

Annual Assessment Report Template
Academic Year: 2013-2014

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A. Abstract

The purpose of this study was to assess the impact of Vincentian Service Day (VSD) on students' mission affinity and knowledge of St. Vincent DePaul. Furthermore, we are interested in knowing which components of the day's events add to affinity/knowledge, and which do not. *This mixed methods assessment consisted of a pre-survey and post-survey measure, as well as post-survey reflective written responses.* Findings indicated that participation in Vincentian Service Day is associated with increases in students' commitment to social justice, as well as their awareness of St Vincent de Paul and DePaul University's commitment to service and the poor. Students reported that they were most aware of themes of Vincentian values and St. Vincent de Paul during the morning program compared to other parts of VSD. Students reported feeling a sense of pride in their University from VSD, as well as overall enjoying their experience with VSD. This type of event does increase awareness of university mission; other departments or institutions may find this approach helpful for their planning, implementation, and assessment. As well, while the overall commitment to service and social justice increased because of students' participation in VSD, a plan for how to keep this engagement sustained is acknowledged.

B. Introduction and context for this year's report

We are interested in assessing the impact of Vincentian Service Day on students' mission affinity and knowledge of St. Vincent DePaul. Furthermore, we are interested in knowing which components of the day's events add to affinity/knowledge, and which do not.

Vincentian Service Day (VSD) is an exciting annual opportunity for DePaul University students, faculty, staff, alumni and community partners to come together in the communities of Chicago for a day of service. The day is structured as an invitation for DePaul University to join the communities of Chicago so that we might strengthen our connection to one another and put our Vincentian mission of service and social justice into practice.

Learning outcomes

Vincentian Community Service Office (VCSO) – Mission Affinity

- Students who participate in Vincentian Service Day (VSD) will describe a connection between their lives and the Vincentian legacy.
- Students who participate in VSD will articulate a connection to fellow DePaul students and the larger DePaul community

Divisional Learning Outcome

- 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.

DePaul University – Vision 2018

- Goal 2: Deepen the University's Distinctive Connection to the Global City of Chicago.
 - Objective 2b. Deepen DePaul's connection with Chicago, enriching students' educational experiences

- Goal 3: Strengthen our Catholic and Vincentian Identity
 - Elevate our distinctive Catholic and Vincentian Identity Across the University

Literature review

The development, implementation, and assessment of VSD are guided by the literature exploring the impact of university students' community service and service-learning experiences. Service and service-learning activities have been found to increase community engagement among students (Gallini & Moely, 2003), and are important for helping students to becoming civically engaged. Research has documented a range of positive long-term effects of community service for college students, such as a positive impact on college students' behavior, values, academic development, degree aspirations, sense of civic responsibility, career goals, and life skills (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Bowman, Brandenberger, Hill, Lapsley & Quaranto, 2010; Sax & Astin, 1997). Service learning has been documented to have a long term effect particularly on students' lifelong commitment to volunteerism and community activism (Sax & Astin, 1997). One challenge with short-term service that is highlighted in the service immersion literature is the lack of follow-up programming, which may contribute to the difficulty of maintaining positive outcomes over time (Linhart, 2010). This assessment will use the literature on service learning as a foundation to explore the impact on college students from a single campus-wide day of service, on students' commitment to social justice and mission affinity.

References

- Astin, A.W. & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251-263.
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- Bowman, N. A., Brandenberger, J. W., Hill, P., Lapsley, D. K., & Quaranto, J. C. (2010). Serving in college, flourishing in adulthood: Does community engagement during the college years predict adult well-being? *Applied Psychology: Health and Well-being*, 2, 14-34.
- Gallini, S. M., & Moely, B. E. (2003). Service-learning and engagement, academic challenge and retention. *Michigan Journal of Community Service Learning*, 5-14.
- Linhart, T. (Spring, 2010). How we learn from short-term mission experiences: A grounded theory modification of the Joplin Model. *Christian Education Journal*, 182.
- Sax, L. J., & Astin, A. W. (1997). The benefits of service: Evidence from undergraduates. *The Educational Record*, 78(3-4), 25-32.

C. Methodology

This project's mixed methods assessment consisted of a pre-survey and post-survey measure, as well as post-survey reflective written responses.

Inclusion

All 1,620 registrants of Vincentian Service Day were invited to participate in the assessment.

- 365 completed the online pre-survey
- 305 completed the post-service written reflections
- 108 completed the online post-survey

Pre-survey

Participation in the assessment was encouraged but optional for students. When students registered online on the VSD website page for the day of service, at the end of their online registration they were instructed to click on an external Qualtrics link to take them to the optional pre-survey to participate in the assessment. Students were then asked to provide their email address to be contacted directly for participation in the immediate post-trip survey. Students also had the opportunity to generate a unique identity key to help link their data over time between the pre- and post-survey, to reduce the amount of personally identifying information. We understand that some students use personally identifying information to form their email addresses, but this cannot be avoided and is a reasonable risk. Instructions for the generation of the unique identity key can be found in the survey items document in the appendix. Please see

appendix for a full list of survey items. All questions (in the pre-trip survey, and subsequent follow-up survey) presented less than minimal risk.

Post-service written reflections

As part of VSD’s naturally occurring programming, students hold small group reflections after they complete their service at their sites. During those reflections, students were given a piece of paper to write their responses to a few guided reflection question prompts. Students do not include their name or any other identifying information on these written reflections. These written reflections were collected as part of the assessment to gain more in-depth qualitative data. The group leaders announced to their small groups at the end of the written reflection period that the written reflections were being collected for assessment purposes, and that students could either keep their written reflections, discard, or turn them in to a large envelope on a table in the front. This way, group leaders and other group members did not necessarily know who decided to participate or not, since there were hundreds of people around after the end of the day of service.

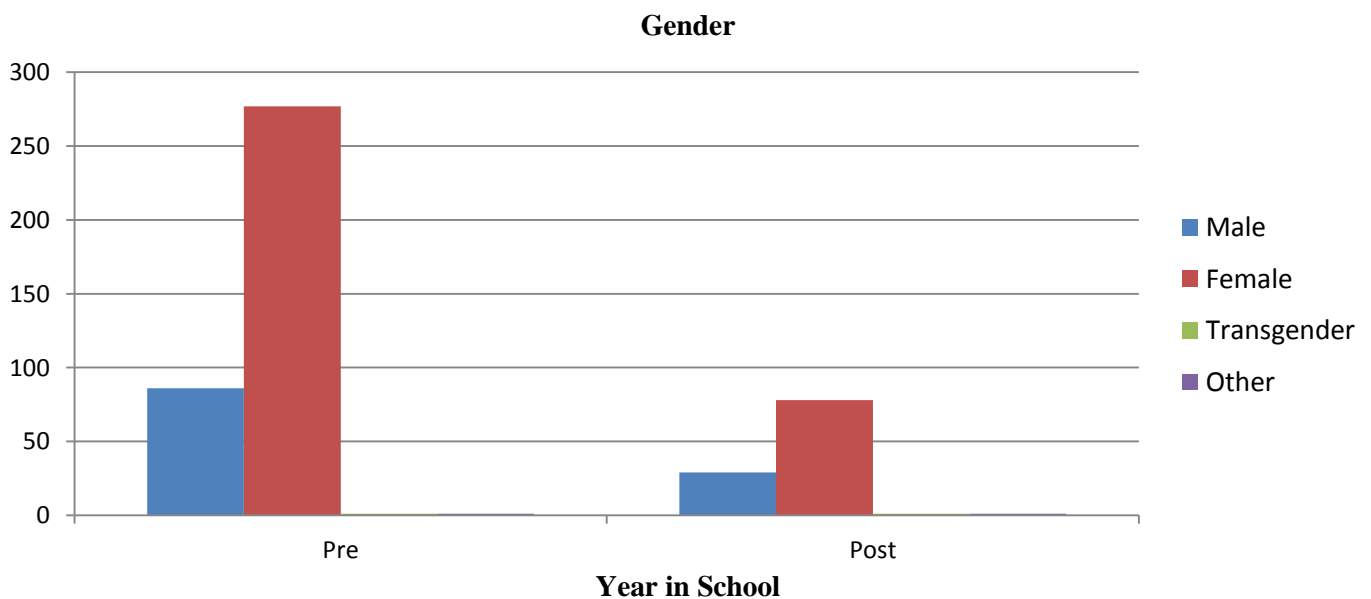
Post-Survey

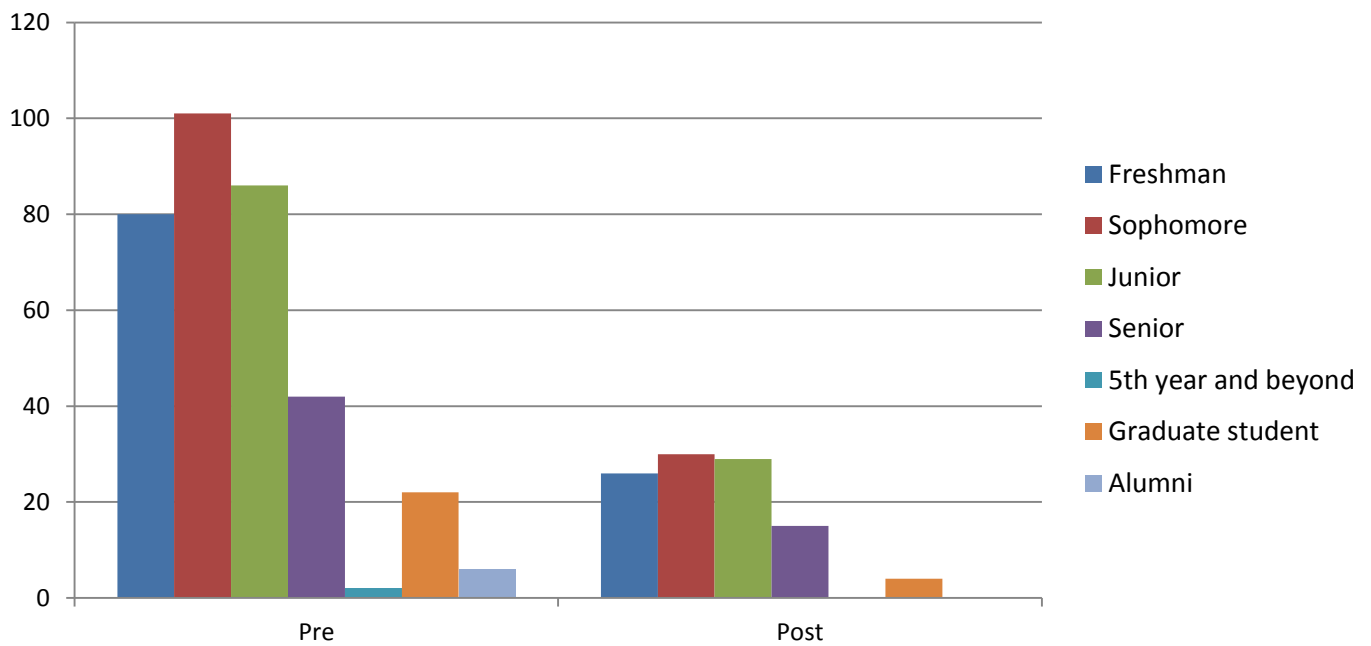
Within a few days after VSD, those students who provided their email addresses were contacted for follow-up and emailed a post-trip survey. Please see appendix for a full list of survey items.

D. Findings/Results and Discussion

Participants

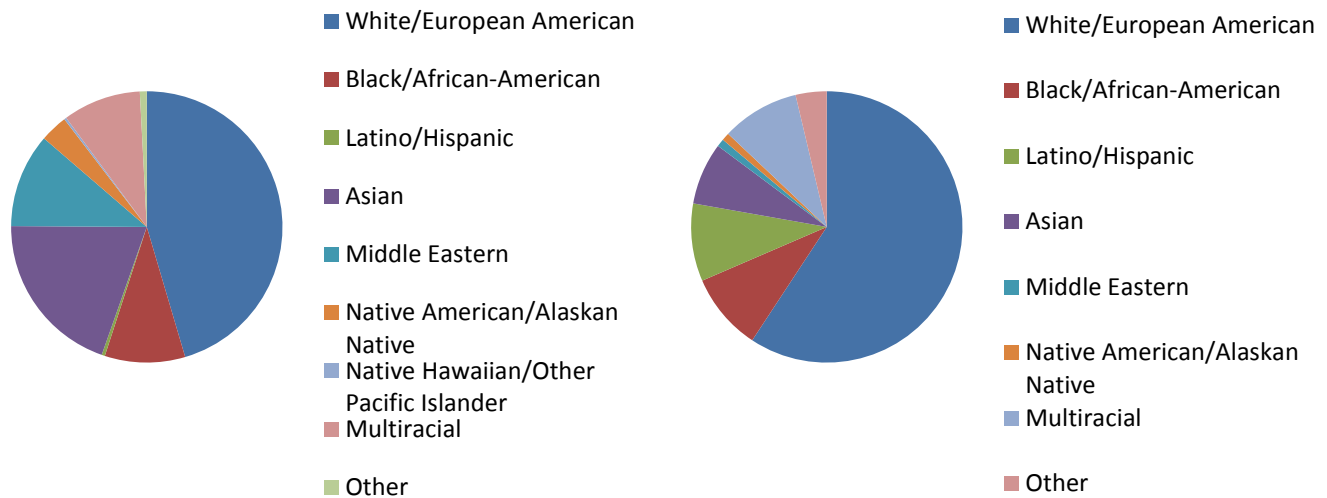
Of the 365 students that completed the pre-survey, students were on average 22 years old ($SD = 5.24$). Ninety-seven (27%) of students were currently involved or had previously been involved in University Ministry (52, 47% in the post-survey). For the majority of students who participated in the pre-survey (224, 61%) this was their first Vincentian Service Day (52, 47% of students in the post-survey). Of the students who had previously participated in VSD, 96 students had participated in one previous VSD, 27 in two previous VSD’s, 9 in three previous VSD’s, 3 in four previous VSD’s, 2 in five previous VSD’s, and 1 in six previous VSD’s (for the post survey, 30, 8, 6, 3, 0, and 0 students respectively). For only a small percentage of students (46, 13%) was their participation in VSD mandatory this year (participation was mandatory for 29, 25% of the post-survey students). Of the 108 students who completed the post-survey, students were on average 22 years old ($SD = 5.88$).





Ethnicity (pre)

Ethnicity (post)



Results

Overall, students scored fairly high on their commitment to social justice and mission affinity on their pre- and post-test measures. In addition, students reported that they were most aware of themes of Vincentian values and St. Vincent de Paul during the morning program. Since students developed unique self-generated identity keys, we had the opportunity to do matched comparisons and link students’ data between the pre- and the post-survey. Using this type of analysis, there was one significant finding: a significant positive increase on students’ awareness of St. Vincent de Paul’s commitment to the poor after participating in VSD. We then aggregated students’ data to look at overall average increases (non-matched) from pre- to post-survey and found significant positive increase across a number of scales and items after participation in VSD:

- Students’ overall commitment to social justice (4 item scale)
- Students’ awareness of St. Vincent de Paul’s commitment to the poor
- Students’ awareness of DePaul University’s commitment to service
- Students’ knowledge of where to go to get more engaged in service at DePaul

Effect sizes were also calculated between pre- and post-test average scores to determine the strength of the change after participation in VSD. Please see the tables below for more details.

Students' commitment to social justice: 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). Overall, students scored relatively high on both the pre- and post-survey on their commitment to social justice. In addition, there was a significant positive average increase from pre- to post-survey for students overall commitment to social justice after participating in VSD. Small positive effects were found between the pre- and post-survey for one items (#3), with a medium positive effect found for one item (#1), and a small negative effect found for another item (#2).

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		Post-Survey	
	Mean* (SD)	N	Mean* (SD)	N
Social Justice Commitment	3.22 (0.56)	361	3.38 (0.53) ^{†a}	102
Item 1	2.94 (0.74)	362	3.59 (0.50) ^c	102
Item 2	3.33 (0.61)	362	3.15 (0.75) ^b	102
Item 3	3.17 (0.69)	361	3.45 (0.57) ^a	102
Item 4	3.43 (0.61)	362	3.32 (0.69)	102

Note. *Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded
[†]Significant average (non-matched) increase from pre- to post-survey
^aSmall positive effect found, indicating an increase from pre- to post-survey
^bSmall negative effect found, indicating a decrease from pre- to post-survey
^cMedium positive effect found, indicating an increase from pre- to post-survey

Frequency for Individual Scale Items

Social Justice Commitment (Pre) Items	Frequency			
	1*	2	3	4
1. In the future, I intend to engage in service activities.	4	9	171	178
2. I have a plan of action for ways I will remain or become involved in service activities over the next year.	10	81	193	78
3. I think engaging in service activities is a realistic goal for me.	5	13	203	141
4. I am fully committed to engaging in service activities.	6	41	198	116

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

Frequency for Individual Scale Items

Social Justice Commitment (Post) Items	Frequency			
	1*	2	3	4
1. In the future, I intend to engage in service activities.	0	0	42	60
2. I have a plan of action for ways I will remain or become involved in service activities over the next year.	0	22	43	37
3. I think engaging in service activities is a realistic goal for me.	0	4	48	50
4. I am fully committed to engaging in service activities.	0	13	43	46

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

Students' mission affinity: A set of 14 items were developed by VSCO to assess students' mission affinity related to their experience with VSD. Nine of the items were given during both the pre- and post-survey to assess a change in

scores over time, while 5 items were only given during the post-survey to assess the students' perceptions of their experience with VSD. Overall, students' mission affinity was fairly high when assessed both during the pre- and post-survey. Students' awareness of St. Vincent de Paul's commitment to the poor significantly increased when linking students' scores between the pre- and post-survey, as well as looking at the overall differences in students' averages. In addition, when exploring differences in students' overall averages between the two time points, students' indicated a significant increase in their awareness of Vincent de Paul's commitment to service, as well as the knowledge of where to go to get more engaged in service at DePaul after participating in VSD. Effect sizes were also calculated to assess the strength of the change between time points, indicating a small effect across multiple items (e.g., 1, 2, & 8).

Item	Pre-Survey		Post-Survey	
	Mean* (<i>SD</i>)	<i>N</i>	Mean* (<i>SD</i>)	<i>N</i>
Item 1	3.43 (0.61)	362	3.68 (0.55) ‡† ^a	102
Item 2	3.54 (0.57)	362	3.67 (0.49) † ^a	102
Item 3	3.63 (0.54)	362	3.68 (0.49)	102
Item 4	3.58 (0.56)	362	3.56 (0.62)	102
Item 5	3.34 (0.63)	361	3.37 (0.66)	100
Item 6	3.51 (0.56)	361	3.46 (0.63)	101
Item 7	3.48 (0.56)	362	3.45 (0.71)	102
Item 8	2.98 (0.80)	362	3.34 (0.68) † ^a	102
Item 9	3.41 (0.58)	362	3.42 (0.72)	102
Item 10	-	-	3.42 (0.67)	102
Item 11	-	-	3.41 (0.68)	100
Item 12	-	-	3.43 (0.70)	101
Item 13	-	-	3.23 (0.85)	100
Item 14	-	-	3.53 (0.61)	100

Note. *Scale is a 1 to 4 point Likert-type scale. Positive means or better are bolded
‡Significant average (matched) increase from pre- to post-survey
†Significant average (non-matched) increase from pre- to post-survey
^aSmall positive effect found, indicating an increase from pre- to post-survey

Frequency for Individual Scale Items

Mission Affinity (Pre) Items	Frequency			
	1*	2	3	4
1. I am aware of St. Vincent DePaul's commitment to the poor.	4	11	173	174
2. I am aware of DePaul University's commitment to service.	4	2	152	204
3. I am proud of DePaul University's commitment to community service.	3	2	121	236
4. In my opinion, I feel that Vincentian Service Day reflects DePaul's value to community service.	3	4	135	220
5. In my opinion, I feel that the administration and staff at DePaul are also supportive of the commitment to community service	4	18	189	150
6. I feel that Vincentian Service Day provides awareness of how to get involved with the greater Chicago community and its many nonprofit organizations.	3	3	162	193
7. I believe that Vincentian Service Day helps deepen our connection to the city of Chicago.	2	5	171	184
8. I know where to get more engaged in service at DePaul.	15	73	177	97
9. For me, Vincentian Service Day helps me feel connected with something larger than myself.	2	10	188	162

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

Frequency for Individual Scale Items

Mission Affinity (Post) Items	Frequency			
	1*	2	3	4
1. I am aware of St. Vincent DePaul’s commitment to the poor.	1	1	28	72
2. I am aware of DePaul University’s commitment to service.	0	1	32	69
3. I am proud of DePaul University’s commitment to community service.	0	1	31	70
4. Vincentian Service Day reaffirmed for me how DePaul is a special school.	1	4	34	63
5. In my opinion, I feel that Vincentian Service Day reflects DePaul’s value to community service.	1	7	46	46
6. In my opinion, I feel that the administration and staff at DePaul are also supportive of the commitment to community service.	0	7	41	53
7. I feel that Vincentian Service Day provides awareness of how to get involved with the greater Chicago community and its many nonprofit organizations.	2	7	36	57
8. I believe that Vincentian Service Day helps deepen our connection to the city of Chicago.	3	3	42	52
9. I know where to get more engaged in service at DePaul.	3	18	33	47
10. For me, Vincentian Service Day helps me feel connected with something larger than myself.	1	3	38	58
11. I learned on Vincentian Service Day how DePaul is involved in the greater Chicago community and its many non-profit organizations.	1	9	46	46
12. Vincentian Service Day made me feel connected to the mission of DePaul.	3	5	40	54
13. I feel that Vincentian Service Day helps me feel connected to the DePaul community.	1	7	42	52
14. I feel that Vincentian Service Day helps me feel connected to the greater Chicago community.	2	5	44	51

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

Advancement Toward Learning Outcome:

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who participate in Vincentian Service Day (VSD) will describe a connection between their lives and the Vincentian legacy.	102	94

Qualitative results

Why Vincentian Service Day? Multiple themes emerged from the reflective essays for why students felt DePaul sponsored and organized Vincentian Service Day. These responses mirrored what students reported in their open-

ended questions at the end of their post-survey. The overwhelming majority of students felt that VSD's main goal was to help out the local community and to give back to greater Chicago.

"To utilize our resources to help the community."

"To give back to the community that we are a part of"

A large number of students also saw VSD as a way for DePaul and students to live out the Vincentian mission and values, and to honor St. Vincent de Paul. Students also noted that VSD was important for creating a sense of community internally at DePaul, as well as to instill values of social justice and volunteering in DePaul students.

"VSD is one day that embodies all of DePaul's values. Our community comes together to give back to others."

"It fits perfectly with the mission of DePaul, we are an urban university. We are all about giving back to our community, and the Vincentian mission is to care for the poor."

"Things like VSD are why I chose DePaul. We see a bigger picture and want to help/make a difference by walking the walk."

A smaller but still significant number of students discussed that Vincentian Service Day was important for setting a good example to the greater Chicagoland community by promoting DePaul's name through positive pro-social interactions with the community. In addition, students also noted the importance of VSD for exposing DePaul students to the greater Chicago communities.

"It's extremely important to learn throughout our city. This gives us an opportunity to visit different neighborhoods and learn about different parts of our city"

"Yes, it provides a good image of the University and those we help can understand our mission. It expands our impact outside of just campus."

DePaul pride: Students were asked if VSD made them feel proud of DePaul University, and if VSD provided the overall student body with a sense of school pride, or "school spirit." The results of the qualitative analysis of the post-VSD open-ended reflections indicated that an overwhelming number of students agreed that it did. The majority of students elaborated that their pride came from seeing such a large number of people coming together to all participate in group service and give back to the community. Students also noted that they were proud to be able to fulfill the Vincentian legacy through participation VSD.

"Seeing 1,600 students devote their Saturday morning to serving the community makes me a proud Blue Demon!"

"Yes, it's one of my favorite DePaul Traditions because it's so powerful to see how many people want to live a Vincentian life."

"Yes, explaining to the people of the community where we are from and why we are here made me feel proud."

A smaller number of students commented on the uniqueness of DePaul, and DePaul's Vincentian mission, and how this and DePaul's sponsorship of VSD translated into their pride of their university.

"Yes, absolutely! Not every school would put something like this together, but my school makes it a priority. We have an amazing reputation in this great city because we give so much to it, and I'm deeply honored to be a part of it."

"Yes, it provides us with unique traditions that other schools do not possess."

Lastly, a small but still notable number of students provided useful critical feedback about whether VSD provides a sense of school pride. Pride for DePaul through VSD was dampened by the fact that there were still so many (almost 90%) of the rest of DePaul’s staff, faculty, and student body who did not participate in VSD. Another common criticism was that this day of service should be done more frequently or more often.

“Kind of, I would feel more school pride if more than 10% of the student body showed up.”

“No, because it’s only one day out of 365 days.”

Overall, students described their experience with VSD as fun, partly because of the opportunity to social with current friends and to meet new people. Students also enjoyed learning about the greater Chicago communities, as well as specific social issues through their participation in VSD.

“I gained a sense of the Garfield Park Community, and how Ujima Gardens brings people together.”

“I learned about an aspect of Chicago I never knew about.”

“I will look for solutions to the problems I was presented with today.”

Incorporating Vincentian identity into VSD: We were interested also in knowing how effectively VSCO staff incorporated our Vincentian identity into VSD. Therefore, in the post-survey, we asked students to reflect on how much they noticed references to Vincentian themes or St. Vincent de Paul during various parts of the VSD program. Some references to Vincentian themes or St. Vincent de Paul were noticed across most of the day, although the most references were observed during the morning program.

I noticed references to Vincentian themes or St. Vincent de Paul during...	None = 1	Some = 2	A lot = 3	Average
Promotion and/or marketing of Vincentian Service Day	8	48	42	2.35
Morning program	6	29	64	2.59
Festival on the quad	20	50	26	2.06
Reflection after service	19	32	46	2.28

Discussion

- How, if at all, did the results surprise you?

While we plan VSD with explicit attention to mission affinity and awareness of St. Vincent de Paul, we were surprised by the extent to which participation in the service day resulted in students’ affinity with mission and connection to St. Vincent de Paul and DePaul’s commitment to service and the poor. In the written reflections, there was more acknowledgement than expected that service day is a unique DePaul experience. Students wrote about a real sense of ownership over DePaul’s commitment to service by saying that other schools do not devote a day to service, when in fact many schools do. This shows that DePaul students truly identify with the mission and gives them a sense of school pride. We were pleased with how students noticed Vincentian themes that were underscored in the VSD promotion, morning program, and post-service reflection and will continue to find ways to intentionally imbed Vincentian awareness into all aspects of the day. Finally, we were also pleased by students’ criticisms that were founded on Vincentian principles. For example, some students were disappointed that VSD only occurs once a year or that not enough students participate in the day.
- What does this project contribute to the field or the Division of Student Affairs?

This project contributes rich insight into how mission affinity and education linked to our university’s heritage can be impactful if programming is structured intentionally. It provides insight into which types of events unite our diverse student population and from where our students draw school pride. As well, given DePaul Vision 2018’s explicit attention to enriching the student educational experience through community

engagement in Chicago and strengthening our Vincentian identity, this project illuminates strategies for planning, engagement, and assessment to help advance DePaul's mission.

Challenges & limitations

One aspect of this assessment that was particularly useful was building the pre-survey into the registration process. This is the first year we implemented the pre-survey and it resulted in a fairly large sample size for the pre-survey.

One limitation to this assessment is that students self-selected to participate or are required to participate another department's requirements. Further analyses may explore the difference in outcomes between students who chose to participate versus those who were required to participate because of other program requirements. Ideally, if VSCO staff would like to know whether participation in VSD causes any changes in students, then the best evaluation design would be one in which college students are randomly assigned to participate in VSD or in a control group. Then, students would complete an evaluation survey before and after VSD.

One specific challenge with this assessment was the use of a self-generated unique identity key. Although the creation of this key allowed the collection of minimally identifying information and the potential to link across time, many students had difficulty following the directions to create the identity key both at the pre- and post-survey. Therefore, it took a significant amount of time to search through the data to look for typos, and using other relevant student demographic information, to link data that may not have been linked due to students' errors in generating the key. Therefore, there may be some data that would have been usable, for our matched pre- and post-survey analysis, but was unable to be included (i.e., due to significant typos or other errors which made manually linking the data impossible).

Additionally, we are always striving to develop quality service projects that offer the best learning experience for students because we are aware that student experience on VSD is directly informed by the community organization with whom they volunteer. However, for the purposes of this particular study we did not include this piece of information in our data collection. Students who have a positive experience on VSD are more likely to participate in reflection and complete surveys. Therefore, there may be valuable criticism from volunteers for improving VSD that was never reported by the volunteers. If this study is repeated or expanded, it may be useful to have focus groups with students who had service experiences that did not go as planned due to any disorganization with the community organization.

E. Implications

Future actions to improve learning or engagement

Noting that a host of students participated in VSD and do not have a plan on how to continue their service involvement, more attention to assisting students with that plan development could be integrated. As well, the post-VSD festival scored the lowest in terms of mission affinity/knowledge of St. Vincent de Paul. More strategies to address this challenge could be integrated in festival preparation and implementation.

Implications for other departments and/or student affairs

Findings from this project can help shape strategies for departments that engage in one time/one day service-learning programming with students. As well, this experience can be noted as an effective practice for mission affinity and education, along with positive impact on student commitment to service.

Sharing results with participants and other key stakeholders

The assessment results will be shared internally with the VSCO, University Ministry, and Student Affairs staff, as well as student leaders and VSD 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 VSD student leaders during VCSO's Vincentians in Action training and formation.

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

In addition, although this assessment included both a pre- and a post-test, longitudinal analyses may be useful for future assessments to explore if positive outcomes are maintained over time, as this tends to be an issue with short-term service opportunities.

Although a majority of the responses were positive, there were still a small handful of students' open-ended reflections that were critical of VSD. These included: negative impact of one time service events; the disorganization at community organizations; the small percentage of DePaul students who participate; and the obligatory attendance for some organizations. A deeper analysis into these negative responses may provide valuable feedback to help improve the experience for more students.

Lastly, it may be useful to analyze the other themes that emerged in the qualitative written reflections to inform future planning and assessment. These themes include: meeting new people; getting information from the site for continued service; service contributing to academic learning; and feelings of self-reported empowerment.

Appendix

**VSD Survey Pre
2013-2014**

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 are 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. If you do not know one of the answers, please just insert a question mark (i.e., ??). You should ultimately have 8 digits, IN ALL CAPITAL LETTERS.
6. Ex: **TH16CHLE** (if you do not know the city you were born, it would look like: TH16??LE)

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.

Have you been involved, or are currently involved in any University Ministry Student Organizations or programs?

Yes

No

Is this your first Vincentian Service Day?

Yes

No

If no, how many have you previously participated in? _____

Is your participation in Vincentian Service Day mandatory this year?

Yes

No

Please indicate your gender:

Female

Male

Transgender

Other (please specify):

How old are you? Please tell us in years: _____

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): _____

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, 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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am aware of St. Vincent DePaul's commitment to the poor.	1	2	3	4
I am aware of DePaul University's commitment to service.	1	2	3	4
I am proud of DePaul University's commitment to community service.	1	2	3	4
In my opinion, I feel that Vincentian Service Day reflects DePaul's value to community service.	1	2	3	4
In my opinion, I feel that the administration and staff at DePaul are also supportive of the commitment to community service.	1	2	3	4
I feel that Vincentian Service Day provides awareness of how to get involved in the greater Chicago community and its many nonprofit organizations.	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, there are no right or wrong answers.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that Vincentian Service Day helps DePaul deepen our connection to the city of Chicago.	1	2	3	4
I know where to go to get more engaged in service at DePaul.	1	2	3	4
For me, Vincentian Service Day helps me feel connected with something larger than myself.	1	2	3	4

In your opinion, why do you think DePaul has Vincentian Service Day?

(please try to list at least 3 reasons)

**VSD Survey Post
2013-2014**

Re-generation of unique identity key:

**When you took the pre-survey online 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 re-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.

- 7.** What are the last two letters of your last name? (i.e., Smith: TH)
- 8.** What is the day you were born? (i.e., 16)
- 9.** What are the first two letters of the city you were born? (i.e., Chicago: CH)
- 10.** What are the first two letters of your middle name? (i.e., Leigh: LE)
- 11.** If you do not know one of the answers, please just insert a question mark (i.e., ??). You should ultimately have 8 digits, IN ALL CAPITAL LETTERS.
- 12.** Ex: **TH16CHLE** (if you do not know the city you were born, it would look like: TH16??LE)

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

Your unique identity key: _____

Have you been involved, or are currently involved in any University Ministry Student Organizations or programs?

Yes

No

Is this your first Vincentian Service Day this year?

Yes

No

If no, how many have you previously participated in? _____

Is your participation in Vincentian Service Day mandatory?

Yes

No

Please indicate your gender:

Female

Male

Transgender

Other (please specify): _____

How old are you? Please tell us in years: _____

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): _____

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, 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 aware of St. Vincent dePaul’s commitment to the poor.	1	2	3	4
I am aware of DePaul University’s commitment to service.	1	2	3	4
I am proud of DePaul University’s commitment to community service.	1	2	3	4
I believe that Vincentian Service Day helps DePaul deepen our connection to the city of Chicago.	1	2	3	4
I know where to go to get more engaged in service at DePaul.	1	2	3	4
For me, Vincentian Service Day helps me feel connected with something larger than myself.	1	2	3	4
Vincentian Service Day reaffirmed for me how DePaul is a special school.	1	2	3	4
In my opinion, I feel that Vincentian Service Day reflects DePaul’s value to community service.	1	2	3	4
In my opinion, I feel that the administration and staff at DePaul are also supportive of the commitment to community service.	1	2	3	4
I feel that Vincentian Service Day provides awareness of how to get involved in the greater Chicago community and its many nonprofit organizations.	1	2	3	4
I learned on Vincentian Service Day how DePaul is involved in the greater Chicago community and its many nonprofit organizations.	1	2	3	4
Vincentian Service Day made me feel connected to the mission of the DePaul.	1	2	3	4
I feel that Vincentian Service Day helps me feel connected to the DePaul Community.	1	2	3	4

I feel that Vincentian Service Day helps me feel connected to the greater Chicago community.	1	2	3	4
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We are interested in knowing how effectively we are incorporating our Vincentian identity into Vincentian Service Day. Please think about when you noticed references to Vincentian themes, or St. Vincent dePaul throughout the service day and/or any materials you received related to the service day.

I noticed references to <i>Vincentian themes</i> or <i>St. Vincent dePaul</i> during...	None	Some	A lot
Promotion and/or marketing of Vincentian Service Day	1	2	3
Morning program	1	2	3
Festival on the quad			
Reflection after service	1	2	3
Other:	1	2	3

**In your opinion, why do you think DePaul has Vincentian Service Day?
(please try to list at least 3 reasons)**

Did Vincentian Service Day make you feel proud of DePaul University? If yes, how so?

Do you believe Vincentian Service Day provides the student body with a sense of school pride or “school spirit”? If yes, how so?

Please feel free to describe anything else you feel you gained from your participation in Vincentian Service Day.

Vincentian Service Day 2014- Reflection Questions

Please answer the following questions openly. After collecting your responses, the Team Leader may choose to open discussion around any of these questions.

1. In your opinion, why do you think DePaul has Vincentian Service Day? (please try to list at least 3 reasons)
2. Does Vincentian Service Day make you feel proud of DePaul University? If yes, how so?
3. Do you believe Vincentian Service Day provides the student body with a sense of school pride or "school spirit"? If yes, how so?
4. Please feel free to describe anything else you feel you gained from your participation in Vincentian Service Day.