<table>
<thead>
<tr>
<th>Divisional Goal</th>
<th>Departmental Goal</th>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</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>If you did not undertake the strategy please explain</th>
</tr>
</thead>
</table>
| Increase the number of students participating in key co-curricular activities and programs | CS 1. Improve marketing and registration process for Tiger Volunteer Network (volunteer on-call program) to increase the number of students participating in and overall hours of community service. | CS 1a. Create marketing campaign including Helmsman, Facebook, True Blue Tiger, website, and RSO promotion. CS 1b. Create online registration process for TV Network. | CS 1a. Student participants will articulate how their participation in community service has impacted their lives and the lives of others. | CS 1a. Increase interest and involvement in community service opportunities in the Memphis area. CS 1b. Enhance ties between the university and the Memphis-area community. | CS 1. Formal assessment of outcomes not completed.  
- Tiger Volunteer Network Logo was created for marketing purposes.  
- Some marketing done on website, and True Blue Tiger. Full marketing campaign still in progress due to loss in staffing  
- Full website focusing on TVN was created and will go live this summer with online registration process for students. | CS 1. Plan to do more formal tracking and assessment of TVN program |
| Increase the number of students participating in key co-curricular activities and programs | **CS 2.** Improve communication with and offer services to faculty wishing to incorporate community service into their classes.  
[*This goal is also classified within divisional goal D: Create a service-oriented culture in all units.*] | **CS 2a.** Create a document highlighting various ways community service can directly relate to individual academic areas.  
**CS 2b.** E-mail document to faculty with information about services we can offer in helping faculty set-up community service projects for their classes.  
**CS 2a.** Increase the number of faculty coming to us a resource for community service programs, thus enhancing relationship between our department and academics areas. | **CS 2.**  
- In-process of creating a document highlighting various ways community service can directly relate to individual academic areas.  
- Significant progress was slowed due to loss in staffing | **CS 3.**  
**CS 3.** Coordinate a campus-wide community service day expanding the number of students, as well as faculty and staff participating | **CS 3a.** Work with SAS members to explore the idea of incorporating this concept into Service on | **CS 3a.** Bring various members of the campus community together in a service setting  
**CS 3b.** Help students relate to | **CS 3.** Select student comments from Memphis Serving Memphis survey:  
Please describe in your own words the impact that you feel Memphis Serving Memphis had on the community:  
- “It was a great way to show unity between the University and the city.”  
- “We were able to service a city, which has given us so much | **CS 3.**  
- Increase the number of students participating in key co-curricular activities and programs | **CS 3.** Bring various members of the campus community together in a service setting  
**CS 3b.** Help students relate to | **CS 3.** Select student comments from Memphis Serving Memphis survey:  
Please describe in your own words the impact that you feel Memphis Serving Memphis had on the community:  
- “It was a great way to show unity between the University and the city.”  
- “We were able to service a city, which has given us so much |
in community service.

CS 3b. Market event differently than other service days (i.e. new name or tagline.)

CS 3c. Heavily market to faculty & staff

faculty and staff in a different way.

CS 3c. Enhance ties between the university and the Memphis-area community.

more in return.”

• “Since I am not from Memphis, it impacted me in a different way. I had never seen the Memphis community and did not (know) what kind of shape that it was in. I felt truly blessed to be a part of the Memphis Serving Memphis. I think that it was a great way for The University of Memphis students to interact with the community.”

• “Not only were we able to clean up some of the streets around the university, but the device brought together students and faculty in a wonderful way. Also, many of the residents on the streets we cleaned stopped to thank us. Seeing us cleaning up the streets probably showed them that if people from the university care, they should also.”

• “I think it gave us the opportunity to show that we care about the community and that we are willing to help and make change happen.”

• “It showed the Orange Mound community that there are people in the community that care about them. By cleaning up
their streets it can give the citizens more pride in their community.”

Please tell us one thing that you liked about the experience:

- “I enjoyed getting to meet all types of different people involved with the University while making a difference in the community.”
- “It was great working side-by-side with the Dean of Students and discussing (how) we could better the school and the neighborhood in the future.”
- “The whole idea of making our campus a cleaner one was on the top of my list, and this opportunity was perfect for me since all I talk about is how much garbage I see on the side roads around our campus. I was really nervous having to do this alone, and still being too shy to talk to people, though somehow a girl thought I was one of the leaders, and I didn’t want to not help her, so I shyly got to lead our group on our cleaning mission (which I thought was hilarious since I planned on not saying a word while I was there). The best part of my experience
was that I was paired up with a
girl who, after a good bit of
chatting with, came to find out
that she was also having a hard
time dealing with
homosexuality. I never would
have guessed it. We just talked
for a good 2 hours while picking
up trash. We were so opposite
with our opinions, but never
once talked down to each other.
It was just what I needed and I
was so happy to have been able
to experience that day.”

Please include highlights from 2011-2012 about programs/services not included in your Planning Document:

<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. Expose students to social issues facing a particular community  
                                  2. Encourage social 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. Provide students with brand | What did you get out of the ASB experience?  
                                  - I met nice people  
                                  - A joy that I was able to give back
                                  - I came out of my shell. It opened me up.
                                  - A new sense of responsibility; another level of responsibility
                                  - The experience of traveling further west than I ever had before. It opened me up to a new part of the country.
                                  - I have gotten comfortable with things that I was uncomfortable | |
- New experiences and expanded view of other communities
- A new sense of happiness
- I made new friends
- Learning that it's ok to speak your mind and be yourself
- A gained self-confidence
- I got to bond with people outside of my "circle."
- A renewed appreciation for life
- Reassurance that I really do love community service
- I have grown and expanded "my box."
- A sense of contribution
- A realization of how thankful I am
- I realized that everything is not always about me
- It helped me to open up and work with others
- That we're not here to impress people, but to change lives
- A new appreciation for my life. I have taken things for granted in the past
- Sometimes, I get discouraged by humanity, but this trip helped me to see the good in people again

**TODAY I LEARNED...**
- A lot about the history of the tornado
- More about everybody (on the trip)
- A lot about Joplin
-how blessed we are
-when the tornado actually hit
-about a certain hairstyle
-about the true miraculousness of the high school graduation being moved, then the high school being destroyed
-about the Joplin damage, how bad it was, and that they're still rebuilding
-more about myself and my faith
-I have more physical strength than I thought
-when you put your mind to something, it doesn't matter your physical capabilities
-it is an “EF5” tornado, not an “F5”
-team work makes a dream work
-how well off we are
-how severe a tornado can be
-even though they went through this tornado, they continue to stay positive
-that tornados can do that type of damage
-I’m reminded how introverted I am, and keep learning to put myself into the conversation, especially when I am the only (one of my culture)
-that people do want to know other people
-that a men's shirt buttons are on the right and a women's are on the
- there's more to disaster relief than you realize
- what it means to do a "Walmart fold"
- that rental cars can be dropped off in other states
- that everything we are doing gives us experience
- that everything you do volunteer-wise is not going to be spectacular, but everything you do really does matter
- the things I do may seem like they are going unappreciated, but they're not
- people are still in need of small things like clothing
- that Joplin lost 3 middle schools, in addition to the high school
- yard work can be fun
- about circadian rhythms; you're not supposed to nap
- every little bit counts
- to really pay attention
- to just do it and have fun
- go find your life and then share it
- sometimes you have to get through the small stuff, before you can get to the big stuff
- how to use a chainsaw
- how to cut trees down
- how petty people are in the "real world" that they can't get along,
| when we can be friends with complete strangers |
| -why my eye shadow never stays on |
| -about state income tax vs. sales tax |
| -that recently laid tile is about 16x more difficult to pull up than 5 year old tile |
| -if you don't do things right the first time, it may be wasted effort if it has to be redone later |
| -about dairy cows |
| -how to plant a tree |
| -that you don't have to water a tree after you plant it |
| -that a tree will take to the ground in 48 hours |
| -how to use a pick ax |
| -different names of trees |
| -cows' tongues are the texture of cat tongues |
| -that cows don't have top teeth and that their bottom teeth are similar to our bottom teeth |
| -that a cow is an adult at 2 years old |

**TODAY WAS MY FIRST...**
- time in Missouri/Joplin
- function with all females
- time driving through a tunnel
- time not being selfish over spring break
- time seeing a flooded basement  
- time seeing a live chicken  
- time not skipping over stuff (in a cleanup project) because it looked disgusting  
- time taking a shower in a shower trailer  
- time wearing a construction hat  
- time seeing a llama  
- time seeing a pile of 6 giant trees, pulled up by the roots  
- time in a tent  
- time working in a warehouse  
- time eating boneless ribs  
- time eating noodles with chili  
- time using a leaf blower  
- time using a power hedge trimmer  
- time eating in a restaurant on the side of a cliff  
- time using hedge clippers  
- time realizing that I am blessed, and what I do matters, and I should stop complaining  
- time using Vaseline on my lips  
- time chopping down trees  
- time planting a tree  
- time touching a cow  
- time feeding a bull  
- time eating at Braum's  
- time using an iPad  
- time blogging  
- time using a pick ax
### Participation numbers and Service Hours 2011-12

<table>
<thead>
<tr>
<th>Project</th>
<th>Date(s)</th>
<th>Volunteers*</th>
<th>Attendance**</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service on Saturday</td>
<td>9/17/11</td>
<td>31</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday—</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Memphis Serving Memphis</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Centennial Service Day</em></td>
<td>10/22/11</td>
<td>156</td>
<td>483.5</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>11/12/11</td>
<td>44</td>
<td>162.9</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>12/3/11</td>
<td>116</td>
<td>384.5</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>1/28/12</td>
<td>27</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>2/18/12</td>
<td>113</td>
<td>401</td>
<td></td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>3/4 - 3/10</td>
<td>11</td>
<td>368.5</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>3/17/12</td>
<td>69</td>
<td>211.5</td>
<td></td>
</tr>
<tr>
<td>Service on Saturday</td>
<td>4/14/12</td>
<td>115</td>
<td>398.5</td>
<td></td>
</tr>
<tr>
<td>Kids Café -- <em>Buckman</em></td>
<td>Tuesdays</td>
<td>55</td>
<td>231</td>
<td>349</td>
</tr>
<tr>
<td>Boys &amp; Girls Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agape Family Services</td>
<td>Wednesdays</td>
<td>57</td>
<td>152</td>
<td>288</td>
</tr>
<tr>
<td>Tutoring -- <em>I.R.E.P</em></td>
<td>Thursdays</td>
<td>22</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Service on Saturday Overall</td>
<td></td>
<td>482</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**  
| 627 | 1,205 | 3,356 |

* "Volunteers" are not listed for Service on Saturday because “Attendance” does not account for repeat volunteers. Number of students participating in Service on Saturday during 2011-12 is 482, as noted on the last line “Service on Saturday Overall”. Some individual volunteers may have participated in multiple programs and in such cases, are counted separately for each program.

** Attendance = number of attendees to the project. If one person attended 5 times, they are counted once under "Volunteers", but 5 times under "Attendance."

### 2011-12 Community Service programs included:

**Service on Saturday** provides an opportunity for students to volunteer with one of 5-8 different project sites. Sites served in 2011-12 include: Alzheimer’s Day Services, Big Brothers/Big Sisters, Boys & Girls Club, C.H. Nash Museum, Children’s Museum of
Memphis, Community Gardens, Cordova Community Center, Friends for Life, Highlands of Memphis, McKellar Lake clean-up, Memphis Botanic Gardens, Memphis Zoo, Metropolitan Inter-Faith Association (MIFA), Neighborhood clean-ups (University District), 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 the Student Leadership and Involvement staff and is open to all students, faculty, and staff.

**Memphis Serving Memphis Centennial Service Day** was a campus-wide community service day. The project focused on neighborhood clean-up efforts in the University District and Orange Mound communities. Students, staff and faculty showed up in large numbers with 157 volunteers providing 483.5 hours of service to the community.

The **Tutoring Project** provided a weekly opportunity for students to tutor children in the community. Throughout the year, students visited the Refugee Empowerment Program each week on Thursdays to tutor children.

**Kids Café** was another regular opportunity for students to do community service. The project occurred weekly on Tuesday afternoons. Students helped to prepare and serve well-rounded meals to children who may not have otherwise received such nutrition. Volunteers also helped with other activities at the center as needed, including basketball and exercise classes. The Kids Café program is run through the **MidSouth Food Bank** and took place at the **Buckman Boys & Girls Club**.

**Agape Child & Family Services** was the third weekly service opportunity provided by SAS. Students volunteered on Wednesdays throughout the year providing child care while the parents at the center were in their weekly counseling session.

**Alternative Spring Break (ASB)** took place in Joplin, MO and involved 10 students in serving the tornado relief efforts in the area. Students worked on debris removal, clothing donation efforts, yard work, and planted new trees at three recently rebuilt homes.

**Department’s use of social media**

Facebook event pages were created for Memphis Serving Memphis Centennial Service Day and Alternative Spring Break. Students Advocating Service also has a Facebook page where they advertised some Service on Saturday events and membership meetings. Twitter was used to promote Memphis Serving Memphis Centennial Service Day, Alternative Spring Break, the Hunger Banquet, and Service on Saturday.

**List any awards or other notable accomplishments by the department, individual staff, or students.**

Angie Norwood served as the keynote speaker at the 2012 Volunteer Reception at the Regional Medical Center at Memphis.