



**Annual Assessment Report**  
Academic Year: 2013-2014

**Name of Department:** Office of Religious Diversity (ORD)

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**A. Abstract**

The purpose of this study was to assess the impact of ORD Service Days on students' mission affinity, and their desire and commitment to perform community service, to better understand the impact of single service days on college students. *This mixed methods assessment consisted of a pre-, immediate-post, and delayed-post (3-4 months follow-up) survey, as well as two focus groups.* Findings indicated that overall, there was a trend of high pre-test scores across all areas, with small to moderate sized increases from pre- to immediate post-test, and a regression to pre-test scores (or lower) for the delayed post-test results. The strongest long-term effects were found for students' commitment to social justice based on their Service Day experience. Implications from research findings include recommendations for better integrating follow-up service opportunities for students participating in short-term service experiences, to maintain positive outcomes over time.

**B. Introduction and context for this year's report**

***Assessment question:***

We are interested in assessing the impact of Service Days across two different areas:

- The impact of Service Days on students' mission affinity
- The impact of Service Days on students' desire and commitment to perform community service

***Learning outcomes being assessed:***

Our questions connect well to our learning outcomes, specifically those related to Mission Affinity:

- Students who participate in Service Days will be able to explain how Vincentian Values connect to their own values and actions. (LO 4, P 2)
- Students who participate in Service Days will commit to Vincentian spirituality and values that embrace the inherent dignity of all human beings. (LO 4)
- Students who participate in Service Days will engage in critical reflection and be able to effectively analyze current local, national and/or global social justice issues. (LO 2, P 1)

Spirituality and Vincentian Values Learning Outcome:

- Students who participate in Student Affairs programs and activities will demonstrate an understanding of their own and others' faith and spirituality; in their actions, behavior and decisions, they will demonstrate values central to the Vincentian mission of DePaul.

***Relevance to the work of the department:***

Our assessment question is particularly relevant to ORD, as multiple Service Days that are offered to DePaul students through our department, including, for example:

- New Full-Time MBA Service Day
- New First Year Law Student Service Day

- Loop Community Services Donate A Days
- Each Student Religious Organization (SRO) are also expected to do service at least one time per quarter

***How does this help our department?***

We hope to be able to determine the extent to which participating in single service opportunities, perhaps no more than once a quarter, combined with reflection are able to contribute significantly towards the targeted learning outcomes. We anticipate that the results will be helpful in determining whether to continue to focus on these quarterly Service Days, or whether encouraging students toward more intense and regular service in order to achieve significant positive outcomes. In addition, we are interested in exploring if students participate in one-off service days, how we might best structure these days to build affinity for the mission and interest in further service opportunities.

***Link to the Vision2018 goals:***

These questions are linked specifically to the following Vision 2018 Goals:

- 2018 Goal 2: Deepen the University's Distinctive Connection to the Global City of Chicago.  
Objective 2b. Deepen DePaul's connection with Chicago, enriching student's educational experiences
- 2018 Goal 3: Strengthen the Catholic and Vincentian Identity  
Objective 3a. Elevate our distinctive Catholic and Vincentian Identity throughout the University.

***Literature Review***

Research documents the range of positive outcomes associated with college service learning for students (Astin, Vogelgesang, Ikeda, & Yee, 2000; Sax & Astin, 1997; Vogelgesang & Astin, 2000). Students' civic attitudes, political awareness, and problem-solving abilities are shaped by interactions with diverse others and real-world opportunities to exercise social skills through service-learning activities (Moely, McFarland, Miron, Mercer, & Ilustre, 2002). Service and service-learning activities increase community engagement among students (Gallini & Moely, 2003), and are important for helping students to becoming civically engaged and exposed to diverse others, as well as to increasing students' cultural competence (Amerson, 2010). Service days are one such way that students can engage in service learning through service combined with structured opportunities for reflection.

Amerson, R. (2010). The impact of service-learning on cultural competence. *Nursing Education Perspectives*, 31, 18-22.

Astin, A., Vogelgesang, L., Ikeda, E., & Yee, J. (2000). *How service learning affects students*. Los Angeles: UCLA Higher Education Research Institute.

Gallini, S. M., & Moely, B. E. (2003). Service-learning and engagement, academic challenge, and retention. *Michigan Journal of Community Service Learning*, 10, 5-14.

Kiely, R. (2005). Transformative international service learning. *Academic Exchange Quarterly*, 9(1), 275-281.

Love, P. & Talbot, D. (1999). Defining spiritual development: A missing consideration for student affairs. *NASPA Journal*, 37, 361-375.

Moely, B.E., McFarland, M., Miron, D., Mercer, S. & Ilustre, V. (2002). Changes in college students' attitudes and intentions for civic involvement as a function of service-learning experiences. *Michigan Journal of Community Service Learning*, 9(1), 18-26.

Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the effects of community service and service-learning. *Michigan Journal of Community Service Learning*, 7, 25-34.

### C. Methodology

#### *Participants*

There were multiple groups of students who participated in Service Days through ORD throughout the 2013-2014 academic year, the following respondents were among those groups which were part of the assessment project:

- 40 1<sup>st</sup> year full-time MBA students
- 85 1-L Law students
- 20 Llaw/International students through Donate a Day
- Approximately 15 Muslim students from UMMA
- 2 Jewish students
- 5 Christian students

#### *Methodology*

We wanted to survey participants to get a broad indication of the efficacy of the service programs toward achieving the desired learning outcomes. Although utilizing a survey is an indirect measure of whether we achieved our outcomes, it is necessary in order to get a broad sample of the success of our programs in a way that is not unduly burdensome on the student participants. Through the focus groups we hope to be able to do some direct assessment of the success of the service projects in achieving our objectives, as well as getting a more detailed picture of what the students are taking away from their service experiences through ORD.

All students who participated in the above listed Service Days through ORD were invited to participate in the assessment. Participation was encouraged, but not mandatory. Students were debriefed on the nature of the assessment and provided a paper copy of the pre-survey to complete at the staging area before leaving for their day of service. Completion of the survey was taken as an indicator of consent. Following students' day of service, some students (e.g., the Muslim group) completed a paper copy of the immediate post-survey. All other students were emailed an online link to complete the survey at their convenience. Approximately 3 months after the Service Days, an email was sent out to students inviting them to participate in a delayed post-survey. Multiple reminder emails were sent for both the immediate post-survey, as well as the delayed-post survey. Verbal encouragement was also used when ORD staff was face-to-face with students to remind them about the opportunity to participate in the assessment and online surveys.

Students were instructed to create a unique non-identifiable identity key to link their individual data between the baseline pre-survey, immediate post- and delayed post-survey. Students had the option to provide their email address, which had the potential to contain identifying information (e.g., many email addresses contain first and last names), but students could choose whether or not they wanted to provide that information. All paper surveys included a cover sheet to protect against others viewing their linking key, personal email address or other survey data. Paper surveys manually entered into Qualtrics (an online survey software) for managing data, and stored in the ORD locked office on the loop campus.

After all Service Days were completed for the year, students were recruited by email and in person for two focus groups. One focus group was held in the Lincoln Park campus, while the other was held in the Loop campus. Before the focus groups began, students were reminded that they could choose not to answer any questions, or could leave at

any time. They were also reminded that the focus groups would be recorded, although they could ask for the recorder to be turned off at any time. Students were reminded about the limits of confidentiality of focus groups (that others may repeat what they say), but strongly encouraged not to repeat information discussed outside of the focus group. The focus group held on the Lincoln Park campus consisted of 2 facilitators and 3 female students, all with social science majors and active in their faith-based organizations. The focus group held on the Loop campus consisted of 2 facilitators and 9 students from the College of Law, MBA, as well as other graduate programs.

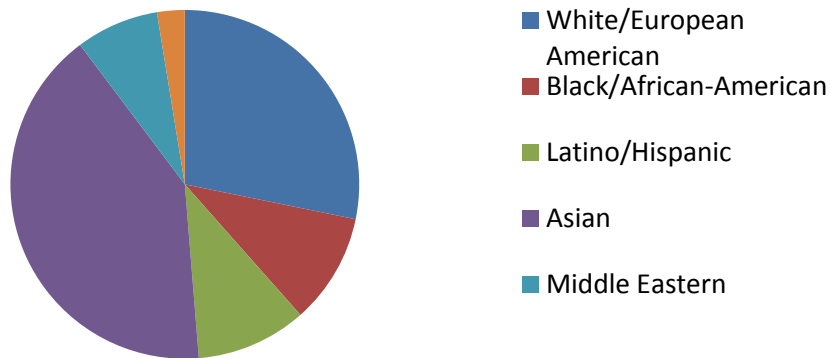
Please see the appendix for a copy of the focus group questions, as well as the pre-, immediate-post, and delayed-post surveys.

## D. Findings/Results and Discussion

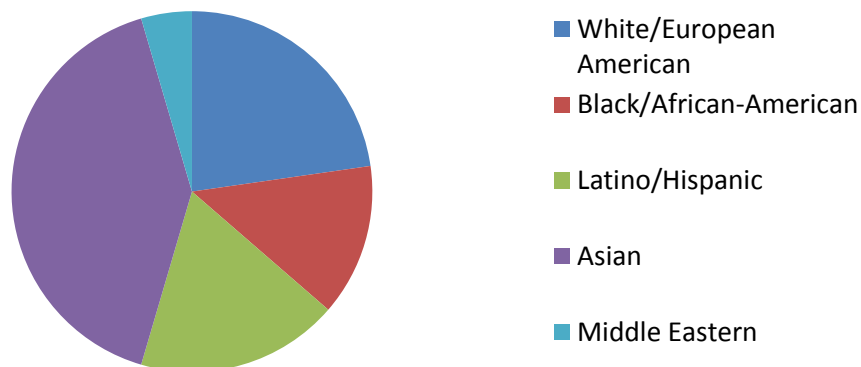
### *Participants*

Of the 39 participants who reported their age from the pre-survey, the average age was 23 years old (8 men, 31 women). Of the 23 participants who reported their age from the immediate post-survey, the average age was 24 years old (6 men, 17 women). Of the 29 participants who reported their age from the delayed-post survey, the average age was 24 years old (11 men, 18 women).

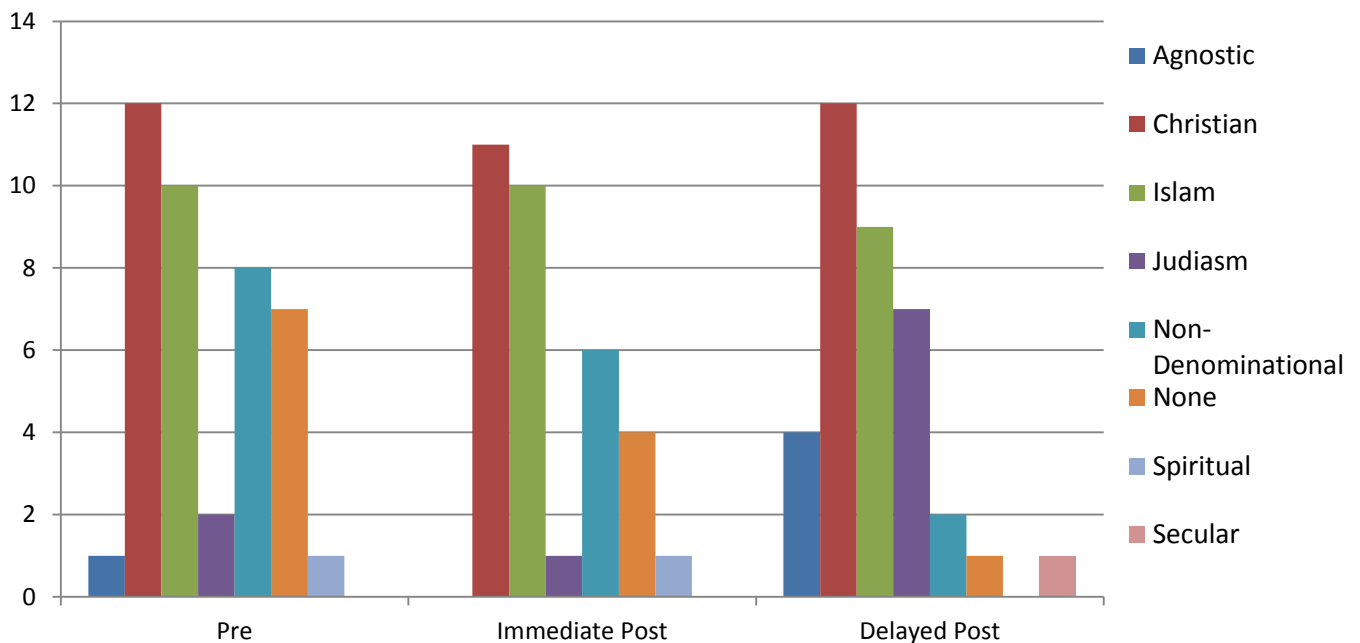
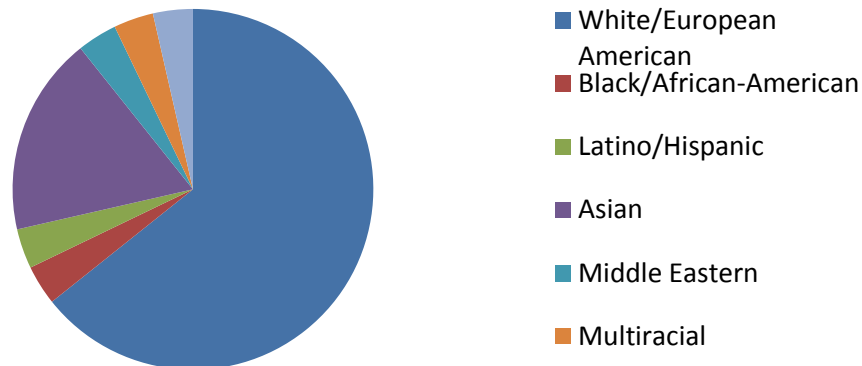
### Ethnicity (pre)



### Ethnicity (immediate post)



## Ethnicity (delayed post)



Overall, not enough students participated in the survey across multiple time points (i.e., pre, immediate post, and delayed post) to allow for a longitudinal analysis. Due to the amount of missing data at individual time points, the decision was made to first assess differences between time points using students self-generated identity keys to link students' responses. There were *no significant differences* found when linking students' responses across:

- **Mission affinity** *pre* and **mission affinity** *immediate post*
- **Human dignity** *pre* and **human dignity** *immediate post*
- **Social justice expected outcomes** *pre* and **social justice expected outcomes** *immediate post*
- **Social justice interest** *pre* and **social justice interest** *immediate post*
- **Social justice commitment** *pre* and **social justice commitment** *immediate post*

Due to a low response rate for the immediate post- and delayed-post survey no paired (e.g., linking students' responses) comparisons were able to be made between immediate post- and delayed-post survey scores. As there was only one student who completed the surveys across all three time points, and only 25 students who completed the

surveys across two time points data was not analyzed in aggregate form (without using students' linking key). Assessing overall average differences between time points across all variables would not be appropriate as the same students who completed the immediate post-survey were not necessarily the same students who completed the delayed-post survey (especially considering the low response rate for the follow-up surveys). Therefore, effect sizes were calculated for each overall scale and item (from pre- to immediate post-, and pre- to delayed post-survey) to help gain a better understanding of the strength of overall trends. Overall, there was a trend of high pre-test scores, with small to moderate sized increases from pre- to post-test, and a regression to pre-test scores or lower for the delayed post-test results.

## Findings

### Mission affinity

**Mission affinity:** A set of six items were developed to assess an aspect of students' mission affinity. Data from the pre-survey was used as a baseline, and students were instructed in the immediate-post and delayed-post survey to reflect on how much they agreed with the statements, based on their experience volunteering with a DePaul Service Day. Overall, students who participated in Service Days scored relatively high across all three items, with score remaining relatively high and stable immediately following their service experience. Scores however, seemed to drop 3-4 months after their service experience, but this may have been due to students attributing other experiences with influencing their mission affinity.

Scale/Item	Pre-Survey (baseline)		Immediate Post-Survey		Delayed Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N	Mean* (SD)	N
<b>Mission Affinity</b>	<b>3.26</b> (0.46)	120	<b>3.36</b> (0.59)	32	<b>3.20</b> (0.53)	34
Item 1	<b>3.37</b> (0.52)	120	<b>3.47</b> (0.51)	32	<b>3.29</b> (0.52)	35
Item 2	<b>3.18</b> (0.59)	118	<b>3.32</b> (0.54) <sup>a</sup>	31	<b>3.17</b> (0.75)	35
Item 3	<b>3.32</b> (0.57)	38	<b>3.41</b> (0.56)	32	<b>3.17</b> (0.57) <sup>b</sup>	35
Item 4	<b>3.38</b> (0.63)	39	<b>3.56</b> (0.50) <sup>a</sup>	32	<b>3.23</b> (0.65) <sup>b</sup>	35
Item 5	<b>3.46</b> (0.60)	39	<b>3.50</b> (0.51)	32	<b>3.23</b> (0.57) <sup>b</sup>	35
Item 6	<b>3.24</b> (0.63)	39	<b>3.38</b> (0.55) <sup>a</sup>	32	<b>3.06</b> (0.77) <sup>b</sup>	35

Note. \*Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded

<sup>a</sup>Small *positive* effect found, indicating an *increase* from pre- to immediate post-survey

<sup>b</sup>Small *negative* effect found, indicating a *decrease* from pre- to delayed post-survey

### Frequency for Individual Scale Items

Mission Affinity (Pre) Items	1*	Frequency		
		2	3	4
1. In my opinion, DePaul University places a high value on community service.	0	2	<b>72</b>	<b>46</b>
2. In my opinion, DePaul University places a higher value on community service than other colleges and universities.	1	9	<b>76</b>	<b>32</b>
3. In my opinion, DePaul University places a high value on the dignity of every human being.	0	2	<b>22</b>	<b>14</b>
4. I personally value DePaul University's commitment to community service.	0	3	<b>18</b>	<b>18</b>
5. I personally value DePaul University's commitment to valuing the human dignity of every human being.	0	2	<b>17</b>	<b>20</b>
6. I personally feel a connection to DePaul University's mission.	0	4	<b>21</b>	<b>13</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

*Frequency for Individual Scale Items*

Mission Affinity (Post) Items	1*	Frequency		
		2	3	4
1. In my opinion, DePaul University places a high value on community service.	0	17	15	
2. In my opinion, DePaul University places a higher value on community service than other colleges and universities.	0	1	19	11
3. In my opinion, DePaul University places a high value on the dignity of every human being.	0	1	17	14
4. I personally value DePaul University's commitment to community service.	0	0	14	18
5. I personally value DePaul University's commitment to valuing the human dignity of every human being.	0	0	16	16
6. I personally feel a connection to DePaul University's mission.	0	1	18	13

Note. \*1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

*Frequency for Individual Scale Items*

Mission Affinity (Delayed Post) Items	1*	Frequency		
		2	3	4
1. In my opinion, DePaul University places a high value on community service.	0	1	23	11
2. In my opinion, DePaul University places a higher value on community service than other colleges and universities.	0	4	21	10
3. In my opinion, DePaul University places a high value on the dignity of every human being.	1	0	26	8
4. I personally value DePaul University's commitment to community service.	0	4	19	12
5. I personally value DePaul University's commitment to valuing the human dignity of every human being.	0	3	21	11
6. I personally feel a connection to DePaul University's mission.	1	6	18	10

Note. \*1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

**Human dignity:** A set of three items were developed to assess an aspect of students' internalized Vincentian values: their recognition of human dignity. Data from the pre-survey was used as a baseline, and students were instructed in the immediate-post and delayed-post survey to reflect on how much they agreed with the statements, based on their experience volunteering with a DePaul Service Day. Overall, students who participated in Service Days scored relatively high across all three items, with score remaining relatively high and stable immediately following their service experience. Scores however, seemed to drop (a large negative effect) 3-4 months after their service experience, but this may have been due to students attributing other experiences with influencing their values related to human dignity.

Scale/Item	Pre-Survey (baseline)		Immediate Post-Survey		Delayed Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N	Mean* (SD)	N
<b>Human Dignity</b>	3.85 (0.30)	40	3.72 (0.75) <sup>b</sup>	32	3.07 (0.57) <sup>c</sup>	34
Item 1	3.75 (0.44)	40	3.81 (0.54)	32	3.03 (0.57) <sup>c</sup>	35
Item 2	3.90 (0.30)	40	3.91 (0.39)	32	3.06 (0.59) <sup>c</sup>	35
Item 3	3.90 (0.30)	40	3.91 (0.39)	32	3.11 (0.58) <sup>c</sup>	35

Note. \*Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded  
<sup>a</sup>Small *positive* effect found, indicating an *increase* from pre- to immediate post-survey  
<sup>b</sup>Small *negative* effect found, indicating a *decrease* from pre- to delayed post-survey  
<sup>c</sup>Large *negative* effect found, indicating a *decrease* from pre- to delayed post-survey

*Frequency for Individual Scale Items*

Human Dignity (Pre) Items	1*	Frequency		
		2	<b>3</b>	<b>4</b>
1. My belief that everyone possess human dignity has been strengthened through my experience volunteering with a DePaul service day.	0	0	<b>10</b>	<b>30</b>
2. Volunteering at a DePaul service day has encouraged me to recognize that everyone has basic human rights.	0	0	<b>4</b>	<b>36</b>
3. To me, DePaul service day has encouraged me to recognize that all people deserve to be treated with respect.	0	0	<b>4</b>	<b>36</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

*Frequency for Individual Scale Items*

Human Dignity (Post) Items	1*	Frequency		
		2	<b>3</b>	<b>4</b>
1. My belief that everyone possess human dignity has been strengthened through my experience volunteering with a DePaul service day.	0	1	<b>5</b>	<b>25</b>
2. Volunteering at a DePaul service day has encouraged me to recognize that everyone has basic human rights.	0	0	<b>4</b>	<b>27</b>
3. To me, DePaul service day has encouraged me to recognize that all people deserve to be treated with respect.	0	0	<b>4</b>	<b>27</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

*Frequency for Individual Scale Items*

Human Dignity (Post) Items	1*	Frequency		
		2	<b>3</b>	<b>4</b>
1. My belief that everyone possess human dignity has been strengthened through my experience volunteering with a DePaul service day.	0	5	<b>24</b>	<b>6</b>
2. Volunteering at a DePaul service day has encouraged me to recognize that everyone has basic human rights.	0	5	<b>23</b>	<b>7</b>
3. To me, DePaul service day has encouraged me to recognize that all people deserve to be treated with respect.	0	4	<b>23</b>	<b>8</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

**Desire and commitment to perform community service**

**Social justice expected outcomes:** A set of 9 items were used from Miller and colleagues (2009) social justice expected outcomes subscale to assess students' expectations of "the perceived outcomes that might result from engaging in social justice advocacy" (p. 499). Data from the pre-survey was used as a baseline, and students were instructed in the immediate-post and delayed-post survey to reflect on how much they agreed with the statements,



based on their experience volunteering with a DePaul Service Day. Overall, students who participated in Service Days scored relatively high across all items, with a small to medium positive effect size found from pre- to post. Scores however, seemed to drop 3-4 months after their service experience, but this may have been due to students attributing other experiences with influencing their social justice expected outcomes.

Miller, M. J., Sendrowitz, K., Connacher, C., Blanco, S., de La Pena, C. M., Bernardi, S., & Morere, L. (2009). College students' social justice interest and commitment: A social-cognitive perspective. *Journal of Counseling Psychology*, 56(4), 495.

Scale/item	Pre-Survey (baseline)		Immediate Post-Survey		Delayed Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N	Mean* (SD)	N
<b>Social Justice Expected Outcomes</b>	<b>3.30</b> (0.37)	123	<b>3.45</b> (0.72) <sup>a</sup>	32	<b>3.18</b> (0.44) <sup>b</sup>	34
Item 1	<b>3.09</b> (0.50)	122	<b>3.42</b> (0.62) <sup>a</sup>	31	2.80 (0.72) <sup>b</sup>	35
Item 2	<b>3.16</b> (0.58)	123	<b>3.50</b> (0.57) <sup>a</sup>	32	<b>3.09</b> (0.61)	35
Item 3	<b>3.40</b> (0.57)	123	<b>3.72</b> (0.52) <sup>a</sup>	32	<b>3.37</b> (0.55)	35
Item 4	<b>3.49</b> (0.52)	121	<b>3.78</b> (0.42) <sup>a</sup>	32	<b>3.31</b> (0.63) <sup>b</sup>	35
Item 5	<b>3.50</b> (0.55)	123	<b>3.87</b> (0.42) <sup>c</sup>	32	<b>3.29</b> (0.57) <sup>b</sup>	35
Item 6	<b>3.43</b> (0.58)	122	<b>3.56</b> (0.56) <sup>a</sup>	32	<b>3.31</b> (0.53) <sup>b</sup>	35
Item 7	<b>3.34</b> (0.56)	122	<b>3.52</b> (0.68) <sup>a</sup>	31	<b>3.29</b> (0.57)	35
Item 8	<b>3.01</b> (0.62)	123	<b>3.06</b> (0.88)	32	2.89 (0.72)	35
Item 9	<b>3.32</b> (0.62)	123	<b>3.65</b> (0.55) <sup>a</sup>	31	<b>3.20</b> (0.63)	35

Note. \*Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded

<sup>a</sup>Small *positive* effect found, indicating an *increase* from pre- to immediate post-survey

<sup>b</sup>Small *negative* effect found, indicating a *decrease* from pre- to delayed post-survey

<sup>c</sup>Medium *positive* effect found, indicating an *increase* from pre- to delayed post-survey

#### Frequency for Individual Scale Items

Social Justice Expected Outcomes (Pre) Items	Frequency			
	1*	2	3	4
1. reduce the oppression of certain groups.	0	10	<b>91</b>	<b>21</b>
2. help provide equal opportunities for all groups and individuals.	0	12	<b>79</b>	<b>32</b>
3. fulfill a sense of personal obligation.	0	5	<b>64</b>	<b>54</b>
4. fulfill a sense of moral responsibility.	0	1	<b>60</b>	<b>60</b>
5. fulfill a sense of social responsibility.	1	0	<b>58</b>	<b>64</b>
6. make a difference in peoples' lives.	0	5	<b>59</b>	<b>58</b>
7. do work or activities that are personally satisfying.	0	5	<b>70</b>	<b>47</b>
8. be more competitive in applying for school or work.	2	17	<b>82</b>	<b>22</b>
9. increase my sense of self-worth.	1	7	<b>67</b>	<b>48</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

#### Frequency for Individual Scale Items

Social Justice Expected Outcomes (Immediate Post) Items	Frequency			
	1*	2	3	4
1. reduce the oppression of certain groups.	0	2	<b>14</b>	<b>15</b>

2. help provide equal opportunities for all groups and individuals.	0	1	<b>14</b>	<b>17</b>
3. fulfill a sense of personal obligation.	0	1	<b>7</b>	<b>24</b>
4. fulfill a sense of moral responsibility.	0	0	<b>7</b>	<b>25</b>
5. fulfill a sense of social responsibility.	0	0	<b>5</b>	<b>26</b>
6. make a difference in peoples' lives.	0	1	<b>12</b>	<b>19</b>
7. do work or activities that are personally satisfying.	1	0	<b>12</b>	<b>18</b>
8. be more competitive in applying for school or work.	2	5	<b>14</b>	<b>11</b>
9. increase my sense of self-worth.	0	1	<b>9</b>	<b>21</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

#### Frequency for Individual Scale Items

Social Justice Expected Outcomes (Delayed Post) Items	Frequency			
	1*	2	3	4
1. reduce the oppression of certain groups.	1	10	<b>19</b>	<b>5</b>
2. help provide equal opportunities for all groups and individuals.	0	5	<b>22</b>	<b>8</b>
3. fulfill a sense of personal obligation.	0	1	<b>20</b>	<b>14</b>
4. fulfill a sense of moral responsibility.	0	3	<b>18</b>	<b>14</b>
5. fulfill a sense of social responsibility.	0	2	<b>21</b>	<b>12</b>
6. make a difference in peoples' lives.	0	1	<b>22</b>	<b>12</b>
7. do work or activities that are personally satisfying.	0	1	<b>21</b>	<b>12</b>
8. be more competitive in applying for school or work.	1	8	<b>20</b>	<b>6</b>
9. increase my sense of self-worth.	0	4	<b>20</b>	<b>11</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

**Social justice interest:** A set of 9 items were used from Miller and colleagues (2009) social justice interest subscale to assess students' "pattern of likes, dislikes, and indifferences regarding social justice advocacy activities" (p. 500). Data from the pre-survey was used as a baseline, and students were instructed in the immediate-post and delayed-post survey to reflect on how much interest they had in the statements, based on their experience volunteering with a DePaul Service Day. Overall, students who participated in Service Days scored relatively high across all items, with a small positive effect size found from pre- to post. Scores however, seemed to return close to pre-survey levels or drop 3-4 months after their service experience, but this may have been due to students attributing other experiences with influencing their social justice interest.

Miller, M. J., Sendrowitz, K., Connacher, C., Blanco, S., de La Pena, C. M., Bernardi, S., & Morere, L. (2009). College students' social justice interest and commitment: A social-cognitive perspective. *Journal of Counseling Psychology*, 56(4), 495.

Scale/item	Pre-Survey (baseline)		Immediate Post-Survey		Delayed Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N	Mean* (SD)	N
<b>Social Justice Interest</b>	<b>3.53</b> (0.72)	123	<b>3.67</b> (0.92)	32	<b>3.48</b> (0.79)	34
Item 1	<b>3.64</b> (0.92)	123	<b>3.97</b> (0.93) <sup>a</sup>	32	<b>3.57</b> (0.92)	35
Item 2	<b>3.38</b> (1.08)	123	<b>3.81</b> (1.00) <sup>a</sup>	32	<b>3.51</b> (0.95)	35
Item 3	<b>3.45</b> (1.05)	123	<b>3.69</b> (0.97) <sup>a</sup>	32	<b>3.34</b> (1.14)	35
Item 4	<b>3.67</b> (0.89)	122	<b>4.09</b> (0.86) <sup>a</sup>	32	<b>3.62</b> (1.02)	34
Item 5	<b>3.43</b> (1.12)	122	<b>3.75</b> (1.24) <sup>a</sup>	32	<b>3.37</b> (1.11)	35

Item 6	<b>4.00</b> (0.86)	39	<b>3.94</b> (0.84)	32	<b>3.74</b> (1.07) <sup>b</sup>	35
Item 7	<b>3.90</b> (0.91)	39	<b>3.94</b> (0.88)	32	<b>3.40</b> (1.01) <sup>b</sup>	35
Item 8	<b>3.87</b> (0.91)	39	<b>3.53</b> (0.95) <sup>b</sup>	32	<b>3.77</b> (1.03)	35
Item 9	<b>3.59</b> (1.16)	39	<b>3.47</b> (1.08)	32	<b>3.17</b> (1.18) <sup>b</sup>	35

Note. \*Scale is a 1 to 5 point Likert-type scale. Positive means or better are bolded

<sup>a</sup>Small *positive* effect found, indicating an *increase* from pre- to immediate post-survey

<sup>b</sup>Small *negative* effect found, indicating a *decrease* from pre- to delayed post-survey

#### Frequency for Individual Scale Items

Social Justice Interest (Pre) Items	1*	Frequency			
		2	3	4	5
1. volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	1	<b>7</b>	<b>54</b>	<b>34</b>	<b>27</b>
2. going on a weeklong service or work project.	5	19	<b>46</b>	<b>30</b>	<b>23</b>
3. enrolling in a course on social issues.	4	18	<b>42</b>	<b>37</b>	<b>22</b>
4. talking to others about social issues.	0	9	<b>47</b>	<b>41</b>	<b>25</b>
5. selecting a career or job that deals with social issues.	5	22	<b>34</b>	<b>37</b>	<b>24</b>
6. reading about social issues (e.g., racism, oppression, inequality).	0	1	<b>11</b>	<b>14</b>	<b>13</b>
7. watching television programs that cover social issues (e.g., history of marginalized groups).	0	3	<b>9</b>	<b>16</b>	<b>11</b>
8. supporting a political candidate on the basis of her or his stance on social issues.	0	3	<b>11</b>	<b>13</b>	<b>12</b>
9. donating money to an organization committed to social issues.	1	7	<b>10</b>	<b>10</b>	<b>11</b>

Note. \*1 = very low interest, 2 = low interest, 3 = **medium interest**, 4 = **high interest**, 5 = very high interest

#### Frequency for Individual Scale Items

Social Justice Interest (Immediate Post) Items	1*	Frequency			
		2	3	4	5
1. volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	0	2	<b>8</b>	<b>11</b>	<b>11</b>
2. going on a weeklong service or work project.	1	1	<b>10</b>	<b>11</b>	<b>9</b>
3. enrolling in a course on social issues.	0	4	<b>9</b>	<b>12</b>	<b>7</b>
4. talking to others about social issues.	0	1	<b>7</b>	<b>12</b>	<b>12</b>
6. selecting a career or job that deals with social issues.	0	0	<b>10</b>	<b>6</b>	<b>12</b>
6. reading about social issues (e.g., racism, oppression, inequality).	0	1	<b>9</b>	<b>13</b>	<b>9</b>
7. watching television programs that cover social issues (e.g., history of marginalized groups).	0	1	<b>10</b>	<b>11</b>	<b>10</b>
8. supporting a political candidate on the basis of her or his stance on social issues.	0	5	<b>10</b>	<b>12</b>	<b>5</b>
9. donating money to an organization committed to social issues.	0	7	<b>10</b>	<b>8</b>	<b>7</b>

Note. \*1 = very low interest, 2 = low interest, 3 = **medium interest**, 4 = **high interest**, 5 = very high interest

#### Frequency for Individual Scale Items

Social Justice Interest (Delayed Post) Items	1*	Frequency			
		2	3	4	5
1. volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	0	4	<b>13</b>	<b>12</b>	<b>6</b>
2. going on a weeklong service or work project.	0	6	<b>10</b>	<b>14</b>	<b>5</b>
3. enrolling in a course on social issues.	1	9	<b>8</b>	<b>11</b>	<b>6</b>
4. talking to others about social issues.	0	6	<b>8</b>	<b>13</b>	<b>7</b>
5. selecting a career or job that deals with social issues.	1	7	<b>12</b>	<b>8</b>	<b>7</b>
6. reading about social issues (e.g., racism, oppression, inequality).	0	7	<b>4</b>	<b>15</b>	<b>9</b>
7. watching television programs that cover social issues (e.g., history of marginalized groups).	0	9	<b>7</b>	<b>15</b>	<b>4</b>
8. supporting a political candidate on the basis of her or his stance on social issues.	0	4	<b>11</b>	<b>9</b>	<b>11</b>
9. donating money to an organization committed to social issues.	4	5	<b>11</b>	<b>11</b>	<b>4</b>

Note. \*1 = very low interest, 2 = low interest, 3 = **medium interest**, 4 = **high interest**, 5 = **very high interest**

**Social justice commitment:** A set of 4 items were used from Miller and colleagues (2009) social justice commitment subscale to assess students' "choice-content goals or intentions to engage in social justice advocacy in the future" (p. 500). Data from the pre-survey was used as a baseline, and students were instructed in the immediate-post and delayed-post survey to reflect on how much interest they had in the statements, based on their experience volunteering with a DePaul Service Day. Overall, students who participated in Service Days scored relatively high across all items, with a small to medium positive effect size found from pre- to post, and maintain or increasing 3-4 months after their service experience.

Miller, M. J., Sendrowitz, K., Connacher, C., Blanco, S., de La Pena, C. M., Bernardi, S., & Morere, L. (2009). College students' social justice interest and commitment: A social-cognitive perspective. *Journal of Counseling Psychology*, 56(4), 495.

Scale/item	Pre-Survey (baseline)		Immediate Post-Survey		Delayed Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N	Mean* (SD)	N
<b>Social Justice Commitment</b>	<b>3.16</b> (0.46)	123	<b>3.42</b> (0.52) <sup>a</sup>	32	<b>3.23</b> (0.59)	34
Item 1	<b>3.43</b> (0.50)	123	<b>3.56</b> (0.56) <sup>a</sup>	32	<b>3.43</b> (0.50)	35
Item 2	2.86 (0.75)	123	<b>3.25</b> (0.67) <sup>a</sup>	32	<b>3.00</b> (0.80)	35
Item 3	<b>3.23</b> (0.48)	123	<b>3.50</b> (0.62) <sup>a</sup>	32	<b>3.37</b> (0.55) <sup>c</sup>	35
Item 4	<b>3.11</b> (0.54)	123	<b>3.48</b> (0.57) <sup>d</sup>	31	<b>3.17</b> (0.75)	35

Note. \*Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded

<sup>a</sup>Small *positive* effect found, indicating an *increase* from pre- to immediate post-survey

<sup>b</sup>Small *negative* effect found, indicating a *decrease* from pre- to delayed post-survey

<sup>c</sup>Small *positive* effect found, indicating an *increase* from pre- to delayed post-survey

<sup>d</sup>Medium *positive* effect found, indicating an *increase* from pre- to immediate post-survey

#### Frequency for Individual Scale Items

Social Justice Commitment (Pre) Items	1*	Frequency		
		2	3	4
1. In the future, I intend to engage in service activities.	0	0	<b>70</b>	<b>53</b>
2. I have a plan of action for ways I will remain or become involved	1	41	<b>55</b>	<b>26</b>

in service activities over the next year.

3. I think engaging in service activities is a realistic goal for me.	0	3	<b>89</b>	<b>31</b>
4. I am fully committed to engaging in service activities.	1	9	<b>89</b>	<b>24</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

*Frequency for Individual Scale Items*

Social Justice Commitment (Post) Items	1*	Frequency		
		2	<b>3</b>	<b>4</b>
1. In the future, I intend to engage in service activities.	0	1	<b>12</b>	<b>19</b>
2. I have a plan of action for ways I will remain or become involved in service activities over the next year.	0	4	<b>16</b>	<b>12</b>
3. I think engaging in service activities is a realistic goal for me.	0	2	<b>12</b>	<b>18</b>
4. I am fully committed to engaging in service activities.	0	1	<b>14</b>	<b>16</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

*Frequency for Individual Scale Items*

Social Justice Commitment (Delayed Post) Items	1*	Frequency		
		2	3	<b>4</b>
1. In the future, I intend to engage in service activities.	0	0	<b>20</b>	<b>15</b>
2. I have a plan of action for ways I will remain or become involved in service activities over the next year.	0	11	<b>13</b>	<b>11</b>
3. I think engaging in service activities is a realistic goal for me.	0	1	<b>20</b>	<b>14</b>
4. I am fully committed to engaging in service activities.	0	7	<b>15</b>	<b>13</b>

Note. \*1 = *strongly disagree*, 2 = *disagree*, **3 = agree**, **4 = strongly agree**

***Qualitative results***

Overall, the results from the open-ended questions from the post-survey indicated that students felt Service Days were an overwhelming positive experience that allowed students to connect to DePaul's mission, to the community, and to have a great time through a meaningful experience.

One major theme that emerged from the focus groups was the social aspect of service. Service Days served as a way to both strengthen current friendships within their programs, as well as to meet other students. Service also provided the opportunity to reach out and build connections with the local community.

*“it was a great opportunity to meet members of our group”*

*“[service means] Reaching out to the communities, making connections, getting to know your community and neighbors.”*

Students recognized two major areas of Vincentian Service, one aspect encompassing the importance of reflection, as well as the importance of social change (and not solely direct service). They expressed that although one day of service may not solve social problems, the service provides in itself an important time to reflect on the root causes of social injustice, as well as an opportunity to practice humility.

*“(…) ‘service without reflection is just work’ and that's something that stuck with me”*

*“Saint Vincent was concerned about systemic issues in society so he went to address the root of the cause instead of the symptoms (...)”*

There was a range of reasons students participated in the day of Service, from a formal requirement of their program, to intrinsic rewards, to an opportunity to get involved in the broader Chicago community or build community within their student group, to a way to enrich their classroom learning.

*“I think it’s really rewarding to help people and then it also gives you a great benefit as well when you do service for others”*

Almost all students expressed that they would engage in service again, either through an ORD Service Day, or another formal or informal opportunity. In addition, students expressed that they would also encourage others to engage in service (both in general or through ORD’s Service Day). In talking with others however, students noted the importance of stressing to other students that they should find something they are passionate for their service, as well as to be consistent and build a relationship with the community partner (balancing the logistical with the emotional components). These recommendations seemed to apply more broadly to post-Service Day more long-term service opportunities.

*“find something you’re passionate about because then you’ll be going, and make sure it fits in your schedule”*

In addition students provided helpful recommendations for improving ORD Service Days, including better overall organization and orientation, and potentially switching the day of the week year-to-year, or building new relationships with other community partners. Students also expressed a desire to include an interfaith component into the Service Days, as well as to include a discussion of the theology of service potentially into the pre-orientation or post-service reflection.

#### **Advancement Towards Learning Outcome:**

<b>Learning Outcome</b>	<b>Number of Students Assessed</b>	<b>Number of Students with Acceptable or Better Performance</b>
Students who participate in Service Days will commit to Vincentian spirituality and values that embrace the inherent dignity of all human beings.	31	30

#### ***Discussion***

##### ***Results/Contribution to the Field***

The results overall were consistent with our expectations that going on a Service Day would have a positive short term effect on participant’s reported attitudes toward human dignity, affinity for the Vincentian mission of DePaul, and expressed commitment to service and concern for social justice. Due to the limitations of our sample size and inability

to trace the same participants through all three time periods of measurement, we cannot come to any reliable conclusions about the long term effect. Still, while comments from our focus groups showed that students believed that participating in Service Days was an overwhelmingly positive experience that contributed to the desired outcomes, the limited survey data we analyzed showed that reported attitudes regressed back to pre-service levels (which were already somewhat high) after an extended period of time. Our data supports the importance of planned follow up to one time Service Days in order to support and reinforce the positive gains that come out of the Service Day experience.

### ***Challenges/Limitations***

One major challenge with this project was sample size. As the total potential sample size of student participants for DePaul individual Service Days through the Office of Religious Diversity was small to begin with, adding the challenge of attempting to have students participate in multiple surveys across time impacted our response rate. Although there was a fairly decent response rate for the immediate post and delayed-post survey considering the overall sample size, it was not the same students who responded to both surveys. This proved to be a challenge when attempting to link students' individual responses across time to analyze the data. Overall, only one student participated in all three surveys, and only 25 students participated in at least two surveys. Additionally, another limitation for this study is that some survey items were added after a large number of pre-surveys were given. This resulted in a lower sample size for some individual items on the pre-survey.

A final limitation is from a data-entering error. As some of the initial paper pre-surveys did not have individual items, undergraduate student workers entering the data made the decision to select "1," the lowest response option for survey participants who did not have the opportunity to respond to a particular item (versus just leaving the item blank when entering it online into Qualtrics). Based on typical response patterns for similar items, the majority of these data error "1's" were deleted. This affected select items from the social justice interest scale, as well as select mission affinity and human dignity items. Leaving these outlier "1's" in the data would run the risk of finding significant results in the direction we would hope (higher post-test than pre-test). Therefore, negative findings from both these areas should be interpreted with caution. The ORD staff still feels however, that the data and the results from this assessment are an accurate reflection of student participation in ORD sponsored Service Days.

## **E. Implications**

### ***Future actions to improve learning or engagement***

ORD already emphasizes the importance in our Service Days that the service be truly "Vincentian," that is that the service incorporates planned reflection and ideally involves establishing relationships with others, especially the poor and marginalized. Our results suggest that in order to sustain achievement of learning outcomes over the long term it is also important that follow up and consistency be seen as part of what makes service truly Vincentian. We should carefully identify barriers to consistent involvement in service and work to identify other ways to reinforce the impact of service, both through our own Department and the Division and University more broadly.

### ***Implications for other departments and/or student affairs***

One implication this project has is the importance of follow-up programming after Service Days, or service in general. These findings mirror similar trends in other more intensive but similarly short term service opportunities, namely, alternative break trips, where research shows the importance of follow-up programming. One type of program activity that is utilized on some immersions is to engage in planning for post-service follow-up during the service opportunity. This may prove to be challenging during only one day of service, but could be done as part of the reflective process on the way to and from the service site.

### ***Sharing results with participants and other key stakeholders***

The assessment results will be shared internally with the ORD, University Ministry, and Student Affairs staff, as well as student leaders and Service Day collaborators. In addition, the results will be used throughout the program curriculum development process for the coming academic year. Key results will be shared with ORD student leaders

during our ORD student leader formation process to help student leaders participate in the process of reinforcing the impact of Service Days throughout the year.

IRB approval was not obtained for this assessment project, therefore the results from this assessment will not be disseminated beyond writing the department assessment report.

***Follow-up studies and future projects***

This assessment project has prompted the need to develop programming during Service Days that helps facilitate post-service civic engagement for students. Our results showed that while students maintain a highly positive attitude toward their service experience months later, the impact of the service on their attitudes regresses as time passes back to pre-service levels. This calls into question whether the learning outcomes are being sustained on a long term basis,

Ideally, if ORD staff would like to know whether ORD Service Days cause any changes in students, then the best evaluation design would be one in which college students are randomly assigned to participate in Service Days or in a control group. Then, students would complete an evaluation survey before their Service Day began and after they participated in their Service Day.

Lastly, it may be useful to use the themes that emerged in the open-ended responses to inform the areas that should be assessed in future evaluations.

**Appendix**

Questions for Focus Group  
Assessment Project on ORD Community Service

Describe your experience with community service through either your LAW/MBA service or through your ORD student group. Why did you want to do service? How did you find out about it?

What does “service” mean to you? Do you have a concept of “Vincentian Service”?

Do you have a concept of what it means to be Vincentian? Can you share anything about St. Vincent De Paul?

Was your service experience as you expected? Did anything surprise you? If so, describe that.

Did anything inspire you? What is your attitude towards Service now?

What was the most memorable aspect of your service experience?

Would you do it again, why or why not? Would you change anything?

If another student asked you, how was service? What would you tell them?

If another student asked if they should participate in a similar service project, would you recommend it? If so, what would you tell them to convince them it is worthwhile?

Is there anything else about your service experience you’d like to share?



# **ORD Survey 2013- Pre**

**Generation of unique identity key:**

We will have you generate your own unique identity key to track the impact of your participation in a DePaul service day over time. This way, if you take this survey in the future, we will be able to prompt you to generate the same key, and you will not need to remember it. Only the study researchers will be able to link your responses with your personal information. Please follow the instructions below to generate your unique identity key and USE ALL CAPS.

1. What is the last two letters of your last name? (i.e., Smith: TH)
2. What is the day you were born? (i.e., 16)
3. What are the first two letters of the city you were born? (i.e., Chicago: CH)
4. What are the first two letters of your middle name? (i.e., Leigh: LE)
5. What are the first two letters of your mother's first name? (i.e., Diane: DI)
6. If you do not know one of the answers, please just insert a question mark (i.e., ??). You should ultimately have 10 digits, IN ALL CAPITAL LETTERS.
7. Ex: **TH16CHLDI** (if you do not know the city you were born, it would look like: TH16??LDI)

**Please create your unique identify key using the method described above:**

**Your unique identity key:** \_\_\_\_\_

**Email collection to ask you to participate again in the future:**

Thank you for participating in our study! We may want to contact you again in the future to participate in this survey again. If this is okay with you, we would appreciate having your email address so that we can contact you in the future, and our next contact will be in about a year. Even if you give us your email now, you are in no way obligated to participate in the future (you can always ignore our emails or ask to be taken off of our list). We also will not share your email with anyone and will only use it to contact you again, probably in about a year, to see if you would like to participate again. You can still participate in this study now even if you don't want to give us your email or don't want us to contact you again.

**Yes, you can contact me in the future though I understand I am under no obligation to respond or participate.**

Email: \_\_\_\_\_

No, I would rather not give you my email.

**Please indicate your gender:**

- Female
- Male
- Transgender
- Other (please specify): \_\_\_\_\_

**How old are you? Please tell us in years:** \_\_\_\_\_

**Which academic program are you in at DePaul?** \_\_\_\_\_

**What year are you in your academic program at DePaul?** \_\_\_\_\_

**What is your ethnicity? (Please check all that apply):**

- Black / African-American
- Asian
- Hispanic / Latino
- Middle Eastern
- Native American / Alaskan Native
- Native Hawaiian/ Other Pacific Islander
- White / Caucasian
- Multiracial
- Other (please specify): \_\_\_\_\_

**Regarding your current worldview, with which of the following descriptors do you most closely identify?**  
(Please check all that apply):

- Agnosticism
- Atheism
- Baha'i Faith
- Buddhism
- Christianity (please specify your denomination): \_\_\_\_\_
- Confucianism
- Daoism
- Hinduism
- Islam
- Jainism
- Judaism
- Native American Tradition(s)
- Non-religious
- None
- Paganism
- Secular Humanism
- Sikhism
- Spiritual
- Unitarian Universalism
- Zoroastrianism
- Other, not listed (please specify): \_\_\_\_\_

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, as there are no right or wrong answers.

<b>Engaging in community service would likely allow me to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
reduce the oppression of certain groups.	1	2	3	4
help provide equal opportunities for all groups and individuals.	1	2	3	4
fulfill a sense of personal obligation.	1	2	3	4
fulfill a sense of moral responsibility.	1	2	3	4
fulfill a sense of social responsibility.	1	2	3	4
make a difference in peoples' lives.	1	2	3	4
do work or activities that are personally satisfying.	1	2	3	4
be more competitive in applying for school or work.	1	2	3	4
increase my sense of self-worth.	1	2	3	4

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I believe that everyone possess human dignity.	1	2	3	4
I recognize that everyone has basic human rights.	1	2	3	4
All people deserve to be treated with respect.	1	2	3	4

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
In the future, I intend to engage in service activities.	1	2	3	4
I have a plan of action for ways I will remain or become involved in service activities over the next year.	1	2	3	4
I think engaging in service activities is a realistic goal for me.	1	2	3	4
I am fully committed to engaging in service activities.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your interest as it describes your personal experience.

Your possible choices range from Very Low Interest to Very High Interest. Please answer honestly, as there are no right or wrong answers.

<b>How much interest do you have in:</b>	<b>Very Low Interest</b>	<b>Low Interest</b>	<b>Medium Interest</b>	<b>High Interest</b>	<b>Very High Interest</b>
volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	1	2	3	4	5
going on a weeklong service or work project.	1	2	3	4	5
enrolling in a course on social issues.	1	2	3	4	5
talking to others about social issues.	1	2	3	4	5
selecting a career or job that deals with social issues.	1	2	3	4	5
reading about social issues (e.g., racism, oppression, inequality).	1	2	3	4	5
watching television programs that cover social issues (e.g., history of marginalized groups).	1	2	3	4	5
supporting a political candidate on the basis of her or his stance on social issues.	1	2	3	4	5
donating money to an organization committed to social issues.	1	2	3	4	5

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, as there are no right or wrong answers.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
In my opinion, DePaul University places a high value on community service.	1	2	3	4
In my opinion, DePaul University places a higher value on community service than other colleges and universities.	1	2	3	4
In my opinion, DePaul University places a high value on the dignity of every human being.	1	2	3	4
I personally value DePaul University's commitment to community service.	1	2	3	4
I personally value DePaul University's commitment to valuing the human dignity of every human being.	1	2	3	4
I personally feel a connection to DePaul University's mission.	1	2	3	4

**This ends the survey. Thank you very much for your time and for sharing your perspective.**

# **ORD Survey 2013- Post**

**Re-generation of unique identity key:**

**When you took the pre-survey you generated a unique identity key.  
In this post-survey you will be asked to generate the identical key.  
The instructions are repeated below:**

We will have you generate your own unique identity key to track the impact of your participation in a DePaul service day over time. This way, if you take this survey in the future, we will be able to prompt you to generate the same key, and you will not need to remember it. Only the study researchers will be able to link your responses with your personal information. Please follow the instructions below to generate your unique identity key and USE ALL CAPS.

8. What is the last two letters of your last name? (i.e., Smith: TH)
9. What is the day you were born? (i.e., 16)
10. What are the first two letters of the city you were born? (i.e., Chicago: CH)
11. What are the first two letters of your middle name? (i.e., Leigh: LE)
12. What are the first two letters of your mother's first name? (i.e., Diane: DI)
13. If you do not know one of the answers, please just insert a question mark (i.e., ??). You should ultimately have 10 digits, IN ALL CAPITAL LETTERS.
14. Ex: **TH16CHLDI** (if you do not know the city you were born, it would look like: TH16??LDI)

**Please re-create your unique identify key using the method described above:**

**Your unique identity key: \_\_\_\_\_**

**Email collection to ask you to participate again in the future:**

Thank you for participating in our study! We may want to contact you again in the future to participate in this survey again. If this is okay with you, we would appreciate having your email address so that we can contact you in the future, and our next contact will be in about a year. Even if you give us your email now, you are in no way obligated to participate in the future (you can always ignore our emails or ask to be taken off of our list). We also will not share your email with anyone and will only use it to contact you again, probably in about a year, to see if you would like to participate again. You can still participate in this study now even if you don't want to give us your email or don't want us to contact you again.

**Yes, you can contact me in the future though I understand I am under no obligation to respond or participate.**

Email: \_\_\_\_\_

**No, I would rather not give you my email.**



**Please indicate your gender:**

- Female
- Male
- Transgender
- Other (please specify): \_\_\_\_\_

**How old are you? Please tell us in years:** \_\_\_\_\_

**Which academic program are you in at DePaul?** \_\_\_\_\_

**What year are you in your academic program at DePaul?** \_\_\_\_\_

**What is your ethnicity? (Please check all that apply):**

- Black / African-American
- Asian
- Hispanic / Latino
- Middle Eastern
- Native American / Alaskan Native
- Native Hawaiian/ Other Pacific Islander
- White / Caucasian
- Multiracial
- Other (please specify): \_\_\_\_\_

**Regarding your current worldview, with which of the following descriptors do you most closely identify?**  
(Please check all that apply):

- Agnosticism
- Atheism
- Baha'i Faith
- Buddhism
- Christianity (please specify your denomination): \_\_\_\_\_
- Confucianism
- Daoism
- Hinduism
- Islam
- Jainism
- Judaism
- Native American Tradition(s)
- Non-religious
- None
- Paganism
- Secular Humanism
- Sikhism
- Spiritual
- Unitarian Universalism
- Zoroastrianism
- Other, not listed (please specify): \_\_\_\_\_

**For the following questions, please answer thinking about how much your experience participating with a DePaul service day this year has impacted you.**

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

**Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, as there are no right or wrong answers.**

Based on my experience volunteering with a DePaul service day, I feel that engaging in community service would likely allow me to:	Strongly Disagree	Disagree	Agree	Strongly Agree
reduce the oppression of certain groups.	1	2	3	4
help provide equal opportunities for all groups and individuals.	1	2	3	4
fulfill a sense of personal obligation.	1	2	3	4
fulfill a sense of moral responsibility.	1	2	3	4
fulfill a sense of social responsibility.	1	2	3	4
make a difference in peoples' lives.	1	2	3	4
do work or activities that are personally satisfying.	1	2	3	4
be more competitive in applying for school or work.	1	2	3	4
increase my sense of self-worth.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

**Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that everyone possess human dignity.	1	2	3	4
I recognize that everyone has basic human rights.	1	2	3	4
All people deserve to be treated with respect.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.

	Strongly Disagree	Disagree	Agree	Strongly Agree
In the future, I intend to engage in service activities.	1	2	3	4
I have a plan of action for ways I will remain or become involved in service activities over the next year.	1	2	3	4
I think engaging in service activities is a realistic goal for me.	1	2	3	4
I am fully committed to engaging in service activities.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your interest as it describes your personal experience.

Your possible choices range from Very Low Interest to Very High Interest. Please answer honestly, as there are no right or wrong answers.

Based on your experience volunteering with a DePaul service day, how much interest do you have in:	Very Low Interest	Low Interest	Medium Interest	High Interest	Very High Interest
volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	1	2	3	4	5
going on a weeklong service or work project.	1	2	3	4	5
enrolling in a course on social issues.	1	2	3	4	5
talking to others about social issues.	1	2	3	4	5
selecting a career or job that deals with social issues.	1	2	3	4	5
reading about social issues (e.g., racism, oppression, inequality).	1	2	3	4	5
watching television programs that cover social issues (e.g., history of marginalized groups).	1	2	3	4	5
supporting a political candidate on the basis of her or his stance on social issues.	1	2	3	4	5
donating money to an organization committed to social issues.	1	2	3	4	5

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.

	Strongly Disagree	Disagree	Agree	Strongly Agree
In my opinion, DePaul University places a high value on community service.	1	2	3	4
In my opinion, DePaul University places a higher value on community service than other colleges and universities.	1	2	3	4
In my opinion, DePaul University places a high value on the dignity of every human being.	1	2	3	4
I personally value DePaul University's commitment to community service.	1	2	3	4
I personally value DePaul University's commitment to valuing the human dignity of every human being.	1	2	3	4
I personally feel a connection to DePaul University's mission.	1	2	3	4

**In your own words, please feel free to share any other reflections on the impact of DePaul service day on you and/or your connection to DePaul's Vincentian mission?**

**In your own words, please feel free to share any other reflections on the impact of this DePaul service day on you:**

**This ends the survey. Thank you very much for your time and for sharing your perspective.**

# **ORD Survey 2013- 3 month**

**Re-generation of unique identity key:**

**When you took the pre-survey you generated a unique identity key.  
In this post-survey you will be asked to generate the identical key.  
The instructions are repeated below:**

We will have you generate your own unique identity key to track the impact of your participation in a DePaul service day over time. This way, if you take this survey in the future, we will be able to prompt you to generate the same key, and you will not need to remember it. Only the study researchers will be able to link your responses with your personal information. Please follow the instructions below to generate your unique identity key and USE ALL CAPS.

15. What is the last two letters of your last name? (i.e., Smith: TH)
16. What is the day you were born? (i.e., 16)
17. What are the first two letters of the city you were born? (i.e., Chicago: CH)
18. What are the first two letters of your middle name? (i.e., Leigh: LE)
19. What are the first two letters of your mother's first name? (i.e., Diane: DI)
20. If you do not know one of the answers, please just insert a question mark (i.e., ??). You should ultimately have 10 digits, IN ALL CAPITAL LETTERS.
21. Ex: **TH16CHLDI** (if you do not know the city you were born, it would look like: TH16??LDI)

**Please re-create your unique identify key using the method described above:**

**Your unique identity key: \_\_\_\_\_**

**Email collection to ask you to participate again in the future:**

Thank you for participating in our study! We may want to contact you again in the future to participate in this survey again. If this is okay with you, we would appreciate having your email address so that we can contact you in the future, and our next contact will be in about a year. Even if you give us your email now, you are in no way obligated to participate in the future (you can always ignore our emails or ask to be taken off of our list). We also will not share your email with anyone and will only use it to contact you again, probably in about a year, to see if you would like to participate again. You can still participate in this study now even if you don't want to give us your email or don't want us to contact you again.

**Yes, you can contact me in the future though I understand I am under no obligation to respond or participate.**

Email: \_\_\_\_\_

**No, I would rather not give you my email.**

**We are interested in looking at the long term impact of your DePaul service day that you participated in a few months ago through your program. We will ask you a few questions about yourself, as well as a few questions about the impact that your DePaul service day may have had on you and your connection to DePaul University.**

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**Please indicate your gender:**

- Female
- Male
- Transgender
- Other (please specify): \_\_\_\_\_

**How old are you? Please tell us in years:** \_\_\_\_\_

**Which academic program are you in at DePaul?** \_\_\_\_\_

**What year are you in your academic program at DePaul?** \_\_\_\_\_

**What is your ethnicity? (Please check all that apply):**

- Black / African-American
- Asian
- Hispanic / Latino
- Middle Eastern
- Native American / Alaskan Native
- Native Hawaiian/ Other Pacific Islander
- White / Caucasian
- Multiracial
- Other (please specify): \_\_\_\_\_

**Regarding your current worldview, with which of the following descriptors do you most closely identify?**  
(Please check all that apply):

- Agnosticism
- Atheism
- Baha'i Faith
- Buddhism
- Christianity (please specify your denomination): \_\_\_\_\_
- Confucianism
- Daoism
- Hinduism
- Islam
- Jainism
- Judaism
- Native American Tradition(s)
- Non-religious
- None
- Paganism
- Secular Humanism
- Sikhism
- Spiritual
- Unitarian Universalism
- Zoroastrianism
- Other, not listed (please specify): \_\_\_\_\_



**For the following questions, please answer thinking about how much your experience participating with a DePaul service day this year has impacted you.**

**Directions: For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.**

**Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, as there are no right or wrong answers.**

Based on my experience volunteering with a DePaul service day, I feel that engaging in community service would likely allow me to:	Strongly Disagree	Disagree	Agree	Strongly Agree
reduce the oppression of certain groups.	1	2	3	4
help provide equal opportunities for all groups and individuals.	1	2	3	4
fulfill a sense of personal obligation.	1	2	3	4
fulfill a sense of moral responsibility.	1	2	3	4
fulfill a sense of social responsibility.	1	2	3	4
make a difference in peoples' lives.	1	2	3	4
do work or activities that are personally satisfying.	1	2	3	4
be more competitive in applying for school or work.	1	2	3	4
increase my sense of self-worth.	1	2	3	4

**Directions: For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.**

**Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that everyone possess human dignity.	1	2	3	4
I recognize that everyone has basic human rights.	1	2	3	4
All people deserve to be treated with respect.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.

	Strongly Disagree	Disagree	Agree	Strongly Agree
In the future, I intend to engage in service activities.	1	2	3	4
I have a plan of action for ways I will remain or become involved in service activities over the next year.	1	2	3	4
I think engaging in service activities is a realistic goal for me.	1	2	3	4
I am fully committed to engaging in service activities.	1	2	3	4

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your interest as it describes your personal experience.

Your possible choices range from Very Low Interest to Very High Interest. Please answer honestly, as there are no right or wrong answers.

Based on your experience volunteering with a DePaul service day, how much interest do you have in:	Very Low Interest	Low Interest	Medium Interest	High Interest	Very High Interest
volunteering your time at a community agency (e.g. Big Brother/Big Sister, volunteering at a homeless shelter).	1	2	3	4	5
going on a weeklong service or work project.	1	2	3	4	5
enrolling in a course on social issues.	1	2	3	4	5
talking to others about social issues.	1	2	3	4	5
selecting a career or job that deals with social issues.	1	2	3	4	5
reading about social issues (e.g., racism, oppression, inequality).	1	2	3	4	5
watching television programs that cover social issues (e.g., history of marginalized groups).	1	2	3	4	5
supporting a political candidate on the basis of her or his stance on social issues.	1	2	3	4	5
donating money to an organization committed to social issues.	1	2	3	4	5

**Directions:** For each of the following statements, circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience.

Your possible choices range from Strongly Disagree to Strongly Agree. Please answer honestly, based on your experience volunteering with a DePaul service day. There are no right or wrong answers.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
In my opinion, DePaul University places a high value on community service.	1	2	3	4
In my opinion, DePaul University places a higher value on community service than other colleges and universities.	1	2	3	4
In my opinion, DePaul University places a high value on the dignity of every human being.	1	2	3	4
I personally value DePaul University's commitment to community service.	1	2	3	4
I personally value DePaul University's commitment to valuing the human dignity of every human being.	1	2	3	4
I personally feel a connection to DePaul University's mission.	1	2	3	4

**In your own words, please feel free to share any other reflections on the impact of DePaul service day on you and/or your connection to DePaul's Vincentian mission?**

**In your own words, please feel free to share any other reflections on the impact of this DePaul service day on you:**

**This ends the survey. Thank you very much for your time and for sharing your perspective.**