University of Denver

University of Denver
Center for Community
Engagement &
Service Learning

CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING

2012-2013 END OF YEAR REPORT
JULY 1, 2012 - JUNE 30, 2013

PRESENTED TUESDAY, SEPTEMBER 10, 2013

TO

THE OFFICE OF THE PROVOST
UNIVERSITY OF DENVER

University of Denver
Center for Community
Engagement &
Service Learning

TABLE OF CONTENTS:

CCESL VALUES

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

In turn, **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.

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.

Recognizing the translation of DU's and CCESL's vision, values, and mission into high-quality work,

DU WAS NAMED TO THE 2013 PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL.

APPROACH

Whether training students, offering faculty development programs or accomplishing our work with communities, CCESL's work is grounded in principles of community-engaged scholarship and teaching as well as in the community organizing model. These interrelated concepts are described in brief below to inform the End of Year report.

Community-Engaged Scholarship and Teaching:

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-interests 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.

Core Initiatives:

Grounded in community engagement and community organizing principles, CCESL pursues four core initiatives: Service, Civic Development, Community-Engaged Scholarship and Community-Engaged Learning. As illustrated below, these 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.

CAPACITY BUILDING AND INSTITUTIONALIZATION

In order to effectively achieve our mission to educate, engage and equip the campus community, we commit resources to building capacity, both within our own office and within campus/community partnerships. Because many of these capacity-building efforts affect our ability to do high quality work across programs, we summarize these efforts here instead of within specific programs.

Grant Writing Infrastructure:

CCESL staff continued to identify prospective grants to support community-based projects and research, with input from University Advancement. Examples of successful 2012-2013 external funding include:

> *Awarded:*
> - State Farm Good Neighbor Service Learning Grant Program in support of Public Achievement student projects.
>
> - MLK Collegiate Challenge Grant, Corporation for National & Community Service, to support Public Achievement Semester of Service beginning on MLK Day.
>
> - Training Ground Grant, Colorado Campus Compact, Compact Service Corps grant in support of our Community Organizing Institute.

Digital Media Updates:

We continued the process of updating digital media this year. Of particular note, we launched a new website. The website structure now reflects our four initiatives: Community-Engaged Scholarship, Community-Engaged Learning, Service, and Civic Development. Under each initiative, viewers will find a list of relevant programs, such as Public Achievement, Puksta Scholars and the Public Good Fund to name a few. The new website allows people to find community-engagement resources easily. For example, links take viewers to the past issues of the Public Good Newsletter or digital media postings on the CCESL Facebook page and YouTube channel while the News and Events tab helps people learn about CCESL happenings.

CCESL LAUNCHES NEW WEBSITE

The site brings CCESL-connected work to life, with pictures of students, community members, and faculty in their element – working towards the public good.

CCESL's new website also features a 15-minute video, *The CCESL Effect*, which highlights the impact of CCESL-connected work on students, faculty, and communities. Produced by Raivan Hall, this video offers a touching and powerful account of student and faculty experiences in

community-engaged work, giving the public an in-depth look at the value and importance of public good work at DU. In addition, four new videos provide overviews of our core initiatives, located for viewing at their respective initiative tabs.

Scholarly Publications and Conference Presentations:

CCESL staff is 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 (names in bold indicate student presenters):

- DiEnno, C. M. (May 2013). How Do We Create Sustainable Dialogues on Campus? University of Denver Cross-Talk: A Social Justice Colloquium. Invited discussion facilitator. Denver, CO.

- DiEnno, C. M., Hanschen, R. J., **Salley, M. & Gibson, C**. (March 2013). Using the Community Organizing Framework to Empower Youth and Create Social Change. Presentation at National Service Learning Conference. Denver, CO.

- DiEnno, C.M. (March 2013). Critical Reflection in Service Learning Courses. Invited presentation at the Colorado Campus Compact Engaged Faculty Institute. Denver, CO.

- DePrince, A.P. (March 2013). Service Learning 101. Invited workshop facilitator at the Colorado Campus Compact Engaged Faculty Institute. Denver, CO.

- DePrince, A.P., DiEnno, C.M., & Kleinhesselink, K. (April 2013). Building Campus Service Learning Capacity Within a Community Organizing Framework. Presentation at the Continuums of Service Conference. Portland, OR.

- DePrince, A.P. & Renner, T. (April 2013). That Happened to Me Too. Invited workshop for advanced practitioners at the 16th Annual Continuums of Service Conference. Portland, OR.

- Drogin, L., Blew, B., **Srinivas, T., Meenan, C.,** & DePrince, A.P. (March 2013). Evaluating Community Impacts. Workshop presented at the 2013 National Service Learning Conference. Denver, CO.

- Hanschen, R.J. (May 2013). Think Locally, Act Globally: Hometown Politics and Whole World Justice. Invited discussion facilitator. University of Denver Cross-Talk: A Social Justice Colloquium. Denver, CO.

- Hanschen, R.J. (June 2013). Adding National Service to Your Resume & Leveraging Social Media as a Networking Technique. Invited presentation for Colorado AmeriCorps Members; sponsored by Serve Colorado. Denver, CO.

CCESL staff is also committed to professional development and advancing the center's mission through attending conferences and workshops to glean new ideas and network with peers in the field. The following list offers examples of staff conference and workshop attendance:

- Cara DiEnno attended the Engagement Academy for University Leaders in Minneapolis, MN.

- Cara DiEnno and Ryan Hanschen attended the Colorado Campus Compact Co-Curricular Service Learning Workshop in Denver, CO.

- Anne DePrince and Cara DiEnno attended the 16th Annual Continuums of Service Conference in Portland, OR.

- Ryan Hanschen attended the Colorado Mentoring Symposium in Denver, CO.

- Ryan Hanschen attended the IMPACT National Conference in Albuquerque, NM.

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:

Anne DePrince (Director)	Member and Chair, Advisory Committee, Campus Compact of the Mountain West
Cara DiEnno (Associate Director)	Coordinating Committee Member, Colorado Service Learning Council
	Committee Chair, Social Sustainability Committee of the University of Denver Sustainability Council
	Member, University of Denver Intercultural Global Studies minor advisory committee
	Member, Advisory Committee, Campus Compact of the Mountain West
	Conference Organizing Committee Member, Pedagogy of Privilege Conference, University of Denver
Ryan Hanschen (Program Coordinator)	Commissioner, Colorado Governor's Commission on Community Service
	Member, Denver South High School Community Partnership Advisory Board
	Search Committee Member, University of Denver Center for Multicultural Excellence's Assistant Director of Inclusive Excellence Access and Success position
	Planning Committee Member, University of Denver Presidential Debate Events Subcommittee
	Planning Committee Member, University of Denver Diversity Summit

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:

CCESL collaborated with several campus and community partners to offer a variety of innovative events and programs including the Morgridge College of Education's Leadership Academy and the 'Fight for Your Rights: Tackling the Education Gap' event leading up to the Presidential Debate.

With assistance and support from CCESL, Morgridge College of Education (MCE) faculty members Paul Michalec and Kimberly Hartnett-Edwards launched a new program called the Leadership Academy. Leadership Academy Fellows are MCE graduates serving as first year teachers in K-12 schools. Research has shown the critical need for support during a teacher's first few years to ensure effective teaching and impact on academic achievement of all students. Leadership Academy faculty provided workshops, seminars and social functions in additional to resources and mentorship to support fellows. CCESL helped recruit and place undergraduate students who served as interns and partnered them with a Fellow to provide classroom assistance for at least five hours per week. The development of fruitful relationships between recent graduates and current undergraduate students provided a benefit to both. Recent graduates received much needed support and assistance in the classroom while undergraduates had an opportunity to explore careers in education and develop meaningful networks with DU alumni, faculty and staff.

In partnership with the Morgridge College of Education, Teach for America, and Stand for Children, CCESL co-coordinated an interdisciplinary forum to discuss education inequity in Colorado. This forum was part of the DU event series leading up to the Presidential Debate in October 2013 and was co-sponsored by DU Service & Change (DUSC) and the DU chapter of Students for Education Reform.

On the evening of September 20, 2013, over 90 students, faculty, staff, and community members gathered in the Craig Hall Community Room to participate in this event. The event was skillfully moderated by University of Denver Assistant Professor Kimberly Hartnett-Edwards, PhD, and featured five panelists including James Cryan, Executive Director of Rocky Mountain Prep and DU Alum; Bill Jaeger, Policy Director at Stand for Children; Damion LeeNatali, Chief of Staff for Colorado Senator Mike Johnston; Juan Levario, Senior at KIPP Denver Collegiate High School; and LeAnna Roaf, Public Achievement Coach and DU Senior.

CCESL CO-SPONSORED AN INTERDISCIPLINARY FORUM

Panelists shared perspectives and experiences concerning the current achievement gap existing in education. They also discussed several potential strategies to eliminating said gap. After hearing from the panelists, participants engaged in small group discussion and continued conversations well past the official end time of the event.

In addition to these collaborations, we worked with CCESL's three new Faculty Associates to advance unique projects seeking to deepen public good work at DU. Our Faculty Associates include: Keith Miller (Chemistry), Kate Willink (Communication Studies), and Cheri Young (Knoebel School of Hospitality).

INTERDISCIPLINARY FORUM PANELISTS

CCESL-Sponsored Events:

On September 17, CCESL hosted an Open House to kick off the new academic year. Over 75 students, staff, faculty and community partners came together to make this event a success.

CCESL also took advantage of opportunities to co-sponsor events with campus partners, such as the Diversity Summit.

CCESL STUDENTS ASSIST WITH OPEN HOUSE

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.

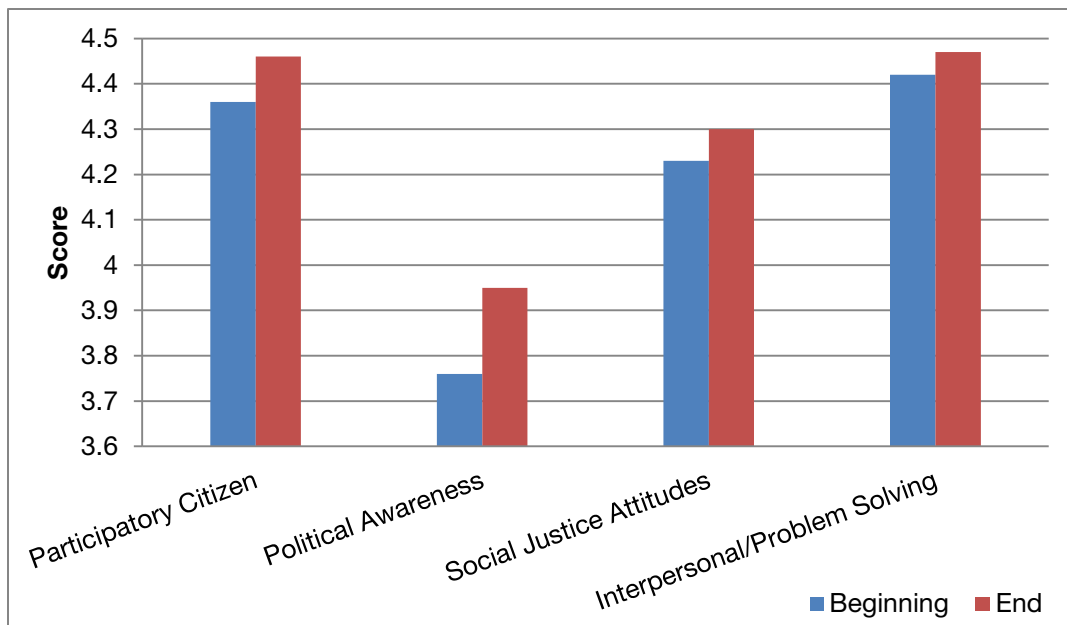|	
Student Public Good Award	Maria Khan
AmeriCorps Student of the Year	James Pakman
Community Organizer of the Year	Nicholas Lopez
Public Good Faculty of the Year	Lecturer Elizabeth S. Drogin, Writing Program
Service Learning Faculty of the Year	Associate Professor Cheri Young, Hospitality Management
Community-Engaged Department of the Year	Geography & the Environment
Kimmy Foundation Community Service Professional Award	Joseph Zhang

ASSESSMENT OF IMPACT

In support of our mission to educate, engage and equip the campus community, we committed significant resources this year to strengthening our assessment procedures. With a diverse battery of assessments selected based on our program objectives, we collected data to evaluate the impact our programs with faculty, students, and the DU community.

Assessing Student Learning Objectives:

We used a variety of approaches to measure the influence of CCESL programs on students including multiple-choice surveys, written reflections, short answer responses, and immediate and long-term pre/post measures.

For the first time in CCESL's history (of which we are aware), all students entering CCESL programs were asked to complete a comprehensive assessment battery to enable us to evaluate change when students exited our programs. The online assessment battery incorporated questions from empirically-based assessments focused on students' attitudes and abilities in areas of civic and academic engagement, problem-solving, political awareness, and leadership, among others.

Analysis of the data collected from the start- to end-of-year demonstrates statistically significant increases across several important areas. As illustrated in the figure below, students reported statistically significant increases in scores on the Participatory Citizen Scale, which assesses student participation in the civic affairs and the social life of the community at local, state, and national levels (Westheimer & Kahne 2004). Students also showed increases in their awareness of political issues and social justice attitudes, a measurement that assesses student awareness of social justice issues and their causes/remedies. Lastly, students reported marginally significant increases in their problem solving skills including evaluations of listening abilities, cooperation, leadership roles, and analytical thinking (Civic Attitudes and Skills Questionnaire, Moely, Mercer, Illustre, Miron & McFarland (2002).

In addition to evaluating improvement in CCESL-related programs, we measured student learning during our annual Community Organizing Institute and throughout the year in our Puksta Scholars program. A summary of student learning outcomes from the Community Organizing Institute and Puksta Scholar reflections are located in their respective sections of this report (p. 24 and p. 28).

Assessing Faculty Learning Objectives:

To evaluate and improve faculty training opportunities, we investigated participant growth and learning throughout the two-day 2012 Service Learning Scholars Workshop. We asked faculty to complete a questionnaire before attending the training and upon completion of day two. This measure employed multiple choice and open-ended formats to evaluate participants' understanding of key service learning concepts and their self-reported ability to implement and assess the impact of service learning in their courses.

New this year, we also added follow-up assessment to ascertain the long-term impact of the training. We invited faculty who participated in last year's event to complete a follow-up version of the training assessment. More information about the questionnaire and results can be found in this report in the section titled Community Engaged Learning: Faculty Development under Service Learning Scholars Associates.

Assessing Community-University Partnerships:

Building on a qualitative research project started in AY 2011-2012, CCESL staff worked in collaboration with Dr. Liz Drogin to develop a measure to assess systematically community partners' perceptions of the impact of work with DU students, staff, and faculty. The process began by conducting qualitative interviews with representatives from organizations with existing partnerships with the university. From these interviews, we developed a tool to systematically evaluate the strengths and weaknesses of partnerships between faculty, students and organizations in the community. The goal of this work is to quantify benefits and areas for growth in order to improve the quality and sustainability of community-university relationships. Preliminary information about the measure was presented at a workshop for the National Service Learning Conference in March.

In Spring 2013, we successfully piloted this tool and collected 31 responses from representatives from community organizations partnered with the university. Overall, community organizations reported successful partnerships that were mutually beneficial and representatives expressed a desire to continue to pursue them in the future. Results indicated that students were involved in several areas of service including providing direct service to clients, planning and organizing events, and exchanging and producing knowledge in the form of research, grant writing, etc. We plan to update the assessment based on initial results and distribute it again in the coming year.

SERVICE INITIATIVE

CCESL's Service Initiative seeks to:

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

Programs include:

Compact Service Corps AmeriCorps Program

DU Service & Change

Community Engagement Corps

Service Opportunities

Service: Compact Service Corps AmeriCorps Program

Program Coordinator: Ryan Hanschen
Campus Coordinator: LeeAnn Rohm

Description:

The Compact Service Corps (CSC) AmeriCorps Program is a service program that connects students with communities through meaningful community service experiences. CSC is a regional program managed by the Colorado Campus Compact and is a part of the national AmeriCorps program run by the Corporation for National and Community Service.

Students engaging in a minimum of 300 hours of public good work over a calendar year may participate in the CSC program, which provides training and support. Students engage in service in strategic focus areas including increasing academic engagement in K-12 schools; providing primary and preventive healthcare to those living in designated underserved areas; and recruiting, training and managing volunteers for nonprofit and government agencies to build capacity and infrastructure.

AMERICORPS MEMBERS REFLECTING AND NETWORKING AT AN 'AC CONNECT' MEMBER DEVELOPMENT EVENT

Members receive an AmeriCorps Education Award upon successful completion of a 12-24 month term of service. The award size is dependent on the number of service hours completed during the member's term. AmeriCorps will also pay a portion of the interest that accrues on qualified student loans during a member's term of service.

Members are also eligible to apply for a $250 Careers in the Common Good Scholarship through Colorado Campus Compact and a $250 Professional Development Scholarship through DU AmeriCorps to offset expenses of professional development opportunities such as conferences and trainings as well as a $500 Mini-Grant to support service projects at their sites through DU AmeriCorps.

Last year, CCESL enrolled 242 CSC AmeriCorps Members from across campus (e.g., Graduate School of Social Work, Graduate School of Professional Psychology, Morgridge College of Education, Denver Teacher Residency, and CCESL's Public Achievement program).

Program Data:

Hours Spent in Community	133,587 hours
Community Partnerships	96 partners
DU Students in Program: • Enrolled 2012-2013 • Enrolled from Previous Years	284 students 242 students 42 students
DU Faculty and Staff Involved	10 faculty and staff
Hours in Training for DU Students: • DU Specific Training • General Member Development	 701 hours 22,275 hours

Accomplishments:

- DU AmeriCorps Members will have earned over $427,000 in Education Awards during 2012-13, pending successful completion of service terms by members still enrolled in the program.

- DU AmeriCorps hosted a Corporation for National and Community Service Program Officer and CSC staff members for a site visit in July 2012. CSC reported that the Program Officer "was delighted to meet some of the University of Denver Members to learn first-hand about their community projects. It was a great visit after which our Program Officer gained a clearer understanding of our top-quality program to better represent us at the Corporation."

- DU AmeriCorps Members received $2,957 in competitive Careers in the Common Good (CCG) Scholarship funds that support member development trainings and/or conferences of the student's choice.

- Additionally, Members received $1,089 in competitive DU AmeriCorps Professional Development Scholarship funds provided for member development trainings and/or conferences of the student's choice.

- Members also received $796 in competitive DU AmeriCorps Mini-grant funds to support the implementation of service projects at their sites.

Quotes and Spotlights:

James Pakman was recognized as the 2013 DU AmeriCorps Student of the year. James has demonstrated passionate commitment to service and has gone above and beyond the call to "DU Something" by participating in member development opportunities related to his service project, such as AC Connect and Coffee & Catch-up events. James also represented the DU AmeriCorps program at a Corporation for National and Community Service site visit in July 2012. James has served two terms through DU's Compact Service Corps AmeriCorps program – 450 hours at Rocky Mountain Stroke Center and 450 hours at Kaiser Permanente Oncology/Hematology.

- "CSC was an integral piece of my learning at the Graduate School of Social Work at DU. My service project directly correlated with my academic pursuits and allowed me to apply what I'm learning in the classroom, directly to the patients I served at my service site."
  – A DU Compact Service Corps AmeriCorps Member serving a 300 hour term at Denver Health

- "The opportunity to be an AmeriCorps member while enrolled as a Master's student at the University of Denver has been an affirming and rewarding experience. Through the vision of emboldening students to become dedicated, participatory community members, CCESL and DU have created a platform for community enhancement."
  – A DU Compact Service Corps AmeriCorps Member serving a 450 hour term at the Colorado Department of Public Health and Environment Office of Emergency Preparedness and Response

- "My participation in Compact Service Corps allowed me to develop skills such as leadership, communication, conflict resolution, and cultural competency. These skills, especially cultural competency and communication, are pertinent for any work I will do post-graduation."
  – A DU Compact Service Corps AmeriCorps Member serving a 300 hour term at KIPP Denver Collegiate High School

- "AmeriCorps aligns with the urban education program of which I am a part of at the University of Denver. Students, like everyone else, need tools to be productive citizens and have a voice of their own to change unequal structures in society."
  – A DU Compact Service Corps AmeriCorps Member serving a 450 hour term at Martin Luther King Jr. Early College Middle School

- "My participation in CSC has influenced my decision to work with low income communities in the future. My work with homeless mothers has helped me to see the many barriers faced by women and families in poverty today. It also taught me the value of volunteering in a range of different areas, not just in those you are specifically interested in."
  – A DU Compact Service Corps AmeriCorps Member serving a 450 hour term at Family Tree Inc.

DU AMERICORPS MEMBERS AND PUBLIC ACHIEVEMENT HIGH SCHOOL STUDENTS AT THE MLK MARADE IN JANUARY 2013

Service: DU Service & Change
Program Coordinator: Ryan 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 four separate committees leading different service projects throughout the academic year:

- Project Depth organizes long-term service projects where DU students learn about and discuss public issues while exploring root causes and examining solutions.

- Project Action arranges standing weekly/bi-weekly volunteer opportunities in the community.

- Project Connect organizes donation drives and fundraisers that promote awareness and support a specific cause.

- Project Volunteer coordinates large-scale service events where the DU community can engage in a variety of volunteer activities and issue areas.

DUSC VOLUNTEERS
& BRIDGE PROJECT YOUTH
PAINTING A MURAL TOGETHER

Program Data:

DU Students Involved in DUSC Leadership	9 students
Hours in Training for DU Students	118 hours
DU Faculty and Staff Involved	2 staff
Community & Campus Partners Engaged	12 partners
Service Projects Implemented	21 service projects
DU Volunteers Engaged (students, alumni, staff, faculty)	221 volunteers
Total Direct Service Hours Volunteered	1,098 hours

Accomplishments:
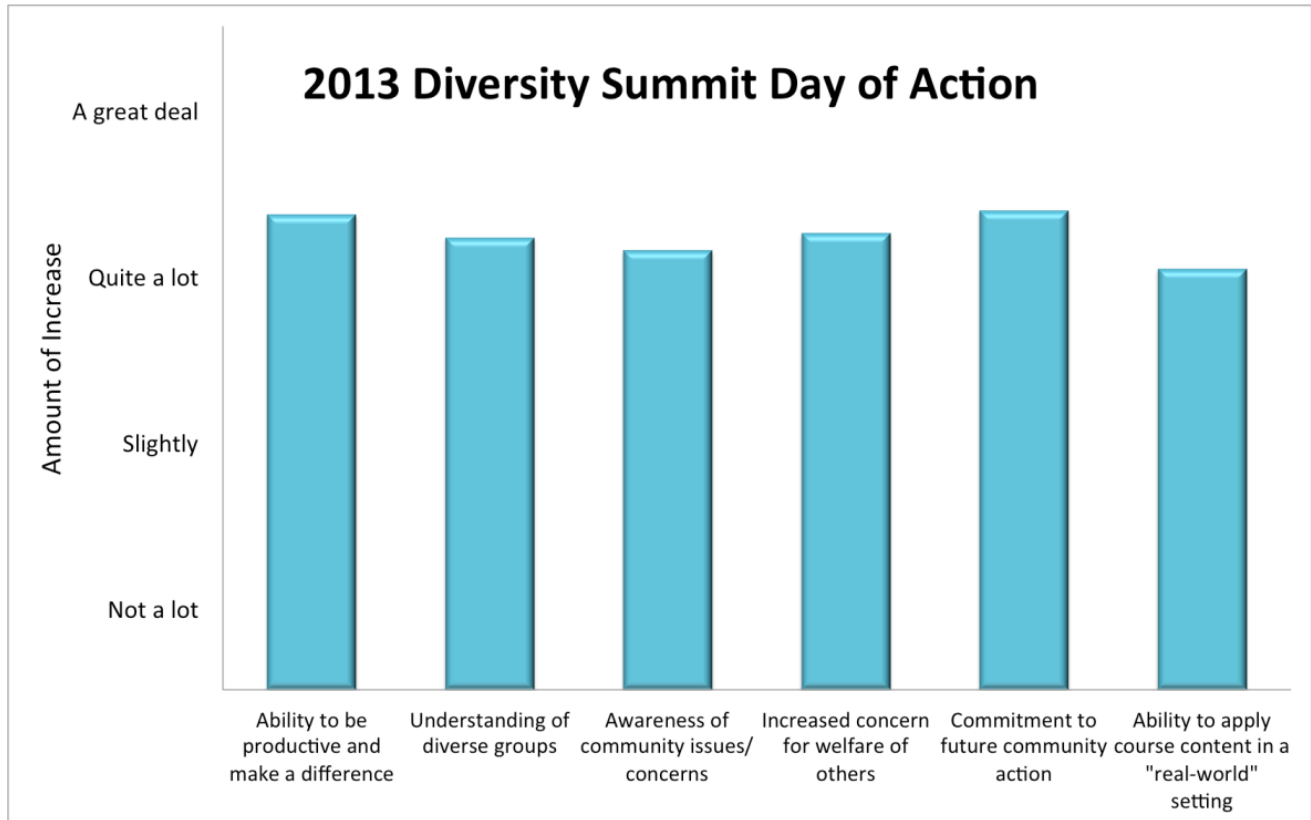
- Project Connect secured 63 pounds of food, five backpacks, one large box of school supplies, and nearly $160 in donations for community organization partners.

- Project Volunteer hosted three days of service and participated in Project Homeless Connect, the 28th annual MLK Marade, and the Diversity Summit Day of Action.

DUSC VOLUNTEERS ENGAGING IN A DAY OF ACTION DEPARTMENT DEMONSTRATION WITH MUNROE STUDENTS & FAMILY MEMBERS

- Project Action hosted two Habitat for Humanity build days and cooked breakfast twice for a local Ronald McDonald House.

- Project Depth engaged DU students on a weekly basis as they served as mentors/tutors for the Bridge Project.

- In May 2013, DUSC partnered with the Center for Multicultural Excellence (CME), the Diversity Summit Committee, and Munroe Elementary to facilitate the inaugural Diversity Summit Day of Action. DUSC and CME recruited and trained 120 DU volunteers who hosted over 250 Munroe 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 VOLUNTEERS WELCOMING MUNROE ELEMENTARY STUDENTS & FAMILY MEMBERS DURING THE DIVERSITY SUMMIT DAY OF ACTION

As part of regularly integrating assessment into CCESL's work, we asked all DU Diversity Summit Day of Action volunteers to complete an evaluation that asked them to "indicate the degree to which participation in this event has increased or strengthened your abilities, attitudes, awareness or understanding in the following areas." As illustrated in the figure below, volunteers reported perceiving significant, positive changes across a host of outcomes, ranging from their beliefs about their ability to make a difference to concern for welfare of others and commitment to future action.

Quotes and Spotlights:

- "Through DUSC, I have learned so much about myself and the community around me. I truly see DUSC being monumental for DU and so influential on so many people's lives. I know if has been the best part of my time at DU."
  – DUSC Student Leader

- "The Diversity Summit Day of Action was an incredible experience and made me believe even more that DU is dedicated to the public good. I've been a part of several community service organizations and I've never seen something quite like DUSC. They strive to make service more impactful for the individual through personal reflections."
  – DUSC Volunteer

- "I am so excited to see how DUSC is going to expand in the future! DUSC was one of my favorite experiences that I've had at DU. I will never forget DUSC and everything we did this year!"
  – DUSC Student Leader

Service: Community Engagement Corps

Program Coordinator: Ryan 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	4 mentors/tutors
Hours in Training for Mentors/Tutors	63 hours
School Partnerships	2 partnerships
Hours Served by Mentors/Tutors	563 hours

Accomplishments:

- Community Engagement Corps members served with three programs at two school partner sites: Manual High School Future Center, South High School APEX Credit Recovery, and South High School AVID.

- Community Engagement Corps members conducted research and presented to each other the nearly 20 options of universities and colleges in Colorado. This knowledge increased their ability to discuss college access with high school students.

Service: Service Opportunities

Program Coordinator: Ryan Hanschen

Description:

In addition to Compact Service Corps, DU Service & Change, and Community Engagement Corps, DU members may also be involved in CCESL Service Opportunities. These opportunities include the DU Something: Volunteer database, Service Days, and the Service Council.

CCESL Service Days are designed to offer DU students, staff and faculty the opportunity to engage in service projects in the community. Though these service projects involve one-day events, the structure provides opportunities for critical reflection, introductions to service experiences and to a variety of community organizations, and the chance for participants to explore diverse issues areas. DU volunteers participating in CCESL Service Days also increase the capacity of community organizations by contributing their time, labor, and expertise in support of a specific service project.

DU VOLUNTEERS ENGAGING IN A DENVER DIGS TREES SPRING PLANTING THAT PROVIDES LOW-INCOME RESIDENTS WITH SHADE TREES.

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's Service Council is designed to bring together service-focused student organizations to share volunteering best-practices, receive training, and collaborate on service projects together.

CCESL also tracks student participation in community service for the University of Denver. 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 CCESL, Living & Learning Communities, Pioneer Leadership Program, Greek Life, Athletic Department, DU Service & Change, Center for Multicultural Excellence, Financial Aid, Religious & Spiritual Life, Morgridge College of Education Teacher Education Program, Denver Teacher Residency, Graduate School for Professional Psychology, and Graduate School of Social Work.

Program Data:

Hours Spent in Community at Service Day	40 hours
DU Students Involved in Service Day	10 students
Service Day Community Partnerships	2 partnerships
Student Organizations involved in the Service Council	5 organizations
Approximate Total Number of DU Students Engaged in Community Service	2,652 students
Approximate Total Hours of Service Engaged in by DU Students	477,094 hours
Volunteer Opportunities Added by Community Partners to the DU Something: Volunteer Website	141 Volunteer Opportunities

Accomplishments:

- In April 2013, CCESL partnered with the DU Office of International Education and The Park People on a tree planting project in Denver's Barnum neighborhood. DU students who plan to study abroad during 2013-14 were able to plant trees to offset the carbon footprint of their flights.

- CCESL Service Council met three times during 2012-13 and engaged in two trainings on critical reflection strategies and activities.

Quotes and Spotlights:

- "By completing a Service Council Critical Reflection training, our student leaders were able to come together and dive into a deeper level of what service meant to us. We discussed how we were going to implement critical reflection with our volunteers and the significance that reflection has in improving and further developing our communities by going to the root of the issue. The training proved to be a very useful tool that our student org plans to apply to our service projects for years to come."
  – DU Student Organization President

- "I think that it was really essential to educate students going abroad as to the carbon emissions of their flights and the significant impact of those emissions on a university-wide scale. Once i found out how significant those emissions from flights were it became very important to me to offset the damage to the environment and the tree planting project was a really effective way to do that. And I'd do it again next year."
  – Joe Tripp, senior studying abroad in Lancaster, England in Fall 2013

CIVIC DEVELOPMENT

The Civic Development Initiative seeks to:

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

Programs include:

Community Organizing Institute

Puksta Scholars

Public Achievement

Spectator to Citizen Course

Voter Registration

Civic Development: Community Organizing Institute

Description:

We welcomed CCESL-connected students and faculty (and a handful of community members) to the 2012 Community Organizing Institute on October 5, 2012. The training built on what we learned from the 2011 training to provide a framework for initiatives in the coming year.

2012-2013 COMMUNITY ORGANIZING INSTITUTE

Over the course of the six-hour training, participants explored the community organizing model and learned techniques for implementing components at their community service sites. Discussions and activities were organized around the topics of privilege and oppression, identities, self-interest, collective self-interest, power and power mapping, one-to-one interviews, and planning and implementing a public action.

Students received materials including a bound copy of CCESL's Community Organizing Handbook and other references and guides. The Community Organizing Handbook instructs students in understanding and addressing issues examined during the event such as privilege and oppression, building power, conducting one-to-ones, developing community relationships and staging public actions. Group activities and exercises helped students practice these skills throughout the day.

DR. LISA SASS ZARAGOZA

CCESL welcomed **Dr. Lisa Sass Zaragoza** from the University of Minnesota as the Keynote Speaker for the training. She began the day with a public lecture calling attention to themes such as tensions between communities and universities in organizing around public problems as well as the ways that critical race theory can help students understand their community-engaged work.

During the next several hours, Dr. Sass Zaragoza, CCESL staff, and facilitators presented curriculum related to recognizing the influence of privileges and oppressions on community work, identifying values and self-interests, describing the world as it is vs. the world as it should be, developing power maps and practicing one-to-one skills for identifying collective self-interests.

The day's format integrated small group work with individual reflection. Several student volunteers took on additional leadership roles by serving as table facilitators. They guided group sessions and reinforced the messages conveyed by the speakers. One or two facilitators guided each group as they engaged in interactive exercises, discussions, and critical reflection allowing CCESL staff and Dr. Sass Zaragoza to answer questions and interact with each group. Attendees also enjoyed a working dinner during which they conducted one-to-one interviews with each other.

Before the training, participants and facilitators completed surveys designed to measure their existing knowledge of community organizing. At the end of the session, they were asked follow-up questions to gauge their learning during the event as well as feedback questions to identify highlights and suggestions for future trainings.
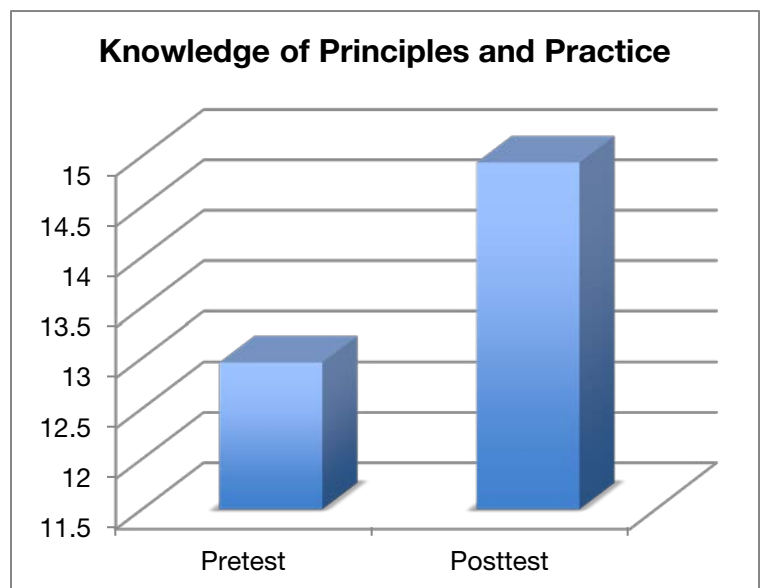
Program Data:

DU Student Attendees	68
DU Student Trainers	17
CCESL Staff Involved	5
DU Faculty	10
Other Attendees	7

Accomplishments:

We had two main goals for the 2012 Community Organizing Institute, as reflected in our pre/post-training evaluation strategy.

Our primary goal was to **increase students' knowledge of community organizing principles and practice**. To assess this goal, we designed a 12-item assessment comprised of multiple choice and open-ended questions to assess students' knowledge about key points from the curriculum. Sample questions included:

1. When community organizers implement public actions, they seek to:
   a. cause a specific reaction
   b. negotiate
   c. connect with others' self-interests
   d. a and c
   e. all of the above

2. From a community organizing framework, how would you define power?

3. The best way to identify collective self-interests is by:
   a. reading as much about a topic as possible.
   b. dialoguing during one-to-ones.
   c. talking with people you know are similar to you.
   d. listening to a leader's opinion.

4. When community organizers talk about "multiple identities", what do they mean?

Knowledge of Principles and Practice

The knowledge assessment questions were administered pre- and post-training. We took a sum of the points earned for correct answers pre-and post-training. The figure to the right shows the average test scores before and after training. Students demonstrated statistically significant increases in knowledge related to community organizing. These gains reflect a large effect size.

In addition to increasing knowledge, we wanted to **gather student feedback to inform future trainings**. To accomplish this, all participants completed open-ended questions required by AmeriCorps. Overall, participants in the training reported increased awareness of the needs of the community through the "world as it is, world as it should be" exercise that identified several differences between the actual world and the ideal world.

Attendees also commented that they felt more capable of identifying their own self-interests and using one-to-ones as tools for integrating these self-interests with those of the community in their interactions with the community. Lastly, participants state that they were able to develop a better understanding of the importance of organizing within the community for effective action. Several participants wished there had been more time in the training to practice community-organizing techniques and to listen to the keynote speaker.

In sum, the training inspired attendees to explore the concepts that were introduced during the session. Attendees left the training with a more profound curiosity about existing community partnerships and past successes of other community movements. Below please find the specific questions posed to students as well as statements that reflect commons responses.

Quotes and Spotlights:

When asked how they would integrate what they learned at this training into their work, students responded:

"I learned how to have and use one to one to gain insight on someone's self-interest and make a collective self-interest from that."

"Trying to create awareness with staff about power and privilege and how it affects our students."

"I now know how to implement community organizing practices. I have confidence determining self-interest, collective self-interest, and one to ones."

"I plan to use my skills in developing long-term change with community organizing; I plan to use relational power and collective self-interest as motivators"

"I will use this training to help students identify their core values, and learn how to initiate and communicate with community partners."

"I've got a whole new understanding of power mapping and some brand new teaching tools! Awesome-sauce!"

"There were some effective strategies presented in implementing relational elements and power strategies that will be extremely useful in engaging public action within the classroom."

When asked about the key lessons from this training, students responded:

"How to discover a self-interest or a collective self-interest and work to obtain it."

"One-to-ones, how to organize self-interest to support a cause; how to connect with people having the same or different self-interests than my own. "

"We're not helpers, we are all just a part of the process; we work within the community."

"Organization is key. [There is a] huge difference between [a] theoretical (idealistic) approach from universities and the realistic, hands-on, relationship-building approach needed to effect change."

"I learned that organizing is essential to effective action. Through self-interest evaluation and collaboration around collective self-interest, we can work more efficiently and effectively."

Civic Development: Puksta Scholars

Program Manager: Ryan 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.

2012-13 DU PUKSTA SCHOLARS WITH PUKSTA FOUNDATION PRESIDENT JOHN MULSTAY, PUKSTA FOUNDATION DIRECTOR OF DEVELOPMENT NICHEL MEIS, DU PROVOST GREGG KVISTAD, AND DU PUKSTA SCHOLARS PROGRAM DIRECTOR RYAN HANSCHEN

Scholars receive a renewable $6,000 annual scholarship and individual Puksta Project stipends. In addition, broad-based programmatic support comes from the intercollegiate Puksta Scholars Program partnership between the University of Colorado-Boulder's Institute for Ethical and Civic Engagement, Colorado State University's Outreach and Support Programs and the University of Denver's Center for Community Engagement & Service Learning.

Program Data:

Hours Spent in Community	1,003 total hours
Community Partnerships	17 partnerships
Campus Partnerships	15 partnerships
DU Students in Program (total)	12 students
DU Students Directly Impacted	393 students
DU Faculty and Staff Involved	23 faculty and staff
Hours in Training for DU Students	58 hours/student
Total Amount of Scholarships to DU Students	$ 66,000
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:

- Taught over 60 elementary school students how to play instruments, understand music on a more comprehensive level, and give performances through the Garden Place Academy El Sistema program.

- Mentored students through South High School's Future Center and edited college application essays and scholarship applications (including a successful Daniels Scholarship), conducted mock interviews, and supported 11 students to apply to an institution of higher education.

PUKSTA SCHOLARS AT THE PUKSTA FOUNDATION 10 YEAR ANNIVERSARY CELEBRATION AT DENVER'S CITY PARK

- Volunteered with Our Lady of Guadalupe and Together Colorado to help run a clinic to support undocumented students in applying for Deferred Action for Early Childhood Arrivals status so they may pursue higher education.

- Conducted seven One2Ones with community leaders and researched local institutions and the services, education, and resources they provide for LGBTQ teens.

- Developed art-based activities and facilitated workshops for over 100 high school and college participants that engaged students in analyzing beliefs about, and interactions with, people different from themselves and the negative and positive effects of these concepts.

- Conducted research and developed a database of local foundations and grant-makers to benefit Community Shares (local giving fund organization) and local nonprofit organizations as well as drafted a grant to support local nonprofits achieve their missions.

- Presented information through Volunteers in Partnership panels, tours, and workshops that supported higher education access for local high school students, especially refugee students. Several participating students will now be attending universities, including DU.

- Conducted over 10 One2Ones with community leaders to research Islamophobia and Islamophobic trends as well as created a research paper detailing how this issue affects politics.

PUKSTA SCHOLAR STUDIES IN SENEGAL

- Mentored and advised two undocumented students throughout the year as well as networked and built community relationships in order to develop a scholarship fund that will help a student attend the University of Denver.

- Educated high school students about the importance of personal nutrition and co-led a GrowHaus program that presented nutrition and healthy living options to students in an appealing way.

- Filmed, produced, and screened a documentary film focused on world views and faith beliefs. 60 film premiere attendees were able to educate themselves on unfamiliar world views, build relationships, and think about how beliefs affect themselves and others.

- Facilitated a self-advocacy and mentoring program for students with learning disabilities through the International Dyslexia Association – Rocky Mountain Branch, assisted in the creation of Literate Nation (a new national organization), and facilitated 12 dyslexia presentations to over 500 parents, students, teachers, and education professionals.
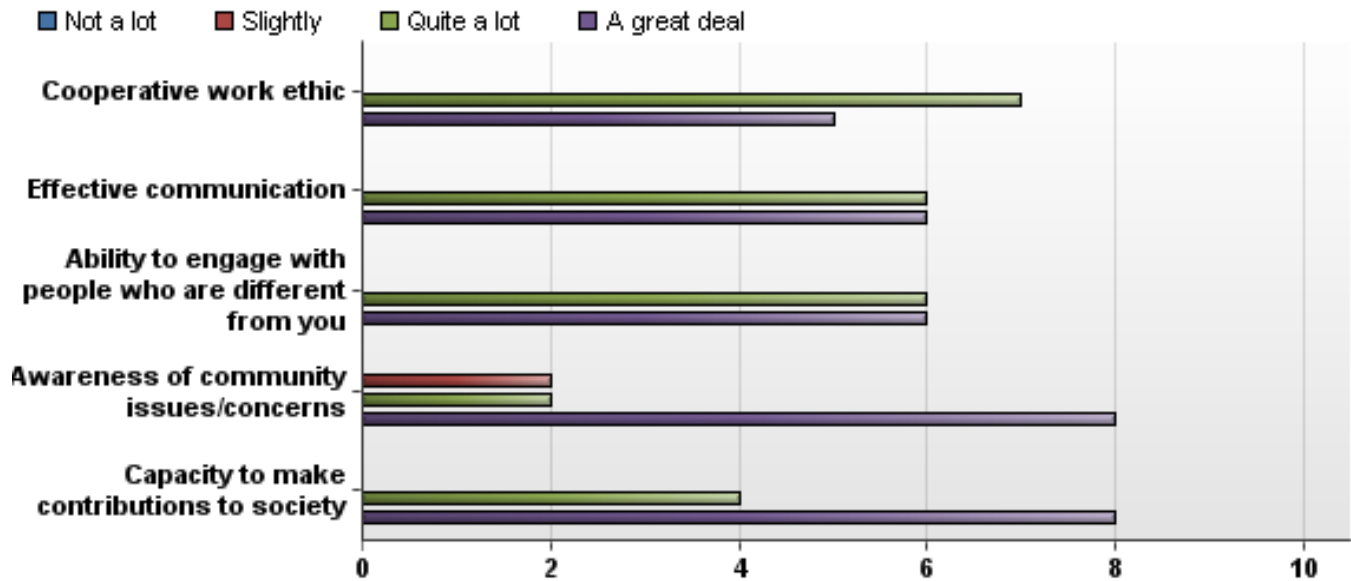

12-13 DU PUKSTA SCHOLARS AND PROGRAM DIRECTOR RYAN J HANSCHEN IN ESTES PARK DURING THE 2013 INTERCOLLEGIATE RETREAT

In addition, as a community, Puksta scholars:
- Participated in a peer-to-peer training with Puksta Scholars from CU and CSU that focused on specific social justice issue areas.

- Participated in the Puksta Foundation's 10 Year Anniversary Celebration in Denver's City Park.

- Participated in an event with the DU International Living and Learning Community that included dinner and a traditional Ethiopian coffee ceremony at Arada in Denver's Santa Fe art district.

In addition to participating in the pre-/post-assessments administered to all students, Puksta Scholars completed two additional pilot assessments. First, Scholars were asked to reflect on the degree to which they saw increases in skills important to the Puksta Scholars program at year end, ranging from cooperative work ether to capacity to make contributions to society. Puksta Scholars generally reported perceptions of significant increases in skills and knowledge, as demonstrated below.

In addition to collecting students' self-perceptions of change, we piloted an approach to assessing written critical reflections. After CCESL Director Anne DePrince and CCESL Graduate Research Assistant Chelsea Meenan attended a workshop on assessment of critical thinking with Dr. Bob Franco (sponsored by the Colorado Campus Compact), they developed a rubric for objective assessment of student critical reflections from the Puksta Scholars Program. After piloting the rubric with student reflections from this academic year to assess the feasibility of this form of assessment, we will roll out systematic assessment of student reflections each quarter in academic year 2013-2014.

Quotes and Spotlights:

- "I love Puksta with my whole heart. It is responsible for a great deal of my success in the community, academically, and as an individual."

- "The Puksta Scholars program is absolutely amazing!"

- "The Puksta Scholars program has been a phenomenal experience for me. Although this is my first year in the program, thanks to the dedication of Ryan Hanschen and the larger Puksta community, I feel that I am right on track. This program has enabled me to dedicate time to improving my community and I am so grateful for that."

Civic Development: Public Achievement

Program Manager: Cara DiEnno

Description:

The Public Achievement (PA) program fosters leadership skills in DU and K-12 students to address issues in their community in a meaningful and academic way. As PA Coaches, DU students act as facilitators to teams of K-12 students. Together the teams follow a community organizing process that starts with building relationships between the team members. The teams then work to identify 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 Spent in Community	2880 total hours
Hours in the Classroom	1,040 hours
Hours Preparing Out of Class	6,160 hours
Hours Spent with Students out of Class	330 hours
Community Partnerships	2 school partners
South High School	2 teachers & 2 administrators
KIPP Denver Collegiate High School	10 teachers & 2 administrator
DU Students in Program	27 students
DPS Students Directly Impacted	148 students
DU Faculty and Staff Involved	3 DU members
Hours in Training for DU Students	61 hours/student

Accomplishments:

- We piloted two new positions with PA to provide DU students with additional opportunities for leadership growth. Two graduate students served as Curriculum & Development Program Assistants for the program. Additionally, four veteran coaches served as Coach Mentors, providing guidance, support and mentorship to 1st year coaches.

- CCESL received two $1,000 grants. One from the State Farm Good Neighbor Service Learning grants program to support high school students' participation in a semester of service, which kicked off on MLK Day. The grant supported high school student projects. The second $1,000 grant was secured from the MLK Day of Service Challenge grant program for student participation in the MLK Marade.

PUBLIC ACHIEVEMENT STUDENTS DURING THE MLK MARADE.

- 50 Public Achievement high school participants and PA Coaches marched in the MLK Marade. Students made posters about their chosen issues and joined thousands in the march that ended in Civic Center Park in January 2013.

- We held the second Public Achievement Summit and College Visit in April 2013. Nearly all of the high school students in PA attended the event and participated in a variety of events organized by PA Coaches and Team Leads, which included lunch, a personalized campus tour provided by PA coaches, breakout sessions titled "Why Choose College?" and "Critical Thinking" and a celebration of the PA program. PA coaches and team leads presented a slideshow of highlights from the year and students presented to peers in a college classroom about the projects they completed.

- Students at South High School complete two projects. The first project focused on academic success, specifically healthy eating and ACT preparation. The second project worked to end the cycle of violence. Students created a school mural, an informational video shown to peers, and hosted a school assembly attended by more than 200 students and teachers and featuring a keynote address by Columbine High School Principal, Frank De Angelis.

- Students at KIPP Denver Collegiate worked on diverse projects. In particular, they:
  - Focused on ending gang violence and encouraging middle school youth not to join by presenting to students at Henry Middle School.

  - Wanted to improve the sense of community and KIPP culture. Students held multiple fundraisers and discussed how best to improve a sense of pride in the school, ultimately deciding to purchase a mascot costume.

  - Wanted to address teen pressures, specifically bullying, drugs and teen pregnancy. Students worked with several community partners, including the Colorado Meth Project, to develop awareness posters.

  - Hoped to bring more arts education to their school by working with a local artist to develop and implement a community mural.

  - Were interested in understanding more about food deserts after learning that the US Department of Agriculture defines the community in which the school sits on its Food Access atlas as a food desert. Students interviewed peers and others about food access and developed an informational video and accompanying discussion questions. The video was shown to all 10th grade students during an advisory period and teachers lead conversations using the discussion questions.

Quotes and Spotlights:

"PA has changed how I see the world, my community, and the people around me."
– Student at South High School

"PA affected me in the way that I would want to help people later on in life. Also I wanna stay in school for a while."
– Student at KIPP Denver Collegiate High School

PA COACHES ON THE LAST DAY OF SCHOOL.

"Each PA day was a challenge, but also full of lessons and rewards. I grew as a leader from this experience. I learned that it takes patience, resilience, innovativeness, and adaptability to work with students. There were times when we laughed together and times when we learned from each other. We built relationships and had gained respect for one another. . . I have gotten much better at public speaking and at articulating my thoughts to a group of people more effectively. Working as a PA coach has been one of the best experiences I've had on DU's campus."
– Coach at KIPP Denver Collegiate High School

"PA serves as the single most defining experience that led me to pursue these programs [in education]. When I first started PA, I thought it would be a cool experience personally and I hoped to empower students to make a real impact in their communities. While I feel I have succeeded on both fronts to some extent, I never realized the real impact would be the one these students had on me. Seeing the potential these students have, as well as the wisdom, diversity, and unique experiences they bring to the table left a profound impact on my post-grad path. After working with them and seeing this, but also seeing that not all of them will have the ability to reach college, I knew with more certainty than ever before that teaching is my life calling."
– Coach at South High School

PUBLIC ACHIEVEMENT HIGH SCHOOL STUDENT PRESENT THEIR PROJECTS AT THE PA SUMMIT

Civic Development: Spectator to Citizen Courses

Instructors: Cara DiEnno and Jane Sundermann

Description:

Spectator to Citizen is a three-course sequence of two-credit courses offered by the Center for Community Engagement and Service-Learning. The courses in the series include Community Organizing in the fall, Denver Urban Issues and Policy in the winter, and School Based Civic Engagement in the spring. This sequence is designed to provide opportunities for University of Denver 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 CCESL 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 betters 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.

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	450 hours
Community Partnerships	2 community partners
DU Students in Program	27 students
DU Faculty and Staff Involved	2 staff
Hours in Training for DU Students	670 hours

Accomplishments:

- Students in the Community Organizing course decided to address the insufficient number of bike racks on campus for their class project. Students conducted one2ones and meetings with various campus stakeholders including campus safety, the campus architect, members of the transportation committee of the Sustainability Council, facilities management, as well as students, faculty and staff. Based on these meetings, students created and collected a campus-wide petition and developed an 8-page proposal with suggestions based on their findings from meetings and researching other campuses. Shortly after the winter break students learned that more bicycle racks had been installed.

- The 2013 Denver Urban Issues and Policy class community collaborated with the Denver Domestic Violence Coordinating Council (DDVCC) for a 10-week community-based research (CBR) project. As their website describes, the DDVCC is a "…multi-disciplinary, participant-driven forum enhancing Denver's coordinated system/ community response to domestic violence in order to increase victim and community safety while holding abusers accountable". The goal of the CBR was to help the DDVCC, our community partner, to identify target populations in Denver for their domestic violence (DV) public awareness campaign, and further, to design ways to reach those populations more effectively - particularly through the use of social media. As the culminating event in the CBR collaboration, each student gave a formal presentation to the Director of the DDVCC, Ellen Stein Wallace, and participated in a Q & A dialogue. The presentation and dialogue synthesized students' knowledge about how to conduct a CBR project to address DV as an issue of local, public concern, how to recognize characteristics of one's sociocultural environment that may promote DV, and how to affect community change through social marketing and public awareness campaigns.

- The School Based Civic Engagement (SBCE) class partnered with the Beacons Neighborhood Center at Force Elementary School, which is part of the Boys and Girls Club. Students spent 3 hours each week preparing for and presenting lessons on science topics to K-5 grade students. SBCE students also hosted a science fair for students to demonstrate their science knowledge to neighborhood center staff, teachers and parents. Students also discussed the importance a good education, including science, plays in developing the civic competency of students and their ability to participate fully in community decision-making processes in knowledgeable and productive ways.

Quotes and Spotlights:

"The class forces your perspective to widen and take in so many other ideas and opinions that it is impossible not to be transformed or moved in some way. It shows you the struggle of peoples all over the world, in our own backyard, fighting the good fight for what they think is right. I believe the class truly does begin the metamorphosis from spectator to citizen."
– Student, Community Organizing class

"As a democratic citizen, we are responsible for respecting others' rights and choices, and we should work together to make each other's lives better."
– Student, Community Organizing class

"I learned that, as a citizen, I have a power and a duty to act against the injustice that I see in society . . . I feel that as a citizen it is my responsibility to take action when I feel an injustice has been committed. Personally, my role in taking action does not involve a grand gesture or a big movement. I think that my role is to really connect with the people who I feel are suffering from the injustice and just to help them in the best way that I can." ."
– Student, Community Organizing class

"I learned so much from this course, and am truly a better person for taking it. I was forced to think critically about ideas and concepts I had never considered, and hopefully with my new knowledge, can create change in my society. My new perspective allows me to try and understand what the victim is going through."
– Student, Denver Urban Issues and Policy class

"When I was looking up the definition for self-interest in the CCESL handbook I was struck by one line in particular. In addition to including an understanding of who you are and what you believe in, they include that self-interest is also "what you're willing to become unpopular for." For such a simple line, that resonated really deeply with me. The idea of standing up for something, even if it makes others dislike you, is such a powerful concept. It shows that your beliefs and your convictions are more powerful and steadfast than any concerns you have over whether or not people like you. If our beliefs are something we are so passionate about, we should be willing to defend them even if it will not gain us any favor within certain groups."
– Student, Denver Urban Issues and Policy class

"I've learned about the extent of diversity, what it means, and how it affects community organizing. More specifically, I've seen that diversity is more than just what someone looks like or where they are from, and it is also encompassing of experiences and the way people interact with one another."
– Student, School Based Civic Engagement class

"This experience has demonstrated the importance and the privilege of civic learning in our system of democracy. While anyone in any country can be a law-abiding citizen, not everyone has the privilege of being a social justice oriented citizen. We are able to utilize this mentality in order to better serve our country and ourselves. With this ability, we are able to challenge what we do and ask the question, "why"? We are able to push each other and ourselves, and in this case the students, to question the morality of their actions."
– Student, School Based Civic Engagement class

Civic Development: Voter Registration

Program Coordinator: Ryan Hanschen

Description:

Registering to vote is quick, easy, and an essential element of democracy. 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 the summer and fall of 2012, CCESL partnered with two nonpartisan community organizations to support members of the DU community in registering to vote. Volunteers were recruited and trained to register voters through tabling events, petitioning, and classroom presentations. DU community members were also able to update their voter registration electronically as well as register to vote in a state other than Colorado.

Program Data:

Nonpartisan Community Organization Partnerships	2 partners
Tabling Events Held by Partners and Supported by CCESL	19 tabling events
DU Students Volunteering to Register Voters	27 students
DU Community Members Registered to Vote	802 individuals

*Data reflects efforts of CCESL and partners

Accomplishments:

- DU students received two separate emails with information about voter registration more than 120 days before the 2012 registration deadline (October 9, 2012).

- Information about registering to vote and updating voter registration details was included on the CCESL website. Reminders to vote and polling location information was also posted to CCESL's Facebook page.

Quotes and Spotlights:

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.

COMMUNITY-ENGAGED SCHOLARSHIP

The Community-Engaged Scholarship Initiative seeks to:

• Enhance academic research and creative work through reciprocal relationships with communities that value co-production of knowledge, collaboration, democratic principles and the public good.

Programs include:

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 Public Good Newsletter, which was significantly expanded this year in terms of content (i.e., number and depth of articles) and distribution.

The largest effort within the Community-Engaged Faculty Program is the administration of the Public Good Fund, which is comprised of $100,000 provided annually by the DU 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:

	DU Faculty Involved
Newly-Awarded Funds	$100,335
Newly-Funded Engaged Scholarship Grants	8
Ongoing Engaged Scholarship Grants	3

Accomplishments:

Membership of the Public Good Fund Selection Committee included faculty from the following departments/units: Morgridge College of Education, Languages and Literatures, Business Information and Analytics, Department of Media, Film & Journalism Studies, Psychology, Graduate School of Social Work, and Geography.

Two calls for proposals were made for the Public Good Fund, in the Fall and Winter. CCESL's Open House was scheduled prior to the Fall deadline to provide a venue for faculty to learn about the Public Good Fund. An information session was offered by the CCESL Director prior to the Winter deadline to field faculty questions about proposals.

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

Name	Department/Division	Project Title
Gloria Miller	Morgridge College of Education	Documenting Critical Family-School Partnering Strategies with Refugee Parents
Don McCubbrey and Zulema Lopez	Languages and Literatures; Business Information and Analytics	Textbook Translation Project in Support of University Students in Developing Economies
Renee Botta	Department of Media, Film & Journalism Studies	Testing the outcomes of Global WASHES Training Models with New Facilities
Stephen Shirk	Psychology	Improving Access to Effective Treatment for Adolescent Depression
Nicole Nicotera and Yolanda Anyon	Graduate School of Social Work	Meeting the Needs of Diverse Learners in the Classroom: An Interdisciplinary Intervention to Build the Capacity of School Personnel
Inna Altshul	Graduate School of Social Work	Increasing College Enrollment, Persistence, and Graduation Among DPS Students
Matthew Taylor	Geography	Creating a Public Web-Based Geographic Information System to Support Communal Decision Making along Nicaragua's Pacific Coast
Omar Gudino	Psychology	Colorado Department of Human Services, Division of Behavioral Health - Child, Adolescent and Family Services Section

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:

- "Through the CARE project, our community partners received several tangible benefits. First, the CARE project encouraged the girls to think more deeply about choosing college and pursuing postsecondary education. This goal is in line with the Cherry Creek School District's desire to promote college going among its students, particularly students of color. Second, the program fully supported Cherry Creek's current efforts for supporting Black girls."
  – Dr. Nicole Russell, MCE

PG SCHOLAR PROJECT AND ADOLESCENT AFRICAN AMERICAN GIRLS IN CHERRY CREEK SCHOOLS

- "Our evaluations provided insight into each client's neuropsychological profile (strengths and weaknesses in cognitive skills like language, attention, and memory), and how these had contributed to their current difficulties. We diagnosed a number of disorders in these clients, including dyslexia, ADHD, language impairment, acquired brain injury, intellectual disability, depression, and PTSD. We developed treatment plans that included detailed educational recommendations and referrals to our community partners who then provided medication management, psychotherapy, speech-language therapy, and academic tutoring. Most of the funds from the public good grant were used directly as scholarship monies, with the remainder going to support the additional time required for clinic staff for case management (e.g., time to train new evaluators in the process of bilingual Spanish-English evaluation)."
  – Drs. Bruce Pennington and Robin Peterson.

- As part of her Public Good Award, Dr. Lynn Schofield Clark works collaboratively with South High School (South) to develop an after-school Digital Media Club (DMC) supportive of democratic principles. Building on her nationally recognized digital media research, the project fulfilled South's need for an individualized mentoring program and Clark's need for contextualized data about how students utilize digital media for community engagement. The centerpiece of the program was the development of student-led digital media productions to address student-defined community concerns. One project built on local efforts to address the "school to jail track," including removal of local law enforcement from minor school disciplinary actions, which decreases the chances that students leave high school with criminal records. After learning about alternative methods of punishment, South students worked with DU faculty and students to create a video and social media campaign to raise awareness about restorative justice as a meaningful alternative to punitive approaches. South is now recognized for pioneering the alternative disciplinary approach the students advocated.

Faculty achievements and reflections on public good work are now regularly highlighted in the Public Good Newsletter (http://www.du.edu/ccesl/PGENewsletter.html).

Community-Engaged Scholarship: Student Opportunities

Program Managers: Anne DePrince and Cara DiEnno

Description:

This year CCESL laid the foundation for student opportunities in Community-Engaged Scholarship. Two programs were piloted this year, the Science Shop and Public Good Associates.

CCESL's Science Shop provides opportunities for undergraduate and graduate students to use their academic skills to address questions and potential projects identified by community partners with input from students, a faculty advisor and the Science Shop coordinator. Science Shop projects involve a faculty supervisor and are linked to credit-bearing courses.

The Public Good Associates (PGA) program is designed to get students and faculty into working relationships to effectively support community-engaged scholarship. DU students who demonstrate a deep commitment to community-engaged work and have an interest in research are eligible to apply. The program provides opportunities for students to gain valuable research experience and contribute to the University's vision to be a "great private institution dedicated to the public good." PGAs assist faculty members in the planning, implementation and assessment of community-engaged research.

Program Data:

Hours Spent in Community	60 hours
Community Partnerships	3 community partners
DU Students in Program	2 students
DU Faculty and Staff Involved	2 faculty member
Hours in Training for DU Students	45 hours

Accomplishments:

- CCESL was able to support Bonnie Clark, PhD, with a PGA this year to pilot a program. The PGA supported Dr. Clark's Amache Project and assisted with website updates, community partner communication and journal entry transcription.

- Amber Morse (Psychology Major) and Anne DePrince, as a student-faculty pair, piloted the first Science Shop project with community partner, Project PAVE. In addition, CCESL staff developed a database for organizations to register their project ideas.

Quotes and Spotlights:

- "I am happy to have even a little involvement in this project . . . I learned that it isn't as hard to get out of my comfort zone to talk to a faculty member as I thought it would be."
  – Public Good Associate

- "Working with a community partner to complete my senior thesis was a privilege through which I learned important skills such as how to maintain a working relationship with a community partner and critical thinking skills. Being a part of a learning process that does not involve books or exams and instead helping a community organization made a difference in my critical thinking skills. I was able to practice this skill in a real-

world context, which made all the difference in my learning. Community-engagement courses have been a part of my experience at DU and changed the student I was. I have been able to understand and develop my passions as well as change the way I think about our community. Without these courses, my time at DU would not have been the same and I would not have been the student I was."
– Amber Morse, Science Shop Scholar

COMMUNITY-ENGAGED LEARNING

The Community-Engaged Learning Initiative seeks to:

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

Programs include:

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 Advanced Service Learning Practitioners comprised a range of opportunities, from on-campus to metro-area workshops involving regional and national presenters.

- Faculty Learning Pods comprised small interdisciplinary groups of faculty members working together on community-based issues with financial support from the faculty development fund.

- 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, we brought together faculty involved in the new and advanced trainings to dialogue about service learning at DU.

Program Data:

Faculty/Staff who Participated in Trainings for New Service Learning Practitioners	19
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	21
Continuing Faculty Mini-Grants	6
New Faculty Learning Pods	5
New Mini-Grants	8

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 2012-2013, service learning courses were offered across campus to undergraduate and graduate students, ranging from units such as Arts, Humanities and Social Sciences, Morgridge College of Education, Natural Sciences and Mathematics and Graduate School of Professional Psychology as well as in units such as the University Academic Programs.

Approximate Number of Sections Offered with Service Learning Component	97
Approximate Number of Students Enrolled in Classes with Service Learning Component	1,147

Accomplishments:

The 2012-2013 Service Learning Scholars Workshop was modeled after previous trainings conducted by the Center for Community Engagement & Service Learning (CCESL) as well as the Colorado Campus Compact (CCC) Engaged Faculty Institute. Over two days (December 3-4), the curriculum covered the following topics:

- Defining Service Learning & Historical Context
- Developing Syllabus Components Including: SL Description, Goals, Objectives
- Service Learning Models
- Developing Community Partnerships
- Developing Assignments & Grading of the Service Learning Component
- Critical Reflections in Service Learning
- Assessment of Service Learning Courses
- Service Learning and Scholarship

The Workshop was co-facilitated by Anne DePrince (CCESL Director) and Cara DiEnno (CCESL Associate Director). Five DU faculty service learning leaders (**John Tiedemann, Cheri Young, Keith Miller, Liz Drogin, Ann Chu**) and two graduate students (**Betsy DeNooyer, Lacey Stein**) made presentations throughout the two-day workshop. In addition, Associate Provost **Jennifer Karas** talked with Service Learning Scholars about service learning on campus. Participants were asked to bring their laptops so that they could work on the development of their syllabi during the workshop.

The 15 Service Learning Scholars who participated in the workshop were diverse with regard to their faculty roles and home departments:

Cydney Alexis	University Writing Program
Brad Benz	University Writing Program
David Daniels	University Writing Program
Lydia Gil Keff	Languages and Literatures, AHSS
Neil Gowensmith	Graduate School of Professional Psychology
Amanda Hasty	Gender and Women's Studies, AHSS
Megan Kelly	University Writing Program
Julie Laser	Graduate School Social Work
Michele Lutz	Marketing, DCB
Heather Martin	University Writing Program
Lance Massey	University Writing Program
Kateri McRae	Psychology, AHSS
Tia Quinlan-Wilder	Marketing, DCB
Melissa Tedrowe	University Writing Program
Kara Traikoff	Languages and Literatures, AHSS

Objectives for the workshop were three-fold:

1. Increase participants' knowledge about service learning key concepts, including:
    a. developing reciprocal community partnerships
    b. Tying service learning to course objectives
    c. Assessing impact of service learning activities on student learning

2. Positively influence participants' self-report of their:
    a. Understanding of the definition of service learning
    b. Understanding of the characteristics of service learning classes and partnerships
    c. Confidence in their ability to implement service learning classes
    d. Confidence in their ability to assess the impact of their service learning classes

3. Prepare faculty to implement a new (or revise an existing) service-learning course by the 2012-2013 academic year.

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, PA: 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 the CCESL portfolio site.

Objectives 1 and 2 were assessed through pre and post workshop assessments (completed before the workshop and at the end of day two respectively). This data was collected anonymously, through "code" that participants created and that they will be able to reproduce at later assessment points, allowing us to link these short-term outcome data to future evaluation measures.

SERVICE LEARNING SCHOLARS BRAINSTORM DURING SMALL GROUP DISCUSSIONS

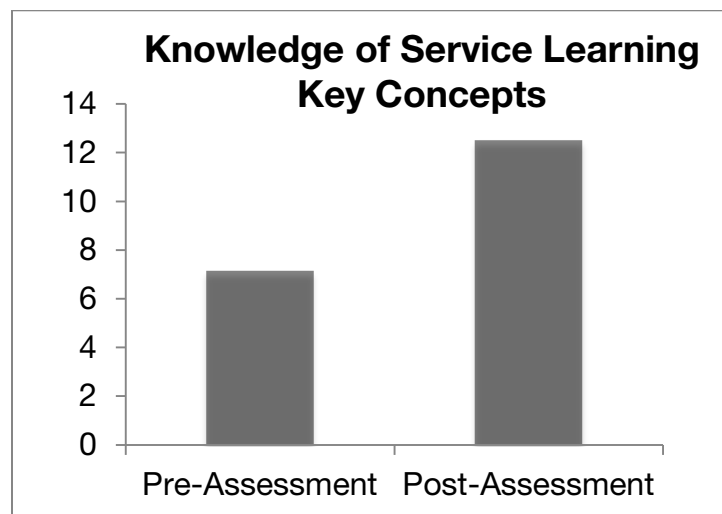*Objective 1: Increase participants'*
knowledge about service learning key concepts, such as:
    a. Developing reciprocal community partnerships
    b. Tying service learning to course objectives
    c. Assessing impact of service learning activities on student learning

To assess Objective 1, we asked participants questions about the key service learning concepts covered in the curriculum. These questions were a mix of multiple-choice 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 would you define service learning (1-2 sentences max)?

2. What is the difference between direct and indirect service learning (1-2 sentences max)?

3. Broad goals of service learning include (select all that apply) students'
   a. Acquisition of disciplinary knowledge
   b. Development of civic skills
   c. Development of activist skills
   d. Increased ability to work with diverse people/groups
   e. Commitment to volunteering for lifelong engagement with charities

4. The primary purpose of service learning is to enhance student learning outcomes.
   a. True
   b. False

From pre to post-assessment, participants' scores on questions assessing their knowledge of service learning key concepts increased significantly ($t(13)=7.92$, $p<.001$); the effect size was large (Cohen's $d=2.12$).

Objective 2: Positively influence participants' self-report of their
   a. *Understanding of the definition of service learning*
   b. *Understanding of the characteristics of service learning classes and partnerships*
   c. *Confidence in their ability to implement service learning classes*
   d. *Confidence in their ability to assess the impact of their service learning classes.*

To assess Objective 2, we used questions developed for the Colorado Campus Compact's evaluation of their 2011 Engaged Faculty Institute, which covered a similar curriculum. 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).

Bolded items indicate where participants' responses increased significantly from pre to post assessment. This data illustrates that we influenced workshop participants' beliefs across all target categories specified in Objective 2. Average participant responses to specific questions as well as associated t-scores and p-values were:

		Pre-Assessment	Post-Assessment	t
Definition of Service Learning	**I have a good understanding of what service learning is.**	**3.64**	**4.79**	**-4.95*****
	Service activities/projects have clear academic learning goals that are aligned directly with my course curriculum.	**3.64**	**4.79**	**-4.51****
	Service learning promotes acquisition of knowledge above and beyond what I can teach in the classroom.	**4.14**	**4.50**	**-1.79^**
	I am not really sure what types of experiences are defined as service learning.	3.21	1.71	4.17**
Characteristics of Service Learning Classes/ Partnerships	**Students engage in service that meets identified needs in the community.**	**3.71**	**4.57**	**-3.71****
	Students' service activities address the root cause of issues and go beyond simple charity projects.	**3.71**	**4.57**	**-4.84*****
	My course(s) offers specific times for students to write, discuss, and think about their service experiences.	**3.64**	**4.29**	**-2.09^**
	Students make explicit connections between course content and service experience in their writing, discussions or presentations.	**3.29**	**4.29**	**-3.37****
	In my course(s), service experiences explicitly help students learn to identify and analyze different points of view.	**3.43**	**4.57**	**-3.89****
	I have developed relationships with community partner(s) that support students' service learning in my course(s).	**2.36**	**3.07**	**-2.50***
	Service learning helps students better understand their lectures and readings.	**3.71**	**4.71**	**-3.18****
Implementation of Service Learning	**I feel confident integrating service learning into my course(s).**	**2.64**	**4.21**	**-4.81*****
	Incorporating service learning into my course(s) feels like an overwhelming process.	3.57	2.86	2.92*

	I am aware of various ways that I can incorporate service learning in my course(s).	2.93	4.50	-5.08***
	I know where to find resources to help me implement service learning.	2.79	4.79	-9.54***
	I have the skills and knowledge to develop effective service learning opportunities for my course(s).	3.86	4.36	-1.99^
Assessment	It is difficult to evaluate student learning associated with service learning.	3.00	2.36	2.86
	I formally assess what students learn through their service experiences and it is part of their grade.	3.21	4.07	-2.60*
	I know how to assess the impact of service learning on my students' learning.	2.36	3.71	-5.04***
	I know how to assess the impact of service learning on our community partners.	2.38	3.23	-2.09^
	My students are under-prepared for community-based academic work.	3.36	3.50	-0.43
	Systematic evaluation of the outcomes of service learning courses is useful to me.	4.07	4.64	-2.51*

Objective 3: Prepare faculty to implement a new (or revise an existing) service-learning course by the 2013-2014 academic year.

We will not be able to assess this longer-term objective until the 2013-2014 Academic Year. To facilitate success with this objective, however, participants have been asked to submit a service-learning syllabus for a course that they are likely to teach in 2013-2014 by the end of the 2012-2013 academic year.

However, we did conduct CCESL's first ever (of which we are aware) one-year follow-up survey of the 2011 Service Learning Scholars cohort. Of the fourteen instructors for whom we had 2011 data, seven responded to the one-year follow-up assessment. All of the respondents to the follow-up survey indicated that the workshop had prepared them to teach service learning courses and the number of respondents who taught an SL course increased from 14% to 71%.

FACULTY ASSOCIATES CHERI YOUNG AND KEITH MILLER SPEAK WITH SERVICE LEARNING SCHOLARS

At the time of the workshop, participants' believed SL courses might have a negative effect on their plans for publications and presentations and their research agendas; however, at one year later, plans for publications and presentations were no longer a top concern. One year later, participants reported significantly more positive ratings of relationships with community partners that support students' service learning in their courses; their understanding of what service learning is; and their ability to find resources to help implement service learning.

In addition to Service Learning Scholars, we collaborated with Colorado Campus Compact to bring **Dr. Tania Mitchell** to campus for an Advanced Practitioner workshop on critical service learning pedagogy. That workshop, held in the Garden Room at the Women's College, brought together instructors from DU and metro area institutions. Following up on the Advanced Practitioner workshop, DePrince and DiEnno held a reflection session with DU attendees to talk about next steps in integrating critical service learning pedagogy into courses.

Quotes and Spotlights:

- Participants in the 2012 Service Learning Scholars workshop had the following to say:
    - I thought the workshop was fantastic. It provided a great start and extremely useful resources toward building a service learning course.
    - Thank you for a great workshop. I feel much more confident moving forward with my syllabus design and am excited to make my classes overtly service learning!
    - Two things: I came in wondering if service learning could be useful, and I'm leaving thinking it's indispensable. I came in wondering if I could incorporate service learning into one class, and I'm leaving ready to apply it to other classes.
    - Very glad I did it – at the very least I feel more educated about service learning as a crucial element of higher education (and I am embarrassed that I barely knew what it was before). At the most I see the potential for this workshop to transform how I think about my role as an educator and how my multiple roles as an academic are reflected in the degree to which I engage with the larger community. I'm honestly not positive that I will develop a service learning course immediately, but I will never develop a new course, or teach an existing course, without asking myself whether or not there are meaningful ways to integrate community engaged practices into the course.
    - Thank you for a truly rewarding two days!! I'm excited to develop my first service learning course.

- With a mini-grant Dr. Liz Drogin's (University Writing Program) Writing and Rhetoric class partnered with America SCORES Denver, a local nonprofit that provides literacy and soccer programming to 320 low-income elementary school students. Students completed two major writing projects, volunteered in schools, generated an annotated bibliography, interviewed SCORES parents, transcribed and analyzed 60 interviews that assessed program benefits and limits, and finally, developed outreach materials (e.g., blog posts, newsletter articles) to heighten awareness of SCORES' activities and enhance communications. Students also hosted a Jamboree, the culminating event of SCORES' spring season, at DU. This community celebration and round-robin soccer tournament brought together over 60 DU students (including the men's soccer team) and 500 community members. SCORES participants left with goodie bags, which included inspirational notes written by DU students and books for summer reading.

- After doing a Community Engaged Research Project (CRP) with Chinese Children Adoption International (CCAI) as part of Dr. Beth Suter's COMN 3990 (Family Communication Capstone) course, Amanda Dillard commented: "Doing a Community-based Research Project basically reformed how I learned this quarter. Instead of just scraping by and then cramming for a test at the end of the quarter, I really tried to become an expert on what we were learning. When what you are doing will affect more than just your own grade it makes you want to do better. I knew that if I didn't give my best to our project that it would actually affect someone. I wanted to help make a difference in peoples' lives. My knowledge on the subject and the project was able to help others and would in turn eventually (hopefully) help kids being transracially and transnationally adopted into the U.S. I had the time to do the research and become an expert on the research, while many adopting parents might not have had the resources, knowledge, or time, so I was able to share my knowledge and expertise to make a difference in their lives. This was not just a class with theory and concepts, it was reality."

Faculty achievements and reflections on community-engaged learning are now regularly highlighted in the Public Good Newsletter (http://www.du.edu/ccesl/PGENewsletter.html).

Community-Engaged Learning: Service Learning Associates

Program Manager: Cara DiEnno

Description:

CCESL's 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	1230 hours
SLA Community Partnerships	32 partnerships
DU Students in SLA Program	9 students
DU Students Directly Impacted by SLA Program	333 students
DU Faculty and Staff Involved in SLA Program	14 faculty/staff
Hours in Training for SLAs	14.5 hours

Accomplishments:

SLA accomplishments included:

- Nine trained SLAs supported 14 faculty and staff members in 19 service learning courses.

- SLAs supported partnerships among a great variety of community-based organizations including the Colorado Fiscal Institute, Denver Public Schools' Shakespeare Festival, the College Gateway Program at Red Rocks Community College, Urban Peak, the Colorado Coalition for Girls, among many others.

- In CPSY 4340 Evaluation and Treatment of the Adult Offender, the SLA reported that students were impacted in a variety of ways. "I would argue that while some benefited from the chance to work with "real" clients on assessments, others learned more from the process of service learning itself with its unexpected outcomes. For example, when working with a community partner you have to be ready to plan for the worst. In addition, I think a lot of the students benefited from working with the clients, hearing their stories, and examining/changing previously conceived notions about working with an offender population."

Quotes and Spotlights:

"I established a good connection with the first year students. They knew they could come to me for help with anything related to class or social justice. Additionally, I organized / am organizing an opportunity to apply what they have learned through the year to a project."

"I think Dr. Cole and I have developed a very valuable relationship. I think she values my opinions on relationships between community partners and the students. She has taken my opinions on how to establish future relationships with community partners."

CONCLUSION

With a commitment to community engagement as a means of furthering and deepening academic inquiry, we continued to expand and strengthen programs this year. For example, we saw the successful completion of our first Science Shop Project (part of our Community-Engaged Scholarship initiative), the development of DUSC into a vibrant, productive student organization (part of our Service initiative), and the deepening of the work done by some of our long-standing programs, such as Public Achievement (part of our Civic Engagement initiative).

The scope of programs implemented by CCESL reflects a commitment to learning, development and mobilization of students, staff and faculty around community engagement. For example, a range of programs directly involved DU undergraduate and graduate students who learned about community-engaged strategies and received mentoring. From Puksta Scholars and Public Achievement to new service opportunities and expansion of our Compact Service Corps AmeriCorps program, DU undergraduate and graduate students actively involved themselves in addressing social justice issues in collaboration with community partners. These programs not only affected the DU students who were directly enrolled, but also peers (e.g., through One-2-Ones and public meetings) and Denver-area high school students.

In addition, we invested in significant leadership development among faculty. For example, we engaged more than 40 individual faculty members in service learning training opportunities. Faculty pods and mini-grants were awarded for innovative work that is currently underway to support, innovate and improve community-engaged classrooms.

We integrated assessment into all of our initiatives as well as advanced research into the impact of community-university partnerships on communities. We put the infrastructure in place this year to improve and broaden evaluation efforts in the coming year as well as begin the important process of evaluating the impact of CCESL work on community partners.

We say goodbye to the 2012-2013 academic year with excitement and optimism for plans that are well underway for the coming year.