## Student Leadership and Involvement
### Community Service
#### 2010-11 Annual Report

<table>
<thead>
<tr>
<th>Divisional Goal</th>
<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><strong>CS1a.</strong> Increase student retention and graduation by providing long-term opportunities for engaging in the community</td>
<td>CS1. Manage and support the number of students who are committed to long-term service relationships with a specific site or organization</td>
<td>CS1a. Advertise individual community service “consulting” in the Helmsman and other campus advertising venues. CS1b. Encourage ACAD students to commit to a local agency throughout their years at the U of M CS1c. Follow up with service agencies after the Volunteer</td>
<td>CS1a. Students will compare and contrast the differences between one-time service projects and long-term relational service commitments. CS1b. They will demonstrate an understanding of that difference by participating in both types of service.</td>
<td>CS1. We were able to informally assess the relationship that a couple students formed with MIFA as a result of the Alternative Spring Break Stay-cation. At least two of the 8 participants have gone back to volunteer at MIFA, and one</td>
<td>CS1. Given that our methods of data collection were not effective (see column 9,) we will have to reexamine how we obtain the information we are looking for to track this long-term involvement.</td>
<td>CS1a. Understanding and managing self: developing a personal, lifelong commitment to regular community service. CS1b. Engaging others in a diverse world: participating in a long-term continuous relationship with a particular population or</td>
<td>CS1. There were several challenges regarding the completion of this particular goal, mostly based on the fact that we had to rely on outside sources to report back with the information. CS1a. Budgetary restrictions limited most</td>
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<td>Fair to determine how many U of M volunteers they obtained</td>
<td>CS1c. Enhance the relationship between University and community</td>
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<td>Determine the number of Emerging Leaders engaged in long-term service commitments</td>
<td>CS1d. Encourage the value of lifelong service for students after graduation</td>
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<tr>
<td>of those took her residence hall floor with her.</td>
<td>interest group.</td>
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</table>

publicity of our consultation services. We did have a few students use the services, but again, when we attempted to follow-up with them about the nature of their service, students did not respond. CS1c. We attempted to follow-up with agencies who attended the Volunteer Fair to determine if students became engaged with their programs. Agencies did not return
Calls or said they would get back to us and never did. We speculate that agencies did not have clear records of where their volunteers were recruited. We are exploring other methods of following up.

| CS2. Increase the number of students participating in Community Service co-curricular programs | CS2. Create a student volunteer on-call program to increase the number of students participating in community service (In- | CS2a. Register students interested in being notified about community service opportunities | CS2b. Forward information | CS2. Students will articulate how their participation in community service has made a difference in their lives and | CS2. Created Tiger Volunteer Network. Marketed through other community service programs throughout the year, as well as | CS2. Will continue to explore best way to measure student learning outcomes with this group. | CS2. Engaging with Others in a Diverse World: Become engaged citizens and understand her/his place in the world as |
| CS3. Create a world citizen; Have a commitment to community service | about community opportunities to student list as they are sent by local agencies | the lives of others. **CS2b.** Increase interest and involvement in community service programs **CS2c.** Enhance ties between the university and the community through e-mail. Had 82 students register for Tiger Volunteer Network and sent emails on behalf of Memphis area agencies regarding volunteer needs, upon request. Working on getting process up online for both student registration and agency needs, and expanding the program. Were not able to obtain responses from students regarding their experiences. | a world citizen; Have a commitment to community service |
| CS4. Increase the number of students participating in Community Service co-curricular programs | CS4. Increase community service hours performed by members of Greek-letter organizations | CS4a. Incorporate training on how to engage chapter members in community service into Greek Presidents Class  
**CS4b.** Educate chapter presidents and members on  
**CS4a.** Greek presidents will articulate the difference between philanthropy, volunteerism, and service.  
**CS4b.** Enhance the reputation of U of M Greek-letter organizations in the | CS4a &b. Introduced importance of community service, and difference between philanthropy, volunteerism, and community service with Greek President’s class.  
Had Greek chapters seek  
**CS4.** Will explore better way to measure Greek student community service efforts (actual, rather than self-reported to ensure the nature of the projects meets community service | CS4. Engaging others in a diverse world: Greek organization members will connect community service to the values of their organization and see it as an integral aspect of Greek service. |
the difference between philanthropy, volunteerism, and service. **CS4c.** Award chapters with outstanding increases in community service performance at the annual Greek Grammy awards.

Memphis community **CS4c.** Greek organizations will increase the number of group community service projects required for chapter members each semester consultation from our office on at least four separate occasions throughout the year about designing community service opportunities for their chapter members. Saw increased number of chapters participating in Service on Saturday program as a group. **CS4c.** Community service incorporated into selection criteria for Greek Awards. definitions.) Will continue to grow recognition efforts for Greek chapters excelling in community service.

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### Program/Service
**Alternative Spring Breaks**

### Intended Outcomes
1. Expose students to social issues facing a particular community.
2. Encourage social involvement, in addition to philanthropy

### Evidence of whether or not outcomes were achieved

**What I Learned on ASB (New Orleans)**

- Silence is golden!
- Relationships

### How will your assessment data shape this program/service in the future?

Has encouraged us to offer ASB Stay-cation again in the future, in addition to the out-of-state trip.
| Responsibility.  
3. Provide students an opportunity to meet a variety of individuals different from themselves and gain a cross-cultural perspective to approaching life.  
4. Grow individual skills gained through work done on site.  
5. (Stay-cation) Expose students to culture and history of their own community through local site visits and meals and provide them with them with “firsts” in Memphis. | Teamwork  
• Though we are of different colors and ethnicities, we all bleed the same color, we are all the same.  
• Through time of hardship we all come together as a group, as a family  
• It’s always good to get to know new people.  
• Making new friends is great!  
• Positive energy can ignite lifelong friendships  
• Truth and love above all else  
• How to put siding on a house  
• When the opportunity arises someone will take advantage of those people who are at their weakest  
• It’s better to do a job right the first time  
• Working together makes the job go faster  
• It’s scary to be on top of a ladder  
• 14 people with one bathroom is hard  
• You feel good going above and beyond what is asked of you  
ASB Stay-cation Memphis: Today I Learned...  
... tree stumps can be stubborn  
... how to use a shovel  
... yard work isn’t that dirty and |
there are not that many bugs
... how to pull up roots
... that if you work really hard in
cold weather, you'll warm up
... that this house (that we
worked on) is from the 1900's
and that is really interesting
because I like historical things
... that yard work is not that bad
... a lot about the different
programs at MIFA
... that "deadfall" is the official
term for the dead wood,
branches, etc. that fall from a
tree
... what MIFA is
... MIFA does a lot
... you always need a plan B
... a lot about Memphis history
at the Rock & Soul Museum. A
lot of buildings are no longer
here.
... a lot about music in Memphis
... I could lift heavy boxes
... how to get sticky stuff off of
things
... steel scrubbing pads can do
anything
... Trolley Stop Market is pretty
cool
... even the most helpful
organizations can be
disorganized
... protective eyewear is a must
when scraping paint
... that removing velcro from
walls can be very difficult
... if you don't pick up old tires,
people can get malaria & West Nile (from the mosquitoes congregating around water caught in them)
... that although he appeared to be homeless, the gentleman who walked up while we were cleaning tires is someone who helps people in the community... about Meals on Wheels. The seniors don't see a lot of people and the volunteers are the only people they see sometimes. I want to go back!
... that they use registered dieticians for Meals on Wheels
... that no everyone has tried Gus's chicken
... more about the public housing efforts in Memphis
... that tires with water help spread disease

Today was my first...
... time climbing higher than the second rung of a ladder
... time being inside MIFA
... time getting ALL of my clothes dirty :)
... time at Trolley Stop Market
... time scraping paint
... Rock & Soul Museum visit
... time taping walls with painters tape
... Gus's Fried Chicken
... time doing Meals on Wheels
... time at Kooky Canuck
... neighborhood clean-up
“Signing up for Alternative Spring Break has to be THE best decision I could have made. EVER. Before, I would just show up for class, then go home and do homework. I wasn’t contributing at all, and I wasn’t making many friendships. Now, after this amazing experience, I’ve given back to the community, but I have also gotten a reward: a new circle of friends. We are all devoted to helping others and making a difference. Without this trip, I would have never gotten to know these people the way I did. Our types of personalities are so different, we are all over the school. But coming together for one common purpose has brought us all closer than some people, some “friends,” we’ve known for years. ...This trip is just the first step in myself getting involved in the school. Now that I know what can come of such an awesome trip, I’ll definitely be coming back for more.”

-Jennifer Borwick, sophomore, Accounting major

“ASB 2011 was more than what I was expecting. I thought that I would be coming to New Orleans, LA just to do service work but this trip turned out to be so much more. I learned about the history of New Orleans, Mardi Gras, individuals in the community, and my fellow volunteers. I was able to help someone repair their house so that it could be a home once again and I also gained a better appreciation for my life. Words really cannot describe how much
this trip moved me and reaffirmed my desire to devote my life to helping others improve their own lives. My eyes have been opened to what goes on in other parts of society and I am motivated to challenge myself to become more and more socially aware. I am truly grateful for this experience!”
-Sydney McGhee, junior, sociology major

“This trip has been amazing... New Orleans has opened my eyes to so many problems the world faces such as: injustice, corruption, destruction, but most importantly faith and the kindness of strangers. What happened after Hurricane Katrina destroyed a community with so much culture. ... Even though five years have passed, there is still so much work to be done...I found out earlier that Louisiana has a law that if you do not fix or sale your house it can be taken by the state as their property. It made me feel so good inside knowing that something so small could mean so much not only for (the homeowner) but for her family and generations to come.”
-Maria Galvan, sophomore, nursing/sociology major

“Honestly I can't express how intense this New Orleans experience has already been to me. This trip isn't necessarily just about service, but about a privilege in knowing that one can still be able to stand strong regardless of trials and tribulations. Today I stood in the house of a man who lost most of everything that
he had due to Katrina, but despite of the loss of his mother and grand-daughter, this man...still managed to keep moving and striving for better. As he stood and shared with us how he and his loved ones floated on the roof of his house to safety from the storm, a ball of emotion filled my eyes. (His) story really let me know that there is a difference in being thankful and being grateful...Its one thing to go through an obstacle and no one knows about it, but he shared this particular part of his life so that others like me and my friends...knew that we also can make it. And it was from this day alone that I realize that when life calls its self ‘testing’ me, that regardless of the situation, use what I have left...Survive, and then tell it so that others know that there is still hope if we just keep holding on.”
-Sean Williams, sophomore, criminal justice major

2. Provide any of the following data your office collects:

a. Number of students participating in community service and hours of service per student. Explain student populations participating (e.g. Alternative Spring Break participants). Provide information on types of community service in which the students participated.

<table>
<thead>
<tr>
<th>Project</th>
<th>Date(s)</th>
<th>Volunteers*</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service on Saturday</td>
<td>9/25/10</td>
<td>66</td>
<td>207.5</td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>10/9/10</td>
<td>59</td>
<td>170</td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>11/13/10</td>
<td>130</td>
<td>347</td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>12/4/10</td>
<td>106</td>
<td>331</td>
</tr>
<tr>
<td>Tutoring Project</td>
<td>Wed.--Fall</td>
<td>15</td>
<td>67</td>
</tr>
</tbody>
</table>
Service on Saturday  1/29/11  32   96
Service on Saturday  2/19/11  28   89
Alternative Spring Break  March 5-12, 2011  14   490
Alternative Spring Break Stay-cation  March 7-9, 2011  8   160
Service on Saturday  3/26/11  111   352.5
Service on Saturday  4/16/11  119   378.5
Sunny Meadows Animal Shelter  Fri—Fall/Spr  60   210
Agape Child & Family Services  Thur/Wed—Fall/Spr  24   78

Total  772  2,977

* "Volunteers" for Service on Saturday = Attendance and does not account for repeat volunteers. Number of individual students participating in Service on Saturday during 2010-11 in 373. For weekly projects, "volunteers" = number of individual students. Many participated multiple times, some regularly. Attendance for weekly projects is as follows: Sunny Meadows—108; Tutoring—44; Agape--56.

Service on Saturday provides an opportunity for students to volunteer with one of 5-8 different project sites. Sites served in 2010-11 include: Allen Morgan Health & Rehabilitation Center, Ashton Place Health & Rehab Center, Big Brothers/Big Sisters, Children’s Museum of Memphis, Community Gardens, Cordova Community center, Friends for Life, Highlands of Memphis, Memphis Botanic Gardens, Memphis City Beautiful, Neighborhood clean-ups (various), Poplar Point Health & Rehabilitation Center, and the YMCA. Each project lasted 2.5-4 hours depending on the needs of the agency being served. This program is sponsored by Students Advocating Service (SAS) with support from Student Event Allocations and open to all students.

The Tutoring Project provided a weekly opportunity for students to tutor children in the community. Throughout the Fall semester, students visited the United Methodist Neighborhood Center (UMNC) each on Wednesdays to tutor children in the Binghampton neighborhood, many of whom were refugee children. At the semester’s end, the UMNC went through some restructuring and eliminated their tutoring services. After several weeks of trying to reorganize, SAS leaders created a new tutoring relationship with the Mason YMCA for the Spring semester, but upon arriving for the first two sessions, they were told there were no kids to tutor, and that they would not be needed. Therefore, the Tutoring project was only offered in the Fall semester. This is why numbers for that program are quite smaller than others.

Sunny Meadows Animal Shelter was another regular opportunity for students to do community service. The project occurred weekly (when weather permitted) on Friday afternoons. Students walked, socialized, washed, and otherwise cared for the animals at the rescue shelter.
**Agape Child & Family Services** was the third weekly service opportunity provided by SAS. Students volunteered on Thursdays during the Fall semester and Wednesdays during the Spring semester providing child care while the parents at the center were in their weekly counseling session.

**Alternative Spring Breaks (ASB)** were expanded this year to provide opportunities to more students. ASB New Orleans included 13 students serving the New Orleans community in their continued rebuilding process. Students also got a geo-political tour of the city to help them understand the internal forces working for and against that rebuilding process. ASB Stay-cation involved 8 students serving the Memphis community over spring through work with MIFA. Students worked on improvements for a local homeowner, delivered Meals on Wheels, organized items for the MIFA pantry/thrift store, and helped with facility improvements for MIFA. Stay-cation students also learned about Memphis culture and history by visiting various local sites throughout the week.

b. Information annually solicited in the US News and World Report Data Collection Process:
   i. Department’s use of social media
      - SAS has a Facebook page and uses individual Facebook accounts to create “events” and do “status updates” regarding SAS projects, meetings, etc. SAS Facebook page currently has 296 “likes.”
      - Facebook was heavily used in the marketing of Alternative Spring Break.

3. List any awards or other notable accomplishments by the department, individual staff, or students.
   - Anthony Vukusich served as a member of the Standing Committee for Graduate Students & New Professionals and as Scholarship Coordinator 2010/11-2011/12 for ACPA. He was also Presidents Leadership Academy Facilitator and served on the Fraternity Education Committee for Phi Kappa Psi, and was initiated to the Fraternal Values Society 2011.