**Mission Statement:** The Saint Louis University Center for Service and Community Engagement creates a coordinated interface between the University and the urban communities that surround it, seeking ultimately to prepare participants to be effective servant leaders and agents for social change, as well as to foster the creation of a just and equitable society by supporting efforts of students, faculty, and staff in the areas of community service, service learning, academic research, and community partnerships.

- **SERVE:** We connect students, faculty, staff, and alumni to volunteer opportunities in the community, both locally and globally.

- **LEARN:** We promote community-based scholarship by supporting campus-wide service-learning efforts and fostering university-community research partnerships.

- **ENGAGE:** We encourage personal and social responsibility by transforming volunteers into effective servant leaders and advocates of social justice.

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**Part 1: Accomplishments and Highlights**

1. 3,376 students, faculty, staff, alumni, and parents volunteered at 136 non-profits, schools, churches and homes across St. Louis as part of the annual SLU Make A Difference Day. This was the largest MADD in its 15-year history, and the event has nearly tripled in size since 2006.

2. In partnership with Campus Ministry and the Service-Leadership Program in the John Cook School of Business, the CSCE launched a three-part Social Justice and Advocacy Training for students. Through presentations, group dialogue, and innovative activities, students learned about the concepts of power and privilege, the democratic process, and various methods of advocating for social change. After Part 1, 59% of attendees felt only "Somewhat" or "Not Very" empowered to affect positive social change and work for social justice. After Part 3, this number decreased to 16%, with no one feeling "Not Very".

3. The CSCE had another year of record-breaking outreach drives. From the Lindell Fire Victim outreach, to the School Supply Drive, to the Blue Santa Toy Drive and the Clothing and Toiletry Drive, over 55,000 items were collected and distributed to those in need.

4. In an effort to extend SLU’s presence in the community, the Center for Service and Community Engagement staff met with 59 community partners this year. These meetings and site visits enhance ongoing service opportunities for students, faculty, and staff.

5. The CSCE connected 589 students to ongoing service opportunities through the Service Interest Form. This represents a 34% increase over last year. 60 students were chosen to participate in a qualitative study on the impact that the service experience had on their sense of community, social justice connections, vocational discernment, and faith/spirituality.
Part 2: Outcomes Assessment

1.) 869 students completed the 2012 Make A Difference Day Survey (32% response rate). Overall, 3,376 participants served at 136 sites, a new record. The growth of Make A Difference is displayed in the following chart:

![Make A Difference Day Participation By Year](chart.png)

Key findings regarding learning outcomes or participants can be found in the following table:

<table>
<thead>
<tr>
<th>Question: “As a result of my participation in Make A Difference Day...”</th>
<th>Overall</th>
<th>Freshmen</th>
<th>Sophomores / Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something new about a particular issue in the community.</td>
<td>71%</td>
<td>70%</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>I gained a greater knowledge of what my service site does for the community.</td>
<td>86%</td>
<td>89%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>I have a greater appreciation for others’ differences and diverse backgrounds.</td>
<td>83%</td>
<td>85%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>I was able to link my service site to a broader issue of social justice.</td>
<td>72%</td>
<td>70%</td>
<td>69%</td>
<td>78%</td>
</tr>
<tr>
<td>I am more likely to become involved in other service opportunities.</td>
<td>87%</td>
<td>92%</td>
<td>83%</td>
<td>87%</td>
</tr>
</tbody>
</table>
2012’s questions were adjusted to be more intentional regarding the measurement of learning outcomes. For the 2013 survey, benchmarks for each class level will be set, and goals for Make A Difference Day will be clarified.

2.) 74 students participated in a three-part Social Justice and Advocacy Training, planned in partnership with Campus Ministry and the Service-Leadership Program. Learning outcomes specific to each workshop were measured. Students’ feeling of empowerment to work for social change and justice were also measured after each workshop, with the progression displayed in the chart below:

As can be seen, as students progressed through each workshop, feeling of empowerment increased steadily. Improvements for next year will be to expand the series to 6 workshops (3 Theoretical and 3 Practice-Based), and the option for students to immediately begin engaging in advocacy for social justice.

3.) 3,077 students completed the annual Student Survey on Service (24% response rate, compared to 16% in 2011 and 22% in 2012). 80% of SLU students volunteered at least once during the 2012-2013 academic year, which is three times the national average for college students, as measured by the National Corporation for Community Service. Additionally, voting habits were measured, and 69% of participants voted in the 2012 elections on either a local, state, or federal level, higher than the 49% level of youth vote nationwide, as measured by the Center for Information and Research on Civic Learning and Engagement.
4.) The second annual Trash-To-Treasure program was conducted in May 2013, to salvage useable goods that would otherwise be thrown away by students during move-out, and donate these good to agencies in need. Almost 12,000 lbs. of donated items were collected, valued at over $28,000. This was three times the amount donated in 2012’s program (4000 lbs.).

5.) There were a minimum of 100 service-learning courses offered each semester, a sharp increase from 80 in previous years. To help sustain these courses in the 2012-2013 academic year, the CSCE provided 47 faculty consultations (up from 29 in 2011-2012) and led 12 presentations or workshops on service-learning instructional techniques. The CSCE also hosted over 100 participants at two service-learning “meet-and-greets” that connected SLU faculty with 45 different community agencies interested in providing educational opportunities to student volunteers.

The CSCE also collaborated with the Center for Transformative Teaching and Learning (CTTL) in promoting and facilitating service-learning training workshops and one-on-one consultations throughout the academic year. Graduate students, in particular, often participate in these training opportunities in order to receive SLU’s Certificate in University Teaching Skills (CUTS). In the 2012-13 academic year, the CSCE instructed 23 CUTS participants regarding the relationship between civic involvement and service-learning. In a follow-up evaluation, nearly 75% of the participants indicated that the workshop “helped improve their teaching skills” and 83% felt that they “benefited from attending the session.”
Part 3: In Their Own Words – A Student Narrative

The Center has conducted multiple surveys to measure the impact that service has on students, and while numbers tell a great story, so to do the words of students who were deeply committed to and engaged with our surrounding communities:

**Impact on Connections to Social Justice:**

“Reflections of social justice issues abound in the work I do at Places For People. I overhear countless conversations between case workers trying to brainstorm programs that meet the clients’ needs based on their limited access to Medicaid, employment, mental health services, and housing. The work the staff engages in at the agency involves a good deal of jumping through legal hoops and stretching interpretations of federal program descriptions that often make it difficult to explain complex processes to clients while also taking a long time to navigate. Watching these interactions take place time and again encourages me to pay closer attention to what is going on in the political world so I can better understand the laws that will affect me in my future work with those in poverty.”

**Impact on Vocational Calling:**

“The people I met while volunteering at SLU Hospital reaffirmed my love of people and a passion to help others. Through this experience, I realized my deep desire to volunteer for a year after graduation. I would love to volunteer in a hospital for that year, and then pursue a Master’s in Social Work with a concentration in clinical/medical social work.”

**Impact on Faith and Spirituality:**

“My faith helps to keep me strong in my service work. When working with almost anybody at Almost Home, I can see God working through them. These people show a joy for their work and the mothers show determination. I am learning that if I keep my faith and am motivated I can do anything just like these mothers.”

**Impact on Relationships and Community:**

“Before I volunteered at Food Outreach, I felt very isolated from the greater St. Louis community. Being part of the small, privileged community that it SLU, I felt almost ashamed to travel off campus because I feel like I stand out as part of this privileged community. However, while volunteering at Food Outreach, I was able to get to know a lot of people in demographics very different from my own. For instance, one of the people I got to know the best while working at Food Outreach was Paul, an older African-American man with a multitude of health issues that used to be a client at Food Outreach but is now a volunteer. It turns out that we are from the same small town on the border of Washington DC. Finding these small connections with people that I do not have a lot of contact with while living on SLU’s campus is what makes working at Food Outreach so special.”