



UNIVERSITY of
DENVER

CENTER FOR COMMUNITY
ENGAGEMENT & SERVICE LEARNING

2015-2016 END OF YEAR REPORT

July 1, 2015 - June 30, 2016

Presented October 2016 to
The Office of the Provost, University of Denver



University of Denver
Center for Community
Engagement &
Service Learning

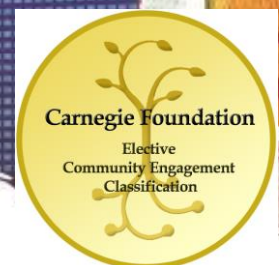


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WELCOME TO CCESL



The Center for Community Engagement and Service Learning (CCESL) embraces the [vision, values and mission](#) of the **University of Denver (DU)**.

CCESL's mission is to educate, engage, and equip the campus community to accomplish tangible, public work that improves the lives of people in our communities.

CCESL's vision is to lead the campus in embracing the University of Denver's commitment of "being a great private university dedicated to the public good."

CCESL values the public good, inclusive excellence and social justice, and, as part of higher education's civic mission, building community capacity and engagement.

STRATEGIC GOALS

CCESL's work is guided by 7 strategic goals:

Strategic Goal 1: Advance Community-Engaged Scholarship and Creative Work

Strategic Goal 2: Advance Community-Engaged Teaching and Learning

Strategic Goal 3: Champion the Civic Mission of Higher Education as a Means to 21st Century Careers and Communities

Strategic Goal 4: Engage DU in Service *with* Communities

Strategic Goal 5: Develop Distinction in Community-Engaged Pedagogy, Scholarship, and Practice

Strategic Goal 6: Maximize Community Impact

Strategic Goal 7: Build Financial and Other Resource Strength

To advance these goals, our programming is organized around 4 core initiatives: Community-Engaged Scholarship and Creative Work, Community-Engaged Teaching and Learning, Civic Development, and Service. As illustrated here, our core initiatives are interconnected, grounded in a community organizing approach and formulated with consideration of our campus stakeholders, including students, staff and faculty. Program data for the year are organized by initiative in the remaining pages of this report. At the start of each section, we provide a working definition of the goals of each initiative.



APPROACH

CCESL's work is grounded in principles of community-engaged scholarship and teaching as well as in the community organizing model.

Community-engaged scholarship. Community-engaged scholarship and teaching comprise intellectually and methodologically rigorous work that is anchored in the norms of democratic education: “inclusiveness, participation, task sharing and reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone involved contributes to education and community building” (Saltmarsh & Hartley, 2011, p. 17).

Community-engaged scholarship and teaching differ from approaches that emphasize one-way applications of academic expertise to community problems. Instead, community-engaged scholarship and teaching intentionally:

- Emphasize the co-production of knowledge in the context of reciprocal partnerships with local stakeholders.
- Pursue the renewal of democracy and the kind of public action that works to confront public problems and social justice through democratic means.
- Demonstrate strong collaboration with community partners in proposal and project development.
- Forge collaborative enterprises between academic researchers (professors and students) and community members, which validate multiple sources of knowledge and promote the use of multiple methods of discovery and of dissemination of the knowledge produced.

Community Organizing. Community organizing has a rich history in American social movements and is about people working together for systemic social change. Community organizing focuses on developing collective self-interest by working with others and taking action on issues the community cares about through true democracy, in which the power is with the people. Our organizing model is not about the short-term mobilization of protests or rallies. Rather, it is about achieving long-term change through building powerful, public relationships; influencing and negotiating with government, corporations and institutions; achieving direct representation; and holding decision-makers accountable to the people through public actions.

STAFF

CCESL is supported by 3 FTE staff and a part-time director, introduced below. CCESL's work was made possible in 2015-2016 with the contributions of 45 student employees, 1 graduate intern, and 4 Graduate Research Assistants.

Anne P. DePrince, Director	DePrince oversees CCESL's long-term vision and strategic plan, working closely with staff on the implementation of programs and assessment of impact. She works with faculty through CCESL's community-engaged scholarship and learning initiatives. She advocates broadly for community engagement on campus.
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Cara DiEnno, Associate Director	DiEnno supports faculty members in their use of service learning through CCESL's various service learning trainings and funding opportunities. She assists the director in managing the Public Good Fund, which provides grants and fellowships to DU faculty conducting community-engaged scholarship. DiEnno also manages CCESL's various student programs. These include the youth civic engagement program Public Achievement, which pairs DU students (who serve as coaches) with Denver high schools and the Service Learning Associates and Public Good Associates programs, which partner students with faculty to assist with community-engaged courses and community-engaged scholarship, respectively.
Ryan Hanschen, Program Coordinator	Hanschen contributes to CCESL's Service and Civic Development Initiatives by taking a leadership role in the next stage of developing CCESL's service opportunities, as well as coordinating the Puksta Scholars Program. He advises the DU Service & Change (DUSC) student organization and manages Community Engagement Corps, a mentoring/tutoring program that partners with Denver Public Schools. Hanschen also coordinates CCESL's voter registration efforts.
Kate Powers, Office Coordinator	Powers assists with strategic planning, budgetary responsibilities, student hiring, marketing and event planning. She also helps coordinate the Scholar Shop, particularly the Community Spotlight events.

In addition to staff, CCESL's work is supported by Graduate Research Assistants (GRAs). During 2015-2016, GRAs included:

- Jaci Abeloe, Morgridge College of Education (July 1 2015-June 30 2016)
- Tejas Srinivas, Department of Psychology (September 1 2015-June 30 2016)
- Diana Lin, Graduate School of Social Work (June 1 2015 – August 31 2015)
- Joanna Drinane, Morgridge College of Education (July 1 2015 – August 31 2015)

CCESL is a placement site for students from Morgridge College of Education (Higher Education Program) and Graduate School of Social Work. Students pursuing Student Affairs Internship and/or Independent Study credits have completed special projects with CCESL staff that support student programming. During 2015-2016 CCESL worked with three graduate interns:

- Brittaney Baker (Graduate School of Social Work) served as a team lead for the Public Achievement program;
- Jaci Abeloe (Morgridge College of Education) completed her program capstone, titled *In Pursuit of the Public Good: DU Engagement Center*;
- Paige Mills (Morgridge College of Education) completed her program capstone, titled *Understanding and Addressing Resistance When Discussing Power, Privilege and Oppression in Public Achievement Classrooms*.

EVALUATING OUTCOMES

As described in greater detail in later sections of this report, CCESL programs are designed around key learning objectives. Across all of our programs, we follow a process of setting benchmarks for success, including goals for learning outcomes. Here we offer an example of this approach to describe our evaluation of changes in critical thinking among undergraduate and graduate students involved in one or more CCESL programs.

Students were asked to submit written critical reflections at the beginning and at the end of their involvement in any CCESL program during AY 2015 – 2016. Students were explicitly asked to give responses reflecting thoughtfulness and careful consideration when addressing each of seven open-ended prompts:

1. How do you incorporate diverse perspectives into the community-engaged work you do? Please give specific examples.
2. Describe how you would proceed if a community member presented to you with a public problem. Please give specific examples.
3. Describe what responsibility, if any, you have to make the world a more equitable place. Please give specific examples.
4. Read the following descriptions of three different types of community members and make an argument for the one type that you believe best supports an effective and democratic society. Please be specific.
 1. A community member who acts responsibly by, for example, picking up litter, giving blood, recycling, obeying laws, and staying out of debt.
 2. A community member who actively participates in the civic affairs and the social life of the community at local, state, and national levels.
 3. A community member who attempts to analyze and understand the interplay of social, economic, and political forces in the pursuit of social justice.
5. What do people mean when they talk about root causes of social injustices? Please be specific by talking about root causes that relate to social justice issues you care about.
6. Describe how your community-engaged work through CCESL connects to your academic learning (e.g., classes you are taking or will take). Please be specific.
7. Describe the impact of your community-engaged work through CCESL on your career and life goals. Please be specific.

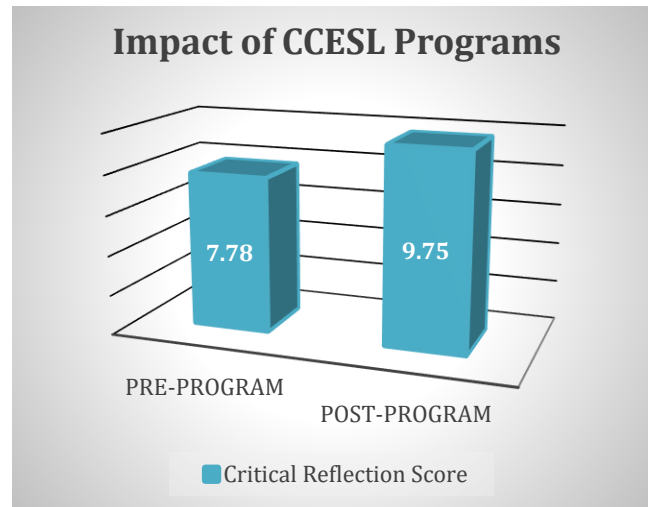
We selected an open-ended critical reflections methodology deliberately so that students had the opportunity to answer questions in their own voice and receive points for demonstrating understanding of various components of civic engagement and service. Points were assigned according to a rubric specifically developed to assess improvements in knowledge, attitudes, and skills relating to civic engagement and service.

The following is an example of how one student's reflections developed from the beginning to the end of AY 2015-2016 in response to prompt 4 (see above). The prompt describes three different types of community members. While the first member is involved in volunteerism and the second in political activism, only the third member embodies the ideals of community engagement by attempting to understand the larger, contextual forces relevant to addressing social justice issues:

CCESL Pre-Program Assessment	I believe that the second type of community member best supports an effective and democratic society through the process of elimination. The first community member, while a good citizen, doesn't actively participate in the community. The third community member doesn't do
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	anything with the analysis of the social, economic and political forces. This makes the second community member the one that best supports an effective and democratic society because that community member takes an active role. (Score = 0)
CCESL Post-Program Assessment	I believe the third option best supports an effective and democratic society because it is an example of a person practicing social justice through understanding the root cause of an issue or problem. The other examples are more participatory, and although helpful, do not contribute to changing the overall issue. (Score = 3)

Students demonstrated more sophistication and higher-level synthesis of ideas at the end as compared to the beginning of the academic year. The figure shows participant average scores at the beginning of their involvement in a CCESL program during the academic year ($M = 7.78$, $SD = 3.01$) and at the end of their involvement ($M = 9.75$, $SD = 5.85$). Results indicated significant and positive change from pre- to post-program involvement over the academic year, with a medium effect size ($t(39) = 2.23$, $p < .05$, $d = .35$).



STRATEGIC GOAL 1:

ADVANCE COMMUNITY-ENGAGED SCHOLARSHIP AND CREATIVE WORK



CCESL advances community-engaged scholarship and creative work through reciprocal relationships with communities that value co-production of knowledge, collaboration, democratic principles and the public good.

We offer several programs through our Community-Engaged Scholarship Initiative to advance community-engaged scholarship and creative work, including:

Faculty Development

Community-Engaged Scholarship: Student Opportunities



Community-Engaged Scholarship: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

Description:

CCESL supports DU faculty to conduct, write about, and present their Community-Engaged Scholarship locally, regionally and nationally. For example, we highlight Community-Engaged Scholarship through our newsletter, the *Public Good Impact*, which we produce quarterly: (http://www.du.edu/ccesl/news_events/pgnewsletters.html).

The largest effort within the Community-Engaged Faculty Program is the administration of the Public Good Fund, which is funded annually by the Office of the Provost to support faculty engaged in innovative community-engaged research projects. This Fund supports Engaged Scholarship Grants for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community.

Program Data:

Newly-Awarded Funds	\$100,260
Newly-Funded Engaged Scholarship Grants	6

Accomplishments:

Membership of the Public Good Fund Selection Committee included eight faculty members from the following divisions: Arts, Humanities and Social Sciences, Graduate School of Social Work, Natural Science and Mathematics, Sturm College of Law, Writing Program, Daniels College of Business, Graduate School of Professional Psychology, and Morgridge College of Education.

One call for proposals was made for the Public Good Fund in January. CCESL's Open House in the fall provides a venue for faculty to learn about the Public Good Fund.

The Public Good Fund Selection Committee was convened to review new project proposals. Funded proposals came from across campus, including:

Name	Department/Division	Project Title
Yolanda Anyon	Graduate School of Social Work	Increasing Opportunities for Organizational Leadership and Decision-Making Among Low-Income Youth of Color in After School Programs
Bonnie Clark	Anthropology/Arts, Humanities and Social Sciences	New Communities of Memory: The DU Amache Project 2016-2017
Oliver Kaplan	Josef Korbel School of International Studies	The Korbel Asylum Project

Shannon Murphy, Robin Tinghitella, & Jennifer Hoffman	Biological Sciences (Murphy & Tinghitella), Physics & Astronomy (Hoffman)/Natural Sciences and Mathematics	DUSciTech: A STEM Summer Camp for Girls from Underrepresented Backgrounds at the University of Denver
Cecilia Orphan	Morgridge College of Education	Leading Collective Civic Impact: Measuring and Advancing Higher Education's Contributions to Civic Health in Colorado Community Partner(s): Campus Compact of the Mountain West
Matthew Taylor	Geography/Natural Sciences and Mathematics	People in the Path of the Nicaragua Canal: Working with Popol Na and Local Communities to Document Current Livelihoods to Permit a More Just Resettlement

Quotes and Spotlights:

In the past year, faculty members have worked on a range of community-engaged projects with support from the Public Good Fund. For example:

- The Indigenous Youth Rise Up Project is a great example of the power of university/community collaborations. While the majority of our planning and preparation was held in participating community organization spaces, we facilitated the workshop and about half of the interviews on campus in the School of Social Work. I believe this fluid movement between community and university space helps to break down perceptions that institutions of higher education are inaccessible and unresponsive to local community needs, particularly those most underrepresented in colleges and universities. Facilitating the workshop at DU also allowed participating youth to see the campus as a place they are welcome and valued as potential DU students.

– **Ramona Beltran, MSW, Ph.D., Graduate School of Social Work**

- *Reducing Disparities in Unmet Mental Health Need for Latino Youths* was a community-engaged; mixed-methods study conducted in partnership with the Colorado Department of Human Services (CDHS) and community mental health centers in four counties in Colorado. The primary aim of the project was to capitalize on the knowledge of relevant stakeholders to identify factors that influence disparities in unmet mental health need for Latino children and adolescents. This study sought to advance the literature on minority health disparities by moving from simply documenting disparities to investigating the complex interplay of factors that influence patterns of mental health service use for Latino children and adolescents.

This project helped to increase the public perception of DU as an institution focused on supporting the public good. Agency partners and families that participated in the research expressed being surprised and pleased that DU (and CDHS) were supporting research focused on Latino mental health disparities. They expressed a perception that there was not enough attention devoted to understanding mental health disparities in underserved communities and were pleased that a state agency and a university were joining to understand and address these problems.

– **Omar Gudino, Ph.D., Department of Psychology**

Community-Engaged Scholarship: Joint Faculty/Student Opportunities – Scholar Shop

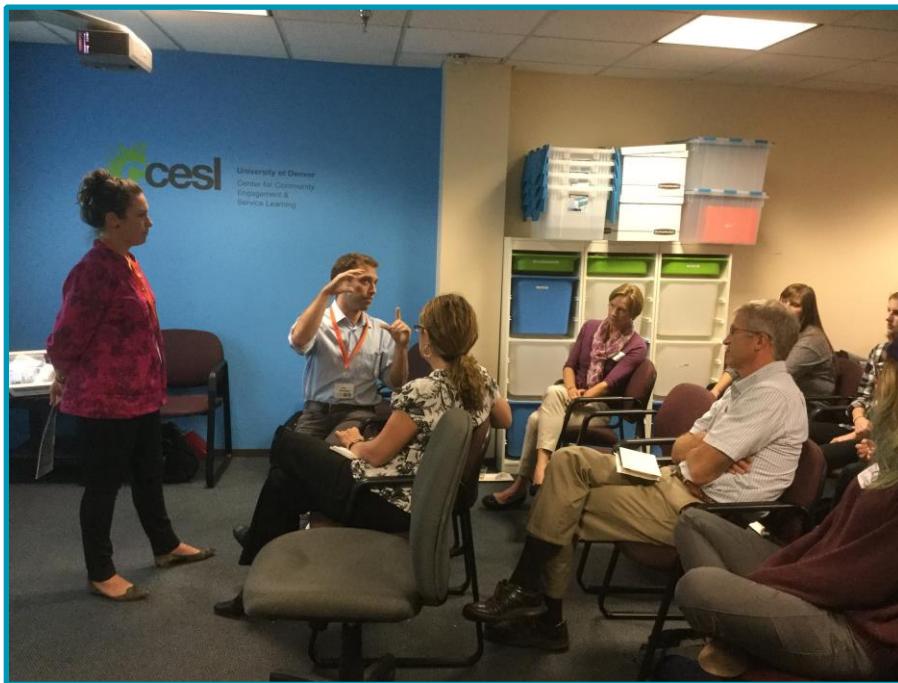
Program Managers: Tejas Srinivas and Kate Powers

Description:

CCESL's Scholar Shop helps connect DU undergraduate and graduate students, faculty, and staff with community organizations to begin developing partnerships. The development of community-university partnerships is a process that can take time and effort, but it can ultimately lead to a variety of collaborations including student-led and faculty-supervised thesis projects, student service projects, service learning projects linked to credit-bearing courses, and faculty-led scholarship projects. While other CCESL initiatives focus on building community-university partnerships that are typically already in existence, Scholar Shop plays a unique role in identifying possibilities for new community-university partnerships. Specifically, Scholar Shop identifies community organizations that are seeking help on research questions of public concern, as well as DU faculty, students, and staff who have particular research expertise or training with which community organizations may welcome help.

Scholar Shop helps facilitate the development of community-university collaborations in four main ways. First, the Community Spotlight series brings community partner representatives to the DU campus to share information on current initiatives and actively brainstorm in dialogue with DU faculty, students, and staff about possible avenues for collaboration. Second, Scholar Shop surveys community organizations in the Denver area to identify organizations seeking help on research questions. Organizations can submit initial questions or ideas at any time through the [Community Interest Form](#), and the Scholar Shop Coordinator then works with organizations to fine-tune questions and identify appropriate faculty, students, and staff for potential collaboration. Third, Scholar Shop surveys DU students to identify those interested in working on a community-engaged research project with faculty supervision. Students can

indicate their interest at any time through the Student Interest Form, and the Scholar Shop Coordinator then works with students to help identify appropriate community organizations for potential collaboration. Fourth, Scholar Shop advertises and funds the Scholar Shop Student Grant, which provides up to \$250 for costs relating to community-engaged research projects in which students are the main investigators, with faculty supervision.



DU CONSTITUENTS DISCUSS POTENTIAL COLLABORATIONS WITH READING PARTNERS AT OCTOBER'S COMMUNITY SPOTLIGHT

Program Data:

Faculty, Staff, and Students in attendance at Community Spotlight Events	104
Community Partners featured by the Scholar Shop	6
New DU/Community Partner Collaborations	3

Accomplishments:

- Over the course of AY 2015-2016, Scholar Shop successfully organized and hosted six Community Spotlight events. These events were advertised through a variety of avenues to the DU community, and approximately 104 DU students, faculty, and staff from diverse academic disciplines attended. The event with Reading Partners Colorado was co-sponsored by the University Honors Program, and the event with Carson J Spencer Foundation was co-sponsored by Psi Chi/Psych Club. Community organizations and representatives were as follows for each of the academic quarters:
 - Fall 2015
 - Reading Partners Colorado, an organization that pairs community volunteers with students in low-income schools seeking to master basic reading skills and narrow their achievement gaps;
 - A Little Help, a local nonprofit whose mission is to provide older adults with non-medical services essential to maintaining active, productive lives in their own homes within the community;
 - Winter 2016
 - Audubon Society of Greater Denver, an organization that advocates for the environment, connecting people with nature through education, conservation and research;
 - Carson J Spencer Foundation, whose mission is to sustain a passion for living through delivering innovative and effective suicide prevention programs for working-aged people, coaching young leaders to develop social enterprises for mental health promotion and suicide prevention, and supporting people bereaved by suicide;
 - Spring 2016
 - Councilman Wayne New, who was seeking help with an urban development project centered on Colfax;
 - EarthLinks, an innovative, urban nonprofit that provides a work program for people who are homeless and low-income to learn skills and create Earth-friendly products that sustain people and the planet;
 - DU Associate Professor Patience Crowder, supervisor of the Community Economic Development Clinic at Sturm College of Law, which advises on business law and community development issues.
- Scholar Shop continued to identify community organizations seeking help with particular research questions. For example, organizations who completed the Community Interest Form or participated in the Community Spotlight series indicated interest in research topics such as perceived benefits of reading tutoring, experiences with hospitalization for individuals who have attempted suicide, and factors involved in property appraisal.

- Scholar Shop began to identify students interested in working on community-engaged research projects with faculty supervision. Five students completed the Student Interest Form, and the Scholar Shop Coordinator helped provide mentorship for two undergraduate students and two rising graduate students who are considering pursuing a community-engaged research project for their thesis.
- Scholar Shop held a workshop in co-sponsorship with the University Honors Program and Extreme Academics to advertise available mentorship and resources for students. Five DU students and staff attended the workshop.



DENVER CITY COUNCILMAN WAYNE NEW PRESENTS HIS VISION FOR A COLFAX URBAN DEVELOPMENT PROJECT AT THE MARCH COMMUNITY SPOTLIGHT

- Scholar Shop continues to solicit interest in the Scholar Shop Student Grant through advertising the grant at the workshop and Community Spotlight events.
- Scholar Shop helped facilitate three community-DU collaborations, including:
 - Professor Scott Leutenegger's Creativity & Entrepreneurship (C&E) LLC worked with the Colorado Impact Fund (CIF) on a class-wide community-engaged project. In February 2016, two representatives from the CIF presented to students within the C&E LLC on the organization's mission and initiatives, as well as the criteria they use to make funding decisions. Following the presentation, students broke into groups to conduct research on clusters of companies belonging to the following four industry/market segments: health, education, energy/clean-tech, and economic revitalization. A Penrose research librarian presented to the class to help students understand how to undertake more in-depth research. At the end of the quarter, students summarized their research, and Professor Leutenegger presented the summaries to the CIF for potential follow-up.

- Professor Nancy Lorenzon, Director of the Pre-Professional/Allied Health Advising (PPAH) Center, began a partnership with Kaiser's Arts Integrated Resources and the Care Equity Project. The Care Equity Project will provide programming for an educational event organized by PPAH called Health Disparities in Denver (HDD), which will occur in the fall. HDD aims to provide education related to social determinants of health, at risk populations, and demographics and health disparities in Denver. The target audience for HDD is 40-65 junior/senior undergraduate students and graduate students, including students in pre-health tracks, sociology, and psychology. Kaiser's Care Equity Project will provide programming for the entire first day of HDD. Programming will include 1) "Loose Change," a theatrical presentation sharing real-life stories of people with limited financial resources and the challenges they face in health care settings; and 2) Care Equity Workshops, a series of educational workshops that provide experiential activities to increase knowledge, address bias, develop skills, and promote equitable and empathetic health care.
- Scholar Shop held two abstract workshops in partnership with the Undergraduate Research Center to help prepare students for submitting abstracts for the Undergraduate Research & Scholarship Symposium. Ten DU students attended the workshops. Following the workshops, the Scholar Shop Coordinator continued to work individually with four students on refining their abstracts.

STRATEGIC GOAL 2:

ADVANCE COMMUNITY-ENGAGED TEACHING AND LEARNING



CCESL seeks to advance academic learning through reciprocal relationships with communities that offer opportunities to advance critical thinking, develop civic skills, and address public problems.

We offer several programs through our Community-Engaged Learning Initiative to advance community-engaged teaching and learning, including:

Faculty Development

Service Learning Associates



Community-Engaged Learning: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

Description:

The Community-Engaged Learning: Faculty Development Program included several opportunities for faculty development.

- Training for Faculty New and Engaged Service Learning Practitioners comprised a range of opportunities, from on-campus to metro-area workshops involving regional and national presenters;
- Service Learning Mini-Grants were available for faculty to travel to conferences, purchase books/journals/printed matter related to community-based learning or host conferences/recognitions/community partner dialogues;
- In addition to these specific programs, CCESL staff provided workshops, trainings and one-to-one consultations on community-engaged learning topics to DU faculty as requested throughout the year. For example, DiEnno provided training on critical reflection to faculty preparing to lead international service learning trips.

Program Data:

Faculty/Staff who Participated in Trainings for New Service Learning Practitioners	14
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	9
Continuing Faculty Mini-Grants	9
New Mini-Grants	18

In addition to the specific program data above, we attempt to track service learning course offerings across campus. We work with the Registrar's Office to gather a list of courses tagged as "service learning." Because not all faculty request that their courses be tagged as such, we also send out a survey each quarter to ask faculty to report on courses they are teaching that involve service learning. We anticipate that the data collected from these two sources provide a reasonable estimate of service learning on campus but likely underestimate its prevalence.

In 2015-2016, service learning courses were offered across campus to undergraduate and graduate students.

Approximate Number of Sections Offered with Service Learning Component	124
Approximate Number of Students Enrolled in Classes with Service Learning Component	1,928

Accomplishments:

The 2015-2016 Service Learning (SL) Scholars Workshop was modeled after previous trainings conducted by CCESL as well as the Campus Compact of the Mountain West (CCMW) Engaged Faculty Institute. The Service Learning Scholars program brought together a cohort of 14 faculty, postdoctoral fellows, and graduate students from departments across campus for a two-day workshop in December. The curriculum covered the following topics (please note that we use the terms service learning and community-engaged learning interchangeably):

- Defining Community-Engaged Learning & Historical Context
- Ways of Using Community-Engaged Learning
- Models of Community-Engaged Learning
- Developing Course Description, Goals, & Objectives
- Community-Engaged Learning and DU IMPACT
- Impacts on Practitioners
- Developing Community Partnerships
- Developing Assignments & Grading of the Community-Engaged Learning Component
- Student Perspectives on Community-Engaged Learning
- Critical Reflections in Community-Engaged Learning
- Assessment of Community-Engaged Learning Courses
- Community-Engaged Learning and Scholarship

The primary objectives for the workshop were:

1. Increase participants' knowledge about community-engaged learning key concepts, including:
 - a. Different approaches to community-engaged learning
 - b. Characteristics of community partnerships in community-engaged courses
 - c. Assessing the impact of service learning activities on student learning
2. Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Confidence in their ability to implement service learning classes; C.) Confidence in their ability to assess the impact of service learning classes; and D.) Impact of service learning on their professional development.

By meeting these objectives, we hope SL Scholars prepares participants to implement a new (or revise an existing) service-learning course by the 2016-2017 academic year.

The workshop curriculum was developed by DePrince and DiEnno. Twelve DU faculty service-learning leaders (Shawn Alfrey, Eric Boschmann, Alejandro Ceron, Lynn Clark, Liz Drogin, Neil Gowensmith, Sarah Hart Micke, Keith Miller, Heather Martin, Tim Sweeny, John Tiedemann, Erin Willer); community partners from eight organizations (A Little Help, America SCORES Denver, Charles Hay World School, DU Museum of Anthropology, Now I Lay Me Down To Sleep, Nuestra, Saint Francis Center, Gateway); and two students (Diana Mihalache, Elric Elias) made presentations throughout the two-day workshop. In addition to listening to presentations and working in small groups, Scholars used workshop time to work on the development of their own syllabi.

The 14 Service Learning Scholars who participated in the workshop were diverse with regard to their roles and home departments:

Susan Daggett, Rocky Mountain Land Use Institute
 Sheila Davis, Healthcare Leadership Program, University College

Esteban Gomez, Department of Anthropology
 Adrienne Gonzales, Center for World Languages & Cultures
 Stephanie Grover, Graduate School of Social Work
 Isaac Joslin, Department of Languages & Literatures
 Chad King, Center for Sustainability
 Nancy Lorenzon, Department of Biological Sciences
 Steven McDonald, Department of Theater
 Alison Nishi, Center for World Languages & Cultures
 Cecilia Orphan, Morgridge College of Education
 Daniel Singer, University Writing Program
 Laura Sponsler, Morgridge College of Education
 Erika Trigos, Department of Geography and the Environment

Prior to the Service Learning Scholars Workshop, participants completed two readings:

- Stoecker, R. & Tryon, E. (2009). Unheard voices: Community organizations and service learning, pp. 1-18. In *The unheard voices: Community organizations and service learning*. Philadelphia: Temple University Press.
- Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic Engagement White Paper*. New England Resource Center for Higher Education.

Additional readings and supporting documentation (e.g., sample documents, including syllabi, teaching statements, community partner agreements, etc.) were provided to workshop participants on a DU portfolio site.

In order to assess the two main objectives of the workshop, we used data collected from participants immediately before and immediately after the workshop (pre- and post-assessments, respectively). In addition, we collected information from faculty about their perceptions of the costs and benefits of using SL pedagogy. Below, we highlight our findings as relevant to each workshop objective and domain of assessment.

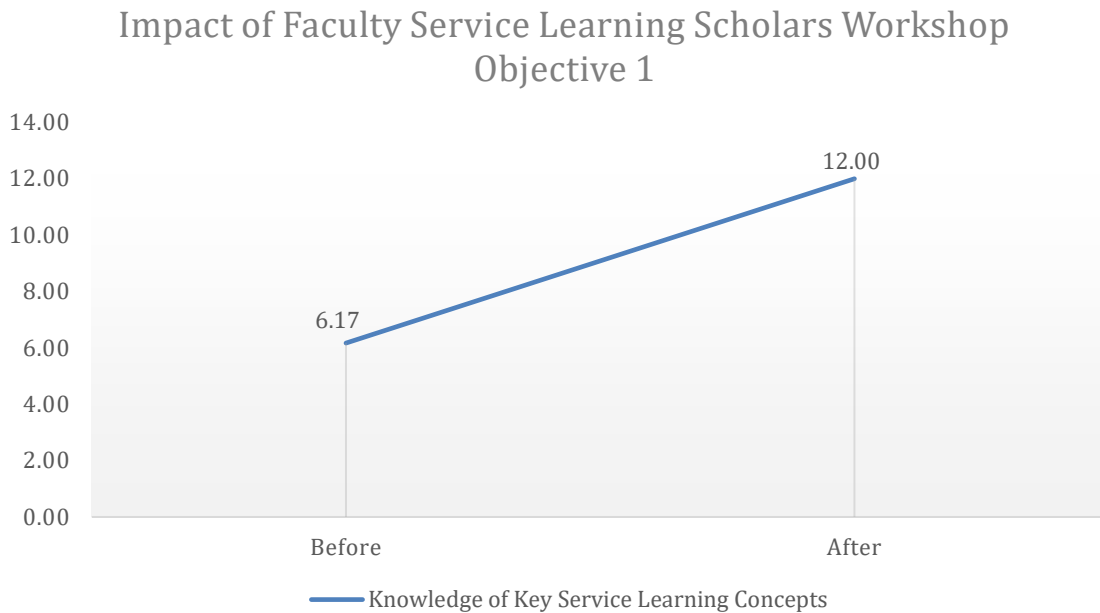
Objective 1: Increase participants' knowledge about service learning key concepts.

To assess Objective 1, we asked participants about the key service learning concepts covered in the curriculum. These questions were a mix of true-false and open-ended questions developed by the Service Learning Workshop Facilitators and CCESL Graduate Research Assistant prior to the workshop.

Sample questions included:

1. How do community-engaged classes differ from other service-based experiences (e.g., student-performed community service, co-curricular service learning)?
2. In a service learning course, students receive credit (e.g., as points for an assignment) for their time performing service.
☐ True
☐ False
3. Please describe at least two kinds of activities you might use as part of critical reflection in a community-engaged course.

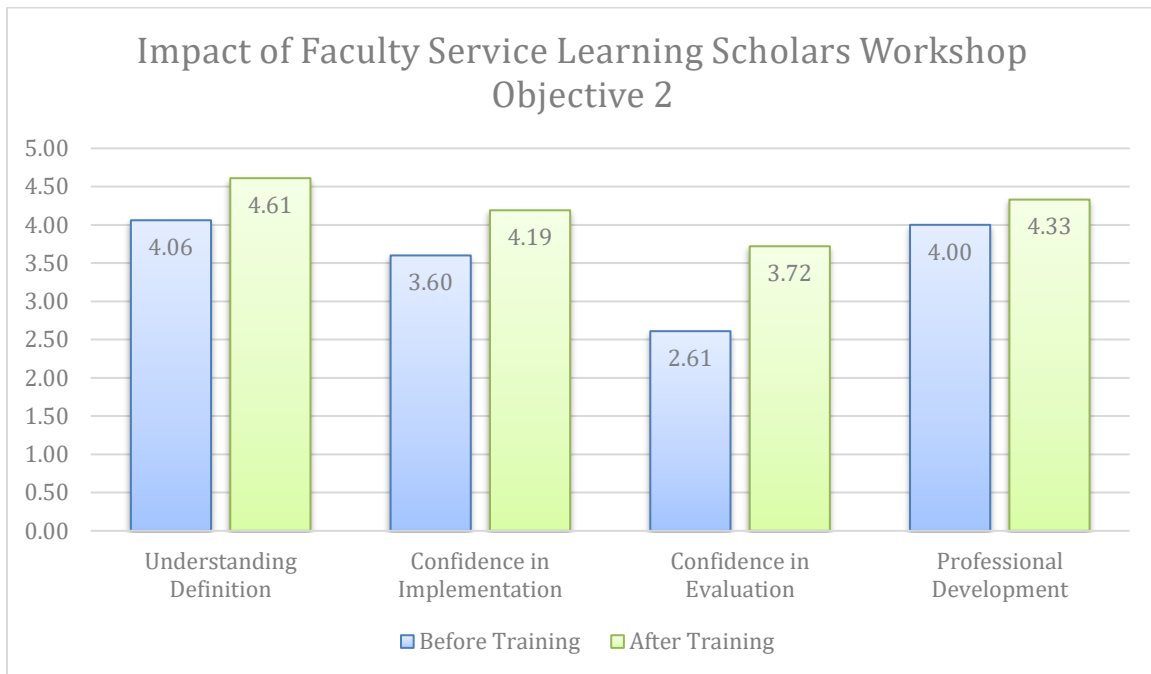
Pre- and post-assessment comparisons revealed that the training led to a significant increase in knowledge of key service learning concepts ($t(9) = 5.43, p < .01, d = 1.81$). The figure below offers a visual representation of the average knowledge scores measured before the workshop ($M = 6.17, SD = 3.24$) and then after the workshop ($M = 12.00, SD = 1.70$).



Objective 2: Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Confidence in their ability to implement service learning classes; C.) Confidence in their ability to assess the impact of service learning classes; and D.) Impact of service learning on their professional development.

To assess Objective 2, we used questions from Colorado Campus Compact's evaluation of their 2011 Engaged Faculty Institute, which covered a similar curriculum, as well as from Community-Campus Partnerships for Health Faculty Service Learning Assessment. Questions were administered pre- and post-workshop to assess changes in attitudes. The response scale ranged from 1 (strongly disagree) to 5 (strongly agree), where 3 was neutral.

The figure below shows participant average scores before and after the workshop for each of the above domains. Results indicated significant increases in scores for each of the domains as follows: Understanding the definition of service learning ($t(8) = 2.86, p < 0.05, d = .97$); Confidence in ability to implement service learning classes ($t(8) = 4.21, p < 0.01, d = 1.38$); Confidence in ability to assess the impact of service learning classes ($t(8) = 3.73, p < 0.01, d = 1.25$); and Impact of service learning on their professional development ($t(8) = 2.29, p < 0.05, d = .75$).



Reasons for Deciding to Teach a Service Learning Course

Across the pre- and post-assessments, faculty members reported the following as among the top three reasons for deciding to teach a service learning course: 1) desire for increased relevance in courses; 2) curiosity; and 3) wanting to try something new.

Quotes and Spotlights:

At the end of the workshop, faculty participants were asked to reflect on their perception of service learning and overall experience throughout the workshop. Faculty members highlighted the positive impacts that teaching a service learning course will have, particularly on their relationships with community partners, professional service in the community, and relationships with students.

Participants in the 2015 Service Learning Scholars Workshop had the following to say in response to specific feedback questions.

What is the most important thing you are taking away from this workshop?

- “Service learning comes in many different flavors.”
- “Ideas for interdisciplinary collaboration through language, culture, and service learning.”
- “A potential professional trajectory I'd been looking for.”
- “There is a community of community-engaged scholars.”
- “Examples, inspiration.”

What other feedback do you want us to have about the workshop?

- “I thought it was great. I really enjoyed hearing about the different projects. It left me with more contacts and different ideas on how to approach my course.”
- “This was, hands down, the most worthwhile and enjoyable professional development

experience I've had. Thank you, thank you, thank you!"

- "I liked the pacing and variety of activities/panels."
- "A big, rousing thank you! It was a wonderful experience and I'm looking forward to being a part of and contributing to the CCESL community."
- "Awesome- nice to have two people teaching and providing contrast."

Community-Engaged Learning: Service Learning Associates

Program Manager: Cara DiEnno

Description:

The Service Learning Associates (SLA) program is designed to get students and faculty into working relationships to effectively support and utilize community-based partnerships in learning. The program provides opportunities for students to play a leadership role in service learning classes. DU students who have completed at least one previous service learning course (or are very knowledgeable in topics related to service learning) are eligible to serve as SLAs. SLAs assist faculty in the planning, implementation and assessment of the service learning components of courses.

Program Data:

SLA Hours Spent in Community	660 Hours
SLA Community Partnerships	7 Partnerships
DU Students in SLA Program	4 Students
DU Students Directly Impacted by SLA Program	145 Students
DU Faculty and Staff Involved in SLA Program	4 Faculty & Staff
Hours in Training for SLAs	16 Hours/student

Accomplishments:

SLA accomplishments included:

- Four trained SLAs supported four faculty members in six service learning courses;
- Supporting a great variety of community-based organizations including the Chinese Children Adoption International, Asbury Elementary School, Grant Beacon Middle School, International Development Enterprises, El Centro Humanitario, among many others;
- Fostering reciprocal relationships between community organizations and their faculty partner. From developing proposals, organizing transportation, meeting with students outside of class and giving presentations about service learning, assisting with reflection exercises and organizing panel presentations, SLAs brought their student perspective and their ability to tackle administrative tasks so that the service learning courses they supported were successful and high-impact;
- Many of the community partnerships that SLAs support are connected to multiple facets of a faculty member's role including both teaching and scholarship. Moving forward we will be reformulating the SLA program to address this and support community-faculty partnerships more broadly rather than just service learning courses. The new name for students who support these efforts will be the Public Good Associates.

Quotes and Spotlights:

- "Working on this project, and with CCESL, has afforded me the opportunity to expand my networking, public speaking, and project management abilities. As I continue my career abroad in international development, these are skill sets that will prove to be invaluable in personal and work environments."
- "The training that CCESL has provided in subjects ranging from cross- cultural communication to project planning and implementation has proven to be helpful not only with my work as a Service Learning Associate but also with my coursework and with potential employers who are seeking professionals with experience in project and program management. Overall, it has been a great learning experience."
- "I believe I made a tremendous impact on the class development and the development of my professor's research project. My role allowed the professor to better shape and organize the course while implementing her research."



STRATEGIC GOAL 3:

CHAMPION THE CIVIC MISSION OF HIGHER EDUCATION AS A MEANS TO 21ST CENTURY CAREERS AND COMMUNITIES



CCESL promotes civic identity development by preparing students, staff and faculty for active participation in civic life through public good work and community organizing.

We offer several programs through our Civic Development Initiative to further our goal to champion the civic mission of higher education as a means to 21st century careers and communities, including:

Community Organizing Training

Puksta Scholars

Public Achievement

Spectator to Citizen Course

Voter Registration

Work on Purpose Workshop



Civic Development: Community Organizing Training

An organizer for Together Colorado, Angela Cobián served as the keynote speaker and guest facilitator for CCESL's Community Organizing Institute (COI) on October 2nd. A full-day training, CCESL offers the COI annually to introduce participants to the community organizing model as a framework for working towards social change.

Through her keynote address, Cobián wove in stories from the field and shared deeply personal experiences as a first-generation Mexican-American and first-generation college student, guiding attendees through activities and discussion on topics such as privilege, oppression, identities, and developing a public action plan. Supplementing Cobián's interactive lectures, CCESL staff DiEnno and Hanschen presented on concepts including power mapping and collective self-interest.

Participants were divided into smaller working groups, each led by a table facilitator who previously attended the COI. Students across CCESL's programs are required to attend the training, but our doors are also open to the broader community. We were pleased to welcome graduate students from CU Boulder, teachers from Public Achievement partner George Washington High School, and representatives from Denver nonprofits, among others.



PARTICIPANTS WORK ON COLLECTIVE SELF-INTEREST AND POWER-MAPPING ACTIVITIES AT THE COMMUNITY ORGANIZING INSTITUTE

The intensive COI offers an important – though not exhaustive – introduction to community organizing. To facilitate ongoing learning, participants received a copy of CCESL's Community Organizing Handbook. The handbook, developed by CCESL staff and students, offers useful examples of how to build community and achieve tangible results.

Program Data:

DU Student Attendees	23
DU Student Facilitators	8
DU Faculty	1
Other Attendees	14

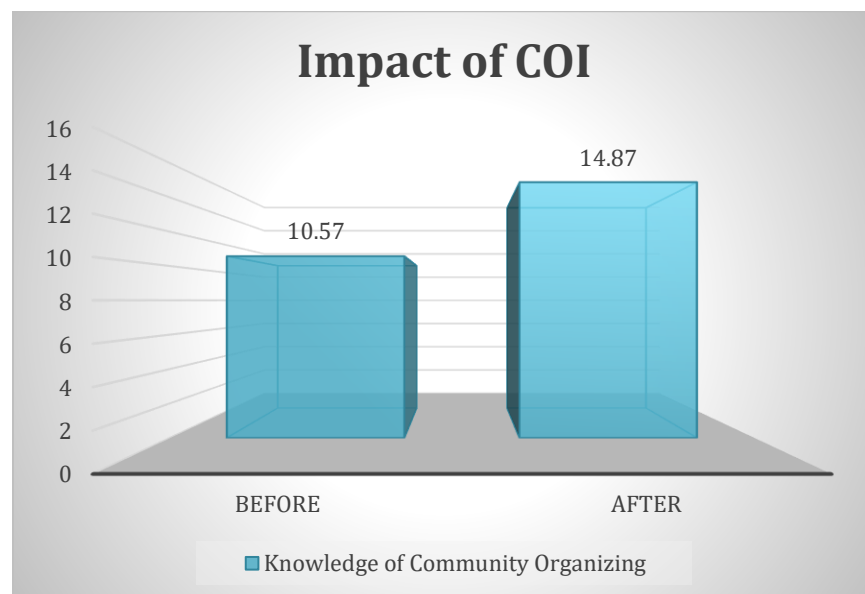
Accomplishments:

Our primary goal for the 2015 COI was to **increase students' knowledge of community organizing principles and practice**. To assess this goal, we asked that all COI participants complete a written assessment immediately before and after the training. The assessment, comprised of 13 items, used multiple choice and open-ended questions to assess students' knowledge about key points from the curriculum. The questions for this year's assessment were derived from the 2014 COI pre- and post-assessments.

Sample questions from the pre- and post-assessments included:

- Multiple-choice: Self-interest is ____ community-engaged work.
 - a) incompatible with
 - b) essential to
 - c) detrimental to
 - d) unrelated to
 - e) a and c
- Short-answer: From a community organizing framework, how is power defined?

In order to examine whether participants' knowledge of community organizing principles and practice increased following the training, we calculated each participant's total points earned (a sum of correct answers for the 13 questions) at both the pre and post-assessments. The figure below shows the participant average scores pre-training ($M = 10.57$, $SD = 3.69$) and post-training ($M = 14.87$, $SD = 2.79$). The increase in participants' scores from pre- to post-training was statistically significant and represented a large effect size ($t(23) = -6.51$, $p < .001$, $d = -1.36$).



We also asked participants to respond pre- and post-workshop to three different statements about their sense of belonging to a community at CCESL, sense of an identity at CCESL, and knowledge about specific CCESL initiatives and programs. This reflects our ongoing goal to ensure that students across many CCESL programs feel a broader sense of connection in addition to their within-program (e.g., Puksta Scholars, Public Achievement) identity.

Participants were asked to circle a number (1 = *strongly disagree* to 5 = *strongly agree*) to indicate how much they agreed or disagreed with the statements: “I belong to a community at CCESL,” “I consider CCESL an important part of my identity” and “I am familiar with CCESL initiatives/ programs.” For each statement, participants demonstrated, on average, statistically significant increases in agreement from pre- to post-training (Belonging, $t(20) = 2.33$, $p < .05$; Identity, $t(21) = 2.34$, $p < .05$; Familiarity, $t(22) = 4.50$, $p < .001$).

Finally, we gathered student feedback to inform future trainings. To accomplish this, we administered event evaluation questions. Across student responses, a few themes emerged. Participants expressed an increased awareness of the importance of building relationships in the process of community organizing. Many participants mentioned the river parable, which illustrates the importance of seeking out root causes of issues and working with communities in such a way that community members themselves feel empowered to affect change.

Participants expressed an increased awareness of the importance of building relationships in the process of community organizing, especially through using tools like power-mapping and one-to-ones. Attendees also commented that they enjoyed the “fishbowl” exercise that allowed them to talk more deeply about their own experiences of privilege and oppression. Lastly, participants stated that they were better able to see how to put “idealism” into practice, that the COI gave them the opportunity to practice community-organizing skills and problem-solving. When asked what the participants would have liked to see more of in this year’s COI, several participants expressed that they would have liked more time to listen to the keynote speaker. Several participants also expressed that there was a lot of new information covered in the training and that they would have liked more depth versus breadth (e.g. a few more detailed topics versus many topics).

Participants highly enjoyed Angela Cobián’s presentation and the numerous hands-on activities, particularly the “identity beads”. Participants also received great benefit from conducting one-to-ones, and many indicated that they planned to use this approach when building relationships with community partners and colleagues in the future. When asked what participants would have liked to be different, many indicated they would have enjoyed additional reflection time and opportunities to participate in larger group discussions.

Below please find the specific questions posed to students as well as statements that reflect common responses.

Describe one important “take-away” from Angela Cobián’s presentation?

- “Cobián’s explanation of how portions of community are and how they should be. I also appreciated her discussion of acknowledging the sense of self.”
- “Relationships are the lifeblood of organizing.”
- “A phrase Cobián said on love and power-- connecting love and power leads to justice. Without love and power working together, you simply get sentimentality or tyranny, neither of which creates change.”
- “You cannot make change until you know yourself and your place in society.”

How will you integrate what you learned at this training/event into your service work this year?

- “I would like to combine the ‘self-interest’ piece with my work in Public Achievement this year. I think it is a helpful tool to discover personal ideals and passions for change. It also helps in determining commonalities amongst peers.”
- “I would like to introduce more people to the identity/power analysis exercise.”
- “I will remember to give power and control to those with whom I work and allow them to reflect upon who they are, what they’re passionate about, and what they’re capable of.”
- “I will remember that the ultimate goal is to empower the community to make changes for itself. Every action will be directed towards creating this autonomy.”
- “The difference between helping people and organizing them.”

What are the key lessons you are taking away from this event?

- “Community organizing is key to a healthy democracy.”
- “Relationship building is key to addressing social injustices.”
- “Self-interest vs. selfishness and selflessness. The value of institutions. The importance of self-reflection.”
- “Building relationships is absolutely crucial.”
- “There are ways—one-to-ones and group activities—that can readily allow for deeper conversations and connectivity.”
- “Power mapping and one-to-ones.”
- “I really enjoyed being able to sit in session, and I am surprised at how much I have learned/gained in such a short amount of time.”

What would you change about the training/event to make it more useful to you?

- “Nothing. Thank you for letting me come. As an outside community member, I especially appreciate your welcome and hospitality.”
- “Go more in depth on how to organize at the local level.”
- “I like videos! Maybe breaking up the day with a “success story” via documentary?”
- “Include mental illness and more physical disabilities on the privilege walk. Other than that, it was an amazing workshop and the keynote was incredible!”
- “I would have liked to attend the event from the very beginning, and Fridays are mandatory school days at DU this year, so maybe just having it on a Saturday. But otherwise this was absolutely fantastic and very engaging! Thank you for the experience and training!”
- “It was great! I would recommend a bigger room.”
- “I really enjoyed it! Lots of fun. The timing was rushed but understandable.”

Civic Development: Puksta Scholars

Program Manager: Ryan John Hanschen

Description:

The University of Denver Puksta Scholars Program is a four-year, developmental civic engagement program and intentionally diverse community.

Scholars are supported in integrating their academics, personal values, interests, skills, and career preparation with the development of their civic identity and social responsibility as a global citizen. This is accomplished using the community organizing model and includes curricular and co-curricular personal and civic development training, personal and group critical reflection, and mentoring.

Scholars receive a renewable \$6,000 annual scholarship and individual Puksta Project stipends. In addition, broad-based programmatic support comes from partnership with the intercollegiate Puksta Scholars programs at University of Colorado Boulder, University of Colorado Denver, Colorado State University, and Metro State University of Denver.



2015-16 DU PUKSTA SCHOLARS WITH PROVOST GREGG KVISTAD, PUKSTA FONDATION PRESIDENT JOHN MULSTAY, PUKSTA FOUNDATION DIRECTOR OF DEVELOPMENT AND COMMUNITY OUTREACH NICEL MEIS, AND DU PUKSTA PROGRAM MANAGER RYAN HANSCHEN

Program Data:

Hours Spent in Community	2,175 Hours
Community Partnerships	20 Partnerships
Campus Partnerships	18 Partnerships
DU Students in Program (total)	16 Students
DU Students Directly Impacted	949 Students
DU Faculty and Staff Involved	19 Faculty and Staff
Hours in Training for DU Students	64 Hours/Student
Total Amount of Scholarships to DU Students	\$ 96,000
Note: Though the Puksta Foundation supports scholars at multiple campuses, these numbers reflect the activities of DU Puksta Scholars only.	

Accomplishments:

Individual scholars accomplished the following:

- Organized an annual Black Male Initiative Summit that served over 200 young Black men in an effort to increase access to higher education for African American males as well as presented community-based research at the International Colloquium on Black Males in Education in Kingston, Jamaica.
- Developed a scholarship resource handbook designed for undocumented and/or Deferred Action for Childhood Arrivals students which included details for over 60 applicable scholarships.
- Participated in the Adams County Sheriff's Office Victim Advocate Training, became a Victim Advocate, and gained an understanding of what happens to victims before, during, and after they have been sexually assaulted.
- Facilitated several presentations for 15-20 DU Queer Straight Alliance (QSA) students about homelessness among young queer populations and nonbinary gender identities, painted the DU Community Wall for Transgender Day of Visibility, and led group discussion for Bisexuality Awareness Week.
- Partnered with the DU Muslim Student Association to create and distribute 300 wristbands that read "I stand with peace" in English and Arabic across the DU campus to spread awareness.
- Compiled research from a multitude of scientific journals from different disciplines such as medicine and psychology, along with a wide array of books on topics such as curiosity, creativity, and intelligence, to determine what areas of curiosity research need further study.
- Produced a curriculum which includes over 50 lesson plans focused on historical movements, issues, and figures in the LGBT community for college and high school Gay Straight Alliances and Queer Straight Alliances.
- Collected data that demonstrated that a high percentage of students skip school daily



DU PUKSTA SCHOLARS AT THE PUKSTA INTERCOLLEGIATE RETREAT IN DOWNTOWN DENVER, JANUARY 2016

due to bullying and researched the positive effects that a character-building program could have for K-12 students in Colorado.

- Led the DU Minority Association of Premedical Students (MAPS) to increase access to medical school, resources, and professional networks for minority groups, maintained a group membership of 30 people, and provided members with a networking /mentorship opportunity with current students at Anschutz medical school.
- Researched the mental health issues that immigrant adult and children face when coming to the United States, including depression and PTSD.
- Brought the "Spread the Word to End the Word" campaign to campus and collected over 800 signatures from community members who pledged to stop using the word "retard" inappropriately and to spread awareness about intellectual disabilities.
- Researched the relationship between mental health and undocumented students as well as interviewed five undocumented high school students concerning this issue.
- Maintained an educational blog for LGBT youth to gain information on queer health, history, and lifestyle with 5-10 new posts each day and grew the blog to a traffic count of over 5,000.
- Researched the health implications and treatments of Eosinophilic Esophagitis. These research findings were published in the Journal of Pediatric Gastroenterology and Nutrition as well as presented at the North American Society for Pediatric Gastroenterology, Hepatology, and Nutrition's annual meeting as well as the Gastrointestinal Eosinophilic Diseases Program research conference at Children's Hospital Colorado.
- Recognized as a Campus Compact Newman Civic Fellow, which "honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country."
- Presented their Puksta Projects and community-based research through a panel at the Undergraduate Research and Scholarship Symposium in May 2016.

In addition, as a community, Puksta scholars:

- Participated in a one-day fall 2015 intercollegiate retreat with Puksta Scholars from CU Boulder, CU Denver, CSU, and MSU Denver that focused on social justice issue area breakout groups, power-mapping, and time and attention management.
- Participated in a two-day winter 2016 intercollegiate retreat with Puksta Scholars from CU Boulder, CU Denver, CSU, and MSU Denver that focused on living and leading with authentic purpose, anti-oppression and equity frameworks, and a panel of Puksta Alumni.
- Presented their Puksta Projects on posters at the Undergraduate Research and Scholarship Symposium in May 2016.

In addition to participating in the pre- and post-assessments administered to all students, Puksta Scholars completed two additional pilot assessments. First, Scholars were asked to reflect on the degree to which participation in the Puksta Scholars program had increased or strengthened their skills and knowledge in specific areas. Puksta Scholars generally reported perceptions of significant increases in skills and knowledge, as illustrated below.

Quotes and Spotlights:

- “Like many of us, Puksta was the decision factor that allowed me to come to DU. I don’t know where I would be without this amazing family that Puksta has given me.”
- “From participating in Puksta for the last four-years, I have gained the knowledge, the skills, and the experiences needed to become a voice for sustainable social justice change within my community.”
- “DU Puksta Scholars has been such a huge impact on my life because it has given me the ability to have courage to do something about what I am most passionate about.”
- “Puksta is so much more than the financial support... Puksta is a family that provides mentorship and training that helps you develop your civic identity to translate your passion into sustainable and tangible actions in order to bring a positive change within your local and global community.”



DU PUKSTA SCHOLARS AT THE FALL 2015 INTERCOLLEGIATE PUKSTA RETREAT

Civic Development: Public Achievement

Program Manager: Cara DiEnno

Description:

The Public Achievement (PA) program fosters leadership skills in DU and high school students to address issues in their community in a meaningful and academic way. As PA Coaches, DU students act as facilitators to teams of high school students. Together the teams follow a community organizing process that starts with building relationships between the team members. The teams then work to identify social justice issues they care about within their schools and communities and conduct community-based research. The culminating product is a public work (service learning) project to address the issue they identified.

Program Data:

Hours in the Classroom	1,418 Hours
Hours Preparing Out of Class	4,893 Hours
Hours Spent with Students out of Class	378 Hours
Community Partnerships	50 Individuals; 3 School Partners
<i>South High School</i>	2 Teachers & 1 Administrators
<i>College Track (Aurora)</i>	1 Administrator
<i>George Washington High School</i>	15 Teacher, 1 Administrator
<i>Additional Community Partners</i>	40 Individuals
DU Students in Program	23 Students
High School Students Directly Impacted	340 Students
DU Faculty and Staff Involved	17 DU Members
Hours in Training for DU Students	42 Hours/Student

Accomplishments:

- This year was one of growth for the Public Achievement (PA) program. A new partnership with George Washington High School (George) and the continued partnerships with South High School and College Track meant that classes more than tripled since the previous year. PA partnered with the administrators and teachers developing a new 9th grade advisory structure, meant to respond to the call to create “ONE George” and which allowed both traditional and IB students to be paired in the same classes. PA groups met weekly with each 9th grade advisory - a total of fifteen classes.
- For the fifth year, we organized DU’s participation in the MLK Marade. In partnership with DU’s Office of Admissions and DU Service & Change, the Public Achievement program organized a DU collective to march in the Denver MLK Marade. Ninety-one DU students, staff and high school students from partnering PA programs attended the event. High school participants made posters about their chosen issues and joined thousands in the march that ended in Civic Center Park in January 2016. We used the hashtag #DU2016MLK to highlight our participation through social media.
- We held the fifth annual Public Achievement Summit and College Visit in February 2016. PA students participated in a variety of events including a kickoff, personalized campus tour

provided by PA coaches, a variety of breakout sessions, and a working lunch. Additionally, we piloted a PA Project Unveiling in May to celebrate students and their accomplishments. The reception featured students presenting posters or videos of their work along with a dessert bar.



DU PUBLIC ACHIEVEMENT COACHES AND TEAM LEADS STOP FOR A "SELFIE" WITH HIGH SCHOOL STUDENTS IN THE ANNUAL MLK MARADE (MARCH AND PARADE)

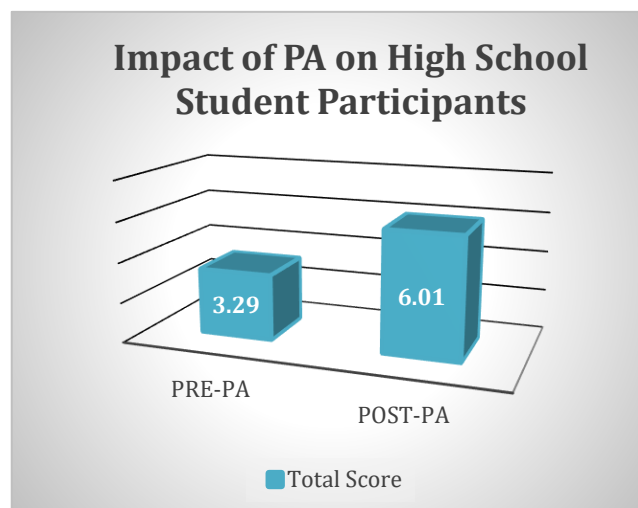
- **South High School** - One South High School class researched the increase in students' dependency on technology and the decrease of human interaction; the goal of their project was to promote healthy interactions and community building. South's other partner class focused on creating awareness of the media's misrepresentation of beauty, race, and drug use and addiction. The goal of the project was to increase their peers' awareness of the misrepresentation in the media in hopes of creating more respect and understanding in their community.
- **George Washington High School** - George students researched a variety of topics for their public work projects. Popular topics included student voice, police brutality, and stereotypes, which were researched by multiple classes. Other topics included middle school outreach, LGBTQ advocacy, school bullying, youth and gang interaction, racism, environmental awareness, gender equity, and the school to prison pipeline.
- **College Track** - In an effort to increase college-going culture, they created a club at Rangeview High School that strives to provide resources to their community that will help to inform students and their families about SAT testing, FAFSA, and other important college information in both English and Spanish.

To examine the impact of PA on high school participants, we adapted the critical reflections assessment completed by undergraduate and graduate students in CCESL programs,

described in the Evaluating Outcomes section above. The PA assessment employed language at the high school level and measured key concepts embedded within the PA curriculum, with items reading as follows:

1. How do you encourage people with different backgrounds and opinions to work together? Please give specific examples.
2. What skills and/or knowledge do students need to take public action when they care about issues – for example, if students wanted to put on an assembly or make a movie to educate others about an issue? Please give examples of specific skills.
3. Describe what responsibility, if any, you have to make the world a fairer place. Please give specific examples.
4. Read the following descriptions of three different types of community members. Pick the one you think best supports an effective and democratic society and tell us why. Please be specific.
 - a. A community member who acts responsibly by, for example, picking up litter, giving blood, recycling, obeying laws, and staying out of debt.
 - b. A community member who actively participates in the civic affairs and the social life of the community at local, state, and national levels.
 - c. A community member who attempts to analyze and understand social, economic, and political forces in the pursuit of social justice.
5. What do people mean when they talk social justice? Please be specific and give an example of a social justice issue you care about.
6. Describe how working on social justice issues and being involved in your community connects to what you learn in school. Please be specific.
7. Describe how working on social justice issues and being involved in your community connects to what you want to do in the future (such as a job, college), and to how prepared you feel to be successful in those endeavors. Please be specific.

Points were assigned according to a rubric specifically developed to assess improvements in knowledge, attitudes, and skills relating to civic engagement and service. Among students who completed PA, 108 students had data at both the beginning and end of the program. The figure shows students' total average scores at the beginning ($M = 3.29$, $SD = 2.36$) and at the end ($M = 6.01$, $SD = 2.95$) of their participation in PA. Results indicated significant increases in students' total scores and represented a large effect size ($t(107) = 10.37$, $p < .001$, $d = 1.00$).



Quotes and Spotlights:

- "As someone who would like to teach social justice in a high school setting, PA has given me the skills to talk about important issues in a way that respects diverse opinions and focuses on students' own interests and identity and to implement projects that empower students and community members. PA has taught me what it takes to approach community organizing in a successful way, which is what I would like to teach students again, in the future." – Public Achievement Coach
- "PA has helped me to realize the importance of the intersection of education and social justice, and has led me to have a desire to pursue a career in education." – Public Achievement Coach
- "PA has helped me broaden my understanding of sustainability, which is a popular topic in the Daniels College of Business. Typically in my classes, sustainability is only seen through an environmental lens; however, with PA, my definition has now grown to encompass social sustainability. It is imperative that we also provide better support for communities and individuals. When I am in the classroom in DCB, I always try to mention the importance of social sustainability and that it is as equally important to environmental sustainability." – Public Achievement Coach



HUNDREDS OF STUDENTS FROM GEORGE WASHINGTON HIGH SCHOOL FILL DU'S DAVIS AUDITORIUM DURING THE 9TH GRADE ACADEMY

Civic Development: Spectator-to-Citizen Courses

Instructors: Cara DiEnno, Katie Kleinhesselink and Ryan John Hanschen

Description:

Spectator-to-Citizen encompasses three two-credit courses offered annually. The courses in the series include Community Organizing (Fall), Denver Urban Issues and Policy (Winter), and School-Based Civic Engagement (Spring). Though students are not required to take all three, the courses are designed to provide opportunities for DU students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities. These courses strongly encourage students of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

The Community Organizing course is arranged as a 10-week community organizing project. The first half of the quarter is focused on learning the community organizing model through discussion, exercises and readings. During the second half of the quarter, students both lead the class and create their own assignments in a workshop style environment. In particular, students define their self-interest and individual public lives, build consensus across multiple perspectives, become experts on a community issue and then bring this issue back out into the community for dialogue and possibly action.

The Denver Urban Issues and Policy (DUIP) course is developed around the idea that a strong democracy depends on its citizens to use their power, knowledge, ethics and strengths to identify problems and work with others to build stronger, healthier communities for all people. Students are encouraged to see themselves as citizens of the City of Denver, with a responsibility and right to investigate important issues and be involved in developing a city that better the lives of the people in the communities. DUIP builds upon the Community Organizing course by emphasizing relationship building, research of multiple forms of knowledge/knowing, public action, evaluation and critical reflection.



DENVER URBAN ISSUES & POLICY STUDENTS IN MARCH 2016

The School-Based Civic Engagement course is arranged as a 10-week community learning project where students engage with individuals in the K-12 system. Students are challenged to think about how our public schools are preparing students to be effective citizens. We also examine the role that universities and communities can and should play in the education process. Students take a critical look at their own education experience and compare this experience with the education experience of those with whom the student will be working.

Program Data:

Hours Spent in Community	525 Hours
Community Partnerships	6 Community Partners
DU Students in Program	40 Students
DU Faculty and Staff Involved	3 Staff
Hours in Training for DU Students	770 Hours

Accomplishments:

- Through an understanding of collective self-interest, students in the Community Organizing course identified a broad problem they were all passionate about, a sense that relationships between DU students and Campus Safety were less than ideal. Students felt that this impaired the effectiveness of Campus Safety and prevented the DU community, including students, administration and Campus Safety from establishing a positive and trusting campus environment. In order to tackle the problem, students identified several criteria they used to 'cut' the issue: relevant to class, logistically feasible, timely (could be done within the quarter timeframe), strategies based on the skills of students in the class, will create some kind of long-lasting change, aligns with collective values, is worthwhile, is fun not boring and allowed the class to work together as a team. The students decided to work with Campus Safety to create a video that could be shared with students about the personal story of one Campus Safety officer, demonstrating how much he may have in common with the students. The video can be viewed at <https://www.youtube.com/watch?v=nsNUhexZLtA>.
- In the Denver Urban Issues and Policy class, students partnered with Colorado Youth for a Change, a local nonprofit organization focused on solving the dropout crisis in Colorado. Students conducted community-based research on the root causes of barriers to high school graduation as well as the strategies employed by community stakeholders to increase graduation rates throughout Colorado. For their final project, students created a Geographic Information System (GIS) map that included data from each school district in the state. Students analyzed the collected data and presented their findings, identified patterns, and reflections to Colorado Youth for a Change staff. The completed GIS map resource will be made publicly available through the Colorado Reengagement Network.
- The School-Based Civic Engagement class partnered with the Beacons Neighborhood Center at Force Elementary School, which is part of the Boys and Girls Club. The students successfully executed a six-week afterschool STEM education program as well as a week-long STEM Fair mid-quarter. Four student groups taught the following "courses:" Healthy Lifestyles, CSI, Ecosystems, and Marine Biology. The Force Boys & Girls Club personally invited two of the students, Clara Kapustka and Daniela Medina-Caro, to serve as counselors during their summer program.

Quotes and Spotlights:

- “This class has taught me that I, as a citizen, hold power equally as everyone else. It is my responsibility to look out for my community and make sure that standards are fair and valuable to everyone around. Additionally, my job as a citizen is to bring light to those who come from underserved communities by showing them that they, too, have the power.” – Student in the Community Organizing Class

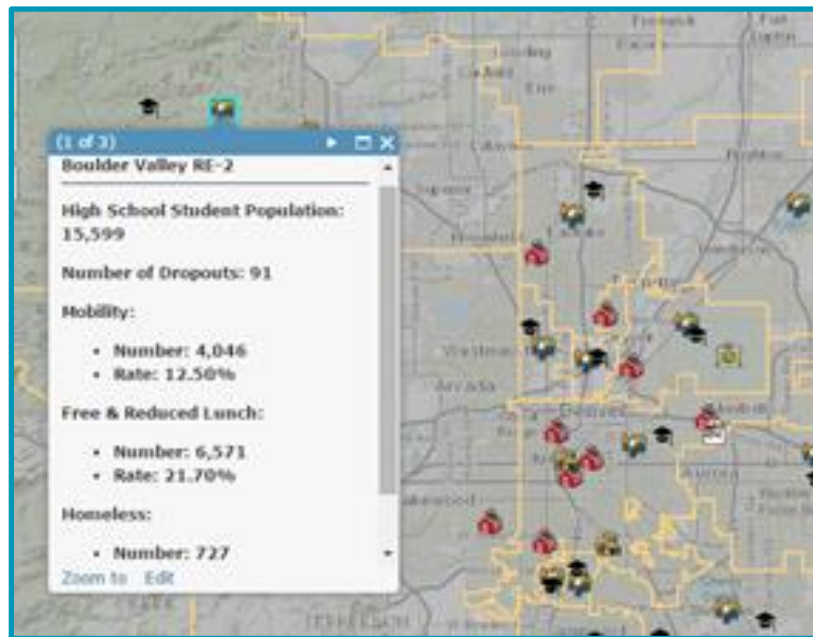
- “From this class I learned that community organizing is not easy. There is so much to think about, so much to do, and so much we still need to learn to successfully help the cause we are fighting for . . . I am very excited to see what the future holds because now I know what I should be looking for, what I should be asking, what I should be researching and most importantly, *how* I should be doing this to make a difference in my community.” – Student in the Community Organizing Class



STUDENTS CREATE A VIDEO TO IMPROVE RELATIONS BETWEEN CAMPUS SAFETY AND THE DU COMMUNITY

- “This class challenged me to speak out and fully participate. I believe that systemic change is needed to completely stop a long term problem such as the dropout crisis in Colorado. I’ve learned that privilege can be invisible to those who have it, and I didn’t realize being a man had so many advantages to it.” - Student in the Denver Urban Issues & Policy Class
- “My biggest takeaway is that my peers and I have had completely different experiences within education yet can come together on this very complex issue. Dropouts affect society as a whole, not only the individual, and socio-economic issues have so many effects on education and a student’s success.” - Student in the Denver Urban Issues & Policy Class
- “I am very grateful to say that I have worked with Force, and especially thankful that I was able to play a part in the STEM program. STEM directly correlated with the club’s overarching mission in that it emphasized an idea that working with the kids was just as—if not more important—than the material being taught. What I found was that the science was our intended purpose, but building a relationship with the kids was a requirement.” – Student in the School-Based Civic Engagement Class

- “At the beginning of the project, I was significantly concerned about how effective of an instructor I would be able to be, if I would be able to connect with the students and how much of an impact I really could make on these student’s minds and lives. Looking forward, I envision myself applying to Peace Corps as an ESL instructor or working through another international education program to teach English, and these are legitimate questions I’ll have every time I enter a classroom or learning environment I’m responsible for. After this experience and the group hug I received on the last day, I’ll know I’m capable of answering the aforementioned doubts and will pull from these experiences as much as I can to be as successful and flexible as possible in future endeavors to come.” – Student in the School-Based Civic Engagement Class
- “I also really enjoyed the STEM week carnival. It was nice to meet all of the students’ families or people who take care of them. The students all seemed so happy and filled with life while making the sensory bottles at Clara’s and my station. One interaction specifically was very special to me. A little girl in Clara’s and my class came up to us with her mom, who told us that her daughter had come home from class the week before and tried to fill her dinner plate to match the template we had given them. She told us that it was the first time her daughter had ever been willing to eat her vegetables. This was the first time Clara and I were able to recognize the impact we were making on the students. Our goal to make living healthy lifestyles fun and exciting had manifested through that little girl.” – Student in the School-Based Civic Engagement Class



SAMPLE DISTRICT DATA FROM THE DENVER URBAN ISSUES & POLICY MAPPING PROJECT

Civic Development: Voter Registration

Program Manager: Ryan John Hanschen

Description:

The Voter Registration Provision in the Higher Education Amendments of 1998 requires universities to make good faith efforts to distribute voter registration information to students in attendance. CCESL is the campus office designated to lead this good faith effort for DU.

During fall quarter, CCESL partnered with a nonpartisan community organization to support members of the DU community in registering to vote throughout the quarter as well as part of National Voter Registration Day. DU community members were also able to update their voter registration electronically as well as register to vote in a state other than Colorado through Turbovote.

Program Data:

Nonpartisan Community Organization Partnerships	1 Partner
Tabling Events Held by Partners and Supported by CCESL	12 Tabling Events
DU Students, Faculty or Staff Who Registered to Vote through New Era	292 Individuals
DU Students, Faculty or Staff Who Registered to Vote, Updated their Registration or Requested Election Notifications through Turbovote	387 Individuals

Accomplishments:

- DU students received an email with information about voter registration more than 120 days before the 2015 registration deadline, which was November 3, 2015.
- Information about registering to vote and updating voter registration details was included on the CCESL website.



Quotes and Spotlights:

- "Voter registration efforts are important in making sure that all members of our community have a voice in the decisions that affect their lives on a daily basis. I believe in the power of the voice to enact change, and I've been involved in voter engagement efforts because I believe votes are one facet of using that voice and enacting change. I aim to

DU STUDENTS GET SIGNED UP ON NATIONAL VOTER REGISTRATION DAY IN SEPTEMBER 2015

empower folks to be the change makers by exercising their right to vote. No one should be silenced and barred from having a role in the decision making process on decisions that affect them on a daily basis.” - DU Voter Registration Volunteer

CCESL’s website includes the following information for students:

Voter Registration

Registering to vote is quick, easy, and an essential element of our democracy!

CCESL helps student register to vote in several ways. All DU students will receive an email with information about voter registration 120 days before the registration deadline.

Register to vote in Colorado:

<https://www.sos.state.co.us/voter-classic/secuRegVoterIntro.do>

COLORADO VOTER ELIGIBILITY

You are eligible to vote in Colorado if you:

- *are a Colorado resident

- *have lived in your current precinct for at least 30 days before the election

- *will be 18 years of age or older at the time of the next election

- *are a U.S. citizen

- *are not serving a sentence of confinement, detention, or parole for a felony conviction

Registered Colorado voters can access the Go Vote Colorado website to update their address, party affiliation, or permanent mail-in ballot status:

<https://www.sos.state.co.us/Voter/secuRegVoterIntro.do>

You also can register to vote in a state other than Colorado:

<https://du.turbovote.org/register>

Please send any voting related questions to ccesl@du.edu.

Civic Development: Work on Purpose Workshop

In February, DiEnno and Hanschen worked with staff from the Career Center, Living & Learning Communities, and the student organization DU Service & Change to cohost a **Work on Purpose Workshop**. Work on Purpose, a program of Echoing Green, helps people uncover their own unique way to live and work for social good. 21 students from across campus attended the half-day workshop that culminated in developing their personal hustle statement, outlining actions they could take to move their passions forward and identifying a mentor to support them.



Program Data:

DU Student Participants	21 Participants
DU Staff & Student Facilitators	4 Facilitators
Hours in Training for DU Student Participants	105 Hours

Accomplishments:

Students who completed the workshop offered the following feedback:

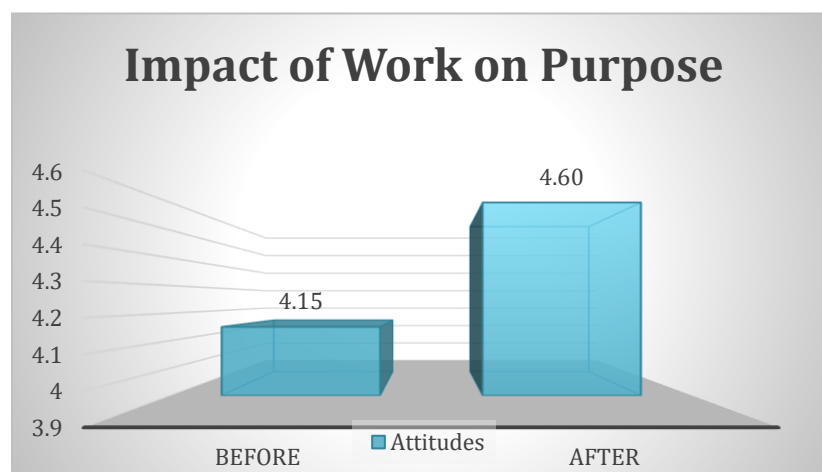
- “This workshop really helped illuminate my passions and what’s important in my life.”
- “Absolutely loved this and benefited from this IMMENSELY! Alumni, panel, and facilitators sharing their experiences was amazing!”
- “I believe the way the workshop has progressed over the years to involve the audience has been extremely helpful.”

- “It was awesome. I loved how it was a bunch of small activities that were actually effective and really got my brain going and inspiration flowing.”

Additionally, to examine the impact of Work on Purpose, participants completed an assessment that gauged attitudes toward living and working for social good. The pre-assessment measured attitudes prior to participating in the training, and the post-assessment measured attitudes immediately following the end of the training. The assessment included a series of thirteen attitudinal statements to which students indicated their agreement or disagreement on a five-point Likert scale from “Strongly disagree” to “Strongly agree.” The statements read as follows:

1. I’ve thought about what social issues I connect with on a personal level.
2. I value and prioritize my own well-being.
3. I value and prioritize making the world a better place.
4. I can distinguish between when I am motivated by my own passions as compared to motivations resulting from others’ influence (parents, society, etc).
5. I know some steps I could take to move my life in the direction I want it to go.
6. I plan to take the above steps to move my life in the direction I want it to go.
7. I ultimately plan to pursue a career in which I can have a positive social impact.
8. I am aware of resources available at DU that I can use to create and implement community initiatives.
9. I understand my connection to DU’s vision to be “a great private university dedicated to the public good.”
10. I am aware of my strengths, skills and personal traits that I can use to propel my passion forward.
11. I am aware of my behaviors and thinking that may serve as obstacles to my goals.
12. I understand my personal call to action.
13. I have the knowledge to bring reality to my vision through an action plan.

Pre- and post-assessment raw scores (a sum of responses for the 13 statements) were calculated for each participant who attended the event in order to assess whether attitudes toward living and working for social good increased or became more positive following the training. The figure below shows participant average scores pre-training ($M = 4.15$, $SD = 0.40$) and post-training ($M = 4.60$, $SD = 0.37$). Although pre-assessment scores were on average already above the neutral point on the scale, post-assessment scores still demonstrated a significant increase as compared with pre-assessment scores, and there was a large effect size ($t(17) = 4.41$, $p < 0.001$, $d = 1.02$).



STRATEGIC GOAL 4:

ENGAGE DU IN SERVICE WITH COMMUNITIES



CCESL engages students, staff and faculty in service experiences that involve critical reflection, examination of root causes, community building, and increasing campus and community capacities.

We offer several programs through our Service Initiative to further our goal to engage DU in service with communities, including:

DU Service & Change

Community Engagement Corps

Service Opportunities



Service: DU Service & Change

Program Manager: Ryan John Hanschen

Description:

DU Service & Change (DUSC) is a student organization that engages the DU community in diverse service opportunities that contribute to the public good.



DUSC has five separate committees leading different service projects throughout the academic year:

- Project Accelerate serves as a leadership incubator where DU students are able to design and implement their ideal service project with the support of DUSC leadership.
- Project Action arranges standing weekly/bi-weekly volunteer opportunities in the community.
- Project Connect leads drives and fundraisers throughout each quarter that promote awareness and help a specific cause through monetary and item donations.
- Project Depth organizes long-term service projects where DU students learn about and discuss public issues while exploring root causes and examining solutions.
- Project Volunteer coordinates large-scale service events where the DU community can engage in a variety of volunteer activities and issue areas.



DUSC VOLUNTEERS PARTICIPATE IN THE MLK MARADE, JANUARY 2016

Program Data:

DU Students Involved in DUSC Leadership	19 Students
Hours in Training for DU Students	170 Hours
DU Faculty and Staff Involved	2 Staff
Community & Campus Partners Engaged	38 Partners
Service Projects Implemented	26 Service Projects

DU Volunteers Engaged (students, alumni, staff, faculty)	467 Volunteers
Total Direct Service Hours Volunteered	1,506 Hours

Accomplishments:

DUSC Co-Presidents Ashley Edinger, Neda Kikhia, and Sarah Yaffe, as well as DUSC Advisor Ryan Hanschen, presented a workshop at the DU Diversity Summit in January 2016. The workshop focused on self-interest, critical reflection best practices, and a participant action plan for increased community impact.



- Project Accelerate supported a first-year student in organizing a volunteer fair for high school and college students that involved nearly 20 community organizations.
- Project Volunteer facilitated three large-scale service projects, including participation in the 30th annual MLK Marade, the third annual DU Oxfam Hunger Banquet, and the fourth annual DU Day of Action.
- Project Action participants played croquet with Alzheimer patients, cooked meals for families at the Ronald McDonald House, supported operations at Café 180 and Metro Caring, and tutored students with the Adams County Housing Authority.
- Project Depth built a relationship and conducted planning with the Immigrant Resource Center in Littleton in preparation for a long-term volunteer project during the 2016-17 academic year.
- In April 2016, DUSC partnered with the Center for Multicultural Excellence (CME), DU Programming Board (DUPB), Johnson Elementary, Trevista Elementary at Horace Mann, and Stein Elementary to facilitate the fourth annual Day of Action. DUSC recruited and trained 73 DU volunteers who hosted over 345 elementary students and their family members on campus to discuss college access. Participating students – many of whom will be first-generation college students – engaged in demonstrations conducted by DU academic departments or programs, small group discussions and Q&A sessions with DU students, and campus tours.

DUSC CO-PRESIDENTS AND ADVISOR PRESENT A WORKSHOP AT THE DU DIVERSITY SUMMIT

Quotes and Spotlights:

- “My favorite part of the DU Day of Action was spending time having fun with kids and teaching them all about college!” -DUSC Volunteer
- “During our project I loved spending one-on-one time with each child and hearing about their diverse aspirations!” -DUSC Volunteer

- “DUSC was the exact type of organization that I was looking for when I started my first year at DU. I wanted to be a part of an organization that does good for people in ways that I could be directly involved in, and ideally take leadership in. I was given the opportunity to be a co-chair with DUSC this past year and organize my own weekend projects and events to plug other DU students into, and I couldn't have loved it more. Between getting to know community partners, getting to know the



DUSC VOLUNTEERS PLANT STRAWBERRIES AT MOONDOG COMMUNITY FARM IN APRIL 2016

Denver community, developing my professional skills, finding ways to better serve others, coordinating event logistics, and engaging students in activities that make a difference in other people's lives, I can't think of a better way to take part in a university 'dedicated to the public good.' -DUSC Co-Chair

- DU Service & Change was such an important part of my four years at DU because it gave me two necessary things: drive and friends. I was a first-year student four years ago considering transferring to another school when I volunteered at the first annual Day of Action. I was so inspired by student leaders and the pure happiness of the day I joined the club immediately. Within two years, I was Co-President and helping to inspire other students who wanted to make a difference in our DU and greater Denver community. My DUSC experience was at times challenging, having to balance two jobs, school, and a full-time organization. I learned a lot about time-management and how to focus on several projects without being overwhelmed. Fortunately, at times when I was overwhelmed I had an amazing support system within DUSC. I really believe that I helped my community and that DUSC helped me. -DUSC Co-President

Service: Community Engagement Corps

Program Manager: Ryan John Hanschen

Description:

CCESL's Community Engagement Corps provides an opportunity for DU students to serve as mentors/tutors with local Denver Public Schools (DPS) partner sites. These partnerships span grades, subjects, focus areas, times and locations. DU student mentor/tutors may volunteer or earn their Federal Work Award by participating.

The Community Engagement Corps provides training and reflection opportunities for mentors/tutors and connects DU students with DPS students through in-class and out-of-class mentoring/tutoring support that builds relationships with K-12 students. This provides academic assistance in small groups or individually, facilitates a better understanding of concepts, assists students in developing public, academic, and research skills, and engages students in studying and problem-solving strategies.

Program Data:

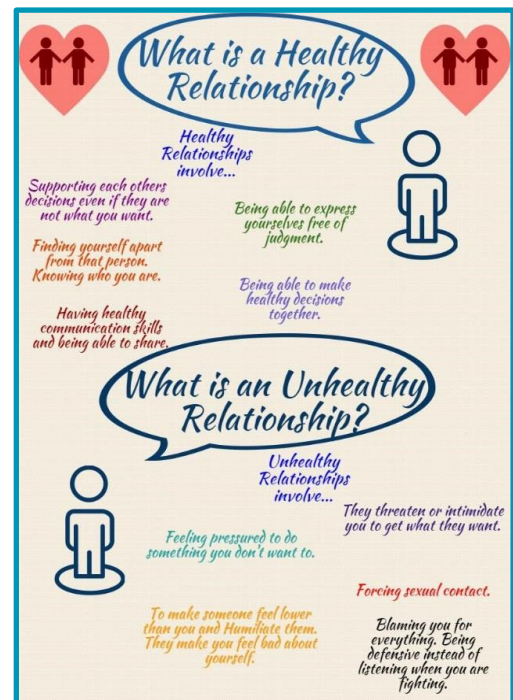
DU Student Serving as Mentors/Tutors	3 mentors/tutors
Hours in Training for Mentors/Tutors	24 hours
School Partnerships	2 partnerships
DPS Students Tutored/Mentored	101 Students
Hours Served by Mentors/Tutors	443 hours

Accomplishments:

- Community Engagement Corps members served with two programs at two school partner sites: Denver Green School and Lincoln High School.

Quotes and Spotlights:

- "Working at Abraham Lincoln High School has truly been an eye-opening experience. I was not only able to learn more about reproductive health and healthy relationships, but I was also able to mentor the future of Health Leadership and motivate these teenagers to follow their dreams. I now know that I want to work with teenagers in the future to keep pushing them to follow their dreams. Working with the community I grew up in really made me feel as if I was giving back and helping those that are currently in the position that I was in last year. I know that many of my students feel as if they cannot go to college and my hopes are that after they have seen someone that used to go to their high school attend college, it will show them that they are capable. I love knowing



LINCOLN HIGH SCHOOL HEALTHCARE LEADERSHIP PROGRAM MATERIALS

that I am a mentor or role model for these students and I want them to see that their history does not determine their future. They are more than capable of going to the college that they want. They are more than capable of getting the future that they want.” -First-year CEC Student Mentor/Tutor.

Service: Service Opportunities

Program Manager: Ryan John Hanschen

Description:

In addition to DU Service & Change and Community Engagement Corps, DU members may also be involved in CCESL Service Opportunities, including the DU Something: Volunteer database.

CCESL's DU Something: Volunteer is a website and database that connects DU student, staff and faculty volunteers with service opportunities at community partner sites.

CCESL coordinated five First-Year Seminar (FSEM) Destinations Trip service projects in September 2015. Participating students engaged in critical reflection and the following service activities:

- Facilitated STEM activities for elementary, middle, and high school age youth through The Bridge Project;
- Supported greenhouse operations and garden maintenance at Aria Denver through Groundwork Denver;
- Mulched trees and painted benches in Observatory Park through Denver Parks & Recreation;
- Tutored students and supported an on-campus farm through Denver Green School.

CCESL and DUSC collaboratively developed a 'Leveraging Service for the Public Good' workshop series which included curriculum, slides, facilitator guidelines, and participant action plans. CCESL and DUSC hosted six workshops throughout 2015-16 and each student leader participant received 50 minutes of training, access to a network of student leaders, an overview of the community organizing framework, and action plans for next steps. Co-sponsoring organizations include Discoveries Orientation, Fraternity & Sorority Life, and Undergraduate Student Government. Workshop subject areas included:

- Reciprocal Relationships
- Tracking and Measuring Impact
- Striving for IE when Serving the Public Good
- Critical Reflection



DU FIRST-YEAR STUDENTS PERFORMING SERVICE AT ARIA DENVER GREENHOUSE ON AN FSEM DESTINATION TRIP

CCESL participated in the Colorado Business Reads Book Drive in collaboration with Serve Colorado – Governor's Commission on Community Service and Executives Partnering to Invest in Children. CCESL partnered with three other DU units (Anderson Academic Commons; Fisher Early Learning Center; and Undergraduate Admissions, International Student Admission) to collect over 414 books for elementary school students across the state, a 73% increase from

2015!

CCESL also tracks student participation in community service for DU. This information helps to capture DU's contribution to the public good as well as support DU's application to the President's Higher Education Community Service Honor Roll and reports to Campus Compact. The data below spans service program information from across campus and includes the Department of Athletics; CCESL; CME Office of Inclusive Excellence Student Success and Leadership Development; Child, Family, & School Psychology; Counseling Psychology; Denver Teacher Residency; DU Service & Change; Financial Aid; Fraternity & Sorority Life; Graduate School for Professional Psychology (GSPP) Doctoral Program; GSPP Sport and Performance Psychology; Graduate School of Social Work; Graduate Tax Program; Josef Korbel School of International Studies; Living & Learning Communities; Morgridge College of Education Teacher Education Program; Pioneer Leadership Program; Psychology Multicultural Interest Group; Religious & Spiritual Life; and Volunteers in Partnership.

Program Data:

Approximate Total Number of DU Students Engaged in Community Service	3,266 Students
Approximate Total Hours of Service Engaged in by DU Students	532,638 Hours
Number of FSEM Student and Faculty Volunteers	100 Volunteers
Number of 'Leveraging Service for the Public Good' Workshop Participants	101 Student Leaders
Total Hours of Service Engaged in by FSEM Students and Faculty	380 Hours
Books Collected for Children Throughout Colorado	414 Books
Number of Volunteer Opportunities posted by community organizations via the DU Something: Volunteer Website	112 Volunteer Opportunities

Quotes and Spotlights:

- Student feedback on the FSEM Destination Trip service projects was resoundingly positive. One student mentioned, "it was a good reminder of why I chose Colorado and this school in the first place," while other students reported that they appreciated "working together as a team and helping a good organization achieve their goals," "getting to know my classmates better," and "gaining the feeling that I gave back to the community I now live in."
- "Tracking is really important for me as a tutor, because after spending a school year with the same group of kids, I want to know what kind of an impact I've had, and how I can be more successful in the future. Continuing to journal my experiences and be more in depth in writing about the academic progress of students is something I will take away from this workshop!" - 'Leveraging Service for the Public Good' workshop participant & student organization co-founder
- Arimus Wells was recognized as the 2016 DU Service Student of the Year. Arimus has demonstrated passion and dedication to service, reflected critically on his experiences, and addressed root causes of community issues through service. Through CCESL, Arimus has served as a DUSC Co-Chair, COI Facilitator, and PA Coach.

STRATEGIC GOAL 5:

DEVELOP DISTINCTION IN COMMUNITY- ENGAGED PEDAGOGY, SCHOLARSHIP, AND PRACTICE



Advancing our local and national footprint, we pursue several avenues to develop distinction in community-engaged pedagogy, scholarship, and practice.

Scholarly Publications and Conference Presentations:

In addition to the scholarly products developed by CCESL-connected faculty and students, CCESL staff members are committed to disseminating knowledge and experience in the field of service learning and community engagement through scholarship. The following list offers examples of last year's staff community-engagement scholarly products:

Selected conferences at which CCESL staff presented (italicized names indicate student presenters):

- DiEnno, C. M. (November 2015). Using the Community Organizing Framework to Create Powerful Projects. Invited presentation to the Young Nonprofit Professionals Network. Denver, CO.
- DiEnno, C. M. & Buchanan, C. (November 2015). Impact Research for Service-Learning Practitioners: Instructor Reflections of Inquiry & Engagement. Invited webinar presentation hosted by Campus Compact of the Mountain West and California Campus Compact.
- DiEnno, C. M., Romero, D., Julian, B., Epperson, A. & Wellman, M. (October 2015) Carnegie Engagement Classification - Why We Did It, How We Use It: Three Colorado Experiences. Presentation at the 16th Annual Conference of the Engagement Scholarship Consortium – Engaged Scholarship: Advancing Rigor, Elevating Impact. State College, PA.
- Hanschen, R.J., *Edinger, A., Kikhia, N., Yaffe, S.* (January 2016). Leveraging Identity and Critical Reflection to Increase Community Impact. Presentation at University of Denver Diversity Summit. Denver, CO.

Regional and National Leadership

CCESL Staff received several awards, institutional and national, that illustrate our regional and national leadership. We are pleased to recognize the following:

- Anne P. DePrince: 2015 Thomas Ehrlich Civically Engaged Faculty Award, Campus Compact
- Anne P. DePrince: 2016 Vision 21 Research Award, Department of Justice, Office of Victims of Crime
- Cara M. DiEnno: 2015 Outstanding Service Award, University of Denver Staff Advisory Council
- Ryan J. Hanschen: Outstanding Staff Advocate, 2016 University of Denver Diversity Summit Champion of Change Award
- Ryan J. Hanschen: Outstanding Advisor, University of Denver Pioneer Awards

Social Media Presence

This year, we welcomed back student Michael Gooch as CCESL's Social Media Specialist to manage the CCESL YouTube station, Facebook page, Twitter, and Instagram. Michael was also able to craft short videos centered on CCESL events and initiatives. Below we offer

examples of social media projects developed this year by students.



VIDEO: DAY OF ACTION 2016



CCESL ON INSTAGRAM



**VIDEO: PUBLIC ACHIEVEMENT
SUMMIT 2016**

Local News

A wide variety of news outlets reported on stories involving CCESL programs and/or partners, including both television and radio. CCESL-related news stories also appeared regularly in institutional outlets such as the DU Magazine and on the university website.



**FOX 31 NEWS FEATURED LYNN
SCHOFIELD CLARK'S COMMUNITY
PARTNERSHIP WITH SOUTH HIGH
SCHOOL**



**COLORADO PUBLIC RADIO
PRODUCED A STORY ON PUBLIC
ACHIEVEMENT PARTNER GEORGE
WASHINGTON HIGH SCHOOL**

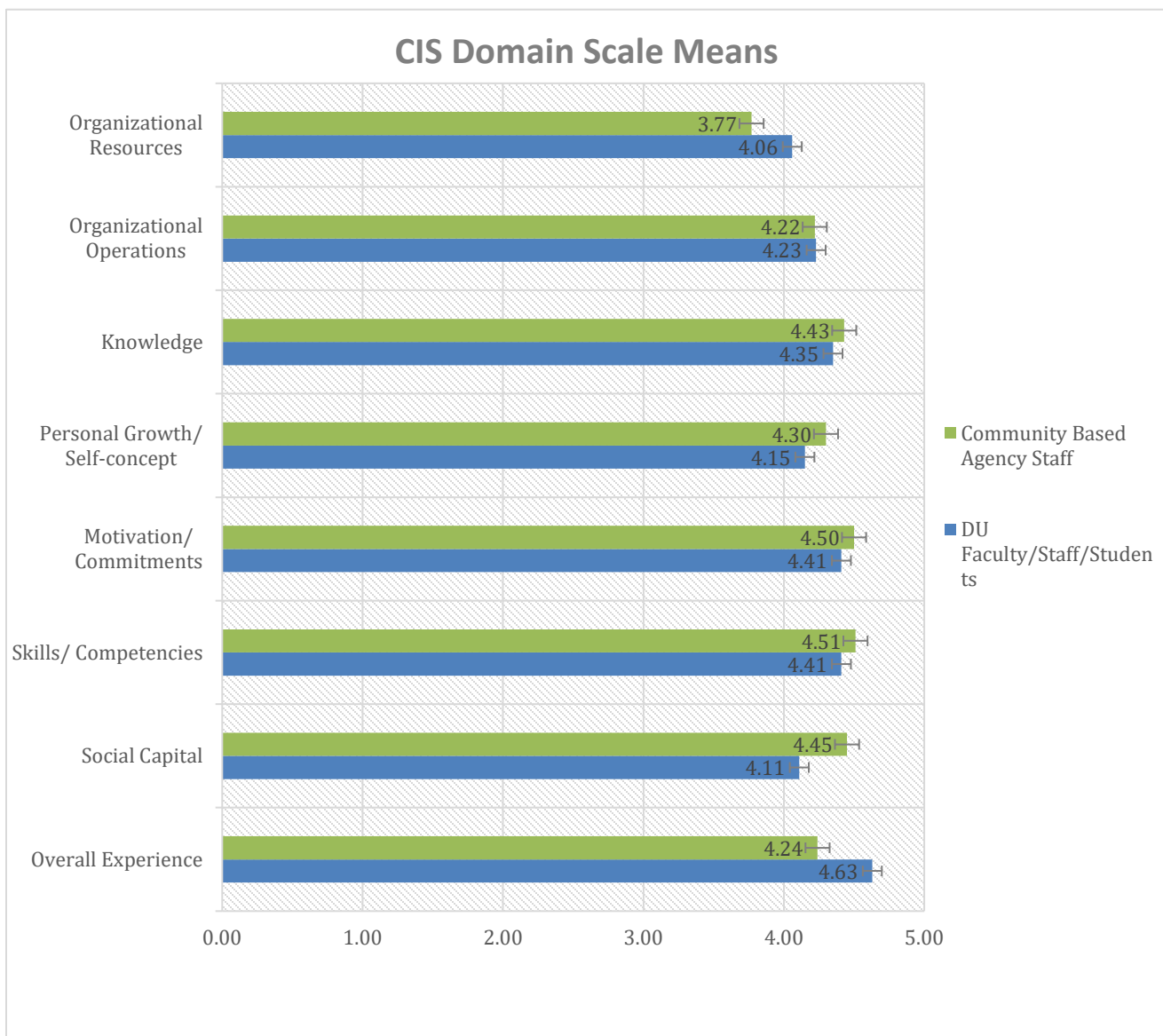


**FOX 31 NEWS FEATURED A
REFUGEE/HOSPITALITY PROJECT,
SUPPORTED IN PART BY THE
PUBLIC GOOD FUND**

STRATEGIC GOAL 6: MAXIMIZE COMMUNITY IMPACT



Community-engaged work addresses public issues that are important to *both* community and university partners. We used the **Community Impact Scale (CIS)**, developed at CCESL, to measure impact. We analyzed responses from 29 people reporting on community partnerships (1 DU student, 20 DU faculty members, 1 DU staff member, and 7 Community-based agency staff members). Due to the limited number of DU student and staff member responses and the shared DU identity, we collapsed these categories into a larger DU category containing 22 responses.



The graph above depicts domain scale means as measured by the CIS. Ratings on the CIS are measured on a Likert scale where 1=Very Unfavorably, 2=Unfavorably, 3=Neutral/No Impact, 4=Favorably, and 5=Very Favorably. Respondents could also indicate that an item was not applicable or that they did not know by selecting 6 or 7 respectively. To assess the perceived benefits of community partnership, we compared each domain scale mean with the neutral rating (a score of 3). Across groups (DU faculty/staff/students and community-based agency staff), domain scale means were all significantly greater than 3 ($p < .05$), except for overall experience. The mean scale score for overall experience was significantly greater than 3 for DU faculty/staff/students, though not for community-based agency staff, which may have been

due to limited sample size. In summary, respondents perceived positive and favorable results of community partnerships across most domains of impact.

Respondents endorsed not only participating in a variety of different activities but also having many different reasons for partnering with community organizations. Displayed below are percentages based on how many group members felt that a given item captured their experience. These do not reflect cumulative percentages because group members could select multiple kinds of projects/reasons for partnering.

	Faculty/Staff/ Students (n=22)	Community- Based Agency Staff (n=7)
Provided direct service to clients/populations served by the organization	55%	14%
Planned, organized, and/or implemented events put on by the organization	50%	14%
Obtained resources	18%	0%
Provided technical/physical skills	27%	0%
Exchanged/applied product knowledge	64%	0%
Did community building	36%	57%
Did community organizing	9%	0%
Course requirement	0%	0%
Organizational mandate	9%	0%
Board member expectations	0%	0%
Recruited by a friend or family member	0%	0%
Recruited by a university staff member or faculty	14%	0%
Recruited by a community agency	18%	0%
Seeking a new learning experience	50%	29%
Exposure to internship and/or career possibilities	18%	14%
Desire to make a difference in the community	73%	43%
Sense of responsibility to have a positive impact on the community	77%	43%
Expand personal and professional network	36%	0%
Develop new skills and competencies	36%	14%
Seeking volunteers to assist with direct service, plan events, provide skills, etc.	0%	43%
Seeking additional funding and/or help with fundraising efforts	0%	0%
Seeking to create a university-community partnership	59%	57%
Seeking to sustain a university-community partnership	59%	86%
Seeking to preserve the possibility of future university-community partnerships	41%	71%

Quotes/Spotlights:

Reflections from DU faculty/staff/students and community-based agencies on partnerships with DU (as taken from survey results):

- “I am glad to see the difference DU is making in the community as a result of CCESL's active work. Developing a moral compass among DU students is equally

valuable.”

- “I really appreciate CCESL's support and training. This was, for the most part, a smashing success, as indicated through my conversations with the [community organization members] and with my students, and by my students' reflective writing. Every year, I have to turn DU students away from this course because there is so much interest in this work.”
- “This is a partnership that I have worked with in prior courses and as part of my research, so this was a great way to continue building and maintaining that relationship.”
- “We deeply value the partnerships we have built with DU faculty and programs and look forward to building on them.”

STRATEGIC GOAL 7:

BUILD FINANCIAL, RESOURCE, AND COLLABORATIVE STRENGTH



To support CCESL's work towards our vision, we commit resources to building resource strength in many forms, both within our team and campus/community partnerships.

Campus and Community Service:

Staff members represent CCESL and community-engaged perspectives in a range of campus and community service activities. Selected service examples include:

DePrince	Member, Advisory Committee, Campus Compact of the Mountain West
	Member, Imagine DU Transformative Directions Committee
DiEnno	Member, Coordinating Committee, Colorado Service-Learning Council
	Member, Advisory Committee, University of Denver Intercultural Global Studies Minor
	Member, Advisory Committee, Campus Compact of the Mountain West
	Member, Advisory Committee, Colorado Civic Health Network
	Member, Advisory Design Team & Ninth Grade Academy, George Washington High School
Hanschen	Vice Chair, Colorado Governor's Commission on Community Service
	Search Committee Member, DU Center for Multicultural Excellence's Assistant Director of Affinity Group Leadership position
	Selection Committee Member, DU Pioneer Awards
	Member, Denver South High School Community Partnership Board
Powers	Secretary, DU Women's Staff Alliance for Networking and Development

Consultation:

CCESL staff members were responsive to ongoing requests for consultation on a range of topics, from service learning implementation and community-engaged research to volunteer development and community partnership building.

Innovative Collaborations:

For the second year, CCESL collaborated with the Undergraduate Research Center to cohost the **Undergraduate Research & Scholarship Symposium**, an event that showcased the exemplary scholarship of the University's undergraduate students. The symposium celebrated the unique ways in which students and faculty become partners in the co-production of knowledge. More details can be found at <http://www.du.edu/urc/symposium/>.

A partnership with **George Washington High School (GWHS)** that began during the 2014-

2015 academic year lead to two projects. First, as mentioned previously, CCESL's Public Achievement program worked with 15 Advisory Classes for 9th grade students. Additionally, in August 2015 CCESL welcomed more than 300 students to campus for four days during the GWHS Culture Retreat for 10th, 11th and 12th grade ambassadors and the Ninth Grade Academy for incoming high school students. CCESL recruited and trained 20 college mentors who lead activities such as icebreakers, school mapping, student culture, core values and more during the two events.

CCESL-Sponsored Events:

On September 21, CCESL hosted an Open House to kick off the new academic year. Over 80 students, staff, faculty and community partners came through our spaces, making the annual event a great success. A popular addition to this year's open house was the inclusion of featured projects from CCESL-supported faculty research and student projects. These interactive displays included work by Timothy Sweeny (Assistant Professor of Psychology), Keith Miller (Associate Professor of Chemistry and Biochemistry), Lynn Schofield Clark (Professor and Chair of Media, Film, and Journalism Studies), and Public Achievement and DUSC students.

CCESL also took advantage of opportunities to co-sponsor events with campus partners, including the Diversity Summit and the Second Annual Higher Education Lecture Series.

Recognizing Community-Engaged Students and Faculty:

Part of institutionalizing community-engaged work involves developing and recognizing campus leaders. Thus, CCESL recognized the outstanding community-engaged work of faculty and students this year with seven awards presented at a university-wide awards ceremony.

Student Public Good Award	Haseeb Rahat
Service Student of the Year	Arimus Wells
Community Organizer of the Year	Cynthia Rodriguez
Public Good Faculty of the Year	Dr. Yoli Anyon, Graduate School of Social Work
Service Learning Faculty of the Year	Dr. Erin Willer, Department of Communication Studies
Community-Engaged Department of the Year	Department of Higher Education
Kimmy Foundation Community Service Professional Award	Aly Higgins, Neda Kikhia, Sarah Yaffe, and Mawukle Yebuah

CONCLUSION



The University's strategic plan, DU IMPACT 2025, emphasizes connections between DU and our communities – local, regional, national and global. CCESL's accomplishments across our several strategic goals during AY 2015-2016 illustrate our readiness to work in support of the University's strategic plan. In particular, CCESL's wide array of programs are designed to educate, engage and equip the campus community to accomplish tangible public work that improves the lives of people in our communities. Working towards the goals articulated in DU IMPACT 2025, CCESL will continue to engage students directly through programs, such as Puksta Scholars and Public Achievement, as well as support faculty to do high quality work with students in service learning courses. In addition, we will continue to invest in leadership development for faculty. Across programs, we will continue to document achievements, from hours served and number of projects completed to learning outcomes and community impact.

As a staff, we are excited about what DU IMPACT 2025 represents in terms of University goals and investments. We look forward to being active collaborators in this new chapter of community engagement innovation at DU. We look forward to co-writing this new chapter with students, staff, faculty, administrators and community partners in the academic year ahead.