

# **OACS ANNUAL REPORT 2013/14**

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## **Director's Foreword**

### **Why OACS!**

There are two things I want to focus on in my introductory foreword – the relationship between OACS and our values as a Vanderbilt Community, and how OACS is engaging with the emerging strategic themes for the university.

Your values, our values:

When we reflect on the values that constitute the social fabric of Vanderbilt, it's clear that as a community, we care deeply. We give back, and in the two years that I have been Director of OACS, many students have heard me say that I work ceaselessly to create more service-learning opportunities for our community because of the boundless energy and huge intellectual creativity, innovation and curiosity that students bring to bear as they embark on a huge and varied range of projects they lead and participate in to give and learn through service.

Why do students do this?

I have heard so many reasons in my conversations with students, but the common thread at the core of these conversations runs in two directions. Students care deeply. Not only that, students actively seek first-hand experiences that bring them as close as possible to the challenges societies experience globally and locally. In turn, they do this because they actively and assertively want to be leaders in making change happen for the better of humanity as a whole. Students tell me that their immersion in the daily lives and challenges of communities enables them to gain real-world, first-hand experience, learning through service as they apply the world-class academic tuition they receive at Vanderbilt to some of the most profound and basic challenges too many human beings on this planet face on a daily basis. And they come back to campus, sharing these experiences with others, sparking off new research directions and enriching existing ones, bringing new perspectives to bear in the class-room and in their interactions with others, their academic pursuits, and their lives in general.

The range of service-related opportunities on campus is wide, and growing. Some 70 student organisations exist on campus with the primary objective of providing service opportunities for students, and the work they do, taken both individually and as a whole, increasingly meets the needs of a huge range of local, national, and global

communities. The Office of Active Citizenship and Service (OACS) provides these organisations with support, and also acts as a one-stop shop for all aspects relating to service and service-learning. Folk in OACS are there to talk through your ideas with you, link you with student organisations and communities, and give you access to local and global service-learning opportunities. In most cases these opportunities are trans-institutional in nature, supported by a range of faculty and external partners across disciplines, affording students the opportunity not only to pursue real-world service-learning opportunities related to their academic interests, but also to collaborate with students from a range of disciplines on the same social problems, an approach that has gained currency as the world's challenges become ever more complex and the solutions ever-more reliant on inter-disciplinary collaboration. Sounds trite, but think you can make a difference? You're right, you can!  
[www.vanderbilt.edu/oacs](http://www.vanderbilt.edu/oacs)

### **The Emergent Strategic Priorities of the University**

There has been much exciting work done in the last year under the leadership of our new Provost, Susan Wentz, who co-chaired the strategic planning committee together with John Geer, Chair of the Department of Political Science. In light of the work that has been done by this committee and all of the folk who contributed to it, I am pleased to say that all I have needed to do was adjust the mission statement of OACS. By and large, all the programming we offer, and in particular our global immersion projects, all exhibit the hallmarks of the emergent key strategic themes, namely the Undergraduate Residential Experience, Trans-institutional Programs, Healthcare Solutions, and Education Technologies. These are described more fully in the body of this annual report, but by way of example, reflecting on the project OACS has launched in London for the first time at the end of the 2013/14 academic year, these strategic characteristics can be easily drawn out.

**Trans-institutional:** The project comprises a cohort of students from a range of disciplines across campus, supported by faculty in one of the most inter/multi/trans-disciplinary academic concentrations on campus, Medicine, Health and Society. It also engages with external institutions, partnering with the University of East London (UEL), the East London Academic Hospital, and the Mayor of the London Borough of Newham.

**Residential Experience:** In a nutshell, and using the words of the strategic planning document produced by the Committee, OACS has designed this project to ensure that we "expose our students to a wide variety of perspectives and experiences and educate the whole person

while cultivating lifelong learning". OACS students are paired with students from UEL and in spending a month with each other, benefit greatly from exposure to different perspectives and experiences.

**Healthcare Solutions:** Healthcare service provision operates differently in the UK to the way services are provided in the US, and students are afforded a first-hand opportunity to experience and learn about this through the partnership with the University Hospital East London. They design and participate in workshops aimed at improving public health outcomes in East London, workshops focused on diabetes, vitamin D deficiency, Cardio-vascular disease and its prevention, and childhood obesity. From a policy perspective, they have access to senior local government decision-makers, and spend time with a member of parliament.

**Education Technologies:** Students interact with partners (representatives from universities or local authorities for example), with students they are paired with from other universities, and with each other through a range of new social media. They also document their experiences in a variety of innovative and creative ways using current digital platforms.

### **Where is OACS heading?**

We need to get better at assessing our impact, and because of this we will continue to invest time and expertise in moving this key strategic initiative forward. We want to improve the range of global immersion opportunities, and will continue to listen to students, also through our student advisory board, as they tell us where their interests lie. Coupled with this, OACS wants to engage meaningfully with Nashville and its communities, linking students, faculty and staff with local need. We will continue to build our student advisory board, believing as we do in listening to and indeed being student-led and driven. OACS will always be there for the service organisations that exist on campus, and will continue to seek ways to better serve and support them to achieve ever greater things. Finally, we know that funding stands in the way of many of our experiences, and we will continue to seek sources of funding to make more opportunities available for students.

**Clive Mentzel**  
**Director of OACS**

# OACS Mission, Strategic Priorities and Key Learning Outcomes

## Mission Statement

Embedded in the rich intellectual setting of Vanderbilt, OACS aims to support the university to achieve an undergraduate experience that exposes students to a wide variety of perspectives and experiences aimed at educating the whole person while cultivating lifelong learning by creating applied community service experiences that give every undergraduate an opportunity to engage, to question, and to create change locally and globally. OACS does this by creating trans-institutional programming, including programming that embraces the centrality of public health and other thematic experiences central to the strategic mission of the university, through supporting and advising students and student service groups and through leveraging and embedding the use of digital technology to foster interaction and learning between students and the communities in which they serve.

This is succinctly reflected in the long-standing OACS motto: **Explore, Act, Reflect.**

## OACS Strategic Priorities:

In the past two years, and for the foreseeable future, OACS activity is guided by the following four strategic priorities:

1. The development of a portfolio of global service-learning projects.
2. Strengthening and intentionally focusing on service organization and student leadership development as well as student organization support and student organization relationship management.
3. Based on a community engagement strategy, engaging intentionally and strategically with local communities to align local need with Vanderbilt resource, and to offer more OACS-led and designed local volunteering programming.
4. Refining the OACS strategic planning process and, in particular, its assessment methodologies and practices, linking these to learning outcomes and the strategic priorities of OACS; and concurrently developing and refining the impact-assessment methodologies used by student organisations affiliated with OACS.

Additional priorities for the next two years include the development and implementation of programming aimed at fostering active

citizenship, strengthening the OACS student advisory board, and seeking funding for service-learning initiatives.

### **OACS Key Learning Outcomes:**

The raft of strategic priorities just described would sit in a vacuum if they were not linked to the key learning outcomes OACS has identified as sitting at the heart of its programming. A classic example of a symbiotic relationship, OACS would be directionless without either its priorities or its learning outcomes clearly defined. Key learning outcomes can be described as embedded in and flowing from the OACS “framework of Action”, a set of principles or values inherent in OACS programme architecture and activity. This framework comprises seven key pillars:

1. A commitment to fostering trans-institutional, multi and interdisciplinary reflective service as an integral part of life;
2. Encouraging informed participation in society;
3. Deepening respect for human dignity and action with empathy;
4. Developing and strengthening an ongoing understanding of, and ability to express, one’s own values, beliefs, and personal ethics as well as those of other human beings in an interconnected world;
5. Interacting and collaborating effectively and empathetically with all people, endeavoring to understand, value, and shares differing perspectives and to develop a sensitivity, understanding and tolerance for divergent viewpoints;
6. Build skills, attitudes, and behaviors enabling students to work effectively with all people;
7. An understanding that action changes the world, that empirical assessment improves action – and that assessment builds self-awareness, in turn increasing the agility of reflective individuals, programs, and organizations.

These learning outcomes reflect the actions, attitudes, and behaviors OACS is endeavors to develop in its students through its programming.

## **Trans-institutional Global Service Projects**

### **Ecuador**

The month-long Ecuador Project focuses on student learning both through individual immersion and group reflection and support. By living in home-stay accommodations, students hone their Spanish skills and build relationships with their Ecuadorian families, experiencing this beautiful, dynamic culture firsthand. Outside support is provided by on-the-ground site leaders, who offer one-on-one mentoring and facilitate weekly reflection sessions for the entire cohort.

Over the course of four weeks, students work at sites specially matched to their interests in fields such as public health, environmental education, community development, special education, and early childhood education. Through their work in these various social service and community development agencies, students learn about and reflect upon the importance of grassroots movements, social networks, and biodiversity in a global context.

Beginning in the spring, students participate in a series of seminars designed to equip them with the tools to view global service through an informed and impact-oriented lens. Seminars typically cover such topics as:

- An overview of politics, economics, and culture in Ecuador
- Practical training and cultural sensitivity
- An introduction to principles of sustainable community development, social justice and global citizenship
- Consideration of the ethical issues involved in volunteerism in the developing world
- Reflection techniques and team-building skills

To help identify locally run organizations where student volunteers could be of use, OACS partners with the Yanapuma Foundation, an Ecuadorian NGO based in Quito.

Yanapuma is guided by 6 principles – Sustainability, Social Justice, Respect, Freedom, Transparency, and Professionalism. The partnership between Yanapuma and OACS results in on the ground support for the Ecuador cohort and site leaders, including a project coordinator, orientation, and connections to home-stays and work sites.

### **The Camp Hope Foundation**

Camp Hope is a school for disabled and underprivileged children, with 130 students, from kindergarten to grade 5. It provides vocational workshops for disabled teenagers, medical attention, rehabilitation, afterschool programs and recreational activities. The Foundation also provides accommodation in Casa Hogar for some disabled children. Currently a new project is in development to create a camp ground and workshop, at a different site.

### **Niñez y Vida**

For almost 30 years, Niñez y Vida has provided quality education in Quito's poor neighborhoods with 5 different preschool sites. It works under the Montessori model that centers around the interests and learning of each child and their growth and development. There are a variety of classrooms and 'corners' with activities and games to develop the child's interests, curiosity and independence. In addition, morning and afternoon snacks, as well as lunch are provided for each child.

### **Abuelitos y Abuelitas de la Calle**

Abuelitos y Abuelitas de la Calle is a foundation that cares for homeless seniors in Quito. Each day the center provides much-needed medical care, workshops, activities and free meals to between 200-400 elderly indigent persons.

### **INEPE**

The organization promotes community development, particularly in the area of education, and are working to create better futures for their children. The INEPE school and daycare center offers a well-rounded education, and has an expansive music education program. The center even has a space for yoga and other exercise classes. The organization also works with affiliate daycare centers in the area.

### **Fundación Gorritas Azules**

Fundación Gorritas Azules was started over 20 years ago by a group of parents with children with disabilities. It now serves as a place where adults ages 15-50 years old can go to learn, receive physical therapy, have workshops and be cared for. The center only has 2 professional physical therapists and 3 helpers—although the physical therapists



only work in the mornings. The center runs from 9am to 4pm, and is funded solely by the parents of the students.

### **Subcentro de Salud San Martín**

San Martín clinic is small but serves many patients in a marginalized sector of Quito. The center treats a variety of conditions and focuses on family medicine. This subcentro, like all others in Ecuador is run by the government's Ministry of Health, which provides free primary care to all Ecuadorian citizens. The clinic is of high importance to help meet the needs of low-income residents who could not otherwise afford private health services.

**Read about the experiences of former Ecuador participants as they reflect on international service during their trips...**

**[Kristin 2013 Ecuador Reflection](#)**

**[Dora 2013 Ecuador Reflection](#)**

**[Kelsey 2013 Ecuador Reflection](#)**

**[Joi 2013 Ecuador Reflection](#)**

**[Rohan 2013 Ecuador Reflection](#)**

## South Africa

### Why Port Elizabeth, South Africa?

Despite democratization and the dismantling of apartheid in 1994, the legacy of its brutal political oppression continues to afflict South Africans, and millions still suffer the ramifications. These include, but are not limited to, desperate poverty, little or no access to basic services such as water and sewage systems, lack of access to basic health services, and inadequate educational opportunities. The intent of the South Africa Project is to provide a dynamic opportunity for Vanderbilt students to engage in meaningful service in some of the most marginalized areas of Port Elizabeth, South Africa.

The South Africa Project is designed to prepare and equip students to make a positive impact through study and action. Beginning in the spring, students participate in a series of seminars that help develop a culturally sensitive and impact-oriented mindset that will be put to use during four weeks of service. Non-profit organizations currently in need of volunteers in Port Elizabeth include:

1) Missionvale Care Centre — A holistic center committed to providing consultation, self-development, and love to people of the land township of Missionvale. Volunteers may choose from the following areas:

- Primary School
- Nutrition Unit
- Medical Clinic
- Child Support and Development
- Community Garden
- Clothing Warehouse
- Crafter Unit

2) ***Izizwe Projects*** — An organization devoted to the support and uplifting of children from the Walmer Township, many of whom directly or indirectly experience the effects of HIV/AIDS. Programs offered include:

- African Renaissance Dance Group
- Walmer High School
- Primary Schools
- Homework Guidance Group and Matriculation Support Group

- Preschool
- Human Dignity Centre

3) Coega Door of Hope — An orphanage and refuge for 38 children founded by Mama Gladys whose mission is to provide neglected children with a safe shelter, a good education, and plenty of love and care.

Beginning in the spring, students participate in a series of seminars designed to equip them with the tools to view global service through an informed and impact-oriented lens. Seminars typically cover such topics as:

- An overview of politics, economics, and culture in South Africa
- Practical training and cultural sensitivity
- An introduction to principles of sustainable community development, social justice and global citizenship
- Consideration of the ethical issues involved in volunteerism in the developing world
- Reflection techniques and team-building skills

Founded in 2005 by Martijn van der Put, Khaya focuses on building relationships with organizations in Port Elizabeth in order to achieve mutually beneficial outcomes for both locals and international volunteers.

Khaya pursues a long-term commitment towards the local community, works according to sustainable principles and involves local residents in its organization. Projects offered tackle relevant problems, offer rational solutions and achieve well formulated long-term results.

### **London (Healthcare Solutions)**

## **Morocco Summer**

Morocco is an ethnically, culturally, and geographically diverse nation with a rich political and social history. Located on North Africa's western coast, Morocco's culture contains a unique infusion of Arab, Berber, European, and other African influences. The May Experience in Morocco aims to provide a dynamic opportunity for Vanderbilt students to immerse themselves in Moroccan culture and society while participating in meaningful service in a local community. Students who participate in the May experience in Morocco will return to campus with both a valuable international perspective and an introduction to service-learning at Vanderbilt University.

Through the OACS Global Service Project in Morocco, students will have the opportunity to work with one of the local NGOs listed below. Potential projects at each student's worksite address various themes and issues such as human rights, women's rights, education, health care, agriculture, youth, migration, and street children.

### **YTA: Youth Takaddom Association**

This association was established in 2002. It is located in a popular neighborhood of Rabat. Its main focus is teaching foreign languages (French and English) to children between 2-5 years old and also teenagers from 13 to 18 years. As service learners in this project, students may teach English to children from the neighborhood. In addition to language instruction, the CCCL will provide students with a checklist of tasks that they might work on with 8 active staff members from the partner association.

## **OPALS : L'Organisation Panafricaine de Lutte contre le SIDA**

Founded in 1994, OPALS' mission is the fight against AIDS. The organization provides medical and psychological support and care to people living with HIV and fights discrimination against people living with AIDS. The association consists of several groups of staff members including 38 executives (19 men, including 11 volunteers, 19 women including 9 volunteers), 19 technicians (9 men, 7 of whom are volunteers and 10 women 8 of whom are volunteer members), and 8 service agents (6 men 4 of whom are volunteers and 2 women volunteers).

Student volunteers are expected to:

- Attend during patients' medical checkups with doctors
- Work on data archiving and website development
- Teach English to the staff

## **ACDM: Association Chantiers de Développement au Maroc**

ACDM is a pioneering, non-profit organization that works to serve the public interest. The ACDM is focused on cultivating sustainable development on local, national, and international levels. It is located in the heart of Youssoufia, a popular area of Rabat. This association was founded in November 2001 in order to promote human development and volunteerism. Despite a difficult start, with perseverance and goodwill, its founding members have realized a successful non-profit organization: ACDM is now a national association with several Moroccan and foreign partners and collaborators. Student volunteers will participate in different workshops involving language instruction. Student volunteers will also help to design plans and strategies that will promote the association's mission and volunteerism in general both within and outside of Rabat.

## **EADC: Ennour Association for Disabled Children**

Ennour Association works closely with disabled children and women in difficult situations. The association has a special focus on assisting those with mental disabilities. It was founded in June 2007 in response to the growing need for adequate assistance and space for children with severe disabilities.

Student volunteers are expected to help children with physical or mental disabilities in different workshops. Workshops will include activities such as painting, music, language instruction, and outdoor activities.

### **ASAY: Amal Sale Association for Youth- Salé**

Amal Salé Association was founded in 2002. It is located in a popular neighborhood in Salé. Its main projects involve teaching foreign languages to (French and English) and organizing trips for disadvantaged children from 5 and 13 years old, as well as adolescents from 13 to 18 years old. It also provides literacy classes and English language classes to women of all ages from Salé.

Student volunteers will be teaching English and will be joining a young and active group of three people who are the founding members of the Amal Salé Association. Your colleagues will be able to communicate with you in English. You will spend most of your time teaching young people from modest backgrounds and who are unable to study English in private centers. You will also help promote this association (i.e. establish and refine its social media presence).

### **Fondation Orient-Occident**

Since 1994, the Orient-Occident Foundation has striven to provide the less fortunate with an institution where they might learn, share information, and gain employable skills. Through the bridging of cultures, both in Morocco and abroad, (and after opening its board of directors to citizens of different countries), the Foundation aims to resume international dialogue and to contribute to cross-cultural understanding between civilizations. Ultimately, the Orient-Occident aims to serve as a bridge between the two shores of the Mediterranean, where identities meet, recognize each other, and prepare for their future together. At the African level, the Foundation designs various programs that aim to at help and improve the quality of life for refugees and asylum seekers and their families.

Volunteers will teach French or English, translate documents, run thematic workshops, and teach kids at the kindergarten.

## **AASC : Association de l'Action Socio-Culturelle**

The Association « Social and Cultural Work in Morocco » was founded in 1991. Its main office is located in Fez and it has an annex in Rabat. AASC aims to maintain and reinforce familial ties. In addition to providing social and cultural assistance to the less fortunate, the association also emphasizes and addresses the interests of children and youth. The Association urges professional people with scientific talents and skills to contribute to social, educational, and cultural projects and workshops. AASC's has also fostered partnerships with national and international institutions working in the same field.

Volunteers will help contribute to the cultural and social workshops and international camps conducted by the AASC.

## **AMSEI (Basma Center)**

Founded in 1988, the Basma Center focuses on assisting children with disabilities. Its main objectives are to educate, re-educate, and socially integrate children with disabilities. The majority of the children the organization works with have mental disabilities. This Association also aims to develop these children's skills by helping them socialize and become autonomous, self-directed young adults. ASMEI's activities and workshops are cultural, educational, artistic and athletic, and all are intended to realize these goals of autonomy and integration.

Student volunteers are expected to take initiative and take part in all existing workshops. These workshops might focus on painting, carpentry, dancing, teaching skills for independent living, and/or facilitating games. Volunteers will need to be enthusiastic and creative. Most importantly, though, they must have enough energy to keep up with the children!

## **The National Human Rights' Council**

The creation of the National Human Rights Council (CNDH) served to strengthen the Kingdom of Morocco's commitment to protect its citizens' rights and freedoms. It continually reaffirms Morocco's devotion to upholding the international commitments and treaties it has signed concerning the protection and promotion of human rights.

The National Human Rights Council is also involved in International Humanitarian Law.

Our students will be working with a group of employees from this Council who focus on developing the Council's website. A member of the organization's team will be working with you and will be there to answer any questions you might have while updating their website. By working with CNDH, you will learn a lot about non-profit organizations and about the human rights situation in Morocco.

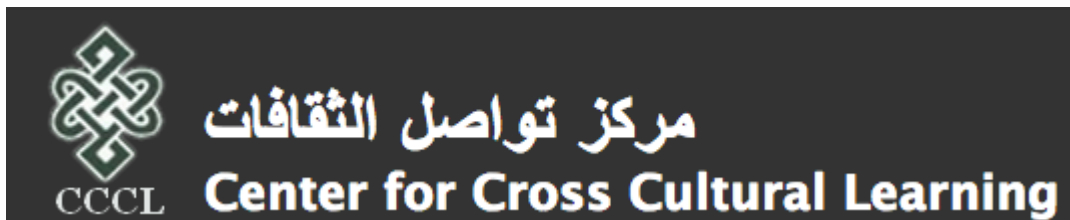
### **Espace Associatif- Rabat**

Espace Associatif was founded in 1996. It is an association that helps strengthen and promote the Movement for Democratic Development. Its main objectives include the strengthening of the skills and abilities of association leaders and the improvement of the socio-political climate in which these associations act. The Association's office is located in Agdal, a neighborhood in Rabat.

Volunteers will do administrative work such as website editing, development and archives. You will join a team of 7 people.

Beginning in the spring, students participate in a series of seminars designed to equip them with the tools to view global service through an informed and impact-oriented lens. Seminars typically cover such topics as:

- An overview of politics, economics, and culture in Morocco
- Practical training and cultural sensitivity
- An introduction to principles of sustainable community development, social justice and global citizenship
- Consideration of the ethical issues involved in volunteerism in the developing world
- Reflection techniques and team-building skills





To help identify locally run organizations where student volunteers could be of use, OACS partners with the Center for Cross Cultural Learning (CCCL), an Moroccan private institute based in Rabat.

The CCCL was founded by a group of Moroccan, cross-cultural education experts in 1995 and is one of Morocco's leading institutions for study abroad education. Their mission is to enhance mutual respect and appreciation of the "other" through the empowerment and celebration of heritage and culture. The CCCL is committed to cross-cultural learning and to fostering dialogue and peaceful exchanges between peoples and cultures.

### **Morocco Winter Break**

In the fall semester, students selected into the program's cohort will participate in two seminars designed to introduce them to Moroccan culture and mindful service-learning. Once on-site in December, the group will reside in Rabat, traveling to Essaouira, Marrakech and other locations for educational and service programs. In coordination with the Center for Cross Cultural Learning in Rabat, students will attend lectures and workshops on topics including: "Gender Dynamics in Morocco", "Civil Society and Volunteerism in Morocco", "Religion and Politics in Morocco", and "Moroccan Society and Human Rights". Service and educational opportunities will also be provided through the Amal Sale Association, Orient-Oxidant Foundation, National Council on Human Rights, and Amnesty International of Rabat.

While in Morocco, students will also have the opportunity to develop an understanding and appreciation of Moroccan history, landscape, architecture, and daily life. In addition to lectures, group discussions, and service opportunities, students will have a chance to explore Rabat, learn about local customs and traditions, tour museums, mosques, cathedrals, monuments, and other historic sites, and sample traditional Moroccan cuisine.

#### *On Service*

Everyone felt that service was critical to the trip, and expressed wanting to immerse in the culture in a way that was different from

a tourist. Service was a mechanism for the experience being more relational and more insightful because of the direct contact and purpose.

This was a common response:

"The service component of this trip was crucial for a real understanding of Moroccan culture. Without it, I feel as though I would have been too nervous to take the initiative to get to know the locals. In addition, some of my fondest memories of the trip are from teaching English and painting the hospital."

*On Expectations of the culture:*

Gender was the biggest area here, either they were surprised by how it was different from their expectations or that it confirmed their expectations, and much of that was built in the conversations leading up to the trip and the CCCL introduction. This trip is good for exploring gender and society.

*On what aspects they appreciate about Moroccan Culture:*

Almost everyone commented on the soccer match, and the way it united an entire country. The idea of uniting behind soccer was something enviable, something that created beautiful community. They also discussed slowing down, taking time, learning from shopkeepers who actually talk with shoppers.

Good quote: "Everyone we met and talked to seemed very loyal to Morocco and supported the King in his efforts to bring about positive change in the country. They spoke very respectfully of the King as a leader, which I think is something people in the United States could learn to do. However, I am appreciative of the United States for its efforts in promoting gender equality, and I was unimpressed by the sexual harassment prevalent on the streets of Rabat and Marrakech. "

*On being a world citizen:*

"I think that a world citizen is someone who strives to understand people of all different cultures and accepts differences as interesting defining factors that have the potential to contribute to a global society"

I believe that being a ""world citizen"" is having enough understanding of the world to take accountability for one's actions enough to have a positive impact on society. This can be through everyday actions such as interacting with people from other cultures and voting, to more extreme initiatives such as fighting

global injustice. Before this trip, I knew that I wanted to take an active role as a citizen. This program has made me more confident and determined to pursue the causes that I am truly passionate about.

*Best Parts:*

"The best parts for me were the volunteer activities and having the ability to travel to various cities. I loved the interaction with people from the community so that I could learn what they valued the most."

*Worst Parts:*

Participants would have enjoyed doing more service and less driving (too much time in a van, driving, instead of experiencing city and culture), during the last few days of the trip. The robbery was consistently listed as a worst part, but many said "those things can happen."

*Pre-Seminars*

Several would have loved to have learned a lot more up front, so that when they arrived in Morocco they could spend more time doing service activities, working with students, and more time in the city, rather than a whole day in a classroom (with 10 days, it sounds like the time is too short to include too much time inside, in a van, in a classroom). The information that was covered in the pre-seminars was helpful.

*Improvements?*

More information and training up front, so that the time on the ground could be spent in service, rather than learning in a room for their own benefit or shopping for their own benefit

Several continued to mention less time in a classroom while there, that did not seem to be worth the time inside, even though they found the information interesting.

Less shopping more service

Less time on the bus

More language help

Could we watch a documentary before going and discuss?

Could there be a bit more structured reflection during the trip?

*What should be replicated?*

Service.

The guide in Essouira was great

Minimizing "tourism" type activities and amping up authentic, relational opportunities  
 Group bonded well, sherif and clive did a great job helping let that happen

### SNAPSHOT OF GLOBAL PROJECTS:

<b>Total # of Participants:</b>	42
<b>Number Female:</b>	38
<b>% Female:</b>	90%
<b>Number Male:</b>	4
<b>% Male:</b>	10%
<b>Total Number by Class:</b>	
<b>First-Year</b>	9
<b>Sophomore</b>	11
<b>Junior</b>	15
<b>Senior</b>	5
<b>Graduate/Professional</b>	2
<b>Total % by Class:</b>	

<b>First-Year</b>	21%
<b>Sophomore</b>	26%
<b>Junior</b>	36%
<b>Senior</b>	12%
<b>Graduate/Professional</b>	5%
<b>Highest Percentage Class on Each trip:</b>	
<b>MOROCCO</b>	50% Junior
<b>ECUADOR</b>	50% First-Year
<b>SOUTH AFRICA</b>	38% Sophomore
<b>LONDON</b>	45% Junior

## **Trans-institutional Internship Projects**                      **Service-Learning**

### **THE VIEW PROGRAM**

Entering its 10th anniversary year, the Vanderbilt Internship Experience in Washington, DC (VIEW) is one of the oldest and most renowned programs within OACS. VIEW provides students with 8-week public service internships with leading agencies, think tanks and other organizations associated with the U.S Government, International Relations, Foreign Affairs, and NGO work.

VIEW is especially unique in that it bridges public service internship opportunities with residential experiences to foster a unique combination of reflective living and creative learning in Washington, DC at a cost comparable to that of on-campus summer experiences. VIEW encourages the development of the individual within a small community of peers and an on-site director, aimed at navigating the Washington, DC political and local issues alongside exposure to the national agenda. A Vanderbilt credit-bearing spring course helps prepare students for this opportunity through career readiness training, writing development, discussions on current politics, organizational structure, and the dynamism of service and active citizenship. Supplementary programming, group events and activities, and engagement with a vast Vanderbilt Alumni network round out the summer experience.

OACS collaborates with the Center for Student Professional Development (CSPD) and various staff and faculty to prepare students for the summer, and with a number of organizations in Washington for the on-site experience. Partners within the Pentagon, CNN, Capitol Hill, the Newseum and more have continued to share their time,

energy, and insight with our students for an insider's look all across our nation's capital.

## **Rationale and Learning Outcomes**

### **Program Objectives**

1. Develop a better understanding of career opportunities and field(s) of interest, as well as the world of work at large
2. Develop the ability to establish appropriate working relationships with other professionals and utilize mentoring and networking to strengthen one's ability to connect with a wide array of individuals; communicate effectively in a variety of settings and in times of conflict
3. Examine individual strengths and weaknesses of one's own views and perspectives in relation to differing views and perspectives, and maintain respect and support for diverse understandings
4. Deepen one's understanding of "service" as a compound concept and how it may assimilate into one's future personal and professional trajectory and worldview
5. Gain a greater understanding of the American political structure and its influence on modern society
6. Advance one's personal and professional development and heighten critical thinking, as outlined in additional sections below; learn how to set specific goals and navigate competing priorities

### **Spring Course Objectives**

1. Critically examining current political issues, newsmakers, and how institutions and personalities interact with and influence these events.
2. Understanding Washington, DC, in a global context through examination of the US Capital's influence and interaction with the rest of the globe.
3. Exploring prevalent social issues facing American and global citizens, and the work that organizations and agencies are doing to address them.
4. Developing professionally through lessons on resume writing, interviewing, and networking skills, as well as support and guidance through the internship application process.
5. Getting acquainted with Washington, DC, institutions including the Executive, Legislative & Judicial branches, media outlets including newspaper, Internet and TV/radio, non-profits, the arts and education, and diplomatic entities including foreign

embassies and the US Department of State, and other offices/departments where students might be placed as interns.

- a. Preparing for internships by researching provider's mission, work, and current status in Washington, DC.
6. Exploring various facets of service and citizenship, and examining how these concepts affect one's own personal and professional trajectory

## **Student Outcomes**

### **Personal Growth**

- Speak and write coherently, concisely, and effectively; able to express one's own thoughts effectively
- Setting, articulating, and pursuing individual goals and understanding how to better navigate competing priorities
- Amenable to and accepting of supervision, as it is needed, both in and outside of professional settings
- Initiates actions toward achievement of professional and/or personal goals
- Able to articulate one's own views, and the formation of those views, and discuss and empathize with differing points of view
- Treats others with consideration, respect, and kindness
- Achieves a healthy balance between education, work, and leisure time
- Understands the spectrum of collective vs. individual responsibility, and makes decisions and choices with consideration to the implications those actions have on the collective and individual scale

### **Professional Attributes**

- Demonstrates a high level of written and verbal communication skills
- Establishes appropriate relationships with colleagues
- Listens and considers others point of view; able to work in a diverse setting and connect with individuals with differing backgrounds and viewpoints
- Contributes to achievement of group goals and objectives: a "team player"
- Understands priorities and clarifies tasks; completes assigned work within established time frames



- Able to work independent and interpedently and without supervision as needed, but accepts supervision and direction with enthusiasm and is responsive to assignments
- Acknowledges how the internship or work achieves educational goals
- Exhibits ability to function independently and interdependently, without constant reassurance from others
- Able to articulate the organization's mission effectively, and understand the work in relation to varying organizations, offices, and entities

### **Critical Thinking**

- Questions facts, theories, and experiences
- Exhibits a high desire to learn
- Asks independent questions about what is to be known
- Connects new knowledge with past learning and understanding, integrating what is learned into a broader pattern of understanding
- Understands the spectrum of collective vs. individual responsibility, and makes decisions and choices with consideration to the impact those actions have on the collective and individual scale
- By participating in service and in discussions on service and citizenship, students will deepen their understanding of their own values and perspective and explore the responsibility they feel to "action" as a response
- Reflective of what, how, and why one is learning and understands one's learning needs and strategies
- Able to use what has been learned in an ever-changing world and/or profession
- Quickly and effectively adapts to new situations and needs

#### This year's cohort:

8 males (42%), 11 females (58%)

First Years (Rising Sophomores): 3 (16%)

Sophomores (Rising Juniors): 10 (53%)

Juniors (Rising Seniors): 6 (32%)

#### *From the following US states:*

- |       |       |        |
|-------|-------|--------|
| 1. CA | 5. GA | 9. MD  |
| 2. CA | 6. IL | 10. MD |
| 3. CO | 7. LA | 11. MO |
| 4. FL | 8. MA | 12. OK |

- 13. Ontario
- 14. TN
- 15. TN

- 16. TX
- 17. TX
- 18. VA

- 19. VA

# **Student Organization leadership Development, Relationship Management, Advice and Support**

## **OACS Student Service Advisory Board**

Students continue to play an integral role in the functioning of OACS, informally, through practicums and internships, through service organisations and also more formally through the OACS Student Advisory Board. As a student run board, students have developed the mission, purpose and terms of reference for the board. They identified key areas where their student expertise can advise and inform OACS programming to be student tailored while meeting the strategic goals and mission of the office.

Key areas:

### **1. Advocacy and Activism**

This committee takes on the task of providing opportunities for students to explore the idea of apathy and advocacy. What do they mean and what do they look like as a college student?

### **2. Relationship Improvement and Student Accessibility**

Charged with developing awareness activities that further strengthen the relationship between OACS and student service leaders is the main purpose of this committee. They also strive to improve service organization visibility through online presence, organizing service events on campus and engaging with students across campus on the topic of service.

### **3. Impact and Assessment**

Largely focuses on assessing OACS programming, student organization impact, and service both locally and globally. They also help student organizations identify ways to take an active role in measuring their impact on the Vanderbilt community and the communities they serve.

### **4. Service-Learning Promotion**

Starting this coming year, this committee will engage with professors and students on the topic of service-learning and how to incorporate it on campus either through service work or as course requirements. Research best practices in service-learning. Potentially develop

service-learning curriculum for student organizations that engage in local and international service.

**Board Membership:**

We are deeply grateful to the students who pioneered the first year of the Board, helping give it structure and purpose. These students are appropriately remembered on our website, and future students as well as OACS will always benefit from their formative endeavors.

For 2014/15, the following students have been selected to participate in the second year of the Student Service Advisory Board, helping guide it into the next phase of its development and impact:

Sophomores:

Katherine Ann Dodge  
Lauren Pak  
Te-wei Wu  
Jackson Blue Wildasin  
Marguerite Poitevent Zabriskie

Juniors:

Bridget Lorraine Claborn  
Justin Yeh  
Jackson Wiles Vaught  
Shawn Albert  
Jelena Belenzada

Seniors:

Ryan Brotherton Selvaggio  
Jarrod Smith  
Matt Harper  
Sonal Walia  
Kevin M Clavin  
Alexandra Bahar Khodadadi

Grad Students:

Else Sharp  
Tremonisha West

First-year students will have the opportunity to apply to serve on the board at the end of the fall semester.

## **Advice and support for student leaders and service organisations (See Appendix for list)**

### **Service Organizations**

OACS serves 68 student service organizations, including three brand new organizations launched this academic year.

EmbrACE Yourself – Chess Matters – Volunteer for Smiles

More data in excel document labeled: Student Org Data 13-14

### **Student Presentation on Service at Vanderbilt**

This month OACS is spotlighting Manna Project International, Grassroots, and Habitat for Humanity for their fantastic presentation at World on Wednesday sponsored by International Student & Scholar Services, entitled "Student Perspectives on Service."

Newton Adkins, Andrew Legan, and Ryan Selvaggio spoke about student involvement in local, national, and international service opportunities; analyzed the landscape of service at Vanderbilt; highlighted various challenges to service; and discussed strategies for overcoming barriers. A huge thanks to these service leaders for their work and for their care in analyzing student service through a critical lens.

Support for large student organizations –  
AWB

### **Winter Alternative Break Trips**

Alternative Winter Break sent 116 students to seven different service sites across the country, including Puerto Rico, over the winter break at Vanderbilt. With only a handful of respondents to a brand new assessment initiative, data is inconclusive in regards to learning outcomes for this academic year, but we did enjoy these bits of feedback from the experience:

- "I gained a company of fantastic friends and the experience of a lifetime at my site. It was a long but eventful week and it definitely made me want to do another trip :)"
- "I have gained a new set of friends and a new understanding of the city in which we were working."
- "I learned that service is far more than the title. I didn't know before the trip that I was going to do a lot of manual labor. I thought working in an animal sanctuary; you just have to work with puppies. Of course, this trip also taught me that there are multiple solutions to one problem.

- “The experience changed my life. I learned a lot about life and reflection from the life maps and encouraging words/advice of the other people on my site. I also understand the importance of happiness in a child's healing process. I plan to visit Give Kids The World again someday to volunteer again. It was a truly magical and indescribable feeling to be able to see how the kids were happy and laughing. It reminded me that no matter what happens in my life, I always have something to smile about.”

/ASB

### **Alternative Break Trips**

*Spring Break service wave washes across the United States and six international sites.*

This year, 620 students spent their spring break completing different service projects as part of Alternative Spring Break, Habitat for Humanity, and Manna Project International.

Students traveled to 52 different sites in 6 countries and across the United States including Puerto Rico, totaling approximately 30,000 hours of service!

- 466 ASB participants traveled to 39 sites, including Jamaica, Nicaragua and Puerto Rico and all across the United States
- 24 participants from Habitat for Humanity volunteered at 2 sites, New Orleans and Myrtle Beach, to help with local builds in need of support
- 130 participants from Manna Project International at Vanderbilt traveled to 11 sites, including Guatemala, Puerto Rico, Costa Rica, Nicaragua, Ecuador, Jamaica, and Belize

We are grateful to and humbled by these students efforts and hope that it was an enriching experience. The boards of these organizations also deserve much recognition, as they start planning the summer before spring break in order to make these opportunities a reality. OACS is grateful for and enriched by all these students do in collaboration with staff.

### **ASB Assessment Data**

- Why did you want to participate in ASB this year?
  1. Desire to volunteer (24%)
  2. Personal Development (24%)
  3. To meet people/make friends (22%)

- How well do you feel you understand the issue(s) you'll be working on?

<b><u>Pre-test</u></b> <b><i>How well do you feel you understand the issue(s) you'll be working with?</i></b>	<b><u>Post-test</u></b> <b><i>How well do you feel you understand the issue(s) of your service area now compared to before your ASB trip?</i></b>
Completely: 6%	Much better understanding now: 69%
Considerably: 43%	Slightly better understanding now: 26%
Moderately: 43%	About the same: 4%
Slightly: 8%	Slightly less understanding now: 1%
Not at all: 0%	Much less understanding now: 0.5%

How confident do you feel in your ability to do each of the following?

Students were most comfortable in:

- Treat team members respectfully by being polite
- Work cooperatively with people different from yourself and/or with different points of view
- Consider others points of view when making decisions
- Engage in controversial discussions with civility
- Create a strong community with other Vanderbilt students during our experience

Students were least comfortable in:

- Motivate teammates by expressing the importance of the work they do
- Inspire others to take action
- Move from awareness to action on a civic issue

How did you hear about ASB?

Top answer by a considerable margin was "A friend"

A friend: 60%

Vanderbilt student organization/group: 11%

Poster: 10%

## POST ASSESSMENT

95% of students reported feeling a "Much better or slightly better" understanding now of their service area than before their ASB trip.

69% Much better  
26% Slightly better

How would you *best* characterize who benefitted from this experience?

I benefitted much more than the organization I served: 26%

I benefitted slightly more than the organization I served: 37%

The organization and I benefitted equally: 32%

The organization I served benefitted slightly more than me: 4%

The organization I served benefitted much more than me: 1%

### **Qualitative data:**

#### From Environmental Section:

*"Seeing how sustainable living primarily starts at a grassroots level and actually can have a large effect on the overall environment's health was a revelation for me."*

#### On Education and Youth Section:

Was there anything eye opening about this trip that gave you insight into what children need to thrive and/or education systems?

*"A holistic approach is necessary."*

*"Had a long conversation/argument with my ASB group one night about the current American education system."*

*"It wasn't really concerning education - more so the value of consistent, intentional interaction and care for neglected youths. One day, a week, or even a month of service won't propel progress. Relationships have to be built."*

#### On Culture and Immigration:

**Most all respondents in the culture and immigration pre-assessment reported hoping to "gain perspective" through this experience. Do you think you did gain new perspective?**

*"Bring more awareness about immigration issues to campus through the club. I also gained new perspective about fellow students' lifestyles - I won't be as judgmental anymore and always consider a possible flip side of a situation."*

*"I had no clue the extent of immigration to our country via the Mexican-US border and the horrible conditions that people face crossing the border. That's Why God Made Mexico was an inspiring site because it showed me the problems children face and inspired me to look deeper into the issue on a policy level."*

#### On community health and healthcare:



**Was there anything eye opening about this trip that gave you insight into community health and/or the healthcare system?**

"How different it is to hear about statistics on the news and such versus experiencing and listening to people's stories. Also the difference in perspective about the health care system depending on one's background and socio-economic status."

"The poverty aspect of healthcare issues was completely foreign to me until this trip, and I am very glad I was exposed to a more full picture of healthcare inequality."

Poverty and the experience of homelessness:

**On what could be done to better support those experiencing poverty or homelessness in general:**

*"I think that taking the time to have more personal interactions with those experiencing poverty or homelessness while at these different organizations or when someone talks to you on the street simply acknowledging could make a big difference. I believe that one aspect of support needed is the simple recognition that no matter what your economic situation is you are still a person."*

*"Urban gardens in which vegetables for them can be grown so that they can eat more healthy foods. Also co-op organization could receive more support so that the people benefitting from the organization have more of a stake in it."*

Two interesting questions on healthcare area respondents:

To what extent do you feel you now understand the complexities of how the health care system works in the United States?

Completely: 2%

Considerably: 18%

Moderately: 40%

Slightly: 29%

Not at all: 11%

To what extent did this experience increase your desire to work in a health-related field?

A great deal: 22%

Considerably: 24%

Moderately: 18%

Slightly: 13%

Not at all: 22%

*Very interesting statistics, perhaps reflective on what a complex issue this is!*

Manna Project

### **Thanksgiving Alternative Break Trips**

Manna Project International at Vanderbilt sent 12 students to Quito, Ecuador to work with Manna Project International during Thanksgiving Break. The students had an excellent time and reported feeling that the time was enriching and well spent.

Habitat for Humanity and Best Buddies

Others

Networking/Collaboration Among Organizations

Annual Latin American Service Organization  
Networking/Learning/Sharing event

Annual Student Organisation Service Leaders Orientation Retreat

### **Service Leaders Conference**

OACS helped prep more than 115 Service Leaders on a range of topics including staff introductions, peer introductions and interaction, who OACS is and what we do, benefits of working with OACS and expectations, policies and procedures, the Vehicle Loan Program, E-dog, AnchorLink, Risk Management, and planning for the year ahead.

93% would like to keep the conference in the afternoon (Noon – 4pm range)

*What was most helpful to students at the conference?*

- Financial support (E-dog, p-cards, procedural information on finances)
- Identifying advisors in person (and outlining advisor/advisee expectations)

- Learning about Acfee, learning how AnchorLink requirements play into that
- Learning about OACS, all its programming, resources it has for student organizations
- Explanation and demonstration of AnchorLink
- Having the opportunity to meet and connect with other student organizations

*What could be adjusted or changed?*

- There was no binder with all the pertinent information saved in one spot. A comprehensive binder may be helpful to bring back, for both students and staff
- The risk management session either didn't apply or was confusing
- Perhaps the time could also be divided by position? To have a session specifically set aside that put presidents with presidents, gave treasurers time to invest in more financials with other treasurers, secretaries together to focus on organization, AnchorLink, etc.
- The section with Vandy Radio was not helpful; future "brainstorming or opportunity-sharing" sessions such as this might best be avoided and done at another time
- E-dog may need to be its own time and session
- Several loved "meeting their neighbors" in service, and many did not
- No brainstorming time, nothing to generate energy, active involvement by student leaders; perhaps in the future we could have student leaders lead peer brainstorming sessions that have been planned ahead of time, but allow for creativity and flow

Monthly/Weekly programme of Social Justice/Active Citizenship conversations hosted by the Director of OACS and the OACS Student Advisory Board – For future

Launch Annual End-of-Year Celebration of Service Event – For future

## **Engagement with the Commons**

This year, OACS collaborated with the Commons on a number of different initiatives and avenues, most notably as co-advisor to the House Service Commissioners, providing weekly assistance, guidance, and support to these campus leaders. OACS also created a unique service module specifically for Vanderbilt Visions groups, which can be found here: <http://www.vanderbilt.edu/oacs/programs/the-ingram-commons-collaboration/visions/>.

### **9/11 Service Fair on the Commons**

The OACS Service Fair is an annual event for First-Year students and returning students to learn about opportunities for service, volunteerism, and active citizenship at Vanderbilt. This includes learning about the Office of Active Citizenship & Service and the ways our office supports getting involved locally, nationally, or internationally and the resources and programs available to support that mission. The event is also an opportunity to meet service leaders on campus who are guiding various service efforts and hear more about the types of issues being grappled with and addressed. Students have an opportunity to sign up for more information about these organizations and/or upcoming opportunities and programs, including the Weekend of Service September 13 – 15<sup>th</sup>, 2013.

Over 652 students came to the fair, and our service leaders were thrilled with the turnout and the swell in their respective listservs.

## **OACS in Nashville**

### **Service Leaders Roundtable**

OACS held its inaugural Service Leaders Roundtable on September 24th in the OACS Lounge with guest panelists Brian Williams, President & CEO of Hands On Nashville, and Kim Carpenter Drake, Vice President of the Center for Nonprofit Management.

In this first Roundtable of the series, Williams and Carpenter Drake spoke of the need for collaboration amongst social profits and emphasized the importance of collective impact. Student Service Leaders contributed thoughtful commentary and questions resulting in an enlightening look at the nonprofit landscape in Nashville. Approximately 20 attendees joined in for the talk.

The Service Leaders Roundtable Series was a new initiative created for Vanderbilt service leaders to facilitate an exchange between students and community leaders on issues pertaining not only to service, but all aspects of community development and social innovation.

This roundtable was followed by a collaboration with the Office of the University Chaplain and Religious Life to host a Poverty Roundtable in the All Faith Chapel on October 15th, 2013.

### **Fall Weekend of Action (9/11 Weekend of Service)**

Over **400 participants** contributed time and energy to some 40 projects over the weekend of September 12 - 16th, and Vanderbilt

students, staff, and faculty got creative in giving back. Vanderbilt Student Volunteers for Science held a science carnival at Head Magnet Middle School, Synergy threw a "Back to School Bash" for Corinthian Baptist Church, Grassroots and Alternative Winter Break visited the Nashville Rescue Mission, Habitat for Humanity served at OASIS Center and a variety of other places, and dinners were made for the Bridge Bunch, Dismas House, and Ronald McDonald House by a number of different groups on campus, to name just a few.

91% of respondents found it Very Easy or Moderately Easy to register via AnchorLink

The biggest volunteer day is Saturday

95% of respondents were very satisfied or moderately satisfied with their experience

63% of respondents used personal vehicles, 17% OACS vehicles, and 21% walked

Top Reasons students are Participating:

1. "I wanted to engage with other Vanderbilt students"
2. "I try to do service anytime I can"
3. "I wanted to learn about a service organization by volunteering with them"

Suggested improvements:

- T-shirts or some other memorabilia to commemorate the experience

## **MLK Weekend of Service Background**

Every year, thousands of students and community members across America participate in the Martin Luther King, Jr. Day of Service by providing financial literacy, job placement and skill development training, emergency food, and education related and other services to the masses. For instance, in 2013, 148,295 volunteers served for nearly 1.3 million hours of service (National Corp Website). Given the life and work of Dr. King in advancing social justice and the discourse on civil (dis)obedience, the national trend has been to encourage active citizenship and civic engagement on MLK's holiday in response to potential passivism. In 2013, members of the Vanderbilt community contributed to this initiative with over 900 hours of service, including some 265 participants across some 26 different project sites in the greater Nashville community. The data and findings that follow will outline Vanderbilt's continued involvement in this day of action for 2014.

## **Methodology**

To better understand what is taking place during our weekends of service, and to better capture the impact upon those involved, including project leaders and all participants, OACS staff created a two-page assessment tool containing both open-ended response items and scales. The assessment tool was created in both paper and electronic forms in an effort to increase participation rates. Paper surveys were given to project site leaders present at a training session held the morning of January 17<sup>th</sup>, and was then distributed digitally to all involved. Participation was tracked through AnchorLink, though additional participants and their contact information was captured in person or via email.

Site leaders were responsible for disseminating the paper surveys to project participants at the close of their project and were tasked with returning all completed surveys to OACS—no later than the Friday after the MLK Weekend of Action. Once paper surveys were returned, a staff member manually input the responses into Survey Monkey. By doing so, one was better able to capture the totality of the data and to better report on these findings.

To reiterate from a methodological perspective, paper surveys were employed to maximize the response rate. We rationalized that students may be more prone to complete a short survey following their service experience, as opposed to a few hours or days later. For those participants that did not have the option of completing a paper survey, we sent out links to the survey created on Survey Monkey in a follow-up email at the close of all activities.

## **Learning Outcomes**

Learning outcomes were incorporated from assessment documents created mid-Fall 2013 and were measured on a 5-point Likert scale (none, very little, some, a fair amount, and very much). Below are the five learning outcomes we identified and wanted to measure for MLK Weekend of Action:

- Developed a greater understanding of the issue addressed during the project
- Identified with people of different backgrounds and social classes on the basis of humanity

- Been impacted (your attitudes or values) by working with diverse communities or cultures.
- Sought justice by engaging in this experience.
- Spent time in a cultural setting very different from your own.

Given the recent passing of Nelson Mandela in December 2013, MLK Weekend of Action was broadened to include his contribution to the mission of advancing social justice. In short, we were particularly concerned with assessing the extent to which students felt they honored the legacy of MLK Jr. and Nelson Mandela through this experience, whether or not students felt connected to larger, societal issues influencing service projects, and how this weekend may have impacted the Nashville community. Responses to these questions were open-ended.

### **Results and Analysis**

Approximately 265 members of the Vanderbilt community participated in MLK Weekend of Action—contributing roughly 900 hours of service across 26 different projects. 82 participants completed evaluations, yielding a 31 percent response rate. We feel the use of paper surveys is likely to have increased the response rate. Survey respondents, moreover, accounted for 263 hours of service. The charts included in the appendix provide a visualization of who participated in the Weekend of Action and in what ways.

### **General Demographic Information:**

*Current Status at Vanderbilt:*

- Sophomores accounted for 26% of respondents, our largest cohort
- 22% First-Year students, 20% Juniors, 16% Seniors, 6% Graduate/Professional, 6% Humphrey Fellows, and 5% Staff

*How did you learn of the MLK Weekend of Acton?*

- 62% from a Vanderbilt student organization or group, 59% from Email/listserv
- Only 13% reported learning of the opportunity from posters and/or “a friend”

*The registration process, through AnchorLink, appears to have been quite easy for participants.*

- 80% found it Very or Moderately Easy, and 17% of the remaining responses reported an N/A on this question, having signed up directly through a service organization

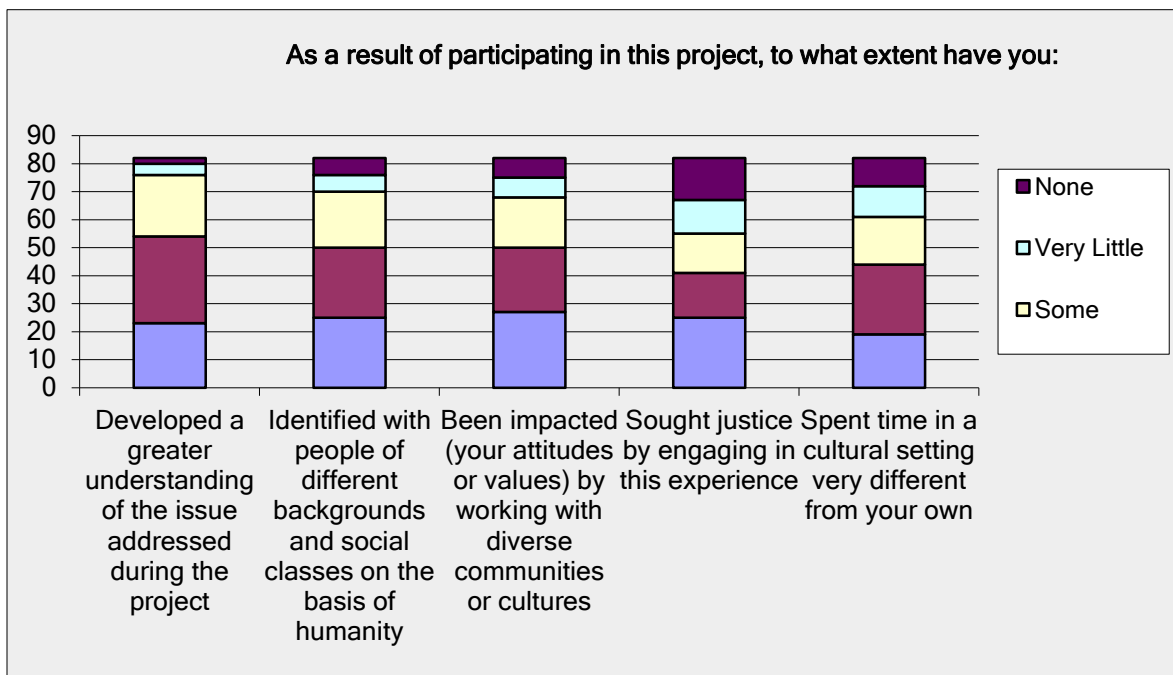
*Types of Service Opportunities varied in their areas of interest:*



- 50% Education, Tutoring, Mentoring
- 20% Homelessness or Poverty
- 13% Environment and Sustainability
- 12% Health and Wellbeing
- Community Development
- Senior Residents

### Specific Learning Outcomes

Concerning the learning outcomes, survey responses demonstrate that a fairly large portion of participants met the listed outcomes for MLK Weekend of Action. See below:



The majority of respondents reported to feeling like they “helped” in some issue or capacity, lending hands to projects and activities already in motion in the city. Interpretation of one’s impact ranged from “*service to community*” and “*I feel like I was able to connect with the Vanderbilt community, but the work lacked an impact on the Nashville community as a whole*” to “*felt proud to be a part of the solution to one of the world’s most burning problems, which is ‘climate change and other related environment issues,’*” and “*It would have taken them days to complete the work that we did in a few hours. By helping them prepare these spaces, they will be able to house more homeless families and start them on a path to security and success.*”

*Why did the majority of respondents participate?*

- “I wanted to help” or “It feels like the right thing to do”
- “Opportunity to serve”, and/or “I enjoy service”
- “Become more active” – Responses centering around the importance of action in ones life

#### *Honoring Martin Luther King Jr. and Nelson Mandela*

- The majority of respondents felt that they did honor the legacy of these great men, but it was to varying capacities and many felt that their small contributions were more about making small waves rather than the extent to which these men went for justice and equality

#### *What could be improved?*

- “T-shirts!” was a frequent response
- Better or more comprehensive descriptions of each project
- More publicity
- More education on the front-end

### **Limitations**

We identified the following limitations regarding the construction of this year’s MLK Weekend of Action:

- It should be noted that we cannot control for the extent to which having a site leader present may have pressured students to complete the survey. In addition, we may or may not have lowered our response rate in ways not measured by waiting 3 days to send out a follow up email to participants.
- Estimates for total participants were taken from AnchorLink signups and then multiplied by an estimated average hours of service (3 hours) which provided the total number of hours.
  - In short, these estimates could be too high or too low. As such, they should be considered with a healthy grain of uncertainty
- Our findings may not be generalizable to the larger pool of participants.

### **Recommendations**

In moving forward with future Weekend of Actions, one recommends the following:

- Use both paper and digital surveys for assessment purposes, as a combination of each seems to result in a higher response rate.
- Continue to publicize via digital media (i.e. Facebook, AnchorLink, etc) and increase our mechanisms for word of mouth; advertise early and consistently.

- Continue to convene a site leader training session on the initial day of any Weekend of Action, and think about ways to enhance overall education throughout the event
- Manage signups via AnchorLink and enhance our descriptions of each project
- Increase our emphasis of this event and any additional weekends of service to service organization leaders, aiming for each and every organization to participate in some capacity
- Target first-year students in a more strategic fashion by working with Faculty Heads of House and House Service Commissioners on the Commons
  - Possibly create a Day of Action for all incoming first-year and transfer students throughout the Nashville community

### **Summary of Graphics (graphics not included)**

#### ***How did you learn about the MLK Weekend of Action? (Please check all that apply)***

##### **Key Finding (s):**

62.2 percent of respondents learned of such opportunities via student organizations/groups

58.5 percent of respondents learned of such opportunities via email/listserv

#### ***How easy was the registration process on Anchor Link for this event?***

##### **Key Finding(s):**

58.5 percent of the survey respondents found it “very easy” to sign up on Anchor Link

17 percent of the survey respondents signed up directly with service groups

#### ***What service area(s) were addressed in your project? (Please check all that apply)***

##### **Key Finding (s):**

50 percent of survey respondents served in education/tutoring/mentoring areas

#### ***Which days did you participate in a MLK Weekend of Action project? (Please check all that apply)***

##### **Key Finding (s):**

83.5 percent of survey respondents participated in projects on Saturday.

21.5 percent of survey respondents participated in projects on Friday.

***What is your current status at Vanderbilt University?***

**Key Finding(s):**

26% Sophomores

22% First Years

20% Juniors

16% Seniors

~16-17% Other

## Nichols Humanitarian Fund

### Overview:

The Nichols Humanitarian Fund was established in 2006 by the E.C. and Lucile Hamby Nichols Trust, and by Edward C. Nichols, Jr. (JD '70) and his wife, Janice Nichols. The Fund sponsors Vanderbilt's annual Senior Day speaker during Commencement Weekend, and encourages Vanderbilt students to become better citizens of the world and to broaden their thinking by volunteering for humanitarian efforts. The Fund enables students to volunteer for local, domestic, or international humanitarian service opportunities by making support available for educational, travel, and living expenses during their time of service.

All currently enrolled Vanderbilt students are eligible to receive assistance from the Fund, provided that they are citizens or permanent residents of the United States. Preference will be given to undergraduate students who have not yet completed their baccalaureate degrees.

Students are encouraged to develop their own service opportunities in communities where they can work to address an area of need. In past years, students have served in communities all over the world, including Australia, Costa Rica, New Orleans, and India. Funding can also be used to participate in established Vanderbilt offerings, including:

- Alternative Spring Break (ASB) or Alternative Winter Break (AWB) programs
- The Office of Active Citizenship and Service (OACS) summer programs in Ecuador, Ghana, London, Namibia, South Africa, or Zanzibar
- The Office of Active Citizenship and Service (OACS) first-year service immersion program in Morocco
- The Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE)
- Chinese Studies and Service Learning in Beijing
- Service Learning at the University of Cape Town
- Summer Public Health in the Dominican Republic

Humanitarian Service Awards from the fund are allocated twice yearly. In the fall semester, applications are available to fund service projects that will be implemented during winter and spring breaks. In the early spring semester, applications will be available for summer-term service opportunities.

**Application Information:**

Applications for Nichols Humanitarian Fund service awards are available twice yearly, in September and January. If you are planning to participate in a service project during Vanderbilt's winter or spring breaks, please utilize the fall application window. Applicants seeking funding for summer programs should apply during the January period. Application forms will be available on this site, and can be uploaded in the space below. Deadlines and updates will also be posted here as they become available.

**Eligibility**

All currently enrolled Vanderbilt students are eligible to receive assistance from the Fund, provided that they are citizens or permanent residents of the United States. Preference will be given to undergraduate students who have not yet completed their baccalaureate degrees. Students from all class-years, degree programs, and majors are welcome to apply.

**Requirements**

Applications will be read by a selection committee and evaluated according to project organization and preparation, feasibility, fiscal practicality, and impact. Projects must be service-based, but may focus on any area of work (education, women's rights, poverty, healthcare, etc). Students are required to complete and submit the official application form, and to have a selected recommender upload a letter of support. Upon being granted an award and completing the service project, students will be asked to submit a reflection paper about their experience to the Office of Active Citizenship and Service.

**The Fund in 2013/14**

OACS serves as the administrator of the Nichols Humanitarian Fund. This role includes developing and instituting the application process, convening a selection committee, disbursing the funds, and hosting an annual celebration for the recipients of the Fund.

2013-2014:

Number of applicants: 69

Number of recipients: 40

Total Awards Donated in 2013 – 2014: \$54,495

Demographics of recipients in 2013 – 2014:

<b>Total # of Recipients</b>	40
<b>Number Female:</b>	36
<b>% Female:</b>	90%
<b>Number Male:</b>	4
<b>% Male:</b>	10%
<b>Total Number by Class:</b>	
<b>First-Year</b>	8
<b>Sophomore</b>	12
<b>Junior</b>	12
<b>Senior</b>	6
<b>Graduate/Professional</b>	2
<b>Total % by Class:</b>	
<b>First-Year</b>	20%
<b>Sophomore</b>	30%
<b>Junior</b>	30%
<b>Senior</b>	15%
<b>Graduate/Professional</b>	5%

Number of Countries Students Traveled to as Award Winners: 10

**++++Insert Map when I have access to shared drive**

#### *Nichols Spring Reception*

2013-2014 recipients of the Nichols Humanitarian Fund celebrated with a reception in Alumni Hall on Tuesday, April 8th. Highlights included presentations and speeches from past recipients as well as Mrs. Janice Nichols herself. It was a lovely time to reflect on all the time, energy, and hard work that goes into this process to broaden access to service and the potential for positive impact around the world.

Number of recipients:

Demographics of recipients in 2013 – 2014:

Total Awards Donated in 2013 – 2014:

Number of Countries Students Traveled to as Award Winners:

*Nichols Spring Reception*

2013-2014 recipients of the Nichols Humanitarian Fund celebrated with a reception in Alumni Hall on Tuesday, April 8th. Highlights included presentations and speeches from past recipients as well as Mrs. Janice Nichols herself. It was a lovely time to reflect on all the time, energy, and hard work that goes into this process to broaden access to service and the potential for positive impact around the world.



## Dean of Students Interdepartmental Collaboration

### GIRL RISING COLLABORATION

*OACS co-hosted a viewing of Girl Rising to raise awareness for a myriad of issues facing women around the world.*



Around the world, millions of girls face barriers to education that boys do not. And yet, when you educate a girl you can break cycles of poverty in just one generation.

Girl Rising is a groundbreaking film that has already been seen by millions. On November 6, 2013 a diverse group gathered from 7 – 9:15pm in the OACS Lounge to find out how educating girls can change the world – and to learn how they can make a difference as well.

#### Hosted by:

Office of Active Citizenship and Service (OACS), Margaret Cuninggim Women's Center, Girls on the Run, Embrace Yourself, and Alternative Spring Break

### International Education Week (IEW)

#### IEW: Global Service Fair: "Faces of Global Service"



The Office of Active Citizenship & Service next teamed up with the Humphrey Fellowship Program to explore the many faces of service around the world. Humphrey Fellows and OACS staff discussed over 16 countries, exploring how volunteerism is perceived, and what opportunities there are to serve

expressed needs in each country. Students, staff, and faculty were encouraged to stop by anytime between 11am - 1pm to learn more about OACS Global Summer Service Projects and different perspectives on service and global citizenship.

Hosted by:

International Student and Scholar Services (ISSS), Office of Active Citizenship and Service (OACS), Humphrey Fellows

### **Vanderbilt Staff Service Project**

When students go home for winter break, what's a Vanderbilt staff member to do? Service of course! Continuing a 3-year tradition, Vanderbilt Dean of Students staff partnered with staff from Medical Center Volunteer Services to assemble and wrap gifts for patients staying at the hospital over the holidays. The hospital's regular volunteers sign up for a special Christmas Day shift to help deliver a blanket to every patient at the Main Hospital and the Psychiatric Hospital.



This year staff from across DOS volunteered their time to wrap over 600 blankets!

## **OACS Strategic Planning process**

### **Annual Report**

1. Preparation of an Annual Report covering all OACS activities for the year and looking forward to the next year, for distribution end of May each year

### **Quarterly reporting**

2. Quarterly assessment based in turn on a rolling assessment of individual projects (To be done by relevant Project Managers/Leads).
3. Semester-based assessment of data obtained from student organizations – Student Organization Advisers (linked to project on developing student organization impact assessment capability)
4. Collection of key performance indicator data as required for the DOS dashboard

### **Project Stream Mapping/Managing Complexity**

5. Ongoing Management summary - high level summary of OACS activities on paper and mapping of OACS project streams on white board

## **Environment Analysis & Horizon Scanning**

Key factors:

1. What events are happening globally, nationally and locally that OACS needs to be aware of and potentially attach some of its programming to?
2. What is happening within and around Vanderbilt University?
3. Separate work efforts related to Environmental Analysis:
  - What funding opportunities exist?
  - Who might we be partnering with?
  - What are other Ivy League universities doing?

## **Impact Assessment**

1. Develop and conduct assessment projects for evaluation and improvement of OACS programs; for the assessment of impact of OACS programs, and, in consultation and collaboration with OACS student organization advisers, develop projects, approaches and methodologies for the assessment of impact of the activity of student organizations advised by OACS; including providing support for or developing initial survey instruments, collecting and analyzing data; assessing trends; and disseminating results.
  - a. Design and administer survey tools and/or access existing data sources to gather required information;
  - b. Implement planned analysis, including data verification and data correction as necessary, accessing multiple data sources and using appropriate statistical analysis software for the management and analysis of data;
  - c. Prepare written reports and oral presentations summarizing data analysis results, including description of statistical methods, detailed analysis of results, and synthesis of conclusions from summary tables.
2. Support OACS operations by conducting statistical studies and analyses that address issues related to outcomes, effectiveness and impact.
  - a. Provide leadership and support in outcomes/impact assessment efforts of OACS staff
  - b. Provide data and analyses essential for administrative decision making;
  - c. Consult on research design and reports with the Office of Strategic Assessment in DOS;
  - d. Respond to various requests for information relating to OACS programs and student service organizations. This may require working directly with the person/office making the request and determining needs through detailed communication;
  - e. Research and write reports on topics of interest to the Director of OACS and his/her staff.
3. Coordinate the OACS Impact Assessment Committee
  - a. Participate in Assessment Committee meetings and follow up with committee members on a regular basis.

- b. Review the Committee charge on an annual basis and make recommendation to Director of OACS on any changes to the charge.

### **Assessment**

**\*\*This can also be found in the share drive under assessment**

## **Foundations for Assessment Content**

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### **MISSION, PRIORITIES, AND OBJECTIVES**

The mission of the Office of Active Citizenship and Service (OACS) is to create a culture for exploration and learning followed by critical reflection and action for the common good.

OACS empowers students and their service organizations to become involved in the community through volunteerism, issue awareness, education, advocacy, and activism. OACS offers a growing number of experiential learning opportunities locally, nationally, and globally. We encourage and support students to become more engaged in the community through active citizenship.

Assessment is aligned with four core areas of work:

- Student-led service and citizenship
- Participation in structured OACS programming
- Community engagement strategy
- All office activity, including seasonal and additional initiatives

While these core areas of work have long been the foundation of OACS, embodying the university's mission of "service to the community and society at large," this past year has seen the development of a range of new programs and initiatives in accordance with the Director's strategic priorities for the 2013 – 2014 academic year .

Those strategic priorities, or performance objectives, include:

1. Develop and increase student leader and student organization capacity and support
2. Develop and improve a suite of new global service projects
3. Build strong partnerships in Nashville to link service to community-identified needs on the basis of a comprehensive community engagement strategy

4. The development and implementation of a robust impact assessment strategy as a meta-process to enhance and inform practice

## **DEVELOPMENT OF LEARNING OUTCOMES**

### *Background*

The development of learning outcomes was a process undertaken in the fall of 2013. OACS began by assembling all information from previous unit activity including program objectives and descriptions, instruments utilized for reflection and learning, past assessments, rubrics, and summative information. OACS then looked at current assessments, emerging programs including objectives and associated outcomes, and factored in new domestic and international partners that would influence student experience.

Outside of this internal effort, OACS conducted research on over 50 peer institutions, drawing primarily from a list of top-20 institutions, and reviewed outcomes and rubrics from best-practice institutions, organizations, and associations. Resultant learning outcomes are a reflection and amalgamation of this process. Resources utilized to the greatest degree include the Association of American Colleges and Universities (AACU), the Council for the Advancement of Standards for Higher Education (CAS), and various other documents from The Princeton Pace Center, Stanford Haas Center for Public Service, and Cornell University's Public Service Center.

### *Core Guiding Principles*

Before delving into the vast sea of potential learning outcomes, the office first considered the question, "What do we want to see in students that engage with our office? How do we measure success?" Conversations around these central questions included staff, students, and university partners, and resulted in the creation of OACS core guiding principles, which directly influenced the creation of our primary learning outcomes.

The following seven principles inform all work taken on by OACS and help focus message and practice.

### *Framework for Action*

1. Commitment to reflective service as an integral part of life

2. Informed participation in society
3. Respect for human dignity and action with empathy
4. Understand self and others in an interconnected world
5. Interact and work effectively with all peoples
6. Action changes the world
7. Empirical assessment improves action

### *Resulting Learning Outcomes*

Led by these core principles, the office then developed the following primary learning outcomes, each of which has a subset of outcomes associated with that domain. In total, 39 outcomes are in place to drive respective programs and initiatives.

#### **OACS Primary Learning Outcomes**

1. Foster a commitment to service an integral part of life and enhance visibility of, participation in, and effectiveness of service
2. Encourage informed participation in society
3. Deepen respect for human dignity and action with empathy
4. Strengthen the understanding of, and ability to express, one's own values, beliefs, and personal ethics in an interconnected world,
5. Understands, values, and shares differing perspectives to proliferate collective respect for divergent viewpoints
6. Build skills, attitudes, and behaviors to work effectively with all peoples
7. Assessment builds self-awareness, in turn increasing the agility for reflective individuals, programs, and organizations

These learning outcomes reflect the actions, attitudes, and behaviors OACS is working to see in its students throughout all programming efforts. Within these primary learning outcomes, OACS has identified more specific components that combine to reflect learning and development. Those 39 outcomes are as follows:

	<b>1. Foster a commitment to service an integral part of life and enhance visibility of, participation in, and effectiveness of service</b>
	What is the outcome we are trying to measure?
	<b>Outcome:</b>

<b>Reflection</b>	a. Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time
<b>Independence</b>	b. Educational interests and pursuits exist and flourish outside classroom requirements; knowledge and/or experiences are pursued independently
<b>Committing</b>	c. Utilizes personal value system to create a just and democratic world
<b>Listening</b>	d. Learning to serve the needs of others through intentional observation and active listening to a community's self-identified needs
<b>Leadership</b>	e. Inspires or facilitates others to build democratic societies
<b>Living a Purposeful and Satisfying Life</b>	f. Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values
	<b>2. Encourage informed participation in society</b>
<b>Analysis of Knowledge</b>	a. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government
<b>Civic Contexts and Structures</b>	b. Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim



<b>Explanation of Issues</b>	c. Able to consider critically and clearly describe comprehensively issues and or problems studied, delivering all relevant information necessary for full understanding
<b>Student's Position</b>	d. Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis)
<b>Sense of Civic Responsibility</b>	e. Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others
<b>Knowledge</b>	f. Recognizes or recalls information, concepts, and theories that are essential to build democratic societies
<b>Civic Action and Reflection</b>	g. Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions
	<b>3. Deepen respect for human dignity and action with empathy</b>
<b>Empathy</b>	a. Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
<b>Openness</b>	b. Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others
<b>Understanding and appreciation</b>	c. Seeks involvement with people different from oneself; articulates the advantages and

<b>of cultural and human differences</b>	impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others
<b>Action</b>	d. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity
<b>Awareness</b>	e. Recognizes social systems and their influence on people; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities
<b>Fairness</b>	Articulates fairness as a personal value
	<b>4. Strengthen the understanding of, and ability to express, one's own values, beliefs, and personal ethics in an interconnected world</b>
<b>Reflection and Self Assessment</b>	a. Understands one's own identity, and the nature and components of the culture(s) that have helped form that identity
<b>Ethical Self-awareness</b>	b. Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts
<b>Identity Development</b>	c. Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity
<b>Personal Identity</b>	d. Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values and beliefs
	<b>5. Understands, values, and shares differing perspectives to proliferate collective respect for divergent viewpoints</b>

<b>Diversity of Communities and Cultures</b>	a. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity
<b>Evaluation</b>	b. Evaluation of Different Ethical Perspectives/Concepts
<b>Global Perspective</b>	c. Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
<b>Attitudes/Curiosity</b>	d. Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives
	<b>6. Build skills, attitudes, and behaviors to work effectively with all peoples</b>
<b>Transfer</b>	a. Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways
<b>Skills</b>	b. Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures), and intuits differing cultural norms to skillfully negotiate a shared understanding based on those differences
<b>Fosters Team Climate</b>	c. Supports a constructive team climate by doing all of the following: treats team members respectfully by being polite and constructive in communication; uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it; provides assistance and/or encouragement to team

	members
<b>Collaboration</b>	d. Works cooperative with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view
<b>Communicates Effectively</b>	e. Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
<b>Accountability</b>	Exemplifies dependability, honesty, and trustworthiness; accepts personal accountability

These outcomes have corresponding questions in a central database that specifically try to measure this metric. The assessment coordinator can pull questions from the database to populate an assessment tool based on the outcomes on which they are trying to measure. Outcomes should be based on individual programs, and/or outcomes that may be measured across all programs.

More on methodology and components to assessment is below.

## Key Components to Assessment

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Assessment will be carried out in large part by a designated staff member leading all aspects of the process, while working in collaboration with the director and individual project leads. The creation of each assessment will be done by the staff lead on assessment or a graduate student within OACS in conjunction with staff. Data will most often be collected pre, during, and post experience, and staff will then review results internally, share externally and seek feedback, and use results and consequent suggestions to make improvements in a recurring design. The assessment matrix in the next section helps demonstrate the cyclical nature of the plan, and links planning, implementation, and assessment activities to each learning outcome.

A comprehensive assessment database has been created that will serve as an inventory of all programs, and could include the following information for each:

- Objectives & Outcomes
- Target Participants
- Partnerships
- Timeline
- Assessment Methodology
- Impact on Community or Campus
- Impact on student development
- Findings
- Benefactors or Contributors

This database also includes a listing of each of our 39 individual learning outcomes (listed above), paired with a corresponding bank of questions and scales associated with that outcome from which staff can draw when new assessments must be made or existing assignments updated.

Structured programs will utilize mixed-method data collection, integrating direct and indirect student learning measures. It should be noted that due to the type of service and experiential learning offered by OACS, assessment will be focused more on indirect measures than specific assignments, tests, projects, and papers, though staff will use both forms in all structured programs to enhance understanding of the

impact on students. Types of indirect and direct measures planned for assessment practices in OACS include:

### **DIRECT**

- Program “capstone” projects
- Reflection papers
- Knowledge and/or civic-mindedness tests

### **INDIRECT**

- Questionnaires
- Surveys
- Focus groups
- Interview

Utilizing these direct and indirect measures, OACS has created an assessment plan for each program or initiative, captured in the database referenced above. The office had 31 unique programs and initiatives planned for 2013 – 2014, and the methodology for each is listed in a separate table in Appendix B.

Each assessment tool will be tailored as individual programs necessitate, but run along the following themes:

- Global Programs
- Internship-based Programs
- Student Service Leaders
- Advisory Board
- Alternative Break Site-leaders (all groups)
- Alternative Break Participants (all groups)

### **On Reflection**

Reflection materials and rubrics will also be created for:

- Global Programs
- Internship-based Programs
- Service and Citizenship Activity (deferred timeline)

Our plan is to create new materials utilizing innovative online tools such as iRubric, a free resource to aid in rubric development, to best tailor documents to our specific programs and needs. We will also be utilizing VALUE: Valid Assessment of Learning in Undergraduate Education and AACU resources.

Reflection assessments will encompass various components, directed in large part by the nature of the program and the design advocated

by the program lead. Expected mechanisms for reflection include group discussion (notes taken during or after by SL), journals, online journals, shared online blog, papers, videos and video reflections, and additional creative outlets as they emerge.

### **On Outputs (Metric Compendium)**

OACS has identified a set of metrics to better gauge the outputs of work over time. These will cluster into one of the four stated assessment areas: student-led service and citizenship, participation in structured OACS programming, community engagement, and all unit activity, including seasonal and additional initiatives. The full list of metrics is listed in Appendix C, and should begin to give a much better and more consistent picture of the breadth and depth of work done by the office.

#### **Context:**

This is the first set of comprehensive metrics created for OACS, comprising 66 core metrics with the anticipated addition of 11 additional metrics that will offer improved comparative data when gathered in coming years. While some past data may be retroactively filled in, much of the figures prior to current year 13-14 will be labeled n/a due to this information not having been collected in years prior.

The full list of metrics can be found in the central excel database.

## **SAMPLE ASSESSMENT PLAN**

### **Assessment Plan for Global and Internship-based Programming**

#### **GLOBAL PROJECTS**

Given we are still in the recruitment phase, the number and size of global projects moving forward is still under consideration. The current timeline for the selection and start of the global projects is as follows:

- December 2<sup>nd</sup> – 6<sup>th</sup>: First round of interviews for applicants
- January 10<sup>th</sup>: Solidification of projects moving forward in 2014 and cohort participants

- January 17<sup>th</sup> – 19<sup>th</sup>: First ALL COHORT Meeting for various MLK Service Projects
- February – April: Spring Seminar Series
- May – July: Summer Global Service Projects

All cohorts will be asked to read *The Spirit Catches You and You Fall Down*, though they will have the entire spring semester to work their way through it. We will set up an online blog early in the spring to which all global cohorts can and should contribute thoughts, articles, and relevant material for the projects.

### **PRE-DEPARTURE**

The pre-assessment will be carried out in between the first and second seminars as homework. There will be a different assessment for each project, though the majority of questions will thread throughout each assessment tool.

- Pre-assessment: Between the first and third weeks in February

An end of the spring seminar series an evaluation will be distributed at the final gathering to get a sense of the value students found in the series. Questions from this evaluation will also be woven into the post-assessment, distributed one month post-trip, to see if answers change following the abroad experience.

- Early April

Toward the end of the spring, there will be a final all-cohort meeting where students from different trips can get to know one another, hear about different service planned for the summer, and discuss *The Spirit Catches You and You Fall Down*. We hope this interaction will fuel a desire to stay in touch with various other trips via an OACS Global Service Blog. We will likely hold a contest in early spring to find a name for the site.

### **ON-SITE EXPERIENCE**

#### *Online Blog*

We will create an online blog on Wordpress for all global projects, a platform for students from all trips to share information, pictures, stories, and lessons. Each student will be asked to contribute at least one post, though they are welcome to post as much as they care to. Site leaders for each trip will help monitor and encourage participation.

#### *Faculty Involvement*

OACS will attempt to recruit a faculty advisor to each global project. This advisor would contribute in some way to the spring seminar



series, and would stay involved in the project as someone to help guide and support students and staff and offer counsel. The faculty member would also be asked to respond on occasion to the on-site reflection series.

#### *On-Site Reflections*

Students will be emailed two reflection questions aligned with our global program outcomes, which they must respond to within the week of receiving. These questions will be determined pre-departure, and site leaders will monitor and encourage participation for this as well. The responses will be kept confidential among staff, including on-site staff/leaders, and the faculty advisor. Using Sitemason, students will receive an email with the link to the online form to submit reflections, and upon submission, staff, site leaders, and the faculty advisor will receive an email with those responses embedded, and can respond via email with any thoughts, information, perspective, or encouragement. Should internet connectivity become an issue at any site, staff will make adjustments accordingly.

This format is meant to enhance continuity between the spring seminar series and the on-site summer experience, and tie staff, faculty, and students to an ongoing dialogue related to local community issues and the potential impact and/or harm in addressing various social needs, as well as the impact on individual students as it pertains to their personal and professional development.

#### **UPON RETURN**

A posttest will be distributed to students one month after returning home, and it will be due by the start of the school year for all cohorts. Some will receive an assessment in late June, others late July, but all will be expected to submit a final assessment by the start of school.

- Posttest Distributed: One month post trip (dates will vary)
- Posttest Due: August 20<sup>th</sup>, 2014

Each student will also be asked to complete a capstone project. This could be a photo narrative, a reflection paper or other writing or poetic piece, a deliverable for the organization with whom they worked, or any other tangible reflective endeavor. Faculty and staff will select a capstone from each cohort to present at an all-cohort dinner in early fall of 2014.

OACS will host an all-cohort dinner in the fall to recap what took place throughout the year, hear more about individual projects and various trips, the countries and contexts visited, and the capstone projects and lessons learned from different student participants. As mentioned,

from each cohort a representative will be selected to present and share their capstone with the larger group as part of a culminating reflective experience and final shared meal for all involved.

Assessment data will be reviewed as it comes in, but August 20<sup>th</sup> – September 20<sup>th</sup> will be spent internally analyzing results, which will then be shared later in the fall with other external partners to garner feedback and assess program effectiveness and implications for future projects.

### **INTERNSHIP-BASED PROJECTS**

Given we are still in the recruitment phase, the number and size of internship-based projects moving forward is still under consideration. The current timeline for the selection and start of the internship projects is as follows:

- December 2<sup>nd</sup> – 6<sup>th</sup>: Interviews for all applicants
- December 13<sup>th</sup>: All interviews completed by this week and decisions made on projects moving forward and the cohorts to populate them
- December 17<sup>th</sup>: Notification of selection results
- January 17<sup>th</sup> – 19<sup>th</sup>: First ALL COHORT Meeting for various MLK Service Projects
- January – April: Spring Seminar Course
- June – Early August: Summer Internship-based Projects

We will set up an online blog early in the spring to which all internship cohorts can and should contribute thoughts, articles, and relevant material for the summer experience.

### **PRE-DEPARTURE**

The pre-assessment will be carried out in between the first and second class sessions as homework. There will be a different assessment for each project, though the majority of questions will thread throughout each assessment tool.

- Pre-assessment: Between the first and third weeks in February

At the end of the spring seminar course an evaluation will be distributed to get a sense of the value students found in the spring course. Questions from this evaluation will also be woven into the post-assessment, distributed two days post-trip, to see if answers change following the summer experience.

- Mid-April, due by the end of April

Toward the end of the spring, there will be an all-cohort meeting where students from different trips can get to know one another, hear about different internships planned for the summer, and we'll discuss ways in which all students can maximize their experience. We hope this interaction will fuel a desire to stay in touch with various other trips via an OACS Internship-Based Program Blog. We will likely hold a contest during the early spring to name the site.

## **ON-SITE EXPERIENCE**

### *Online Blog*

We will create an online blog on Wordpress for all internship-based projects, a platform for students from each cohort to share information, pictures, stories, and lessons learned. Each student will be asked to contribute at least one post, though they are welcome to post as much as they care to. Site leaders for each program will help monitor and encourage participation, and we will ask the Washington Internship Institute to encourage participation as well.

### *Faculty Involvement*

OACS will attempt to recruit a faculty advisor to each internship-based project from the pool of professors who will contribute to the spring seminars. This advisor would contribute in some way to the spring course, likely through teaching at least one class session, and would stay involved in the project as someone to help guide and support students and staff and offer counsel. The faculty member would also be asked to respond on occasion to the on-site reflection series, as student feedback pops up that they feel compelled to respond to.

### *On-Site Reflections*

Students will be emailed two reflection questions aligned with our internship-based program outcomes, which they must respond to within the week of receiving. These questions will be determined pre-departure, and on-site staff will monitor and encourage participation for this as well. We will need to ensure the Washington Internship Institute is aware of this effort and supportive of its implementation. The responses will be kept confidential among staff, including on-site staff, and the faculty advisor. Using Sitemason, students will receive an email with the link to the online form to submit reflections, and upon submission, staff, site leaders, and the faculty advisor will receive an email with those responses embedded, and can respond via email with any thoughts, information, perspective, or encouragement.

This format is meant to enhance continuity between the spring seminar series and the on-site summer experience, and tie staff, faculty, and students to an ongoing dialogue related to local community issues and the potential impact and/or harm in addressing

various social needs, as well as the impact on individual students as it pertains to their personal and professional development.

### **UPON RETURN**

A posttest will be distributed to students two days following the conclusion of each program, and it will be due by the start of the school year for all cohorts. VIEW participants are likely to receive their posttest on July 28<sup>th</sup>, and NYC participants August 4<sup>th</sup>, but all will be expected to submit a final assessment by the start of school.

- Posttest Distributed: Two days post program conclusion
- Posttest Due: August 20<sup>th</sup>, 2014

### *Capstone Project & Reflection Dinner*

Each student will also be asked to complete a capstone project. This could be a photo narrative, a reflection paper or other writing or poetic piece, a deliverable for the organization with whom they worked, or any other tangible reflective endeavor. Faculty and staff will select a capstone from each cohort to present at an all-cohort dinner in early fall of 2014.

OACS will host an all-cohort dinner in the fall to recap what took place throughout the year, hear more about individual internships and various experiences, the cities and contexts visited, and the capstone projects and lessons learned from student participants. As mentioned, from each cohort one to two representatives will be selected to present and share their capstone with the larger group as part of a culminating reflective experience and final shared meal for all involved.

### *Second Posttest*

A second posttest will be distributed to participants in the internship-based programs during the spring of the following year. Students will be asked to help prepare the future cohort of students by participating in one of the spring seminar course sessions, and during those few weeks before and after, an additional assessment will measure their progress an additional six months post-experience. We will be asking questions such as, "What are your plans for this coming summer? Has participation in "x" OACS program helped you in deciding what to do next? Did contacts made through "x" program help you secure this position? What are your career aspirations now? Did the "x" program help shape your ideas of what you'd like to do in the future? If so, how?" We will develop the specific assessment and refine these and other questions in 2014.

Assessment data will be reviewed as it comes in, but August 20<sup>th</sup> – September 20<sup>th</sup> will be spent internally analyzing results, which will

then be shared later in the fall with other external partners to garner feedback and assess program effectiveness and implications for future projects.

### **IMPLICATIONS FOR THE SHORT & MEDIUM TERM**

*In the months of December and January, OACS will need to create:*

<b>ITEM/TASK</b>	<b>STAFF RESPONSIBLE</b>
<b>Create an Online Blog on Wordpress for Global Projects</b>	
<b>Create an Online Blog on Wordpress for Internship-based Projects</b>	
<b>Create a pre-assessment for Global Projects</b>	
<b>Create a pre-assessment for Internship-based Projects</b>	
<b>Finalize curriculum and professorial involvement- Global</b>	
<b>Finalize curriculum and professorial involvement – Internships</b>	
<b>Identify a faculty advisor for each global project</b>	
<b>Identify a faculty advisor for each internship-based project</b>	
<b>Develop the on-site reflection questions for students</b>	
<b>Create the Sitemason forms for each assessment tool</b>	
<b>Update current program materials to reflect this assessment plan, stating student responsibilities up front</b>	

### **OVERVIEW OF ALTERNATIVE SPRING BREAK (ASB) ASSESSMENT STRATEGY**

An email Amanda sent to relevant parties on December 13, 2013:

Kristin, Aaron,

Thanks again for meeting this week to talk about ASB and assessment. I wanted to send out a recap to everyone of what we talked about and where we're headed so that we are all on the same page. I'll just hit some highlights, and if anyone has thoughts, suggestions, or changes that could be made, any feedback would be great. We talked through a timeline for assessment, how a pre and posttest would be distributed, and then a bit more about content.

#### *Framework*

I will be creating 13 assessment tools in all, 6 pre and 6 posttests for 39 trips, plus one additional form for site leaders post-trip. The ASB trips are grouped into different areas, so the assessments will strive to ask specific questions on those core areas in addition to questions that permeate all tools. Those areas include:

1. Poverty & Homelessness
2. Animal & Environment
3. Children & Education
4. Culture & Immigration (Folk)
5. Health & Medicine
6. People with Disabilities

#### *Pretest*

The pre-assessment will be announced at the January 19th all-group orientation, and each site will have one week to fill it out. Site leaders are to schedule a meeting in between the 19th – 26th, and will be asked to facilitate the assessment as part of that initial meeting in January.

#### *Posttest*

The post-assessment will be mentioned at a few different times, but distributed to participants a few days after they return from spring break. The site leaders are supposed to facilitate a post-trip debrief with their group members sometime in the three weeks after their return, and it is during that debrief that the group would take a few minutes and fill out a post-survey online.

#### *Distribution*

The forms will be created on Sitemason and all assessments will be done online. We'll be asking for the specific site on the forms, so I will have an idea of what groups are filling out the form and which have not, and either ASB or our office staff can follow up with site leaders and/or groups who are non responsive. We will not be asking for

individual names. While a 100% response rate is unlikely, we'd like to get over 50-60% in this pilot year if possible.

*Key questions of interest to ASB:*

Do participants have a better idea how to use their experiences back at school, home, job, etc. Is ASB making a difference in creating agency for action about issues they are involved in or aware of?

What could be better about ASB (as an organization)?

What could be better about ASB (with your particular site)?

What's working well for ASB? What are we doing a great job of (as an organization)?

What's working well for ASB? What are we doing a great job of (as a site)?

*Site Leaders*

There is a post-trip evaluation all site leaders fill out each year. I will be creating a tool for them, which includes all logistical information recorded from years past, plus a few additional questions that ask more about the effectiveness, positives and negatives, of the site leader meetings, as well as a few questions on their learning, particularly in team-building and leadership.

*Final notes*

Jonathan is putting together a timeline for ASB that mirrors the timeline/content documents we have circulating for our other programs. We'll try to firm that up before students return. My goal is to have all templates ready for review by the time students are back, in order for ASB's board to have a chance to review them and make edits and suggestions/changes. Ideally, the information collected is information ASB and its participants want to know, so the assessments should reflect that and shouldn't be overly cumbersome (like this email).

We have not yet identified a particular set of learning outcomes for ASB, but have a variety of outcomes floating tangentially around assessment, so it would be great to create something more solid to work from in order to match outcomes with assessment to improve practice (I.e., "ASB will increase agency for action" creates the framework to ask "Do you feel more equip to take action in new and different ways moving forward on the issue you learned about during your trip" as one example question). I'll give Kristin and Aaron access to all Sitemason forms so they can help monitor the process if desired.

***\*Note: Sitemason is no longer in use and all assessments have been moved to the Campus Labs platform and are saved in our OACS area.***

So that is the overview. If anyone has thoughts or suggestions, again that is always welcome. I'll touch base again toward the end of the month once a few more things are in place and on paper or online.

Thanks so much, and in particular Aaron and Kristin thanks again for your time and insights.

Happy Holidays to all,

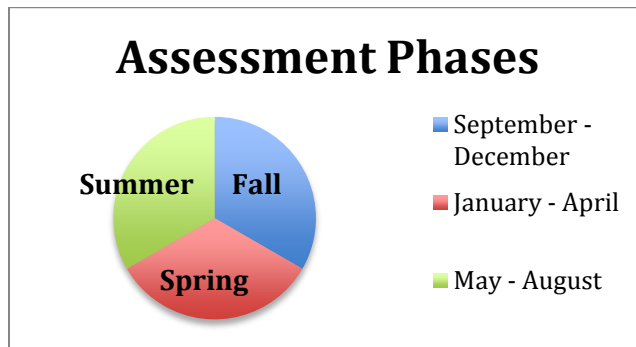
Amanda



### OVERVIEW OF ASSESSMENT STRATEGY TIMELINE

Assessment is an ongoing exercise, one cyclical in nature and needed to inform practice throughout the year. The reporting of assessment activities will be divided into three phases throughout the year, however, as a means of benchmarking a particular period and informing both that period's activities for the following year, as well as the next phase in the annual timeline.

The year will be divided according to the following phases:



**September – December** | Report on this phase available January 20th

**January – April** | Annual Report\* available June 20th

**May – August** | Report on this phase available September 20th

#### **September – December**

September through December will focus on the fall semester of activities, including report information from events and activities such as:

- Service Leaders Conference
- First Year Service Fair on the Commons
- 9/11 Weekend of Service
- Fall Student Organization Activity
- Holiday Service Initiatives
- Manna Project International Thanksgiving Trip(s)
- Alternative Winter Break trips
- Morocco Winter Break trip

#### **January – April**

January through April will focus on the spring semester's activities, including report information from events and activities such as:

- MLK Weekend of Action
- Spring Break Service Trips
- Data on spring courses and seminar series for internship and global programs
- Participation information on all structured programming
- Student Advisory Council
- Student Service Organization Activity
- Voter Registration & Civic Engagement Efforts
- Communications and Marketing Updates and/or Successes
- The Nichols Fund
- Magnolia Pathfinder Award Winners

### **May – August**

May through August will focus on summer activities, most notably information on and data from the VIEW Program and all our global projects from that academic year. Assessment will go out approximately two weeks following a program, and will be collected for the next 3-4 weeks, upon which time a report will be created for that program. This report will include information from programs such as:

- Vanderbilt Internship Experience in Washington
- The Ecuador Project
- Morocco in May
- The South Africa Project
- The London Project
- General Staff Updates and “Looking Ahead” for the coming academic year

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*To create a Program Report following an event, initiative, or program, the following components should be included:*

1. Background
2. Methodology
3. Learning Outcomes
4. Results and Analysis
5. Limitations
6. Recommendations
7. Appendices as needed

## **OACS STAFF**