UNIVERSITY of DENVER

CENTER FOR COMMUNITY ENGAGEMENT & SERVICE LEARNING

2014-2015 End of Year Report

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University of Denver
Center for Community
Engagement &
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WELCOME TO CCESL

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

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

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

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

STRATEGIC GOALS

CCESL's work is guided by 7 strategic goals:

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

Strategic Goal 2: Advance Community-Engaged Teaching and Learning

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

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

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

Strategic Goal 6: Maximize Community Impact

Strategic Goal 7: Build Financial and Other Resource Strength

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

APPROACH

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

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

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

- Emphasize the co-production of knowledge in the context of reciprocal partnerships with local stakeholders.

- Pursue the renewal of democracy and the kind of public action that works to confront public problems and social justice through democratic means.

- Demonstrate strong collaboration with community partners in proposal and project development.

- Forge collaborative enterprises between academic researchers (professors and students) and community members, which validate multiple sources of knowledge and promote the use of multiple methods of discovery and of dissemination of the knowledge produced.

Community Organizing. Community organizing has a rich history in American social movements and is about people working together for systemic social change. Community organizing focuses on developing collective self-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.

STAFF

CCESL is supported by 2.5 FTE staff and a part-time director, introduced below. CCESL's work was made possible in 2014-2015 with the contributions of 31 student employees, 3 graduate interns, and 2 Graduate Research Assistants.

Anne P. DePrince, Director	DePrince oversees CCESL's long-term vision and strategic plan, working closely with staff on the implementation of programs and assessment of impact. She works with faculty through CCESL's community-engaged scholarship and learning initiatives. She advocates broadly for community-engagement on campus.

Cara DiEnno, Associate Director	DiEnno supports faculty members in their use of service learning through CCESL's various service learning trainings and funding opportunities. She assists the director in managing the Public Good Fund, which provides grants and fellowships to DU faculty conducting community-engaged scholarship. DiEnno also manages CCESL's various student programs. These include the youth civic engagement program Public Achievement, which pairs DU students (who serve as coaches) with Denver high schools and the Service Learning Associates and Public Good Associates programs, which partner students with faculty to assist with community-engaged courses and community-engaged scholarship, respectively.
Ryan Hanschen, Program Coordinator	Hanschen contributes to CCESL's Service and Civic Development Initiatives by taking a leadership role in the next stage of developing CCESL's service opportunities, as well as coordinating the Puksta Scholars Program. He advises the DU Service & Change (DUSC) student organization and manages Community Engagement Corps, a mentoring/tutoring program that partners with Denver Public Schools. Hanschen also coordinates CCESL's voter registration efforts.
Iman Jodeh, Administrative Assistant	Jodeh assists with strategic planning, budgetary responsibilities, marketing and event planning.

In addition to staff, CCESL's work is supported by two Graduate Research Assistants (GRAs). During 2014-2015, GRAs included:

- Meredith Borden, Morgridge College of Education
- Jaci Abeloe, Morgridge College of Education

CCESL is a placement site for students from Morgridge College of Education (Higher Education Program) and Graduate School of Social Work. Students pursuing Student Affairs Internship and/or Independent Study credits have completed special projects with CCESL staff that support student programming. During 2014-2015, CCESL worked with three graduate interns.
- Amanda Carlson (Graduate School of Social Work) served as a team lead for the Public Achievement program;
- Sarah Plummer Taylor (Graduate School of Social Work) served as program support for service learning initiatives;
- Hannah Mixdorf (Morgridge College of Education) completed her program capstone, titled *Privilege & Service: A Program Intervention*, through a partnership with CCESL's Service Initiatives.

EVALUATING OUTCOMES

As described in greater detail in later sections of this report, CCESL programs are designed around key learning objectives. Across all of our programs, we follow a process of setting benchmarks for success, including goals for learning outcomes. Here we offer an example of
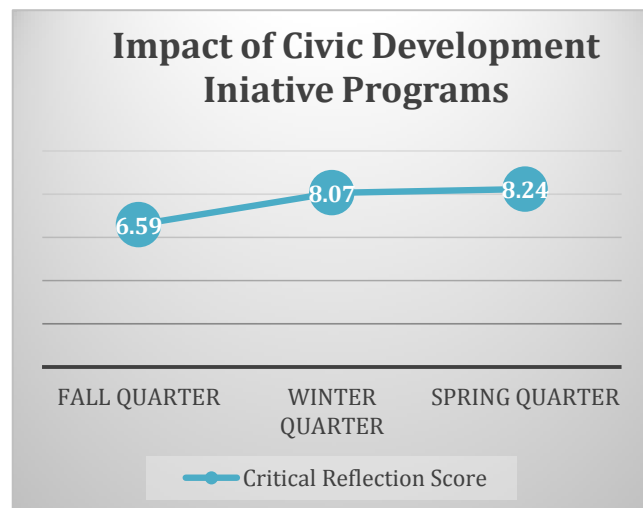
this approach to describe our evaluation of changes in critical thinking among students in two of the year-long Civic Development Initiative programs (Public Achievement and Puksta Scholars). Students were asked to submit written critical reflections on a quarterly basis during AY 2014 – 2015. Critical 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, students' responses to the critical reflection prompts were scored using an established rubric. The following is an example of how one student's reflections developed over the course of the 2014-15 academic year in response to prompt 1:

Fall Quarter	Social justice is the cause of fighting for something, an issue, a cause, an outcome to better the living conditions of people, either locally or on a more broad scale. (Score = 1)
Winter quarter	Social justice is the practice where people use a critical lens to look at society and ways in which they can get involved to create a more socially just community. Social justice is the practice of recognizing gaps in communities and taking action to address them. (Score = 2)
Spring Quarter	Social Justice is the vision for a life where people are understanding their privilege and oppression and working with their community to use their power as an ability to act. Social justice is being willing to take meaningful and sustainable action toward social plagues and this starts with finding a common self-interest and kindling a passion that people will organize themselves around. (Score = 3)

Students demonstrated more sophistication and higher-level synthesis of ideas over the course of the academic year. Specifically, results indicated significant and positive change over the three quarters ($F(1, 15) = 14.90$, $p < .05$, $d = .55$), as illustrated here.

Impact of Civic Development Iniative Programs

6.59   8.07   8.24

FALL QUARTER   WINTER QUARTER   SPRING QUARTER

Critical Reflection Score

STRATEGIC GOAL 1:

ADVANCE COMMUNITY-ENGAGED SCHOLARSHIP AND CREATIVE WORK

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

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

Faculty Development

Community-Engaged Scholarship: Student Opportunities

Community-Engaged Scholarship: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

Description:

CCESL supports DU faculty to conduct, write about, and present their Community-Engaged Scholarship locally, regionally and nationally. For example, we highlight Community-Engaged Scholarship through our *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 funded annually by the Office of the Provost to support faculty engaged in innovative community-engaged research projects. This Fund supports Engaged Scholarship Grants for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community.

Public Good Fund Program Data:

Newly-Awarded Funds	$112,743
Newly-Funded Engaged Scholarship Grants	9
Ongoing Engaged Scholarship Grants	5

When faculty close out projects, they are asked to provide a narrative as well as several output metrics. The narrative is shared with the DU community through CCESL's quarterly *Public Good Newsletter*.

The table below summarizes the outputs from 5 projects that closed out in AY 2014-2015. These 5 projects involved:

Undergraduate Students	128
Graduate Students	15
Staff	2
Faculty	10
Community Individuals	181
Community Partner Organizations	28
Publications and Presentations (to date)	26

Accomplishments:

Membership of the Public Good Fund Selection Committee included eight faculty members from the following divisions: Arts Humanities and Social Sciences, Korbel School of International Studies, Graduate School of Social Work, Languages and Literatures, and Morgridge College of Education.

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
Eugene Walls	Graduate School of Social Work	The Stigma Effect: The Role of Internalized Racism and Internalized Homophobia in Risky Sexual Behavior Among Black Gay Men
Judy Kiyama	Morgridge College of Education	Cultivating Educational Aspirations in Low-Income Families of Color Through Education, Engagement, and Empowerment
Zulema Lopez	Languages and Literatures	Spanish Textbook Translation Project in Support of University Students in Latin America
Jennifer Greenfield	Graduate School of Social Work	Latina Mothers' Experience in the NICU: An Exploration of the Barriers and Facilitators of Maternal Engagement with Preterm Infants Project
Ryan Gildersleeve	Morgridge College of Education	EPIC Navigators Task Force: A Youth Participatory Research Project
Mailk Nwosu	English/Arts, Humanities and Social Sciences	Contextualizing African/African American Migration and Diaspora Narratives
Erica Chenoweth	Korbel School of International Studies	Production, Dissemination, and Evaluation of a Short Video Highlighting the Historical Record of Nonviolent Resistance
Kimberly Bender	Graduate School of Social Work	Photovoice Youth Voice

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:

- A Public Good Fund Grant supported a year-long documentation study of home-school engagement strategies implemented at one rural CO high school with a large refugee population. A refugee is defined internationally as a person outside his or her country who is unable or unwilling to return to receive protection from that country because of persecution, or a well-founded fear of persecution due to race, religion, nationality, membership in a particular social group, or political opinion. This study was an outgrowth of our previous collaboration on the evaluation of a newly initiated state-wide Community Navigator Parent School Engagement program administered by our partnership agency, the Colorado African Organization (i.e., CAO) (i.e., this initial project also was supported by a CCSEL Public Good grant). The main focus of this state-wide initiative is to promote newcomer refugee family involvement in their school-aged children's education through the use of trained community navigators (i.e., CNs), who are former refugees themselves. The first year outcomes clearly pointed to the need for a closer examination of components that contributed to the success of this community-based, school-focused program. Subsequently, the current Public Good project was designed to further document the roles, activities and accomplishments of one Community Navigator program located at a rural public high school with a large Burmese refugee population. This program was identified by our partnership agency as having impressive refugee student retention and family engagement outcomes.
  – Michele Hanna, Ph.D., Graduate School of Social Work

- The project involved collaboration among research team members, including community partners. Over the course of a year, a team of GSSW doctoral and master's students aided in all aspects of the study, including facilitating the intervention, tracking youth over time, and interviewing youth. Constant collaboration between our research team and Urban Peak staff was necessary. We collaborated with Urban Peak around decisions regarding recruitment, program structure, and retention and, together, solved ethical and clinical problems as they arose. Six cohorts of approximately 15 to 20 youth, respectively, were recruited over the study period. Recruitment occurred every 6 weeks to allow turnover in youth staying at the shelter. Youth who agreed to participate were given free cell phones with unlimited service and were interviewed by graduate research assistants at 4 time points: baseline, one week, six weeks, and a three month follow up. We learned a great deal about how to retain homeless youth in the study, how to reach them, how to engage them in interviews, and how to intervene during group.
  – Kimberly Bender, PhD Graduate School of Social Work

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:

Through the Public Good Associates (PGA) program, students are paired with faculty members doing community-engaged research. PGAs assist faculty members in the planning, implementation and assessment of community-engaged research projects. Students have the opportunity to gain valuable research experience that contributes to DU's vision to be a "great private university dedicated to the public good." DU students who demonstrate a deep commitment to community-engaged work and have an interest in research are eligible to apply.

Program Data:

Hours Spent in Community	345 Hours
Community Partnerships	3 Community Partners
DU Students in Program	3 Students
DU Faculty and Staff Involved	3 Faculty Members
Hours in Training for DU Students	16 Hours/Student

Accomplishments:

- The community-engaged research of three faculty members was supported including Don McCubbrey, PhD (Business Information & Analytics) for the full academic year, Cheri Young, PhD (Knoebel School of Hospitality Management) for fall and winter quarters, and Vicki Tomlin (Counseling Psychology) for the full academic year.

- The PGA working with Dr. McCubbrey continued to build on his work from the previous academic year contributing to the text translation project through the management of a mass translation cell working on textbook translation from English into Dari.

- The PGA working with Dr. Cheri Young provided assistance in research related to the Public Good Gala: A Celebration of Hope, Humanity and Hospitality and Dr. Young's related Human Capital class.

- The PGA working with Dr. Tomlin was able to provide literature review support by reading, summarizing and finding themes across articles to support Dr. Tomlin's work with the Denver refugee community.

Quotes and Spotlights:

"I learned that a research model is not only about what the researcher does but also about who the researcher is and becomes in the interaction with the community."

"As a Public Good Associate, I learned that if we benefit from a community, we have to give back to the community as well. In the process of implementation of the Public Good Project, I learned skills of organization, leadership, management, and recruiting volunteers that could be used for mobilization change."

"I feel like I got a behind the scenes look at true integration of service in research projects. Seeing this collaboration first hand has helped me conceptualize what ethical research can look like."

Community-Engaged Scholarship: Student Opportunities – Science Shop
Program Managers: Anne DePrince and Meredith Borden

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 continued to implement projects in AY 2014-2015 with two new active projects, which reflect collaborations between DU faculty, students, and community-based agencies in Denver and surrounding areas.

Accomplishments:

- The Science Shop implemented two new community-based projects in AY 2014-2015 with organizations A Little Help and Reading Partners Colorado.

- Science Shop projects continued to collaborate with community partners to create diverse topics of research to be implemented in the future. Topics, for example, included research on the financial and ecological effects of aquaponics infrastructures in the production of food, the effect of reading intervention services on high-risk student populations, best practices in providing education on eating disorders to Hispanic and other non-English speaking populations, and identifying what types of conservation issues are of most importance to young professionals in the Denver area.

- In addition to adding two 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 the "Community Spotlight Series." The Community Spotlight Series consists of one-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 Colorado Aquaponics at this year's first Community Spotlight event in January and then hosted Children's Literacy Center at our second Community Spotlight event in March. These events were advertised through a number of avenues to the DU community, and approximately 10 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.

STRATEGIC GOAL 2:

ADVANCE COMMUNITY-ENGAGED TEACHING AND LEARNING

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

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

Faculty Development

Service Learning Associates

Community-Engaged Learning: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

Description:

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

- Training for Faculty New and Engaged Service Learning Practitioners comprised a range of opportunities, from on-campus to metro-area workshops involving regional and national presenters;

- 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:

Facility/Staff who Participated in Trainings for New Service Learning Practitioners	26
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	26
Continuing Faculty Mini-Grants	8
New Mini-Grants	9

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 2014-2015, service learning courses were offered across campus to undergraduate and graduate students.

Approximate Number of Sections Offered with Service Learning Component	75

Approximate Number of Students Enrolled in Classes with Service Learning Component	1,101

Accomplishments:

The 2014-2015 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. The Service Learning Scholars program brought together a cohort of 16 faculty, postdoctoral fellows, and graduate students from departments across campus for a two-day workshop in December. 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. Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Understanding of the characteristics of service learning classes and partnerships; C.) Confidence in their ability to implement service learning classes; and D.) Confidence in their ability to assess the impact of service learning classes.

3. Prepare faculty to implement a new (or revise an existing) service-learning course during the 2015-2016 academic year.

The Workshop curriculum was developed by DePrince and DiEnno. Seven DU faculty service-learning leaders (**Liz Drogin, Omar Gudino, Sarah Hart Micke, Keith Miller, Heather Martin, John Tiedemann, Cheri Young**), community partners from 4 organizations (Saint Francis Center, Charles Hay World School, America SCORES Denver, Colorado Department of Human Services), and one student (**Skyler Leonard**) made presentations throughout the two-day workshop. Associate Provost Jennifer Karas visited to talk with Scholars about service-learning on campus. In addition to listening to presentations and working in small groups, Scholars used workshop time to work on the development of their own syllabi.

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

> Bernadette Calafell, Communication Studies
> Katie Dingeman-Cerda, Department of Sociology and Criminology
> Detre Godinez, Department of Psychology
> María Islas-López, IRISE /Department of Psychology

Jennifer Joy, Department of Psychology
Jessica Mardock, Department of Sociology and Criminology
Lisa Martinez, Department of Sociology and Criminology
Christine Ngo, Economics
Christy Rossi, Department of Psychology
Erin Willer, Department of Psychology
Ana Candelaria, Morgridge College of Education
Melanie Heto, Department of Psychology
Vicki Tomlin, Morgridge College of Education
Murat Rodriguez, Department of Languages & Literature
Jeni Hunniecutt, Department of Communication Studies

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.
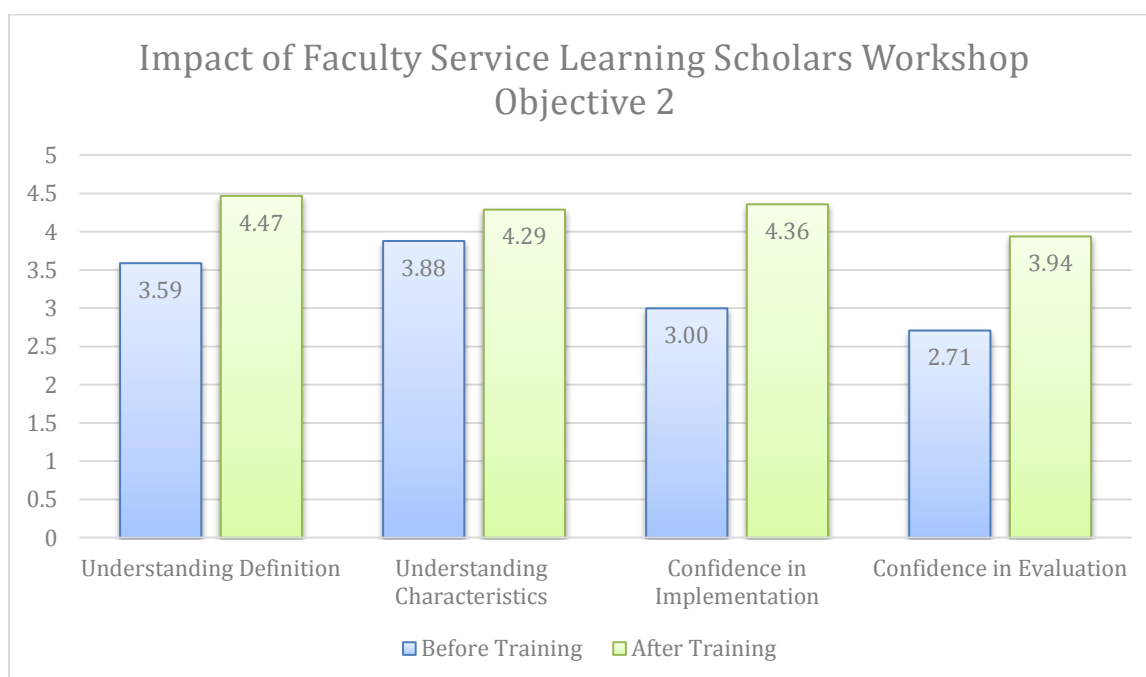   a. True
   b. False

Pre- and post-assessment comparisons revealed that the training led to a significant increase in knowledge of key service learning concepts ($t(13) = 8.59$, $p < .01$, $d = 2.49$). The figure below offers a visual representation of the average knowledge scores measured before the workshop ($M = 7.14$, $SD = 2.17$) and then after the workshop ($M = 11.86$, $SD = 1.56$).

Impact of Faculty Service Learning Scholars Workshop Objective 1

Knowledge of Key Service Learning Concepts
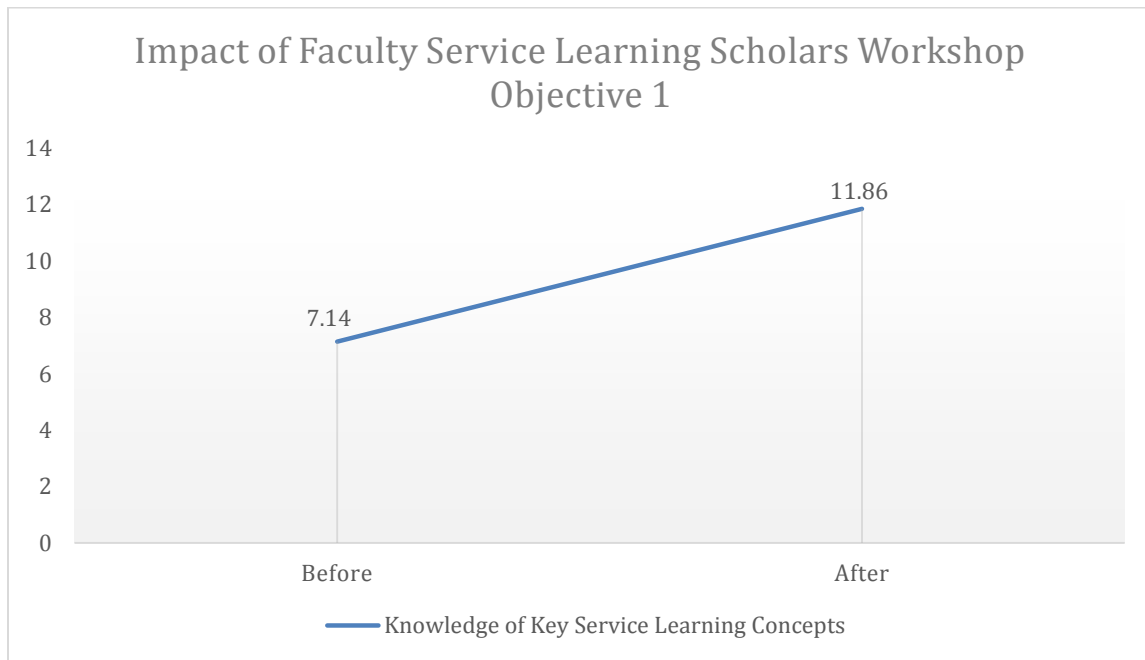
Objective 2: Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Understanding of the characteristics of service learning classes and partnerships; C.) Confidence in their ability to implement service learning classes; and D.) Confidence in their ability to assess the impact of service learning classes.

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

As is illustrated in the figure below, scores for each of these domains significantly increased as a result of the workshop. Using pre- and post- workshop assessments completed by faculty members, we observed the following changes: Understanding of the definition of service learning significantly improved ($t(15) = 6.48$, $p < 0.01$, $d = 1.58$); Understanding of the characteristics of service learning classes and partnerships significantly increased ($t(15) = 3.97$, $p < 0.01$, $d = .79$); Confidence in ability to implement service learning classes significantly increased ($t(15) = 7.43$, $p < 0.01$, $d = 2.63$); and Confidence in ability to assess the impact of service learning classes significantly increased ($t(15) = 5.51$, $p < 0.01$, $d = 2.17$).

Impact of Faculty Service Learning Scholars Workshop Objective 2

	Before Training	After Training
Understanding Definition	3.59	4.47
Understanding Characteristics	3.88	4.29
Confidence in Implementation	3.00	4.36
Confidence in Evaluation	2.71	3.94

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 2015-2016 Academic Year for the current cohort of Service Learning Scholars. However, the faculty members who participated in the 2014 workshop will be asked to complete a follow-up assessment in the spring of 2015 to evaluate progress and continuing knowledge of SL concepts and practices associated with teaching SL courses.

Of the six faculty who responded to the follow-up survey, four had not taught a service learning course before taking the workshop. In the time since the workshop, all six faculty taught at least once service learning course. Asked to reflect on what was helpful about the workshop, faculty described:

- "The coaching from CCESL colleagues and the brainstorming with workshop participants."
- "…meeting community partners and DU colleagues who teach service-learning classes."
- "Being exposed to the principles of quality service learning, seeing the many ways that service learning has been incorporated across a range of courses, and having an opportunity to receive feedback on a syllabus I was developing (from peers and instructors)…"

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.

Perceptions Regarding the Impact of Service Learning

A pre- and post- assessment revealed that the faculty service learning scholars workshop

altered perceptions of the impact of service learning, both in the positive influences it can have and in the potential concerns surrounding its implementation. Faculty members' understanding of the domains influenced by service learning and also the impact of service learning significantly increased ($F(1, 13) = 6.627$, $p < .05$, $d = .50$). In addition, perceived concerns regarding teaching a service learning class significantly decreased as a result of the workshop ($F(1, 13) = 6.005$, $p < .05$, $d = .86$).

Quotes and Spotlights

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

Participants in the 2014 Service Learning Scholars Workshop had the following to say:

- "Thank you for a wonderful workshop! I feel great about implementing service learning into my courses and am excited to jump in and try it! I really liked the balance between presenting SL information, presenters, panels, and allowing us to work in small groups (this was very helpful!). Your knowledge and personal experience with SL was also very helpful as well as your promise to provide us with support in the future."

- "This was the best teaching development workshop I have ever attended. I left feeling inspired and included, which does not always happen. I feel like I have the knowledge I need to do good work. Anne and Cara are just such great leaders and I am feeling so lucky to have their support on this journey. Thank you!"

- "I learned so much and am so happy I have learned about this pedagogy at this state in my professional development. I'm still morphing my identity as an academic and this is the prime time for me to begin using service learning as a teaching philosophy."

- "This was a fantastic introduction to the subject matter. Anne and Cara provided a supportive environment that encouraged complexity in thought and preparation. Extremely valuable use of time and resources!"

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	610 Hours
SLA Community Partnerships	19 Partnerships
DU Students in SLA Program	5 Students
DU Students Directly Impacted by SLA Program	187 Students
DU Faculty and Staff Involved in SLA Program	8 Faculty/Staff
Hours in Training for SLAs	16 Hours/student

Accomplishments:

SLA accomplishments included:

- Five trained SLAs supported three faculty and staff members in 11 service learning courses;

- SLAs supported partnerships among a great variety of community-based organizations including the GrowHuas, Grant Beacon Middle School, Saint Elizabeth's School, African Community Center, Denver SCORES, El Centro Humanitario, among many others;

- One of the SLAs supported two faculty members connecting each of their classes through a single collaborative project addressing wage theft perpetrated against immigrants in Denver. The project is also sponsored by the Public Good Fund.

- Several SLAs helped foster reciprocal relationships between community organizations and their faculty partner. From developing proposals, organizing transportation, meeting with students outside of class and giving presentations about service learning, assisting with reflection exercises and organizing panel presentations, SLAs brought their student perspective and their ability to tackle administrative tasks so that the service learning courses they supported were successful and high impact.

Quotes and Spotlights:

"Not only did I learn about food injustice, but I learned a lot about what it takes to successfully

communicate with community organizers. I learned that in order to really make a difference in the community, we need to work directly with community organizers and focus on root causes, opposed to simply trying to combat the symptoms of social injustice."

"I learned how to better bring the concept of service learning to a group of my peers and that you should seek to uplift people to help themselves, not do things for them. I learned that I can facilitate deep reflections and create trainings."

"I learned about the importance of narratives for nonprofit organizations and the positive impact these narratives can bring to the organizations. I learned some skills such as the importance of charting progress that are necessary for working in a nonprofit which I am hoping to do next year."

STRATEGIC GOAL 3:

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

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

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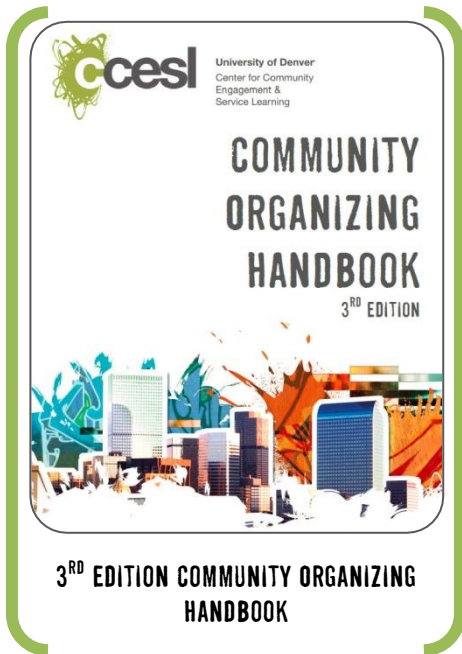
Community Organizing Training

Puksta Scholars

Public Achievement

Spectator to Citizen Course

Voter Registration

Civic Development: Community Organizing Training

3RD EDITION COMMUNITY ORGANIZING HANDBOOK

During summer 2014, CCESL staff revised the center's Community Organizing Handbook to deepen the handbook's capacity to guide in the development of critical community organizing skills, which support the center's strategic goals in developing students' knowledge of social justice, organizing skills, civic identities, and commitment to civic action. As best practices continue to evolve in community organizing, the handbook will follow suit. The community organizing process is not static, but rather a complex and evolving set of concepts, skills and techniques in relationship-building, self and collective interest, issue research, project development, and implementation. Our understanding and application of these techniques deepens as we engage in a variety of social justice topics and with diverse populations with complex identities. The handbook aims to make organizing concepts and techniques accessible so that students develop the skills and sense of self-efficacy to work toward the social change they seek.

The new and improved 3rd edition of the handbook provides organizers with techniques and tools that turn organizing concepts into actionable steps. Highlights of the new edition include an expanded core concepts and terms section, a consistent format to introduce concepts with a definition, an explanation of why the concept is important in community organizing and how to put it into practice, an expanded set of concepts and techniques, key and real world illustrations exemplifying how concepts can be applied to social action projects in real, tangible ways, and a graphic depicting the process. The book serves as a launching point from which community action projects can grow.

On October 3, 2014, CCESL hosted the 4th annual Community Organizing Institute (COI), with approximately 70 students, faculty, and community members in attendance. The overall goal of the COI was to enhance attendees' knowledge of community organizing principles and teach important strategies to use in the facilitation of future community organizing events. The COI encouraged participants to engage in small group discussions, self-reflective activities, and general lecture surrounding various components of community organizing initiatives.

GUESTS PARTICIPATING IN AN ACTIVITY THAT ALLOWED THEM TO EXPLORE THEIR VARIOUS IDENTITIES ASSOCIATED WITH SOCIAL INJUSTICE.

Blanca Trejo, a DU alumni, served as the COI keynote speaker and guest facilitator. Blanca motivated participants with her personal experience in community organization, specifically in relation to her 10 years of work towards the Colorado ASSET Legislation. Blanca used her experience to highlight the meaning of "power" and how young individuals can access their own power to influence public policy and improve the communities they come from. Blanca also spoke to the importance of recognizing self-interests and owning one's privilege in order to collaborate with community

COI CO-FACILITATOR BLANCA TREJO SHARING HER EXPERIENCE WITH COMMUNITY ORGANIZING.

partners and create social change. Blanca continues to advocate for the educational rights of minorities, concentrating her work on advocating to students of color across the Metro area about the importance of continuing education at post-secondary institutions and volunteering for organizations such as College Summit to further empower Colorado's youth.

Approximately 15 DU students associated with various CCESL programs exemplified their leadership skills by acting as table facilitators to lead participants in various activities and discussions. Prior to the COI, the table facilitators attended a two-hour training event in order to practice effective facilitation, learn techniques for generating and guiding discussions, and learn how to provide these conversations in a safe and judgment-free environment. Some of the activities facilitated by students included an "identity bead" project that increased self-awareness and reflection of privileges and oppressions, power-mapping, "house meetings" to explore individual self-interests, and creating posters about participant perspective of the "world as it is" and the "world as it should be". Additionally, individuals attending the event received the newly released 2014 Community Organizing Handbook, which provided resources for understanding and addressing issues of privilege and oppression, building power, conducting one-to-ones, developing community relationships, and organizing public actions.

GROUPS BRAINSTORMED DIFFERENT WAYS TO APPLY COMMUNITY ORGANIZING SKILLS TO SOCIAL JUSTICE.

Finally, Ryan Hanschen and Cara DiEnno lectured on and facilitated reflections on various community organizing theories. The first piece, entitled "your public self," was focused on increasing participant awareness of privilege and oppression and reflecting on individual self-interest in a way that will promote public action based on self-knowledge and exploration. The second portion of the event was entitled "self among others" and explained the differences between community organizing and activism. Most importantly, this section taught individuals about the importance of one-to-ones in building community relationships and allowed participants an opportunity to practice this skill. Finally, "collective public work," the third portion of to the training event, allowed for participants to learn about power distribution, power-mapping, and strategies that can be used when developing plans for public action in the future.

STUDENTS, FACULTY, AND COMMUNITY MEMBERS FROM ACROSS THE DU COMMUNITY PARTICIPATED IN THE DAY-LONG

Program Data:

|	
DU Student Attendees	48
DU Student Facilitators	15
DU Faculty	7
Other Attendees	13

Accomplishments:

CCESL's goal of the COI was to increase **students' knowledge of community organizing principles and practice**. To assess this goal, all participants completed both a pre- and post-assessment that gauged knowledge of community organizing theories. The questions for this year's assessment were derived from the 2013 COI pre- and post-assessments.

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

- Multiple-choice: A way to identify collective self-interests is by:

  a) Reading as much about a topic as possible
  b) Dialoguing during one-to-ones
  c) Talking with people you know are similar to you
  d) Seeking expert input

- Short-answer: How does community organizing create power?

Pre- and post-assessment raw scores (a sum of correct answers for the 13 questions) were calculated for each participant that attended the event in order to assess whether individual knowledge of community organizing principles increased following the COI. The figure below shows the participant average scores pre-training ($M = 12.39$, $SD = 3.77$) and post-training ($M = 16.47$, $SD = 2.71$). Scores significantly increased from pre- to post- and there was a large effect size (t (38) = 7.72, $p < 0.001$, $d = 1.24$).
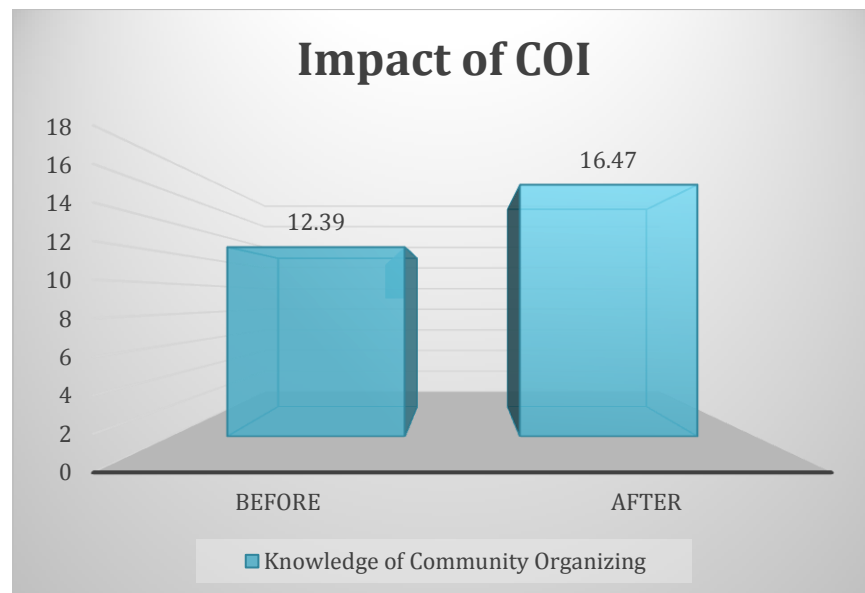
Additionally, we gathered student feedback to inform future trainings. In order to accomplish this, an event evaluation was distributed to each participant to fill out anonymously. Participants highly enjoyed Blanca Trejo's presentation and the numerous hands-on activities, particularly the "identity beads". Participants also received great benefit from conducting one-on-ones, and many indicated they planned to use this approach when building relationships with community partners and colleagues in the future. When asked what participants would have liked to be different, many indicated they would have enjoyed additional reflection time and opportunities to participate in larger group discussions.

Below please find some responses indicated by this year's participants.

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

- *"I will really focus on building relationships and a community so that everyone feels included. I will also do one-to-ones to help for those relationships."*

- *"I will definitely work to turn my service into more of a conversation. I believe there is value in talking with those I am trying to serve to see what they desire and need."*

- *"I feel empowered knowing how to form relationships that bridge the gap between reality and goals through one-to-ones."*

- *"I will definitely integrate the community organizing model into future service work. It is a great way to see a plan formulate and to create tangible goals and planning strategies."*

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

- *"Community service and action needs to be a collaborative effort. There needs to be cooperation between the 'server' and the 'served'".*

- *"People's collective interests fueled by their own identities and interests are central to community organizing".*

- *"The importance of core values and understanding personal values when understanding why/how we've come to this understanding".*

- *"Community organizing can indeed be a grueling process, but the impact of community organizing efforts are concrete and attainable".*

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

- *"I would have liked more time in dialogue with my table at the beginning. I also would have liked more cohesion between the speaker's presentation and CCESL community organizing principles".*

- *"I would have enjoyed longer conversations after some of the activities".*
- *"A further explanation/thought on how each concept would apply to each CCESL program".*

- *"Putting less coordinators at tables and mixing people to make everyone step out of their comfort zone".*

Additionally, participants were asked to reflect on the presentation given by Blanca Trejo. Below are some of the highlighted responses.

What was your biggest take-away from Blanca Trejo's presentation?

- *"I think the importance of building relationships really resonated with me. There may be people against our projects, but it is possible to find a common self-interest that can help your cause."*

- *"I genuinely and intimately connected/related with some of Blanca's personal narrative around her educational experience and longing for learning more in depth Latina studies and history. It was also encouraging and inspiring to see a woman of color succeed and lead a workshop like this one."*

- *"You can find common ground with most everyone and this key piece in relationships building is essential for social change. Seeing ourselves is the key way we will have the ability to be an allie [sic] for that person."*

- *"I learned that it's important to give back to the community in order to create an influential and positive change. I also learned to never give up on your goals and dreams."*

Civic Development: Puksta Scholars
Program Manager: Ryan J Hanschen

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

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

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

2014-15 DU PUKSTA SCHOLARS WITH CHANCELLOR REBECCA CHOPP AND DU PUKSTA SCHOLARS PROGRAM MANAGER RYAN J HANSCHEN

Program Data:

Hours Spent in Community	1,385 Total Hours
Community Partnerships	16 Partnerships
Campus Partnerships	10 Partnerships
DU Students in Program (total)	12 Students
DU Students Directly Impacted	552 Students
DU Faculty and Staff Involved	15 Faculty and Staff
Hours in Training for DU Students	51.5 Hours/Student
Total Amount of Scholarships to DU Students	$ 66,000
Note: Though the Puksta Foundation supports scholars at multiple campuses, these numbers reflect the activities of DU Puksta Scholars only.	

Accomplishments:

Individual scholars accomplished the following:

- Developed a scholarship resource handbook designed for undocumented and/or Deferred Action for Childhood Arrivals students. Additionally, served on planning committees for conferences focused on college access for undocumented students and increasing understanding of this issue for high school teachers and counselors.

DU PUKSTA SCHOLARS AT THE 2015 PUKSTA INTERCOLLEGIATE RETREAT IN DOWNTOWN DENVER

- Researched access to higher education for low-income students including the benefits of attending college, ways to increase graduation rates and college access, and existing socio-economic barriers.

- Researched the health implications of Adrenal Insufficiency and other side effects that can be caused by the prescribed steroid medications used to treat Eosinophilic Esophagitis. This was in preparation to publish the results to spread awareness to children and families about medication side effects.

- Analyzed statistics and researched the impact of increased funding on elections and in politics.

- Produced a guidebook for college and high school Gay Straight Alliances to address intergenerational divides in the Queer community by developing a curriculum focused on historical movements, issues, and figures in the LGBT community.

- Hosted a culture festival for pre-K students as well as launched the DU Minority Association of Premedical Students organization to increase access to medical school, resources, and professional networks for minority groups.

- Taught orchestra and choir to over 90 at-risk elementary school students in Denver's Globeville neighborhood as well as developed the business plan, curriculum, and relationships necessary to launch the El Sistema music program in Summit County.

- Co-coordinated the annual Black Male Initiative Summit that served 160 young Black men, two scholars programs events, and school-based workshops in an effort to increase access to higher education for African American males.

- Researched how society is evolving in their understanding of intellectual disabilities and

educational possibilities for individuals who misuse the word "retard."

- Created and posted over 50 articles on an educational blog for LGBT youth to gain info on queer health, history, and lifestyle.

- Developed a pipeline for South High School refugee students to access high education, presented information about the Summer Link to College program, and secured spots for refugee participants.

- Received the Denver Public Schools Outstanding Alumni Achievement Award.

In addition, as a community, Puksta scholars:

- Participated in a community organizing training with Puksta Scholars from CU Boulder, CU Denver, CSU, and MSU Denver that focused on power-mapping, community organizing phases, and personal narrative.

- Presented their Puksta Projects on posters at the Undergraduate Research and Scholarship Symposium in May 2015.

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.
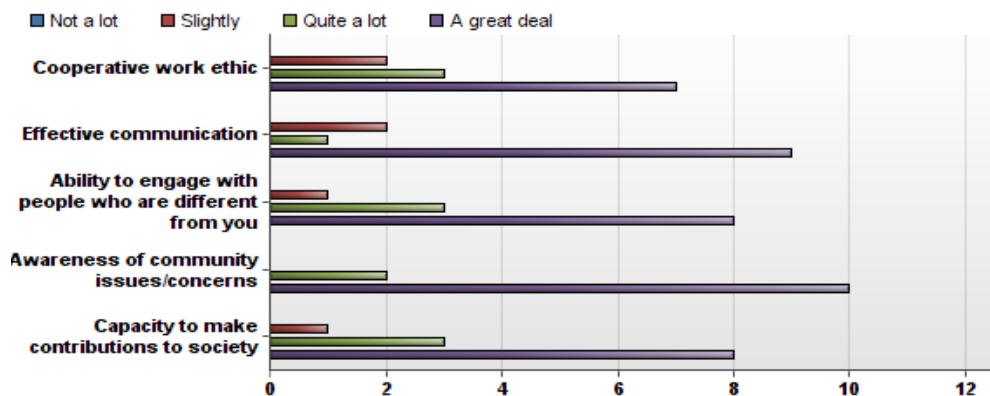
Quotes and Spotlights:

- "Thank you so much for this opportunity. Thank you for seeing the potential in me and for believing in me. I hope to continue my work next year."

- "When I got to DU, I was a bit overwhelmed by the number of people here at the school. But one thing I never had to worry about was finding people to be friends with. Because I had 12 friends already made. Being around Puksta Scholars all the time coaxed out of me a desire to know people and to understand people. This proved to be exceptionally beneficial to my work as a Scholar."

- "If you were to ask any of the Puksta Scholars what Puksta means to them, one of the first things they would say would be that Puksta means family. When I say family, I mean it in the truest sense because for me, Puksta has been my second family away from home. I honestly believe that being a part of Puksta is an honor and a privilege and am very thankful to the Puksta family for allowing me to be a part of them. The program has allowed me to follow my passion."

PUKSTA SCHOLAR MAWUKLE YEBUAH RECEIVES THE 2015 DENVER PUBLIC SCHOOLS OUTSTANDING ALUMNI ACHIEVEMENT AWARD

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 social justice issues they care about within their schools and communities and conduct community-based research. The culminating product is a public work (service learning) project to address the issue they identified.

Program Data:

Hours in the Classroom	560 Hours
Hours Preparing Out of Class	4,340 Hours
Hours Spent with Students out of Class	279 Hours
Community Partnerships	28 Individuals; 4 School Partners
South High School	3 Teachers & 2 Administrators
STRIVE Prep – SMART Academy	1 Administrator
College Track (Aurora)	1 Administrator
Cole Arts & Sciences Academy	1 Teacher
Additional Community Partners	20 Individuals
DU Students in Program	20 Students
K-12 Students Directly Impacted	105 Students
DU Faculty and Staff Involved	17 DU Members
Hours in Training for DU Students	44 Hours/Student

Accomplishments:
- CCESL developed two new partnerships for the 2014-2015 academic year, Cole Arts & Sciences Academy and College Track Summit 54. College Track, a nonprofit which recruits students from underserved communities and works continuously with them from the summer before 9th grade through college graduation, works with Rangeview High School students from Aurora. The PA program partnered with College Track's Student Life Coordinator. Cole is a Pre-K through 5th grade school in the Denver Public School System.

- Undergraduate coaches created a Public Achievement student organization through Student Activities. The new student organization gives students access to a bank account and funding to support student selected iniatives that support the PA program.

PA STUDENTS FROM SOUTH HS POSING DURING THE PA SUMMIT.

- In partnership with DU's Black Student Alliance, Undergraduate Student Government, Office of Admissions and DU Service & Change, the Public Achievement program organized a DU collective to march in the Denver MLK Marade. Fifty-nine DU students and staff attended the marade along with 24 high school students from partnering PA programs. HS participants made posters about their chosen issues and joined thousands in the march that ended in Civic Center Park in January 2015.

- We held the fourth annual Public Achievement Summit and College Visit in April 2015. PA students participated in a variety of events including a 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 DU Undergraduate Student Government, DU Physics Club members, and Nashwa Bolling from Financial Aid among others. To wrap up the summit, students presented to peers in a college classroom about the projects they completed.

PA AND HIGH SCHOOL STUDENTS AT THE MLK MARADE

- Students at South High School completed three projects.
    1. Discrimination: To celebrate the diversity at South HS, one group created a "Humans of South High School" campaign modeled after the popular Humans of New York initiative (https://www.facebook.com/pages/Humans-of-Denver-South-High-School/849698521754327). Additionally, this class collected some video and wrote poems to celebrate diversity;
    2. Racial Discrimination: Another class also hoped to celebrate diversity at South and did so through an Art for Change campaign that featured an art piece with students handprints and a video highlighting student unity through difference (https://www.youtube.com/watch?v=lQ95PThqQoE);
    3. Restorative Justice: A third class aimed to increase awareness of the school's restorative justice policy among students and teachers.

- Students at STRIVE created a group they called VOW (Volunteering Our Way).

1. Hunger: VOW did research to understand hunger in Denver and worked with the Food Bank of the Rockies to pack boxes to be delivered to local food pantries.

- Students at College Track worked on issues of self-confidence.
   1. I Am >: Students created a video during their fall semester that featured students expressing something about their identity that they felt they were more than in the hopes of building self-confidence (https://www.youtube.com/watch?v=IoRUtUu3itw). They used the hashtag "iAm>" to identify their campaign. In the spring they continued with this campaign but focused on gender identity, hosting a workshop with peers using the genderbread person to educate fellow students (http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/)

- Students at Cole Arts and Science Academy completed one project:
   1. Gang Violence: Students collected interviews with peers and others to learn more about the impact of gangs and ways they could stay engaged and out of gangs.

Quotes and Spotlights:

"It [PA] sounded like an amazing organization that would help me figure out if a career in teaching was really what I wanted as well as allow me to get involved in my community. And over the past year, it has done just that, but it has done so much more. . . [the program] made me think critically as well, though, because I began to recognize the validity in my own thoughts and the skills and experiences that I could offer. . . it was a more personal and reflective experience. It was an experience that made me reexamine what was important to me. It made me realize just how important education and education equity are to me.   "

"It was amazing to see the transformation within myself over just one school year and to see myself develop all of these new ways of thinking and skills that I learned from my students. . .My involvement in PA has changed me for the better. Though I can't put all of the character and personality changes within myself into words, PA has definitely helped me become more dynamic."

"We met new people. We got a variety of stories. We showed that even with so much diversity and people from so many different places we are all similar in some way and all can relate."

PUBLIC ACHIEVEMENT STUDENTS ENGAGING IN ACTIVITIES DURING THE PUBLIC ACHIEVEMENT RETREAT

PUBLIC ACHIEVEMENT 2014-2015 CONFERENCE PROGRAM

Civic Development: Spectator-to-Citizen Courses

Instructors: Cara DiEnno and MacKenzie Burdic

Description:

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

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

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

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

Program Data:

Hours Spent in Community	157.5 Hours
Community Partnerships	5 Community Partners
DU Students in Program	31 Students
DU Faculty and Staff Involved	2 Staff
Hours in Training for DU Students	620 Hours

Accomplishments:

- Through an understanding of collective self-interest, students in the Community Organizing Course identified a broad problem they were all passionate about, that students from different groups at DU do not often interact with each other or attend events hosted by groups that they are not a part of. They identified the specific, actionable issue they wanted to work on as increasing the interaction between international and domestic undergraduate students on DU's campus. Their goal was to create a more

STUDENTS POSE FOR THE "WE ARE DU" CAMPAIGN.

integrated campus culture where all students feel included and valued. To do this, students created a "We Are DU" campaign. They tabled during week 10 of the fall quarter in Sturm Hall and collected pledge signatures and photos, which were posted to an Instagram account, see http://instagram.com/we_are_du for the photos and sign the pledge at http://goo.gl/7lXsns.

- In the Denver Urban Issues and Policy class, students engaged with their community partners during class time through panels and feedback sessions. By the end of the course, students completed a 10 page proposal identifying a root cause of the existence of food deserts in the Denver community and outlined a tangible action plan to address their root cause of choice. Throughout the quarter, students engaged in conversation with four community partners addressing the issue of food deserts from different angles. Furthermore, at the tail end of the quarter, students had the opportunity to present their proposals in front of these community members for feedback on tangibility and potential impact of their projects.

- 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 six weeks. During their fifth week, the students in SBCE participated in Force Beacons Neighborhood Center' STEM (Science, Technology, Engineering & Math) Week. Students led interactive science activities on two themed

DU STUDENTS FROM THE SCHOOL-BASED CIVIC ENGAGEMENT PROGRAM LEAD ELEMENTARY SCHOOL STUDENTS IN STEM-THEMED ACTIVITIES

days: Radical Reactions and Exciting Engineer. Activities included making ooblek, playing with Mentos and coke, creating alka seltzer rockets, exploring the properties of magnets,

dry ice demonstrations and more.

Quotes and Spotlights:

"This class sharpened many of the skills that I had already possessed, but it also taught me new ones such as being fearless, and what the community organizing process consisted of. Moreover, there is something absolutely effortless yet majestically powerful when you are amongst others who are fueled with passion, as was the case for this community organizing course."

"Denver Urban Issues was one of the few courses during my time here at DU that neatly fused reality with classroom learning. Students were able to directly engage the issue at hand, Denver's Food Deserts, and apply learning in this area to practical solutions formed from feedback provided by community members. The opportunity to engage community stakeholders as a function of course work has direct impact on students' professional development; and this is a model I'd like to see replicated more often in academia. Overall, I found Denver Urban Issues to be a truly innovative academic experience, and hope to see others adapting it to their own academic disciplines."

"It [service learning experience] humbled me because I have always been a student, never a teacher. It showed me what it takes, and what it means to excite a child. I will use this to engage with people—children or not."

"I've really grown as a person looking back on these last six weeks [of service learning]. . . I've realized that there is so much more to the world than the little bubbles that we encase ourselves in, and that it is very important to go out of our comfort zone and really see the world for what it actually is."

Civic Development: Voter Registration

Program Manager: Ryan J Hanschen

Description:

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

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

Program Data:

Nonpartisan Community Organization Partnerships	1 Partner
Tabling Events Held by Partners and Supported by CCESL	14 Tabling Event
DU Students, Faculty or Staff Registered to Vote	516 Individuals

Accomplishments:

- DU students received two separate emails with information about voter registration more than 120 days before the 2014 registration deadline, which was November 4, 2014.

- Information about registering to vote and updating voter registration details was included on the CCESL website.

DU VOLUNTEERS REGISTER STUDENTS TO VOTE

Quotes and Spotlights:

"Voter registration is tough work, but worth the struggles in tabling, street teaming, and canvassing when you can get young people involved in the political process and allow them to have their voices heard. Plus, sometimes you get to wear a Vote-bot costume and roller skates."

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.

STRATEGIC GOAL 4:

ENGAGE DU IN SERVICE WITH COMMUNITIES

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

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

Compact Service Corps AmeriCorps Program

DU Service & Change

Community Engagement Corps

Service Opportunities

Service: Compact Service Corps AmeriCorps Program

Program Manager: Ryan J Hanschen
Campus Coordinator: Jaclyn Abeloe, 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 and providing primary and preventive healthcare to those living in designated underserved areas.

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.

Last year, CCESL enrolled 56 CSC AmeriCorps Members from the Denver Teacher Residency program and continued to support current AmeriCorps Members across campus (e.g., Graduate School of Social Work, Graduate School of Professional Psychology, Morgridge College of Education, and CCESL's Public Achievement program).

The current CSC AmeriCorps program will conclude in August 2015. Campus Compact of the Mountain West (CCMW) did not receive AmeriCorps funding to continue the CSC program for the 2015-16 academic year. As CCMW served as the pass-through for the DU awards, CCESL is currently working to close out the DU AmeriCorps program.

DU DENVER TEACHING RESIDENCY
CSC AMERICORPS MEMBERS

Program Data:

Hours Spent in Community	79,180 Hours
Community Partnerships	16 Partners
DU Students in Program:	56 Students
DU Faculty and Staff Involved	8 Faculty and Staff
Hours in Training for DU Students: • DU Specific Training • General Member Development	112 Hours 13,945 Hours

Accomplishments:

- DU AmeriCorps Members earned over $155,400 in Education Awards during 2014-15.

- Each Denver Teacher Residency DU AmeriCorps Member completed CCESL's online Community Organizing Training at the beginning of their Term of Service.

Quotes and Spotlights:

"I have been very fortunate to be a part of AmeriCorps. AmeriCorps allows me to work with groups of people who are passionate about making positive changes within their community by taking action. While being involved in this program, I have undergone tremendous self-growth and have become a better leader and mentor. I will be able to utilize the skills I obtained while serving my AmeriCorps term to organize and empower communities around social change."
- **DU AmeriCorps Member, Public Achievement**

"As a member of DU AmeriCorps, I was encouraged to constantly reflect on my teaching practice. I wrote down my thoughts about lessons and scenarios to discuss with my mentor and teachers to find ways to improve my practice. I am reflecting after every lesson to improve for the following lesson and this has taken my practice to a new level. I have also had the change to connect with the Denver community in a way I have never been able to. I have always believed that the classroom should be an extension of the community, not a separate entity, and AmeriCorps has helped me make this vision a reality. It has been an honor to be a part of AmeriCorps."
- **DU AmeriCorps Member, Denver Teacher Residency**

Service: DU Service & Change

Program Manager: Ryan J 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 Immersion facilitates service projects that are enriched by a deep analysis and discussion of the background, policy, and impact implications involved within a given service project issue area.

- Project Accelerate serves as a leadership incubator where DU students are able to design and implement their ideal service project with the support of DUSC leadership.

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

DUSC VOLUNTEERS AT THE ROCKY MOUNTAIN FIELD INSTITUTE

Program Data:

DU Students Involved in DUSC Leadership	16 Students
Hours in Training for DU Students	154 Hours
DU Faculty and Staff Involved	2 Staff
Community & Campus Partners Engaged	17 Partners
Service Projects Implemented	24 Service Projects
DU Volunteers Engaged (students, alumni, staff, faculty)	381 Volunteers
Total Direct Service Hours Volunteered	1,756 Hours

Accomplishments:

- DUSC Co-Presidents Neda Kikhia and Sarah Yaffe presented a workshop at the IMPACT National Conference in Los Angeles. They shared situationally effective practices for designing and implementing service projects, leading a student group, and building reciprocal relationships with community organizations.

- Project Accelerate launched with a GrowHaus service project hosted by a first-year student and future DUSC leader.

- Project Volunteer facilitated three large-scale service projects, including participation in the 29th annual MLK Marade, the second annual Oxfam Hunger Banquet, and the third annual Day of Action.

DUSC CO-PRESIDENTS PRESENT A WORKSHOP AT THE IMPACT NATIONAL CONFERENCE IN LOS ANGELES IN FEBRUARY 2015

- Project Action maintained trails with the Rocky Mountain Field Institute, cooked meals at the Ronald McDonald House, supported the Asbury Elementary Carnival and Food Bank of the Rockies, and facilitated workshops at Smith Elementary.

- Project Immersion facilitated an in-depth service project and accompanying community issue analysis with the Four Winds Indigenous Garden.

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

- In May 2015, DUSC partnered with the Center for Multicultural Excellence (CME), DU Programming Board (DUPB), Smith Elementary, and Stein Elementary to facilitate the third annual Day of Action. DUSC recruited and trained 105 DU volunteers who hosted over 140 Smith and Stein 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 DURING THE THIRD ANNUAL DAY OF ACTION

Quotes and Spotlights:

- "It was really great meeting students from so many different backgrounds and learning what all of their unique interests are. It is especially fun when you see all of those interests merge to form a strong sense of community."

- "Starting up a volunteer program with the African Community Center was an extremely rewarding experience that encouraged me to think of new and exciting ideas. I'm so glad the community of DUSC and my co-chair helped me start this new incredible program."

DUSC VOLUNTEERS HELP BUILD A HOME WITH HABITAT FOR HUMANITY

Service: Community Engagement Corps

Program Manager: Ryan J 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	5 mentors/tutors
Hours in Training for Mentors/Tutors	64 hours
School Partnerships	4 partnerships
DPS Students Tutored/Mentored	135 Students
Hours Served by Mentors/Tutors	418 hours

Accomplishments:

- Community Engagement Corps members served with four programs at four school partner sites: Denver Green School, Force Elementary School, Merrill Middle School, and South High School APEX.

Quotes and Spotlights:

"I tutor a group of 5th graders—ranging from just an individual student to a group of seven students—and helping them with their math homework. It's really wonderful working for DGS, the students whom I've worked with are very bright and insightful. Also, the staff that I've dealt with are very caring and passionate about their work. It's a great environment to be working in. I

FIRST YEAR CEC MEMBER
AT HER SCHOOL SITE

have so many favorite students that I've worked with. There's Ariana and Alaura who are eager to show me how they've come to their answers, there's Jayden who isn't afraid to ask questions or slow me down if I'm going too fast, and Noah who is just a math wizard for his age.

Service: Service Opportunities

Program Manager: Ryan J 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 coordinated three First Year Seminar (FSEM) Destinations Trip service projects in September 2014. Service sites included Habitat for Humanity, Porter Hospital Hospitality House, and Smith Elementary. Participating students engaged in service and critical reflection throughout the day.

CCESL participated in the Colorado Business Reads Book Drive in collaboration with Serve Colorado – Governor's Commission on Community Service and Executives Partnering to Invest in Children. CCESL partnered four DU units (Daniels College of Business, External Relations; Fisher Early Learning Center; Students for Educational Equity; and Undergraduate Admissions, International Student Admission) to collect over 240 books for elementary school students across the state.

FIRST YEAR DU STUDENTS PAINTING A US MAP ON THE PLAYGROUND AT SMITH ELEMENTARY SCHOOL

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; Child, Family, & School Psychology; Counseling Psychology; Denver Teacher Residency; DU Service & Change; Financial Aid; Graduate School for Professional Psychology (GSPP) Doctoral Program; GSPP International Disaster Psychology; Graduate School of Social Work; Graduate Tax Program; Greek Life; Josef Korbel School of International Studies; Living & Learning Communities;, Morgridge College of Education Teacher Education Program; Pioneer Leadership Program; Religious & Spiritual Life; and Volunteers in Partnership.

Program Data:

Approximate Total Number of DU Students Engaged in Community Service	2,759 Students
Approximate Total Hours of Service Engaged in by DU Students	652,888 Hours
Number of FSEM Student and Faculty Volunteers	58 Volunteers
Total Hours of Service Engaged in by FSEM Students and Faculty	227 Hours
Books Collected for Children Throughout Colorado	241 Books
Number of Volunteer Opportunities posted by community organizations via the DU Something: Volunteer Website	93 Volunteer Opportunities

Quotes and Spotlights:

Neda Kikhia was recognized as the 2015 DU Service Student of the year. Neda has demonstrated passion and dedication to service, reflected critically on her experiences, and addressed root causes of community issues through service. Neda has served as a DUSC Co-President and Co-Chair, COI Facilitator, and a PA Team Lead and Coach.

BOOKS COLLECTED FOR ELEMENTARY SCHOOL STUDENTS ACROSS COLORADO

STRATEGIC GOAL 5:

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

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

2015 Elective Community Engagement Re-Classification

The Carnegie Foundation selected DU to receive the prestigious 2015 Community Engagement Classification. The Community Engagement Classification is an institutional, elective classification that depends on documentation of campus-wide commitment to community engagement. DU was in the first cohort of campuses to receive this classification in 2006. For the 2015 re-classification, CCESL led the collaborative, campus effort to develop an application that demonstrated significant advancements in community engagement since 2006. We are among a very select group of campuses who hold this classification. In fact, only 63 private institutions received re-classification in 2015.

The 2015 application required us to show how faculty and students from across campus partner with communities to advance learning in classes, generate knowledge, and contribute to the public good. With data from across campus, our application illustrated the many ways that DU uses community-engagement as a strategy to fulfill our mission to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge.

The Classification is an external assessment of DU's commitment to community engagement in teaching, research, creative, and co-curricular activities in the service of our vision to be a great private university dedicated to the public good. Our application highlighted examples of the ways DU students, staff, and faculty from across campus cultivate community-university partnerships that are characterized by mutuality, reciprocity, and collaboration. In turn, these powerful partnerships advance learning, knowledge, and the public good.

National Voices

In February, we welcomed nationally-recognized scholar and leader, Dr. Barbara Holland, to campus for two days of events focused on broadening conversations about community engagement as a method of scholarship (research, creative work, and teaching).

Holland is a professor, researcher and consultant recognized internationally for her scholarship and expertise on organizational change in higher education with a focus on the institutionalization of community engagement. She is affiliated with the University of Sydney, Portland State University, and Indiana University-Purdue University Indianapolis. She received the 2006 Research Achievement Award from the International Association for Research on Service-Learning and Community Engagement for her contributions to the engagement field. She has served as adviser to more than 100 academic institutions across five nations.

During her time at DU, she made her way through a packed schedule that engaged groups of administrators, faculty, staff, and students as well as a campus-wide event; we welcomed new colleagues to the dialogue about community engagement. More than 50% of those who attended events during Holland's visit had not been to a CCESL event previously. More than 120 people attended the campus event, "Coping with Change in Higher Education."

DR. HOLLAND (LEFT) CHATS WITH CHANCELLOR CHOPP (RIGHT) AHEAD OF HER KEYNOTE ADDRESS

POSTER SESSION AT CAMPUS WIDE EVENT "COPING WITH CHANGE IN HIGHER EDUCATION"

The campus wide event, "Coping with Change in Higher Education," opened with a poster session where faculty from various departments at DU presented their work funded by CCESL through Public Good Grants and Service Learning Mini Grants. Attendees had a chance to visit with each faculty member before opening remarks by Chancellor Chopp.

Scholarly Publications and Conference Presentations:

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

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

- DiEnno, C.M. & *Plummer Taylor, S. R. G.* (April 2015). The Impact of Service Learning on Practitioners: Instructor Reflections of Inquiry & Engagement. Presentation at the 18th Annual Continuums of Service Conference. Long Beach, California.

- DiEnno, C.M., DePrince, A. P. & Drogin, L. (April 2015). Introduction to Service Learning. Workshop presented during the University of Denver Teaching & Learning Week. Denver, CO.

- Hanschen, R.J., Burdic, M., *Roberts, Z., Brooks, L., & Anwar, A.* (January 2015). Using a Community Organizing Framework to Build Reciprocal Relationships. Presentation at University of Denver Diversity Summit. Denver, CO.

- *Kikhia, N. & Yaffe, S.* (February 2015). Service & Change from the Core. Presentation at IMPACT National Conference. Los Angeles, CA.

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
Colorado Civic Health Index Dialogue (Denver, CO)	DiEnno	September 2014

| 18th Annual Continuums of Service Conference (Long Beach, CA) | DiEnno | April 2015 |
| Colorado State AmeriCorps Member Retreat (Denver, CO) | Hanschen | May 2015 |

Regional Leadership

To illustrate regional leadership, we are pleased to highlight DiEnno's work on the Advisory Committee of the Colorado Civic Health Network. The network is a cross-sector learning and action-oriented network of individuals and organizations working together to actively engage all individuals across the state in building strong communities. The network was launched following the release of the Colorado Civic Health Index (http://ncoc.net/COCHI2013). DiEnno sits on the Advisory Committee to provide a higher education perspective and help lead the development of the network structure, including co-developing the mission, vision and guiding values as well as assisting with the organization of network events. DiEnno has continued her work on the Coordinating Committee of the 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/.

Social Media Presence

This year, we welcomed Michael Gooch as CCESL's Social Media Intern to manage the CCESL You Tube station, Facebook page, Twitter, and Instagram. Michael also was able to craft short videos centered around CCESL events and initiatives. Below we offer examples of social media projects developed this year by students.

Local News

VIDEO: WHY COMMUNITY ENGAGEMENT MATTERS

VIDEO: PUBLIC ACHIEVEMENT CONFERENCE 2015

VIDEO: CELEBRATE DIVERSITY: 2014-2015 SOUTH HIGH PA

THE DENVER PUBLIC SCHOOLS (DPS) BOARD OF EDUCATION RECOGNIZED ALUMNUS AND PUKSTA SCHOLAR MAWUKLE YEBUAH FOR CHAMPIONING HIGHER EDUCATION ACCESS FOR BLACK MALES THROUGH HIS PUKSTA FOUNDATION PROJECT.

DU FEATURED PUBLIC ACHIEVEMENT TEAM LEAD AND CCESL PROGRAM ASSISTANT TO CREATE A RECRUITING TOOL FOR POTENTIAL DU STUDENTS ON THE ADMISSIONS WEBSITE.
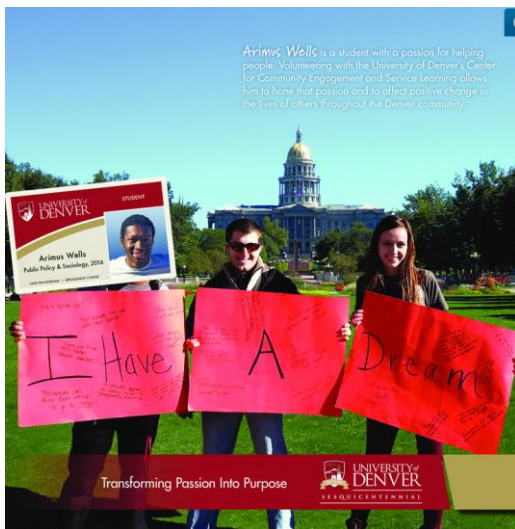
THE DENVER POST FEATURED PUBLIC ACHIEVEMENT COACH ARIMUS WELLS FOR SERVICE PROJCETS IN THE DENVER COMMUNITY.

DU FEATURED PUKSTA SCHOLAR LARCY BROOKS IN ITS BE A B.O.S.S. CAMPAIGN. FOR LARCY, IT CENTERED AROUND GENDER/SEXUALITY-BASED VIOLENCE AND COMPREHENSIVE SEX OR RELATIONSHIP EDUCATION FOR QUEER PEOPLE IN SCHOOLS.

STRATEGIC GOAL 6:

MAXIMIZE COMMUNITY IMPACT

Community-engaged work addresses public issues that are important to *both* community and university partners. To understand more about the issues important to faculty and community partners, we analyzed the issue areas of more than 145 faculty community-engaged projects, proposals, and classes from the last three years. The figure below offers a view of the topics addressed in faculty community-engaged work. The topics being addressed through community-engaged work are multidisciplinary in nature, engaging faculty across ranks and divisions and students across majors and programs.

Best practices in community engagement prioritize mutual benefits among community and university partners. Despite the importance of mutual benefits, few tools exist to systematically assess the impact of community-university partnership *on community partners*. To address this gap, two graduate students led a research effort, funded by CCESL, to develop the **Community Impact Scale** (CIS). Published this month in the *Michigan Journal of Community Service Learning* (Srinivas, Meenan, Drogin, & DePrince, 2015), the CIS offers a tool that can be used in partnership planning, as well as in evaluating the impact on community partners. The abstract is reprinted below.

Abstract. This article describes the development and psychometric properties of the Community Impact Scale (CIS), a measure of benefits and costs of community-university partnerships across a range of outcomes, as perceived by community partners. Scale development was carried out across two phases: (a) item generation, through which the research team, in close collaboration with a long-term community partner, created scale items based on content analysis of interviews with eight community partners, observations of existing community-university partnerships, and insights from the research literature; and (b) item analysis, through which the psychometric properties of the scale were examined and the scale slightly revised based on results of administering the scale to a sample of thirty-one community partners. The final version of the CIS comprised forty-six items across eight scale domains. The CIS may be regarded as a foundational assessment that has the potential to help community partners evaluate the impact of partnering.

As part of the development of the CIS, representatives from community partner organizations shared perspectives about the benefits and costs of collaboration (Srinivas et al., 2015). Benefits included increased capacity/efficiency, increased networking/connections, access to high quality student work, and tangible work products. Costs included time constraints, resources for supervision of student work, student training needs in terms of both their work in real-word settings and working with culturally diverse groups.

From the interviews, a 46-item CIS was developed to measure impact on community partners across eight domains, including: overall experience, social capital, skills and competencies, motivation and commitments, personal growth and self-concept, knowledge, organizational operations, and organizational resources.

Beginning this year, CCESL initiated use of the CIS to measure the outcomes of community-DU partnerships. We analyzed responses from 57 people reporting on community partnerships (7 DU students, 27 DU faculty members, 18 Community based agency staff members, and 2 DU staff members). Due to the limited number of DU staff member responses and the shared DU employee identity, we collapsed this category into a larger DU faculty/staff category containing 29 responses.

AN INVITATION TO HELP MEASURE IMPACT

If you were involved in a community-university partnership this year, we are asking for your help now in filling out a brief (15 minute) survey. This survey will help CCESL and DU assess the outcomes of community-university partnerships and develop programs to improve impact. Please follow the link below to see an Information Sheet and access the survey.

Survey Link

We welcome you to please also invite your community partner to fill out this survey by forwarding this email. If you have any questions, please email ccesl@du.edu.

CIS Domain Scale Means

Organizational Resources
- Community Based Agency Staff: 3.95
- DU Faculty/Staff: 3.93
- DU Students: 3.83

Organizational Operations
- Community Based Agency Staff: 4.43
- DU Faculty/Staff: 3.87
- DU Students: 3.88

Knowledge
- Community Based Agency Staff: 4.60
- DU Faculty/Staff: 4.40
- DU Students: 4.36

Personal Growth/ Self-concept
- Community Based Agency Staff: 4.54
- DU Faculty/Staff: 4.17
- DU Students: 4.17

Motivation/ Commitments
- Community Based Agency Staff: 4.59
- DU Faculty/Staff: 4.46
- DU Students: 4.27

Skills/ Competencies
- Community Based Agency Staff: 4.55
- DU Faculty/Staff: 4.26
- DU Students: 4.29

Social Capital
- Community Based Agency Staff: 4.38
- DU Faculty/Staff: 4.23
- DU Students: 4.13

Overall Experience
- Community Based Agency Staff: 4.78
- DU Faculty/Staff: 4.70
- DU Students: 4.32

The graph above depicts domain scale means as measured by the CIS. Ratings on the CIS are measured on a likert scale where 1=Very Unfavorably, 2=Unfavorably, 3=Neutral/No Impact, 4=Favorably, and 5=Very Favorably. Respondents could also indicate that an item was not applicable or that they did not know by selecting 6 or 7 respectively. To assess the perceived benefits of community partnership, we compared each domain scale mean with the neutral rating (a score of 3). Across groups (DU students, DU faculty/staff, and community based agency staff), domain scale means were all significantly greater than 3 ($p < .05$). This indicates that respondents perceived positive and favorable results of community partnerships across all domains of impact.

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

	Students (n=7)	Faculty/Staff (n=26)	Community Based Agency Staff (n=17)
Types of activities			
Provided direct service to clients/populations served by the organization	71%	39%	29%
Planned, organized, and/or implemented events put on by the organization	71%	31%	12%
Obtained resources	14%	15%	12%
Provided technical/physical skills	57%	12%	6%
Exchanged/applied product knowledge	43%	65%	65%
Did community building	43%	35%	24%
Did community organizing	14%	12%	18%
Reasons for partnering			
Course requirement	29%	0%	0%
Organizational mandate	0%	8%	12%
Board member expectations	0%	0%	12%
Recruited by a friend or family member	0%	0%	0%
Recruited by a university staff member or faculty	0%	4%	35%
Recruited by a community agency	0%	12%	0%
Seeking a new learning experience	71%	62%	35%
Exposure to internship and/or career possibilities	14%	31%	0%
Desire to make a difference in the community	86%	85%	76%
Sense of responsibility to have a positive impact on the community	86%	85%	65%
Expand personal and professional network	57%	46%	12%
Develop new skills and competencies	71%	58%	35%
Seeking volunteers to assist with direct service, plan events, provide skills, etc.	0%	0%	35%
Seeking additional funding and/or help with fundraising efforts	0%	0%	18%
Seeking to create a university-community partnership	29%	62%	53%
Seeking to sustain a university-community partnership	43%	50%	53%
Seeking to preserve the possibility of future university-community partnerships	43%	42%	53%

Quotes/ Spotlights:

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

Faculty Responses:

  "This community-university partnership has been so successful that I've convinced some

of my faculty colleagues to incorporate community-based learning with this partner into their curriculum."

"Support of our professional community is critical to our program--and one of our strengths. They love our students and hire them regularly."

Community Partners:

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

"We feel fortunate to have [our DU partner] in our backyard. They are not only responsive to our needs, but they help bridge a gap between a very intimidating and scientific field (research) and our day-to-day policies and practices. [Our faculty partner] has been invaluable n putting research in terms that we, as day-to-day responders can understand. [Our faculty partner] and her team make themselves accessible and available to answer questions and are excellent collaborators. I can't say enough about [our DU partners] and the rest of the team."

"[Our faculty and student partners] are truly phenomenal to work with! They continue to add an incredible amount of expertise and passion to our team. They are very gifted and we are so very lucky to work with them. We are part of a demonstration project funded by the Office for Victims of Crime. There are other demonstration projects throughout the country. I believe that we are one of the strongest because of our research and evaluation headed by [our faculty partner]."

STRATEGIC GOAL 7:

BUILD FINANCIAL, RESOURCE, AND COLLABORATIVE STRENGTH

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

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 2014-2015 external funding include:

Awarded:

- Engaged Scholarship Grant, Campus Compact of the Mountain West, to support original research on the impacts of service learning on practitioners (DiEnno)

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, Imagine DU Transformative Directions Committee
DiEnno	Member, Coordinating Committee, Colorado Service-Learning Council
	Member, Advisory Committee, University of Denver Intercultural Global Studies Minor
	Member, Advisory Committee, Campus Compact of the Mountain West
	Member, Advisory Committee, 18th Annual Continuums of Service Conference
	Member, Advisory Committee, Colorado Civic Health Network
	Member, Advisory Design Team, George Washington High School (partner with Public Achievement program)
Hanschen	Commissioner, Colorado Governor's Commission on Community Service
	Member, Denver South High School Community Partnership Board

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, in January DiEnno and Hanschen worked with staff from the Career Center, Living & Learning Communities, Housing and Residential Education and the student organization DU Service & Change to cohost a **Work on Purpose Training**. Work on Purpose, a program of Echoing Green, helps people uncover their own unique way to live and work for social good. 24 students from across campus attended the half day workshop that culminated in developing their personal hustle statement, outlining actions they could take to move their passions forward and identification of a mentor to support them. Students who completed the workshop offered the following testimonials:

- "For any student who is struggling to find a sense of purpose in their work, this workshop is an absolute must. You'll leave feeling relieved yet rejuvenated to go out and accomplish future endeavors."
- "It's a great workshop to question your future career and community involvement. You may realize you are not headed in your ideal direction and are given the tools to put you on the right course."
- "This was a great opportunity to hone in on what I offer to my community, society, and ultimately the world and I'm excited to find ways I can share this while following my passions."

Also in January, CCESL's Public Achievement program hosted the **4th Annual Colorado Public Achievement Conference**. 89 Public Achievement coaches (undergraduate students) and team leads/teaching assistants (graduate students) and nine faculty/staff from four universities (DU, Colorado State University, Colorado College and University of Colorado-Boulder) and 19 K-12 participants from three high schools (South High School in Denver, Rangeview High School in Aurora, Centaurus High School in Lafayette) attended the event. The conference included a keynote speaker, a world café activity, two breakout sessions, an alumni panel, and concluded with an original song written and performed by DU coach, Josie Major. Highlights from the event can be seen in the video created by CCESL Social Media intern, Michael Gooch here: https://www.youtube.com/watch?v=gIHWNdX5iyE.

In May CCESL collaborated with the Undergraduate Research Center to cohost the **Undergraduate Research & Scholarship Symposium**, an event that showcased the exemplary scholarship of the University's undergraduate students. The symposium celebrated the unique ways in which students and faculty become partners in the co-production of knowledge. To view the program booklet, which includes abstracts from more than 80 students, visit http://www.du.edu/urc/media/documents/symposium-2015.pdf.

Through the Community-Engaged Learning Mini-Grant program, CCESL sponsored an instructor community (Kate Willink, Communication Studies; Hava Gordon, Sociology & Criminology and Gender and Women's Studies; Nicole Nicotera, Graduate School of Social Work; Lynn Schofield-Clark, Media, Film & Journalism Studies) to explore the development of a **Critical Participatory Action Research (CPAR) collective** at DU. CPAR is "an epistemology that engages research design, methods, analyses, and products through a lens of democratic participation. Joining social movements and public science, critical PAR projects document the grossly uneven structural distributions of opportunities, resources and dignity; trouble ideological categories projected onto communities (delinquent, at risk, damaged, innocent, victim) and contest how —science has been recruited to legitimate dominant policies and practices" (Torres et al., 2012, p. 171). DiEnno participated in the collective and together the team met regularly during the year. On April 28, 2015 the members held a public unveiling of their collective by hosting a CPAR Workshop that highlighted the work of the Chinook Fund, a local foundation that supports community organizations working on issues of racial, social and economic justice in the state of Colorado. The workshop began with an overview of CPAR, then DiEnno provided an overview of CCESL's Science Shop, where DU constituents can search for organizations and research questions they might approach using a CPAR lens.

DiEnno highlighted one of the Chinook Funds questions contained in the Science Shop and then the Executive Director of the Chinook Fund gave an overview of the organization. Participants then broke into groups to discuss how to approach this case through the lens of CPAR. More than twice the number of participants as expected registered (>50) for the event demonstrating a great interest in epistemology.

A budding partnership with George Washington High School (GWHS) began during the 2014-2015 academic year. CCESL's Public Achievement (PA) program will be partnering with GWHS to support their new **One George initiative**, which aims to bridge the social and academic divide between the school's traditional and International Baccalaureate students through service learning. In addition to embedding PA into the One George Initiative's Advisory Class for 9th grade students, DiEnno is shepherding the relationship between the One George team and faculty, staff and students from across campus to support mutual goals for community engagement from both schools.

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	Melanie Kesner
Service Student of the Year	Neda Kikhia
Community Organizer of the Year	Tanner Mastaw
Public Good Faculty of the Year	Dr. Stephen Shirk, Department of Psychology
Service Learning Faculty of the Year	Dr. Heather Martin, University Writing Program
Community-Engaged Department of the Year	Department of Communitcation Studies
Kimmy Foundation Community Service Professional Award	Emily Thomas; Tanner Mastaw

CONCLUSION

Community engagement in teaching, research, and campus life offers incredible opportunities to DU stakeholders as well as local, national, and global communities. DU students apply their academic learning in communities – developing skills that prepare them for careers and meaningful lives and 21st century careers. Faculty address research questions of enormous public importance, often with student collaborators. Staff cultivate tomorrow's civic leaders, preparing students for active participation in our communities after they graduate. Community members become co-educators and collaborators with DU in addressing the great public problems of our time.

Across seven strategic goals, the 2014-2015 Academic Year saw CCESL implement a wide array of programs that 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 leaning courses. In addition, we invested in significant leadership development among faculty. Across programs, we documented achievements, from hours served and number of projects completed to learning outcomes and community impact. We furthered work towards several goals newly-articulated this year, including to develop distinction, building resources, and maximize community impact.

The successes of the last year and impact of our work are perhaps best illustrated by the news that we were selected for the 2015 Community Engagement Classification from the Carnegie Foundation. While the Classification news offered a moment to reflect on community-engaged achievements, it also marks the start of a new chapter of community engagement innovation at DU. We look forward to writing this new chapter with students, staff, faculty, and community partners in the academic year ahead.