



Annual Program Review 2010-2011

Student Service Programs

Division/Service Area:

Center for Student Involvement

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Manager

Signature of Dean

Date Submitted to Program
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

The global Service Area Outcome for the Center for Student Involvement (CSI) is: "The Center for Student Involvement coordinates, implements, and sustains civic engagement opportunities that promote diversity, critical thinking, personal responsibility, and communication skills for all students."

The Student Learning Outcomes are then based on this general statement and collect data (through anonymous surveys) and analyze results. The measured Student Learning Outcomes (SLOs) for the CSI are:

1. Students will indicate that they have improved communication skills as a result of participation in activities.
2. Students will indicate that they have gained greater appreciation of diversity as a result of participation in activities and programs.
3. Students will report improved understanding of their role in the community and their contribution to society.
4. Students will report an increase in problem-solving skills as a result of being involved in service activities.

The above goals and outcomes are fully integrated with the college's mission statement.

CSI strives to engage students in service to the campus as well as the community by providing "students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals." As the mission statement continues to state: "Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society." The service learning and student involvement aspects of our program help students to develop an ethic of service, learn how to identify and solve problems, develop skills in how to deal with issues related to diversity, and how to be better world citizens in an increasingly global society.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

| Program: Service/ Function | Acad. Year | Service Contacts | STAFFING | | | Student Assistants | Trends |
|-------------------------------------|---------------|-----------------------------|----------|----------------------|----------------------------|-----------------------|------------------------------|
| | | | FTEF | Hourly Classified | Other Classified FTE | | |
| Service Learning (curriculum based) | 2009 - 2010 | Approx. 6,696 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Volunteering (co-curricular) | 2009 - 2010 | Approx. 384 | | .5 | | 2 (less than 15 hrs.) | Increase in student contacts |
| Special Projects (tutoring only) | 2009 - 2010 | Approx. 25,800 (duplicated) | | .5 | | 0 | Increase in student contacts |
| Miscellaneous Projects | 2009 - 2010 | 17,365 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Total 2009-10 | | 50,245 | | 2.0 | | | |
| Service Learning (curriculum based) | 2008 - 2009 | Approx. 6,207 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Volunteering (co-curricular) | 2008 - 2009 | 294 | | .5 | | 2 (less than 15 hrs.) | Increase in student contacts |
| Special Projects (tutoring only) | 2008 - 2009 | 34,050 | | .5 | | 0 | Increase in student contacts |
| Miscellaneous Projects | 2008 - 2009 | 14,140 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Total 2008-09 | | 54,691 | | 2.0 | | | |
| Service Learning (curriculum based) | 2007 - 2008 | 5,605 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Volunteering (co-curricular) | 2007 - 2008 | 144 | | .5 | | 2 (less than 15 hrs.) | Increase in student contacts |
| Special Projects (tutoring only) | 2007 - 2008 | 59,350 | | .5 | | 0 | Increase in student contacts |
| Miscellaneous Projects | 2009 - 2010 | 10,390 | | .5 | | 3 (less than 15 hrs.) | Increase in student contacts |
| Total 2007-08 | | 75,489 | | 2.0 | | | |

1.1. Describe how these trends affect students and/or your program:

While at first glance, it may seem that the number of student contacts is decreasing, a breakdown of contacts shows that the programs that are not part of special projects (i.e. tutoring) are actually increasing in number of contacts. This is happening at a time when the number of student assistants (ambassadors) is decreasing. A breakdown of the

student contact types by program is attached as EXHIBIT A in this document.

The decline in the number of student contacts for the special projects is due to the fact that one of the major programs under this category (the GEAR UP program) is ending as of May/June 2011. This is a grant-funded federal program that provides GCC tutors/mentors to several local high schools in LAUSD. This means that we have steadily decreased the number of tutors hired in the last three years as the last stages of the program approach.

All other student contacts have been increasing.

With the increase in number of students participating and our assistance from student workers decreasing, our service has become less personalized with each student. We are less able to make a personal connection with our students which then results in a more difficult time in tracking their progress with the signing up process and with capturing and reporting on their successes. In turn, all this impacts the qualitative part of our program evaluation and student learning outcomes by having students rate their experience as less than "Excellent."

The increase in the number of contacts means that we are serving more students but not necessarily serving students better.

The return of the assessment survey to gauge student learning is impacted as well. Since our contact with faculty is limited to only 2 or 3 indirect times per semester, it is difficult to follow up on collection of surveys that are the basis for gauging our SLO results. This was normally done by the Faculty Coordinator position which was cut out due to budget cuts in 2003 and was never restored.

The first year that SLO surveys were distributed, the return rate was extremely high. In 2007-2008 AY, approximately 58%; in 2009-10 the rate was approximately 29%. The high rate of return was attributed to the fact that the Center's director made contact and followed up with the faculty to ensure returns. As full-time staffing has remained constant and student assistance has decreased and student contacts have increased, it has been more difficult to maintain contact with faculty for follow-up and collection of surveys. Typically, the evaluation function was part of the Faculty Coordinator's position before the 2003 budget cuts.

The declining rate of return for the surveys is definitely an area of major concern.

1.2. Is there any other relevant information that affects the evaluation of your program?

In addition to the concern expressed in question 1.1 above, there are three other areas of concerns for the program:

1. Lack of technology – Currently, the student evaluations are done by hard paper copy. If the evaluation was available online, it might make it easier for students to complete the survey online rather than on paper. Additionally, the student access can highly be improved if there was a way that students could do their paperwork online (application form, placement form, database search to find service placement site, etc.), we could serve more students and be more efficient at serving students. This would also free up quite a bit of time for Center staff and student workers to focus on the quality (not just quantity) of the program.

2. Long-Term Program Impact – In order to further align the CSI's programs and activities with the college's mission statement, EMP, and core competencies, we need to measure the long-term impact of the program on students who have transferred or left GCC. It is hoped that this measurement can decipher whether participation in the Center's programs (or possibly in any type of campus activities) helped the student succeed in their personal life, educational endeavors, or in their work/career. In order to do this, we must

develop a tool to measure the impact (if any), find and connect with former students who participated in the program (or on campus), and have them complete the measurement instrument. Obviously, this cannot be done with the limited resources of our program. However, with the help of the Research and Planning program and assistance from our student workers, we can make a strong effort to collect the data.

3. Overall Program Quality – As the number of students who become aware of the CSI's programs and activities increase, it is becoming more difficult to keep up the quality of the program. The positions lost in 2003 (20% release time for Counselor; 20% release time for Faculty Coordinator; FT Program Assistant) have been very difficult for the program to absorb. Even after 7 years, it is apparent that while we are able to keep up the numbers of students who participate, there is not a deep connection with student and with faculty. The faculty connection is particularly important to a quality program because classroom issues are the realm of the faculty and only another experienced service learning faculty member can advise and assist in dealing with those issues.

2.0. Student Services Learning Outcomes

For each program within the division, provide the following information.

| Program: Service/Function | SAOs Written | Assessment Tool Written | Assessment Completed | Assessment Data Analyzed | Data Used For Improvement or Planning | Number of Cycles Completed |
|------------------------------|-----------------|----------------------------|-------------------------|--------------------------------|---|-------------------------------|
| Service Learning | Yes | Yes | Yes | Yes | Yes | 3 |
| Volunteering | Yes | Yes | Yes | Yes | Yes | 3 |
| Special Projects | Yes | Yes | Yes | Yes | Yes | 3 |

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

The assessment has been helpful in identifying whether service learning has helped students in better understanding coursework and classroom lectures. Additionally, it has helped in gauging whether other core competencies are met through service projects which is coordinated by our center. These additional core competencies will be integrated into a revised student questionnaire that will be implemented starting in the fall of 2011.

Additional assessment tools for specific programs have been created. For example, we have begun to gauge the effectiveness of our Volunteer Faire by our partner organizations and have found positive results. We are also working on crating a student assessment of the faire which will be implemented in the Spring 2011 semester.

However, the program is limited on how it can improve some of these issues (such as faculty training, questions, concerns) as there are resources needed to address the challenges and problems. Without additional time, effort, and financial investment, these issues cannot be addressed.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

The detailed answer to this question is contained in the responses above. However, just to recap:

1. Lack of Technology
2. Long Term Program Impact
3. Overall program quality (as connected to faculty coordinator)
4. Improved Evaluation (as connected to faculty coordinator)

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

There were 6 goals identified in the Program Plans section of the previous Program Review and which is summarized below:

1. Facilities and Equipment/Technology – Workstations for students to do search for service learning/volunteering placements on the computer. Program to help students find placements.
2. Software – There is a need for software that tracks student participation and prints reports for faculty as well as for program usage.
3. Faculty Coordinator – This was to bring back the position of the Faculty Coordinator for our program so that we could better develop current faculty skills and recruit new faculty. It would also improve the program outcomes by providing a resource for faculty to integrate new ideas into the curriculum and learn how to do reflection activities with students.
4. Service Learning Governance Subcommittee – This was needed to help guide the policies and activities undertaken by the Center.
5. Service Learning Student Services Technician – This was to replace a position lost during the last layoffs in 2003.
6. Research – This was to further research the impact of the program on a long-term basis with students who had transferred and had been away from GCC for a few years.

3.2. What measurable outcomes were achieved due to the actions completed?

Only item # 4 was accomplished since 2005. The remaining items either required financial resources or additional staffing to complete.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

The creation of the Service Learning Governance Subcommittee has been extremely helpful with program processes. Instead of one or two individuals being responsible for the decision-making, there is now input from students, staff, faculty, and administrators. Additionally, those who participate in the committee often have suggestions and ideas that help improve the program, which assists the staff greatly.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

Based on the previous Program Review document, there are still several concerns and goals that need to be accomplished. Again, these are outlined in much more detail in the questions answered above.

1. Lack of Technology
2. Long Term Program Impact
3. Overall program quality (as connected to faculty coordinator)
4. Improved Evaluation (as connected to faculty coordinator)

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

| Action | Related EMP/SS SMP Goals and SAOs | How action will improve student success and/or service functions | Resource Needs |
|---|--|--|---|
| Increase faculty participation in the program | EMP/SMP 1.1.1.a 1.3.3.a 3.3.1 3.3.2 3.5.2 | More faculty involvement in the program will help more students in becoming engaged on and off campus and will improve learning (per our SLOs). Anecdotally, this also helps with student retention and persistence | Faculty Coordinator |
| Increase student participation in the program | EMP/SMP 1.1.1.a 1.3.3.a 3.5.2.a | More students taking advantage of the opportunities available to them will help students by preparing to transfer, learning new skills, clarifying major/career goals, etc. | Faculty Coordinator |
| Increase/improve the quantity and quality of evaluation and surveys | EMP/SMP 3.3 3.3.1 | Students will benefit by having a better experience and better understanding the meaning of what they have done in their service projects. Faculty will benefit by improving student outcomes and having students better connect what they learn in the classroom to actual hands-on experiences in the community. | Faculty Coordinator Some Technology |
| Develop and Implement long-term impact survey | EMP/SMP 1.2 3.3.1 | Will potentially provide evidence that the program has a positive impact on student persistence and success AFTER they have transferred or left the college. | Research and Planning Office assistance |

**PLEASE NOTE:
THE MAJORITY OF THIS PLAN IS ONLY POSSIBLE IF
ADDITIONAL FUNDING IS PROVIDED FOR SPECIFIC ITEMS**

5.0. Resource Requests

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request.

>>> The following page can be copied for this purpose.

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

NOTE: THIS REQUEST IS FOR THE FACULTY COORDINATOR

EMP/SMP

1.1.1.a

1.3.3.a

3.3

3.3.1

3.3.2

3.5.2

3.5.2.a

Core Competencies connected to this request:

#1 – Communication

1a – Reading

1b – Writing

1c – Listening

1d – Speaking/Conversing and/or Debating

1e – Interpersonal Interactions

#4 – Critical Thinking

4d – Problem Solving

4b – Analysis and/or Inference

#5 – Global Awareness and Appreciation

5b – Social and Cultural Diversity

5e – Politics

#6 – Personal Responsibility

6a – Self Management

6b – Self Awareness

#7 – Application of Knowledge

7b – Technical Skills

7d – Lifelong Learning

Student Learning Outcomes connected to this request:

Critical thinking/problem solving,

Communication skills,

Diversity/global awareness and appreciation

Personal Responsibility

5.2. What measurable outcome will result from filling this resource request?

More faculty involvement in the program will help more students in becoming engaged on and off campus and will improve learning (per our SLOs). Anecdotally, this also helps with student retention and persistence. More students taking advantage of the opportunities available to them will help students by preparing to transfer, learning new skills, clarifying major/career goals, etc. Students will benefit by having a better experience and better understanding the meaning of what they have done in their service projects. Faculty will benefit by improving student outcomes and having students better connect what they learn in the classroom to actual hands-on experiences in the community. Outcomes will be evident in the number of increased students and faculty participating in the program. In addition, evaluations will show students had a better learning experience on their surveys.

5.3. Describe the resource request (in detail).

This request is for a faculty coordinator position (which was eliminated in 2003) to be reinstated. The position will help us improve the program as mentioned in question 5.2. The Faculty Coordinator is responsible for recruiting new faculty in the program, providing training and technical assistance to all service learning faculty, assisting the program with improving and increasing quality and quantity of program evaluation, and more. There is a release time job description already for this position in the HR office.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource | Amount Requested | Description | Justification | Potential Funding Sources |
|------------------|----------------------------|--|---|---|
| Personnel | \$9,000 or Smaller Stipend | 20% (or equivalent) release time/stipend | To increase faculty involvement, to improve quality of program, to increase/improve evaluation of program | District/Not knowledgeable enough about special funds |
| Facilities | | | | |
| Equipment | | | | |
| Supplies | | | | |
| Software | | | | |
| Training | | | | |
| Other | | | | |
| Total | \$9,000 | | | |

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5.0. Resource Requests

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request.

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- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

EMP/SMP

1.2

3.3.1

Core Competencies connected to this request:

#1 – Communication

1a – Reading

1b – Writing

1c – Listening

1d – Speaking/Conversing and/or Debating

1e – Interpersonal Interactions

#4 – Critical Thinking

4d – Problem Solving

4b – Analysis and/or Inference

#5 – Global Awareness and Appreciation

5b – Social and Cultural Diversity

5e – Politics

#6 – Personal Responsibility

6a – Self Management

6b – Self Awareness

#7 – Application of Knowledge

7b – Technical Skills

7d – Lifelong Learning

Student Learning Outcomes connected to this request:

Critical thinking/problem solving,

Communication skills,

Diversity/global awareness and appreciation

Personal Responsibility

5.2. What measurable outcome will result from filling this resource request?

Will potentially provide evidence that the program has a positive impact on student persistence and success AFTER they have transferred or left the college. This will be measured through a survey developed by the Institutional Research and Planning Office who will be assisted by the CSI office in the implementation phase.

5.3. Describe the resource request (in detail).

Development and administration of a survey that will identify if the program had a long-term impact on the students who participated in it when they were at GCC.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource | Amount Requested | Description | Justification | Potential Funding Sources |
|------------------|------------------|---|--|---|
| Personnel | | | | |
| Facilities | | | | |
| Equipment | | | | |
| Supplies | | | | |
| Software | | | | |
| Training | | | | |
| Other | Unknown | Development of survey for long term impact of program | To gauge whether the program has a long-term impact and assists with retention, persistence, and student success | District/Not knowledgeable enough about special funds |
| Total | Unknown | | | |

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2010 PROGRAM REVIEW

**Division/
Service Area**

Student Services Division
Center for Student Involvement
(formerly Service Learning Center)

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

Core Competencies connected to this request:

#1 – Communication

- 1a – Reading
- 1b – Writing
- 1c – Listening
- 1d – Speaking/Conversing and/or Debating
- 1e – Interpersonal Interactions

#4 – Critical Thinking

- 4d – Problem Solving
- 4b – Analysis and/or Inference

#5 – Global Awareness and Appreciation

- 5b – Social and Cultural Diversity
- 5e – Politics

#6 – Personal Responsibility

- 6a – Self Management
- 6b – Self Awareness

#7 – Application of Knowledge

- 7b – Technical Skills
- 7d – Lifelong Learning

Educational Master Plan areas connected to this request:

1.2 – Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness

- 1.1.1.a – Increased involvement in civic activities and collaborations
- 1.3.3.a – Increased student involvement on campus

2.3 – Explore other potential collaborations with other businesses and community colleges (e.g. Pasadena City College).

3.3 – Interface between student services and instructional services

- 3.3.1 – Collaboration and Prioritization of needs across Instructional and Student Services
- 3.3.2 – Faculty Orientation

3.5.2.a – Innovative Learning for 21st Century Students and Faculty

4.2.1 – Defining programs in terms of meeting GCCD’s mission (primary, secondary, and tertiary).

Student Learning Outcomes connected to this request:

Critical thinking/problem solving,
 Communication skills,
 Diversity/global awareness and appreciation
 Personal Responsibility

5.2. What measurable outcome will result from filling this resource request?

See individual sheets above.

5.3. Describe the resource request in detail.

See individual sheets above.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Note: All personnel requests will require the additional “IHAC Addendum” or CHAC form to be completed.

| Type of Resource | Amount Requested | Description | Justification | Potential Funding Sources |
|-------------------|----------------------------|--|--|---|
| Personnel | \$9,000 or Smaller Stipend | 20% (or equivalent) release time/stipend | To increase faculty involvement, to improve quality of program, to increase/improve evaluation of program | District/Not knowledgeable enough about special funds |
| Facilities | | | | |
| Equipment | | | | |
| Supplies | | | | |
| Software | | | | |
| Training | | | | |
| Other | Unknown | Development of survey for long term impact of program survey | To gauge whether the program has a long-term impact and assists with retention, persistence, and student success | District/Not knowledgeable enough about special funds |
| Total | | | | |

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CSI Student Contacts Breakdown (EXHIBIT A)

Service Learning (curriculum based)

| Type of Contact | 2009-2010 | Description | 2008-2009 | Description | 2007-2008 | Description |
|---------------------------|---|---|--------------|---|--------------|---|
| Service Learning Contacts | 3,776 3,433 plus 10% walk in questions (+343) | completed applications, placement forms, and sign in/out forms. | 3,807 | completed applications, placement forms, and sign in/out forms. | 3,565 | completed applications, placement forms, and sign in/out forms. |
| Classroom Presentations | 2,920 | Approx. 73 class presentations for average class size of 40 | 2,400 | Approx. 60 class presentations for average class size 40 | 2,040 | Approx. 51 class presentations for average class size 40 |
| Total Contacts | 6,696 | | 6,207 | | 5,605 | |

Special Projects (tutoring only)

| Type of Contact | 2009-2010 | Description | 2008-2009 | Description | 2007-2008 | Description |
|-----------------------|----------------------------------|---|----------------------------------|---|----------------------------------|--|
| GEAR UP/AVID Program | 24,300 HS/MS students | 18 classrooms at 30 students per class times 45 weeks per year | 31,050 | 23 classrooms at 30 students per class times 45 weeks per year | 55,350 | 41 classrooms at 30 students per class times 45 weeks per year |
| GEAR UP/AVID Program | 1,500 GCC student contacts | Individual walk in, turning in timesheets, group meetings with students, testing/results, TB test/results, referrals from Job Placement | 3,000 GCC student contacts | Individual walk in, turning in timesheets, group meetings with students, testing/results, TB test/results, referrals from Job Placement | 4,000 GCC student contacts | Individual walk in, turning in timesheets, group meetings with students, testing/results, TB test/results, referrals from Job Placement |
| Total Contacts | 25,800 | | 34,050 | | 59,350 | |

Volunteering (co-curricular)

| Type of Contact | 2009-2010 | Description | 2008-2009 | Description | 2007-2008 | Description |
|------------------------------|---------------------|--|--------------------------|--|--------------------------|--|
| Volunteering (co-curricular) | 384 349 plus 10% | Total number of applications, placement | 294 267 plus 10% walk | Total number of applications, placement | 144 131 plus 10% walk | Total number of applications, placement |

| | | | | | | |
|-----------------------|-------------------------|------------------------------------|--------------------|------------------------------------|--------------------|------------------------------------|
| | walk in questions (+35) | forms, sign in/out forms turned in | in questions (+27) | forms, sign in/out forms turned in | in questions (+13) | forms, sign in/out forms turned in |
| Total Contacts | 384 | | 294 | | 144 | |

Miscellaneous Projects

| Type of Contact | 2009-2010 | Description | 2008-2009 | Description | 2007-2008 | Description |
|--|-----------|--|-----------|---|-----------|---|
| Volunteer Faire | 1,360 | students stopping by, signed up, asked questions, etc., contacts with agencies to participate, confirmation, | 1,360 | students stopping by, signed up, asked questions, etc., contacts with agencies to attend. | 1,360 | students stopping by, signed up, asked questions, etc., contacts with agencies to attend. |
| President's Volunteer Service Award | 240 | Approximately 80 applications, questions answered, and emails returned | 300 | Approximately 60 applications, questions answered, and emails returned | 150 | Approximately 30 applications, questions answered, and emails returned |
| Email | 225 | Responded to approximately 225 questions by email | 200 | Responded to approximately 200 questions by email | 150 | Responded to approximately 75 questions by email |
| Phone Call | 600 | approximately 220 phone call inquiries answered | 425 | approximately 220 phone call inquiries answered | 350 | approximately 220 phone call inquiries answered |
| Students Talk About Race | 13,440 | 56 classrooms at local ms/hs, 30 students per class, X 8 weeks | 10,800 | 45 classrooms at local ms/hs, 30 students per class, X 8 weeks | 8,880 | 37 classrooms at local ms/hs, 30 students per class, X 8 weeks |
| 9/11 Day of Service and Remembrance | 395 | Fundraiser, individual donations, faculty, staff and students, and presentation | 305 | Fundraiser, individual donations, faculty, staff and students, and presentation | 0 | |
| Graduation Pledge of Social & Env. Resp. | 305 | Passing out pledge cards and ribbons at | 0 | Passing out pledge cards and ribbons at | 0 | Passing out pledge cards and ribbons at |

| | | | | | | |
|------------------------|---------------|--|---------------|--|---------------|--|
| | | graduation and staffing table with information | | graduation and staffing table with information | | graduation and staffing table with information |
| Agency Database Update | 800 | Contacting each of the 180 agencies to update their information by phone | 750 | Contacting each of the 180 agencies to update their information by phone | 700 | Contacting each of the 180 agencies to update their information by phone |
| Total Contacts | 17,365 | | 14,140 | | 10,390 | |
| All Contacts | 50,245 | | 54,691 | | 75,489 | |