

Manna Project International | AMIGO2 | Project BRIDGE2 | Smile for College | Vanderbilt Music Outreach | Interaxon | Are You MAD? | Circle K | Interaxon | Keyal for
 Manna Project International | Moniter International | Inter-American Health Alliance | Vanderbilt Amnesty International | ALBA | Landy PAW2 | Joinmeets Around the World |
 Landy PAW2 | Endometriosis World Health | Advocacy Council | Global Health Council | Global Poverty Initiative | Project I'AK'ED | Grassroots | Invisible Children |
 Books | Best Buddies | Big Brothers Big Sisters | EmptyCE Lounge | Give on the Run | Healthy Head Start | BEICIG Projects | ZIMBEGY | Vanderbilt Westminster |
 Keyal | Vanderbilt Blood Water Mission | Vanderbilt Cancer Society | Vanderbilt CARE2 | Judging and Physical Arts | Microfinance Club | Alternative Spring Break | Begin with
 Alternative Winter Break | American Red Cross | Habitat for Humanity | Monelink | Sierra Club | Student Counseling for Nonprofit Organizations | Vanderbilt Asian Medical
 AMIGO2 | Project BRIDGE2 | Smile for College | Vanderbilt Music Outreach | Alpha Phi Omega | Are You MAD? | Circle K | Nashville World Market | Keyal for Life |
 Moniter International | Inter-American Health Alliance | Vanderbilt Amnesty International | ALBA | Landy PAW2 | Joinmeets Around the World | ALBA | Project Nicaragua |
 Encouragement Services | Advocacy Council | Global Health Council | Global Poverty Initiative | GlobeMed | Grassroots | Invisible Children | Manna Project International |
 PRACE Lounge | Give on the Run | Nashville World Market | BEICIG Projects | ZIMBEGY | Project I'AK'ED | Are You MAD? | Circle K | Nashville World Market | ALBA | Y
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Redefine

Nashville + Community + Service

Serving Locally, Connecting Globally

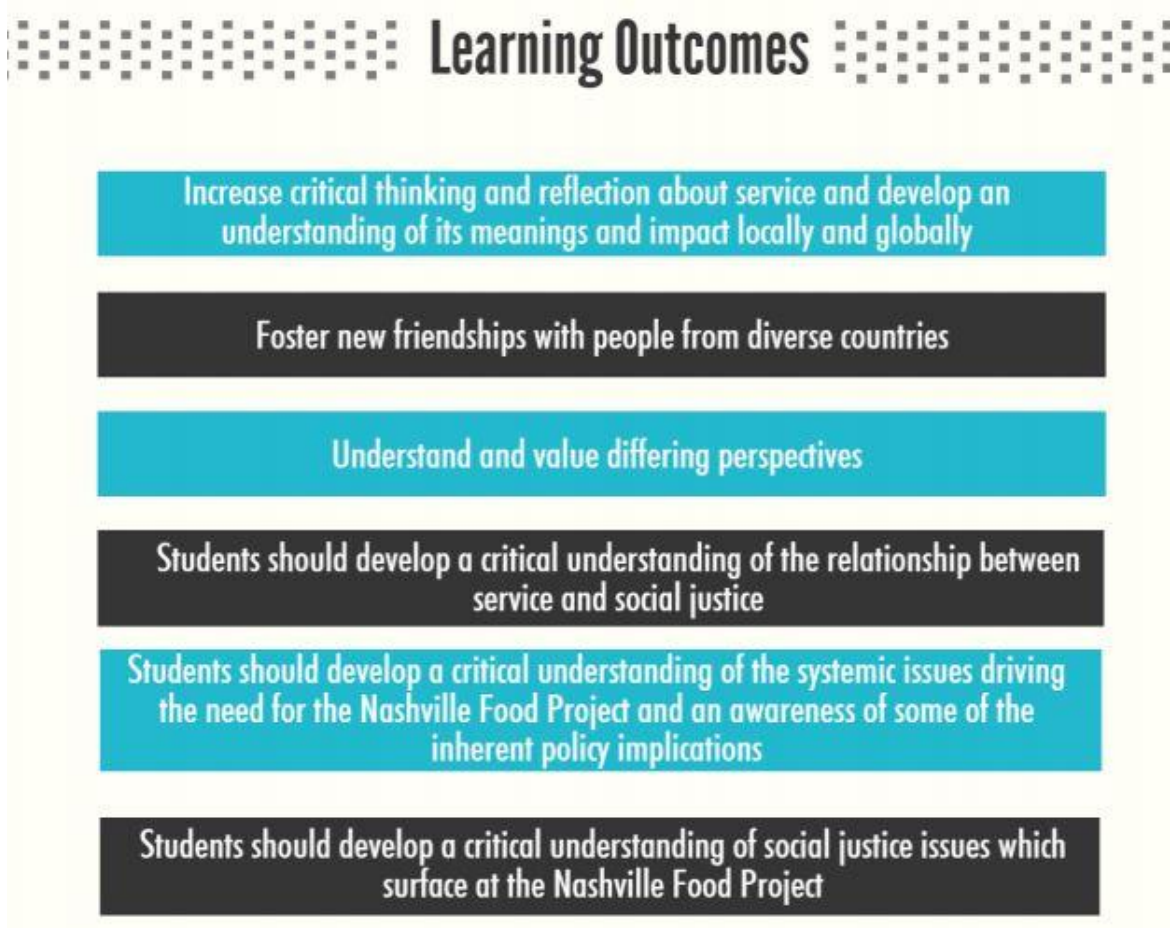
2015-2016 Program Report

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Executive Summary

The Office of Active Citizenship & Service (OACS) and International Student & Scholar Services (ISSS) collaborated with the Nashville Food Project in the spring semester of 2016 to implement the second year of the Redefine Program. Redefine was expanded this year to include additional seminars and service days and partnered with the Nashville Food Project for the first time. Redefine provides the opportunity for Vanderbilt's American and international students to develop friendships as they explore the meanings of service and social justice by following an experiential learning curriculum focused on addressing the needs of the Nashville Food Project. 12 Vanderbilt students representing seven countries participated in four staff-led seminars and five days of community service. This report assesses participant learning outcomes and offers recommendations for ongoing program development.

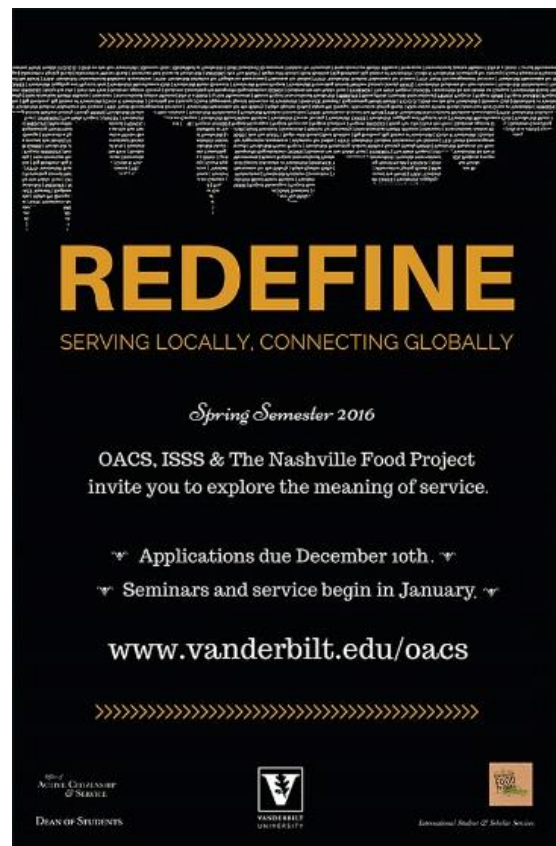


Recommendations

- Provide additional opportunities for connection and group bonding
- Prepare and support students in engaging with people who have different points of view
- Retain and strengthen the partnership with the Nashville Food Project
- Continue to refine the measurement of learning outcomes for a clear picture of student learning
- Improve attendance at all service activities. Attendance was at times low, partly due to transportation challenges. Ensure that expectations and schedule are clearly set at the beginning of the program
- Consider the student suggestion to include more supplemental materials and outside information, such as news/blog articles, videos, and relevant campus/local events

Methodology

To properly assess the Redefine Program's learning outcomes, pre and post experience assessment instruments were created through Baseline to gather qualitative and quantitative data. OACS and ISSS staff designed these instruments, composed of Likert scale and free response questions, and distributed them in December, 2015 and April, 2016. Students responded to the pre survey before attending a seminar or volunteering with the Nashville Food Project, and to the post survey after the program concluded. The pre survey was completed by 13 students, 12 of whom remained in the program. The post survey was completed by 8 students. Survey results are not anonymous, as staff needed to know who completed both surveys in order to accurately measure the progress of learning outcomes (see Results, below). From a methodological perspective, web-based surveys were utilized rather than paper surveys in order to maximize the response rate, facilitate the means by which students could answer, and eliminate the need for manual input of assessment data. The surveys took approximately 15 minutes to complete.





The Third Redefine Seminar

Seminars

The Redefine Program alternated four staff-led seminars with community service activities to engage students in a reflective and experiential learning process. The seminars were designed to provide context for the service experiences while facilitating discussion and critical reflection. The seminars maintained an informal, interactive atmosphere to encourage relationship-building amongst participants.

Seminar One

January 19th, 4:30-6:00

- Guest Speaker Tallu Quinn, Executive Director of the Nashville Food Project (TNFP), introduced the mission and history of TNFP
- Students engaged in an exercise demonstrating the importance of context and perspective and related these ideas to their participation in Redefine
- The programmatic aspects of Redefine were discussed, including assessment, transportation, scheduling, and expectations of participation

Questions addressed this seminar:

- What systemic issues are facing the Nashville Food Project and how will Redefine and TNFP partner through the semester?

Seminar Two

February 9th, 4:30-6:00

- OACS Program Coordinator Meagan Smith led the “tree roots” activity, focusing on the key components of service-learning and how our service work is interrelated with

multiple causal factors as we looked, metaphorically, at the roots, branches, and leaves of societal challenges

- Students reflected on Redefine service experiences

Questions addressed this seminar:

- What is service-learning?
- What is the relationship between service and social justice?
- What are some of the social justice issues that surface at TNFP?

Seminar Three

March 15th, 4:30-6:00

- A panel shared diverse international service experiences and engaged in discussion with students designed to illustrate the varying ways by which service is viewed and practiced globally

The panel included:

- Brea Harris – Graduate Student
- Safiah Hassan – Undergraduate Student
- Wellington Oboh – Humphrey Fellow
- Issa Toure – Humphrey Fellow
- Elizabeth Rose – Vanderbilt Institute for Global Health

Questions addressed this seminar:

- What are some of the implications of serving in another country?
- How does culture shape and impact our ideas of service?

Seminar Four

April 5th, 4:30-6:00

- Students participated in a cross-cultural awareness exercise, then engaged in reflection and discussion on what they have learned from their experiences with TFNP and how their culture and society has impacted their views of service
- Staff guided students through a values reflection focusing on their actions moving forward following the conclusion of Redefine
- Feedback was sought to improve the program for next year. The timetable of post-program assessments was discussed, and students were encouraged to complete surveys

Questions addressed this seminar:

- How will your values direct your actions moving forward?
- How does culture shape and impact our ideas of service?

Service

Students participated in several activities with TNFP that provided an overview of the scope of the organization's work and the ways in which it engages with the local community. The diversity of experiences allowed students to understand the many ways in which TNFP works to achieve its mission of cultivating community and alleviating hunger.

Trinity United Methodist Church

January 26th, 6:00-9:00

- Students participated in the weekly free meal service for community members at Trinity, and were expected to speak with community members, assist with cleanup, and help as-needed. Students were then led through reflection by Nate Paulk, staff member of the United Methodist Church, as he spoke about the realities of leading and organizing such a meal.

Nashville Food Project (kitchen)

February 6th, 10:00-1:00

- Students served alongside established TNFP volunteers. This activity involved meal preparation (cleaning and chopping fruits and vegetables) and experiencing the impressive operational aspects of TNFP.



Students serve in the Nashville Food Project's kitchen

Nashville Food Project (garden)

February 20th, 10:00-12:00

- Students worked in the TNFP community garden, clearing weeds and preparing the soil for planting. Students worked alongside immigrants and refugees who grow food for their families, learning international horticultural practices and gaining an introductory understanding to the lived experiences of these community members.



Students serve in the Nashville Food Project's garden

Nashville Food Project (kitchen)

March 19th, 10:00-1:00

- Students returned to TNFP for an additional meal prep session.

Trinity United Methodist Church

April 12th, 6:00-9:00

- Students returned to Trinity United for another meal service with the community. Students were again led through reflection by Nate Paulk, shared their experiences in Redefine, talked about their initial expectations of the program and how these changed, and spoke about actionable work moving forward from the program.



Students serve at Trinity United Methodist Church

Results

Staff analyzed survey data from the Redefine pre and post survey instruments, matching students' pre and post responses in order to see their movement (if any) along questions that utilized a Likert scale (each response was assigned a number, 1-5). Staff then calculated the overall average movement of the 8 students who completed both the pre and post assessment instruments in order to see the quantified progress of how each learning outcome was or was not met. For example, if Student A responded with a 3 on the pre survey question and a 4 on the post survey question, then Student A would have moved 1 point on that question. Taken collectively, we see how the group did or did not move. Survey results follow, organized by learning outcome.

Responses: Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

Learning Outcome One

Increase critical thinking and reflection about service and develop an understanding of its meanings and impact locally and globally

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
I have the skills/knowledge to think critically about service and its impact locally	3.75	4.25	.5
I have the skills/knowledge to think critically about service and its impact globally	3.63	4.13	.5
There are differing approaches to service activity globally	4.13	4.5	.37
I can compare and describe some of the similarities and differences between service in the United States and other countries*	2.33	4.67	2.34
I can compare and describe some of the similarities and differences between service in the United States and my home country**	3.6	3.8	.2

*This question was only asked of Redefine’s American students

**This question was only asked of Redefine’s international students

Learning Outcome Two

Foster new friendships with people from diverse countries

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
In the last 4 months I have developed a new friendship with a person who is not from my home country	4.38	3.88	-.5
I find it easy to develop friendships with people who are not from my home country	3.63	3.38	-.25

Learning Outcome Three

Understand and value differing perspectives

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
I engage in conversation with people who have different views and perspectives than me	4.5	4.38	-.12
I feel comfortable engaging in conversation with people who have different views and perspectives than me	4.13	4	-.13
I consider other peoples' views and perspectives when making decisions	4.63	4.25	-.38

Learning Outcome Four

Students should develop a critical understanding of the relationship between service and social justice.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
I understand social/cultural issues relating to social justice	4	4.13	.13
I understand how social justice issues impact my life	3.88	4.13	.25
I believe there is a relationship between service and social justice	4.38	4.5	.12

Learning Outcome Five

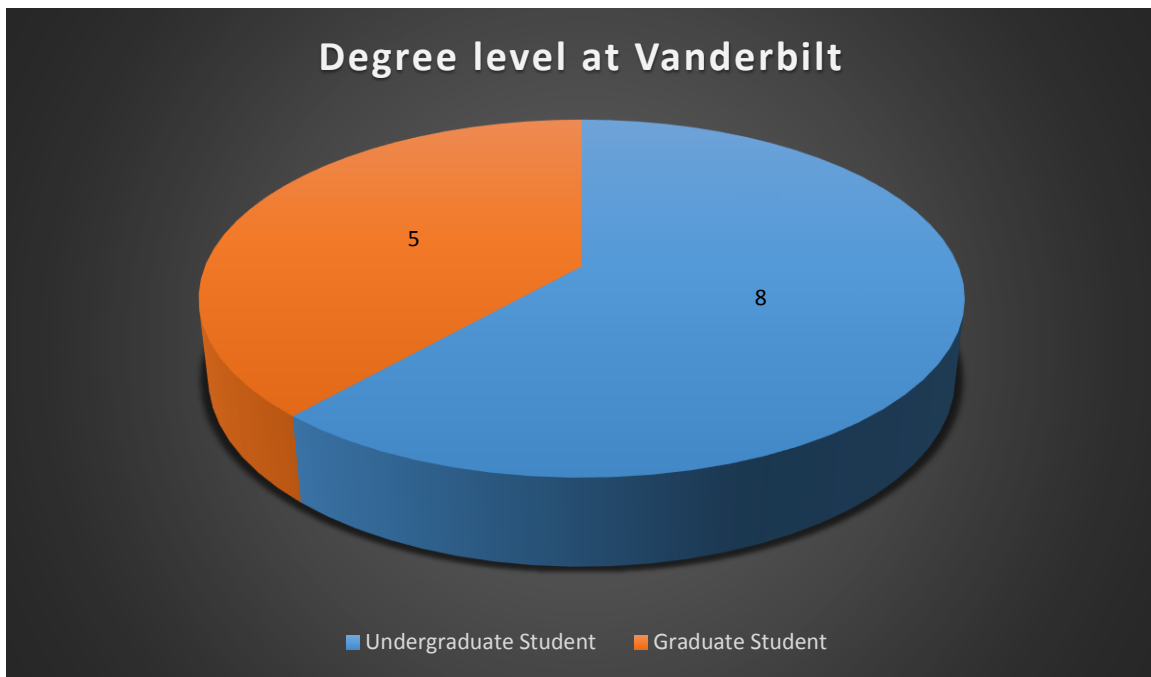
Students should develop a critical understanding of the systemic issues driving the need for the Nashville Food Project and an awareness of some of the inherent policy implications

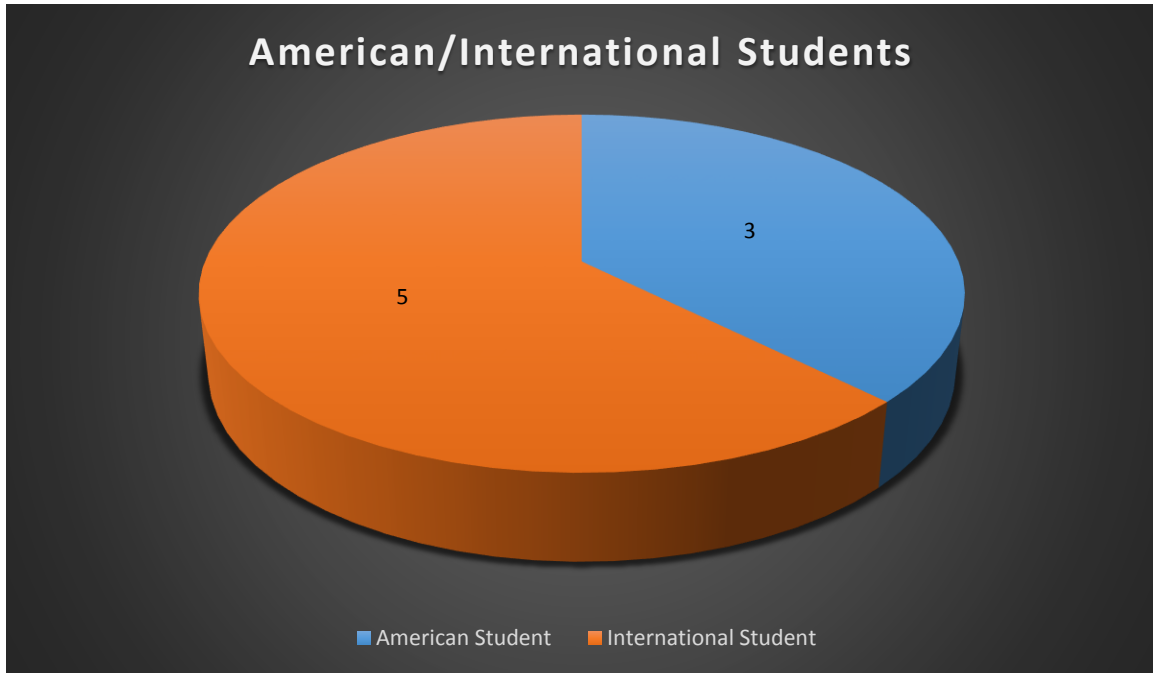
Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
I understand the systemic issues driving the need for the existence of the Nashville Food Project	3.13	4.13	1
I am aware of some of the policy implications impacting the Nashville Food Project	2.38	3.75	1.37

Learning Outcome Six

Students should develop a critical understanding of the social justice issues which surface at the Nashville Food Project

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
I understand the social justice issues which surface at the Nashville Food Project	2.75	4	1.25

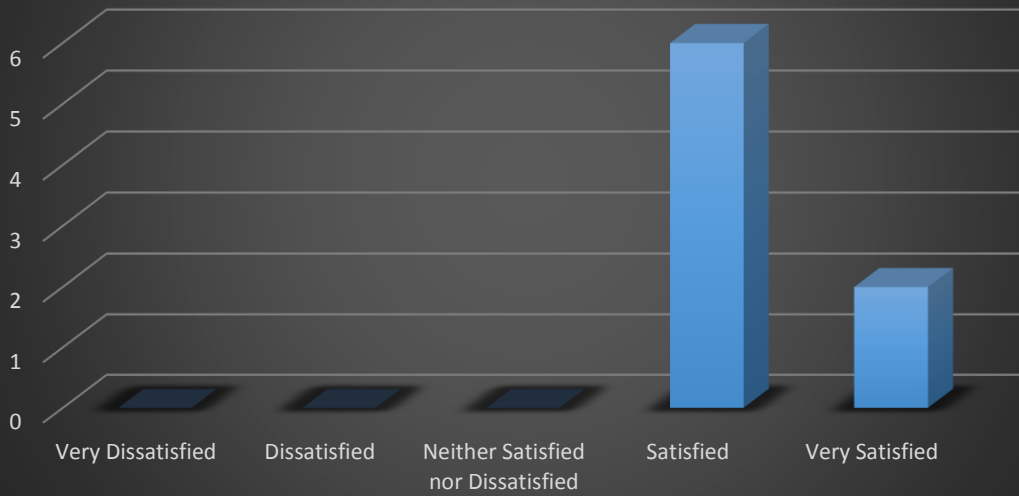




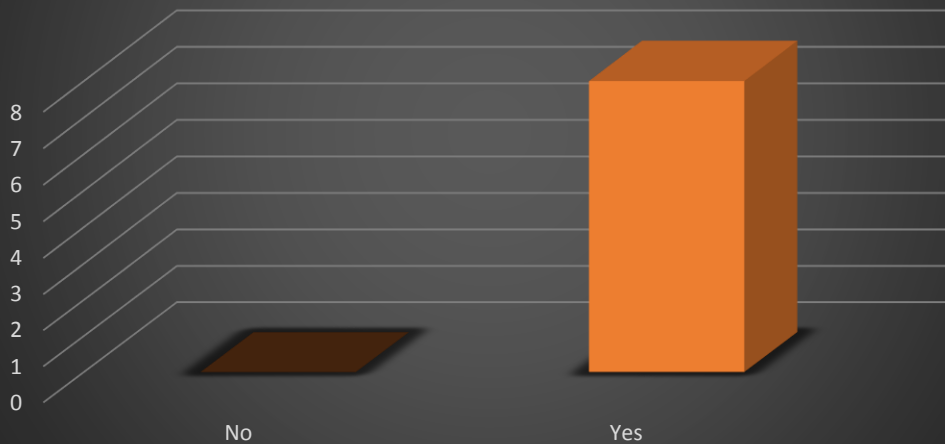
Countries of Origin of Redefine Students
China – 2
France – 1
Germany – 1
India – 1
USA – 3

Degrees of Redefine Students
Biomedical Engineering
Communication Studies
Community Research and Action
Economics and Human and Organizational Development
Human and Organizational Development
Law
Psychology
Public Health

How do you feel about your experience in the Redefine Program?



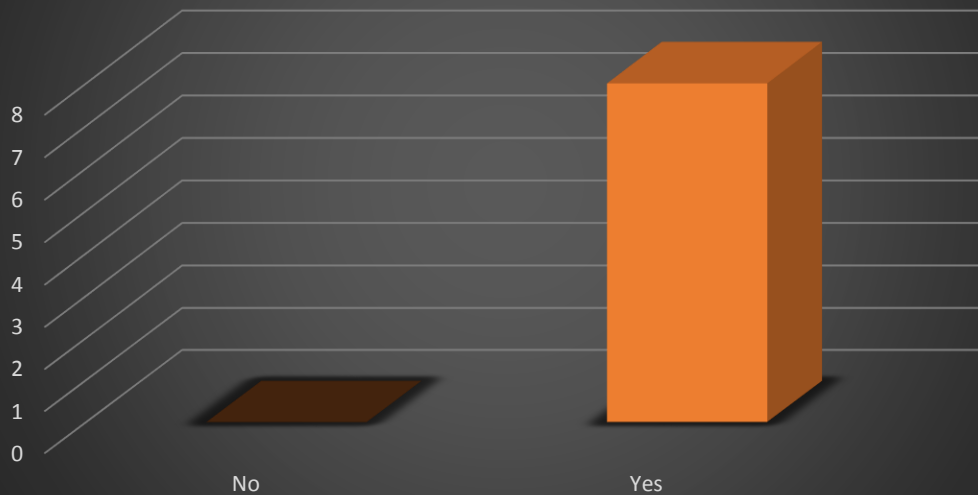
Do you feel you were personally transformed by the impact the Redefine Program made on your life?

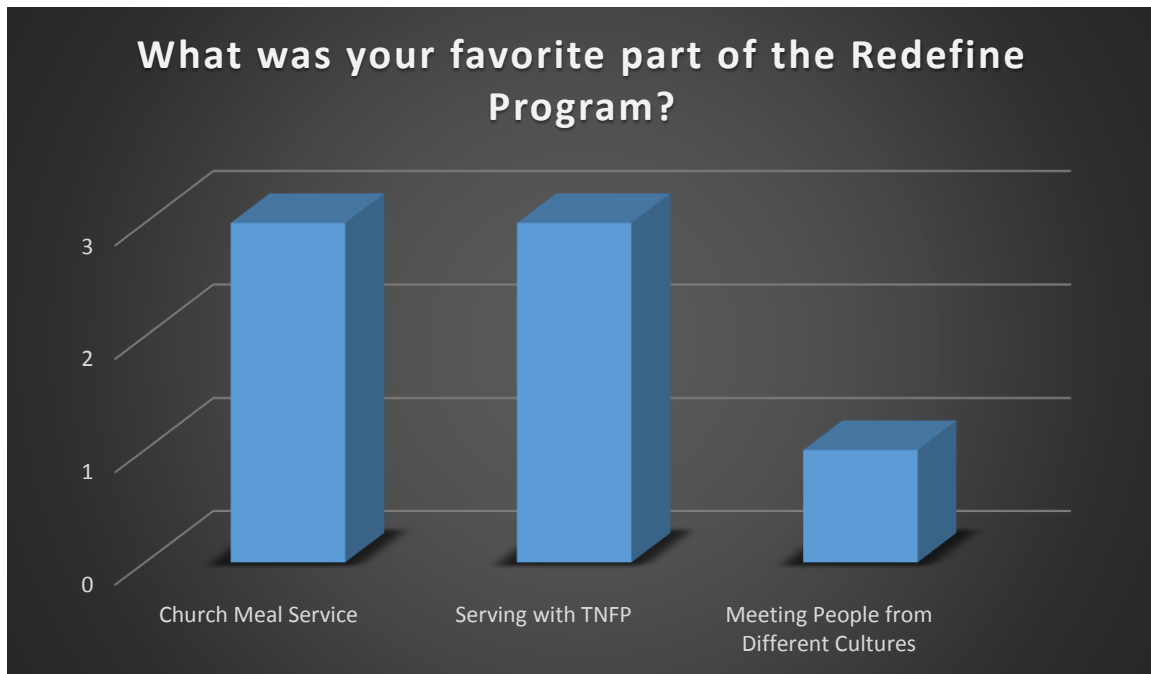


How do you feel about the performance of the Redefine Program's leaders: Heather Jones and Dave Brown?



Did you make any friends amongst the Redefine cohort?





Analysis

Responses indicate student growth regarding learning outcomes one, four, five, and six. These learning outcomes focus on critical thinking about service and its relationship to social justice. In contrast, there was regression regarding learning outcomes two and three, which focus on valuing differing perspectives and developing friendships with people from diverse countries.

Responses to the post-experience survey were unanimously positive regarding participant experiences and the impact of the program.

- 100% of students were “satisfied” or “very satisfied” with their experience
- 100% felt “personally transformed” by the impact Redefine made on their lives
- 100% were “very satisfied” with the program leaders’ performance
- 100% reported making friends within the Redefine cohort

Strengths

Student responses indicate Redefine is able to encourage a deep understanding of the issues presented and facilitate personal reflection. Both the survey data and free-response comments show this to be Redefine’s greatest strength.

- 5 of the 8 students responding to the post-experience survey described how their definitions of social justice were further developed as a result of participation

- 5 also detailed ways in which they found new connections between service and social justice

The biggest growth was in the 6th learning outcome (*Develop a critical understanding of the social justice issues which surface at the Nashville Food Project*). We see movement of 1 point or more on each of the related questions. This is likely due to a preliminary lack of familiarity with TNFP, food insecurity, and the Nashville community combined with greater awareness of social justice concepts as a result of participation. Opportunities to discuss TNFP and the issues it faces in the community with Tallu Quinn and Nate Paulk provided depth. Service activities provided an opportunity for understanding TNFP's operations and Nashville food insecurity. The meals at Trinity United Methodist allowed students to connect directly with community members.

We also see growth in the 1st learning outcome (*Increase critical thinking and reflection about service and develop an understanding of its meanings and impact locally and globally*). There was a movement of .5 points in students' self-assessment of their ability to think critically about the impact of service both locally and globally, and a .37 point growth in agreement that there are differing approaches to service globally. Seminar activities focusing on these concepts and student reflection supported this growth. American students had much higher growth in awareness of similarities and differences between service in the U.S. and other countries (2.37 points) compared to international students (.2 points). This is not necessarily surprising as international students may have previously had experiences causing them to be conscious of such differences.

Areas for Improvement

Learning outcomes 2 and 3 are areas for improvement (*Foster new friendships with people from diverse countries; Understand and value differing perspectives*) and overall student movement regressed along the Likert-scale. This was identified as a challenge last year as well and the program was refined to better foster connections between students by including more time together as a group and focusing on interaction in the seminars. This appears to have been somewhat successful as all post-assessment respondents reported making a friend within the cohort.

It is possible that the measurement of fostered friendships was impacted by the timing of the pre- and post-assessments. The question asks about making friends from diverse countries within the last 4 months. For the pre-assessment, this would include the beginning of the school year when students meet a large number of new people. Thus, pre-assessment responses may be higher than if students had been asked during other points of the year.

We also see slight regression in students' self-assessment regarding their engagement with people who have different views and perspectives (-.12 to -.38). We know students engaged with people from different backgrounds during the seminars and particularly during the community meal services. The impact of those interactions is unclear. It is likely that students were more informed and self-aware after the program, better recognizing the challenges of intercultural communication.