DePaul University
DIVISION OF STUDENT AFFAIRS

Annual Assessment Report: Learning
Academic Year: 2016-2017

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Part I: Follow-Up on Last Year's Assessment Report Recommendations

As a result of last year's assessment project, a benchmarking assessment of post-trip programming among other mission-driven universities, VCSO began implementing changes in the service immersion program. This year, each student received a Bring Change Back Home (BCBH) resource sheet which was used in the trips' closing reflections, as well as during post-tip meetings. These sheets helped groups to make tangible plans for their post-trip commitment. This resource helped the Washington DC group to continue serving together at the Lincoln Park Community Shelter and the East St. Louis group to engage in advocacy training.

In addition, the prompt for the final reflection paper for ISP 331, the service immersion student leader class, has been updated to include BCBH plans. This update requires student leaders to use the resource sheets discussed in the previous paragraph to develop a BCBH plan with their group and put it in writing. The Ministry Coordinator for Service Immersions is still working to develop V3 curriculum for the student leader class and pre-trip meetings. This curriculum includes self-reflective resources, community building activities, and purpose-driven reflections that provide tools for students to continue making meaning of their experience after they return home. The V3 resources will be implemented starting Autumn Quarter of the 2017-2018 school year. During the upcoming school year, VCSO will continue to develop post-trip resources.

Part II: Report on This Year's Assessment Project

I.   Abstract

The purpose of this study is to explore how student leaders in the DePaul Community Service Association (DCSA) understand and implement intentional community in their daily lives. Students were evaluated through four thematic categories of intentional community: Reflection, Vincentian Personalism, Vincentian Simplicity, and Social Justice Relationships. Student learning was assessed through structured interviews with two tiers of DCSA student leadership scored on an analytic rubric. The rubric was informed by the Vincentians in Action (VIA) program framework. All of the participating DCSA Senior Team and Coordinator leaders met criteria of success for this learning outcome. Findings indicated students are successfully integrating reflection and

Vincentian Personalism in their daily lives. However, some DCSA leaders articulated narrow definitions of Vincentian simplicity and challenges with building inclusive community. With the goal to prepare students to engage as Vincentian leaders in our world, this study will inform future leadership formation within the DCSA program.

II.   Assessment Question

Through this assessment, VCSO assessed the extent to which DePaul Community Service Association leaders have achieved the following learning outcome:

Students who participate in a Vincentians in Action community will foster the Vincentian value of intentional community in fighting injustice.

Since there is a two-tier system of leadership in DCSA, VCSO also wanted to evaluate differences in competence level between each tier of leadership.

III.   Introduction & Context

Project Overview
Through this learning assessment, the Vincentian Community Service Office (VCSO) wanted to understand the extent to which student leaders of the DePaul Community Service Association (DCSA) value and have learned to foster intentional community in fighting injustice. Two VCSO Staff conducted interviews with 12 student leaders and assessed their competency through an analytic rubric. Students were evaluated through four thematic categories of intentional community: Reflection, Vincentian Personalism, Vincentian Simplicity, and Social Justice Relationships.

Learning Outcomes Assessed
Primary program level learning outcome:
- *Students who participate in a Vincentians in Action community will foster the Vincentian value of intentional community in fighting injustice.*

Primary department level learning outcome:
- *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.*

Relevant Research and Literature
Spirituality is at the core of the reflection and learning framework of VIA that informs DePaul Community Service Association student leaders' engagement in community service. The four thematic key categories of intentional community rooted in reflection, Vincentian personalism, Vincentian simplicity, and social justice relationships are explored in a context of service that invites and explores spiritual growth for college students. There has been an increasing recognition in universities throughout the country about the important role that religion and spirituality plays on student engagement (Kuh & Gonyea, 2006). As a result, a myriad of scales and methods of assessment have been

developed to better understand student's religious beliefs, religious involvement, and the role their faith has on their college learning (for a review of scales used see Astin, Astin, and Lindholm, 2011). Nationally, three patterns emerge on how spirituality-enhancing activities affect students' overall college experience: (1) frequent participation in spirituality-enhancing practices is positively associated with participation in collegiate activities; (2) institutional characteristics that matter most to spirituality and liberal learning outcomes are the institutional mission and the campus culture; and (3) students who attend faith-based colleges more likely to engage in spiritual practices (Kuh & Gonyea, 2006).

- Astin, A. W., Astin, H.S., & Lindholm, J.A. (2011). Assessing Students' Spiritual and Religious Qualities. Journal of College Student Development, 52(1), 39-61.
- Kuh, G. D., & Gonyea, R. M. (2006). Spirituality, Liberal Learning and College Student Engagement. *Liberal Education, 92*(1), 40-47.

Context for This Year's Report

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 (O'Donoghue & Nass, 2006). The DePaul Community Service Association (DCSA) Coordinators and Senior Teamers are a part of this leadership formation 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).

VIA is intentionally communal. VIA recognizes that service, in its essence core is a communal enterprise. It is not possible to engage in a journey of service with the poor/marginalized, spiritual reflection and growth; and social justice learning and action without being part of a community of support and challenge that offers both sustenance and an invitation into deeper learning and transformation.

References
- o Siobhan O' Donoghue & Karl Nass (2006) Vincentians in Action: An Interfaith Model for Civic Learning and Spiritual Growth, Journal of College and Character, 7:6, , DOI:
  10.2202/1940-1639.1205

- o DePaul University, Vision 2018
  https://offices.depaul.edu/president/strategic-directions/vision-2018/Pages/default.aspx

IV. Data Collection & Methodology
Population and Sample

DePaul Community Service Association (DCSA) has three tiers of involvement with two tiers constituting leadership engagement levels in VCSO. The top tier is the DCSA Senior Team – the highest level of student leadership engagement within the program. The DCSA Senior Team helps to facilitate core aspects of the program such as event management, recruitment, leading reflection for other DCSA participants, and supporting DCSA student leadership. These students work very closely with the program coordinator, and receive the highest amount of leadership formation experiences through the ISP class, weekly Senior VIA reflection, and weekly one-on-ones with the DCSA program coordinator. They also attend the same events as the DCSA coordinators, who represent the next tier of involvement under the Senior Team.

The second tier of involvement is the DCSA Coordinator level. The coordinators are the main facilitators at each DCSA service site. Their leadership consists of attending weekly service, maintaining a relationship with their community partner, and facilitating community building and reflection with their volunteers. The DCSA coordinators receive leadership formation through the Coordinator Orientation, VIA Fall Retreat, monthly VIA Big 8 gatherings, weekly reflection spaces led by the Senior Team, and quarterly one-on-ones with the DCSA program coordinator.

The final tier of involvement is the DCSA volunteer level of engagement. These participants attend weekly service and participate in reflections after their community service experience. These participants do not receive any structured leadership formation with VCSO outside of the weekly service experience.

For this learning assessment, both the Senior Team and Coordinators were invited to participate. DCSA volunteers were not invited to participate because they do not receive the structured leadership formation through the program, although it may be of interest for future assessment to solely assess volunteer learning. All students who compose DCSA leadership (Senior Team and Coordinators), a total of 25 students, were invited to participate through an e-mail invitation which expressed that this assessment was completely voluntary. The sole incentive of the study was to support the development of the DCSA program. Twelve (12) students volunteered to participate, 4 out of 5 Senior Team (80%) and 8 out of 20 Coordinators (40%).

Participants were a majority Seniors, making up 42% of those interviewed. There were 33% who were Juniors and 25% who were Sophomores. Out of those interviewed, there were no freshman (See Figure 3; Graph 1). The racial identities of participants were that 9 participants identified as white (75%), 1 (8.3%) identified as black, 1 (8.3%) identified as Asian, and 1 (8.3%) identified as biracial (See Figure 3; Graph 2). The majority of participants self-identified as Female (75%), with the remaining 25% self-identifying as Male (See Figure 3; Graph 3). These demographics were pulled from the DCSA student leader applications on Orgsync where participants could write in their gender identity.

Data Collection
After reviewing the Vincentians in Action program framework, four themes were determined to assess students' ability to foster intentional community. These four themes were:

- Reflecting on the Dignity of the Human Story – Students' ability to reflect on their own experiences and the experiences of those they've met on the margins of society
- Vincentian Personalism – Students' ability to build inclusive community spaces
- Vincentian Simplicity – Students' ability to be authentic and vulnerable in their relationships with others
- Social Justice Relationships - "We Form Each Other"– Students' ability to create inclusive and mutually beneficial relationships with the intention of social justice.

These four themes were used to develop a 4-tier analytic rubric, where different points were assigned to each tier of competency. These four themes were broken down into 11 subcategories where each was evaluated as – Needs Improvement (0 points), Developing (1 point), Sufficient (2 points), and Above Average (3 points). (See Figure 1).

Assessing competency in the learning outcomes outside of the structured program was also deemed important. For this reason, interview questions were designed to evaluate students' competency and application of the learning outcomes (e.g., Students' ability to be authentic and vulnerable in their relationships with others) in their daily lives (See Figure 2).

Data collection occurred in the Spring Quarter of the 2016-2017 academic year, between April and May. With these being the closing months of DCSA involvement and the academic year, this gave participants almost a full year cycle of DCSA leadership formation programming. Data collection consisted of face-to-face interviews conducted by two Vincentian Community Service Office staff with the DCSA student leaders. The students were split evenly between staff members, matching them based on best availability of both parties. Interviewers used the developed rubric throughout the interview process to assess student learning and engaged in note-taking in order to capture all data provided by DCSA student leaders.

Data Analysis
Data collection occurred in the form of structured interviews. As part of this process, interviewers took notes, which were then utilized to complete the rubric for each participant. Successful attainment of a learning objective was determined based on a student achieving a holistic score of 22 or higher; a score of 22 was deemed to meet "Sufficient competency" in all 11 subcategories. Once all interviews were completed, the two interviewers met to ensure that their interpretation of competency matched as much as possible.

Participant Consent
Participation in this assessment was completely voluntary, and only those student leaders who agreed to be interviewed went on to participate. Upon arrival at the interview, the participants were informed of the purpose for the assessment and their role within it.

Participant information was kept secure by maintaining all collected information in a locked filing cabinet. Names of participants were also changed to numbers to keep their identity private. The document that serves as a key, linking participant names with their assigned study number, is password protected.

V. Data & Findings
Response Rate and Demographics
A total of 25 students were eligible to participate in this study. Of those eligible, 12 agreed to participate in this learning assessment. Out of the total of 5 Senior Team, 4 participated. Out of the 20 Coordinators, 8 participated (See Figure 3; Table 1)

The only descriptors VCSO noted in examining the group was their level of involvement in DePaul Community Service Association. The majority of Senior Team leaders had experience of at least 2 years of DCSA leadership, with only one solely having 1 year in a leadership role for DCSA. For the Coordinators, only 3 out of 8 had 2 or more years of DCSA leadership experience, while 5 out of 8 were in their first year as DCSA leaders. (See Figure 3; Table 2)

Key Findings
The rubric had a total of 30 points, with a score of 22 points meeting "Sufficient competency" in all 11 subcategories (See Appendices Figure 4; Table 1). Participants

needed 22 points to meet sufficient competency in the 11 sub criteria of the holistic analytic rubric). All students who were assessed scored 24 points or higher, meaning all students assessed met the desired learning outcome.

In addition to their total score, participants' competency was assessed in the four thematic categories of intentional community. All senior team members scored at or above "sufficient" in all areas assessed, with the exception of one senior team member who obtained a score within the developing range in the subcategory "approach to building relationships." All of the student coordinators assessed obtained "sufficient" scores for Dignitiy of the Human Story. Similarly, the majority of student coordinators obtained "sufficient" scores for all three subcriteria of Vincentian Personalism, with the exception of two student coordinator whose scores in the "knowledge of community building" subcategory were within the developing range. In the area of Vincentian Simplicity, all student coordinators received scores of sufficient or above in the subcategory "values simplicity," and all but one received scores of sufficient or above in the subcategory "simplicity in practice," Lastly, all student coordinators obtained "sufficient" scores in the "Approach to Relationship Building" subcriteria of Social Justice/Relationships, and all but one scored within the sufficient range in the "Value of Relationship in Fighting Injustice" subcategory. (See Figure 4; Table 2)

On average, senior team members received higher total scores than student coordinators. Senior team members also had higher mean scores in the domains of Dignity of the Human Story and Vincentian Simplicity than student coordinators. The two groups did not differ in their mean scores in the domain of Social Justice/Relationships, and student coordinators obtained higher mean scores than the senior team in the domain of Vincentian Personalism. (See Figure 4; Table 3)

As for qualitative themes that came out of the interviews, DCSA student leaders discussed the following:

Importance of Reflection

All of the students mentioned reflecting on a consistent and daily basis. They articulated reflection as:

- "The why of what you do"
- Reflection provides "direction of service by taking the ego out"
- "Without reflection you are just going through the motions. [Reflection provides] meaning and grounding…sense of direction"
- Reflection is "really important for social justice work and my own personal development", "Connects myself to the bigger picture" Connect with "what's going on in the community"
- "Collect myself to evaluate my path"
- Through reflection "I can connect to reality…reflect on those I meet"

Students also articulated reflection as taking different forms. Some of the spaces where they reflected were:

- Weekly VIA Reflection space
- Reflecting alone – journaling, taking time for quiet reflection, as a spiritual practice in meditating and yoga
- In group settings having deep conversations with family and friends. Taking time to reflect with roommates at the end of the day.
- In the classroom
- After going to do community service with their DCSA group

Difficulty of Inclusive Community

Students articulated the importance of creating inclusive community spaces, but expressed some difficulty in putting that into practice with those who have differing values.

- Community "is easy with similar values…they get it. [With differing values] I care but it's hard. People are complicated, you have to work to move past the differences."
- "Trying to invite different communities, but I had a bias."
- "You need opposing beliefs, but also a gentle way to 'call in'. With my volunteers, I have my guard up a bit to differing opinions but still try to be open and welcoming"
- "Engage in both [those with similar and differing values], but struggle with differing. With differing values, I try to go with safer topics but it's hard"

Defining Vincentian Simplicity

Although all of the DCSA student leaders understood and valued Vincentian simplicity as a way that they engaged in their lives and in their relationships, participants did not immediately identify that way of being with the words "Vincentian simplicity". Some of the participants would mistakenly identify Vincentian simplicity with material simplicity, which is only a partial understanding of Vincentian simplicity. When the staff interviewers would elaborate on Vincentian simplicity as living authentically and valuing vulnerability in their relationships, the participants would be able to articulate the importance and practice of it in their lives.

Community-based Social Justice

Students articulated the need for community in seeking social justice, as well as how community is essential in accomplishing and sustaining the work towards a just society.

- "We can't do it by ourselves… [We] need to rely on others in community. [You] can do things by yourself but community keeps you going…inspires to keep going"
- "[We] need to work together…how can you make change without relationship?"
- "One person can only do so much…community is the best vehicle to affect change"
- "Relationship [through dialogue] breaks down prejudice on all sides"

All of the DCSA Senior Team and Coordinators met the criteria of success for this learning outcome. 4 out of 4 Senior Team students scored 22 points or higher (100%), and 8 out of 8 Coordinator students scored 22 points or higher (100%).

Program Level Learning Outcome	Department Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who participate in a Vincentians in Action community will foster the Vincentian value of intentional community in fighting injustice.	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.	12	12

VI. Discussion & Interpretation of Findings

The key findings of this assessment are:

- All of the assessed students, no matter their leadership level, showed strong competency around reflection in their daily lives. All participants expressed valuing reflection and were able to successfully provide an example from their lives. Students also presented a diversity of ways of reflection which included reflecting with friends, family, self-reflection, meditation, in academic settings, structured reflection spaces, and engaging their reflections with their coursework. The structure of the program, which requires students to participate in a weekly reflection space, provides the space for students to develop reflection skills and put them into practice throughout their lives.
- Although it was more common for the DCSA coordinator level to score in the Developing tier of competency (lower score) than Senior Team, the overall scores of Senior Team Leaders and Coordinators were similar. The analysis concluded that years or scope of VCSO and VIA involvement played a role in scoring differences among DCSA leadership.
- Of all the learning outcome criteria, Vincentian Simplicity was the one on which both Senior Team and Coordinator levels of leadership scored the lowest. During the interview, both VCSO interviewers noted that students

struggled with understanding Vincentian simplicity as not just material simplicity, but as being connected to living authentically.

- All participants expressed the desire for inclusive spaces and found themselves engaging with a diversity of people. Although there was a desire to help build community spaces, some participants admitted that building community with those of similar values was easier and that building community with those of differing values required patience, self-awareness, and openness.

The limitations that may have affected the findings of this assessment are the following:

- Interviews were conducted separately by two VCSO staff. Therefore, bias in their interpretation and scoring of the rubric is possible. However, meetings between the interviewers took place to address differences in rubric interpretation. Nevertheless, because interviews were not audio recorded, complete inter-rated agreement could not be ensured.
- It was noted by the interviewers that a more detailed scale could have been developed as a pair of student responses could not be easily scored by the rubric and fell in an intermediary tier of competency.
- Participants in this assessment have also received leadership formation in other Vincentians In Action programs, such as the Vincent and Louise House, Service Immersion trips, DePaul Leadership Scholarship, etc. Therefore, it is to be expected that their level of competency is not solely attributable to their participation in DCSA leadership.

This assessment project has allowed the Vincentian Community Service Office to see how students are valuing and fostering intentional community in fighting injustice. Students endorsed strong value and competency in reflection, but need more explicit formation in Vincentian simplicity. The students also showed strong competency in working for social change, and will benefit from a stronger structure in place to support advocacy and justice work outside of the weekly service experience.

VII.   **Recommendations and Plans for Action**
         Recommendations
- Given that Vincentian Simplicity was the criterion where students received the lowest average scores, VCSO will need to strengthen and provide more explicit leadership formation in Vincentian simplicity. This would consist in developing a Weekly VIA reflection that was solely focused on Vincentian simplicity and which would use the term explicitly in talking about living authentically. This could also be implemented in the VIA Fall Retreat, within one of the retreat sessions, as well as one-on-one check ins with the DCSA student leadership.
- To build upon the students' competency in building relationships for social justice work, VCSO will capitalize on their understanding of this value and provide stronger support and structure for students to be involved in advocacy work paired with their DCSA community partner. VCSO will also explore resources to support students in continuing to navigate and build inclusive communities.

- Given the DCSA leaders at all levels score consistently high in Reflection/Dignity of the Human Story, VCSO will share with other departments the findings on the value of reflection for DCSA student leaders, and how this may be of interest in other University units where student leaders are passionate about social change.

Action Plan

The following presents the timeline for implementing the recommendations coming from this assessment:

- In July, the assessment report will be completed and shared with the VCSO staff.
- In July and August, VCSO staff will be meeting for strategic planning and visioning. The recommendations from this assessment will be a part of the discussion as VCSO prepares for AY 17-18.
- In September, VCSO will begin to implement a Vincentian simplicity theme into one of the weekly VIAs per quarter. It will also be more explicitly implemented into VIA Big 8 programming and the VIA Fall Retreat in October.
- In the Fall Quarter, VCSO staff will meet with DCSA student leadership to help provide support with a one-on-one check in that will provide support for on-campus advocacy led by the DCSA groups.
- In April-May, VCSO will consider conducting additional assessment interviews with new DCSA student leaders and those who participated this year.

A barrier that may be present to the implementation of this action plan would be VCSO's move from the Division of Student Affairs to the Office of Mission & Values. This move may result in changes to programming and structure within the department that would influence the implementation of the action plan.

Sharing the results

The results of the assessment will be shared with student participants and students in VCSO through the start of the year DCSA trainings/orientation. VCSO staff will learn of the results over the summer in Visioning/Strategic planning meetings for next year. The results will also be shared with the Office of Mission & Values once the academic year begins.

One consideration will be to share the results of this assessment with the Office of Student Involvement, especially with student organizations that are community service-based but not affiliated with the DePaul Community Service Association.

Figure 1: Analytic Rubric

Criteria	Sub Criteria	Needs Improvement (0)	Developing (1)	Sufficient (2)	Above Average (3)	
Dignity of the human Story	Frequency of Reflection	Does not engage in reflection	Engages in reflection when required (e.g., Weekly VIA)	Engages in reflection when required and also on occasion in their daily lives	Engages in reflection frequently in their daily life	Possible Total Points = 10
	Value of Reflection	Does not see reflection in their lives as important	Sees reflection in their lives as somewhat important	Sees reflection in their lives as important	N/A	
	Quality of Reflection	Is unable to articulate how to engage in reflection	Able to reflect when structured for them; Unable to engage in self-directed reflection	Able to engage in self-reflection	N/A	
	Focus of Reflection	Does not engage in reflection	Engages in reflections centered around themselves	Engages in reflections centered around their relationships with marginalized groups	Engages in reflections centered around their relationships with marginalized groups; Actively shares these reflections with others	
Vincentian Personalism	Values inclusive Community	Does not articulate importance for inclusion OR articulates inclusion as unimportant	Articulates importance of inclusion in name, but without thoughtful description	Articulates importance of inclusion with rationale that focuses on individual benefits	Articulates importance of inclusion with rationale that focuses on community benefits	Possible Total Points = 8

	Focus of community development	Does not engage in community building behaviors	Occasionally engages in community building behaviors with members who are similar to themselves	Consistently engages in community building behaviors with members who are similar to themselves **OR** Occasionally engages in community building behaviors with members who are both similar and different from themselves	Consistently engages in community building behaviors with members who are both similar and different from themselves	
	Knowledge of building community	Does not know how to engage in community building behaviors	Knows how to engage in community building through structured activities	Knows how to engage in community building behaviors through the use of structured activities and personal story telling	N/A	
Vincentian Simplicity	Values Vincentian Simplicity (authenticity)	Does not articulate importance of authenticity/vulnerability OR articulates authenticity/vulnerability as unimportant	Articulates importance of authenticity/vulnerability in name, but without thoughtful description	Articulates importance of authenticity/vulnerability with specific attention to relationships with other people	Articulates importance of authenticity/vulnerability with specific attention to relationships with other people AND articulates how authenticity/vulnerability benefits community	Possible Total Points = 6
	Vincentian Simplicity in Practice	Unable to provide example of Vincentian Simplicity	Provides inaccurate example of Vincentian Simplicity OR expresses discomfort with practicing Vincentian simplicity	Provides accurate example of Vincentian simplicity AND expresses desire to continue to grow in practice	Provides accurate example of Vincentian simplicity AND expresses confidence in practice	
Social Justice Relationships	Value of Relationship Building in Fighting Injustice	Does not articulate importance of relationship building OR articulates relationship building as unimportant	Articulates importance of relationship building in serving marginalized communities	Articulates importance of relationship building in seeking justice for marginalized communities	Articulates importance of relationship building in seeking justice with marginalized communities	Possible Total Points = 6

	Approach to Relationship Building	Unable to describe how to build relationships with others	Describes a top-down approach to relationship building AND does not describe relationships as a mutually beneficial	Describes an inclusive approach to relationship building BUT does not describe relationships as mutually beneficial	Describes an inclusive approach to relationship building AND describes relationships as mutually beneficial	
Total Possible Points = 30						
Minimum Points for Success = 22 (Using a holistic approach)						

Figure 2: Interview Questions

Through this assessment, we will be focusing on the following learning outcome:
Students who participate in a Vincentians in Action community will foster the Vincentian value of intentional community in fighting injustice.

Dignity of the Human Story

- In our office, we say service without reflection is just work. How, if at all, do you connect with this invitation and use reflection in your life?
- When, or how often, do you participate in reflection?
- How valuable do you feel reflection is for you in your life, and why?
- Think about times when you engaged in reflection. What topics did you reflect on?
    - If they talk about a topic/time when they reflect on their relationship with marginalized groups, we can carry on with interview questions.
    - If they have not talked about a topic/time when they reflect on their relationship with marginalized groups, we can follow up with a probing question:
        - Tell me about a time when you engaged in reflection centered on your relationships with marginalized groups. (If they cannot think of one, or don't answer this question, we accordingly assess them on the rubric).
- Think about a specific time you engaged in reflection. Tell me about this time of reflection as a story.
    - When did this occur?
    - Who was there?
    - What was the focus of the reflection?
    - What happened after this reflection (did you share your reflection with others?)

Vincentian Personalism

- How important is it to create inclusive community spaces? What contributes to your belief?
- Think about a specific time when you had the opportunity to create an inclusive community space. Tell me about this time as a story:
    - When did this occur?
    - Who was there?
    - What specific approaches or strategies did you do to help create inclusive community?
    - How do you create community with someone of similar values?
    - How do you create community with someone who has differing values?

Vincentian Simplicity

- St. Vincent talks about simplicity as "the heart must not think one thing while the mouth says another".
- How, if at all, do you strive to be authentic/vulnerable in your relationships with others?
    - How valuable is authenticity/vulnerability to you in your life?
- Tell me about a time when you lived this value of simplicity in your own life.

We Form Each Other

- What role, if any, do relationships and community play in fighting injustice?
- Think about a specific time when you participated in building relationships with others to fight injustice/for social change. Tell me about your experience.
    - What was the context and focus?
    - Who did you involve in the process?
    - How did you engage others in the process?
    - What informed your process?

Figure 3: Demographic Graphs and Tables

Graph 1: Year in School
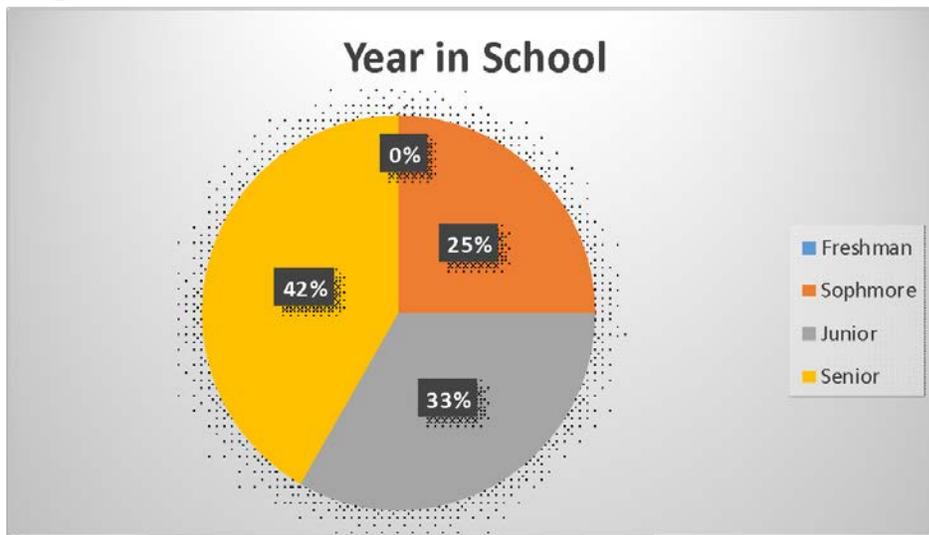
Graph 2: Racial Identity

Graph 3: Gender Identity

Gender Identity

- Female: 75%
- Male: 25%
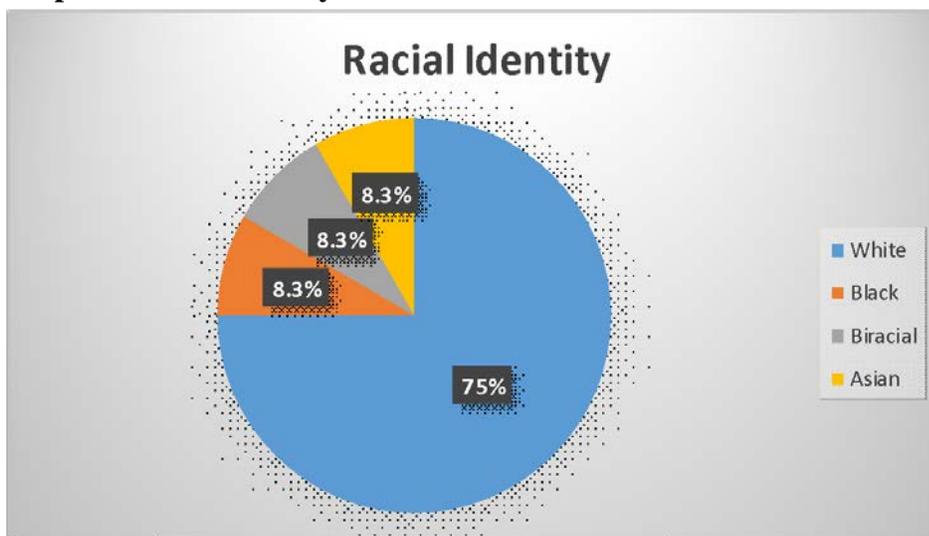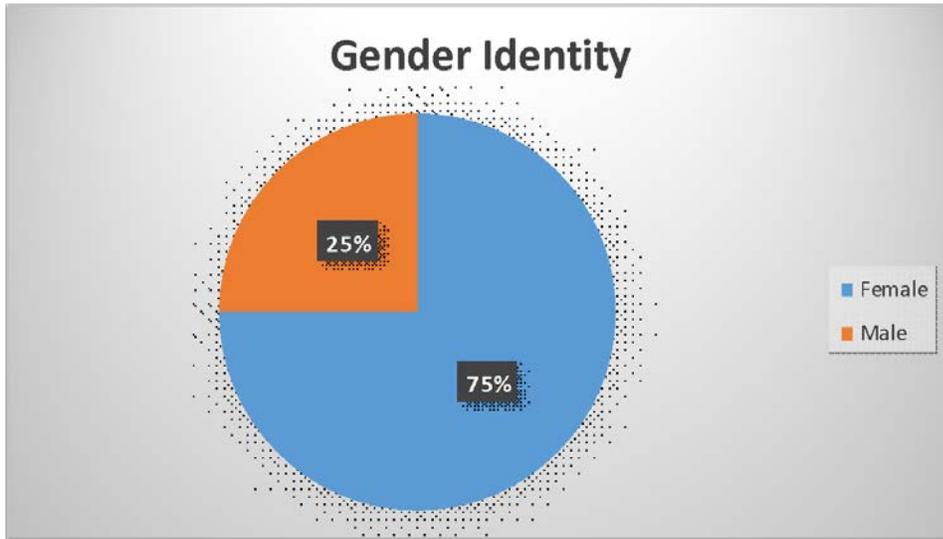
Table 1: DCSA Student Participation

	# of Students Assessed
Total	12/25 (48%)
Senior Team	4/5 (80%)
Coordinators	8/20 (40%)

Table 2: Level of DCSA Leadership Involvement

Student Assessed	Leadership level	DCSA Involvement
Participant #1	Senior Team	ST (1 year), C (3 years)
Participant #2	Senior Team	ST (1 year), C (2 years)
Participant #3	Senior Team	ST (1 year), C (1 year)
Participant #4	Senior Team	ST (1 year)
Participant #5	Coordinator	C (3 years)
Participant #6	Coordinator	C (2 years)
Participant #7	Coordinator	C (2 years)
Participant #8	Coordinator	C (1 year)
Participant #9	Coordinator	C (1 year)

Participant #10	Coordinator	C (1 year)
Participant #11	Coordinator	C (1 year)
Participant #12	Coordinator	C (1 year)

Note: ST = Senior Team and C = Coordinator

Figure 4:

Table 1: Point Breakdown for Each Participant

			Assessment - Rubric Points Overview					
			Points Earned					
Leadership level	DCSA Involvement	Student Assessed	Dignity of the Human Story	Vincentian Personalism	Vincentian Simplicity	We Form Each Other	Total Points Earned	Success? (22/30pts)
Senior Team	ST (1), C (3)	Participant #1	10	8	6	6	30	Yes
Senior Team	ST (1), C (2)	Participant #2	10	7	6	6	29	Yes
Senior Team	ST (1), C (1)	Participant #3	10	7	4	5	26	Yes
Senior Team	ST (1)	Participant #4	10	7	4	4	25	Yes
Coordinator	C (3)	Participant #5	10	8	4	6	28	Yes
Coordinator	C (2)	Participant #6	10	8	6	6	30	Yes
Coordinator	C (2)	Participant #7	10	6	5	6	27	Yes
Coordinator	C (1)	Participant #8	10	8	5	5	28	Yes
Coordinator	C (1)	Participant #9	9	8	5	5	27	Yes
Coordinator	C (1)	Participant #10	10	7	4	6	27	Yes
Coordinator	C (1)	Participant #11	9	8	4	3	24	Yes
Coordinator	C (1)	Participant #12	9	6	4	5	24	Yes

Table 2: Competency of Participants per Criteria

Criteria	Sub Criteria	Leadership Level	Developing	Sufficient	Above Average
Dignity of the Human Story	Frequency of Reflection	Senior Team	0	0	4 (100%)
		Coordinator	0	0	8 (100%)
	Value of Reflection	Senior Team	0	4 (100%)	N/A
		Coordinator	0	8 (100%)	N/A
	Quality of Reflection	Senior Team	0	4 (100%)	N/A
		Coordinator	0	8 (100%)	N/A
	Focus of Reflection	Senior Team	0	0	4 (100%)
		Coordinator	0	3 (37.5%)	5 (62.5%)

Criteria	Sub Criteria	Leadership Level	Developing	Sufficient	Above Average
Vincentian Personalism	Values Inclusive Community	Senior Team	0	1 (25%)	3 (75%)
		Coordinator	0	1 (12.5%)	7 (87.5%)
	Focus of Community Development	Senior Team	0	2 (50%)	2 (50%)
		Coordinator	0	2 (25%)	6 (75%)
		Senior Team	0	4 (100%)	N/A

	Knowledge of Community Building	Coordinator	2 (25%)	6 (75%)	N/A

Criteria	Sub Criteria	Leadership Level	Developing	Sufficient	Above Average
Vincentian Simplicity	Values Simplicity	Senior Team	0	2 (50%)	2 (50%)
		Coordinator	0	4 (50%)	4 (50%)
	Simplicity in Practice	Senior Team	0	2 (50%)	2 (50%)
		Coordinator	1 (12.5%)	5 (62.5%)	2 (25%)

Criteria	Sub Criteria	Leadership Level	Developing	Sufficient	Above Average
Social Justice Relationships/ "We Form Each Other"	Value of Relationship in Fighting Injustice	Senior Team	0	1 (25%)	3 (75%)
		Coordinator	1 (12.5%)	3 (37.5%)	4 (50%)
	Approach to Relationship Building	Senior Team	1 (25%)	0	3 (75%)
		Coordinator	0	1 (12.5%)	7 (87.5%)

Note: Needs Improvement was not included in these tables due to no participant scoring in this tier of competency.

Table 3: Mode/Median/Mean of Participant Scores

Total Points	Senior Team	Coordinator	ALL	Points Possible
Median	27.5	27	27	
Mean	27.5	26.8	27	30
Mode	N/A	27	27	
Criteria DHS				
Median	10	10	10	
Mean	10	9.625	9.75	10
Mode	10	10	10	
Criteria VP				
Median	7	8	7.5	
Mean	7.25	7.38	7.34	8
Mode	7	8	8	
Criteria VS				
Median	5	4.5	4.5	
Mean	5	4.625	4.75	6
Mode	N/A	4	4	
Criteria WFE				
Median	5.5	5.5	5.5	
Mean	5.25	5.25	5.25	6
Mode	6	6	6	