



**Annual Assessment Report Template**  
Academic Year: 2014-2015

**Date of Report Submission:** June 24, 2015

**Name of Department:** Vincentian Community Service Office (VCSO)

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**I. Abstract**

This assessment focuses on synthesizing three years of data from a larger longitudinal study, with a particular focus on year three, this past academic year. This assessment examines how involvement with DePaul University's Vincentian Community Service Office (VCSO)/ Vincentians in Action (VIA) programming and student organizations impacts students over time. This study tracks how students' engagement in curricular and co-curricular reflective interfaith programming aimed at promoting spiritual growth and civic learning, may impact a range of potential outcomes both at DePaul, as well as after graduation. This research documents which types of VCSO/VIA activities students have participated in as well as their degree of engagement. Students were assessed in various domains including: (1) connection to Vincentian values, (2) capacity for reflection, (3) dialogue, (4) general VIA impact, (5) spiritual growth/spirituality, (6) appreciation of diversity, (7) contributions to positive social change/ solidarity, (8) awareness, (9) connectedness to DePaul/Chicago community, and (10) religiosity that were selected to map onto university, divisional, and departmental learning outcomes. Students who attended VIA Big 8 were invited to complete the survey that included both quantitative and qualitative measures. Results indicated that students reported acceptable or better performances across all quantitative assessment areas. Regarding the qualitative data, students expressed that their experience with VIA has impacted their academic work as well as post-undergraduate decisions. Students also discussed how their involvement with VIA impacted their sense of belonging at DePaul ultimately helping their academic persistence. Overwhelming, students agreed that their VIA experience has helped them cope with significant life stressors as well as find spiritual balance.

**II. Learning Outcome Assessed**

To note, when the longitudinal assessment project was developed and the survey instrument was created, items and scales were selected that directly mapped onto departmental learning outcomes. Below are the four main learning outcomes that this assessment focused on:

1. Students who participate in Vincentian Community Service Office programs will articulate their own faith and/or spiritual growth in relationship to serving alongside the marginalized. (*Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values*)
2. Students who participate in Vincentian Community Service Office programs will demonstrate their Vincentian responsibility in systemic change at individual, community, and global levels. (*Socially Responsible Leadership; Spirituality and Vincentian Values*)

3. Students who participate in Vincentian Community Service Office programs will demonstrate knowledge of the lives of members of the Vincentian family to be able to demonstrate an ongoing connection between the Vincentian legacy and their own life experience. (*Knowledge Acquisition, Integration, and Application; Spirituality and Vincentian Values*)
4. Students who participate in Vincentian Community Service Office programs will commit to an intentional community with the understanding of how community relates to sustainable engagement and their ability to influence meaningful social change.

### **III. Introduction & Context**

Colleges and universities are uniquely situated to have lasting impact on the intellectual and moral lives of their students, shaping their aspirations, convictions, and commitments (Lilly Endowment). Researchers have documented the positive long-term effects of community service on college students' behavior, values, degree aspirations, and work preparation (Astin, Sax, & Avalos, 1999). The integration of service and curriculum within service learning has also been found to have positive long-term effects on alumni (Hill, Brandenberger, & Howard, 2005). Some researchers have distinguished between the effects of general community service (without integrated reflection and learning outcomes) and service learning (Astin, Vogelgesang, Ikeda, & Yee, 2000). Fenzel and Peyrot (2005) noted positive effects of both activities on personal and social responsibility, political participation, continued service involvement, and service-oriented career choices. Importantly, Fenzel and Peyrot pointed to the importance of examining the effects of the quality of such service or service learning experiences on future behaviors. On the other hand, Keen and Hall (2009) asserted that overall service involvement, not mere service-learning course attendance, increases students' appreciation of dialogue and future service opportunities. The authors emphasized the notable impact of co-curricular service learning on students' ability to converse and engage across boundaries of difference.

Since 2002, DePaul's Vincentian Community Service Office (VCSO) has engaged a framework for reflection and community building called Vincentians in Action (VIA), an approach that is intentionally connected to any community service engagement with the poor and marginalized. VIA is a Vincentian framework for spiritual growth and social justice education, rooted in:

- Wisdom and values from Vincent de Paul, Louise de Marillac, and the International Vincentian Family
- Best practices in service-learning, civic engagement, and interfaith ministry DePaul Learning Goals, Student Affairs Socially Responsible Leadership Model, and University Ministry's Mission

VCSO student leaders echo an essential VIA insight: "Service without reflection is just work – just another task." The core pillars of VIA – unpacked in VIA reflection meetings after community service experiences throughout the year – are the following:

- Way of Awareness
- Way of Dialogue
- Way of Solidarity
- Spiritual Growth
- Fighting Injustice
- Community Building
- Knowledge of International Vincentian Family & Legacy

VIA engages diverse programming communities of student leaders in a *cascade* peer-to-peer leadership development process. This learning approach to service is rooted in DePaul's strategic efforts to deepen the engagement of students with DePaul's Catholic and Vincentian mission as well to enrich students' educational experiences and deepen DePaul's connection with Chicago. This learning is done in a context of community service engagement that promotes civic involvement and seeks to improve the quality of life for Chicago's citizens (DePaul University, Vision 2018).

Finally, this assessment project relates to divisional and departmental efforts centered on the Vincentian mission, community engagement, and spiritual growth of students. When this longitudinal assessment instrument was created 4 years ago, the collaborative team of faculty, staff, and students from the Department of Psychology and the Vincentian Community Service Office developed the scales and items that reflected the four VCISO departmental learning outcomes. Scales from other national assessment efforts were utilized, as well as empirically validated scales that related to the department's learning outcomes. Some scales were left in their original, published form, and others were modified to best fit the needs of this assessment. Finally, additional items and scales were developed to assess any remaining learning outcome areas.

#### References

Astin, A. W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *Review of Higher Education*, 22 (2), 187-202.

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000, January). How service learning affects students. Los Angeles: Higher Education Research Institute. Retrieved July 3, 2011 from <http://gseis.ucla.edu/heri/PDFs/HSLAS/HSLAS.PDF>

Fenzel, L. M., & Peyrot, M. (2005). Comparing college community participation and future service behaviors and attitudes. *Michigan Journal of Community Service Learning*, 12, 23-31.

Hill, T. L., Brandenberger, J. W., & Howard, G. S. (2005, February). *Lasting effects? A longitudinal study of the impact of service-learning* (Report 8). Retrieved July 3, 2011 from University of Notre Dame Center for Social Concerns: <http://socialconcerns.nd.edu/faculty/research/report8.shtml>

Keen, C., & Hall, K. (2009). Engaging with difference matters: Longitudinal student outcomes of co-curricular service-learning programs. *The Journal of Higher Education*, 80(1), 59-79.

Lilly Endowment. (n. d.). Retrieved July 3, 2011 from [http://www.lillyendowment.org/religion\\_ptev.html](http://www.lillyendowment.org/religion_ptev.html)

#### **IV. Data Collection & Methodology**

A survey measure was developed that utilized a mixture of quantitative and qualitative measures, as well as empirically validated scales, scales modified for the current assessment, as well as specific items developed for the purpose of this survey. Once study materials are disseminated, completion of the survey online takes students about 30 minutes. The survey contains approximately 130 questions. Please see appendix for the full survey items.

Participants were identified through their involvement with VCSO programming throughout the year. Student emails were collected by student leaders and VCSO staff at all VCSO events or activities. Prior to the time of administering the survey in the Spring quarter, all emails from students who have participated in any VCSO programming were compiled. The survey information was provided during the last VIA Big 8. Students were provided a link to access the survey online, as well as paper surveys that were later manually entered. Students who were not able to attend VIA Big 8's were invited to participate in the study in a Friday morning VIA meeting the subsequent week. Participation in the assessment was encouraged but optional for students. Leaders from the following VIA student groups were invited to participate in the survey:

- 1) Community Peacemakers (CPM)
- 2) Vincentian Outreach & Formation (VOF)
- 3) DePaul Community Service Association Coordinators (DCSA)
- 4) DePaul Leadership Scholars (DeLS)
- 5) VCSO EDGE
- 6) Political-Activist VIA Engagement Interns (PAVE)
- 7) VIA Senior Team
- 8) Vincent and Louise House (V&L)
- 9) Service Day Team
- 10) Service Immersion participant
- 11) Service Immersion leader

In order to conduct matched comparisons across multiple time points, students were able to generate an identity code the first time they take the survey, to allow us to track participants, through their self-generated code, across time. The generation of this code also minimized the amount of identifiable information to use to link students to their responses. 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 survey presented less than minimal risk.

Consent was explained to students at VIA Big 8 prior to participating in the survey. On the first page of both the online and paper survey, students first read an IRB approved consent document outlining all the risks and benefits of participation. Students in the online survey were instructed to click to indicate their consent to participate to continue on to the survey. Students taking the paper version of the survey were instructed to discard or return their paper survey if they did not consent to participate. Students were informed they could exit the online survey, or stop filling out the survey at any time. Please see full survey in the appendix for the consent form used.

Rachael Suffrin analyzed all raw data, and only de-identified data was provided back to VCSO for their review in order to protect the confidentiality of student participants. Electronic data was stored on a password protected computer, and paper surveys stored in a locked office.

Unfortunately, not enough students completed the survey across all three time points to conduct matched comparisons, specifically using analysis of variance (ANOVA). Similarly, not enough students completed both a survey in year one and year two, or year two and year three, to conduct dependent samples t-tests. Therefore, independent samples t-tests were run using mean scores and standard deviations across all three time points to assess for significant differences across time. Acceptable performance is outlined below in greater detail. For 1 to 6 Likert-type scales, acceptable performance are scores greater than 4. For 1 to 5 Likert-type scales, acceptable performance are scores greater than 3. For 1 to 4 Likert-type scales, acceptable performance are scores greater than 2.

## V. Data & Results

### *Participants*

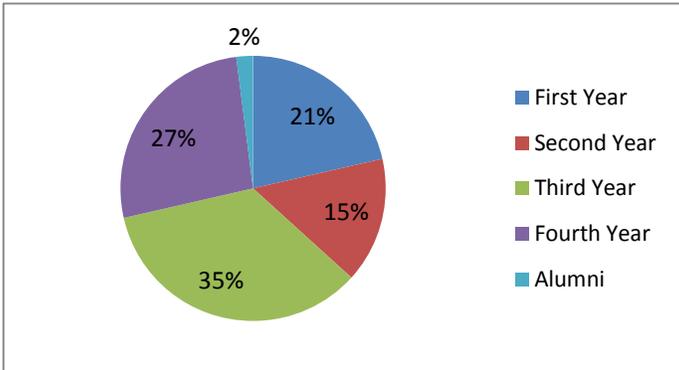
<b>Assessment Year</b>	<b>Students Participated</b>	<b>Students Invited*</b>	<b>Response Rate</b>
Year 1	97	145	67%
Year 2	94	138	68%
Year 3	72	119	61%

*Note:* All student leaders, interns, and scholars across the VCSO program areas were invited to participate in either the last VIA Big 8 student leader meeting in May or a subsequent Friday morning VIA meeting each of the three years to complete the survey. A smaller DePaul Leadership Scholars, Political Activist VIA Engagement (PAVE), Vincent & Louise House, EDGE, and Service Immersion Intern cohort of student leaders explains the drop-off in students invited in Year 3. It is important to also note that more than 90% of students who participated in the May VIA Big 8/Friday VIA morning in-person meetings in each year completed the survey. As well, while all invited students were engaged in one to three quarters of VCSO program engagement during each assessed academic year, some students were absent from the May VIA Big 8/Friday VIA in-person morning meetings when the surveys were distributed – explained by early graduation, study abroad commitments, or autumn or winter quarter program commitment only. This number was not tracked for this assessment project, but provides some insight into the response rate.

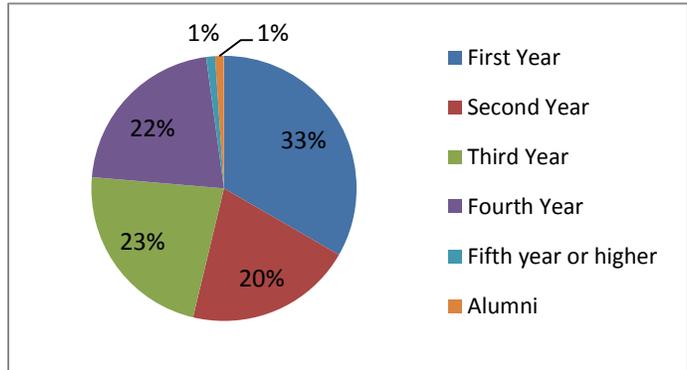
Demographic Information

**Year in School**

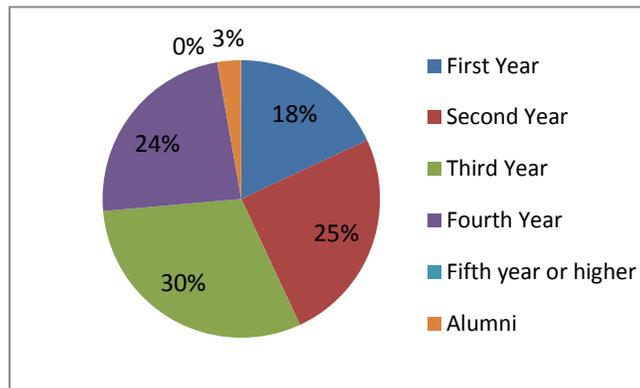
**Year 1**



**Year 2**

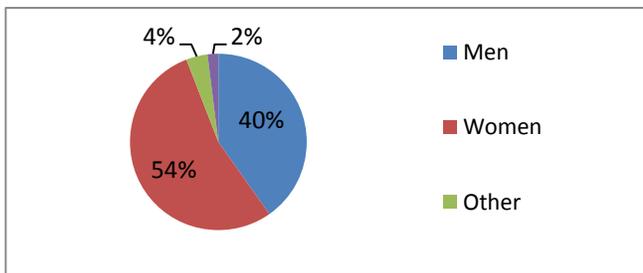


**Year 3**

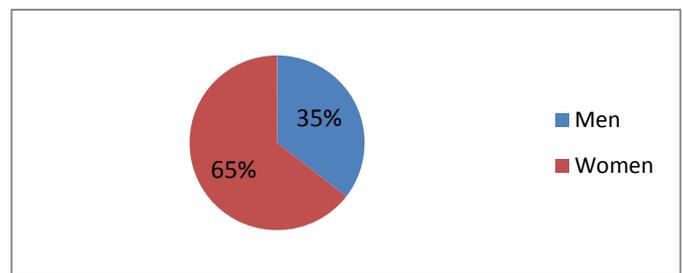


**Gender**

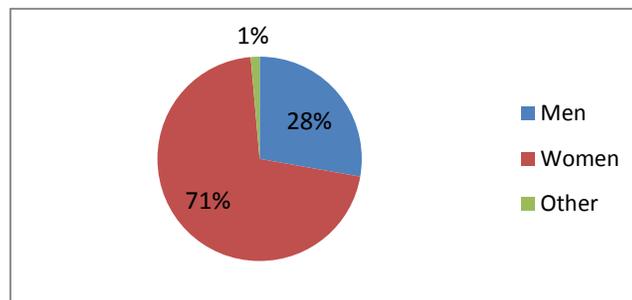
**Year 1**



**Year 2**

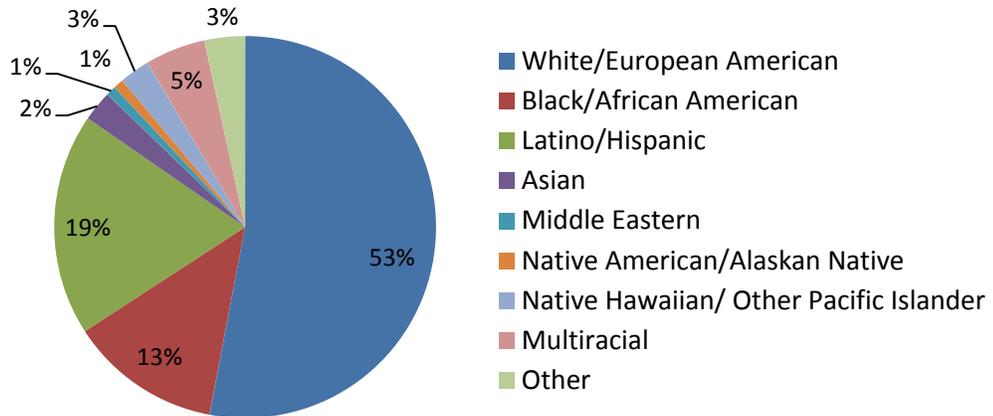


**Year 3**

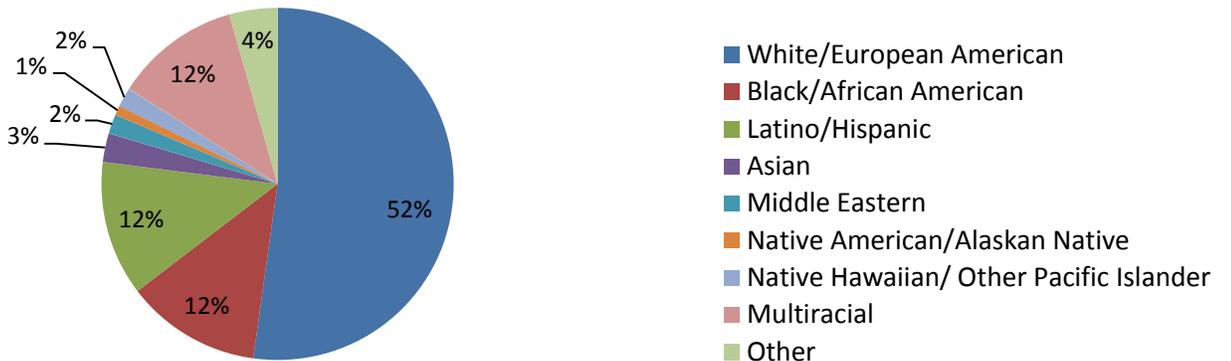


# Ethnicity

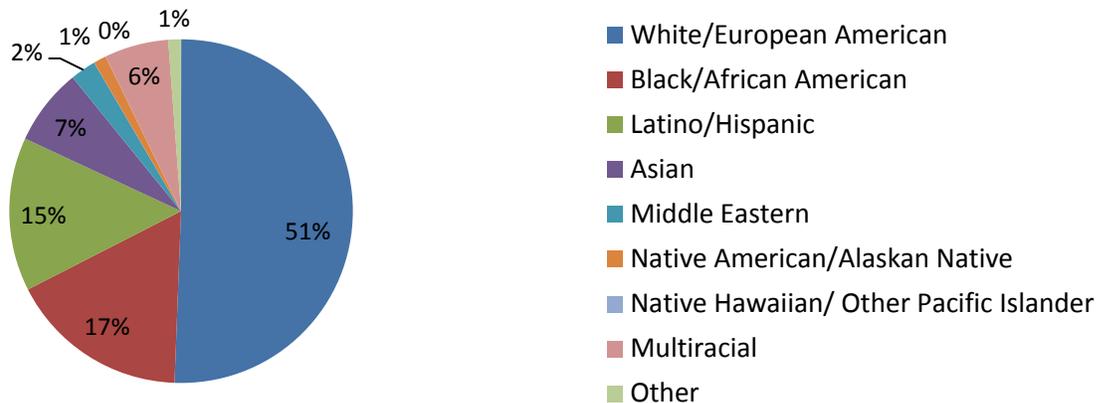
## Year 1



## Year 2

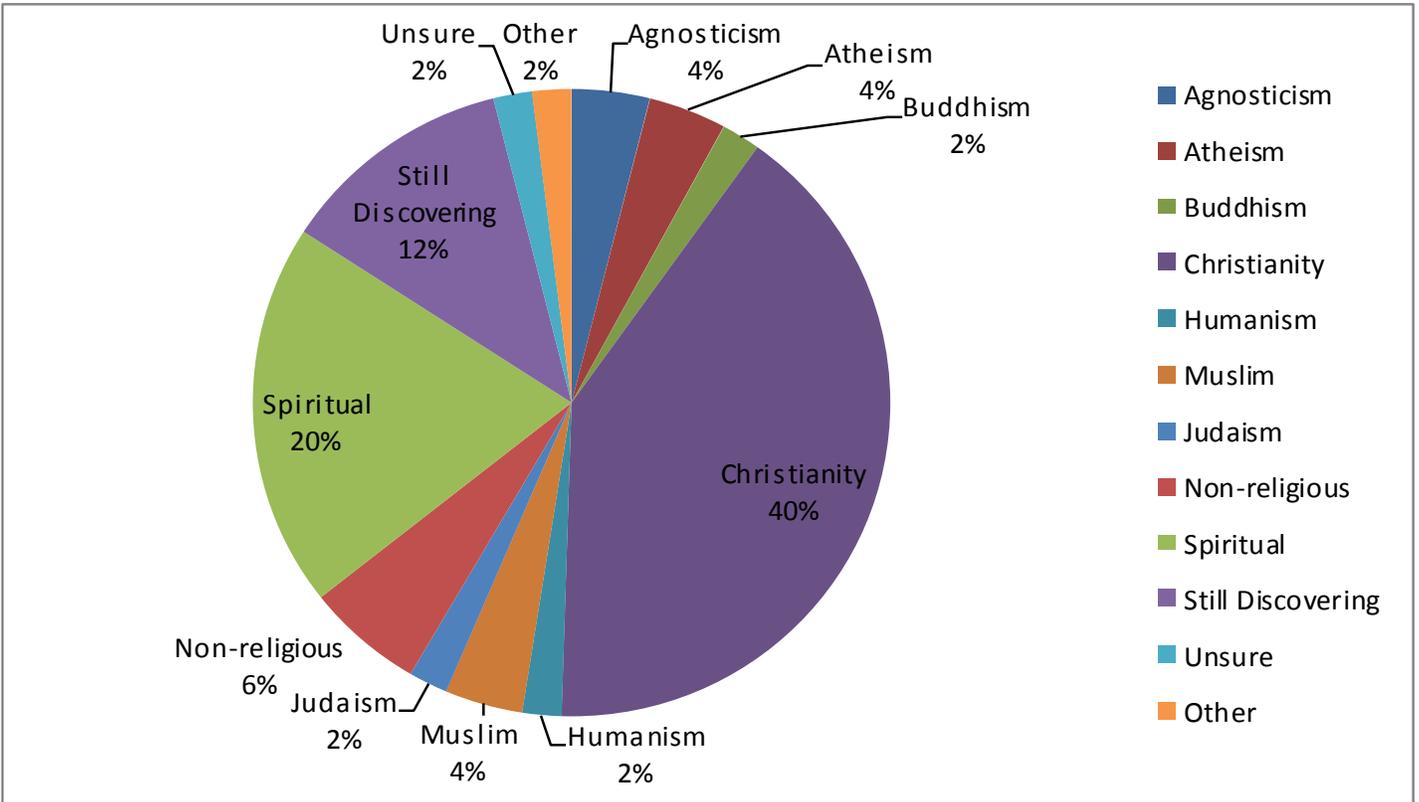


## Year 3

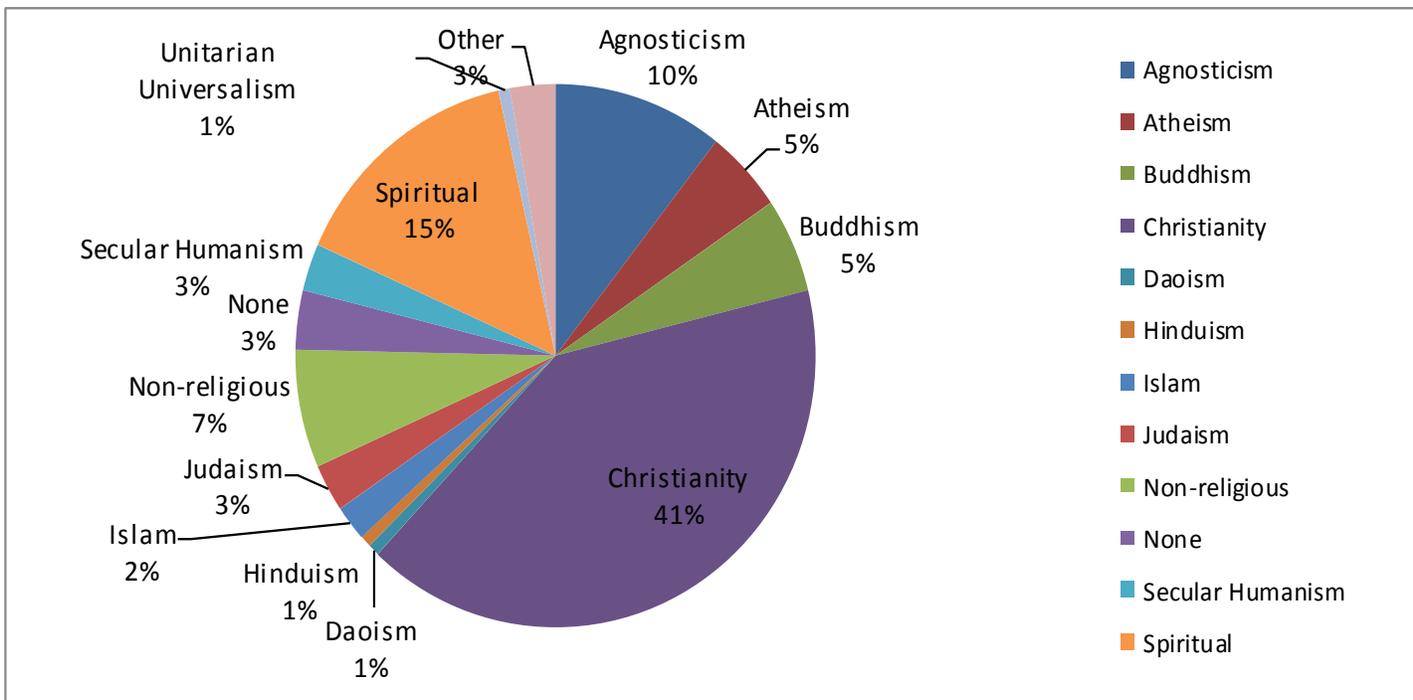


# Worldview Identification

## Year 1

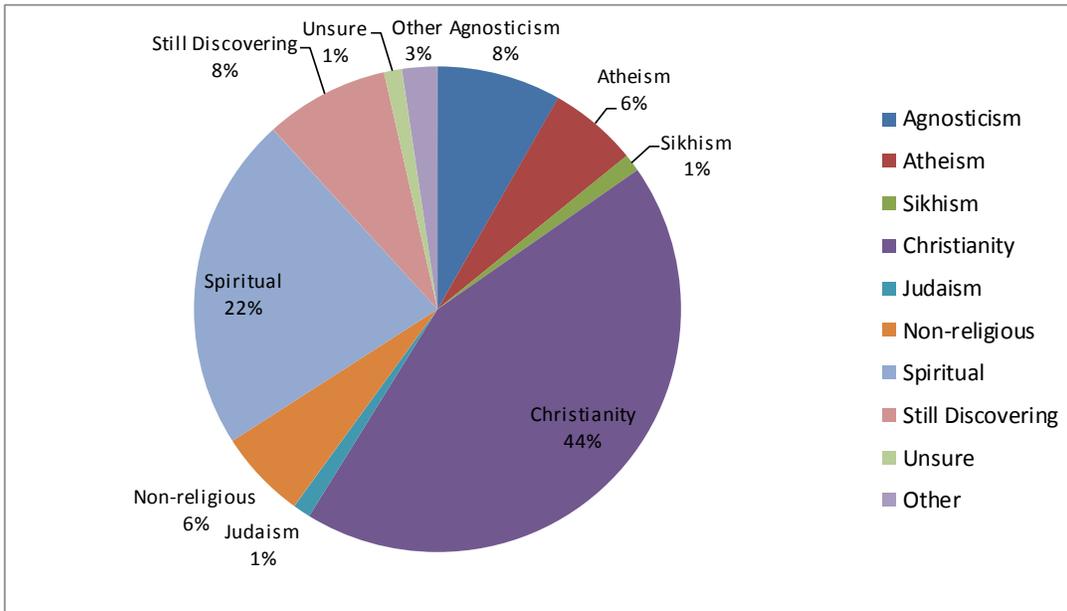


Ye



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### Year 3



**Year 1:** No students identified as international students, the majority of students, 96 (96%) self-identified that they had not transferred to DePaul, and 38 students (38%) self-identified as commuter students. Of the students who self-identified that they commuted to campus, 30 (30%) took public transit, 21 (21%) had an under 30 minute commute, 8 (8%) identified as having a 30-60 minute commute, and 8 (8%) over an hour commute to campus. Twelve students (12%) qualified for work study and held a work study job, 20 students (20%) qualified for work study but did not hold a work study job, and 39 students (39%) did not qualify for federal work study.

Forty-one students (41%) identified as currently holding a leadership position within one of the VCSO activities, and 25 students (25%) identified as having held a leadership position in the past. Eighty-eight students (88%) have participated in a VIA Big 8 in the past. Fifty-eight students (58%) have attended all three of the Quarterly Interreligious Celebrations (QIRCs) this past academic year, while 21 students (21%) have attended two, and 9 (9%) have attended one QIRC. Sixty-eight (68%) for sure plan to participate in interfaith dialogue in the future, while 22 (22%) students might plan to participate in interfaith dialogue in the future. Fourteen of students who identified as graduating seniors plan to go on to a post-graduate volunteer program.

**Year 2:** No students identified as international students, the majority of students, 91 (97%) self-identified that they had not transferred to DePaul, and 27 students (29%) self-identified as commuter students. Of the students who self-identified that they commuted to campus, 21 (22%) took public transit, 13 (14%) had an under 30 minute commute, 9 (10%) identified as having a 30-60 minute commute, and 3 (3%) over an hour commute to campus. Eighteen students (19%) qualified for

work study and held a work study job, 25 students (27%) qualified for work study but did not hold a work study job, and 31 students (33%) did not qualify for federal work study.

Thirty-eight students (40%) identified as currently holding a leadership position within one of the VCSO activities, and 27 students (29%) identified as having held a leadership position in the past. Seventy-four students (79%) have participated in a VIA Big 8 in the past. Sixty-three students (67%) have attended all three of the Quarterly Interreligious Celebrations (QIRCs) this past academic year, while 16 students (17%) have attended two, and 8 (9%) have attended one QIRC. Fifty-five (59%) for sure plan to participate in interfaith dialogue in the future, while 26 (28%) students might plan to participate in interfaith dialogue in the future. Fourteen of students who identified as graduating seniors plan to go on to a post-graduate volunteer program.

**Year 3:** One student identified as an international student (1%), the majority of students, 69 (96%) self-identified that they had not transferred to DePaul, and 35 students (49%) self-identified as commuter students. Of the students who self-identified that they commuted to campus, 30 (42%) took public transit, 22 (31%) had an under 30 minute commute, 10 (14%) identified as having a 30-60 minute commute, and 3 (4%) over an hour commute to campus. Nine students (13%) qualified for work study and held a work study job, 29 students (40%) qualified for work study but did not hold a work study job, and 22 students (31%) did not qualify for federal work study.

Forty-three students (60%) identified as currently holding a leadership position within one of the VCSO activities, and 32 students (44%) identified as having held a leadership position in the past. Sixty-six students (92%) have participated in a VIA Big 8 in the past. Forty students (56%) have attended all three of the Quarterly Interreligious Celebrations (QIRCs) this past academic year, while 16 students (22%) have attended two, and 9 (13%) have attended one QIRC. Fifty-one (71%) for sure plan to participate in interfaith dialogue in the future, while 12 (17%) students might plan to participate in interfaith dialogue in the future. Seven of students who identified as graduating seniors plan to go on to a post-graduate volunteer program.

***Quantitative Data from Survey:***

*Note: not enough students were able to be matched between year 1 and 2, and year 2 and 3 to conduct “matched” comparisons.*

There was no significant difference between overall students’ means in year 2 and year 3. Students’ a) overall interfaith interest, commitment, and understanding and b) capacity for frequently demonstrated a significant increase between year 1 and year 2.

ATTITUDES TOWARD ASSET BASED COMMUNITY DEVELOPMENT

Vincentian Systemic Change is inextricably linked to the concept of Asset-based Community Development (ABCD), given its emphasis on recognizing and affirming the dignity of communities and individuals to empower and change their own lives. Furthermore, this understanding of social change is grounded in a faith-based approach to civic engagement which emphasizes an individual and communal commitment to those on the margins on both micro and macro levels.

Students’ attitudes toward an asset based community development perceptives were assessed by 8 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., “Communities are strengthened when organizations encourage and support diversity.”

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.54, SD = .51$

**Year 2:**  $M = 5.64, SD = .54$

**Year 3:**  $M = 5.65, SD = .54$

Learning Outcome	Number of Students	Number of Students
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	<b>Assessed (Y3)</b>	<b>with Acceptable or Better Performance</b>
Socially Responsible Leadership	71	70

FAITH AND CIVIC ENGAGEMENT

Students’ perceptions and behaviors in terms of faith and civic/political engagement were assessed by 13 items across three areas: faith (i.e., the personal importance of incorporating religious/spiritual expression and activities in one’s life), civic (i.e., the personal importance of aiding one’s community and engagement in behaviors to improve society as a whole), and political engagement (i.e., the importance of being politically engaged and knowledgeable of political goings-on). The scale used a 1 (*not important*) to 4 (*essential*) Likert-type scale, i.e., “It is important for me personally to... help others who are in difficulty.”

Scores 2 or greater indicate *acceptable or better performance* (somewhat important through extremely important).

**Year 1:**  $M = 3.21, SD = .52$       **Year 2:**  $M = 3.28, SD = .45$       **Year 3:**  $M = 3.27, SD = .48$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
Socially Responsible Leadership; Spirituality and Vincentian Values	72	72

CIVIC ATTITUDES AND SKILLS

Students’ self-evaluation of skills and personal attitudes regarding civic and social issues as assessed by 8 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., “I plan to do some volunteer work.”

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.55, SD = .55$       **Year 2:**  $M = 5.51, SD = .64$       **Year 3:**  $M = 5.52, SD = .80$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
Socially Responsible Leadership	72	69

SOCIAL JUSTICE EFFICACY

Students’ knowledge of issues related to social inequality (e.g., poverty, historically underserved populations, oppression, sexism, discrimination, racism, religious intolerance) and engagement in social justice activities that seek to reduce and eliminate social injustice and inequality, with the support of students’ community or others was assessed by 10 items on a 1 (*no confidence at all*) to 5 (*complete confidence*) Likert-type scale, i.e., “Actively support needs of marginalized social groups.”

Scores 3 or greater indicate *acceptable or better performance* (some confidence through complete confidence).

**Year 1:**  $M = 4.22, SD = .65$       **Year 2:**  $M = 4.21, SD = .72$       **Year 3:**  $M = 4.12, SD = .67$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
Socially Responsible Leadership	72	68

AWARENESS OF OUTGROUP STRUCTURAL DISADVANTAGE (EMPATHIC AWARENESS)

Students' empathy toward people of racial and ethnic backgrounds different from his/her own was assessed by 4 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "I can see how other racial or ethnic groups are systematically in our society."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.68, SD = .54$

**Year 2:**  $M = 5.78, SD = .55$

**Year 3:**  $M = 5.85, SD = .37$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
Socially Responsible Leadership	72	72

COMMITMENT TO SOCIAL JUSTICE

Students' social justice commitment was assessed by 4 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "In the future, I intend to engage in social justice activities."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.35, SD = .87$

**Year 2:**  $M = 5.54, SD = .67$

**Year 3:**  $M = 5.42, SD = .81$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
Socially Responsible Leadership	72	67

INTERFAITH

Students' interfaith interest, commitment, and understanding was assessed by 5 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "I have respect for other faith traditions."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.35, SD = .81$

**Year 2:**  $M = 5.57, SD = .51$

**Year 3:**  $M = 5.50, SD = .60$

- Overall significant increase between year 1 and year 2

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
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<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	70
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SENSE OF PEACE AND BEING CENTERED: SPIRITUAL EQUANIMITY

The extent to which students feel at peace or centered, able to find meaning in times of hardship, see each day as a gift, and feel good about the direction of his/her life was assessed by 5 items. Two items were on a 1 (not at all) to 3 (frequently) Likert-type scale, i.e., “During the last year, how often have you...been able to find meaning in times of hardship.” Three items were on a 1 (not at all) to 3 (a great extent) Likert-type scale, i.e., “Please indicate the extent to which each of the following describes you: Feeling good about the direction to which my life is headed.”

Scores 2 or greater indicate *acceptable or better performance* (occasionally/to some extent through frequently/ a great extent).

**Year 1:**  $M = 2.67, SD = .30$       **Year 2:**  $M = 2.60, SD = .33$       **Year 3:**  $M = 2.53, SD = .35$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	68

SENSE OF CONNECTION: UNIFYING CONNECTEDNESS

Students’ unifying connectedness to others across our global community was assessed by 9 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., “I feel a part of the community in which I live.”

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.43, SD = .62$       **Year 2:**  $M = 5.40, SD = .51$       **Year 3:**  $M = 5.37, SD = .61$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	70

CAPACITY FOR REFLECTION

Students’ capacity for reflection was assessed by 4 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., “I connect my VIA service/advocacy work with in-class experiences.”

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.14, SD = .92$       **Year 2:**  $M = 5.38, SD = .66$       **Year 3:**  $M = 5.39, SD = .63$

- Overall significant increase between year 1 and year 2

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	69

#### CONNECTION TO VINCENTIAN LEGACY

Students' connection to Vincentian legacy through their involvement with VIA was assessed by 5 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "Involvement in VIA has exposed me to the ways in which the Vincentian legacy exists today."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.31, SD = .83$

**Year 2:**  $M = 5.36, SD = .82$

**Year 3:**  $M = 5.34, SD = .71$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
<i>Spirituality and Vincentian Values</i>	72	67

#### RECOGNITION OF DIGNITY

Students' recognition of dignity as supported through experience with Vincentian in Action (VIA) programming was assessed by 5 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "My belief that everyone possess human dignity has been strengthened through experiences in VIA."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

**Year 1:**  $M = 5.54, SD = .70$

**Year 2:**  $M = 5.59, SD = .63$

**Year 3:**  $M = 5.69, SD = .48$

<b>Learning Outcome</b>	<b>Number of Students Assessed (Y3)</b>	<b>Number of Students with Acceptable or Better Performance</b>
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	72

#### IMPACT OF VIA ON OTHER AREAS OF STUDENTS' LIFE

The positive impact of VIA on students' lives was assessed by 7 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "Compared to other experiences, VIA has made a positive impact on your... appreciation of the value of community."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

Year 1:  $M = 5.31, SD = .84$

Year 2:  $M = 5.31, SD = .61$

Year 3:  $M = 5.51, SD = .64$

Learning Outcome	Number of Students Assessed (Y3)	Number of Students with Acceptable or Better Performance
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	69

#### SENSE OF COMMUNITY

The extent to which students' perceive that their VIA engagement helps connect and create a sense of community on DePaul's campus and with the greater Chicago community was assessed by 4 items on a 1 (*strongly disagree*) to 6 (*strongly agree*) Likert-type scale, i.e., "VIA has made me feel connected to the mission of DePaul."

Scores 4 or greater indicate *acceptable or better performance* (slightly agree through strongly agree).

Year 1:  $M = 5.31, SD = .82$

(items created in year 3)

Learning Outcome	Number of Students Assessed (Y3)	Number of Students with Acceptable or Better Performance
<i>Interpersonal and Intrapersonal Development; Spirituality and Vincentian Values</i>	72	67

#### ***Qualitative Data from Survey:***

Multiple themes emerged from the open-ended questions at the end of the survey. Those themes are discussed in greater detail below.

#### **How do you believe your VIA engagement translates into life after DePaul?**

Students reported engaging in intentional reflection and using listening skills they learned and lived through their VIA experience in their everyday life.

*"It has certainly opened my mind to dialogue, to ways of being, to ways of seeing people. My entire awareness of how I treat others, and how those close to me treat others, has been heightened due to VIA."*

Students noted a change in their worldview through their VIA engagement that they believed would after DePaul translate into generally seeing the humanity in all others, and impact their day-to-day way of life and interactions with others.

*"My VIA engagement has taught me to see with my heart and mind rather than with just my eyes. In my life after DePaul, I believe I will always place importance on understanding and dialoguing with others in an authentic and intentional way."*

*"I think I will see the world differently. I can be open to going deeper with people even at work and make my work not just about me but others."*

Lastly, students noted that their VIA experience impacted their *vocare*, or sense of purpose, instilling a sense of service and influencing their civic engagement after DePaul. This also included the impact of their VIA engagement on their future work, potential career trajectory, and post-undergraduate experiences.

*“It significantly influences the work that I want to do post-grad.”*

*“VIA essentially is my life. It has influenced the total trajectory of it and I cannot imagine living without the values/knowledge gained here.”*

**How has, if at all, your experience with any VIA activities impacted your sense of belonging at DePaul?**

Students discussed how their involvement with VIA impacted their sense of belonging at DePaul ultimately helping their academic persistence.

In addition, students reported the importance of their sense of community with VIA, identifying the VIA community as their *first home* and their main connection to the greater DePaul community. Specifically, some students noted that they felt VIA was the only place at DePaul that they experienced a sense of community.

**Some students may lose motivation in their studies (e.g. feeling overwhelmed, relationship, financial or family stressors, etc.), which impacts their progress, or they may even consider dropping out. Has any part of your VIA experience positively influenced your academic progress or helped influence your decision to continue in your studies?**

Overly, students overwhelmingly indicated that all or part of their VIA experience positively influenced their academic progress, or helped influence their decision to continue in their studies. Only 4 students disagreed or indicated the question did not apply to them, and 3 students only somewhat agreed. One student indicated the question did not apply to them.

Specifically, students reported that engagement in VIA helped positively impact their overall academic performance and academic engagement.

*“It has changed the way I choose classes and has influenced what/how I engage in scholarship.”*

Similarly, students noted that their VIA experience helped to influence their specific class selection as well as post college career decisions.

*“I believe that it has shaped my academic progress in that I now have a desire to attend conferences or speeches pertaining to social justice (...)”*

Notably, students reported that their involvement with VIA helped to serve as a support and motivator during emotionally trying times to persevere academically.

*“It has pushed me to do my best and in times of struggles to persevere through.”*

*“The people of VIA always helped me stay grounded and realize that I can overcome different academic struggles.”*

This even extended to helping prevent students from dropping out or leaving DePaul.

*“The community here influenced me to not transfer out of DePaul.”*

### **Has your VIA experience helped you cope with any significant life stressors?**

Overwhelming, students agreed that their VIA experience has helped them cope with significant life stressors. These life stressors ranged deaths of close families members, homesickness, anxiety and other serious mental illnesses, and addiction, interpersonal issues. Only 9 students indicated that their VIA experience did not necessarily help them cope with any significant life stressors.

*“Yes! It kept me from switching schools and fixed my homesickness (...).”*

A number of other students also indicated that their experience with VIA helped them explore spiritual fulfillment and balance in their lives.

*“Yes, during a particularly hard time, I found spiritual fulfillment though an interfaith ceremony.”*

*“It has motivated me spiritually, which gives me peace and balance.”*

## **VI. Discussion & Interpretation of Results**

### *Quantitative data: Important key findings*

- Students reported acceptable or better performances across all assessment areas including:
  - Students’ attitudes toward an asset based community development perceptive
  - Students’ perceptions and behaviors in terms of faith and civic/political engagement
  - Students’ self-evaluation of skills and personal attitudes regarding civic and social issues
  - Students’ knowledge of issues related to social inequality (e.g., poverty, historically underserved populations, oppression, sexism, discrimination, racism, religious intolerance) and engagement in social justice activities that seek to reduce and eliminate social injustice and inequality, with the support of students’ community or others
  - Students’ empathy toward people of racial and ethnic backgrounds different from his/her own
  - Students’ social justice commitment
  - Students’ interfaith interest, commitment, and understanding
  - The extent to which students feel at peace or centered, able to find meaning in times of hardship, see each day as a gift, and feel good about the direction of his/her life
  - Students’ unifying connectedness to others across our global community
  - Students’ capacity for reflection
  - Students’ connection to Vincentian legacy through their involvement with VIA
  - Students’ recognition of dignity as supported through experience with Vincentian in Action (VIA) programming
  - The positive impact of VIA on students’ lives
  - The extent to which students’ perceive that their VIA engagement helps connect and create a sense of community on DePaul’s campus and with the greater Chicago community
- Though we were unable to assess change over time across the various domains, overall scores for students remained consistently high across all three years of the longitudinal assessment.

### *Qualitative data: Important key findings*

- Students shared many ways in which they believed their VIA experience would translate into life after DePaul, including through valuing and engaging in intentional reflection, as well as through an overall change in their worldview and the way they interact with others.
- Students also expressed that their experience with VIA has impacted an overall sense of service and purpose, impacting not only their course selection, but post-undergraduate engagement and career decisions.
- Students also discussed how their involvement with VIA impacted their sense of belonging at DePaul ultimately helping their academic persistence. Many students highlighted the fact that they felt VIA was the only place on campus they felt a strong sense of community and connection to the DePaul community.
- Students overwhelmingly indicated that all or part of their VIA experience positively influenced their academic progress and engagement, or helped influence their decision to continue in their studies.
- Overwhelming, students agreed that their VIA experience has helped them cope with significant life stressors. These life stressors ranged deaths of close families members, homesickness, anxiety and other serious mental illnesses, and addiction, interpersonal issues.
- In addition, students expressed their experience with VIA has helped them find spiritual fulfillment and balance crucial for coping with life stressors.

Overall, although we were disappointed that there were not enough students to conduct matched comparisons, we were very excited about the depth and quality of the qualitative responses from this year's survey. The themes that emerged from students are very helpful to reaffirm that the Vincentian Community Service Office's programming is meeting its divisional and departmental goals and having a significant impact on students and their overall experience at DePaul.

We acknowledge that due to the limited number of students who completed the survey across multiple years, that we are unable to answer the question if student outcomes changed over time, but rather can examine overall the percentage of students who are reporting acceptable or better scores across a wide range of student outcomes of interest.

## **VII. Recommendations and Plans for Action**

While this assessment project tells us that engaged student leaders in VCSO programming find affinity, a sense of belonging, and a safe space community for meaning-making and spiritual growth, we need to continue this Vincentian formation in a way that ensures we do not stagnate and broadens our engagement. This project highlights VCSO work to support students' resilience, well-being, and academic persistence by reinforcing holistic strategies to pastoral and programmatic engagement.

As this data is part of a longitudinal evaluation project in collaboration with the Department of Psychology, it serves as a good "check point" at year three of the multi-year study. Based on the results of this assessment project, results will be disseminated to other department members and shared with student leaders. The results of this assessment report will also serve as a foundation for beginning further data analysis for presentation at relevant conferences, or publication in peer reviewed research journals. This process will begin this summer in collaboration with the Psychology Department (Rachael Suffrin) as well as potentially the past VCSO assessment coordinator.

We have learned some important things this year that have helped to improve this project for future years. First, the edits to the instructions of the re-creation of students' unique ID code helped to minimize student errors.

Though to note, as we had the year prior, this year we again ran into the problem of not enough students who completed the survey across two years to complete more complex data analyses and conduct matched comparisons to better assess a change in students over time after participation in VCSO programming. Therefore, it is recommended for future years in the survey to extend a survey invitation to all students who participate in VCSO programming, and not just student leaders, to increase the overall sample size. This will ideally increase the overall number of students who participate in VCSO programming and in the longitudinal survey across multiple years.

To increase the response rate next year, we will integrate a strategy of e-mailing the VIA survey to students who are absent from the end-of-year VIA meetings when the survey due to study abroad, early graduation, and completed programmatic responsibilities in autumn and winter quarters.

Next year, we may also consider as our specific assessment project of the year to focus on recruitment of recent alumni for the longitudinal survey. This additional focus area may also help with the ability to conduct matched comparisons to better assess changes in student outcomes over time.

## Appendix

### Items by Assessment Area

#### ATTITUDES TOWARD ASSET BASED COMMUNITY DEVELOPMENT

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##### Items

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1. Communities are strengthened when organizations encourage and support diversity.
  2. Marginalized groups (e.g., welfare recipients, elders, youth, racial/ethnic minorities, etc.) are contributing citizens to their community.
  3. It is important to engage voluntary networks of associations (e.g., faith based, health groups, school groups, block clubs, etc.) in community betterment projects.
  4. Local institutions (e.g., schools, libraries, parks, service agencies, businesses, hospitals, etc.) have important resources (e.g., personnel, space, expertise, equipment, economic power, etc.) that can be an asset to a community.
  5. Communities have valuable physical assets (e.g., gardens, parks, bike paths, housing, streets, playgrounds, parking lots, etc.).
  6. Communities have organizations that have some economic power.
  7. I have come to know community partners as educators and/or wisdom figures.
  8. Communities have strengths and assets.
- 

#### FAITH AND CIVIC ENGAGEMENT

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##### Items

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1. Help others who are in difficulty.
  2. Participate in a community action plan.
  3. Influence social values.
  4. Develop a meaningful philosophy of life.
  5. Help promote racial understanding.
  6. Become a community leader.
  7. Become involved in programs to clean up the environment.
  8. To pray.
  9. Integrate spirituality into your life.
  10. To feel free to discuss the influence of faith for political choices.
  11. To feel free to discuss the influence of faith and spirituality for life choices.
  12. Influence the political structure.
  13. Keep up to date with political affairs.
- 

#### CIVIC ATTITUDES AND SKILLS

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##### Items

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1. I plan to do some volunteer work.
2. I plan to become involved in my community.
3. I plan to participate in a community action program.
4. I plan to become an active member of my community.
5. In the future, I plan to participate in a community based organization.
6. I plan to help others who are in difficulty.

7. I am committed to making a positive difference.
  8. I plan to become involved in programs to help clean up the environment.
- 

#### SOCIAL JUSTICE EFFICACY

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##### Items

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1. Respond to social injustice (e.g., discrimination, racism, religious intolerance, etc.) with nonviolent actions.
  2. Actively support needs of marginalized social groups.
  3. Raise others' awareness of the oppression and marginalization of minority groups.
  4. Confront others that speak disparagingly about members of underprivileged groups.
  5. Convince others as to the importance of social justice.
  6. Identify the unique social, economic, political and/or cultural needs of a marginalized group in your own community.
  7. Advocate for social justice by becoming involved in local government.
  8. Discuss issues related to racism, classism, sexism, heterosexism, and ableism with your friends.
  9. Challenge an individual who displays racial, ethnic, and/or religious intolerance.
  10. Raise awareness of social issues (e.g., inequality, discrimination, etc.) by engaging in political discourses or debates.
- 

#### AWARENESS OF OUTGROUP STRUCTURAL DISADVANTAGE (EMPATHIC AWARENESS)

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##### Items

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1. I am aware of how society differentially treats racial or ethnic groups other than my own.
  2. I recognize that the media often portrays people based on racial or ethnic stereotypes.
  3. I can see how other racial or ethnic groups are systematically oppressed in our society.
  4. I am aware of institutional barriers (e.g., restricted opportunities for job promotion) that discriminate against racial or ethnic groups other than my own.
- 

#### COMMITMENT TO SOCIAL JUSTICE

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##### Items

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

#### INTERFAITH

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##### Items

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1. I have respect for different faith traditions.
  2. I have an interest in different faith traditions.
  3. I have knowledge of other faith traditions.
  4. I desire to learn more about other faith traditions.
  5. I trust people from other faith traditions.
- 

#### SENSE OF PEACE AND BEING CENTERED: SPIRITUAL EQUANIMITY

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##### Items

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1. Been able to find meaning in times of hardship.
  2. Felt at peace/centered.
  3. Feeling good about the direction in which my life is headed.
  4. Being thankful for all that has happened to me.
  5. Seeing each day, good or bad, as a gift.
- 

#### SENSE OF CONNECTION: UNIFYING CONNECTEDNESS

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##### Items

1. I have a general sense of belonging.
  2. I am able to forgive people who have done wrong to me.
  3. I am concerned about destruction of the environment.
  4. I feel a kinship to other people.
  5. I feel a connection to all of life.
  6. I enjoy being of service to others.
  7. I feel a responsibility to preserve the planet.
  8. Reconciling relationships is important to me.
  9. I feel a part of the community in which I live.
- 

#### SENSE OF COMMUNITY

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##### Items

1. VIA has made me feel connected to the mission of the DePaul.
  2. I feel that VIA helps me feel connected to the DePaul community.
  3. I feel that VIA helps me feel connected to the greater Chicago community.
  4. I feel that VIA helps me feel connected to DePaul's community partner(s).
- 

#### CAPACITY FOR REFLECTION

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##### Items

1. I participate in reflection outside of VIA (i.e., by myself, with other people, etc.).
  2. I connect my VIA service/advocacy work with in-class experiences.
  3. Through VIA, I have experienced that community is an intentional space for growth.
  4. VIA has allowed me to consider the broader social and environmental implications of my decisions and actions.
- 

#### CONNECTION TO VINCENTIAN LEGACY

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##### Items

1. Involvement in VIA has exposed me to the ways in which the Vincentian legacy exists today.
  2. As a result of VIA, I can articulate the concept of "Service without reflection is just work."
  3. Through VIA, I have learned how St. Vincent and St. Louise engaged people in transforming their time and reality.
  4. My involvement in VIA has allowed me to connect the Vincentian legacy with my own experience.
  5. Through VIA, I can see a connection between my life and a member of the Vincentian family (i.e. Vincent de Paul, Louise de Marillac, Frederic Ozanam, Rosalie Rendu, Elizabeth Anne Seton, and John Egan).
- 

#### RECOGNITION OF DIGNITY

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#### Items

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1. My belief that everyone possesses human dignity has been strengthened through experiences in VIA.
  2. I try to see "the other side" of the coin to see the human dignity hidden in life.
  3. VIA has encouraged me to recognize that everyone has basic human rights.
  4. To me, VIA has promoted the idea that all people deserve to be treated with respect.
  5. VIA has supported my belief in a common and shared humanity.
  6. VIA has taught me how to live in solidarity with others.
- 

#### IMPACT OF VIA ON OTHER AREAS OF STUDENTS' LIFE

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#### Items

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1. Spiritual journey.
  2. Appreciation of the value of community.
  3. Desire to fight injustice.
  4. Awareness of your life journey.
  5. Willingness to dialogue with people who are different from you.
  6. Desire to be in solidarity with those on the margins.
  7. Desire to integrate Vincentian values in your life.
-

# **VIA Survey 2015**

**Generation of unique identity key:**

We will have you generate your own unique identity key to track your participation with VIA 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.

**Write in here:**

- |    |   |    |   |
|----|---|----|---|
| 1. | What is the last two letters of your last name? (e.g., Smith: TH)             | 1A | 1B  |
| 2. | What is the day you were born? (e.g., 16)                                     | 2A | 2C  |
| 3. | What are the first two letters of the city you were born? (e.g., Chicago: CH) | 3A | 3B  |
| 4. | What's your middle initial? (e.g., Leigh: L)                                  | 4A |  |
| 5. | What are the first two letters of your mother's first name? (e.g., Diane: DI) | 5A | 5B  |

- If you do not know one of the answers, please just insert a question mark (i.e., ?). You should ultimately have 9 digits, IN ALL CAPITAL LETTERS.

*Example: TH16CHLDI* (if you do not know the city you were born, it would look like: TH16??LDI)

:	1A	1B	2A	2B	3A	3B	4A	5A	5B
	T	H	1	6	?	?	L	D	I

**Copy your unique identity key here:**

1A	1B	2A	2B	3A	3B	4A	5A	5B
----	----	----	----	----	----	----	----	----

**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 evaluate your experience of the Quarterly Interreligious Celebrations (QIRCs):

**Please indicate your gender:**

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

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

**What is your year in school?**

- 1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>  5<sup>th</sup> or higher  Graduate Student  Alum

<b>Are you an international student?</b>	<b>Yes</b>	<b>No</b>	
<b>Are you a transfer student?</b>	Yes	No	
<b>Are you a commuter student?*</b>	Yes	No	
<b>*If you are a commuter student, do you take public transit?</b>	Yes	No	
<b>*If you are a commuter student, How long is your commute?</b>	Under 30 min	30-60 min	Over an hour

**What is your federal work study status?**

- I qualify for federal work study and hold a work study job.  I do not do not qualify for work study.  
 I qualify for federal work study but do not currently hold a work study job.  I do not know what federal work study is.

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

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

**How do you self-identify in terms of your faith tradition or spirituality?**

**If you have declared a major, please select your major(s) from the list of DePaul majors below:**

- Accountancy
- Acting
- African and Black Diaspora Studies
- Allied Health Technologies
- American Studies
- Animation
- Anthropology
- Applied Behavioral Sciences
- Arabic Studies
- Art Media and Design
- Biological Sciences
- Business Administration
- Catholic Studies
- Chemistry
- Chinese Studies
- Communication and Media
- Communication Studies
- Composition
- Computer Game Development
- Computer Science
- Computing
- Computer Graphics and Motion Technology
- Costume Design
- Costume Technology
- Digital Cinema
- Dramaturgy/ Criticism
- Early Childhood Education
- Economics
- Elementary Education
- English
- Environmental Science
- Environmental Studies
- Exercise Science
- Finance
- French
- General Business
- Geography
- German
- Graphic Design
- Health Sciences
- History
- History of Art and Architecture
- Hospitality Leadership
- Individualized Focus Area
- Information Assurance and Security Engineering
- Information Systems
- Information Technology
- Interactive and Social Media
- Intercultural Communication
- International Studies
- Islamic World Studies
- Italian
- Japanese Studies
- Jazz Studies
- Journalism
- Latin American and Latino Studies
- Leadership Studies
- Lighting Design
- Management
- Management Information Systems
- Marketing
- Mathematical Sciences
- Mathematics and Computer Science
- Mathematics and Statistics
- Media and Cinema Studies
- Music
- Music Education
- Music Performance
- Network Technologies
- Organizational Communication
- Peace, Justice and Conflict Studies
- Performing Arts Management
- Philosophy
- Physical Education
- Physics
- Playwriting
- Political Science
- Psychology
- Public Policy
- Public Relations and Advertising
- Real Estate
- Relational Communication
- Religious Studies
- Scenic Design
- Secondary Education
- Sociology
- Sound Design
- Sound Recording Technology
- Spanish
- Special Education
- Stage Management
- Theatre Arts
- Theatre Management
- Theatre Technology
- Women's and Gender Studies
- World Language Education
- Writing, Rhetoric, and Discourse
- Other (please specify):  
\_\_\_\_\_

**After you finish your education what type of work would you like to do?**

**For graduating seniors only:**

<b>Do you plan to be a part of a Post-Graduate Volunteer Program after graduation?</b>	<b>Yes*</b>	<b>No</b>
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**\*If yes, what program?** \_\_\_\_\_

**\*If yes, where will you be serving?** \_\_\_\_\_

Please note, for the purposes of this survey, VIA or VIA activities refers to any/all community service, reflection, retreats, social justice, or community building you participated in for your VIA program community/ies. This includes, but is not limited to, the following experiences:

- Service Immersion experiences (e.g., pre- and post-immersion meetings, send-off, reunion, etc.),
- VIA Big 8,
- VIA retreats,
- VIA weekly meetings,
- Weekly DCSA service,
- Service Days,
- PAVE engagement,
- DeLS Discover Class,
- Vincentian Outreach and Formation (VOF),
- CPM experiences,
- and VIA Senior Team.

**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 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
My belief that everyone possesses human dignity has been strengthened through experiences in VIA.	1	2	3	4	5	6
I try to see "the other side" of the coin to see the human dignity hidden in life.	1	2	3	4	5	6
VIA has encouraged me to recognize that everyone has basic human rights.	1	2	3	4	5	6
To me, VIA has promoted the idea that all people deserve to be treated with respect.	1	2	3	4	5	6
VIA has supported my belief in a common and shared humanity.	1	2	3	4	5	6
VIA has taught me how to live in solidarity with others.	1	2	3	4	5	6
Involvement in VIA has exposed me to the ways in which the Vincentian legacy exists today.	1	2	3	4	5	6
As a result of VIA, I understand the concept of, "Service without reflection is just work."	1	2	3	4	5	6
Through VIA, I have learned how St. Vincent and St. Louise engaged people in transforming their time and reality.	1	2	3	4	5	6
My involvement in VIA has allowed me to connect the Vincentian legacy with my own experience.	1	2	3	4	5	6
Through VIA, I can see a connection between my life and a member of the Vincentian family (i.e. Vincent de Paul, Louise de Marillac, Frederic Ozanam, Rosalie Rendu, Elizabeth Anne Seton, and John Egan, etc.).	1	2	3	4	5	6

**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 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.

Compared to other experiences, VIA has made a positive impact on your...	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Spiritual journey	1	2	3	4	5	6
Appreciation of the value of community	1	2	3	4	5	6
Desire to fight injustice	1	2	3	4	5	6
Awareness of your life journey	1	2	3	4	5	6
Willingness to dialogue with people who are different from you	1	2	3	4	5	6
Desire to be in solidarity with those on the margins	1	2	3	4	5	6
Desire to integrate Vincentian values in your life	1	2	3	4	5	6

**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 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I participate in reflection outside of VIA (e.g., by myself, with other people, etc.).	1	2	3	4	5	6
I connect my VIA service/advocacy work with in-class experiences.	1	2	3	4	5	6
Through VIA, I have experienced that community is an intentional space for growth.	1	2	3	4	5	6
VIA has allowed me to consider the broader social and environmental implications of my decisions and actions.	1	2	3	4	5	6
VIA has made me feel connected to the mission of the DePaul.	1	2	3	4	5	6
I feel that VIA helps me feel connected to the DePaul community.	1	2	3	4	5	6
I feel that VIA helps me feel connected to the greater Chicago community.	1	2	3	4	5	6
I feel that VIA helps me feel connected to DePaul's community partner(s).	1	2	3	4	5	6

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I have a general sense of belonging	1	2	3	4	5	6
I am able to forgive people who have done wrong to me	1	2	3	4	5	6
I am concerned about destruction of the environment	1	2	3	4	5	6
I feel a kinship to other people	1	2	3	4	5	6
I feel a connection to all of life	1	2	3	4	5	6
I enjoy being of service to others	1	2	3	4	5	6
I feel a responsibility to preserve the planet	1	2	3	4	5	6
Reconciling relationships is important to me	1	2	3	4	5	6
I feel a part of the community in which I live	1	2	3	4	5	6

During the last year, how often have you . . .	Not at All	Occasionally	Frequently
Been able to find meaning in times of hardship	1	2	3
Felt at peace/centered	1	2	3
<b>Please indicate the extent to which each of the following describes you:</b>	<b>Not at All</b>	<b>To Some Extent</b>	<b>A Great Extent</b>
Feeling good about the direction in which my life is headed	1	2	3
Being thankful for all that has happened to me	1	2	3
Seeing each day, good or bad, as a gift	1	2	3
<b>In the past month, how often have you...</b>	<b>Not at All</b>	<b>Occasionally</b>	<b>Frequently</b>
Attended a religious service	1	2	3
Attended a class, workshop, or retreat on matters related to religion/spirituality	1	2	3

How often do you participate in...	Not at All	Once in a while	Once a month	A few times a month	A few times a week	Daily
Reading sacred texts	1	2	3	4	5	6
Religious singing/chanting	1	2	3	4	5	6
Other reading on religion/spirituality	1	2	3	4	5	6
Prayer	1	2	3	4	5	6

**Do you pray?**

- Yes
- No

How often do you participate in...	Never 1	2	3	4	5	6	7	Over 20 hrs/week 8
Prayer/mediation	1	2	3	4	5	6	7	8

How many of your close friends...	None			All
Go to church/temple/mosque/other house of worship	1	2	3	4

**Directions: Please respond to the following statements using the scale provided. Your possible choices range from 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.**

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I have respect for different faith traditions.	1	2	3	4	5	6
I have an interest in different faith traditions.	1	2	3	4	5	6
I have knowledge of other faith traditions.	1	2	3	4	5	6
I desire to learn more about other faith traditions.	1	2	3	4	5	6
I trust people from other faith traditions.	1	2	3	4	5	6
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
In the future, I intend to engage in social justice activities.	1	2	3	4	5	6
I have a plan of action for ways I will remain or become involved in social justice activities over the next year.	1	2	3	4	5	6
I think engaging in social justice activities is a realistic goal for me.	1	2	3	4	5	6
I am fully committed to engaging in social justice activities.	1	2	3	4	5	6
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I am aware of how society differentially treats racial or ethnic groups other than my own.	1	2	3	4	5	6
I recognize that the media often portrays people based on racial or ethnic stereotypes.	1	2	3	4	5	6
I can see how other racial or ethnic groups are systematically oppressed in our society.	1	2	3	4	5	6
I am aware of institutional barriers (e.g., restricted opportunities for job promotion) that discriminate against racial or ethnic groups other than my own.	1	2	3	4	5	6

**Directions: We are interested in learning about your knowledge of issues related to social inequality (e.g., poverty, historically underserved populations, oppression, sexism, discrimination, racism, religious intolerance) and engaging in social justice activities that seek to reduce and eliminate social injustice and inequality. Your responses are anonymous so please answer as honestly as possible.**

**The following is a list of social justice activities. Please indicate how much confidence you have in your ability to complete each activity WITH THE SUPPORT OF YOUR COMMUNITY OR OTHERS.**

**Please respond to the following statements using the scale provided. Your possible choices range from 1 (no confidence at all) to 5 (complete confidence). Please answer honestly, as there are no right or wrong answers.**

	No Confidence at All	2	Some Confidence	4	Complete Confidence
Respond to social injustice (e.g., discrimination, racism, religious intolerance, etc.) with nonviolent actions.	1	2	3	4	5
Actively support needs of marginalized social groups.	1	2	3	4	5
Raise others' awareness of the oppression and marginalization of minority groups.	1	2	3	4	5
Confront others that speak disparagingly about members of underprivileged groups.	1	2	3	4	5
Convince others as to the importance of social justice.	1	2	3	4	5
Identify the unique social, economic, political and/or cultural needs of a marginalized group in your own community.	1	2	3	4	5
Advocate for social justice by becoming involved in local government.	1	2	3	4	5
Discuss issues related to racism, classism, sexism, heterosexism, and ableism with your friends.	1	2	3	4	5
Challenge an individual who displays racial, ethnic, and/or religious intolerance.	1	2	3	4	5
Raise awareness of social issues (e.g., inequality, discrimination, etc.) by engaging in political discourse or debates.	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 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
I plan to do some volunteer work.	1	2	3	4	5	6
I plan to become involved in my community.	1	2	3	4	5	6
I plan to participate in a community action program.	1	2	3	4	5	6
I plan to become an active member of my community.	1	2	3	4	5	6
In the future, I plan to participate in a community based organization.	1	2	3	4	5	6
I plan to help others who are in difficulty.	1	2	3	4	5	6
I am committed to making a positive difference.	1	2	3	4	5	6
I plan to become involved in programs to help clean up the environment.	1	2	3	4	5	6

**Directions:** For each of the following statements, circle the choice that best indicates the importance of each of the following to you personally.

Your possible choices range from 1 (*not important*) to 4 (*essential*). Please answer honestly, as there are no right or wrong answers.

It is important to me <i>personally</i> to...	Not Important	Somewhat Important	Very Important	Essential
Influence the political structure.	1	2	3	4
Influence social values.	1	2	3	4
Help others who are in difficulty.	1	2	3	4
To pray.	1	2	3	4
Become involved in programs to clean up the environment.	1	2	3	4
To feel free to discuss the influence of faith for political choices.	1	2	3	4
Develop a meaningful philosophy of life.	1	2	3	4
Participate in a community action plan.	1	2	3	4
Help promote racial understanding.	1	2	3	4
Keep up to date with political affairs.	1	2	3	4
Become a community leader.	1	2	3	4
Integrate spirituality into your life.	1	2	3	4
To feel free to discuss the influence of faith and spirituality for life choices.	1	2	3	4

**Directions: We are interested in your perspective on communities we serve. Please indicate how much you agree or disagree with the following statements:**

**Your possible choices range from 1 (*strongly disagree*) to 6 (*strongly agree*). Please answer honestly, as there are no right or wrong answers.**

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Communities are strengthened when organizations encourage and support diversity.	1	2	3	4	5	6
Marginalized groups (e.g., welfare recipients, elders, youth, racial/ethnic minorities, etc.) are contributing citizens to their community.	1	2	3	4	5	6
It is important to engage voluntary networks of associations (e.g., faith based, health groups, school groups, block clubs, etc.) in community betterment projects.	1	2	3	4	5	6
Local institutions (e.g., schools, libraries, parks, service agencies, businesses, hospitals) have important resources (e.g., personnel, space, expertise, equipment, economic power, etc.) that can be an asset to a community.	1	2	3	4	5	6
Communities have valuable physical assets (e.g., gardens, parks, bike paths, housing, streets, playgrounds, parking lots, etc.).	1	2	3	4	5	6
Communities have organizations that have some economic power.	1	2	3	4	5	6
I have come to know community partners as educators and/or wisdom figures.	1	2	3	4	5	6
Communities have strengths and assets.	1	2	3	4	5	6

