## 2009-2010 ANNUAL REPORT TEMPLATE

**Department:** Leadership & Involvement—Community Service

1. Please document results of strategies from your 2009-2010 Planning Document using the following template:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended/Other outcomes (not listed in the Planning Document)</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>How did this strategy support the Strategic Plan? The Vision for Students?</th>
<th>If you did not undertake the strategy please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a student volunteer “on-call” program</td>
<td>1. Register students interested in being notified about community service opportunities 2. Forward information about community opportunities to student list as they are sent by local agencies</td>
<td>1. Social responsibility 2. Work ethic 3. Practical and vocational skills 4. Cultural awareness 5. Development of community ties</td>
<td>n/a</td>
<td></td>
<td></td>
<td>Strategic Plan 1. Student Success: Regional, national and international engagement 2. Partnerships: Productive sustainable community alliances Vision for Students: 1. Become engaged citizens locally and globally 2. Develop effective social change skills 3. Demonstrate civility</td>
<td>We decided to launch this program through an online registration process in order to better manage the information and suit the needs of the students. We worked with Pat to research online volunteer management programs and found one that would suit all of our needs. We were however limited by the corporate sponsorship aspects on that</td>
</tr>
</tbody>
</table>
site and were not permitted to use it. We will work to launch a manual version of the on-call program (sign up on a piece of paper) this coming year and continue to explore our options for online programs.

<table>
<thead>
<tr>
<th>Share information about service-learning and community service opportunities with faculty</th>
<th>1. Identify areas that may be interested in community service</th>
<th>2. Share information about service-learning along with examples of how it can relate to their academic area</th>
<th>3. Share information about and invite participation in programs</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Social responsibility</td>
<td>2. Practical and vocational skills</td>
<td>3. Collaboration</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>4. Development of community ties</td>
<td>5. Integration of academic content and experiential learning</td>
<td></td>
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<tr>
<td></td>
<td>1. Notification from faculty that they have implemented service-learning or incorporated community service into curriculum</td>
<td>- We began small, by contacting ACAD instructors and a few others regarding community service with their classes. We were asked to come speak at 5 or 6 ACAD classes, most of which asked</td>
<td>.Will attempt more targeted communication to departments with direct ties to our programs (i.e. Education Department for Tutoring program)</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>1. Student Success:</td>
<td>- Regional, national and international engagement - Develop leaders in professions and communities</td>
<td>2. Partnerships: Productive sustainable community alliances</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Vision for Students:</td>
<td>1. Become engaged citizens locally and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Students to do a community service project.

2. *More diverse participation in community service programs*
   - Do not have evidence of a notable change globally
| Assess the current climate of community service efforts among University students, faculty & staff | 1. Identify established community service efforts among RSOs 2. Explore the nature of community service efforts performed by students, faculty, and staff independent of official U of M organizations 3. Identify faculty and staff who are using community service activities as a vehicle for classroom learning | 1. Social responsibility 2. Practical and vocational skills 3. Development of community ties | We did begin collecting information from Registered Student Organizations regarding what community service efforts they have made throughout the year, first by e-mail request, then by including it in the RSO registration process. (See last column) | Strategic Plan 1. Student Success: -Regional, national and international engagement - Develop leaders in professions and communities 2. Partnerships: Productive sustainable community alliances Vision for Students: 1. Become engaged citizens locally and globally | As for the overall goal…Upon submitting this goal in January 2009, we were notified that there is another department on campus currently fulfilling this need and we did not believe it was necessary to duplicate efforts. |
| Restructure SAS committees, leadership, and membership | 1. Reexamine the committee purposes and readjust committees to better meet the goal of providing service opportunities to the campus community 2. Train chairs how delegate and effectively lead a committee 3. Implement an aggressive membership drive for general members | 1. Social responsibility 2. Work ethic 3. Teamwork 4. Practical and vocational skills | SAS was restructured with one committee eliminated and a new Tutoring Committee started. Chairs were provided with more training and general members were given more responsibility.  

1. Change in the type of community service opportunities offered to the campus community - A weekly Tutoring opportunity at the Lester Community Center was added to the schedule 2. Increase in the number of different community service opportunities offered to the campus community  

Further restructuring is underway, to provide even more community service opportunities for the student body. | Strategic Plan  
1. Student Success: - Regional, national and international engagement - Develop leaders in professions and communities 2. Partnerships: Productive sustainable community alliances  

Vision for Students: 1. Become engaged citizens locally and globally |
- Weekly tutoring opportunities were available, in addition to the opportunities already previously available.

3. Higher participation of SAS general members at meetings and in planning and implementation of projects and events (Work ethic and Teamwork)

- Active membership in SAS grew from 3 active non-Board members, to approximately 15 active non-Board members; General members were empowered with decision-making and logistical responsibilities, and worked as a
*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.

2. Please include results from programs/services not included in your 2009-2010 Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
</table>
| Alternative Spring Break | 1. Students will enhance their understanding of social responsibility  
2. Students will express emotional growth  
3. Students will reflect on cultural awareness  
4. Students will demonstrate work ethic  
5. Students will demonstrate the | Student responses to daily reflection question: “Today I Learned…”  
* that it's not so bad cleaning up after other people  
* that there's such thing as tape remover  
* you should clean your base boards, if you don't they could end up really bad  
* there is a true definition of a team | Continue the daily reflection piece of the Alternative Spring Break Program |
importance of teamwork
6. Students will demonstrate practical and vocational skills
and we found it
* how to install a toilet paper dispenser
* how to learn...learn to paint, learn to spackle, etc.
* you can get more out of something than what you expect
* to wear a shower cap when you are painting
* it makes you feel good to volunteer
* things go well when you work with what you've got
* how messy a roller brush can be
* a little goes a long way. A little of our time helped them tremendously!
* the clinic used to not have hot water
* about MPower Ministries
* how to set up posts and post pictures to a blog! :)
* measuring
* using a drill
* that Habitat for Humanity has been beneficial to me; I knew how to do things
* how to whip a truck over a curb
* primer is really hard to get off the floor
* that things I learned at home from my parents were helpful; we should be more willing to listen when people are trying to teach us something
* a little landscaping
* how to use a hammer
* primer is really messy and hard to get out of a sink
* how to be more patient with
people
* how to landscape; I thought to remove a weed you had to pull out all the soil, but you just have to pull out the weed
* you can put fake paper down to keep weeds from growing
* putting stuff up on a wall is not easy...you have to use math and levels
* how to be a good leader (Brittany is a role model)
* about the other services MPower offers; I heard about one woman they helped who had dropped out of high school, was 40 years old and can't read
* how helpful the group is
* how to use a drill
* the difference between a Phillips head and a flat head screwdriver
* the people we've encountered in Alabama are really sweet
* I actually like working in a team
* how many people actually come to MPower
* I could move a big ol' filing cabinet by myself
* about will power
* to be more patient
* that it takes patience to get things completed well
* that I don't have to be a perfectionist with everything
* how to be grateful and look at things from other people's perspectives
* the more you try hard at something, the more you
accomplish; don't give up, keep on going
* when you're in a frustrating situation, it's good to remain calm
* some cool fashion tips
* that everyone is a very hard worker
* what each & every person is getting out of this experience
* how to drive a large truck
* to not take things for granted; it's the little things that matter to people
* how a dentistry suction system works
* that out of 630,000 people in Jefferson County, 96,000 families live below the poverty level (think about how many people are in the average family)
* that Jessie's Place is a lot like the Memphis Family Shelter
* that the kids need people who won't come & go
* that everyone has a soft side
* that big loads of donations only come into Jessie's Place at Christmas time and have to last all year
* how to clean windows; it's harder than I expected
* how dysfunctional my stereotypes are
* how people live and who they are by seeing their living space
* I really love kids, but they are tiring
* how many people out there are willing to help others
* more about what Jessie's Place
does
* about one of the moms at Jessie's Place
* that bedtime is an awesome idea
* how Jessie's Place functions (i.e. paying the bills)
* that my perceptions of a shelter were wrong
* how passionate everyone was
* that you don't have to know a kid to make them feel loved
* that it's ok to step outside my comfort zone and be a kid again
* (at the Civil Rights Institute) that crosses were burned in yards as late as 1990
* that Jesse Jackson ran for president (CRI)
* that 6 people actually died because of the bombing at the 16th Street Baptist Church, not just the four little girls (CRI)
* a lot from the Civil Rights Institute
* that people are nicer than you think they are
* about young kids being brave in the Civil rights Movement (CRI)
* about freedom Riders persisting even from a hospital bed (CRI)
* that Caucasians participated in the Freedom Rides (CRI)
* that Birmingham is one of the most segregated cities (CRI)
* that the great-uncle of one of the women at Jessie's Place was a fighter pilot who responded after Pearl Harbor
* kids have too much energy
* even the little mean kids can be really nice
* about the long term goals of one of the Jessie's Place residents
* to be patient
* more about the Civil Rights Movement in Birmingham, particularly how instrumental the children were in drawing national and international attention to the movement.

3. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated.

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### Community Service Numbers 2009-2010

**Service on Saturday**

<table>
<thead>
<tr>
<th>Date</th>
<th>Volunteers</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12</td>
<td>71</td>
<td>258.5</td>
</tr>
<tr>
<td>October 3</td>
<td>90</td>
<td>270</td>
</tr>
<tr>
<td>November 21</td>
<td>108</td>
<td>374.5</td>
</tr>
<tr>
<td>January 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>February 27</td>
<td>48</td>
<td>162</td>
</tr>
<tr>
<td>March 27</td>
<td>46</td>
<td>142</td>
</tr>
<tr>
<td>April 24</td>
<td>106</td>
<td>318</td>
</tr>
<tr>
<td><strong>Total Service on Sat.</strong></td>
<td><strong>469</strong></td>
<td><strong>1,525</strong></td>
</tr>
</tbody>
</table>

**Alternative Spring Break**

<table>
<thead>
<tr>
<th>Date</th>
<th>Volunteers</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8—Mpower Ministries</td>
<td>15</td>
<td>112.5</td>
</tr>
<tr>
<td>March 9—Mpower Ministries</td>
<td>15</td>
<td>82.5</td>
</tr>
<tr>
<td>March 10—Mpower Ministries</td>
<td>15</td>
<td>90.5</td>
</tr>
<tr>
<td>March 11—Jessie’s Place</td>
<td>15</td>
<td>112.5</td>
</tr>
<tr>
<td>March 12—Jessie’s Place</td>
<td>14</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total ASB</strong></td>
<td><strong>15</strong></td>
<td><strong>503</strong></td>
</tr>
</tbody>
</table>
Habitat for Humanity

<table>
<thead>
<tr>
<th>Build Projects:</th>
<th>Volunteers</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>132</td>
</tr>
</tbody>
</table>

Denim Drive:
- 3,330 pieces collected
- $750 raised toward a future Habitat House
- 106 hours collection time

Other volunteer hours:
- 24 hours donated at local Habitat fundraiser

4. What is your BHAG? List evidence that supports that you are making progress toward it.
   See Leadership & Involvement

5. List any awards or other notable accomplishments by the department, individual staff or students:
   - Student Jenn Armstrong was the recipient of the 2010 Vanderhaar Symposium Student Peace Award for her contributions to the community through her community service efforts and work with SAC.
   - Alternative Spring Break students were highlighted on the Jimmie Hale Mission website, as well as the monthly newsletter for MPower Ministries, for their 503 hours of community service work in Birmingham, AL.

6. Photos suitable for publication should be placed in YOUR O Drive and notify Pat of the location.