

# Community Engagement

---

University of Minnesota, Morris  
2016-2017 Summary Report



Annual Days of Service



Monthly Community Building Events



Tutoring, Reading, and Empowering Children (TREC)



Service-Learning



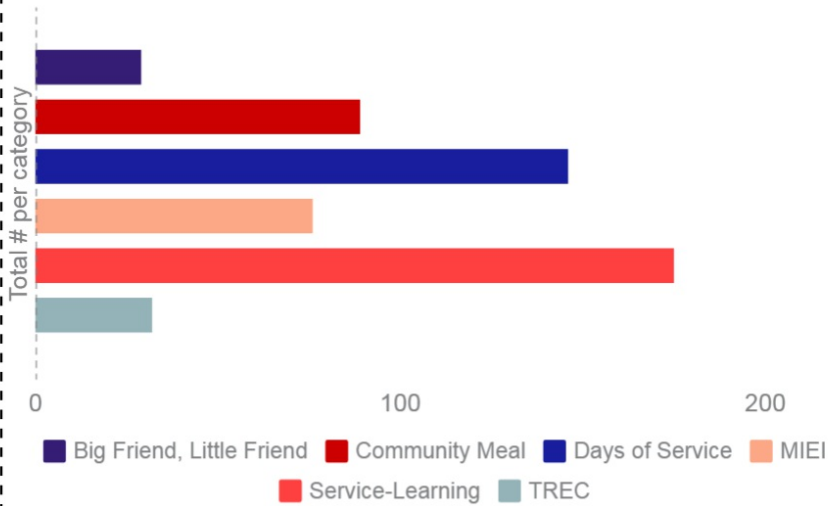
Morris Intercultural Education Initiative (MIEI)



# Highlights

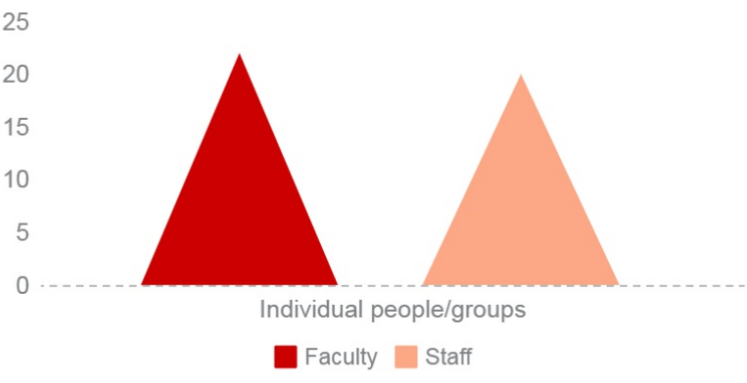
Community Involvement-est. 2,159 Community Members (Unduplicated; each member counted in category of most impact)

Student Involvement through the Office of Community Engagement: 458 Students; 18,917 Service Hours

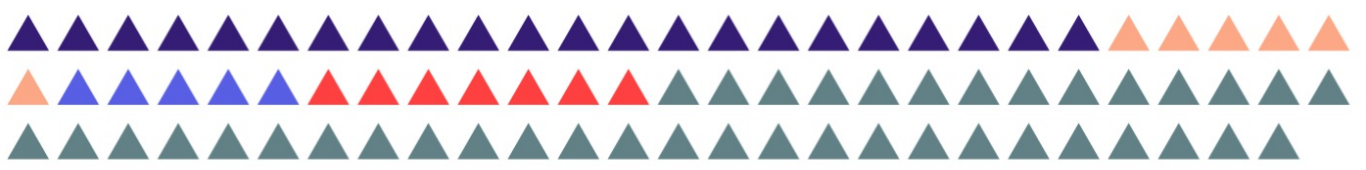


- Impacted by programs (78.74%)
- Youth served (6.39%)
- Served through MIEI (5.23%)
- Community partners (3.71%)
- Served alongside students (5.93%)

## OCE Faculty/Staff Involvement -42 Total



## OCE Community Involvement-80 Organizations



- Non-Profit/Similar (27.50%)
- Educational Institutions (7.50%)
- Places of Worship (6.25%)
- Governmental Agencies (8.75%)
- Program Co-Sponsors (50%)

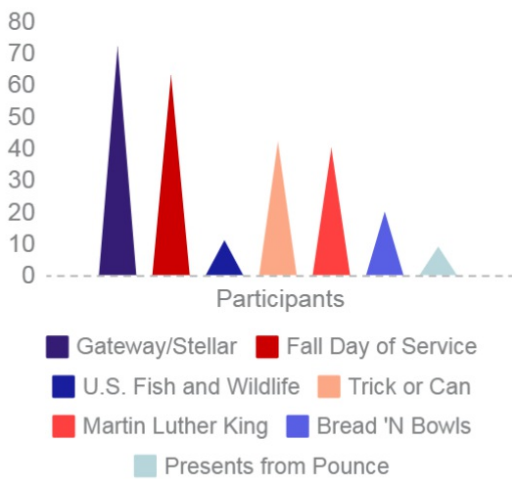


# Annual Days of Service



## The Numbers

### Student Involvement (Includes Duplicates)



## The Mission

- 1) meet direct service needs in the regional community that require small or large groups of volunteers for short periods of time;
- 2) introduce students to the history, mission, activities, and volunteer needs of a particular agency, as well as the social issues that affect that agency's work.



## Qualitative Assessment Highlights



Success! 100% of student leaders involved in days of service felt they received adequate training and their work inspired students to get more involved.



To improve:  
Community Dialogues during MLK Day of Service included very few non-UMM affiliated members.



## Participant Quote

"Having a chance to share Dr. King's message with young people, and seeing the interest and excitement on their faces, really touched me. I want to do more in our community now.

--Martin Luther King Day of Service evaluation

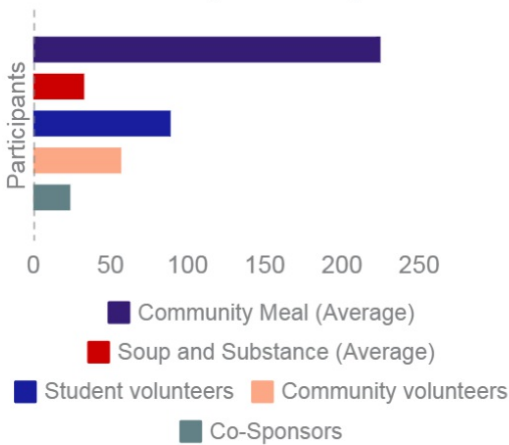


# Monthly Community Building Events



## The Numbers

### Involvement (Includes Duplicates)



## The Mission

to provide students and community members with the opportunity to share meaningful dialogue and healthy food.

Note: More specific mission statements for Soup and Substance and Morris Community Meal are available on our website.



## Qualitative Assessment Highlights



Success! More community sponsors were involved in Community Meals and Soup and Substance than in any previous year, and attendees represented a wider range of Morris area citizens.



To Improve: While community attendance at Soup and Substance improved this year, finding new ways to encourage attendance from community members is a key goal for next year.



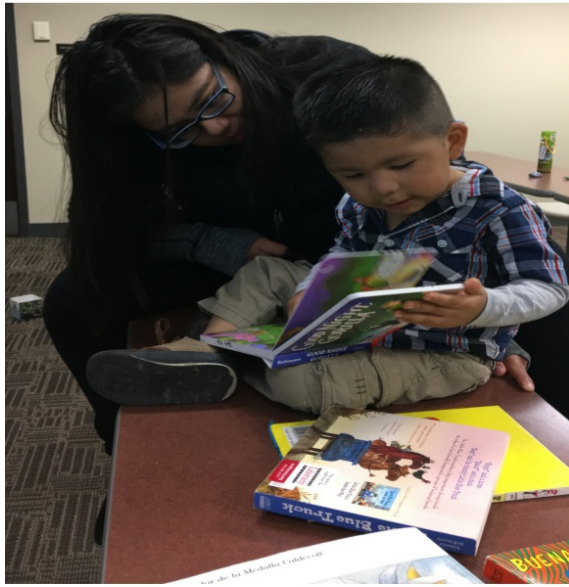
## Participant Quotes

"I like the old favorites, but I also like to learn about new cultures and foods here."

--Community meal participant, interview

"Talking about this election is anything but easy. But, this was a space where every voice was truly heard and valued."

--Soup and Substance participants, open-ended question on survey



# Tutoring, Reading, and Empowering Children (TREC)

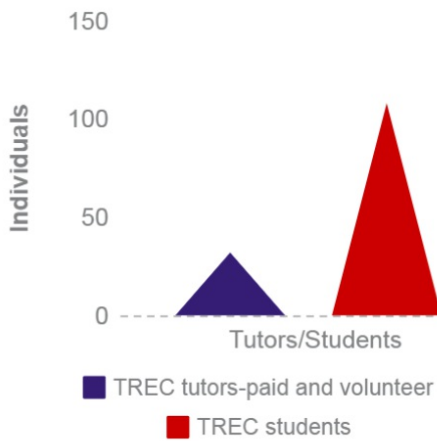
## The Mission

- 1) promote literacy in children ages 0-18;
- 2) provide school-aged children with meaningful tutoring and mentoring experiences;
- 3) improve social-emotional development and intercultural competence among children;
- 4) provide UMM students with meaningful work-study, volunteer, and service-learning opportunities that meet UMM learning objectives.



## The Numbers

### TREC Involvement



## Qualitative Assessment Highlights



Success! All students in ESL TREC met academic and social-emotional goals, as evidenced through pre and post-testing. Student attendance was significantly more consistent this year than last year in all TREC programs, with more than 70% of students attending most or all sessions.



To Improve: There is a need, but little funding, for TREC services in the summer. Summer ESL had higher attendance than during the school year, with only one tutor committed. Statewide data shows a lack of childcare options for children in the summer that are cost-effective. Rethink funding for TREC given these data. We also plan to integrate Education Division faculty and staff into the TREC Program in 2017-2018.



## Participant Quotes

"I could not attend ESL if my child was not also in a good environment. Being new to the country, he made friends with similar experiences, and this was important."

--Parent interview

"As a fairly privileged white person, the experience of being a TREC tutor and getting to know families and children from a wide range of backgrounds will help me be a more effective teacher in the future."

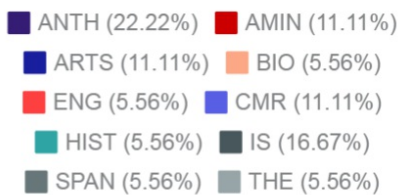
--TREC tutor reflection

# Service-Learning



## The Numbers

Service-Learning Classes--  
17 Total



## The Mission

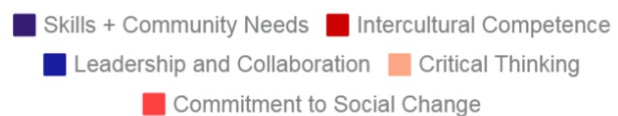
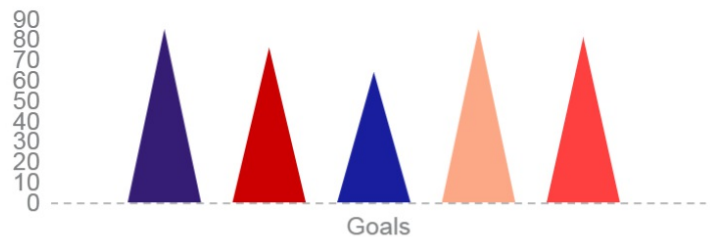
Support classroom experiences that utilize community service, community-based research, or other civic engagement activities along with regular reflection to meet course goals and community needs.

Relates to Morris's mission in the following areas: "preparing students...who value...civic engagement;" and supporting "outstanding teaching, dynamic learning...public outreach."



## Qualitative Assessment Highlights

### OCE Core Goals Met



The 2016-2017 Service-Learning Faculty Fellows Program integrated service-learning into the Teacher Education and Anthropology Disciplines and provided faculty with the opportunity to plan classes using best practices.



Faculty Fellows Program working well to increase quality and quantity of s-l classes.



Continue to build consistent training and reflection into classes to improve core goal achievement.



## PARTICIPANT QUOTES

Many community members said our project inspired them to pursue some ideas they have to improve life in Morris for Latinos and provide more resources. I'm excited to see what that means practically.

A lot of what we learned in class had not been taught to us in school, so it's cool that I got to share what I was learning with youth who will now have better access to knowledge than I did.

--Service-Learning student surveys



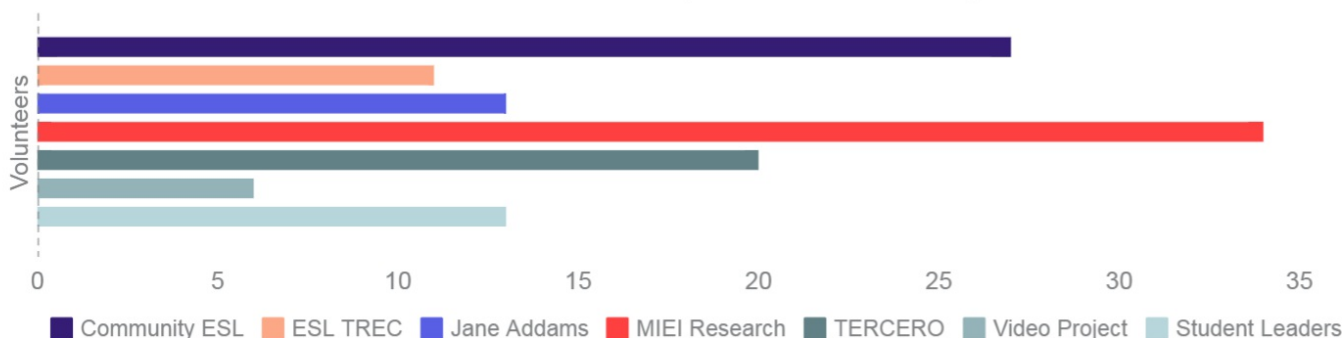
# Morris Intercultural Education Initiative (MIEI)



## The Mission

Through an ongoing partnership with the Morris Area School District, Morris Area Community Education, parents, students, and other resource providers, we aim to 1) create an environment in which all families feel welcome at school and are able to fully participate in their children's education, and 2) all children and adults have equal access to the educational resources and social support support they need to be successful in the Morris area. Programs include Community ESL (adult ESL classes), ESL TREC (bilingual K-12 programming), Jane Addams (bilingual friendship/discussion), TERCERO (volunteer interpretation and translation), and the Latino Parent Advisory Board (currently not meeting). A leadership team monitors progress on recommendations outlined in a community needs and assets assesment completed in 2012-2013.

MIEI Involvement--55 volunteers; 113 community members served



## Qualitative Assessment Highlights



Anthropology 3502: Latinos in the Midwest produced videos to help new residents navigate the school and public library. The class was most successful of all service-learning class in terms of OCE core outcomes.

While number of volunteers and people served decreased for both Community ESL and ESL TREC, attendance was more consistent, and fewer volunteers served more hours for more efficient and effective programming.

End-of-year assessments indicated that 95% of MIEI volunteers toward all learning outcomes; 100% of ESL students improved in one or more areas of community involvement due to improved language skills; and 100% of ESL TREC students met learning and social skills outcomes.



## Challenges to Address/Next Steps:

The TERCERO Program volunteer hours decreased in 2017-2018, and volunteers reported less clarity about roles when serving at MASD.

The leadership team and Latino Parent Advisory Board are no longer meeting due to a lack of interest in leadership roles.

Education Division faculty will work with MASD teachers and staff to plan and implement intercultural competency training for K-12 staff and students.