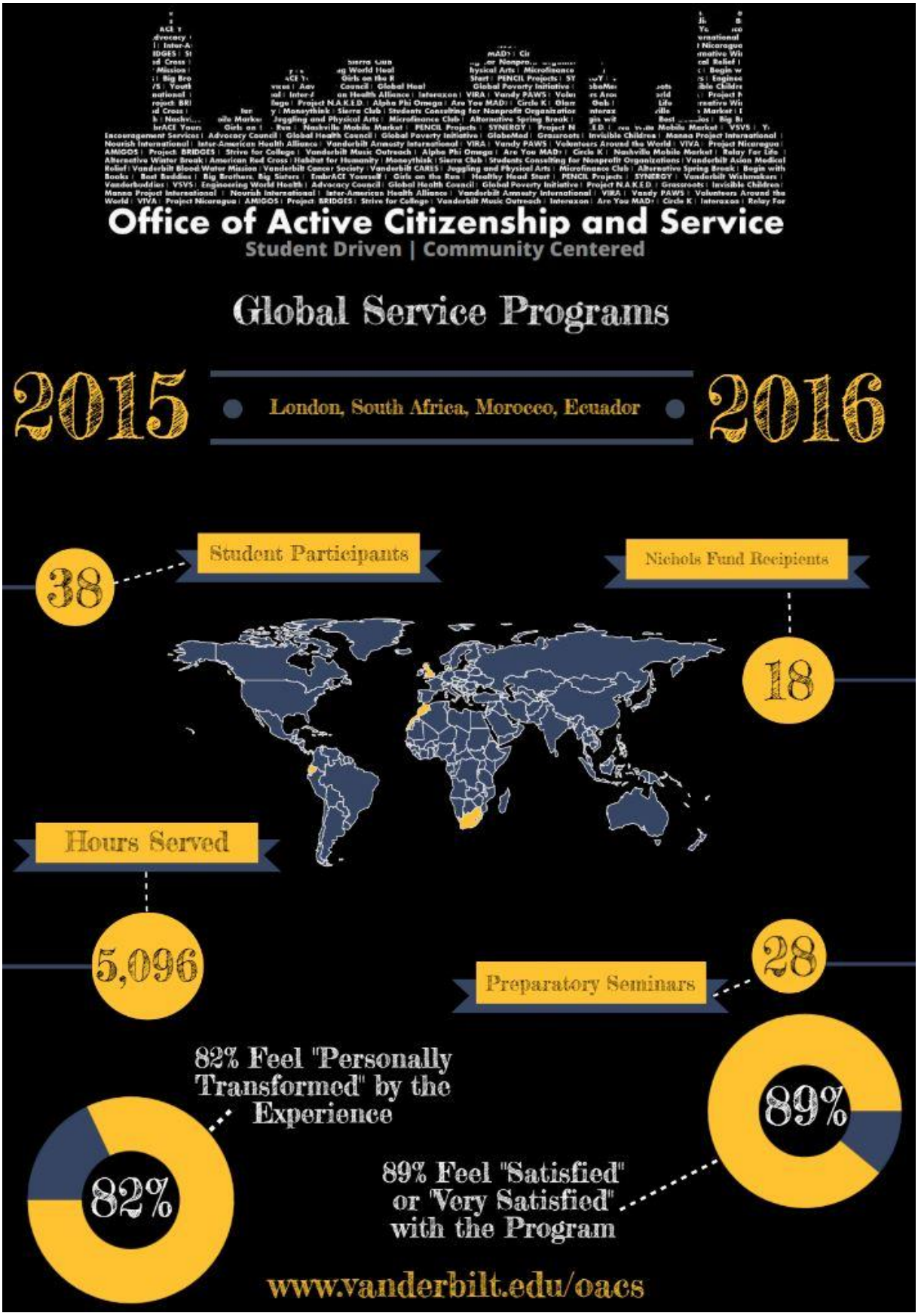
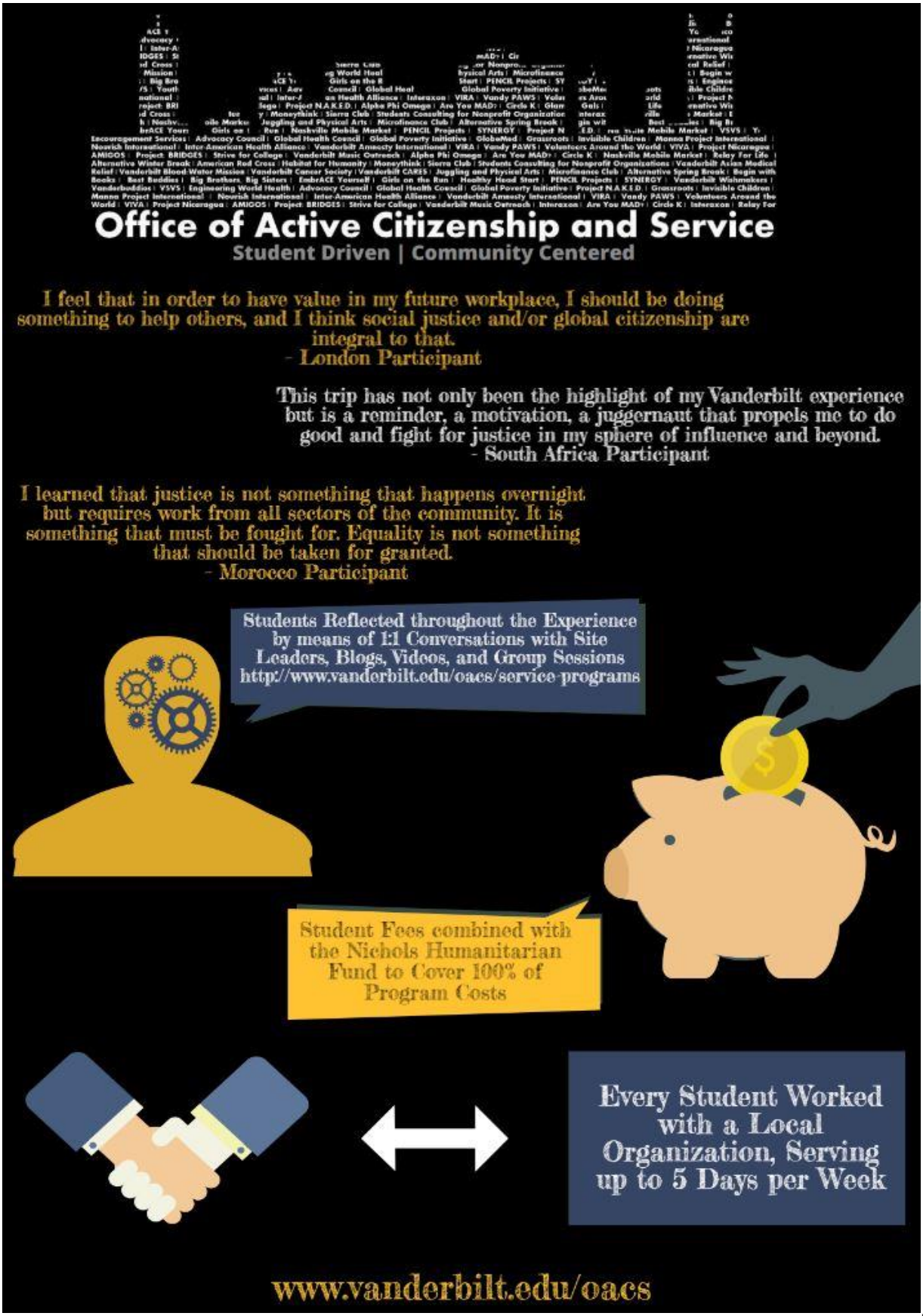

Office of Active Citizenship and Service
Student Driven | Community Centered
Global Service Programs
2015
London, South Africa, Morocco, Ecuador
2016
38
Student Participants
Nichols Fund Recipients
18
Hours Served
5,096
28
Preparatory Seminars
82% Feel "Personally Transformed" by the Experience
82%
89%
89% Feel "Satisfied" or "Very Satisfied" with the Program
www.vanderbilt.edu/oacs


Office of Active Citizenship and Service
Student Driven | Community Centered
I feel that in order to have value in my future workplace, I should be doing something to help others, and I think social justice and/or global citizenship are integral to that.
- London Participant
This trip has not only been the highlight of my Vanderbilt experience but is a reminder, a motivation, a juggernaut that propels me to do good and fight for justice in my sphere of influence and beyond.
- South Africa Participant
I learned that justice is not something that happens overnight but requires work from all sectors of the community. It is something that must be fought for. Equality is not something that should be taken for granted.
- Morocco Participant
Students Reflected throughout the Experience by means of 1:1 Conversations with Site Leaders, Blogs, Videos, and Group Sessions
http://www.vanderbilt.edu/oacs/service-programs
Student Fees combined with the Nichols Humanitarian Fund to Cover 100% of Program Costs
Every Student Worked with a Local Organization, Serving up to 5 Days per Week
www.vanderbilt.edu/oacs

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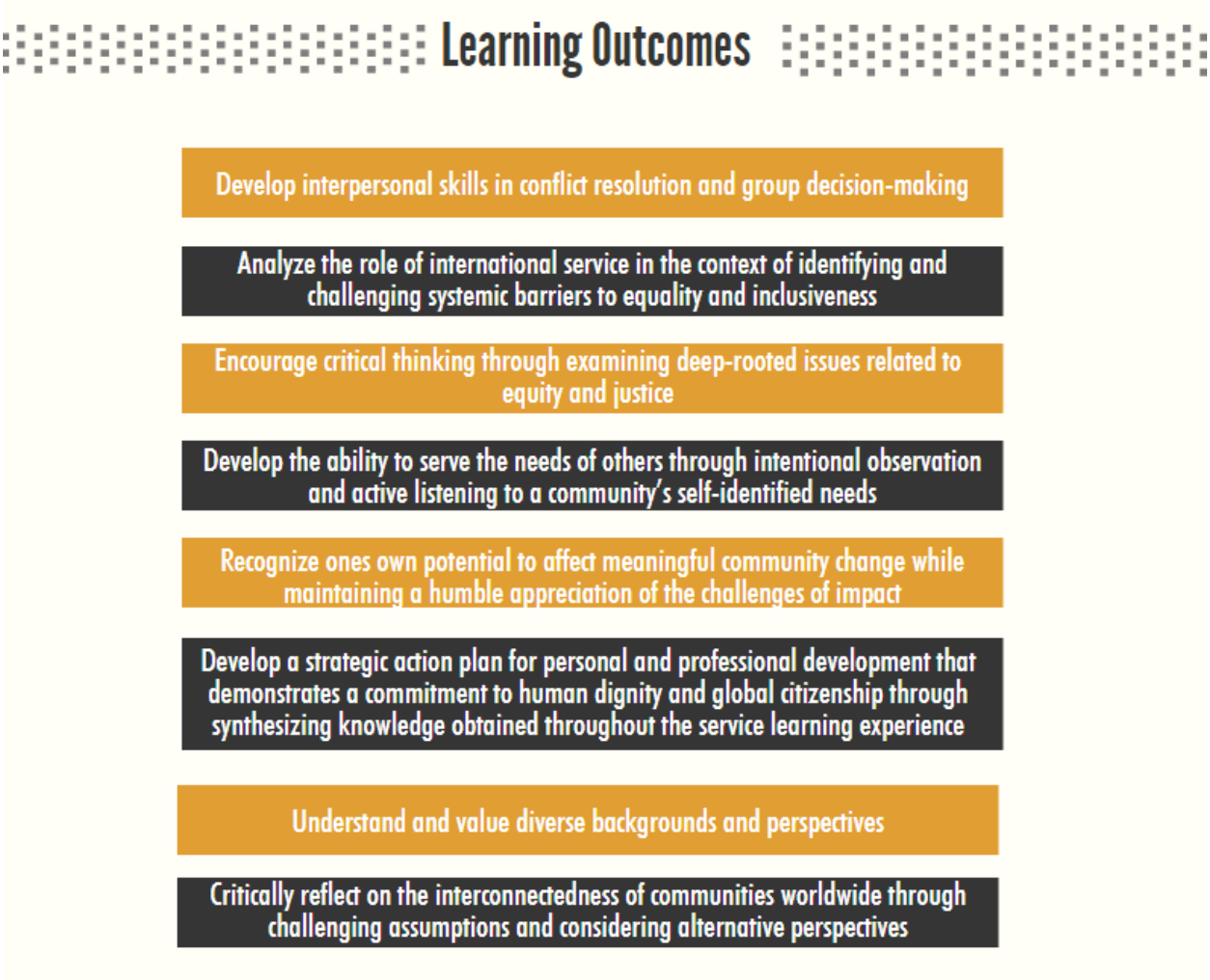
Executive Summary

The OACS Global Service Programs challenge students to critically question their perspectives and roles in the shared human experience through pre-service curriculum, intensive service, post-service skills application, and continuous reflection. These programs are rooted in service-learning pedagogy and are meticulously planned in order to best facilitate students' abilities to connect meaningfully with people different from themselves through humble engagement and reciprocal dialogues within host communities. Participants bring this learning back to add positive value and depth to the social fabric of the Vanderbilt community and Nashville.

Recommendations

- The night before enrichment activities, provide contextualizing questions for the next day's experience.
- Revise preparatory seminars to ensure students receive useful information that will better prepare them both for the experience and improved group dynamics.
- Review service sites to increase parity of experience between volunteering at Missionvale vs. Micchui. The former is very organized and the latter was too unstructured.
- Review accommodation to ensure less luxury.
- The program should retain a quality facilitator as it is an overwhelming experience to live together, do service together, and manage risk appropriately for six weeks.
- The project should retain 3 segments as it proved successful to learn and work in PE, JHB, and CT.
- Service, and the graffiti tour in CT should be retained.
- Incorporate in the curriculum and experience more female leaders in South Africa and their role in the transition or current day politics.



Program Cohort Breakdown		
Program	# of Program Participants	# of Survey Respondents
South Africa	10	8

Methodology

To properly assess learning outcomes, pre- and post-experience assessment instruments were created through Baseline to efficiently gather qualitative and quantitative data. OACS staff designed these instruments, composed of Likert scale and free response questions, and distributed them in February, 2016 and July, 2016. Students responded to the pre survey before they attended a seminar and to the post survey after their program concluded. The method of data analysis required individuals' pre and post responses to be compared to one another in order to measure growth, if any. However, because not all students completed both pre and post surveys (some completed one but not the other), responders who only completed one survey were not included in the measurement of learning outcomes. Students were instructed as to the importance of these surveys and asked to respond as accurately as possible, in a timely fashion. They were informed

that their responses would be anonymous in order to facilitate honesty. From a methodological perspective, web-based surveys were utilized rather than paper surveys in order to maximize the response rate and facilitate the means by which students could answer. This also eliminated the need for manual input of assessment data. The surveys took approximately 30 minutes to complete.

Results - Program Satisfaction

Students responded during the post-experience survey to questions measuring their satisfaction with specific program components and with their overall experiences. These questions employed either a Likert scale or yes/no response.

1. Do you feel you were personally transformed by the impact the OACS South Africa Program made on your life?

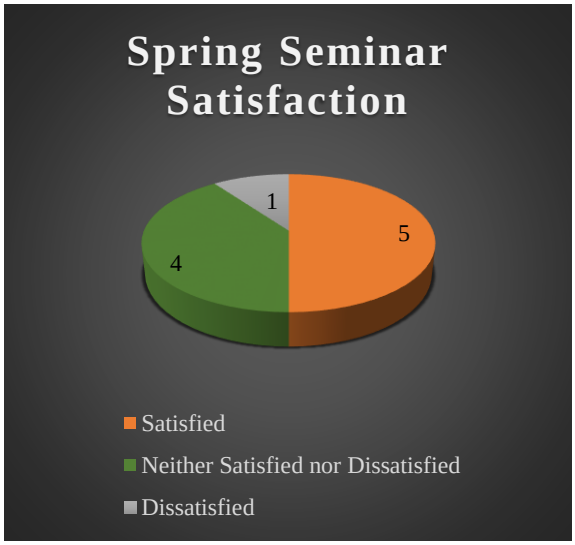
2. Please indicate your overall level of satisfaction with the OACS South Africa Program

Student Recommendations

The following are student responses from the post experience survey question "*What were some of the worst aspects of the OACS South Africa Program?"*

- Our group did not always work cohesively. It would have been useful to have a seminar beforehand specifically addressing issues that the cohort might face and how to work past those.
- Not knowing what site we would be at until a few days before gave a lot of uncertainty about what I would actually be doing. At my service site (Machiu) the first week was spent trying to figure out what we would actually do as volunteers. Often leaving later than planned to activities.
- I felt like I was hungry a lot of the time. I think that everyone cooking dinner is a good thought but maybe something more organized would be better.
- 1. The imbalance and high contrast between the service sites. The Machiu experience was highly unstructured and much of the time spent there was just trying to figure out what we were supposed to be doing. More communication between Vanderbilt and the service site was needed. 2. I think we needed to have a few more reflection sessions towards the end of the service portion.

3. Please indicate your overall level of satisfaction with the spring seminar series



Student Recommendations

The following are student responses from the post experience survey question "*What are 1-2 ways the spring seminar series could be improved for future program participants?"*

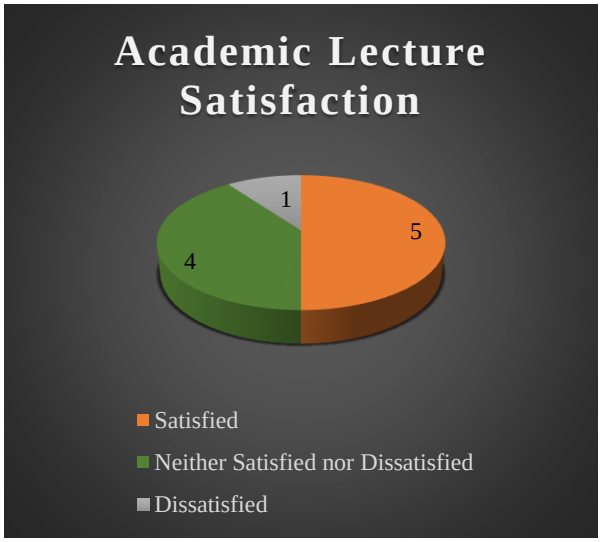
- More discussion of the readings in the packet that Erika prepared for us; more in-depth background of our community partners beforehand, such as a documentary/movie screening of apartheid to provide a backdrop for the historical facet of this trip, and a discussion about the needs and current conditions of the community we will be serving in.

- There needs to be a precedence set where students need to be at the meetings. I don't think everybody took it as seriously as they should have before going on the trip. The meetings should take place earlier on in the semester and more frequently. There also needs to be a stress held to where participation and attendance matters.
- I found the assigned reading rather tedious and honestly, not greatly helpful to my later service experience. It might have been more helpful to walk through some of the practical elements of our future service experience (like how we would get to service every day, what we should expect at service, how to be respectful in South Africa, more cultural info, etc.)

4. Please indicate your overall level of satisfaction with the enrichment activities provided

5. Please indicate your overall level of satisfaction of your experience with the community service agency with which you were paired

5. Please indicate your overall level of satisfaction with the weekly academic lectures provided throughout the month



Results – Learning Outcomes

All student responses are taken from questions utilizing a 1-5 Likert scale. Responses are assigned a numerical equivalent for the purposes of analysis and to display growth. For every response, a 1 correlates to the lowest understanding/experience/agreement/etc. and a 5 correlates to the highest level. Student responses are then averaged to show how they progressed as a cohort, per learning outcome.

1. Develop interpersonal skills in conflict resolution and group decision-making.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you have experience with the following: - ***Working through a difficult relationship with a group/team member***	4.13	4.13	0
Please indicate the extent to which you have experience with the following: - ***Partaking in consensus decision-making***	4.25	4.5	.25
Please indicate the extent to which you have experience with the following: - ***Working cooperatively with others***	4.5	4.63	.13

2. Analyze the role of international service in the context of identifying and challenging systemic barriers to equality and inclusiveness.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - ***I understand the complexities of service in international contexts***	4	4.63	.63
Please indicate to what extent you agree with the following statements: - ***I can identify systemic barriers to equality***	4	4.38	.38
Please indicate to what extent you agree with the following statements: - ***I can identify systemic barriers to equity***	3.63	4.13	.5
Please indicate to what extent you agree with the following statements: - ***I can identify systemic barriers to inclusiveness***	3.89	4.5	.61

3. *Encourage critical thinking through examining deep-rooted issues related to equity and justice.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you understand the following: - ***Social/cultural issues relating to social justice and equity***	3.38	4.13	.75
Please indicate the extent to which you understand the following: - ***Issues of equity and justice that impact my life***	3.75	4.13	.38
Please indicate the extent to which you understand the following: - ***Issues of equity and justice that impact the lives of others***	3.38	4.38	1

4. *Develop the ability to serve the needs of others through intentional observation and active listening to a community's self-identified needs.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - ***Take time to observe before acting***	4.75	4.88	.13

Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - ***Actively listen***	5	5	0
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - ***Take time to understand the context of the issues the community faces***	4.88	4.88	0

5. *Recognize ones own potential to affect meaningful community change while maintaining a humble appreciation of the challenges of impact*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - ***I understand the positive outcomes of service***	4.25	4.38	.13
Please indicate to what extent you agree with the following statements: - ***I understand the negative outcomes of service***	3.5	4.5	1
Please indicate to what extent you agree with the following statements: - ***I understand the limitations of the impact of this international service project***	4.5	4.88	.38
Do you feel like you are able to act on your knowledge to affect positive community change?	Yes = 7 Respondents No = 1 Respondent	Yes = 8 Respondents	+1 Respondent

6. *Develop a strategic action plan for personal and professional development that demonstrates a commitment to human dignity and global citizenship through synthesizing knowledge obtained throughout the service learning experience.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Pre-Survey Question: Do you feel you have opportunities to practice global citizenship?	Yes = 8 Respondents No = 0 Respondents	Yes = 8 Respondents No = 0 Respondents	0
Pre-Survey Question: Do you actively apply notions of social justice and global citizenship to your personal and professional development?	Yes = 8 Respondents No = 0 Respondents	Yes = 8 Respondents No = 0 Respondents	0

7. *Understand and value diverse backgrounds and perspectives.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you agree with the following statements: - ***I can compare and contrast an alternate belief system with my own***	4.25	4.5	.25
Please indicate the extent to which you agree with the following: - ***Many of my friends are of different backgrounds from me (racial, cultural, ethnic, or language)***	4	4	0
Please indicate the extent to which you agree with the following: - ***I have developed an understanding of another country and its cultures***	4.5	4.75	.25
Please indicate the extent to which you agree with the following: - ***I value diversity***	4.88	4.88	0

8. *Critically reflect on the interconnectedness of communities worldwide through challenging assumptions and considering alternative perspectives*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - ***I see the world as interconnected***	4.75	5	.25
Please indicate to what extent you agree with the following statements: - ***I am very comfortable talking about diversity with people of different cultures***	4.38	4.63	.25
Please indicate to what extent you agree with the following statements: - ***I am able to navigate a culture different from my own***	4.25	4.63	.38

9. *Identify the legacy of historical systemic, institutional and structural conflict embedded in South Africa as an obstacle to current day development of communities.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following: - ***I am able to identify the legacy of historical systemic, institutional and structural conflict in South Africa as an obstacle to current day development of communities.***	2.75	4.38	1.63

10. *Understand the complexity of equitable and fair development amongst diverse communities with deeply entrenched stereotypic perceptions and lasting effects of discrimination, segregation and access to resources due to racism and classism.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following: - ***I understand the complexity of equitable and fair development amongst diverse communities in South Africa.***	2.75	4.13	1.38
Please indicate to what extent you agree with the following: - ***I understand the stereotypic perceptions and effects of discrimination in South Africa.***	2.75	4.88	2.13
Please indicate to what extent you agree with the following: - ***I understand the complexity of segregation and access to resources due to racism and classism in South Africa.***	2.88	4.88	2

Learning Outcome Analysis

- **Strengths**

Excepting the program-specific learning outcomes (9 and 10), the South Africa cohort showed strongest growth in learning outcomes 2 and 3, where they averaged movement of .53 and .71 across questions, respectively. The questions showing largest growth (movement of 1) were *Please indicate to what extent you agree with the following statements: - I understand the negative outcomes of service* and *Please indicate the extent to which you understand the following: - Issues of equity and justice that impact the lives of others*

- **Areas for Improvement**

The South Africa cohort was weakest in learning outcomes 4 and 7, where they averaged movement of .04 and 0 across questions, respectively. There were seven questions, spread over four learning outcomes, which displayed no growth between pre and post surveys. The South Africa cohort assessed itself as strong in almost all of their responses, both before and after the program experience. A lack of movement in most cases is indicative of a high starting average where growth would be difficult to achieve.