Even more hopeful is that due to their experiences within the community, the majority (72.9%) believe that having an impact on his or her community is now within reach and 77.7% believe that the main purpose of work is to improve society. Because of their engagement in the community, many students said they felt as though they would like to pursue a career that would allow them to help others: 69.2% of students want to dedicate their career to improving society as a result of these experiences. Also, as a result of their community engagement, over half of the students (59.1%) realized that it is important to vote and be politically involved.



When comparing students who are more engaged to those who are less engaged in the community, (see Figure 7.8 below), there was a significant difference for those who felt confident to improve the community between the more engaged and not engaged ($t=2.55, p=.01$.) Also, there was a significant difference for those who felt a responsibility to serve others between the more engaged and not engaged at ($t=2.31, p=.02$). In both cases, students who were more engaged were more confident they could improve the community and had a responsibility to use their knowledge to serve others than students who were not engaged.

Figure 7.8: Percent Agreeing WSU Education Experience Contributed to Civic Values

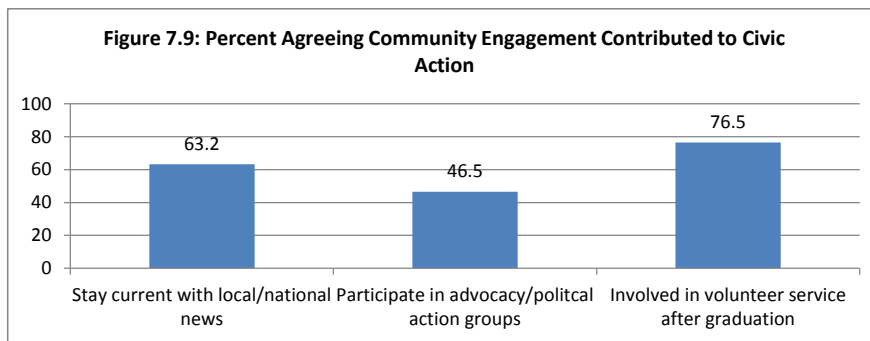


*** Statistically Significant and missing data for not engaged
 *Statistically significant

Commented [JO18]: What do you mean missing data for not engaged?

Civic Action

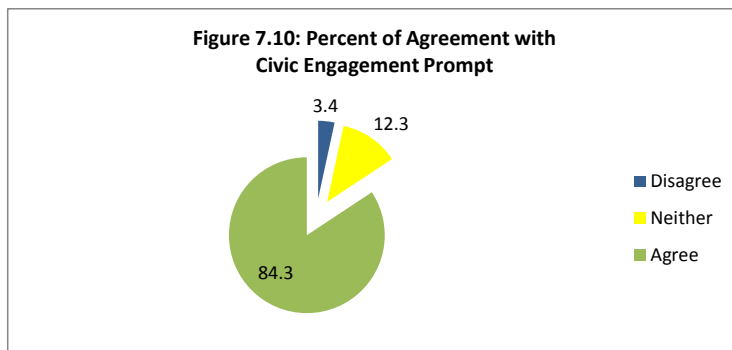
Impressively, (as is shown in Figure 7.9.), 76.5% of all students said that because of their community engagement, they intend to continue to be involved in volunteer service after they graduate. Slightly less (63.2%) plan to stay current with local and national news after graduation, while only 46.5% say that they have an increased action to participate in advocacy or political action groups.



The survey also included a narrative prompt to help discern if more engaged students would be more committed to using what they learned in college to take civic action. All students were given the following prompt:

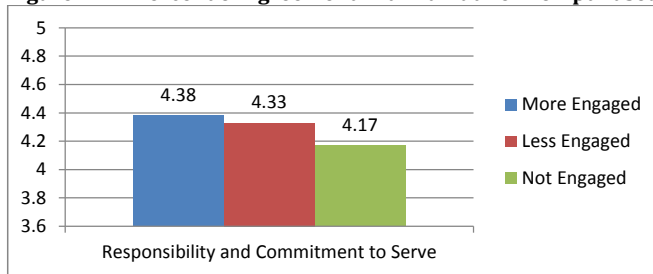
"I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society."

Students were asked to what extent they agreed with the statement, with the vast majority showing some form of agreement (84.3%) (see Figure 7.10 below).



When comparing the three groups of students in Figure 7.11, there was no significant difference in the degree of agreement with the above mentioned prompt among those who were more engaged, less engaged and not engaged, $F(2,317)=1.57, p=.21$.

Figure 7.11: Percent of Agreement with Narrative Prompt Based on Engagement



The absence of a significant difference between the community engaged students and those who are not engaged may be due to the fact that students are not attributing the formation of their civic-mindedness to their experiences at Weber State. In their responses to the narrative prompt, some students explained how they had already possessed this desire and sense of responsibility, and they felt as though their education and community service requirements did not instill a more profound commitment. For example, students said things like:

- *"My feelings on this subject are not linked to my time at Weber State. A commitment to community begins at home where parents teach children service and helping others from a very early age. It doesn't start at the age of 18."*
- *"Being a college student has not changed my views of society. If I feel the need to address issues in society, it is because of what I've learned through life experiences."*
- *"It is not due to my WSU education that I learned of local/national/world social issues. It is due to my faith and upbringing."*
- *"I feel that it is something I have always felt. Not something only learned by attending WSU."*
- *"...I was already under belief that I should be trying to address issues in society... I agree college should help make you aware of the issues but I have been aware of the news since I was 13...I learned a lot more about how the world works from the work force than from college."*

Summary and Use of Student Outcome Results

The general takeaways of the learning outcomes assessment are the following:

- High percentages of community engaged students report acquiring all measured *civic values* and *civic skills* (more than 50% students on each indicator).
- Lower percentages of community engaged students reported acquiring *civic knowledge* or *civic action* outcomes.
- Students who are engaged in the community report statistically significantly higher *civic knowledge* around community awareness and *civic values* regarding confidence to improve the community and responsibility to use knowledge to serve others.
- Consistently, indicators pertaining to political engagement across three outcome areas – *civic knowledge*, *civic values*, and *civic action* – had some of the lowest percentages of students responding positively to the acquisition of politically related outcomes.

Given these findings generally and the last finding in particular, the CCEL management team determined the democratic engagement emphasis in the Center needed to have a person dedicated solely to it in order to institutionalize the work and relevant learning outcomes at WSU. A faculty position was created for the first time in 2015-16 for the Democratic Engagement and Civitas Coordinator. This individual has been working with a team of 8 student leaders this academic year to develop and deliver programming to students that will increase their civic knowledge and civic

Commented [JO19]: Very nice use of data!

action in particular. Additionally, this individual is also collaborating with the Engaged Learning Series Coordinator to embed civic action options into each ELS event, which they have successfully done this fall 2015 semester.

Cohort Information

In 2014-15 the CCEL collected information on several different CEL cohorts to compare them to the overall WSU population in terms of demographic characteristics, GPA, number of credit hours completed at WSU, and retention. All but the retention data are shared in Table 7.1 below.

Table 7.1 Demographic Characteristics of CCEL Cohorts

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

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

**Over the course of their college career

Summary and Use of Cohort Results

Every CEL group represented in Table 7.1 above has a higher *GPA* than that of the general WSU population. The CCEL is working with more *female* students than male and disproportionately so, compared to the gender distribution of students at WSU.

Our general group of CCEL students reflect a similar *racial/ethnic* makeup as the over WSU population; however, our smaller cohorts of students – the Service Team, Excellence in Community Engagement, and Student Employees – have a higher representation of Hispanic students than the WSU student population in general. Our recruiting efforts of more diverse students were successful in these small cohorts and will be continued. Recruitment of underrepresented students to CEL designated classes still needs to increase in order to see the overall proportion of ethnic minority students involved in CEL increase. Given this finding, CCEL staff wrote a *First in the World* grant proposal to create assessment-oriented CEL environments in classrooms that were especially beneficial to retention of underrepresented students. The grant was not awarded but if it had been, it would have provided a mechanism for the CCEL to explore more ways to recruit and retain underrepresented students to and through CEL experiences.

Lastly, the *number of credit hours* completed by CEL students in our small cohorts – Service Team, Excellence in Community Engagement, Student Employees, and AmeriCorps – are much higher than the WSU population overall or CCEL students in general. These findings indicate that some of the deepest CEL work is occurring with upperclassmen. Best practices suggest getting students engaged in learning early and often, which has informed our scaffold-like approach to programming. Of the cohort groups listed in Table 7.1 above, AmeriCorps and the Service Team are designed the best to be inclusive of students from all demographic characteristics (including class standing) because these programs recruit new cohorts each year. The Excellence in Community Engagement group is exclusive to seniors who have a 3.5 GPA or higher and although we recruit diverse student employees in the CCEL, we don't experience much turnover from year to year because these students will usually stick with us until they graduate.

These results re-energized the CCEL's commitment to recruiting more diverse underclassmen to our program cohorts. As mentioned above, we wrote a grant that was not funded to help us increase the number of underrepresented students in CEL courses. We also plan to give presentations and share our application for the Community Engaged Leaders program with students in the new Access and Diversity department of Student Affairs to help recruit more ethnically diverse students. This department was just created at WSU and we have already had conversations with the new director about weaving CEL experiences into the overall experiences of the students with whom the work. In this current 2015-16 academic year, the student leaders in the Community Engaged Leaders program have all been strongly encouraged to make a concerted effort to recruit freshman and sophomores to their programs. The student leaders' advisors presented the idea in terms of creating sustainability for their programs and cultivating new leadership.

Retention of students is a priority of WSU. Data analysis conducted by Heather Chapman from the Institutional Effectiveness office shows higher retention rates for community engaged students compared to those not engaged in the community. In fact, students who are engaged in the community are 2.24 times more likely to be retained at Weber State University than students who are not engaged in the community. Heather is pursuing a data dashboard for the CCEL that will show our students' demographic characteristics, as well as retention and graduation rates over

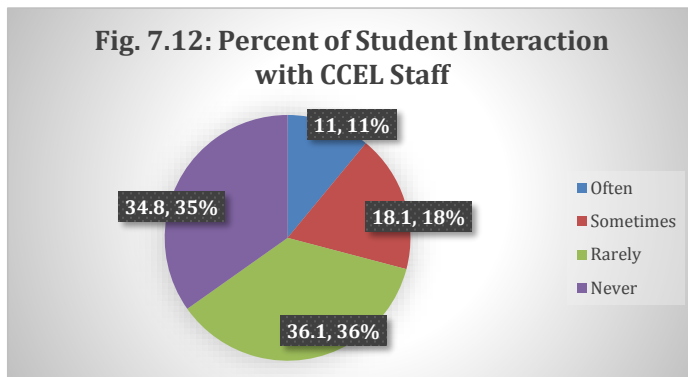
time, given CEL is a high impact practice with a successful track record for helping students be retained at the institution.

Student Satisfaction

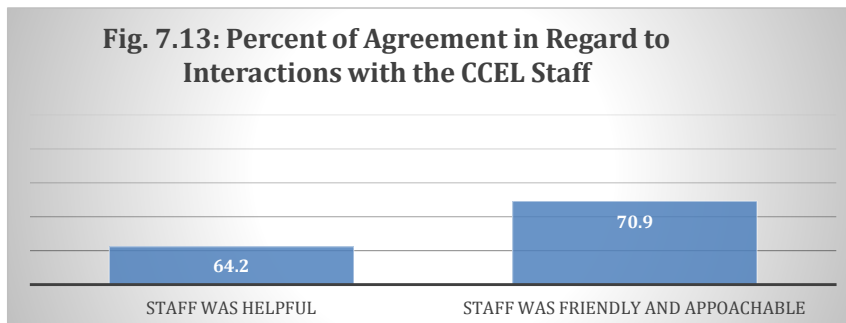
Student satisfaction is measured every year on the annual student survey that is sent out at the end of each spring semester. How this survey is administered is included above in the “Student Outcomes” section.

Before describing the findings, it is important to note the data in this section may be slightly skewed due to the fact that these questions were asked of students who may have never been registered or logged hours with the CCEL, but had participated in community engagement in the previous year.

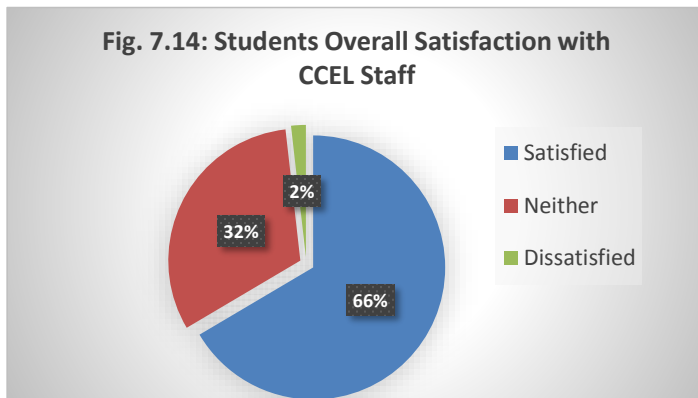
Based on the responses in this sample it appears the CCEL staff interacts, even if rarely, with over half of the community engaged survey respondents (see Figure 7.12.). The majority of students (70.9%) said that they rarely or never interacted with the CCEL staff. In many regards, this lack of interaction is understandable given the online nature of our “matchmaking” tools. Students can search for and contact community organizations online without ever having to walk into the center. Additionally, the CCEL is striving to be less of a “middle-man” between faculty and students by empowering faculty to disseminate relevant community engagement information to the students.



Of those students who did interact with the CCEL staff (even rarely), most (64.2%) said that the CCEL was helpful when they needed questions or concerns addressed, and 70.9% agreed that the staff was friendly and approachable (see Figure 7.13 below).



Overall, a majority of students report being satisfied with the CCEL (66%) with only 2% suggesting they are dissatisfied (see Figure 7.14 below).



Summary and Use of Satisfaction Results

Given students are generally satisfied with CCEL services, but are rarely or never interacting with the CCEL staff, the CCEL team is proactively trying to make information more accessible to students digitally. Therefore, we have moved our calendar to WeberSync along with our information about events and volunteer opportunities. As a WeberSync friendly culture grows on campus, we expect to see more students using the system and hopefully that will result in more students knowing where to find information about community engagement opportunities and resources. We have also embarked upon a WeberSync Awareness Campaign during the 2015-16 academic year to help increase access to information. Additionally, we have installed digital signage just outside of the Center to help make students aware of upcoming CCEL sponsored events and opportunities. Lastly, the CCEL has embraced the use of multiple social media platforms to also help keep students informed.

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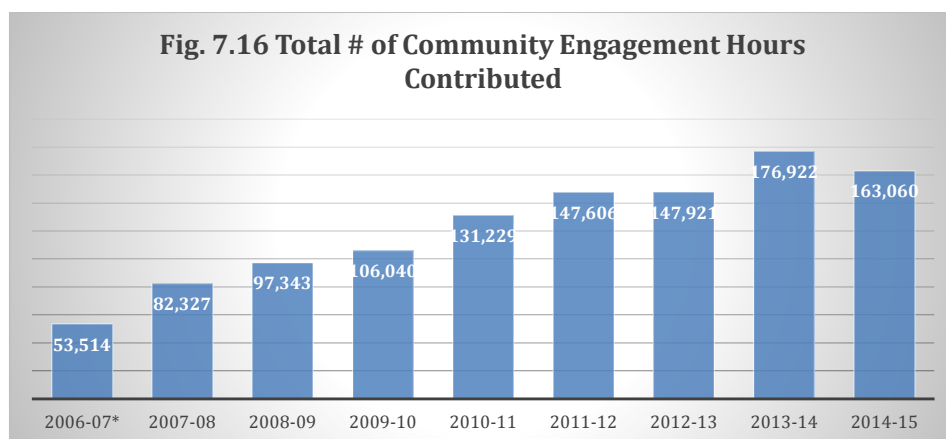
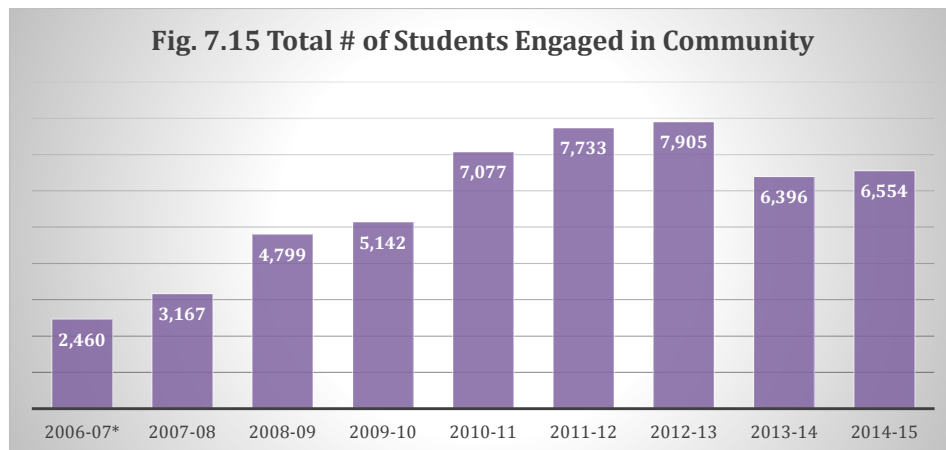
Basic student information

Student Use of CCEL Services and Participation in Programs

The Center for Community Engaged Learning (CCEL) is responsible for tracking and documenting student, staff and faculty community engagement hours. An electronic hours tracking system – WeberSync – is utilized to record community partnership sites, type of community engagement performed, and the number of hours served. Although a few faculty and staff have begun to track their hours, the system has mostly been used to track students' hours. Students enrolled in CEL designated classes and/or doing co-curricular community engagement set up a profile on WeberSync, which they access through the WSU portal. Students submit community engagement hours to the center via WeberSync online or by swiping their student ID card at the community organization or event site that has the card swipe technology available. The hours are then able to be accessed by the different stakeholder populations interested in students' community engagement participation – faculty, staff, community partners, and students. The system was upgraded (2013-14) to give faculty and community partners more autonomy to access these hours at anytime rather than depending on the center to generate a report for them.

The number of students engaged in the community and the hours they have contributed have been recorded in the CCEL since 2006-07, although with a different system than WeberSync. Figures 7.15 and 7.16 below show these data over time. Since 2006 a steady increase in the number of students participating in community engagement has been documented until 2013-14, the first year the CCEL used WeberSync. Overall, the total number of students participating in community engagement has increased by 160% and the number of hours contributed has more than tripled from 2006.

Figures 7.15 and 7.16. show a total of 6,554 students were engaged in the community during the 2014-15 academic year, contributing 163,060 hours. This accounts for 25.3% of WSU total student body (25,954).



When comparing these numbers to previous years, current participation and hours look lower. What these numbers are actually signaling is a more accurate representation of the number of students engaged in the community who are formally tied to the CCEL through a CEL course or recording co-curricular hours through the new tracking system WeberSync. The previous tracking system used prior to 2013-14 did not give us the ability to account for duplicate participation or hours, although we did our best to avoid counting students or their hours more than once. WeberSync, although it too does not give us the full capability we need to avoid double counting students or hours, it does provide more tools than the old system to help us avoid duplicate counts. Therefore, we are more confident in the counts produced since using the WeberSync system in 2013-14.

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

The numbers reported in the Figures 7.15 and 7.16 above only include the actual number of students and hours recorded in WeberSync plus the additional students enrolled in known CEL classes that do not record hours in the system and students in the AmeriCorps program that are tracked in a state system rather than WeberSync. This is consistent with how we have always counted students and their hours so our method of counting students and hours has not changed but the mechanics of the system have. The tables on subsequent pages summarizing the participation of students in various CCEL programs include head counts in some instances as well as WeberSync recorded participation. Please note that these headcounts are not included in the overall total numbers reported in Figures 7.15, 7.16 and 7.17. Additionally, please note that the total numbers calculated and used in Figures 7.15 and 7.16 are not a simple addition of the totals from each of the programs summarized in the tables below. That summing process would certainly include duplicate counts of students and their hours and misrepresent community engagement at WSU.

Figure 7.17 below shows the distribution of the total number of WSU students engaged in the community through curricular, co-curricular or AmeriCorps experiences, over time. These data reveal that more and more WSU students are engaging in the community through CEL designated courses over time. The drop in 2013-14 is consistent with the timing of adopting the new tracking system. The data also suggest that co-curricular CEL has been decreasing since 2011-12. Co-curricular community engagement is more difficult to capture because these students are not a captive audience like those who enroll in CEL courses. Therefore, the decline in co-curricular community engagement doesn't reflect a true decline as much as it represents counts that are more evidence-based which means includes fewer estimates. Data from the CCEL's annual student assessment survey suggests that 73% of WSU student respondents report having engaged in the community within the past year, yet, the CCEL is only able to report community engagement hours for 25% of WSU students. This suggests a large gap between the numbers reported by the CCEL each year and the actual number of students engaged in the community. The decline in AmeriCorps

students (Figure 7.17) and the number of hours they contribute to the community (Figure 7.18) occurred in 2012-13 when the number of AmeriCorps slots allotted to Weber State University from the Utah Campus Compact's AmeriCorps program were cut dramatically. Since then, the number of AmeriCorps students has been holding steady.

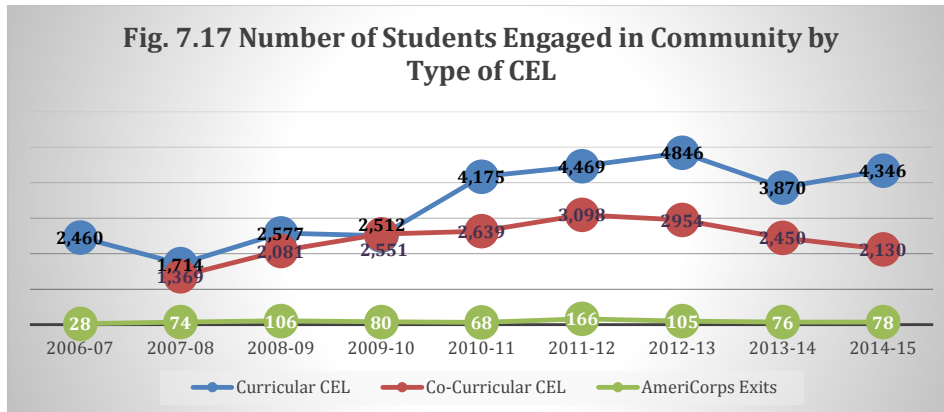
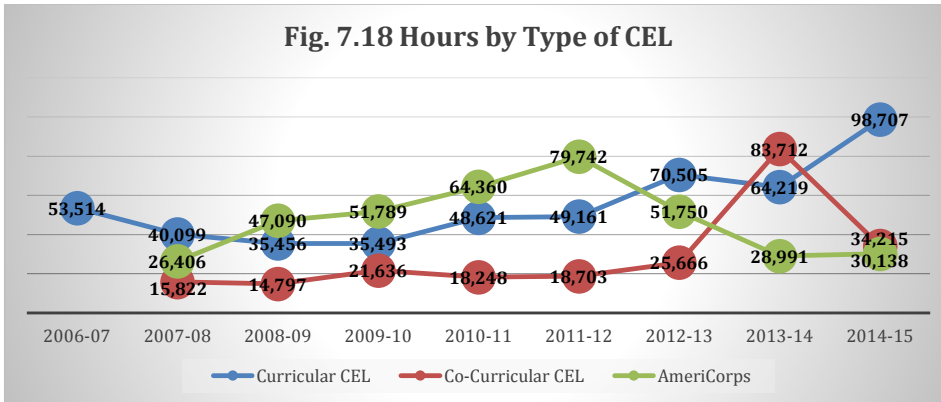


Figure 7.18 below shows the number of hours students are contributing to the community by the type of CEL experience over time. Consistent with the upward trend of more students enrolled in curricular CEL courses shown in Figure 7.17 above, there are also more community engagement hours being reported through curricular CEL courses. In fact, the number of hours reported through curricular CEL courses has almost doubled since we first began capturing hours in 2006-07. The number of CEL designated courses have increased dramatically since then and more students are using the tracking system to record hours than before. The number of hours recorded for co-curricular CEL however has a spike in 2013-14 that seems to be an anomaly, as it is very inconsistent with co-curricular data from all other years. Putting that anomaly aside, co-curricular CEL hours have steadily increased over time and have doubled since we first began reporting these hours in 2007-08.

Fig. 7.18 Hours by Type of CEL

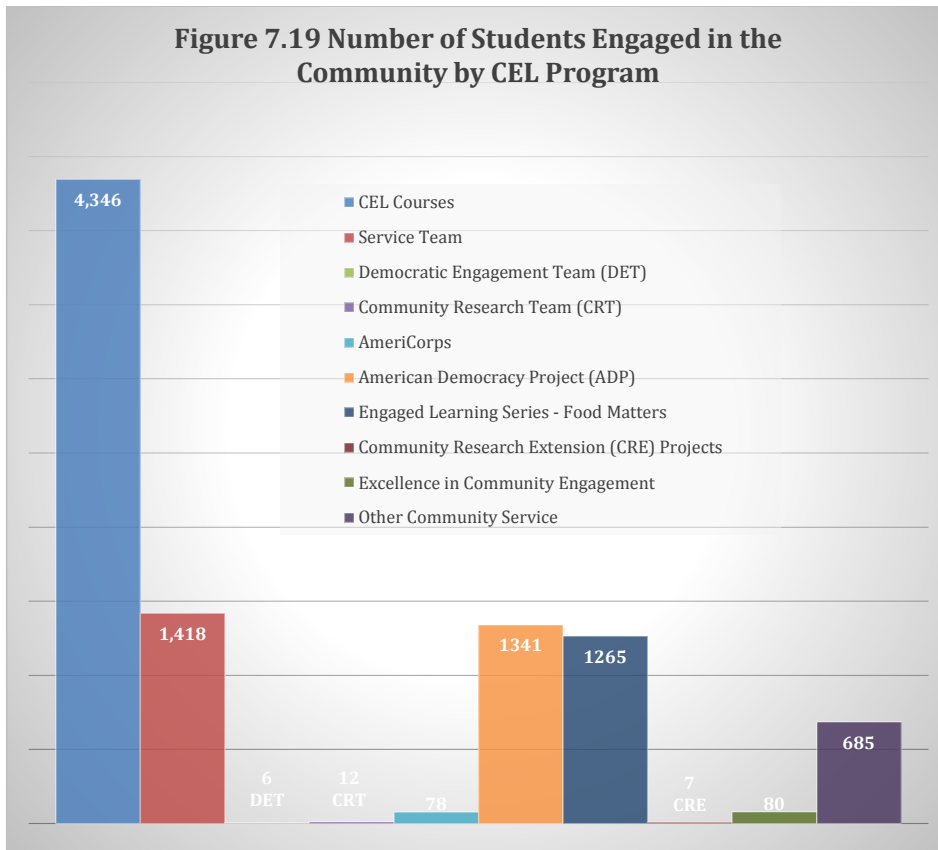


The 6,554 students who were engaged in the community during the 2014-15 academic year were involved in: CEL designated classes; the Community Engaged Leaders – Service Team, Democratic Engagement Team, Community Research Team; the AmeriCorps program; the American Democracy Project (ADP); the Engaged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

Figure 7.19 below shows student participation in each of the CCEL’s programs. Most of the WSU students engaged in the community through: CEL courses; the Community Engaged Leaders Program – Service Team; the American Democracy Project events; and the Engaged Learning Series events. Tables 7.2 – 7.10 below show number of students involved in the Community Engaged Leaders – Service Team, Democratic Engagement Team, and Community Research Team; AmeriCorps; American Democracy Project (ADP); the Engaged Learning Series – Food Matters; Community Research Extension (CRE) Projects; and other community service programs. Student participation in each of these programs is discussed in turn below.

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Figure 7.19 Number of Students Engaged in the Community by CEL Program



Participation in Programs

COMMUNITY ENGAGED LEADERS PROGRAM

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

SERVICE TEAM

The Service Team is part of WSUSA therefore the VP for Service in WSUSA leads the Service Team with the help of an appointed Assistant VP. Four students fill director positions and oversee four community engagement areas: Youth Programming; General Service Programming; Poverty Programming; and Special Needs Programming. Eighteen community partner organizations collaborated with the Service Team and were served by a total of 28 student leaders who facilitated a total of 201 events and kept the Weber Cares Food Pantry open 150 days during the course of the year. Table 7.2 below shows the distribution of student participation in these programs.

Table 7.2 Service Team 2014-15

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

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

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

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

DEMOCRATIC ENGAGEMENT TEAM

In 2014 – 2015, the Community Engaged Leaders Team expanded to include two student leaders who were responsible for Voter Registration and for connecting students to local governance entities known as Council Connection. See Table 7.3. below for data on participation and volunteer recruitment.

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

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

Table 7.3 Democratic Engagement Team 2014-15

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

*Estimated volunteer hours

COMMUNITY RESEARCH TEAM

Five students were selected as Leaders who participated in three community-based research projects with South Ogden City, Utah Transit Authority, and WSU's Continuing Education Department. One student dropped out of the program in the spring of 2015 leaving a core of 4 student leaders to complete the projects. Two Faculty Advisors oversaw the development, implementation, and data analyses of these projects. Two projects were completed and one (South Ogden Survey) is currently ongoing. See Table 7.4 below for data on participation and volunteer recruitment.

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

South Ogden survey: The CRE partnered with South Ogden City to conduct a survey about residents' interactions and satisfaction with various city departments and services. Under the guidance of a faculty advisor, the Community Engaged Leaders-Community Research Team (CEL-CRT) developed the survey and formatted it to be administered both online and via mail, developed a sampling frame and drew a random sample of 500 South Ogden households, and advertised the survey through postcards and emails. By the end of the 2014-2015 academic year, the survey had been sent to all households in the sample and approximately 12% had been returned. The surveys have continued to be returned throughout the summer and the 2015-16 cohort of CEL-CRT students are working to increase the sample size by administering more surveys this fall 2015 and plan to analyze and report the data during the spring 2016 semester.

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

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

surveying, emails, and from within the West Center in Roy. Results of the survey were shared with WSU's Continuing Education Department and at the CCEL Symposium.

Table 7.4 Community Research Team 2014-15

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

*Unique participants, not head count at events.

AMERICORPS

The 2014-15 academic year represents the 11th year Weber State University has facilitated the AmeriCorps Education Award program for students. The last row of Table 7.5 below describes the student participation for the 2014-15 year. It is important to note that scholarships awarded to students through the AmeriCorps program over this 11 year period crossed the \$1 million mark – over the last eleven years, a total of 840 students have successfully completed the AmeriCorps program earning \$1,219,073 in the education award and contributing 411,165 hours of service to the community.

Table 7.5 Active AmeriCorps Members by Grant Year (as of 5/15/2015)

Grant Year				Exited Program				Current Members		
	CCEL Trained	CCEL Enrolled	Active Prior to July 2006	Exit w/ Full Award	Scholarship \$\$	Hours completed w/full award)	Exit w/ No Award	Active	Scholarship \$\$	Hours 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 HS Students	13	3	N/A	0	\$0	0	3	0	\$0	0
2007-08	134	87	N/A	74	\$105,308	42,600	13	0	\$0	0
2008-09	157	118	N/A	96	\$141,438	53,589.17	22	0	\$0	0
2008-09 Gear Up	12	9	N/A	5	\$9,339	3329.61	4	0	\$0	0
2008-09 Gear Up HS Students	22	19	N/A	5	\$5,000	1640.05	14	0	\$0	0
2009-10	141	88	N/A	67	\$96,921	36,497.36	16	0	\$0	0
2009-10 Gear Up	43	33	N/A	13	\$17,089	7,614.18	15	0	\$0	0
2009-10 Gear Up HS Students	1	1	N/A	0	\$0	0	1	0	\$0	0
2010-11	210	161	N/A	60	\$83,842	26,665	0	30	\$80,250	27,000
2010-11 Gear Up	26	27****	N/A	8	\$10,599	3,278.25	0	0	\$0	0
2011-12	150	91	N/A	166	\$257,222	79,742	21	60	\$87,973	10,168

2012-13	82	66	N/A	105	\$178,450	51,750	13	52	\$70,190	10,452
2013-14	134	75	N/A	76	\$96,918	28991.1	7	27	\$33,190	7111.71
2014-15	105	95	N/A	78	\$102,341	30,138	7	35	\$43,315	11,250
Totals	1,354	945	20	840	\$1,219,073	411,165	178	35	\$43,315	11,250

AMERICAN DEMOCRACY PROJECT (ADP)

The 2014-15 academic year marked the third year the American Democracy Program (ADP) has been formally supported out of the Center for Community Engaged Learning under the direction of Dr. Leah Murray, political science professor, in collaboration with Aaron Newman and Sheldon Cheshire, director and Leadership Coordinator of Student Involvement and Leadership (SIL). Some ADP events were tracked in WeberSync, and others were not. These data are reported in Table 7.6 below.

Table 7.6 American Democracy Project - Events and participation 2014-15

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

2/18/15	Powered by Pizza	Discussion	25	2	0
4/15/15	Powered by Pizza	Discussion	25	2	3
9/24/14	Powered by Pizza	Discussion	25	2	1
2/25/15	Deliberative Democracy Day	Panel discussion	65	10	5
4/8/15	Civil Liberties Forum	Panel discussion	40	5	5
6/4/15	ADP National Meeting	Conference	3	7	1
Total			1341*	87*	50*

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

ENGAGED LEARNING SERIES – FOOD MATTERS

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

Table 7.7 below shows participation in the Food Matters events over the course of the year by students, faculty, staff and community members. Participation was better tracked in the new WeberSync tracking system than last year, so the numbers below are the official counts from the WeberSync system. However, events often were much better attended than these numbers reflect, but students and faculty often decline to sign in (or arrive late and miss signing in) and community members do not sign in at all.

Table 7.7 Engaged Learning Series - Events and participation

<u>Date</u>	<u>Title</u>	<u>Type of Event*</u>	<u>Participation</u>
Tue 9/16	"Ingredients: Who's Your Farmer?": Film Screening	Film Screening	16
Tue 9/16	"A Place at the Table" Film Screening at CCS/Joyce Hansen Hall Food Bank	Film Screening & Discussion	50*
Thur 9/25	"Size Matters – Why We Love to Hate “Big Food” and Why Sustainable Intensification May Be Key to Survival" with Charlie Arnot, CEO of Center for Food	Lecture	23

<u>Date</u>	<u>Title</u>	<u>Type of Event*</u>	<u>Participation</u>
	Integrity		
Tue 10/7	"The People Side of Food Security: Institutions & Food Production" Andrew Bell, International Food Policy Research Institute	Lecture/Discussion	45
Wed 10/8	WSU Service Day of Remembrance (Ogden Prep Academy Gardens = food series related project)	Service Event	20
Sat 10/25	Make a Difference Day – Food packaging for Stop Hunger Now	Service Event	150*
Mon 11/10	Provident Living: Local Food for Thought	Local Food Expo/Demos at LDS Institute	50*
Wed 1/21	Hunting and the Environment	Lecture/Discussion	35
Tue 1/27	International Food Expo/Cultural Exchange Event	Food Expo/Samples/Cultural Presentations at Booths	630*
Thur 1/29	"FedUp": Film Screening	Film Screening	20
Wed 2/11	Food, Agriculture and Climate Change	Lecture/Discussion	40
Thur 2/26	A Place at the Table: Film Screening	Film Screening	52
Wed 3/4	WeberCAN: Building a World without Hunger	Service Event (Can Building)	60
Tue 3/24	A Mormon Ethics of Eating	Lecture/Discussion	24
Tue 4/7	"Food Chains" Plus Q&A with Director after the film	Film & Discussion	50
Total			1265

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

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

Commented [JO22]: Will you be using the card swipe in the future?

Beyond simply participation numbers, the series participated in three main service events directed at hunger alleviation efforts locally and globally and also fostered a student-led research study to gather data to benefit hunger awareness and food pantry programs on the Weber State University Campus. The WSU Service Day of Remembrance (Wed 10/8) partnered with Ogden Prep Academy to build a community garden for the school, which is a Title 1 school. The gardens are intended to both provide fresh food for students' lunches and to provide students with education on eating in more healthy, sustainable, and cost-effective ways. Thus, the garden educates as it provides food to

these students. Second, the WSU Make a Difference Day (Sat 10/25) packaged more than 10,000 family meals for Stop Hunger Now, an organization that ships meals to areas of food insecurity internationally. Third, the WeberCAN service event (Wed 3/4) asked students to collect canned goods (and other nonperishable food items) to build can structures in the WSU Student Union. Four teams of students participated (Service Team, Amnesty International, and two Comm 2210 classes), creating four structures (a rocket, rubics cube, candle, and the WSU Bell Tower) and collecting more than 3500 pounds of food, which was donated to the WeberCares food pantry and to Catholic Community Services. The Emeriti Alumni Council served as contest judges and selected the WSU Bell Tower, built by the Service Team, as the overall winner.

RESEARCH ON FOOD INSECURITY

Fourth, one of the Communication department classes (Comm 3150) did a research project to determine incidence of hunger, access to food, and awareness of campus & community resources among WSU college students. They surveyed over 338 current WSU students from across the eight academic colleges. In part, they adapted the USDA Household Food Security scale and found that 10.7% of Weber State Students met the federal definition for having very low food security in their households in the last 6 months and another 18.4 % of WSU students met the federal definition for having LOW food security in their households in the last 6 months. That means that according to the USDA measure, 29.1% of WSU students were Food Insecure in the last six months, double the national average (typically reported at about 14.9% food insecurity). This information has informed CCEL’s commitment to maintaining the current Weber Cares Food Pantry and Voucher program. It has also informed our decision to better advertise the food pantry on campus, which we have done via social media, WeberSync’s newsfeed, listing the food pantry in the search index on Weber State’s main website, creating a short video about the purpose of the pantry and sharing it on all social media platforms, and working with the school newspaper to get the word out. The full report of these findings has yet to be released, but when it is it will be shared with relevant campus officials, community agencies, student support services and other places that can use the information about food insecurity, student access to food, and awareness of campus & community resources to better serve our WSU student population

COMMUNITY RESEARCH EXTENSION (CRE) PROJECTS

The 2014-15 academic marked the second year of the Community Research Extension (CRE) existence with physical space in this off-campus location in the bottom of the United Way of Northern Utah Building. Dr. Azenett Garza, psychology professor, continues to serve as the Community Research Extension director and oversees the operations of this site. There were five main community research projects facilitated out of the CCEL-CRE during the 2014-15 academic year, in addition to the CCEL assessment work that is also part of the responsibility of the CRE. The Ogden United Promise Neighborhood project continues to be the central project of the CRE. The data in Table 7.8 below summarizes students’ participation in these projects and reveals the vast majority of student hours are spent on the OUPN project. Paid student hours are federal work/study positions and/or hourly positions paid for through the 50/50 program at WSU.

Table 7.8 CRE Projects and participation 2014-2015

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

* Estimated number of hours. Not recorded in WeberSync.

** Represents actual unique individuals involved in the projects.

EXCELLENCE IN COMMUNITY ENGAGEMENT AND OTHER CO-CURRICULAR COMMUNITY EXPERIENCES

The CCEL captures the hours of the students earning the Excellence in Community Engagement recognition and reports those hours in the year that the student earns the recognition. Other co-curricular community engagement hours are captured in the WeberSync system to help tell WSU's community engagement story. These are reported in Table 7.9 below.

Table 7.9 Other Community Engagement Experiences

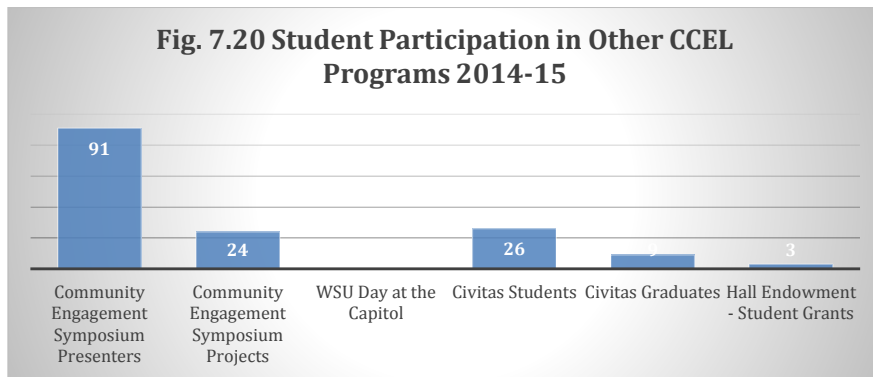
	# Students	# Hours
Alethia	124	4,038
Athletics - Student-Athletes	299	2,233
Cheer and Dance Squad	37	4,401
Excellence in Community Engagement	80	32,972
International CEL to Peru	25	2,100
Latinos in Action	18	53
WSU Service Day of Remembrance	20	69
Make a Difference Day – National	150	300
WSU Makes a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

Please note that the numbers recorded here may represent students who are also participating in curricular CEL experiences, which is why they are not included in the overall total participation numbers reported in Figures 7.15 and 7.16 above. WeberSync is not designed to report unique

participation numbers by program (yet). We are currently working with OrgSync to render this situation to make the CCEL participation data cleaner than what is currently reported here.

OTHER CCEL PROGRAMS OFFERING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STUDENTS

Many of the 6,554 community engaged students are also participating in CCEL programs designed to assist with their professional growth, such as: the Community Engagement Symposium, WSU Day at the Capitol, Civitas, and Hall Endowment for Community Outreach Grants. Figure 7.20 below summarizes students participation in such programs. Notice CCEL had no participation in WSU Day at the Capitol this year. There was miscommunication between the Office of Undergraduate Research and CCEL.



In addition to the programs shown above, the CCEL also offers students other professional development opportunities throughout the year. Students in the Community Engaged Leaders program participate in weekly trainings but also have the opportunity to attend several retreats throughout the year. The CCEL has also successfully supported students to attend national and regional conferences to present their work with the CCEL and learn from professionals in the field. A total of 61 unique students participated in these professional development activities and were mentored by 8 unique staff and faculty members and 18 unique community partners. Table 7.10 below summarizes students' participation in these professional development opportunities during the 2014-15 academic year.

Table 7.10 Student Professional Development Events and participation 2014-15

<u>Date</u>	<u>Title</u>	<u>Student Participants</u>	<u>Faculty/Staff Participants</u>	<u>Community Participants</u>
6/5 - 6/7/14	American Democracy Project Conference	3	2	
8/22/2014	Fall Service Team Refresher	25	1	0
1/8 - 1/9/15	Spring Service Team Planning/Training Retreat	26	1	16

2/5 - 2/7/15	Utah Campus Compact Winter CEL Retreat	2	2	
4/24/15	Fall-Prep Community Engaged Leader Retreat	31	5	18
5/3 - 5/4/15	Executive retreat	1	1	0
5/12 - 5/14-15	Utah Leadership Academy	6	0	0
5/14 - 5/15/15	Utah Campus Compact Retreat	6	1	0
Total		62*	8*	18*

*Represents unique individuals participating.

Demographics of Students Using the CCEL

Demographic data for a sample of 2,816 students who recorded hours with the CCEL during the 2014-15 academic year are summarized below in Table 7.11. below.

Table 7.11. Demographic Characteristics of CCEL Students		
	CCEL Students	WSU Population
Average Age:	24	26
Average GPA:	3.11	2.90
Gender:		
Male	40%	47%
Female	60%	53%
Ethnicity:		
Hispanic	10%	9%
White	66%	50%
Asian	3%	2%
African American	4%	1%
Native American	1%	1%
Other	7%	38%
n=2,816		

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

Summary and Use of Student Participation Results

- Participation trends over time have been on a general upward trajectory until 2013-14 when participation dropped. This is not too concerning given the switch to a new tracking system at that time and the following year 2014-15 did not show a drop in participation from 2013-14. The overall participation trend will continue to be monitored.
- For the last two years, approximately 25% of WSU students have been engaged in the community according to the overall participation totals. The Student Affairs division has a goal of engaging 33% of WSU students in the community. The CCEL staff believes a 33% or even higher rate is probably already a reality at WSU but we have not effectively captured all students' engagement in the community in WeberSync. The data on participation in particular CCEL programs (American Democracy Project, Engaged Learning Series, etc.) includes head counts that have not been recorded in WeberSync and therefore are not reflected in the overall total participation numbers. This has prompted the CCEL staff to facilitate a WeberSync awareness raising campaign in 2015-16 and hold the CCEL program advisors and students accountable to the motto – “if it's not in WeberSync, it didn't happen” in an effort to get more accurate counts in CCEL sponsored programs as well as others across campus.
- AmeriCorps counts have yet to be consistently recorded in WeberSync. The CCEL staff is thinking through how to do this best so that AmeriCorps students are not double counted given that many AmeriCorps students also qualify for Excellence in Community Engagement, which is recorded through WeberSync.
- The CCEL's Community Partner Coordinator is working with OrgSync to create customizable reporting feature in the tracking system, which would give the CCEL staff the ability to run reports with qualifiers that would help eliminate double counting. The customizable report feature is currently in Beta testing and Weber State is one of the Beta test sites.

C. Faculty and Staff

Each year CCEL evaluates the use of services and demographic characteristics, and every other year the level of satisfaction among faculty and staff who use the CCEL. Below are findings from the 2014-15 annual report regarding faculty/staff.

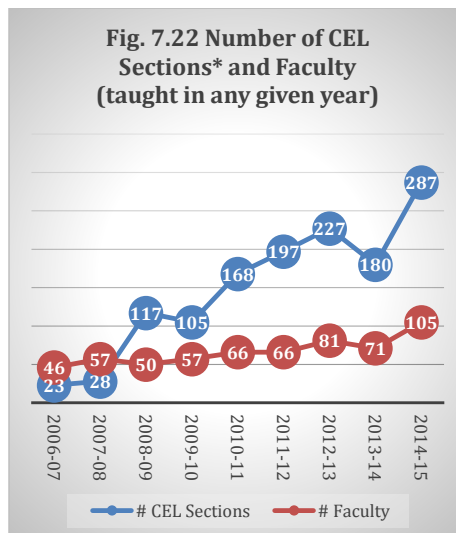
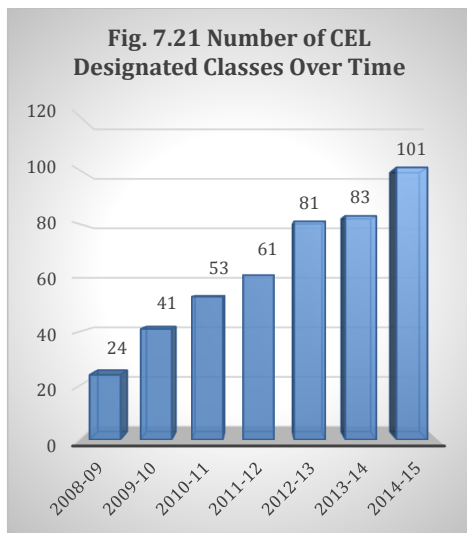
Use of CCEL Services and Usage Patterns

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

CEL Faculty, Staff, and Courses

The number of CEL courses has been tracked in the CCEL since courses were first designated as CEL in 2008. As shown below in Figure 7.21 there has been a steady increase in the number of courses officially designated as CEL courses over time. In 2014-15, there were a total of 101 courses at

WSU designated as Community Engaged Learning (CEL) and 287 sections of CEL designated courses taught, which is a significant increase from last year, (see Figure 7.22), and an all-time high at WSU. The number of CEL faculty increased this year to 105 CEL faculty. The increase in the number of CEL sections and faculty may be explained in part by the fact that some of the largest cohorts of new faculty have been recruited to WSU in the last couple of years. The CCEL has been working with many of these new faculty members to develop CEL courses. Additionally, some programs are becoming “engaged programs” which means they are making a concerted effort to designate more of the courses in their programs so students are guaranteed to have a CEL experience upon graduating from their program. Technical Writing and Athletic Training are good examples of such “engaged programs.”

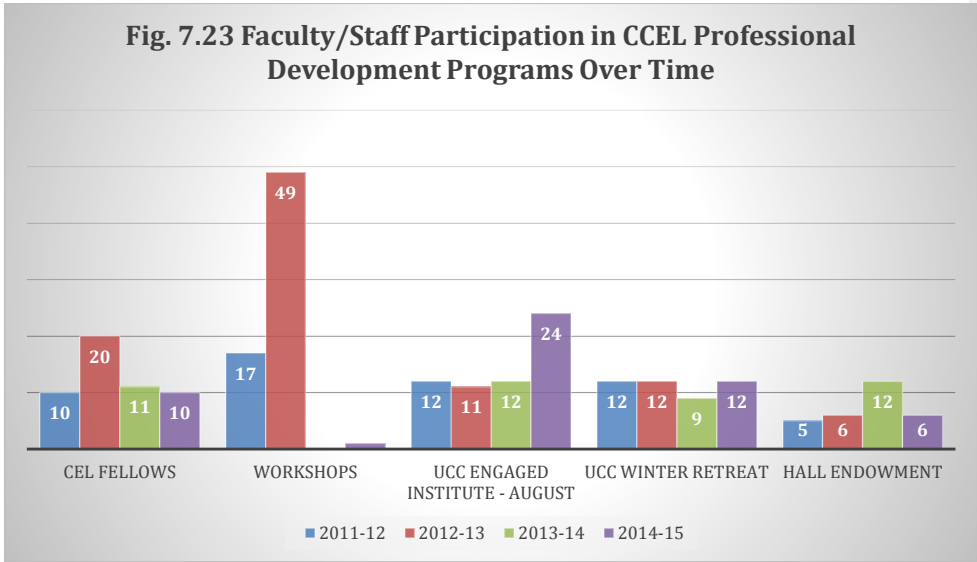


*Official and unofficial sections (all that were tracked)

Faculty/Staff Professional Development Programs

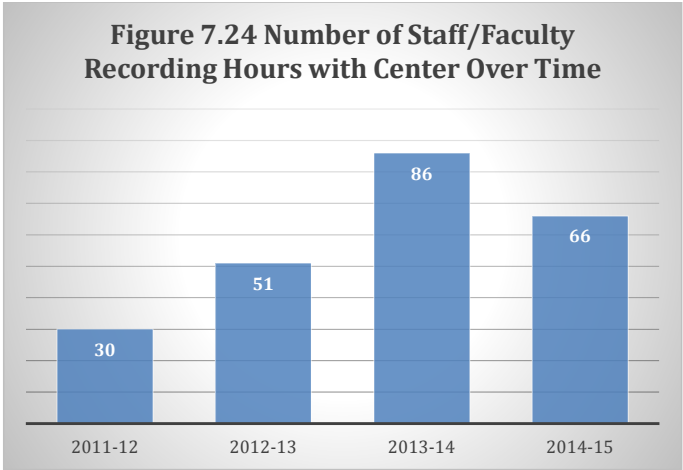
The number of faculty/staff engaging in CCEL programs for faculty and staff was tracked again in 2014-15. Figure 7.23 below shows the level of participation of faculty/staff in the CEL Fellows Program, Faculty/Staff Development Workshops, Retreats and Conferences, and Hall Endowment for Community Outreach Grants. These programs are designed to work with a small number of faculty/staff involving multiple touch points in each program for deeper more meaningful experiences. Figure 7.23 below shows a nominal decline in CEL Fellows from last year and the absence of faculty workshops offered through the Teaching & Learning Forum (TLF). Only one workshop was co-hosted through the TLF, February 24, 2015 when Kyle Reyes from UVU presented ideas for engaging underrepresented students in community engaged learning. Participation in the August Utah Campus Compact (UCC) statewide institute increased this year because the focus was on engaged departments. We sponsored a total of 9 teams – 7 represented departments, one represented general education and one represented a team thinking about faculty rewards in rank and tenure. A total of 24 faculty attended. A total of 16 participants attended the UCC Winter Retreat – 2 community partners, 2 students, 1 staff and 11 faculty members. The participation of faculty/staff in funded Hall Endowment grants declined to its usual 6.

Fig. 7.23 Faculty/Staff Participation in CCEL Professional Development Programs Over Time



Faculty/Staff Engaged in the Community

The number of staff and faculty engaging with the center to record community engagement hours continues to be small and declined a bit this year from last year to only 66 faculty and staff recording hours, as you can see in Figure 7.24 below. These 66 faculty and staff members recorded a total of 4,410.25 hours of engagement in the community. As CCEL staff incorporate WeberSync tracking into all CCEL sponsored events, we expect to see the faculty/staff participation numbers increase.



Demographic Characteristics

Demographic characteristics of CEL faculty and staff are not recorded in the CCEL. However, because CEL faculty/staff are tracked in the center, WSU’s institutional assessment team is able to generate demographic characteristics of the CEL faculty/staff cohort. These characteristics are reported in Table 7.12 below.

Based on the demographic data in both Tables 7.12 and 7.13 below, the faculty and staff with whom we are working tend to be female and white. The CEL faculty tend to be between the ages of 40 and 60 and the staff and faculty recording hours in the CCEL tend to be a bit younger, between the ages of 30 and 49. The majority of CEL designated faculty are on the tenure track (29.7%) or already tenured (38.6%). Regular faculty (31.8%) and staff (33.3%) are the two largest groups recording hours in the community through CCEL.

Table 7.12 Demographic Characteristics of CEL Faculty

Gender		Rank	
Male	37.6%	Adjunct Faculty	18.8%
Female	62.4%	Concurrent Faculty	1%
		Regular Faculty	78.2%
		Visiting Faculty	1%
		Unknown	1%
Age		Tenure Status	
30-39	20.8%	Tenured	38.6%
40-49	36.6%	Tenure Track	29.7%
50-59	31.7%		
60-69	10.9%		

Non Tenure Track	13.9%
Unknown	17.8%

Race

Asian or Pacific Islander	3%
Black Non-Hispanic	2%
Hispanic	8%
Native Hawaiian/Pac Isl	1%
White Non-Hispanic	86%

College

A&H	Not
Educ	Available
Science	This
Health	Year
COAST	
Business	
S&BS	
Other	

Table 7.13 Demographic Characteristics of Staff and Faculty who Recorded Hours in the CCEL

Gender	Percent	Avg Vol Hrs	Position	Percent	Avg Vol Hrs
Male	34.9%	17.9	Adjunct Faculty	24.2%	9
Female	65.1%	93	Advisor	6.1%	161
Age			Hourly	3.0%	971
30-39	37.9%	95.1	Administration	1.52%	2
40-49	31.8%	22	Regular Faculty	31.8%	51.7
50-59	18.2%	75.7	Staff	33.3%	26.9
60-69	12.1%	82.8	Division		
Race			Student Affairs	Not Available	
Asian or Pac Isl	9.1%	16.2	Academic Affairs	this year	
Black Non-Hisp	1.5%	7.5	Administrative Services		
Hispanic	4.6%	647	Information Technology		
White Non-Hisp	83.3%	42.9	University Advancement		
Unspecified	1.5%	3			
					N = 66

Satisfaction

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

Summary and Use of Faculty Results

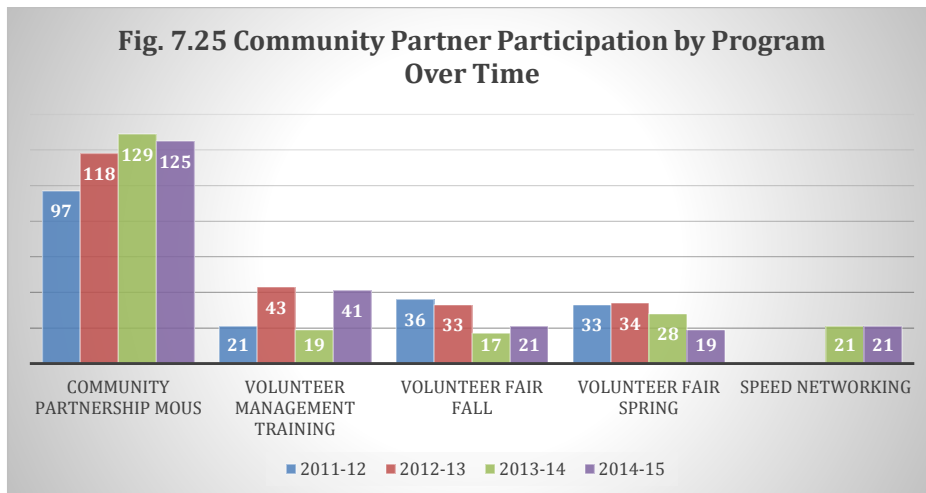
- The high numbers of CEL designated courses being taught is encouraging. We plan to continue to encourage course designation but also pursue formalizing an engaged department designation in hopes of continuing to increase the number of CEL designated courses at WSU.
- The findings reveal a lack of CEL focused workshops being offered to faculty through the Teaching & Learning Forum (TLF) which has resulted in our Faculty in Residence contacting the TLF and advocating for a CCEL faculty member to sit on the TLF committee responsible for planning and facilitating faculty workshops.
- The low levels of faculty and staff recording their own community engagement hours in WeberSync is informing CCEL’s efforts to make the swipe card technology available at every CCEL sponsored event on campus making it easier for faculty/staff to “sign in” when they participate. Secondly, these findings have prompted CCEL to create a portal for faculty and staff in WeberSync that is used only by this population allowing CCEL to communicate monthly with faculty and staff prompting them to record their community engaged hours online. We think this will be a better way for us to capture the time faculty and staff spend volunteering in the community, sitting on the boards of non-profits, etc.
- The demographic data reveal a majority of female and white faculty and staff engaged with the CCEL. Although these demographic characteristics reflect WSU’s overall characteristics generally, the CCEL will make deliberate efforts to connect with male, non-white, younger faculty members and encourage their engagement with CCEL. Filling the next available faculty position in the CCEL with a male who is non-white would be a good first step as well.

D. Community Partners

Each year CCEL evaluates the use of services and impact or benefits for community organizations to partner with the university. Below are findings from the 2014-15 annual report regarding community partnerships.

Use of CCEL Services and Usage Patterns

Figure 7.25 below shows the level of participation of partners in four community partner activities: formalizing the partnership with an MOU; community partner trainings; volunteer fairs; and speed networking. The number of community partnerships have for the most part held steady. There has been a slight decrease due to some partners expressing the partnership did not quite meet their organization’s mission. Staffing changes may have also affected some organizations from not renewing their yearly MOU. The number of participants for the Volunteer Management Training increased to 41. This increase was due to a second session taught during the summer entitled, Non Profit Administrator’s Academy. Although the training was the same, the target audience was Non Profit Administrators opposed to Volunteer Managers. The number of community partners at the fall and spring volunteer fairs was around 20 which is about 10 fewer than 2012-13, however, this may be the new participation level for our volunteer fairs given our tiered partnership structure. Only the top tier partners are invited to attend the fair as a benefit of being in the top tier. We may need to reconsider opening the fair up to more partners if participation stays low. The ideal capacity for the space in which we hold the fair is around 30 organizations. The Speed Networking event between faculty/staff and community partners was very well attended by both faculty (16) and community organizations (21). All of these events are scheduled to take place again in the 2015-16 academic year.



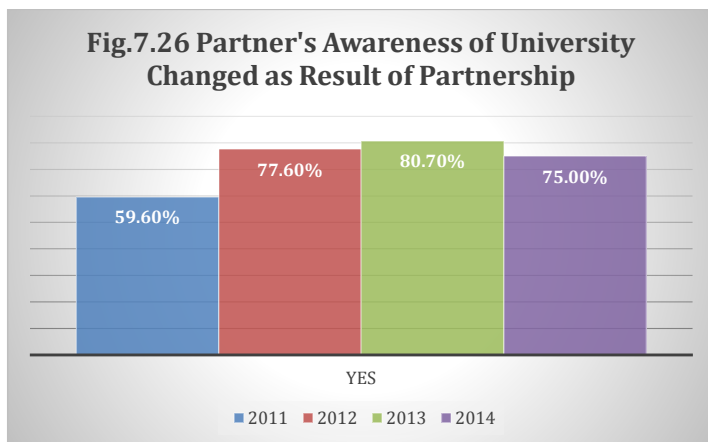
How Usage of Services is Tracked

Community partnerships with the CCEL are formalized with a Memorandum of Understanding (MOU), therefore, partnerships are easily counted each year as a new MOU is required to keep partnerships active and current. Additionally, community partner organizations are set up in the WeberSync system with a “portal” for their organization. This portal is used to track the volunteers

in each community partner organization. Setting up partnerships with portals also makes it easier for the CCEL to track and monitor partnerships. Community partners' participation in CCEL programs designed for community partners is tracked using sign-in sheets, simple head counts and/or RSVPs to the events through WeberSync.

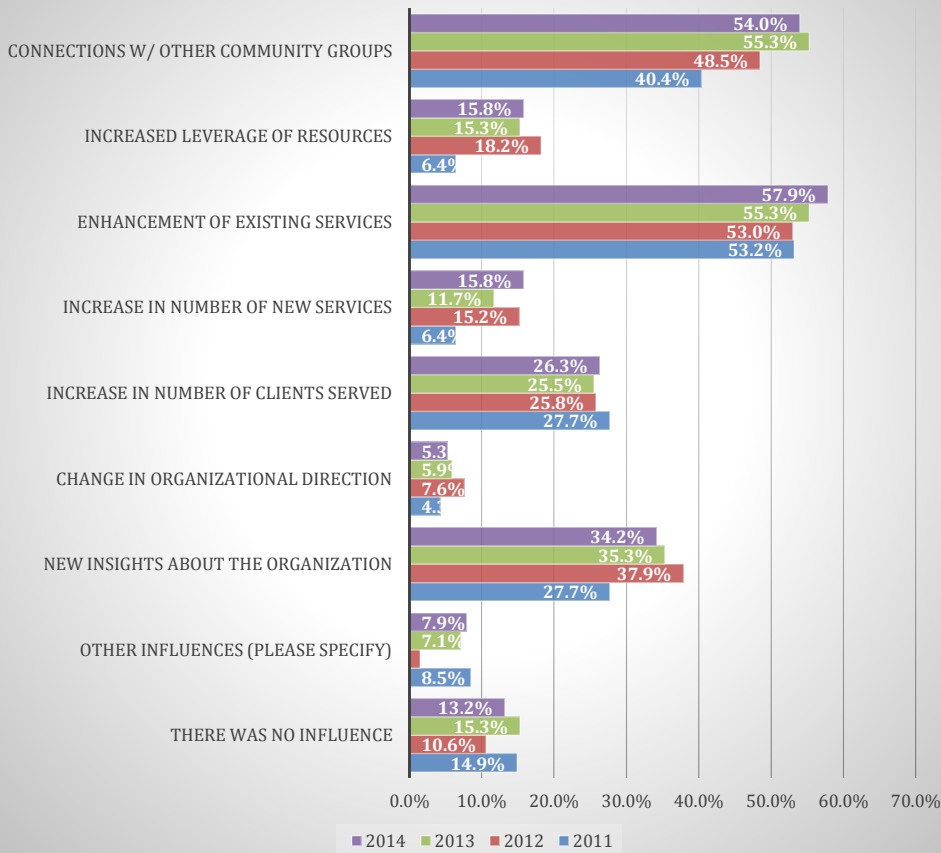
Impact/Benefits of Partnership

One of the goals of partnership is to help community partners become more aware of the university and the resources it has to offer. The majority of our community partner organizations report that their partnership with the university through the CCEL has indeed increased their awareness of the university. Figure 7.26 below shows the awareness of partners has held steady over the last three years with about three quarters of partners reporting that their awareness of the university has changed as a result of the partnership.



Partner organizations were asked to evaluate the impact their partnership with WSU/CCEL has on their organization. As shown in Figure 7.27 below, there are several positive impacts to community partner organizations and some have grown over time. For example, over half our community partner organizations were able to enhance their existing services and were connected to other community groups through their interactions with the CCEL. These two areas remain consistently high areas of impact over time. About a third of our partners report gaining new insight about their organization and about 1 in 4 organizations are able to increase the number of clients they serve as a result of partnering with the university. These percentages have remained pretty consistent over time and show no cause for concern. Of course our continual goal is to increase positive impacts for our community partners and will continue to explore ways to do this in the upcoming year. We are currently looking for funding to expand the training to community partners, which seems to be the most effective way of building their organizational capacity.

Fig.7.27 Percent of Partners Agreeing - Interactions with the CCEL Influence Organization



Partners were also asked about benefits they get from their partnership with WSU/CCEL. As shown in Table 7.14 below, there are many benefits to community partner organizations by partnering with the university in general and the CCEL in particular. The percentage of partners responding that the partnership had a considerable or great impact on their organization is reported in Table 7.14 below. Community partners seemed to receive the most benefit from their partnership with the university in three areas: identify new volunteers (82.9%); have more interaction with students (77.6%); learn who to call for information and assistance (68%); and learn more about university programs and services (77.6%). Also of note are the consistent strides we are making in areas that help the university be more of a resource to partners. For example, approximately 45-55% of our community partners reported in 2014 that: a) they receive access to university technology and expertise (up from 15% in 2011); b) they gained access to expertise from the academic institution (up from 21% in 2011); c) get new ideas to improve their organization’s progress (up from 19% in

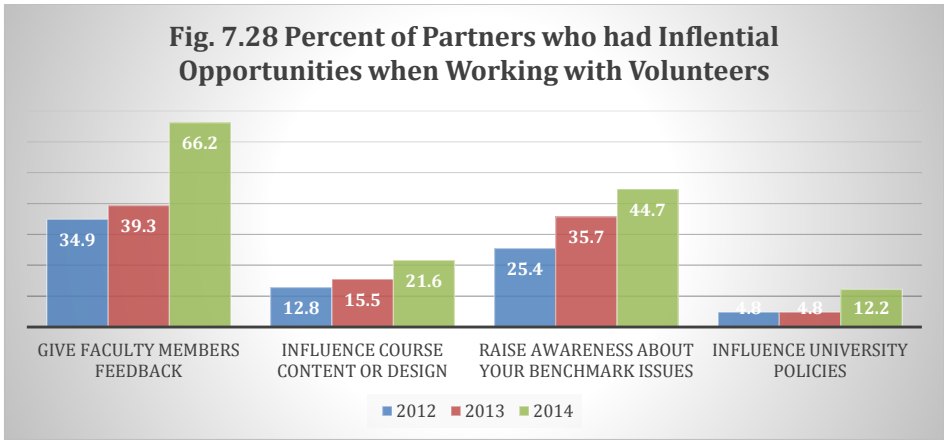
2011); d) have more interaction with faculty (up from 21.3% in 2011); and e) have more interaction with university administrators (up from 21.3% in 2011). We will continue to provide trainings, open lines of communication, matchmaking opportunities and other services to our partners in an effort to continue these upward trends.

Table 7.14 Community Partners Identifying WSU/CCEL Partnership as Having Considerable Impact by Area

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

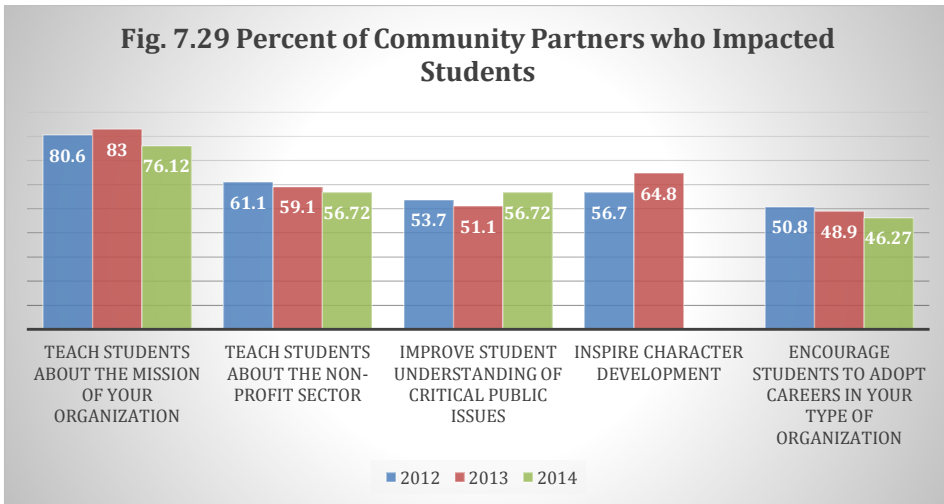
The goal for healthy community partnerships is reciprocity so if the university has impact on the community organizations, it is just as important that the community organizations have an impact on the university. The data in Figure 7.28 below suggests more community partners are beginning to report having had an opportunity to influence the university or its faculty through their work with student volunteers. For example, there was a significant increase in the number of community partners who felt they could give faculty members feedback and the number of partners who felt they could influence University policy increased almost 3 times. Community partners indicated overall they have had more interactions with the university, students and faculty than in the past.

Fig. 7.28 Percent of Partners who had Influential Opportunities when Working with Volunteers



Approximately 50% or more of our community partners report having the ability to influence student life, however. As reported in Figure 7.29, below, the majority of partners feel as though they have some impact on students learning about their organizations and the non-profit sector in general. The majority of community partners also believe they are improving students' understanding of public issues. These percentages have fluctuated over the past three years within each area of influence so no clear trend has emerged just yet. However, fewer partners report having influence on student learning [than when compared to](#) last year in three areas. We will continue our efforts to train community partners as co-educators in hopes this increases the ability of our partners to influence student lives and learning.

Fig. 7.29 Percent of Community Partners who Impacted Students



Summary and Use of Community Partner Results

- The findings regarding the low participation of partners in the volunteer fair have prompted the Community Partner Coordinator to keep a close watch on participation levels in the upcoming year. If we don't reach maximum participation two years in a row, we will reconsider how we are reaching out to partners and which partners are being invited to participate.
- The decline in the percentage of partners feeling like they have an impact on student learning has prompted the Community Partner Coordinator and Faculty in Residence to create opportunities for faculty and partners to explore co-education together. The first workshop is scheduled for January 2016 as a precursor to a Utah Campus Compact sponsored institute on partnerships. CCEL is funding 7 faculty-partner teams to attend the institute.

E. Dissemination

The assessment and evaluation data included here are compiled every year. The CCEL staff compile the data on the electronic system throughout the academic year. At the end of the year, the data are pulled from the system in generated reports. The CCEL director reports the data as part of the center annual report and compares the data to previous years to determine if WSU is meeting its goal of increasing community engagement.

The CCEL director uses the data to inform programming and training decisions as well to as justify budget allocations from student fees. The data are shared with the strategic planning committee to assess community engagement goals, University Communication for the president's annual report and recruitment and marketing materials, and the Development Office to share with potential donors. The Vice President for Student Affairs and the Associate Provost receive copies annually as well given CCEL's direct report to these two positions. This assessment information is also shared with the National Campus Compact through their annual member survey, used for the annual application for the President's Higher Education Community Service Honor Roll, and it is used for the application for the Carnegie Classification for Community Engagement. For the last three years, CCEL has created an infographic summarizing and highlighting particular findings from CCEL's assessment efforts and posts the infographic on the CCEL website:

<http://www.weber.edu/ccel/quickfacts.html>.

VIII. Summary

A. Major changes within CCEL over the past five years

- Change in structure to director/assistant director tandem, director with dual report to Academic Affairs and Student Affairs
- First assistant director hired to support the director/assistant director leadership tandem
- Reconfigured the physical space of CCEL with new furniture in the open shared space intended primarily for student use and added more workstations for staff and faculty
- Center name change from Community Involvement Center for Center for Community Engaged Learning and articulated and supported three CEL pathways – service, democratic engagement, and community research
- Added a full-time community partner coordinator position
- Expanded faculty positions receiving release time – from 1 to 7 positions
- Received a defined budget and given the responsibility of fully managing it
- Opened the Community Research Extension (CRE) as an off campus CCEL site to support community research specifically
- Took on the responsibility for tracking WSU’s community engagement after receiving the Carnegie Classification for Community Engagement in 2008

B. Major accomplishments and strengths

Mission, Goals & Outcomes

- Mission aligns well with both Student Affairs and Academic Affairs goals and university core themes and we will continue to work with Institutional Effectiveness to ensure alignment of core theme metrics and CCEL metrics-
- Shared student community engaged learning outcomes between Student Affairs and Academic Affairs and we will continue to encourage faculty use of rubric assessing student learning outcomes-
- The three-pronged approach – service, democratic engagement, and community research – to addressing issues of public concern is woven throughout CCEL’s mission, outcomes, programs and services and is consistent with the national civic learning and democratic engagement movement-

Programs & Services

- Core programs are offering a variety of levels of engagement for students from low-impact to high-impact-
- Core programs for community partners – Tiered Partnership Model, Volunteer Management Training – are solid and well received by partners
- CEL Fellows is a core program for faculty and staff that has been instrumental in growing CEL at WSU
- CCEL has been intentional about supporting faculty throughout their career at WSU – from the first encounter at the New Faculty Retreat, to assistance with CEL designation, to providing grants supporting their CEL projects, to guidance with showcasing their CEL work in the promotion and tenure process, to promoting presentation and publication of CEL scholarship through travel funds
- Hall Endowment for Community Outreach gives the CCEL the ability to support community engaged work across campus

Leadership & Staffing

- Student Affairs-Academic Affairs partnership is reflected in the Center's leadership and staffing
- CCEL committees provide a useful and productive structure for decision making and moving work forward
- CCEL and CRE provide great work experience for student employees launching them into excellent employment opportunities and graduate school programs.

Finances & Budget

- CCEL has an established budget with multiple funding sources and is recognized in WSU's accounting system under both Student Affairs and Academic Affairs

Facilities, Equipment & Technology

- Excellent central location of the Center on campus – wonderful visibility and foot traffic
- Equipment is adequate to meet our needs

Ethical & Legal Responsibilities

- Risk management protocol is established and effective including formal MOUs with community partners and consent forms signed by students

Assessment & Evaluation

- Assessment and evaluation data have been systematically collected from major populations served since the inception of the center
- Utilize a central tracking system for all community engagement – WeberSync

C. Areas of improvement and resources needed to make improvements

Mission, Goals & Outcomes

- Mission is not inclusive of CCEL's responsibility for tracking WSU's community engagement

Core Programs & Services

- Could use more core programming to more intentionally support faculty/staff community engaged scholarship (workshops, research groups, publication feedback groups, etc.)
- Need to develop core services to campus outreach entities to help them track their community engagement in WeberSync
- Lack core programming to meet the needs of underrepresented students specifically. Need a professional staff position (Program Coordinator) on the CCEL team to focus their time and attention here. This is a top priority and a proposal has been made to the Student Fee Request Committee (SFRC) to support such a position beginning 2016-17 academic year.

Leadership & Staffing

- Student Affairs/Academic Affairs leadership tandem in the Center is good but difficult to replace should the executive director position in particular be vacated. The question becomes, does the position get advertised as a faculty position or a staff position?
- Faculty buy-out system has increased staffing in the CCEL but the very part-time nature of these positions leaves the Center staff vulnerable and unable to cover all programming needs. An additional professional staff position on the CCEL team would protect the current staff from this vulnerability. As mentioned above, this additional staff position (Program Coordinator) is a top priority.
- The CRE Director and Data Analyst are both part-time CCEL team members making it difficult to provide the backbone support necessary to meet community partners' research

needs. Moving the Data Analyst position to full-time is a top priority to ensure CRE has the necessary “people power” to meet community needs.

Finances & Budget

- Funding for the CRE needs to be more stable and consistent. Funding for CRE is mostly grants and contracts at this point, and the responsibility for securing grant funding is distributed among several team members who have more immediate program/research responsibilities that take precedence over grant writing. Securing a part-time grant writer/manager for CCEL who can focus on securing funds for the CRE would help alleviate this inconsistency. This is a top priority because this individual could secure funding that could be used to move the CRE Data Analyst position to full-time.

Facilities, Equipment and Technology

- CCEL facility itself is too small to accommodate all CCEL staff and students expected to use it and it lacks storage space. Space is a scarce resource at WSU but CCEL needs expansion space. Acquiring more space from adjacent offices or centers in the Union building would be ideal to resolve this issue. This too is a top priority. In addition to the space, furniture and workstations would be necessary resources as well.
- Location of the CRE is not central enough to Ogden where most of our partners are located. We are hoping to relocate in a few years with WSU’s Community Education Center when it moves closer to the center of town. Discussions have already begun with the Community Education Center and we have a verbal commitment from them to provide space for the CRE in the new center. Rent for the space and furniture will be the necessary resources. At the moment, these are lower priority items than others listed here given the timeframe associated with the building of the new location.

Assessment & Evaluation

- Assessment and evaluation would be greatly enhanced by wider, more consistent use of WeberSync by all campus entities, including CCEL programs. Dedicating more time and funds to a WeberSync Awareness Campaign targeting faculty, staff, WSU Outreach partners, and community partners would help us accomplish this goal. Although this is an important priority, it is secondary to staffing needs listed above.
- Data regarding campus outreach nodes’ satisfaction using WeberSync is not occurring but if it did, it may assist with creating buy-in for using the system to track their community engagement. This could be accomplished by creating a survey to administer to our campus outreach partners (nodes). This would most likely need to be done over the summer by a CRE research assistant who we retain during summer months. Again, an important priority but secondary to staffing needs listed above.

D. Articulate goals and recommendations based on self-study

- Identify and secure larger space with storage and room for expansion
- Expand the capacity of the CRE to meet the rapidly growing community need. The CRE’s responsibility for managing all data for the Ogden United Promise Neighborhood alone are beginning to exceed the current capacity of the CRE staff.
- Improve the marketing and public relations of the CCEL such that the broader community is aware of the CCEL and the good work it is doing.

E. What are key issues or concerns we would like the site review team to address?

- Evaluate our mission and goals to determine if it accurately reflects what the CCEL does or should be doing. The concern is that the mission doesn't reflect the responsibility we have for tracking university-wide community engagement and writing of the Carnegie application.
- Make recommendations for addressing concerns about space – CCEL's rapid expansion has already outgrown the space; no storage; not enough offices for professional staff or faculty; limited space for student leaders.
- Evaluate staffing needs and help prioritize those needs. CCEL has concerns about the heavy reliance on faculty buy-outs and has identified the three staffing needs:
 - Data Analyst in CRE – move to full-time and ideally off of soft funding
 - Program Coordinator – support SA division, underrepresented students
 - Grant Writer/Manager – ½ time to identify new funding sources and manage current grants
- Identify next steps for CCEL and WSU to be a national leader in community engagement.