



UNIVERSITY *of*
DENVER



University of Denver
Center for Community
Engagement &
Service Learning

CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING

2013-2014 END OF YEAR REPORT

JULY 1, 2013 - JUNE 30, 2014

PRESENTED SEPTEMBER 2014

TO

THE OFFICE OF THE PROVOST
UNIVERSITY OF DENVER





University of Denver
Center for Community
Engagement &
Service Learning

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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.

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:

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.



CCESL STAFF

CCESL is supported by 2.5 FTE staff and a part-time director, introduced below. CCESL's work was made possible in 2013-2014 with the contributions of 31 student employees, 4 graduate interns, 3 Faculty Associates, and 1 Graduate Research Assistant.

STAFF

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

GRADUATE INTERNS

During 2013-2014, CCESL worked with four graduate interns.

- Olivia Hunte (Graduate School of Social Work) served as a team lead for the Public Achievement program;
- Abbey Westphal (Graduate School of Social Work) served as a team lead for the Public Achievement program;
- Jessica Hathaway (Graduate School of Social Work) served as program support for the AmeriCorps and Community Engagement Corps programs;
- Leah O'Grady (Higher Education, Department of Educational Policy and Practice, Morgridge College of Education) served as program support for CCESL's Service Initiatives.

FACULTY ASSOCIATES

- Keith Miller, Associate Professor, Department of Chemistry & Biochemistry
- Kate Willink, Associate Professor, Department of Communication Studies
- Cheri Young, Associate Professor, Knoebel School of Hospitality Management

GRADUATE RESEARCH ASSISTANT

- Jane Sundermann, Department of Psychology

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.

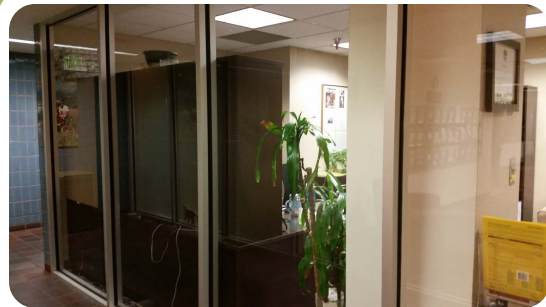
Grant Writing Infrastructure:

CCESL staff continued to identify prospective grants to support community-based projects and research, with input from University Advancement. Examples of successful 2013-2014 external funding include:

Awarded:

- MLK Collegiate Challenge Grant, Corporation for National & Community Service, to support Public Achievement Semester of Service beginning on MLK Day;
- Training Ground Grant, Campus Compact of the Mountain West, Compact Service Corps grant in support of our Community Organizing Institute;
- Training Ground Grant, Campus Compact of the Mountain West, Compact Service Corps grant in support of Public Achievement.

CCESL Office Transformation:



BEFORE: WAITING AREA CLOSED TO HALLWAY

In a continued effort to maximize resources, CCESL reassessed our physical space with a focus on developing more functional spaces for active collaboration. With a complete overhaul of Suite 22, CCESL staff transformed what was once an enclosed lobby into a welcoming and open space conducive to collaboration among students, staff, and faculty. Incorporating bright colors, a new countertop workspace, individual tables and supplies to promote creativity, the space is now a place to meet, work individually, or collaborate on ongoing projects. In addition,

CCESL has provided students with a chalkboard wall featuring staff profiles, weekly discussion questions and a section dedicated to a program or student being featured for the week.



AFTER: OPEN AND VIBRANT



AFTER: WELCOMING WORK SPACE

Scholarly Publications and Conference Presentations:

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

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

- DePrince, A.P. (2014, April). Injustice, Inequality & Violence Against Women: Community-Engaged Strategies for Research & Teaching. Paper presented at the 17th Annual Continuums of Service Conference. Waikiki, HI.
- DiEnno, C.M. & DePrince, A.P. (April 2014). Developing Students' Ability to Address Complex Social Problems through the Public Achievement Program. Presentation at the 17th Annual Continuums of Service Conference. Honolulu, Hawaii.
- DiEnno, C.M. (March 2014). Critical Reflection in Service Learning Courses. Invited presentation at the Campus Compact of the Mountain West's Engaged Faculty Institute. Denver, CO.
- DiEnno, C.M. (January 2014). Using the Community Organizing Framework to Create Powerful Service Projects. Invited workshop presenter for the Campus Compact of the Mountain West's Veteran Leader Corps program. Denver, CO.
- Hanschen, R.J. (August 2013). Youth Led Movement Building & Community Organizing. Presentation at International Democratic Education Conference. Boulder, CO.
- Hanschen, R.J. & Hathaway, J.K. (April 2014). Using a Community Organizing Framework to Build Relationships and an Awareness of Identity. Presentation at Colorado Mentoring Symposium. 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:

Conference/Workshop	CCESL Staff	Date
Work on Purpose Training (Denver, CO)	DiEnno & Hanschen	May 2014
17 th Annual Continuums of Service Conference (Waikiki, HI)	DePrince & DiEnno	April 2014
Mountain West Engagement Academy (Greely, CO)	DePrince & DiEnno	February 2014
Colorado Mentoring Symposium	Hanschen	April 2014
YES! Education Jam (Boulder, CO)	Hanschen	August 2013
International Democratic Education Conference (Boulder, CO)	Hanschen	August 2013
Southwest National Service Conference (Denver, CO)	Hanschen	July 2013

Campus and Community Service:

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

DePrince	Member and Chair, Advisory Committee, Campus Compact of the Mountain West
	Member, AHSS Dean Search Committee
	Member, DU Strategic Planning Committee
DiEnno	Coordinating Committee Member, Colorado Service-Learning Council
	Member, University of Denver Intercultural Global Studies Minor Advisory Committee
	Member, Advisory Committee, Campus Compact of the Mountain West
Hanschen	Commissioner, Colorado Governor's Commission on Community Service
	Member, Denver South High School Community Partnership Advisory Board
	Planning Committee Member, University of Denver Diversity Summit Day of Action

To illustrate the regional impact of CCESL staff efforts, we are pleased to highlight DiEnno's work on the Coordinating Committee of the newly launched Colorado Service-Learning Council. The Council's mission is to promote, advance, and institutionalize high quality service-learning through innovative collaboration among P-20 institutions, government agencies, nonprofit agencies, and the private sector throughout Colorado. DiEnno serves as the contact for institutions of higher education and co-wrote the council's founding charter. The Council provides professional development and networking opportunities for service learning practitioners and expands the opportunities for DU faculty members to work with others across institutional boundaries. More information can be found at <http://www.coloradoservicelearning.org/>.

Faculty Associates:

Faculty Associates (Drs. Miller, Willink, and Young) engaged in activities to advance community-engaged teaching and research across campus, with particular emphasis in their home respective home divisions, Division of Natural Sciences & Mathematics; Divisions of Arts Humanities and Social Sciences (AHSS); and Daniels College of Business. In addition to individual work described below, Faculty Associates contributed more broadly to efforts to institutionalize community-engaged practice and develop faculty capacity. For example, both Young and Miller provided training to faculty new to service learning as part of workshops at

DU (Service Learning Scholars) and in the region (Campus Compact of the Mountain West's Engaged Faculty Institute).

Miller focused on developing relationships with local public libraries that would provide opportunities for both faculty and students to engage the public in outreach by developing and facilitated activities based on science, technology, engineering and mathematics (STEM) topics. The intent of this work was to develop relationships with area libraries so that STEM faculty can both integrate service-learning assignments into the courses they teach and provide opportunities for graduate students to communicate science concepts to the public as part of their graduate work. Over the course of the year, Miller and fellow faculty worked with directly with two public libraries in the Denver metropolitan area, and have started conversations with two additional libraries for outreach activities for the 2014-2015 academic year. While activities varied at each location, faculty and students all facilitated hands-on activities to engage the participants in topics related to science and engineering.

One partnership flourished as a result of this investment. In August 2013, conversations began between DU faculty members in the Division of Natural Science & Mathematics and the children's librarian at Englewood Public Library (EPL). These initial conversations, while general, explored potential collaborations between both partners that would increase the STEM related activities in the form of library programming activities. In November 2013, a group of DU students and faculty led a weekend outreach activity related to chemistry and energy; this event was well received by EPL patrons with nearly 100 patrons adding the event. Following this event, Miller used his Winter 2014 quarter course, Chemistry Frontiers, to pilot an engaged-learning opportunity that involved the chemistry majors in the course leading hands-on activities. These activities focused on *energy* and *color* with young children and their caregivers. The programming activities occurred every Tuesday in February for approximately one-hour. With positive feedback from both library patrons and undergraduates student, these activities continued throughout Summer of 2014 with graduate students preparing and leading activities once a month.

Willink focused on identifying national examples of universities and organizations that have a Participant Action Research (PAR) emphasis. Willink looked for specific examples relevant to expanding community-based research opportunities for mid-career, community-engaged faculty interested in deepening their research expertise and opportunities. Willink identified core stakeholders to begin work toward creating a PAR collective at DU. In collaboration with faculty from AHSS and GSSW, Willink and colleagues have developed a one-year plan for establishing a PAR collective, including the selection of a pilot project.

Young focused on building capacity and collaboration among faculty members at the Knoebel School of Hospitality Management. In particular, Young built on her use of service learning in the course HRTM2501 Managing Human Capital in Hospitality. Young has worked with the African Community Center (ACC), a refugee resettlement agency in Denver, for a little over two years. This unique partnership—in which diversified mentoring relationships were established between Knoebel School students in the Human Capital course (who are the mentors), and adult refugees from the ACC (who are the protégés)—was recognized by the Worldwide Hospitality Awards for the Best Educational Innovation in November 2013. Additionally, Young has been recognized for service learning work by the International Council on Hotel, Restaurant, & Institutional Education, by receiving the John Wiley & Sons Award for Innovation in Teaching. This award recognizes an International CHRIE member for his or her implementation of innovative, creative, and effective teaching techniques in hospitality education at the high school, diploma, and college or university level. Young focused this year on expanding this work beyond her course. Working with colleagues, the faculty and students

in the Knoebel School of Hospitality Management established the first annual Public Good Gala, a celebration of DU's commitment to the public good. The Gala was designed and executed by Knoebel School students in three courses (Contemporary Cuisine, Event Management, and Human Capital) in partnership with refugees from the ACC. The Gala was attended by over 100 people from around the Denver area, and raised awareness of DU's commitment to the public good. The Knoebel School, the department received the Community-Engaged Department of the Year Award from CCESL.

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. For example, on May 2, 2014, CCESL supported 6 DU staff members to attend a "Train the Trainer" event, which certified them to lead Work on Purpose Workshops (see attendee list below). The workshop was hosted by Campus Compact of the Mountain West. Work on Purpose, a program of Echoing Green, helps people uncover their own unique way to live and work for social good. The curriculum focuses on helping individuals, especially those between the ages of 18-35, identify the kind of work that is right for them and good for the world. Echoing Green's Work on Purpose program inspires and equips those in the first decade of their careers to realize their unique way to make a social impact—be it as a nonprofit or social business employee, an artist-activist, an effective board member, a high-impact volunteer, a social entrepreneur, or in any number of other potential roles. The program supports a wide spectrum of young people seeking to make the world a better place in a way that is uniquely right for them.

Each participant received copies of the Work on Purpose book, access to the curriculum and other online resources, and are now part of the Purpose Catalyst community with members from across the country. The staff cohort is committed to the personal and professional development of DU students and represents offices from across campus including both graduate and undergraduate programs and both academic programs and student life. These DU certified trainers are continuing to collaborate in various ways. They are planning to collaborate on offering a Work on Purpose workshop for students in Winter quarter 2015. In addition to DiEnno and Hanschen, attendees included Hannah Mixdorf (Graduate Resident Director, Housing and Residential Education), Carolyn Sommers (Career Counselor, Career Center), Mike Shay (Veteran Services Coordinator), and Tay Dunklee (Coordinator, Living and Learning Communities).

CCESL-Sponsored Events:

On July 24-25, CCESL cosponsored the Southwest National Service Conference, which brought together AmeriCorps programs from several states to share best practices, foster cross-stream connections, and advance knowledge on managing AmeriCorps programs.

On September 17, CCESL hosted an Open House to kick off the new academic year. Over 80 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.

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	Brittany Morris
AmeriCorps Student of the Year	Maritza Torres
Community Organizer of the Year	Olivia Hunte
Public Good Faculty of the Year	Associate Professor Kim Bender, Graduate School of Social Work
Service Learning Faculty of the Year	Clinical Assistant Professor Neil Gowensmith, Professional Psychology
Community-Engaged Department of the Year	Knoebel School of Hospitality Management
Kimmy Foundation Community Service Professional Award	Emily Bowman; Maddie Spillman



PIONEER AWARD STUDENT RECIPIENTS



COMMUNITY ORGANIZER OF THE YEAR
OLIVIA HUNTE WITH GRADUATE INTERN
JESSICA HATHAWAY

Application for 2015 Elective Community Engagement Re-Classification

The Carnegie Classification for Community Engagement is an institutional, elective classification that depends on documentation of campus-wide commitment to community engagement. DU was in the first cohort of universities to receive the Carnegie Classification Designation for Community Engagement in 2006. During AY 2013-2014, DU had an opportunity to reapply for the 2015 community-engaged designation. DePrince and Associate Provost Jennifer Karas organized a series of working groups, comprised of faculty and staff members from across campus, to collect data for and craft the application. DU's application was submitted in April 2014. The re-classification decision will be announced by the Carnegie Foundation in January 2015.

EVALUATING LEARNING OBJECTIVES

CCESL dedicates resources to evaluating learning objectives across initiatives. Below we offer two examples from our assessment approach with students. Please see specific programs for additional information (e.g., knowledge outcomes from Community Organizing Institute and Service Learning Scholars Workshop).

Competence for Civic Action. CCESL programs teach community organizing principles to increase student readiness of civic action. To evaluate this goal, students completed the Competence for Civic Action Scale (CCAS; Flanagan, Syvertsen, & Stout, 2007) pre- and post-involvement in the program. The CCAS is a well-established measure in which students are told about a hypothetical problem within their community and asked to rate their abilities (on a 5-point scale) to take nine civic actions. The CCAS items include actions explicitly targeted in the community organizing approach used in CCESL programs, such as creating a plan to address a civic problem and identifying individuals or groups who can help with the problem. While students indicated that they already had high levels of competence to engage in civic actions upon entering CCESL programs, they also demonstrated statistically significant, small effect size increases in their reports from pre- (*Mean*: 4.31, *SD*: .49) to post- (*Mean*: 4.47, *SD*: .49) assessments overall ($t(95) = 2.32, p = .02; d = .33$).

Critical Thinking. Students in two of the Civic Development Initiative programs (Public Achievement, Puksta Scholars) were asked to submit written critical reflections on a quarterly basis during AY 2013 – 2014. Critical reflections instructed students to think about “...your growth and experience over the past quarter, as well as what your next action steps will be.” Students were then explicitly asked to be thoughtful in addressing each of six prompts:

1. Describe your understanding of social justice;
2. Describe how you have used community organizing skills;
3. Describe your civic identity;
4. How have you been involved in the community?
5. How does your involvement in PA connect to your academic life?
6. How has your involvement in PA affected your long-term goals or future professional life?

Building on work started in AY 2012-2013, the CCESL’s Graduate Research Assistant developed a scoring rubric for students’ responses to the critical reflection prompts. Reflections were graded (by the Graduate Research Assistant, not program staff) on a number of dimensions from clarity in responding to the question, application to one’s previous quarter experiences specifically in PA, and indication that higher-level concepts were being synthesized in a more critical way (as compared to responses with less depth and overall synthesis of ideas). Total scores could range from 0 to 18. For program-specific data, please see Program Data from Public Achievement for outcomes (p. 35). Consistent with our expectations, results from students’ responses demonstrated more sophistication and higher-level synthesis of ideas over the course of this past academic year. Taken together, Puksta and PA students ($N = 38$) demonstrated significant improvements in critical reflection skills over the three quarters ($F(1, 27) = 4.65, p = .04$).

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, Melora Coughran, MacKenzie Burdic

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 Campus Compact of the Mountain West 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 CSC Careers in the Common Good Scholarship to offset expenses of professional development opportunities such as conferences and trainings.

Last year, CCESL enrolled 161 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	157,975 Hours
Community Partnerships	58 Partners
DU Students in Program:	161 Students
DU Faculty and Staff Involved	10 Faculty and Staff
Hours in Training for DU Students: <ul style="list-style-type: none"> • DU Specific Training • General Member Development 	181 Hours 31,595 Hours

Accomplishments:

- DU AmeriCorps Members will have earned over \$516,705 in Education Awards during 2013-14, pending successful completion of service terms by members still enrolled in the program.
- DU AmeriCorps Members received \$1,673 in competitive Careers in the Common Good (CCG) Scholarship funds that support member development trainings and/or conferences of the student's choice.

Quotes and Spotlights:

Maritza Torres was recognized as the 2014 DU AmeriCorps Student of the year. Maritza 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 her service project, such as CCESL's Community Organizing Institute and DU AmeriCorps Member Development events. Maritza served a 450 hour Term of Service with the Conflict Center.

"Serving with AmeriCorps and working with youth in Denver in an educational fashion has greatly affected my future goals. I can honestly say I want to teach and continue to work with youth for the next couple of years because of the powerful experiences I had. One such experience was when a student's mother told me that I letter I wrote her child both had her and her child crying, and she thanked me for acknowledging his strengths and his humanity. It's moments like that, that make the all the hard work and the struggles completely worth it and made my AmeriCorps experience a wonderful and enlightening experience."

- **John Walsh, Denver Teacher Residency**

“My experience is a DU AmeriCorps member has shown me the power of action within communities, especially through youth. As a Public Achievement coach at South High School, I was able to see the progression of my students throughout the academic year and I watched them develop a passion for addressing injustices in their community. It was a truly impactful experience for me and it strengthened my hopes to continue working on youth-based community organizing efforts in the future.”

- **Nyabweza Itaagi, Public Achievement**



**A DU AMERICORPS MEMBER ENGAGING STUDENTS
AT HER SERVICE SITE**

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 SUPPORTING FLOOD RELIEF EFFORTS IN LYONS, COLORADO.

Program Data:

DU Students Involved in DUSC Leadership	15 Students
Hours in Training for DU Students	108 Hours
DU Faculty and Staff Involved	2 Staff
Community & Campus Partners Engaged	16 Partners
Service Projects Implemented	23 Service Projects
DU Volunteers Engaged (students, alumni, staff, faculty)	306 Volunteers
Total Direct Service Hours Volunteered	1,238 Hours

Accomplishments:

- Project Connect raised \$676 to support two local elementary schools and wrote 27 notes to veterans.
- Project Volunteer hosted four large-scale service projects, including the 29th annual MLK Marade, DU's the BIG Event, an Oxfam Hunger Banquet, and the Diversity Summit Day of Action.
- Project Action engaged in flood recovery work and planted trees in northern Colorado, cooked meals at the Ronald McDonald House and Café 180, supported the Asbury Elementary Carnival and Habitat for Humanity, raked leaves for community members, and made crafts with senior citizens.
- Project Depth engaged DU students on a weekly basis as they served as mentors/tutors for the Bridge Project.
- In May 2014, DUSC partnered with the Center for Multicultural Excellence (CME), the Diversity Summit Committee, Munroe Elementary, and Smith Elementary to facilitate the second annual Diversity Summit Day of Action. DUSC and CME recruited and trained 107 DU volunteers who hosted over 200 Munroe and Smith 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.

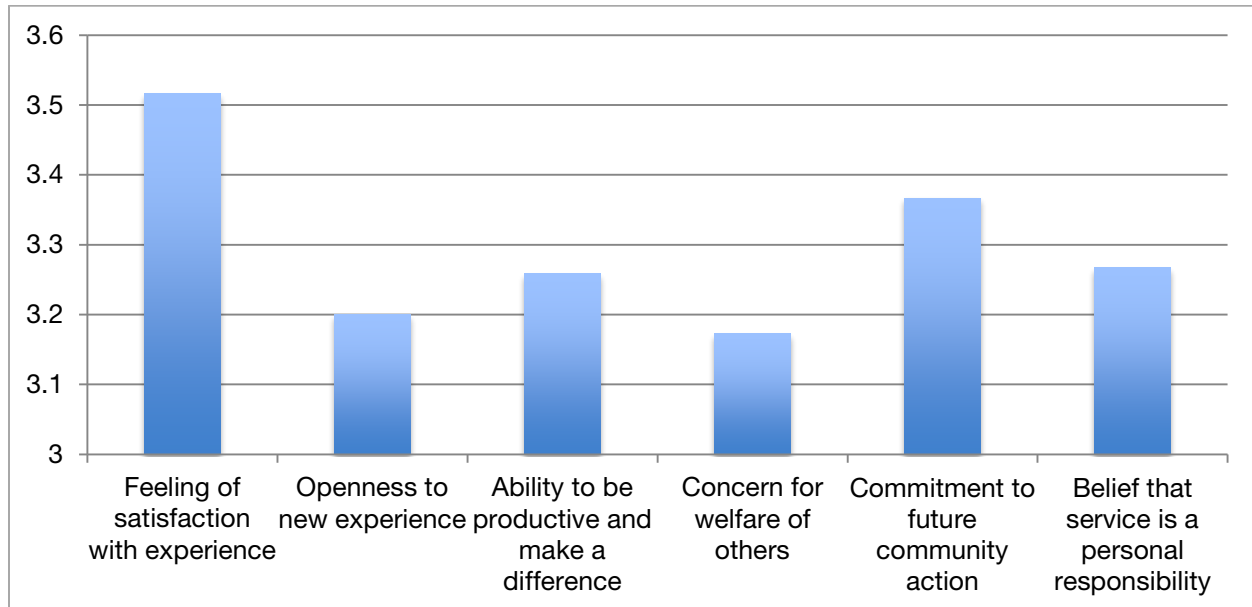


DUSC VOLUNTEERS COOKING A MEAL AT THE RONALD MCDONALD HOUSE



DUSC VOLUNTEERS DURING THE DIVERSITY SUMMIT DAY OF ACTION

Volunteers for the Diversity Summit Day of Action were asked to “indicate the degree to which participation in this event has increased or strengthened your abilities, attitudes, awareness or understanding in the following areas.” Participants responded on a scale from 1 to 4 (1 = Not at all, 2 = Slightly, 3 = Quite a bit, 4 = A great deal). As illustrated in the figure below, volunteers reported positive changes across a host of outcomes based on their participation.



Quotes and Spotlights:

- “I am truly impressed with DUSC and the role that it plays at the University of Denver. Not only does it provide opportunities for students to get involved in the community and help those who are in need but also at the end of each project time is taken to reflect on the experience and how it affected the community and us as individuals.”

– **DUSC Student Volunteer**
- “I love being a part of DUSC because it gets me involved on campus. It's been a wonderful way to do some good in my community while having fun and meeting new people. I've chosen to take a leadership role in this organization because I truly believe in what it does and I'm excited to get other people involved!”

– **DUSC Student Leader**
- “With DUSC, I'm able to work with other students who share an underlying thread of service and commitment to helping the community but who also have different perspectives and personalities. I came to college to become more well-rounded, and I think that with being exposed to students or situations I normally might not be around, I can pursue that.”

– **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	7 mentors/tutors
Hours in Training for Mentors/Tutors	72 hours
School Partnerships	4 partnerships
Hours Served by Mentors/Tutors	1058 hours

Accomplishments:

- Community Engagement Corps members served with five programs at four school partner sites: Denver Green School, Force Elementary Reading Partners, Manual High School APEX, Manual High School Future Center, and South High School APEX.

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, including the DU Something: Volunteer database.

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

CCESL also tracks student participation in community service for DU. This information helps to capture DU's contribution to the public good as well as support DU's application to the President's Higher Education Community Service Honor Roll and reports to Campus Compact. The data below spans service program information from across campus and includes the Athletic Department, CCESL, Center for Multicultural Excellence, Denver Teacher Residency, DU Service & Change, Financial Aid, Graduate School for Professional Psychology, and Graduate School of Social Work, Greek Life, Living & Learning Communities, Morgridge College of Education Teacher Education Program, Pioneer Leadership Program, and Religious & Spiritual Life.

Program Data:

Approximate Total Number of DU Students Engaged in Community Service	1,901 Students
Approximate Total Hours of Service Engaged in by DU Students	563,755 Hours
Number of New Volunteer Profiles Created on the DU Something: Volunteer Website	55 Volunteers
Number of Volunteer Opportunity Sign-ups by DU Volunteers via the DU Something: Volunteer Website	110 Volunteer Opportunities

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

Topics covered this year were organized around three main themes: “Your Public Self,” “The Self among Others” and “Collective Public Work.” Part one, “Your Public Self,” involved discussions of multidimensional and multiple identities within oneself, one’s own experiences

of privilege and oppression, and self-interest – a way to commit to public action based on self-knowledge and exploration. Part two, “The Self Among Others,” included an exploration of community organizing versus activism, lessons on how to work in the world as it is versus the world as it should be, and an opportunity for COI attendees to conduct “one-to-ones” with other attendees. During the one-to-ones, attendees were encouraged to develop a shared self-interest and a discussion of collective self-interest followed this activity. Finally, in Part Three of the COI, “Collective Public Work,” we discussed power distribution, power-mapping, and developing plans for public action.

Small-group activities at tables, led by student table facilitators, were scattered throughout the presentations and included activities like power-mapping, identifying self-interests through table “house meetings,” and making creative posters about the world as it is versus the world as it should be. Similar to previous COIs, participants worked throughout the day with a bound, printed copy of CCESL’s Community Organizing Handbook as well as supplemental handouts and training materials. The Community Organizing Handbook provides resources for understanding and addressing issues of privilege and oppression; building power, conducting one-to-ones; developing community relationships; and staging public actions. Based on feedback for this year’s COI, we are currently developing an updated Community Organizing Handbook and are enthusiastic about distributing that to attendees of our upcoming COI (Fall 2014).

Program Data:

DU Student Attendees	62
DU Student Trainers	13
DU Faculty	7
Other Attendees	7

Accomplishments:

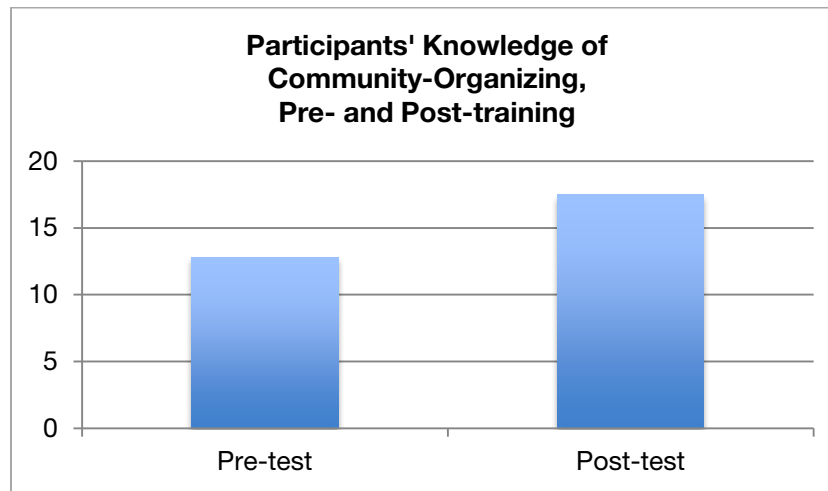
Our primary goal for the 2013 COI was to **increase students’ knowledge of community organizing principles and practice**. To assess this goal, we asked that all COI participants complete a written assessment immediately before and after the training. The assessment, comprised of 13 items, used multiple choice and open-ended questions to assess students’ knowledge about key points from the curriculum. The questions for this year’s assessment were derived from the 2012 COI pre- and post-assessments.

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

- Multiple-choice: 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
- Short-answer: From a community organizing framework, how is power defined?

In order to examine whether participants’ knowledge of community organizing principles and practice increased following the training, we calculated each participant’s total points earned (a sum of correct answers for the 13 questions) at both the pre and post-assessments. The

figure below shows the participant average scores pre-training ($M = 12.87$, $SD = 4.96$) and post-training ($M = 17.55$, $SD = 2.83$). The increase in participants' scores from pre- to post-training was statistically significant and represented a large effect size ($t(30) = -7.22$, $p < .001$, $d = -1.15$).



We were also interested in learning about how participants' previous experiences with community-organizing trainings, such as the COI, might affect their scores at pre- and post-tests. To investigate that question, we compared the data for two groups: those who previously attended a COI and those who had never attended. As expected, for the pre-test, participants with previous training scored significantly higher ($M = 14.4$, $SD = 4.17$) than participants who had never attended a training ($M = 11.44$, $SD = 5.34$) ($t(29) = 1.7$, $p < .10$). However, both groups – regardless of previous experiences with training – showed statistically significant improvements in knowledge from before to after the training (Group1 (Previous training), ($t(14) = -5.26$, $p < .001$); Group 2 (No previous training), ($t(15) = -5.06$, $p < .001$).

Finally, we asked participants to respond pre- and post-workshop to three different statements about their sense of belonging to a community at CCESL, sense of an identity at CCESL, and knowledge about specific CCESL initiatives and programs. This reflects our ongoing goal to assure that students across many CCESL programs feel a broader sense of connection in addition to their within-program (e.g., AmeriCorps, Public Achievement) identity. Participants were asked to circle a number (1 = *strongly disagree* to 5 = *strongly agree*) to indicate how much they agreed or disagreed with the statements: “I belong to a community at CCESL,” “I consider CCESL an important part of my identity” and “I am familiar with CCESL initiatives/ programs.” For each statement, participants demonstrated, on average, statistically significant increases in agreement from pre- to post-training (Belonging, $t(28) = 1.80$, $p < .1$; Identity, $t(28) = 2.65$, $p < .01$; Familiarity, $t(28) = .41$, $p < .001$).



COI MODERATOR TORRES ASSISTING STUDENTS IN THEIR WORKING GROUPS



TABLE FACILITATORS LEAD THEIR WORKING GROUPS

Finally, we gathered student feedback to inform future trainings. To accomplish this, we administered the post-assessment and event evaluation questions. Across student responses, a few themes emerged. Participants expressed an increased awareness of the importance of building relationships in the process of community organizing, especially through using tools like power-mapping and one-to-ones. Attendees also commented that they enjoyed the “fishbowl” exercise that allowed them to talk more deeply about their own experiences of privilege and oppression. Lastly, participants stated that they were better able to see how to put “idealism” into practice, that the COI gave them the opportunity to practice community-organizing skills and problem-solving. When asked what the participants would

have liked to see more of in this year’s COI, several participants expressed that they would have liked more time to listen to the keynote speaker. Several participants also expressed that there was a lot of new information covered in the training and that they would have liked more depth versus breadth (e.g. a few more detailed topics versus many topics).

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

How will you integrate what you learned at this training/event into your volunteer/Compact Service Corps experience?

- “I’ll be able to power map, consider multi-identities, and have ideas for how to approach and identify those with power to make change.”
- “Knowing how to conduct effective one-to-ones is pivotal to great conflict resolution.”
- “I actually know how to approach people and know it’s important to connect self-interests.”
- I have a lot of connections with grassroots organizations. The values and skills in this training can be used and shared with them to solve social problems that I’m interested in.”
- “I will look more to the root of the problem rather than simply fixing it quickly.”
- “Take the time to invest conversation in partners/opponents’ self-interest.”

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

- “It is important to discover what key community members care about in order to reach effective solutions to community issues. This knowledge can lead to more effective community organizing.”
- “How to look at an issue from different lenses.”
- “One 2 ones. That was really cool to see that and it reminds me to try to connect to people on a more personal level.”
- “Loved the focus on perception of power, more power than power traditionally defined”
- “The difference between helping people and organizing them.”

- “Knowing and building relationships with people is essential to change.”
- “To not just give resources to groups but power them and strive them to make their own changes.”



CCESL STUDENTS AT 2013 COI

What information about your community did this training/event provide?

- “My small community can actually have a voice. Which is the point. It encourages the idea of empowerment.”
- “This training was a healthy reminder of the diversity around us and the relationships between different people and institutions.”
- “Community organizing can be very effective to solve key community issues.”
- “I learned about others ongoing involvement in DU/CCESL programs which is awesome to hear what people typically do to engage.”
- “How identities impact community.”
- “This training taught me a lot about what society sees as privileged and oppressed and how we are combating it now vs. how we could in the future.”
- “It was able to show me how much impact a community has potential of having when you are able to show them the amount of power they all have as a whole.”
- “A ton. It taught how to better connect with my community and how to break down who has power.”

How did this training help you to think about ways to better connect with your community?

- “By providing me with skills to discuss issues and common goals with the community members.”
- “Power mapping skills.”
- “We have more in common than we think and I need to take advantage of this more often.”
- “It taught me different techniques on how to connect with people and how to combine self-interests.”
- “It gave me the tools to discuss interests with others looking to implement change.”
- “Focused more on connecting my self-interest to others.”



CCESL STUDENTS IN DISCUSSION DURING COI

What training topics do you think would be helpful to provide in the future?

- “I’d like to talk more about critical reflection.”
- “Specific examples close to DU, Denver, or Colorado to look at and see how community organizing worked and the effect it achieves.”
- “I really enjoyed the training – I have no suggestions.”
- “Elaborate more on how to make your projects more sustainable.”
- “Training on picking a topic and how to go about taking that project on.”

Finally, we asked participants to give specific feedback about what they learned from Torres. Below please find the specific question posed to students as well as statements that reflect common responses.

Please briefly describe what you learned from Jesús Torres today.

- “Power is not about who necessarily has the most money or resources but who has the ability to act upon an issue and make a difference.”
- “If used correctly, using the media can be an effective tool for community organizing.”
- “Attack root causes, understand root causes instead of going automatically for what you think are solutions.”
- “Helping is different from making change.”
- “Perceived power is as important as real power.”
- “Do not do for people what they can do for themselves.”
- “The first step to building a sustainable organization that is committed to community improvement is one that uses community voices.”
- “Self-interest is a space in which relationship building happens.”
- “That when [people] are brought together to make a difference, the change they can make is incredible.”

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.

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 CCESL.



2013-14 DU PUKSTA SCHOLARS WITH PUKSTA FOUNDATION PRESIDENT JOHN MULSTAY, PUKSTA FOUNDATION DIRECTOR OF DEVELOPMENT NICHEL MEIS, DU CHANCELLOR ROBERT COOMBE, AND DU PUKSTA SCHOLARS PROGRAM DIRECTOR RYAN HANSCHEN

Program Data:

Hours Spent in Community	2,002 Total Hours
Community Partnerships	18 Partnerships
Campus Partnerships	26 Partnerships
DU Students in Program (total)	12 Students
DU Students Directly Impacted	660 Students
DU Faculty and Staff Involved	25 Faculty and Staff
Hours in Training for DU Students	52 Hours/Student
Total Amount of Scholarships to DU Students	\$ 66,000
<i>Note:</i> 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:

- Worked with urban Denver communities to increase access to healthy and organic food so that all populations, regardless of their income, have the option of eating locally grown food affordably. Currently working to develop sustainable alternatives to the food system through the development of urban agriculture.
- Partnered with an organization called Literate Nation, which is directed at getting all children reading, no exceptions, no excuses. Worked with students to craft presentations for multiple conferences talking about dyslexia and the importance of adequate reading instruction. Also interned at Durango Mountain Camp for 'dyslexic youngsters' providing intensive one-on-one Orton-Gillingham tutoring alongside daily outdoor adventures.
- Explored the development of sex education programs aimed to rectify programs, as they currently exist in middle and high school classrooms that are woefully inadequate in providing recognition, positive affirmation, and accurate education to queer people. Utilized YouTube as an alternative space in providing sex education that makes safety, compassion, validation, and accuracy in curriculum development a priority.
- Partnered with the Special Olympics to host the "Spread the Word to End the Word" event on campus while also creating a video to highlight the successes of the day.
- Facilitated in the process of helping undocumented students attend college, spending the first two years mentoring high school undocumented students about college resources and the latter two fund-raising for the new Puksta Program at Metro State University of Denver.
- Started an organic cooking class with the women at the Gathering Place which take place once a month and will introduce the women to unfamiliar produce.
- Aided in helping African American males get to college and stay in college. Mentored and fostered a support system for young black males through a program developed in partnership with the Black Male Initiative Summit. Brought together black college leaders from campuses across Colorado to navigate how to improve retention and recruitment to college at the Colorado Black Student Leadership Conference.
- Planned the first annual DREAMers Day and created a handbook full of scholarships and resources for undocumented students. Also created a mentorship program aiming to help young students stay motivated about school and to better understand and utilize the resources available to them.
- Provided a support system for the refugee students at South High School, the largest refugee high school, by facilitating workshops on the college process.



**DU PUKSTA SCHOLARS AT THE
ANNUAL INTERCOLLEGIATE RETREAT
HELD IN DOWNTOWN DENVER**

- Developed research that will culminate in a project to help children overcome their health challenges that hold them back from achieving their daily and lifelong dreams and goals. This will be achieved by teaching children healthy and fun eating practices and physical activities that will help them overcome challenges rooted in unhealthy lifestyles.
- Worked with El Sistema Colorado to develop a better youth music education program by developing a curriculum and a business plan to then adopt and adapt into other underserved communities lacking access to music education.

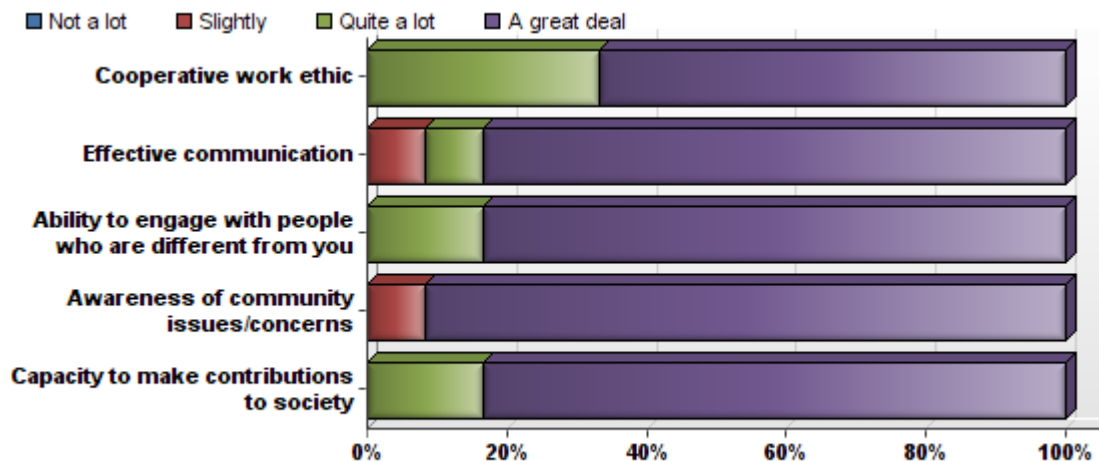


**13-14 PUKSTA SCHOLARS
DURING THE 2014 INTERCOLLEGIATE RETREAT**

In addition, as a community, Puksta scholars:

- Participated in a communication training with Puksta Scholars from CU, CSU, and UCD that focused on sharing their personal narratives and Puksta Projects with a wide range of audiences.
- Participated in a Puksta Foundation sponsored screening of 'Just Like Us' performed at the Denver Center for the Performing Arts.

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 participation in the Puksta Scholars program had increased or strengthened their skills and knowledge in specific areas. Puksta Scholars generally reported perceptions of significant increases in skills and knowledge, as illustrated below.



Quotes and Spotlights:

- “I will be forever grateful for my experience as a member of this wonderful family that we call Puksta. The friendships, community connections and skills that I have learned through this program will undoubtedly last a lifetime.”

– **Puksta Scholar**
- “This organization is becoming one of the most powerful organizations in Colorado and I am thrilled to be a part of it.”

– **Puksta Scholar**
- “This program has all of the support necessary for me to be the absolute best version of myself that I can possibly be. That’s really what this whole program is about, taking people who are amazing people and providing them with a space for them to grow and succeed and thrive to be the best possible person they can be.”

– **Puksta Scholar**



PUKSTA SCHOLAR WITH HIS 2013-14 PUKSTA PROJECT

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.

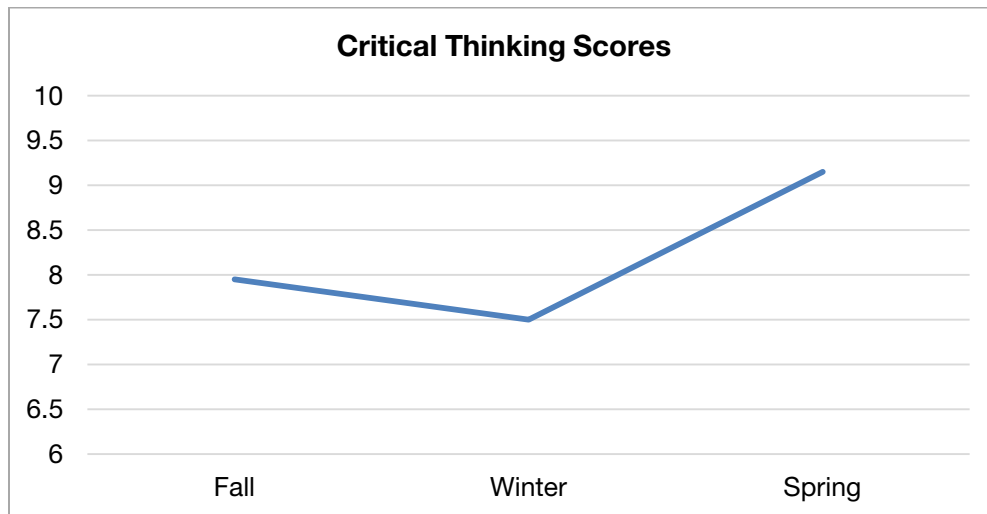
Program Data:

Hours in the Classroom	385 Hours
Hours Preparing Out of Class	8,640 Hours
Hours Spent with Students out of Class	553 Hours
Community Partnerships	2 School Partners
<i>South High School</i>	4 Teachers & 2 Administrators
<i>STRIVE Prep – SMART Academy</i>	5 Administrator
DU Students in Program	26 Students
DPS Students Directly Impacted	279 Students
DU Faculty and Staff Involved	6 DU Members
Hours in Training for DU Students	44 Hours/Student

Pre- to post-assessment of outcomes for DU students participating in PA revealed several significant changes. PA students reported large changes in an item tapping Interpersonal & Problem-Solving skills, which are central to PA: “I can think analytically in solving problems” ($t(25) = -2.004, p < .10, d = .43$).

PA students also reported large changes from pre- to post-assessments on items tapping Justice-Oriented Citizenship: “I think it’s important to buy products from businesses that are careful not to harm the environment” ($t(25) = -2.132, p < .05, d = .5$) and “I think it is important to challenge inequalities in society” ($t(25) = -1.729, p < .10, d = .45$).

For the first time, we coded the critical reflections written by PA students each quarter to assess critical thinking skills (see page 43 for details on the reflection prompts, how a scoring rubric was developed for the responses). The table (below) displays means and standard deviations for 20 PA students who completed all critical reflections at the end of each quarter. Relative to both Fall and Winter, PA students showed significant and large gains in critical thinking skills assessed by the reflection assignment (Fall to Spring: $t(19) = -2.60, p < .05, d = .40$; Winter to Spring: $t(19) = -3.087, p < .01, d = .52$).



Accomplishments:

- CCESL developed a new partnership to engage the entire 9th grade class at STRIVE Preparatory Schools SMART Academy. The PA program was also tasked with leading a week's worth of nontraditional classes during the school's first "Week Without Walls." During this week, PA coaches in partnership with STRIVE teachers lead students through a variety of activities to stimulate their civic development. Activities included a kickoff by Councilman Paul D. Lopez, documentary screenings, mini-workshops on public narrative, school mural design, community inventories, legislative letter writing, tours of the Colorado State Capitol and Justice Center, and a project work day at DU.
- CCESL received two grants for PA in 2013-2014. A \$1,000 grant was secured from the MLK Day of Service Challenge grant program for student participation in the MLK Marade. A Training Ground Grant from the Compact Service Corps program was secured for \$1,088.45 to support the training and professional development of PA coaches.



PA AND HIGH SCHOOL STUDENTS AT THE MLK MERADE

- Fifty 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 2014.
- We held the third annual Public Achievement Summit and College Visit in April 2014. Nearly all of the high school students in PA attended the event and participated in a variety of events including a keynote and kickoff, personalized campus tour provided by PA coaches, a variety of breakout sessions, a working lunch and a celebration of the PA program. This year many entities from across campus supported the program by providing breakout sessions. These included faculty members Keith Miller (Chemistry and Biochemistry), Andrea Gelfuso Goetz (Geography and the Environment), Jeff Brown (Philosophy), and Pamela Miller (Psychology), Admissions Fellows Paige Clark and TeRay Esquibel, DU Programming Board members, DU Physics Club members, and Nashwas Bolling from Financial Aid. To wrap up the summit, students presented to peers in a college classroom about the projects they completed and PA coach Neda Kikhia led a closing.

- Students at South High School completed four projects.
 1. Health Education: This class focused on access to health education by surveying their peers about their knowledge of health resources and starting a Health Club;
 2. Teen Homelessness: A class interested in addressing teen homelessness worked with the school's social worker to develop the "Rebel Closet," where any student can access hygiene and clothing supplies;
 3. Bullying: This class developed a video to share with peers during the school's news report, a presentation to give to middle school students, piloted at Merrill Middle School in April, and purchased bracelets to be handed out to incoming freshman in the Fall that say "Love. Peace. Happiness. #Antibullying;"
 4. Stigma: This class addressed the stigmas associated with tattoos and piercings in professional settings. The group developed a website and Tumblr page to help inform others of the history of body art.
- Students at STRIVE completed projects on one of two social justice topics.
 1. Gangs: Two classes focused on ending gang violence and hosted an event called "Games Not Gangs" on May 9, 2014. The event featured an education corner where the DU Physics Club and Dr. Keith Miller hosted tables with science activities, a "Gangland Dodgeball" game, a t-shirt stenciling area, food, and guest speakers from Servicios de la Raza and Life-Line Colorado that addressed the importance of living a gang free life;
 2. Immigration: Three classes focused on immigration, specifically breaking down the stereotypes that some people hold about immigrants. One of the classes produced a video where students, most of whom identify as Mexican-American, completed signs that said "I might be Mexican but I am not _____."



PA STUDENTS FROM SOUTH HS POSING WITH THEIR DU COACHES AND TEAM LEAD AFTER PRESENTING TO 8TH GRADERS AT MERRILL MIDDLE SCHOOL

Quotes and Spotlights:

"I will be forever grateful for the opportunities that were afforded to me. I acquired new leadership and human relation skills. I was able to build a bridge between my PA and my academic life; implementing new ideas I learned from both areas. . . Through critical reflection, I was able to actualize a part of myself that I was incapable of doing before my participation in the program. I leave with a renewed sense of self-confidence, in addition with an affirmation that I can indeed make a difference in the world, even if it's just once person at a time. "

– **Team Lead at South High School**

"It was rewarding to be able to guide students into an understanding of democracy, politics, and free spaces, as those are not only critical to the PA process, but also to many aspects of life. Any community change, no matter how large or small, cannot take place without these core values."

– **Coach at STRIVE Prep – SMART Academy**

“It is amazing what happens when people gives you respect for what you are doing and actually treat you like adults and not kids, how much you feel respected and encouraged into doing more and continuing to do more. It’s amazing, because thanks to our couches, I have actually changed my mind into thinking that we could make a difference in the school and the community.”

– **Student at South High School**

“I have to say, the work that they are doing with the students and the rapport that they have created are wonderful to witness. Every day when they come into the class, they are prepared and ready to go. They have meticulously built up the lessons in order to lead the kids to the point in which they have clear ideas and projects to present to the assistant principal. The students have decided to work on bullying, and because of the guidance of the PA people, they have created some wonderful concepts for their projects.

– **Teacher at South High School**



PUBLIC ACHIEVEMENT STUDENTS ENGAGING IN ACTIVITIES HOSTED BY THE DU PHYSICS CLUB DURING THE ANNUAL PA SUMMIT.



PUBLIC ACHIEVEMENT COACHES PARTICIPATED IN A FALL CHILI COOK-OFF HOSTED BY THE DU PROGRAMMING.

Civic Development: Spectator-to-Citizen Courses

Instructors: Cara DiEnno and Amy Lopez

Description:

Spectator-to-Citizen is a three-course sequence of two-credit courses offered by CCESL. The courses in the series included Community Organizing (Fall), Denver Urban Issues and Policy (Winter), and School-Based Civic Engagement (Spring). The sequence is designed to provide opportunities for DU students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities. These courses strongly encourage students of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

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

The Denver Urban Issues and Policy (DUIP) course is developed around the idea that a strong democracy depends on its citizens to use their power, knowledge, ethics and strengths to identify problems and work with others to build stronger, healthier communities for all people. Students are encouraged to see themselves as citizens of the City of Denver, with a responsibility and right to investigate important issues and be involved in developing a city that better the lives of the people in the communities. DUIP builds upon the community organizing course by emphasizing relationship building, research of multiple forms of knowledge/knowning, 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	291.5 Hours
Community Partnerships	2 Community Partners
DU Students in Program	31 Students
DU Faculty and Staff Involved	2 Staff
Hours in Training for DU Students	508 Hours

Accomplishments:

- Students in the Community Organizing Course were concerned about educational equality and chose to address the specific issue of student debt. Students decided they want to raise awareness about the issue and seek signatures for an interest form requesting DU's Office of Business and Financial Affairs to offer a presentation and discussion with students about the university's budget, specifically how tuition dollars are spent. To carry out these goals, student tabled on the Driscoll Bridge on November 12, 2013 for two hours. During that time, 53 students stopped by to learn more, engaged in a trivia game created by the class and signed the class' interest sheet. Twenty-nine students shared the amount of debt they have accumulated by writing the number on a large dollar bill, which was hung with others on a string on the bridge. The total amount of debt these students shared was an astounding \$937,811. The class then composed a letter to send to the Office of Business and Financial Affairs sharing what they had learned and the amount of student interest in a budget presentation.

In the Denver Urban Issues and Policy class, students spent the first several weeks of class learning about mental illness through lecture and discussion topics including: common mental health conditions, how mental illness is portrayed in the media, how mental health treatment is addressed through policy and how mental health is (or is not) talked about among family and friends. With this knowledge, they began working with CHARG Resource Center as a partner to combat mental health stigma.

CHARG Resource Center is a consumer-driven, community-based drop in center for those struggling with mental health conditions. CHARG is a small non-profit agency with only five full time staff. As access to technology has increased in everyday life, the need to have an online presence is vital in being able to provide information to those who may be seeking mental health treatment or support. Because CHARG has no one person dedicated to managing their technology needs, the students assisted the CHARG Resource Center in enhancing and developing their Internet, multi-media and social media presence. In their 10 weeks, the students completed the following projects:

- Set up a Facebook page for the agency and provided six months' worth of pre-programmed status updates;
- Developed the "Community Resources" page for the CHARG website with information about mental health treatment, support for family and friends and recreational activities;
- Provided video tutorials on setting up individual e-mail accounts and Facebook pages for the consumers to access;
- Created a slide show of consumers' art work for the "Creative Expressions" page of the CHARG website;
- Developed a slide show presentation for the website called "Myths and Misconceptions about Mental Health" as a way to begin to combat stigma;
- Created several videos of consumers sharing their mental health stories. These videos will be used on the website, as part of the presentations they give in the community and as part of their advertising for donations/support in their 25th anniversary celebration.

- 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 three hours each week preparing for and presenting lessons on science topics to 2nd and 3rd grade students for 6 weeks. At the end of the six weeks, the students in SBCE hosted a Science Fair for all 2nd and 3rd grade participants at Force Beacons Neighborhood Center. Students were able to demonstrate their science knowledge to neighborhood center staff, teachers and parents. Activities included playing with various kinds of 'slime,' connecting batteries to light bulbs demonstrating that more batteries leads to brighter light, and using five senses to discover smoothies. Students also discussed the importance of a good education that includes science and the role it plays in developing the civic competency of students and their ability to participate fully in community decision-making processes in knowledgeable and productive ways.



A STUDENT IN THE SCHOOL-BASED CIVIC ENGAGEMENT COURSE DEMONSTRATING VISCOSITY AT THE "SLIME" BOOTH DURING THE FORCE BEACON'S PROGRAM SCIENCE FAIR.

Quotes and Spotlights:

"Community organizing is both a profession and a way of exercising one's democratic rights. Community organizers avoid throwing money at a problem and try to target the root problems within an issue. Through this class I have learned to dig deeper within issues I am passionate about."

– **Student, Community Organizing class**

"The notion of understanding my self-interest as a starting point of a public life is really helpful, I think, and I hope to be able to make professional choices for myself based on where my needs and identity match with the issues and collective identity of an organization that I feel compelled to work with."

– **Student, Community Organizing class**

"This class was without a doubt transformative . . . not only that but I never thought about all the steps community organizers go through to start and maintain a movement and how much work goes into even the seemingly simplest movements."

– **Student, Community Organizing class**

"This was very transformative because my long-term goal is to partake in our democracy and hold a public office. This class really gave me a sound grasp on the grand social problems that our society faces every day and the way in which grass root organizations can combat these problems through our democracy and their organizing efforts."

– **Student, Community Organizing class**

"Ten weeks ago I was completely oblivious to mental health and the issues that correlate with it. The only knowledge I had of mental health was stereotypical examples from the media, Hollywood, and extreme cases. I quickly learned that mental health was an issue that the whole public needed to know about it because it is more common and relatable than people expect."

– **Student, Denver Urban Issues and Policy class**

“This class made me think about what my role in reducing the stigma around mental illness is. I think a great way to reduce this stigma is to talk about mental health more often. If being depressed, having an addiction, or suffering from ADD was talked about more often I think that the stigma would be reduced greatly.”

– **Student, Denver Urban Issues and Policy class**

“This class has been such a source of joy for me over the last 10 weeks. I came into the class thinking I knew a lot about mental illness only to discover how limited my education was. The discussions and work with CHARG truly broadened the limits of my mind and made me think about mental illness in a completely new way. After taking this course I feel better equipped to speak on the topic of mental illness. This course offered me the opportunity to see this topic in a completely different way and to develop the knowledge and skill to reduce mental health stigma.”

– **Student, Denver Urban Issues and Policy class**

“Before this class, I never even thought about the stigma towards mental illness. I have to say, I was pretty arrogant towards the situation, just like the majority of others in our society. I would believe what the media had to say about the issues, and now I can see that I was very wrong in doing that. Now I can say I actually have an opinion towards the issues, and I plan on conveying my opinion to others who may not know much about the issues regarding mental illness. I think that one of the most important things we, as an entire society, can do to counter the negative stigma of mental illness is educate those who don’t know much about it. By doing so, we are going to have far more people present who will know when to stand up for somebody with mental illness or at least add an opinion themselves, speaking for those who may not have the capacity to speak for themselves.”

– **Student, Denver Urban Issues and Policy class**

“Learning about mental illness in such a concrete, unstigmatized, and discussion-based way was such an incredible experience and I think that my social justice knowledge and awareness on this subject has expanded greatly and will help me as I move forward in work that could very well involve these issues.”

– **Student, Denver Urban Issues and Policy class**

“I think this class offered not only support to CHARG and its patients, but also educated a new class of learners and teachers that will hopefully help spread the messages of acceptance, support, and help for the mentally ill to be spread to even more people around the world...or even just in the Denver/ DU community.

– **Student, Denver Urban Issues and Policy class**

“One 45 minute visit to CHARG Resource Center completely changed my views on people who are diagnosed with mental illnesses. Their personal experiences and simply seeing how a group of them interact was extremely relatable, it wasn’t much different than the way a group of non-mentally ill people interact. To summarize, I am really happy I took this course on mental health. It opened my eyes to a real issue that millions of people are fighting against around the world. The personal exposure to the people at CHARG Resource Center allowed for all the information received in class to sink in and set a lasting impression on me.”

– **Student, Denver Urban Issues and Policy class**

“... I am so grateful to have had this opportunity and learned so much from it because I now feel like I have a base of knowledge to build upon about our educational system, and with that means I can be more civically aware and a better asset to my community as a whole.”

– **Student, School Based Civic Engagement class**

“It was a great quarter and I hope to continue working with the program next year!”

– Student, School Based Civic Engagement class

“This quarter gave me another experience, another opportunity to reflect on what impact I strive to leave in the world. Over the course of this quarter, working with students at Force Beacons, gave me an experience where my passions met my fears and I learned more about myself.”

– Student, School Based Civic Engagement class

“My experience at Force has taught me a lot about myself and the community around me and I cannot wait for another opportunity like it.”

– Student, School Based Civic Engagement class

“This quarter, I read many articles, watched movies, taught a class full of kids, and discussed issues related to education. I read about minority students having a lower graduation rate, I watched documentaries about how charter schools are good, how they are bad. I discussed whether education is a right, or if teachers are the cause of the crippling education system. I learned a lot. The most important thing that I did learn is that regardless of what happens, education is important. Education is the root of what children need to be able to succeed and move forward in society. Regardless of whom to blame, or what policies to enact, the wellbeing of the students and their education always needs to be prioritized . . . I will use my knowledge to make more informed decisions when voting comes for educational policies. I will be better informed when I have to send my kids to school or when I volunteer with different programs. I will know better as to what I think is best for the education system.”

– Student, School Based Civic Engagement class

Civic Development: Voter Registration

Program Coordinator: Ryan Hanschen

Description:

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

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

Program Data:

Nonpartisan Community Organization Partnerships	1 Partner
Tabling Events Held by Partners and Supported by CCESL	1 Tabling Event
DU Students, Faculty or Staff Registered to Vote	35 Individuals

Note: Data reflect efforts of CCESL and partners in this non-election year.

Accomplishments:

- DU students received two separate emails with information about voter registration more than 120 days before the 2013 registration deadline, which was October 28, 2013.
- Information about registering to vote and updating voter registration details was included on the CCESL website.

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:

Newly-Awarded Funds	\$131,872
Newly-Funded Engaged Scholarship Grants	10
Ongoing Engaged Scholarship Grants	5

Among the 11 final reports submitted in AY 2013-2014, faculty reported the following personnel involvement in their projects:

Undergraduate Students	270
Graduate Students	146
Staff	9
Faculty	23
Community Individuals	1,850
Community Partner Organizations	33

Accomplishments:

Membership of the Public Good Fund Selection Committee included 10 faculty members from the following divisions: Arts Humanities and Social Sciences, Daniels College of Business; Morgridge College of Education, Natural Science & Mathematics, Undergraduate Academic Programs, and Ritchie school of Engineering and Computer Science.

Two calls for proposals were made for the Public Good Fund (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.

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
Erin Willer	Arts, Humanities and Social Sciences	The Scraps of the Heart Project: Storying Infant Death and Healing Parents Through Scrapbooking
Martin Quigley and Matthew Taylor	Department of Biological Sciences and Department of Geography and Environmental Sciences	Mitigation of environment and socioeconomic consequences of water scarcity in rural landscape conversion
Vicki Tomlin and Maria Riva	Counseling Psychology Program, Department of Counseling Psychology, Morgridge College of Education	Refugee Community Collaboration
Keith Miller	Chemistry and Biochemistry	Designing Interactive Activities to Stimulate Informal Science Learning in Public Libraries
Beltran Ramona	Graduate School of Social Work	RiseUp!: A Culture-Centered HIV/AIDS Prevention Program for Indigenous Youth
Alejandro Ceron Valdes	Anthropology	Evaluation of procurement and supply of medicines in Guatemala's public health system: Case studies
Bonnie Clark	Anthropology	Fostering Communities of Memory: The DU Amache Project 2014-2015
William Gowensmith	Graduate School of Professional Psychology	Expansion of the College Gateway Program
Sam Museus	Morgridge College of Education	The Collecting Asian American and Pacific Islander Refugee Stories (CARS) Project
Cheri Young	Knoebel School of Hospitality Management	Humanity, Hope, and Hospitality

Quotes and Spotlights:

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

- The Textbook Translation Project in Support of University Students in Developing Economies purpose was to continue and expand the translation of free, open content textbooks into Spanish using student volunteers. The translated books are targeted at university students in those Latin American countries where the lack of affordable high quality textbooks are a barrier to students receiving the education they need to help contribute to their country's well-being. The project also provides the opportunity for both groups to be trained to translate open content textbooks from English to Spanish, or indeed, to any other language.

– **Drs. Don McCubbrey and Zulema Lopez**

- We set out to provide all actors along in the Tola region of Pacific Coast region of Nicaragua with equal access to information that they can use to make decisions about their future. Development there is moving at a rapid pace. After consultation, we worked closely with Project Waves of Optimism (Project WOO) to help them design a GIS that they are using to collect and analyze both human and environmental data as they launch their new health clinic. This is a very rural area and WOO, after doing preliminary analysis with data we provided to see how far locals were travelling to access healthcare, decided to build the clinic in the village of Gigante. We have worked closely with them to design a web-based GIS that includes basic environmental variables such as river and well locations, and more human information such as roads, paths, schools, crop coverage, etc.

– **Dr. Matthew Taylor**



**DR. MATTHEW TAYLOR WORKING ON HIS
PUBLIC GOOD GRANT IN NICARAGUA**

- The goals of this Public Good Grant were to strengthen the capacity of staff, teachers, and social work interns at the Denver Green School (DGS) to adapt and deploy an evidence-based school-wide intervention (Responsive Classroom or “RC”) known to improve outcomes for disadvantaged students with attention deficits or behavior problems. It also aimed to assess the efficacy of, and DGS school-culture fit with, this whole school approach to supporting disruptive students in the classroom. Members of the school community developed relationships with the principal investigators through small group and individual interactions in regular consultation meetings, professional development trainings and focus groups. Throughout these interactions, the principal investigators emphasized that the purpose of the research project was to inform school decision-making and improve the “Responsive Classroom” intervention to meet the unique needs of students and teachers at DGS. As a result, the school community became more familiar with the public good research model that directly informs practice. School leaders and teachers have drawn on preliminary themes from our research project to determine priorities and plans for staff development next year.

– **Drs. Yolanda Anyon and Nicole Nicotera**

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 – Public Good Associates

Program Manager: Cara DiEnno

Description:

This year CCESL continued to develop the Public Good Associates (PGA) program, which was piloted during the 2012-2013 AY. The 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 DU'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.

In addition to the PGA program, a presentation on community-engaged scholarship was given to graduate students in the Department of Psychology in April, 2014. While the program remained small, the impact of the PGA program has proven worthwhile.

Program Data:

Hours Spent in Community	200 Hours
Community Partnerships	2 Community Partners
DU Students in Program	2 Students
DU Faculty and Staff Involved	2 Faculty Member
Hours in Training for DU Students	16 Hours

Accomplishments:

- Don McCubbrey, PhD (Business Information & Analytics) worked with a PGA for the full academic year. Matthew Taylor, PhD (Geography and the Environment) worked with a PGA during Fall Quarter.
 - The PGA working with Dr. Taylor became educated on issues in Latin America and U.S. involvement with their foreign and domestic policies. This information was beneficial to understand the culture and communicate with partners.
 - The PGA working with Dr. McCubbrey contributed to the text translation project, which has also been funded through the Public Good Fund. The PGA took on the recruitment and management of volunteers from across social networking sites to translate a social science textbook. He has created a mass translation cell that has the capacity of translating in a larger scale. The PGA expanded the languages which the project serves by providing support for the translation of English into Dari.

Quotes and Spotlights:

"I felt it was a great opportunity to get involved in the public good project as a new student to the community of DU and learn how I could contribute to the public good cause. I learned about organizing communities for any cause and the ways of getting involved. I learned that in order to benefit from a community, we have to give back to the community as well. Through the process of implementation of a public good project, I learned organization and recruiting skills for volunteers. – **Public Good Associate**

Community-Engaged Scholarship: Science Shop

Program Managers: Anne DePrince and Jane Sundermann

Description:

CCESL's Science Shop provides opportunities for undergraduate and graduate students to use their academic skills to address research questions from representatives of community-based agencies in Denver and surrounding areas. Science Shop projects involve a faculty supervisor and are linked to credit-bearing courses.

The Science Shop grew significantly in AY 2013-2014 to include six active projects, which reflect collaborations between DU faculty, students, and community-based agencies in Denver and surrounding areas.

Accomplishments:

- The Science Shop made a successful transition from one pilot project in 2012 – 2013 to six active projects during this past year (2013 – 2014).
- Projects were started with a diverse array of Denver community-based partners this past year, including Lutheran Family Services, the Gender Identity Center of Colorado, the Denver District Attorney's Office (DDAC), the Colorado District Attorney's Council, Colorado Organization for Victim Assistance (COVA), and Jefferson Center for Mental Health (Centro Dones de Nuestra Comunidad).
- Science Shop projects addressed diverse topics of interest to Denver community-based agencies. Topics, for example included research on the specific needs of refugee populations in Denver, the effect of education about fraud on rates of exploitation among vulnerable populations in Denver, costs of interpersonal violence and existing research regarding recidivism of sexual offenders, identifying and helping to meet needs of marginalized populations in Denver.
- In addition to adding six projects to the Science Shop roster during this past year, CCESL engaged five more community-based agencies in ongoing conversations about potential, but not yet fully active, projects. These projects stay consistently updated on our website, and we are currently stepping up efforts to engage more DU students and faculty in these research projects and questions.
- We continued to receive new entries from community-based partners through our online form, The Community Interest Form. The Science Shop coordinator continued to help agencies find good student and faculty matches given the input from the Community Interest Form.

- CCESL's Science Shop developed and successfully hosted two events within a new series of events called the "Community Spotlight Series." The Community Spotlight Series consists of one-two hour events at CCESL that provide an intimate setting for DU faculty and students to get to know representatives from Denver community-based agencies who are interested in doing collaborative research projects. Vice versa, Denver community-based agencies with pressing research questions have the opportunity to connect with DU faculty and students who are interested in their particular needs for investigation and research collaboration. CCESL's Science Shop hosted the Colorado Black Health Collaborative at our first Community Spotlight event in April, and then hosted Tony Grampsas Youth Services Program at our second Community Spotlight event in May. These events were advertised through a number of avenues to the DU community, and a total of 15 – 20 DU faculty and students from diverse academic disciplines attended these events at CCESL. We continue to progress towards research collaborations with these organizations and hope to launch several new Science Shop projects very soon.

Quotes and Spotlights:

- "We truly enjoyed the interaction and look forward to working with you all in the future."
– **Community-based agency representative, partnered with DU for Science Shop project this year**
- "The research that was reviewed by the students would have been difficult for our staff/volunteers to acquire. Also, finding time to review and analyze it would have been very challenging given our workloads. We appreciated the help!"
– **Community-based agency representative, partnered with DU for Science Shop project this year**
- "Results from one of the research students specifically was included in a grant application which we were awarded in part due to being able to demonstrate the impact and effectiveness of activities proposed."
– **Community-based agency, partnered with DU for Science Shop project this year**
- "Staff impact was minimal. The experience was a net gain, particularly the research product that created a space for [our organization] to reflect on ongoing conditions faced by our member community and [our organization's] role in addressing them."
– **Community-based agency, partnered with DU for Science Shop project this year**

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 Engaged 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, DiEnno provided training on critical reflection to faculty preparing to lead international service learning trips.

Program Data:

Faculty/Staff who Participated in Trainings for New Service Learning Practitioners	19
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	6
Continuing Faculty Mini-Grants	4
New Faculty Learning Pods	6
New Mini-Grants	6

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 2013-2014, service learning courses were offered across campus to undergraduate and graduate students.

Approximate Number of Sections Offered with Service Learning Component	111
Approximate Number of Students Enrolled in Classes with Service Learning Component	2,048

Accomplishments:

The 2013-2014 Service Learning Scholars Workshop was modeled after previous trainings conducted by CCESL as well as the Campus Compact of the Mountain West (CCMW) Engaged Faculty Institute. Over two days (December 5-6), the curriculum covered the following topics:

- Defining Service Learning & Historical Context
- 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
- Developing syllabus components including: Service Learning Description, Goals, and Objectives

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. Increase participants':
 - a. Awareness of benefits of service learning pedagogy
 - b. Confidence to implement service learning
 - c. Attitudes towards community
3. Prepare faculty to implement a new (or revise an existing) service-learning course by the 2014-2015 academic year.

The Workshop curriculum was developed by DePrince and DiEnno; and facilitated by DePrince. Five DU faculty service-learning leaders (**John Tiedemann, Cheri Young, Keith Miller, Liz Drogin, Heather Martin**) and two students (**Kerry Gagnon, Neda Kikhia**) made presentations throughout the two-day workshop. In addition, Associate Provost **Jennifer Karas** led a session 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:

Alejandro Ceron, Department of Anthropology
 Ruth Chao, Morgridge College of Education
 Richard Colby, University Writing Program
 Amber Engelson, University Writing Program
 Liz Escobedo, Department of History
 Omar Gudino, Department of Psychology
 Sarah Micke, University Writing Program
 Katherine Knight, Lamont School of Music
 LP Picard, University Writing Program
 Aimee Reichmann-Decker, Department of Psychology
 Greg Robbins, Religious Studies
 Orna Shaughnessy, Department of Languages and Literatures
 Jing Sun, Political Science
 Beth Suter, Department of Communication Studies
 Tim Sweeny, Department of Psychology
 Lijia Xie, Knoebel School of Hospitality Management
 Pamela Luke, English Language Center

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

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

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

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

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

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

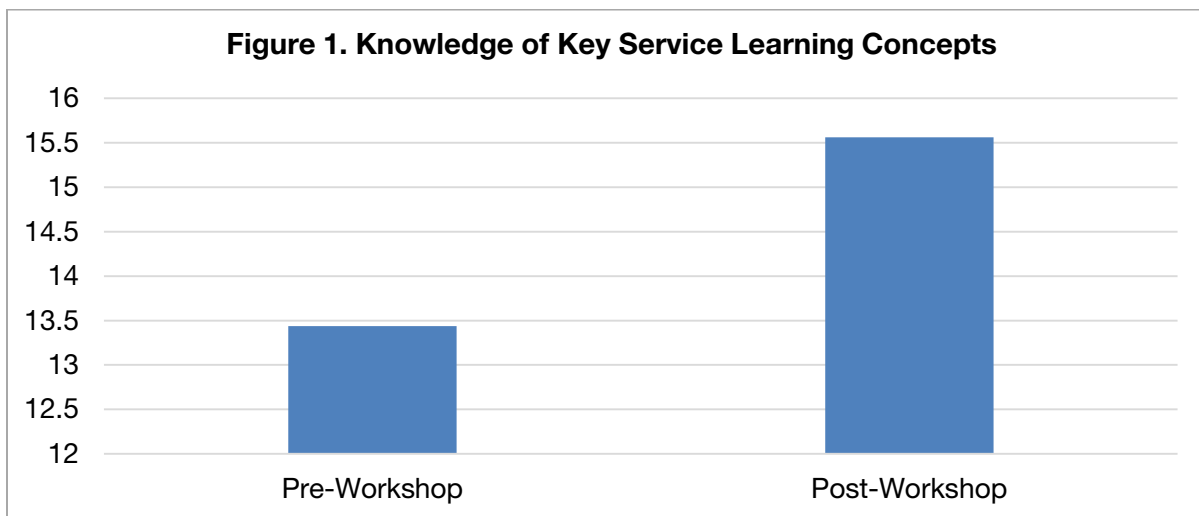
Sample questions included:

1. How would you define service learning (1-2 sentences max)?

2. 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

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

From pre to post-assessment, participants' scores on these questions increased significantly ($t(15) = 3.73$, $p = .002$); the effect size was large (Cohen's $d = 1.10$). As demonstrated in Figure 1 (below), participants' knowledge of key service learning concepts significantly increased.



Objective 2: Enhance participants' A.) Awareness of benefits of service learning pedagogy; B.) Confidence to implement service learning; and C.) Attitudes towards community.

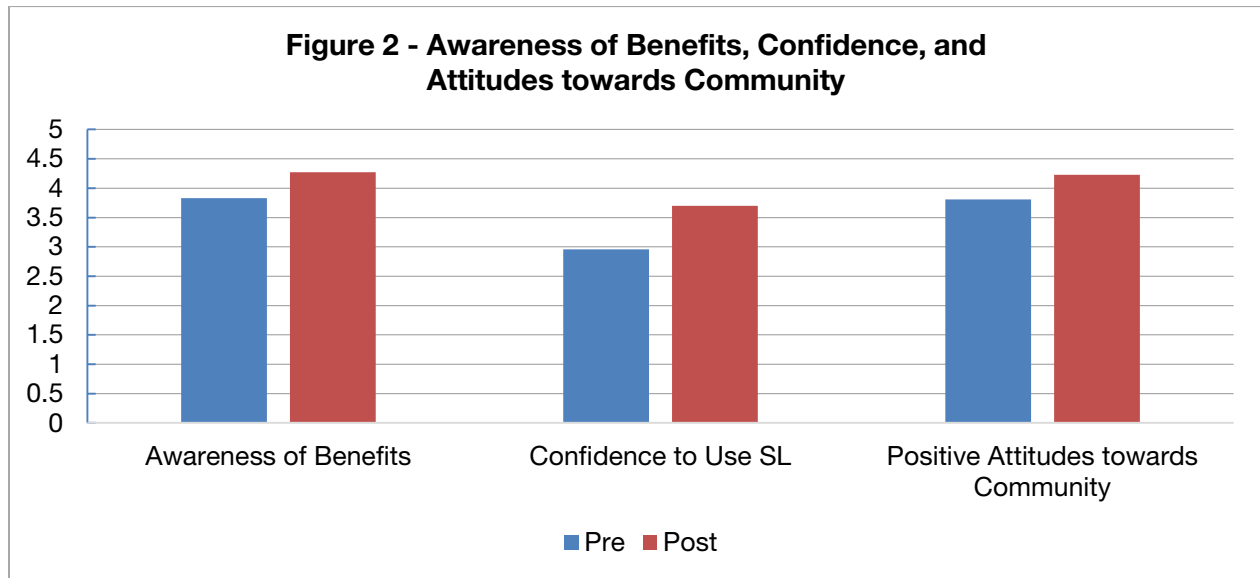
To assess Objective 2, we used data from thirty-six items¹ completed by participants at pre- and post-workshop. Each item was a statement, and faculty were instructed to respond to the statement with how much they disagreed to agreed (1="Strongly Disagree" to 5="Strongly Agree"). Scales included:

- **Awareness of benefits of service learning.** 18-item scale ($\alpha_{pre, post} = 0.76, 0.85$) with items such as: "Service learning helps students to see how the subject matter they learn in the classroom can be applied to everyday life" and "Service learning will help me understand my professional strengths and weaknesses".
- **Confidence to implement service learning.** 14-item scale ($\alpha_{pre, post} = 0.78, 0.64$) with items such as: "I have the skills and knowledge to develop effective service learning opportunities for my courses;" and "I feel confident integrating service learning into my courses."

¹ Items were adapted from two other evaluation tools used to assess the impact of similar faculty workshops on service learning: Colorado Campus Compact's evaluation of their 2011 Engaged Faculty Institute; and Community-Campus Partnership for Health's 2001 evaluation of service-learning programs for health professionals.

- **C) Attitudes towards community.** 4-item scale ($\alpha_{\text{pre, post}} = 0.64, 0.65$) with items such as: “I have a responsibility to serve my community” and “Faculty should be role models for students regarding community service.”

As illustrated in Figure 2 (below), we saw significant increases occur from pre- to post-workshop across all three domains of assessment: Awareness of Benefits ($t(15) = -5.19, p < .000, d = 1.34$); Confidence ($t(15) = -5.38, p < .000, d = -1.96$); and Attitudes ($t(15) = -3.14, p < .01, d = 0.77$). All effect sizes were large.



Objective 3 of the workshop was to prepare faculty to implement a new (or revise an existing) service-learning course by the 2014 - 2015 academic year.

We will not be able to assess this longer-term objective until the 2014-2015 Academic Year for the current cohort of Service Learning Scholars; however, we asked the 2013 SL scholars to complete a follow-up assessment with items that mirrored the pre- and post-workshop assessments in Fall 2013. Results of this follow-up assessment indicate, thus far, that faculty have been able to maintain gains from the Fall 2013 workshop and continue to apply knowledge of SL concepts and practices to teaching SL courses.

One faculty member, for instance, reported in the June 2014 assessment that she has taught three service-learning courses since attending the Fall 2013 workshop. Before the workshop, she had never taught a service-learning course. Faculty reported that learning more about the community of DU faculty that were already implementing service-learning courses really helped to encourage them despite perceived barriers. For instance, in response to the follow-up survey question, “Thinking back, what aspects of the Service Learning Scholars / workshop were most helpful?” one faculty member responded: “hearing examples from previous Service Learning scholars, knowing that it wasn't simple and there are resources available.” We will continue to use this kind of evaluation process and feedback to guide our development of this year's upcoming Fall workshop, and we look forward to updating our knowledge about both the short- and long-term assessments of the impact of this workshop.

Community-Engaged Learning: Service Learning Associates

Program Manager: Cara DiEnno

Description:

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

Program Data:

SLA Hours Spent in Community	870 Hours
SLA Community Partnerships	39 Partnerships
DU Students in SLA Program	9 Students
DU Students Directly Impacted by SLA Program	254 Students
DU Faculty and Staff Involved in SLA Program	12 Faculty/Staff
Hours in Training for SLAs	14.5 Hours

Accomplishments:

SLA accomplishments included:

- Nine trained SLAs supported 12 faculty and staff members in 14 service learning courses;
- SLAs supported partnerships among a great variety of community-based organizations including the African Community Center, Denver SCORES, Denver Rescue Mission, Denver Inner City Parish, Rocky Mountain Food Bank, Charles Hays World School, among many others;
- In the Freshman Seminar, Social Justice and the Bible, the service learning project helped students focus on a lot of social justice theories and how they connect to sections of the Bible, as well as working with faith based organization and experiencing the real life application of some of the theories discussed in class;
- In HTRM 2501: Managing Human Capital in Hospitality, where students were partnered with refugees from the African Community Center whom they mentored through the hospitality industry, true bonds were made between students and their partners. It was evident that the DU students were nurturing and proud of their protégées.

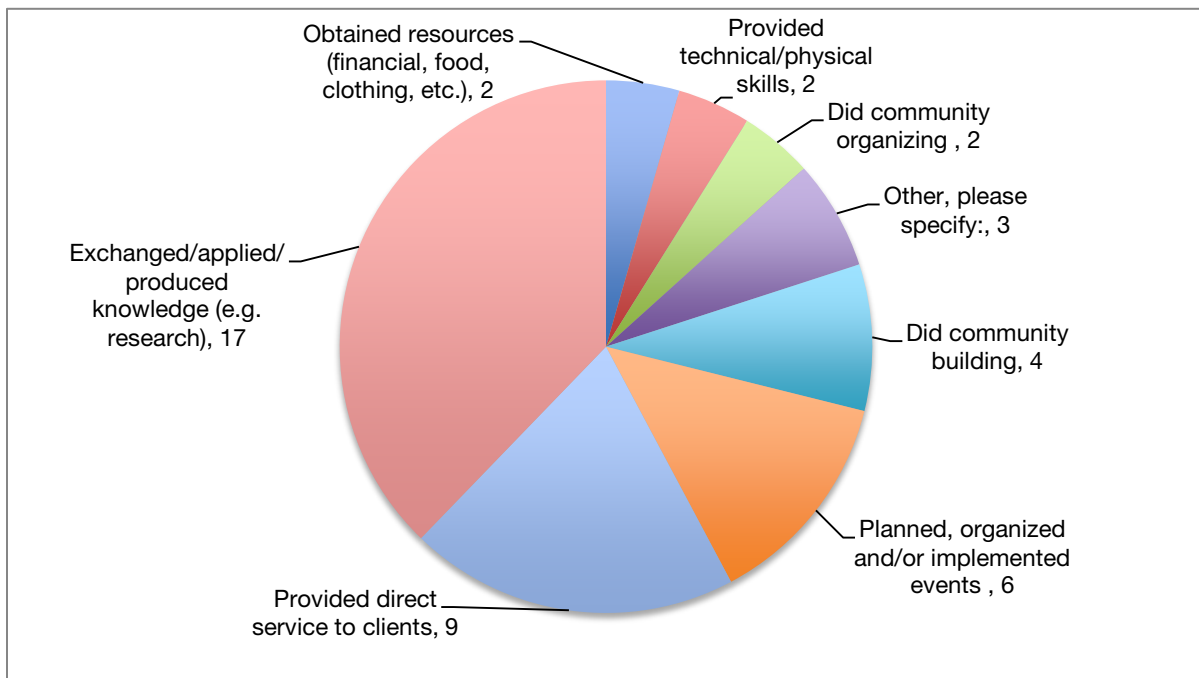
Quotes and Spotlights:

"The project really helped me understand the importance of building meaningful relationships with the community and having an equal part in contributing ideas and tackling identified issues and struggles."

"I was able to broaden my experience in community service and how non-profit organizations work. The project taught me that direct contact, while helpful, is not necessary in order for one to have an impact on a life. I learned that students are able to take a situation that might be uncomfortable or new and make it so that they can benefit from the experience and take away a lesson. Working with people that suffer from a severe mental illness has been a new experience for me but has taught many things about self and life in general."

A SNAPSHOT OF COMMUNITY IMPACT

In AY 2012-2013, a collaborative working group comprised of two CCESL graduate research assistants, DePrince, and Dr. Liz Drogin (University Writing Program) completed the development of the Community Impact Survey (CIS). The CIS was designed to assess systematically community partners' perceptions of the impact of work with DU students, staff, and faculty. In June 2014, we launched the survey as part of a new effort to assess the impact of community-engaged work on community partners annually. Eighteen faculty members and 12 representatives from community-based agencies responded to the survey. Results point to the success of community-university partnerships this past year, in terms of tangible products (e.g., helping agencies serve more clients, plan more events) as well as less tangible outcomes (e.g., establishing relationships, trust, and better communication between the university and local communities). As noted in the figure below, DU student and faculty engaged with community-based agencies in diverse ways, from developing new knowledge (such as through research) to organizing events and provide direct services.



Of the partnerships discussed by survey respondents, roughly half took place within the context of a DU service learning course (i.e. students engaged with a community-based agency as part of course requirements). The remaining partnerships took place within the context of research projects involving DU faculty, students, and community-based agencies.

Faculty and community respondents were asked why they pursued these partnerships. Faculty most frequently reported:

- Desire to make a difference in the community (89%)
- Sense of responsibility to have a positive impact on the community (72%)
- Seeking a new learning experience (61%)
- Expand personal and professional network (61%)
- Seeking to sustain a university-community partnership (61%)

Community respondents most frequently reported:

- Desire to make a difference in the community (75%)
- Seeking to preserve the possibility of future university-community partnerships (75%)
- Recruited by a university staff member or faculty (50%)
- Sense of responsibility to have a positive impact on the community (50%)
- Seeking to sustain a university-community partnership (50%)
- Seeking volunteers to assist with direct service, plan events, provide skills, etc. (50%).

Overall, community-university partnerships appeared to have a positive, substantive impact on community-based agencies and the communities they serve. For example, survey responses revealed that faculty and students helped to plan and execute approximately 10 new events and to serve over 130 new clients across the partnerships. In addition, we asked both faculty and community respondents to rate how favorably (from 1 = Very Unfavorably to 5 = Very Favorably) the partnership affected the community/community organization. Overall, responses consistently described the favorable impact that these partnerships had. For example, the table below highlights the most favorable effects of the partnership on the community from both community and faculty perspectives.

Most favorable outcomes on community reported by community respondents:

	<i>Mean</i>	<i>SD</i>
Commitment to involvement in future community-university partnerships	4.70	0.48
Confidence to succeed in new situations	4.67	0.50
Development of new ideas connected to community-engaged work	4.67	0.50
Commitment to engaging students	4.67	0.50
Sense of community	4.60	0.52
Commitment to engaging communities	4.60	0.52
Network of volunteers, friends, advocates, and/or allies	4.57	0.79
Commitment to a socially-minded career path	4.57	0.53
Understanding of their (the community partner's) personal values	4.56	0.53
Ability to connect real-world situations and academic research	4.50	0.53

Most favorable outcomes on community reported by faculty respondents:

	<i>Mean</i>	<i>SD</i>
Ability to connect real-world situations and academic research	4.70	0.48
Knowledge about their (the community partner's) client population and/or services	4.60	0.70
Commitment to involvement in future community-university partnerships	4.57	0.53
Commitment to engaging students	4.56	0.53
Knowledge about relevant social issues	4.56	0.73
Sense of accomplishment	4.56	0.73
Development of new ideas connected to community-engaged work	4.50	0.76
Information about their (the community partner's) challenges	4.50	0.71
Information about their (the community partner's) successes	4.50	0.71
Internal dynamics of their (the community partner's) organization and/or the classroom	4.50	0.84

Finally, faculty and community partners were both asked to rate their overall experiences of the partnership through responding to the statements displayed in the table below. The response scale was from 1 = Strongly Disagree to 5 = Strongly Agree (3 = Neutral). As the data demonstrate, perceptions of the community-partnership experience were quite positive, and those positive reports were quite consistent across faculty and community partner reports.

	Faculty Respondents (Mean)	Community Agency Respondents (Mean)
This community-university partnership was successful	4.94	4.82
I will pursue community-university partnerships in the future	4.89	4.91
Knowing what I know now, I would enter into this partnership again	4.94	5.00
This community-university partnership made a difference in the community	4.41	4.55
This community-university partnership was mutually beneficial	4.72	4.91
This community-university partnership is sustainable	4.5	4.91

Quotes/ Spotlights: Representatives of community-based agencies said the following about their partnerships with DU (as taken from survey results):

“We truly could not accomplish this work without these types of partnerships and I look forward to continuing our collaboration in the future.”

“We very much appreciate our partnership with DU. As a government agency serving the public, we have limited resources and are always trying to find new and sustainable ways of improving the services we provide. This partnership has strongly improved our professional knowledge, it has strengthened and expanded the services we provide, and opened up real life “hands on” experiences for the students at DU. It is invaluable to us and we hope it is also for the faculty and students at DU. We will continue to partner with DU in the future and look forward to future opportunities. “

“Our partnership has also led to local, organizational, and national presentations as well as helped to secure funding for an ongoing partnership.”

“[The student project] reflected academic discipline and profound humanitarian interest in the subject matter. We very much welcome future collaborations as a response to this experience.”

“I hope that this was a valuable experience for the two students that worked on this project. The information is valuable to us.”

“I found this community-university partnership to be beneficial, educational and creative regarding meeting shared interests.”

CONCLUSION

Work on the 2015 Elective Community Engagement Re-Classification offered an opportunity to develop a snapshot of community-engagement. That snapshot revealed faculty, staff, and students doing community-engaged work – in classes, research, creative work, and co-curricular service – to create a rigorous learning environment that serves the public good.

The scope of programs implemented by CCESL continues to reflect our mission to educate, engage and equip the campus community to accomplish tangible public work that improves the lives of people in our communities. We engaged students directly through programs, such as Puksta Scholars and Public Achievement, as well as supported faculty to do high quality work with students in service learning courses. In addition, we invested in significant leadership development among faculty. For example, we engaged 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. Finally, we continued to seek ways to expand training and leadership opportunities for graduate students and staff year (e.g., through internships, for example) while continuing high-quality programs that otherwise focus heavily on undergraduate students and faculty.

We also continued to integrate evaluation into our work 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 look forward to the new academic year with optimism for plans that are now well underway.