A. Abstract

The current project was developed to assess the impact of University Ministry (UMIN) Vincentian Community Service Office (VCSO) programming, particularly on the lives of student leaders who participated in DePaul Community Service Association (DCSA) over the 2012-2013 school year. The purpose of this study was to add to our understanding of how students who have participated in DCSA understand and/or articulate systemic change in relationship to their service involvement(s), as well as what are the factors which contribute to, or hinder their understanding of systemic change and their connection to the Vincentian legacy? The methodology consisted of two-hour-long focus groups to facilitate discussion around these questions, as well as quantitative and qualitative data were collected through an online year-end assessment as part of VCSO’s longitudinal study.

For the VIA Longitudinal Assessment quantitative responses two broad areas were addressed: Vincentian systemic change and Vincentian legacy. For the integration of the dimension of *Vincentian systemic change*, 3 scales were administered: (1) Asset Based Community Development Scale\(^1\), (2) Civic Attitudes and Skills Scale\(^2\) and (3) Social Justice Efficacy Scale\(^3\).

For the *Vincentian legacy* dimension, the following scales were utilized: (1) Faith and Civic Engagement Scale\(^4\), (2) Commitment to Social Justice\(^5\), (3) The Scale of Ethno-cultural Empathy (awareness of outgroup structural disadvantage), (4) Recognition of Dignity\(^6\), (5) Capacity for Reflection\(^7\), (6) Connection to the Vincentian Legacy\(^8\), and (7) Impact of Vincentians in Action on other areas of students’ lives\(^9\).

Three themes emerged from the DCSA Focus Group qualitative responses regarding systemic change and the Vincentian legacy: (1) Reflection, (2) Relationship building, (3) Vincentian values. Overall, student involvement in DCSA has a profound impact on the daily lives of DePaul students. Continued assessment of the involvement in structured weekly service in the community is important to better understand the positive impact on transformational student learning and experiences as well as programming with our community partners, who serve as co-educators of our students.

B. Introduction and context for this year's report

The current assessment focused on the broad question: “How do students who have participated in the DePaul Community Service Association understand and/or articulate systemic change in relationship to their service involvement(s)?”

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\(^1\)Modified by Rachael Suffrin from: Discovering community power: A guide to mobilizing local assets and your organization’s capacity. A community building workbook from The Asset-Based Community Development Institute in Cooperation with the W.K. Kellogg Foundation. (Scale in Development)


\(^6\),\(^7\),\(^8\) Scales developed by Vincentian Community Service Office staff
Related to this broad question is a secondary question of interest: “What are the factors which contribute to or hinder their understanding of systemic change and their connection to the Vincentian legacy?”

These questions were prompted by the International Vincentian Family’s shift towards Systemic Change—the changing of social structures by those directly impacted by them—as the fundamental dimension of Vincentian service and advocacy work across the globe. The earliest roots of this movement can be traced back to 1995; however, the official adoption of Systemic Change emerged from the work of the Commission for Promoting Systemic Change starting in 2006. Consequently, VCSO initiated the process of responding to International Vincentian Family’s attention to Systemic Change by reviewing existing programming and infusing the theory and practice in order to impact student learning (de Nava, 2007).

Additionally, these questions are interconnected with various learning outcomes of the Vincentian Community Service Office. The department, program and activity learning outcomes related to our assessment question are listed below. [Please see the appendix for a full list of the Vincentian Community Service Office learning outcomes, and more specific activity level-learning outcomes related to our assessment strategy now and in the future].

- 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)
- 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. (Intercultural Maturity & Inclusive Community; Spirituality and Vincentian Values)
- 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)

References


Relevance of the Assessment Question

The core of Student Affairs’ purpose is to foster student learning that inspires transformative learning, promotes socially responsible leadership, and builds community in accordance with DePaul’s mission and identity. These goals are echoed in the mission of DCSA:

Mission: The mission of the DePaul Community Service Association (DCSA) is to promote the dignity of all by following the example of St. Vincent de Paul and St. Louise de Marillac. The function of DCSA is twofold:

1. To provide meaningful volunteer opportunities to DePaul students who serve our community partners in sustained, mutually beneficial relationships.
2. To promote reflection and social justice rooted in Vincentian values.

DCSA Coordinators and Senior Teamers dedicate themselves to spiritual growth, service, justice and community building through their work in DCSA and their commitment to the spirit of Vincentians In Action (VIA) – our larger community, the way we reflect on our efforts to fight injustice with systemic change, the lens through which we see the world, and our Vincentian way of life.

1. How does answering this question help your department?

This assessment seeks to better understand students’ understanding of Vincentian Systemic Change and their connection to the Vincentian legacy as a direct result of their weekly service experiences through DCSA, as well as the factors that
contribute to, or hinder, said understandings. We know from anecdotal stories that students who participate in DCSA have a greater understanding of Chicago as a broader community, and the associated social issues that are present in the city and reflected globally. In addition, students and student leaders have expressed how they are able to better connect Vincentian values into their lives and begin to practice those values through their experiences with DCSA. Learning how some students take steps to integrate what they have learned in their daily lives (as well as connect more specifically to their academic career) through weekly service will help us better understand both the positive impact DCSA has on students as well as how we might improve programming to better support students’ engagement and learning via a faith-based civic engagement model. Through the assessment we hoped to capture more data about perceptions and concrete experiences. It will also help us understand how students understand systemic change, how they are living out Vincentian responsibility and legacy, and how faith-based experiential learning supports student engagement and learning in accordance with DePaul’s mission.

2. How is the question linked to the Student Affairs Strategic Plan (2010-2013) and Vision Twenty12 goals? (Please be as specific as possible.)

Both the Student Affairs Strategic Plan and DePaul University Vision 2018 goals speak to strengthening student engagement, learning, and success across the university at the curricular and co-curricular levels. DCSA presents a unique co-curricular learning opportunity for students to engage in a mission-driven activity which places them in direct contact with global issues (such as poverty, hunger, education, etc.) present within the city of Chicago through a civic engagement model informed by DePaul’s Catholic and Vincentian identity. Accordingly, DCSA connects with the following goals and objectives of the Student Affairs Strategic Plan and Vision 2018 [please see appendix for relevant Strategic Plan goals and objectives to our assessment study].

3. Provide any relevant research and/or literature that informs or contextualizes this project. Please summarize and cite this information. Do we know anything theoretically or empirically about this question?

The development, implementation, and assessment of DCSA are guided by the literature exploring the impact of university students’ community service and service-learning experiences. Research has documented a range of positive long-term effects of community service for college students, such as a positive impact on college students’ behavior, values, academic development, degree aspirations, sense of civic responsibility, career goals, and life skills (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Bowman, Brandenberger, Hill, Lapsley & Quaranto, 2010; Sax & Astin, 1997). Service learning has been documented to have a long term effect particularly on students’ lifelong commitment to volunteerism and community activism (Sax & Astin, 1997).

For many students, college can prove to be a time of exposure, where students are exposed to a diverse array of people and ideas. Through extra-curricular service and service-learning, students have the opportunity for such exposure. Students’ civic attitudes, political awareness, and problem-solving abilities have been found to be shaped by interactions with diverse others and real-world opportunities to exercise social skills through service-learning activities (Moely, McFarland, Miron, Mercer, & Ilustre, 2002). Service and service-learning activities have been found to increase community engagement among students (Gallini & Moely, 2003), and are important for helping students to becoming civically engaged and exposed to diverse others, as well as to increase students’ cultural competence (Amerson, 2010). Intentional curricular and co-curricular activities can potentially lead to students’ transformative learning, defined by Mezirow (1997) as fundamentally a question of how educational experiences, very broadly, change individuals’ frames of reference, or ways of looking at and interpreting the world.

Through intentional reflection and other structured program activities, DCSA is able to turn weekly service into service-learning with students, and helping student leaders because co-educators with community partners as they facilitate learning and growth projects with students at their sites. Research has shown the importance of reflection in service-learning, and reflection’s transformative ability to help students create meaning from service as well as integrate service to their academic coursework and their lives (Bringle, & Hatcher, 1999; Hatcher, & Bringle, 1997).

Adolescence is a time where students’ spirituality has been argued as critical to positive youth development (Lerner, Alberts, Anderson, & Dowling, 2006). Theorists have argued the importance of an integration of spirituality into student affairs programming, as many colleges and student affairs departments tend to shy away from this crucial area of student development (Collins, Hurst, & Jacobson, 1987; Love & Talbot, 1999). As college may be a critical time for students as
they self-reflect on their life, as well as their own worldview, beliefs, and values (Capeheart-Meaningall, 2005), service and service-learning that provides a framework for interpreting and understanding students’ service experiences may prove to be important. Programs like DCSA provide students a unique opportunity to integrate their faith and spirituality with their social justice experiences while at college through providing a framework of Vincentian values. For many students, their spirituality may be intertwined with their civic engagement, as each may have a bidirectional influence on one another (Donnelly, Matsuba, Hart, & Atkins, 2006), as such, involvement in a program such as DCSA may help to benefit students in both areas of their lives.

In addition to the goal of supplementing and informing what students are learning in the classroom, service and service-learning can serve as a way to educate and inform students as to a realistic view of civic issues (Parker-Gwin & Mabry, 1998). As students gain experiences in college with service, and a deeper understanding of larger systemic social issues, research has shown that they may become more likely to be civically engaged in the future (Moely, McFarland, Miron, Mercer, & Ilustre, 2002). Particularly for urban youth, a significant portion of the population of students at DePaul, who have experienced firsthand being intricately tied into larger societal forces, Ginwright and Cammarota (2002) discuss how a greater awareness of social justice and larger systemic issues can be particularly meaningful and aid in these students’ positive development.

References
C. Methodology

The two focus groups included students who were current participants in DCSA, while the year-end VSCO assessment was able to capture data from current DCSA students, as well as students who had participated in DCSA in the past.

IRB approval previously secured for VCSO’s year-end assessment data, although was not secured for the two focus groups used in the present project. Lessons regarding students’ involvement in weekly service from the two focus groups can be shared with other colleagues within DePaul and at other institutions, but cannot be published as research data.

The focus group data collected through this project can be classified as internal restricted data. The data are not identifiable, as respondents’ answers are not directly linked to their names, student identification numbers, e-mail addresses, or any other related information. Demographic information was not collected and although VSCO staff were aware of which students signed up to participate to ensure an adequate group size, this information was not formally recorded. Verbal consent was obtained from students prior to audio recording of the two focus groups. VCSO student interns were recruited to assist with transcription, but were not given any identifying information of students who participated. Every effort to maintain confidentiality regarding data has been taken. Access to records of results and reports are limited to the writers of this report, Rubén Álvarez and Karl Nass of VCSO and Rachael Suffrin from the Department of Psychology, as well as Ellen Meents-DeCaigny from the Division of Student Affairs.

The data collected through the VCSO spring annual assessment is part of a longitudinal study being done by VCSO in partnership with Rachael Suffrin and Nathan Todd in the Department of Psychology to assess the impact of involvement in VCSO programming and activities on DePaul students over time. IRB approval has been previously secured for this aspect of the study. This data is more protected than data collected through the focus groups due to the nature of its dual purpose as IRB approved research data. Only Rachael Suffrin and Nathan Todd from the Department of Psychology have access to raw data to protect students’ confidentiality whereas VCSO staff has access to de-identified data.

The process for gathering data was as follows:

Focus Group Data Collection Methodology: [See Appendix for full list of questions]

Students who are current participants in DCSA service sites were invited to participate in either one of the two focus group dates. Both focus groups were held on the third floor of the DePaul Student Center, and lasted in total for about an hour and a half, with about an hour of structured discussion. Dinner was provided at both focus groups, as well as the option to participate in screen printing after conclusion of the discussion.

Students were initially oriented to the procedure for the focus group, and verbal consent was obtained for permission to use an audio recorder. There was a facilitator present who was not a VCSO staff member to prevent a conflict of interest and make it more comfortable for students to be able to express themselves openly during the discussion. There was also a note-taker present, who was a DePaul undergraduate. Audio recordings were transcribed with the help of a VCSO undergraduate intern. Focus group data was coded for major themes.

On-Line Survey Data Collection: [See Appendix for a full list of survey questions]

Part two of data collection was through an online survey that was administered as part of the VCSO annual assessment. Data for students who currently or previously participated in DCSA was pulled for the purposes of this assessment, which resulted in a sample size of 66 DCSA past or current students. The survey was initially announced to students at the last VIA Big 8 event of the 2012-2013 academic year. All students who were in attendance were given the opportunity to take the survey online using their laptops, or to take a paper copy of the survey that was distributed. Paper surveys were entered manually by Rachael Suffrin from the DePaul Psychology Department, to protect students’ confidentiality as to not have a VCSO staff member or undergraduate student intern access raw data. Over the course of the following two weeks, all students who participated in VCSO programming and activities over the course of the 2012-2013 academic year were emailed a link to the survey as well as a reminder e-mail. See appendix for survey questions and e-mailed

request to complete the survey. An initial email was sent by VSCO staff on behalf of the DePaul Psychology Department researchers.
D. Findings/Results and Discussion

Participants

Of the 53 current DCSA leaders, 52 student leaders (98.1%) participated in the survey. The survey was open to all students who participate in DCSA (volunteers, members, past leaders). Of the current DCSA members invited to complete the online survey, 14 past DCSA participants also completed the survey. The 52 current student leaders plus the 14 past DCSA students gave us our total sample size of 66 students for our quantitative analysis. About 15 DCSA students participated between the two focus groups.

Demographic Information

Of the 66 students who completed the online survey that self-identified as currently participating in DCSA, or having participated in the past, 39 (59.1%) were women. The average age for students was 22.38 years ($M = 22.38, SD = 1.25$). Fifteen students (22.7%) self-identified as in their first year, 9 (13.6%) in their second, 23 (34.8%) in their third, 18 (27.3%) in their fourth, and one student identified as an alumni. Forty students (60.6%) self-identified as White/European American, 11 (16.7%) as Black/African American, 14 (21.2%) as Latino/Hispanic, 2 (3%) as Asian, 1 (1.5%) as Middle Eastern, 1 (1.5%) as Native American/Alaskan Native, 2 (3%) as Native Hawaiian/Other Pacific Islander, and 4 (6.1%) as Multiracial.
Students were given the option to check as many worldviews that applied to them. Eleven students (16.7%) selected that they identified with Agnosticism, 4 (6.1%) with Atheism, 6 (9.1%) with Buddhism, 38 (57.6%) with some form of Christianity, 1 (1.5%) with Daoism, 1 (1.5%) with Hinduism, 3, (4.5%) with Islam, 3 (4.5) with Judaism, 6 (9.1%) identified as non-religious, 3 (4.5%) identified none, 2 (3.0%) with Secular Humanism, 15 (22.7%) with Spiritual, and 3 (4.5%) with other. Students who self-identified as Christian specified a range of denominations: from being non-denominational, to Catholic, to Lutheran.

No students identified as international students, the majority of students, 64 (97%) self-identified that they had not transferred to DePaul, and 23 students (34.8%) self-identified as commuter students. Of the students who self-identified that they commuted to campus, 18 (27.3%) took public transit, 10 (15.2%) had an under 30 minute commute, 6 (9.1%) identified as having a 30-60 minute commute, and 6 (9.1%) over an hour commute to campus. Eight students (12.1%) qualified for work study and held a work study job, 14 students (21.2%) qualified for work study but did not hold a work study job, and 28 students (42.4%) did not qualify for federal work study.

Thirty students (45.5%) identified as currently holding a leadership position within one of the VCSO activities, and 20 students (30.3%) identified as having held a leadership position in the past. Fifty-nine students (89.4%) have participated in a VIA Big 8 in the past. Forty-two students (63.6%) have attended all three of the Quarterly Interreligious Celebrations (QIRCs) this past academic year, while 17 students (25.8%) have attended at least one QIRC, and 62 students (94%) might, or for sure plan to participate in interfaith dialogue in the future.
Quantitative Data from Survey:

Vincentian System Change
The following three scales speak most explicitly to students’ recognition and integration of Vincentian Systemic Change as a guiding principle for their service and justice work through a recognition of an individual and community agency (asset based community development), an orientation towards civic engagement, and individuals’ belief in their possibility for positive social change (social justice efficacy).

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. Students’ attitudes toward an asset based community development perceptive 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.” DCSA students scored relatively high on this scale ($M = 5.58, SD = .51$), indicating that students who participate in DCSA were more likely to recognize and believe in the innate strengths that communities possess.

**Frequency for Individual Scale Items**

<table>
<thead>
<tr>
<th>Asset Based Community Development Scale Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communities are strengthened when organizations encourage and support diversity.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>2. Marginalized groups (e.g., welfare recipients, elders, youth, racial/ethnic minorities, etc.) are contributing citizens to their community.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>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.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>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.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>5. Communities have valuable physical assets (e.g., gardens, parks, bike paths, housing, streets, playgrounds, parking lots, etc.).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>42</td>
</tr>
<tr>
<td>6. Communities have organizations that have some economic power.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>7. I have come to know community partners as educators and/or wisdom figures.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>8. Communities have strengths and assets.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>45</td>
</tr>
</tbody>
</table>

**Note.** *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
CIVIC ATTITUDES AND SKILLS

Vincentian Systemic Change necessitates that each individual discover and activate their capacity to effect social change in the world; consequently, one must develop a disposition towards being involved at multiple levels. 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.” DCSA students scored relatively high on this scale (\( M = 5.58, SD = .55 \)), indicating that students who participate in DCSA were more likely to have greater intentions to become involved in the future in some community service or action.

Frequency for Individual Scale Items

<table>
<thead>
<tr>
<th>Civic Attitudes and Skills Scale Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1* 2 3 4 5 6</td>
</tr>
<tr>
<td>1. I plan to do some volunteer work.</td>
<td>0 0 1 1 12 50</td>
</tr>
<tr>
<td>2. I plan to become involved in my community.</td>
<td>0 0 0 3 14 47</td>
</tr>
<tr>
<td>3. I plan to participate in a community action program.</td>
<td>0 0 3 5 16 40</td>
</tr>
<tr>
<td>4. I plan to become an active member of my community.</td>
<td>0 0 1 4 14 45</td>
</tr>
<tr>
<td>5. In the future, I plan to participate in a community based organization.</td>
<td>1 0 1 4 17 41</td>
</tr>
<tr>
<td>6. I plan to help others who are in difficulty.</td>
<td>0 0 0 1 16 47</td>
</tr>
<tr>
<td>7. I am committed to making a positive difference.</td>
<td>0 0 0 1 13 50</td>
</tr>
<tr>
<td>8. I plan to become involved in programs to help clean up the environment.</td>
<td>0 2 2 10 17 33</td>
</tr>
</tbody>
</table>

Note. *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
SOCIAL JUSTICE EFFICACY

Vincentian Systemic Change requires a commitment to addressing social inequities in multiple spheres, places, and times. 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.” DCSA students scored relatively high on this scale ($M = 4.22$, $SD = .65$), indicating that students who participate in DCSA were more likely to have a higher perceived ability to engage in social justice advocacy behaviors.

**Frequency for Individual Scale Items**

<table>
<thead>
<tr>
<th>Social Justice Efficacy Scale Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to social injustice (e.g., discrimination, racism, religious intolerance, etc.) with nonviolent actions.</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2. Actively support needs of marginalized social groups.</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3. Raise others’ awareness of the oppression and marginalization of minority groups.</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>4. Confront others that speak disparagingly about members of underprivileged groups.</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>5. Convince others as to the importance of social justice.</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>6. Identify the unique social, economic, political and/or cultural needs of a marginalized group in your own community.</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>7. Advocate for social justice by becoming involved in local government.</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>8. Discuss issues related to racism, classism, sexism, heterosexism, and ableism with your friends.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>9. Challenge an individual who displays racial, ethnic, and/or religious intolerance.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>10. Raise awareness of social issues (e.g., inequality, discrimination, etc.) by engaging in political discourses or debates.</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>15</td>
<td>32</td>
</tr>
</tbody>
</table>

*Note.* *1 = no confidence at all, 3 = some confidence, 5 = complete confidence*
**Vincentian Legacy**

In addition to Vincentian Systemic Change, the following seven scales demonstrate key elements to claiming the Vincentian legacy personally through a commitment to **faith-based civic engagement**, a **deep commitment to social justice**, an **awareness of the social location and inherent dignity of marginalized communities through reflection**, as well as an intentional commitment to **relationship building**.

**FAITH AND CIVIC ENGAGEMENT**

A personal commitment to spiritual growth and openness to the faith/spirituality of others is a key dimension of the Vincentian Legacy. Furthermore, it necessitates an engagement with global issues in a collective community response. Students’ perceptions and behaviors in terms of faith and civic/political engagement were assessed by 13 items on 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.” DCSA students scored relatively high on this scale ($M = 3.23$, $SD = .50$), indicating that students who participated in DCSA were more likely to perceive it important to engage in behaviors related to 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).

**Frequency for Individual Scale Items**

<table>
<thead>
<tr>
<th>Faith and Civic Engagement Scale Items</th>
<th>Frequency 1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help others who are in difficulty.</td>
<td>0</td>
<td>3</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>2. Participate in a community action plan.</td>
<td>4</td>
<td>8</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>3. Influence social values.</td>
<td>1</td>
<td>7</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>4. Develop a meaningful philosophy of life.</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>5. Help promote racial understanding.</td>
<td>0</td>
<td>5</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>6. Become a community leader.</td>
<td>2</td>
<td>8</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>7. To pray.</td>
<td>4</td>
<td>16</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>8. Integrate spirituality into your life.</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>9. To feel free to discuss the influence of faith for political choices.</td>
<td>3</td>
<td>10</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>10. To feel free to discuss the influence of faith and spirituality for life choices.</td>
<td>5</td>
<td>11</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>11. Influence the political structure.</td>
<td>2</td>
<td>7</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>12. Keep up to date with political affairs.</td>
<td>4</td>
<td>17</td>
<td>21</td>
<td>22</td>
</tr>
</tbody>
</table>

*Note. *1 = not important, 2 = somewhat important, 3 = very important, 4 = essential
COMMITMENT TO SOCIAL JUSTICE

Claiming the Vincentian legacy personally requires a life-long commitment to engage in the social justice issues and struggles of our day; consequently, students must see this as a realistic pursuit to integrate in daily life. 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.” DSCA students scored relatively high on this scale ($M = 5.43, SD = .84$) indicating that students who participate in DCSA were more likely to have a greater commitment to social justice issues and activities.

Frequency for Individual Scale Items

<table>
<thead>
<tr>
<th>Social Justice Commitment Scale Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the future, I intend to engage in social justice activities.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>2. I have a plan of action for ways I will remain or become involved in social justice activities over the next year.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>3. I think engaging in social justice activities is a realistic goal for me.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>4. I am fully committed to engaging in social justice activities.</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>40</td>
</tr>
</tbody>
</table>

Note. *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
Awareness of Outgroup Structural Disadvantage (Empathic Awareness)

Being cognizant of, and empathetic towards, marginalized communities’ identities and struggles through direct-relationships is a fundamental component of the Vincentian legacy. 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.” DCSA students scored relatively high on this scale ($M = 5.70$, $SD = .55$) indicating that students who participate in DCSA were more likely to have awareness of knowledge about the experiences of people from racial or ethnic groups different from his/her own, particularly related to experiences of discrimination or unequal treatment of different groups.

Frequency for Individual Scale Items

<table>
<thead>
<tr>
<th>Scale of Ethnocultural Empathy Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am aware of how society differentially treats racial or ethnic groups other than my own.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>48</td>
</tr>
<tr>
<td>2. I recognize that the media often portrays people based on racial or ethnic stereotypes.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>3. I can see how other racial or ethnic groups are systematically oppressed in our society.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>51</td>
</tr>
<tr>
<td>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.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>50</td>
</tr>
</tbody>
</table>

Note. *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
RECOGNITION OF DIGNITY
Recognizing, affirming, defending, and celebrating the inherent dignity of the other is a core dimension of the Vincentian legacy. 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.” DCSA students scored relatively high on this scale ($M = 5.55$, $SD = .70$), indicating that students who participated in DCSA were more likely to agree that VIA has supported their recognition of dignity based on their personal experiences.

Frequency for Individual Scale Items

<table>
<thead>
<tr>
<th>Recognition of Dignity Scale Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1: My belief that everyone possesses human dignity has been strengthened through experiences in VIA.</td>
<td>1 1 4 17 42</td>
</tr>
<tr>
<td>Item 2: I try to see &quot;the other side&quot; of the coin to see the human dignity hidden in life.</td>
<td>0 0 4 13 48</td>
</tr>
<tr>
<td>Item 3: VIA has encouraged me to recognize that everyone has basic human rights.</td>
<td>1 0 7 9 48</td>
</tr>
<tr>
<td>Item 4: To me, VIA has promoted the idea that all people deserve to be treated with respect.</td>
<td>0 0 6 10 49</td>
</tr>
<tr>
<td>Item 5: VIA has supported my belief in a common and shared humanity.</td>
<td>1 0 4 13 48</td>
</tr>
<tr>
<td>Item 6: VIA has taught me how to live in solidarity with others.</td>
<td>0 1 6 13 44</td>
</tr>
</tbody>
</table>

Note. *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
CAPACITY FOR REFLECTION
To claim to be a “Vincentian In Action” is to embrace the continuous practice of reflection as a way to develop personal awareness, an understanding of social issues, a vehicle for relationship building, and a renewed commitment to Vincentian Systemic Change. 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.” DCSA students scored relatively high on this scale ($M = 5.22, SD = .87$) indicating that students who participated in DCSA were more likely to agree that VIA has helped facility students’ reflection of their service work and connection to other areas of their lives.

Frequency for Individual Scale Items

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

Note. *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree
**Connection to Vincentian Legacy**

Key to claiming the Vincentian Legacy is the recognition of the historical roots of the tradition as well as its application and relevance in students’ lives in the future. 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. DCSA students scored relatively high on this scale (M = 5.34, SD = .87), indicating that students who participated in DCSA were more likely to agree that VIA has helped in their personal connection to the Vincentian legacy based on their personal experiences.

*Frequency for Individual Scale Items*

<table>
<thead>
<tr>
<th>Connection to Vincentian Legacy Scale Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Involvement in VIA has exposed me to the ways in which the Vincentian legacy exists today.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>2. As a result of VIA, I can articulate the concept of &quot;Service without reflection is just work.&quot;</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>3. Through VIA, I have learned how St. Vincent and St. Louise engaged people in transforming their time and reality.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>4. My involvement in VIA has allowed me to connect the Vincentian legacy with my own experience.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>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).</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>17</td>
<td>29</td>
</tr>
</tbody>
</table>

*Note.* *1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree*
IMPACT OF VIA ON OTHER AREAS OF STUDENTS’ LIFE

The items in this scale pull across VCSO’s learning outcomes to create this scale that provides an overall summary of VIA’s impact in students’ lives, including understanding of and commitment to Vincentian systemic change and legacy. These items help capture students’ understanding and commitment to Vincentian values through their experience in VIA. 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. Overall, students who participated in DCSA scored relatively high on this scale ($M = 5.28$, $SD = .89$), indicating that DCSA students were more likely to experience a positive impact based on their involvement in VIA. In particular 53 students (80.3%) indicated that they agreed, moderately agreed, or strongly agreed that VIA had made a positive impact on their spiritual journey; 65 (98.5%) for their appreciation of the value of community; 62 (93.9%) for their desire to fight injustice; 63 (85.4%) for their awareness of their life journey; 62 (93.9%) for their willingness to dialogue with people who are different from them; 61 (92.4%) for their desire to be in solidarity with those on the margins; and 61 (92.4%) for their desire to integrate Vincentian values into their life.

Frequency for Individual Scale Items

<table>
<thead>
<tr>
<th>Impact of VIA Scale Items</th>
<th>1*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spiritual journey.</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>2. Appreciation of the value of community.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>3. Desire to fight injustice.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>4. Awareness of your life journey.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>5. Willingness to dialogue with people who are different from you.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>6. Desire to be in solidarity with those on the margins.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>7. Desire to integrate Vincentian values in your life.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>39</td>
</tr>
</tbody>
</table>

Note. *$1 =$ strongly disagree, $2 =$ moderately disagree, $3 =$ slightly disagree, $4 =$ slightly agree, $5 =$ moderately agree, $6 =$ strongly agree
Qualitative Data from Focus Groups:

Some critical feedback was collected from the focus groups, however it pertained to calls for more administrative and procedural changes in programming. As such, these will not be discussed as they do not pertain to our two questions for this assessment. These two major questions for this assessment are: 1) How do students who have participated in the DePaul Community Service Association understand and/or articulate systemic change in relationship to their service involvement(s), and 2) what are the factors which contribute to or hinder their understanding of systemic change and their connection to the Vincentian legacy? The qualitative themes that emerged will be discussed in relation to these two broader themes.

STUDENTS’ UNDERSTANDING OF SYSTEMIC CHANGE IN RELATIONSHIP TO THEIR SERVICE INVOLVEMENT

Upon coding the transcripts, we found there to be three major themes that emerged in relationship to how DCSA students understand and are able to articulate systemic change in relationship to their service involvement: 1) a general awareness and understanding of greater Chicago and its social issues, 2) a deeper understanding of specific social justice issues, and 3) an understanding of the dual importance of both micro (direct-service) and more macro (policy and structural) level social change.

Awareness of greater Chicago

Students expressed that through their experiences with DCSA, they have been exposed to many different diverse neighborhoods and communities within the cities, as well as the social issues that are present there, “For me, DCSA has helped me better understand the diversity of Chicago.” Other comments were made that, “(…) I definitely learned quite a bit about the reality of Chicago and that these things are happening.” DCSA students in the focus groups expressed an appreciation that DCSA had given them the opportunity for this exposure, as well as the realization that many others may not be fortunate enough to have those types of experiences, “(…) there are still great needs. There are a lot of people who do not realize all that goes into the city.” Another student commented, “People don’t realize Chicago is more than downtown and Navy Pier. There are issues that are in the city that are in other areas.” Students’ stereotypes about Chicago were broken, “Chicago has been different than I expected.” Through DCSA students learned the realities present within the city, “(…) when I moved here, I thought Chicago was this big, scary place, with gangs and violence. But through working with [DCSA in Chicago] I don’t find Chicago scary. I don’t feel scary when I’m in Englewood or Humboldt Park. I feel comfortable. DCSA has changed my environment.” DCSA students expressed that they see DSCA at DePaul as, “(…) the bridge between us and Chicago,” and that, “DCSA has been a catalyst in understanding DePaul’s purpose in Chicago.” DCSA for many students is a unique experience that doesn’t just teach about Chicago and its social issues, but also lessons that extend beyond Chicago’s city limits, “I would say that I have an ongoing learning experience. Through dealing with the struggles and the issues we face it is a humbling experience that leads me to a better understanding of the world.”

Understanding of Specific Social Issues

DCSA students also discussed that they had a deeper understanding of specific social issues present in Chicago, from issues related to disparities in urban education, “As an education major, seeing how kids go to a charter school I have seen firsthand a school that has a lot of different issues and addressing the issues of why the children aren’t learning as effectively,” where another student expressed, “I am at a school outside of CPS and I have seen all of the social justice issues with education,” and a third student commented, “For me I have served on the west side and have learned about issues with education. Learning in the schools that they come from, just the lack of continuity and all of the high schools in the area. I have learned about the privilege in education. Also, the role of family and parents in education. Some of the kids who don’t get support struggle the most.”

Students have become aware about issues related to segregation in Chicago, “Living in Chicago I realize how segregated everything really is and how it creates stereotypes and ignorance,” as well as another student commented, “I’m from Cincinnati, coming to Chicago I realized how political things are, and the segregation that occurs,” and a third reflected that, “(…) I’ve learned a lot about segregation. Neighborhoods are divided so that African-Americans live here, Latinos live here, White people live here. There’s not a lot of mixing between the two, and I’ve seen the way that it works, the way that it functions.”
Another social justice issue DCSA students who participated in the focus groups discussed was a greater awareness of issues related to the elderly. “(…) I did work with the Little Sisters of the Poor, I realized that most of the elderly do not have close family. I didn’t have that experience growing up and it was new to me to realize that they did not have the same relationships.” As well as students discussed how DCSA helped educate them on other social issues in Chicago like gang related issues, “Yeah, I’ve also learned a lot about gangs and what it really means to be on the street and when you see people in corners and what that really means, and what’s happening with that and how that’s related to the people in the neighborhood.”

Students’ direct involvement with social issues in Chicago through their weekly service has impacted students beyond a general awareness or increase in knowledge; it has motivated students to want to make significant positive social change, “It makes me want to find solutions.” Students through their DCSA volunteer experiences are able to integrate what they are learning in the classroom with what they are experiencing in local communities, as one student commented, “I feel like the experiences feed into one another. Talking about social justice issues is one thing but putting a name to it and a history really brings those issues alive. That allows me to bring them back into the class to talk about. It has shaped my classroom experience and what I want to do in my life and my education.” As much as students’ classroom experience is being informed by what they are experiencing through DCSA, students are also applying what they are learning in the classroom in their weekly volunteer experiences, “I realize that the things that I learn in the classroom can be used at [my DCSA] site.”

Dual Importance of Micro and Macro-Level Social Change
DCSA students were able to truly grasp the dual importance of direct service and the systemic social change, “Another thing that I have learned about social justice is that political activism and community service go hand in hand.” Another student expressed awareness for this distinction, “There is a difference between social justice and community service.” Students discussed their feelings of this tension and frustration, “I feel like I am making a difference but there is impatience because there is so much to be done (…) I don’t believe in just putting a band-aid on it.”

FACTORS THAT CONTRIBUTE/HINDER STUDENTS’ UNDERSTANDING, AND CONNECTION TO VINCENTIAN LEGACY
Upon coding the transcripts, we found there to be three major themes that emerged in relationship to the particular factors which contribute to students’ understanding of systemic change and their connection to the Vincentian legacy: 1) the importance of reflection in helping to create meaning from service experiences and connect to marginalized groups, 2) the importance of building relationships during service, and 3) how students are motivated to integrate Vincentian values into their lives from their service experiences.

Importance of Reflection
A fundamental aspect of Vincentian Systemic Change and the Vincentian Legacy is the importance of continuous dialogue with the self and community in relation to social justice work. Accordingly, students were very clear about the importance of reflection in their DCSA service experience, “Reflection is the most important part of service.” Reflection served as a way to help create meaning from service, “The biggest benefit [of reflection] is associating meaning to what we are doing. For example why do I do this, what about me makes this meaningful?” Another student discussed, “What makes this service so different is the reflection. It means me think about why it is important that we are doing this.” This meaning can be a way to help connect students’ volunteer experiences to their academic coursework, “(…) [reflection] helped me connect what I’m learning in my classes.”

Students also commented how reflection served as an educational tool during service, to help teach others through an open dialogue where students were able to share their interpretations and personal connections to service with others in their group, “I think the best way to learn is through reflection and creating awareness by listening to others.” Students expressed:

“I think [reflection] is good to do in a group setting. If you’re having a really critical thought, you can help other people grow with that thought. If your thoughts after service are grounded in a stereotype or a misconception, then your group can check that too and share your truth. I think it’s a more well-balanced understanding of your experience.”
“I think a group setting, too, also shows other people’s perspectives. You might have been doing the same thing as someone else, but come out of it differently. Having that opportunity to share about it, you learn about yourself, other people, and how that’s affecting the community overall. And different ways to think about the service that you just did, or the volunteers, or the community that you were in.”

“I think it’s worked really well with the reflections we have. We have a lot of different volunteers who have worked for different amounts of time and that makes a difference in service. So there are different levels of reflection, so even if it’s your first day, you can still listen to someone who’s been there for three or four years, and you’ll learn from them- whether that’s the intention or not.”

“Going off of that, I think reflection for me is best for learning because, like at Hoops, it was my first day and these guys had been there for a long time, so when I had these pondering questions, their reflection in the car ride home, where the coordinators talked about their reflections, really helped me learn.”

Lastly, reflection also served as a way for students to help build community among their weekly DCSA service groups as well as with the communities they are serving, “[reflection] is a tool to build community with those we are serving with. It brings us to solidarity.” One student expressed eloquently how reflection is able to help build community in a way to help connect to greater Chicago:

“I think reflection opens your mind to, like what was being said earlier, just being in the present, understanding what’s around you, and understanding something that’s only two blocks away is a whole other world. I think that’s a beautiful thing about Chicago, and I think reflecting brings that out. Reflection connects you personally to Chicago, talking about the experiences you have and how they change you.”

Importance of Relationship Building
Students expressed their recognition of the power of relationship building in service through their DCSA experiences, “Before coming here I did not look forward to doing service but the relationship piece has been so powerful.” Students in the two focus groups described that DCSA has given them the opportunity to begin to build relationships with those from different backgrounds, “I think [DCSA] has also given me the opportunity to interact with people from different neighborhoods, so not just associating myself with people that are all like myself. But going into those neighborhoods and actually talking to them, not just walking down the street (…)” Students felt that through genuine relationship building, that at their service sites they were able to connect with, and become in solidarity with marginalized groups by humanizing those individuals. “One thing I have learned [through DCSA] is that people are people first.” Another student expressed, “I have learned [through DCSA] to think of the ‘other.’ I have learned that we have been put on this earth to serve others.” Through finding similarities, students are able to connect with the individuals and marginalized groups they are going out to do their weekly service with, “Just hearing the things people have gone through are hard, but we are able to connect with them through similar experiences.” While another student expressed, “Yeah, and actually communicating and finding similarities between myself and people that live in a different neighborhood.” One student expressed how through exposure to different communities and ideas through DCSA, they were able to gain a greater openness to diversity:

“I think I’ve definitely learned a lot about myself through these journeys [through DCSA]. I come from a very, predominately White community, and moving to Chicago I knew of these issues, and knew how divided the neighborhoods are. But, living in Lincoln Park, I didn’t really see any of that really. So I definitely learned quite a bit about the reality of Chicago and that these things are happening. Going to [my DCSA] site, and being with people who are different from me, that was probably the first time in my life that I’ve done something like that. It put a lot of different things into perspective for me.”

Relationship building both with students’ DCSA service sites, as well as with their weekly service groups has helped to fosters a sense of community for many DCSA students, “For me, I call the girls at Hoops my family because I never
had sisters growing up. The little girls are like the sisters I didn’t have (…)” Another student expressed that, “DCSA I describe as my family as a whole. I truthfully say I would not be happy at DePaul if it wasn’t for these experiences.” While another student commented on the importance of the relationship with their fellow DCSA students, “The relationships I form with the volunteers have been so great at DePaul.”

Students expressed that when these relationships were able to build to something deeper, their service truly became a more meaningful experience, how special it felt to be “welcomed into [the community members’] world.” One student reflected, “I think it is really cool when kids introduce you to their family. It shows us that they accept us.” Another student shared a story about how:

“I work with the elderly. I knew a resident who has cancer who used to talk past us to go smoke a cigarette. Now he stops to talk to us. He likes to see us, he calls me his second daughter (…) I look forward to seeing him when we are there.”

Students also discussed that their experiences volunteering through DCSA have taught them a lot about relationships, “I’ve learned a lot about relationships [from DCSA]. Relating that back to my life that it is a two way street. A one sided relationship doesn’t work.” Another student reflected that through their DCSA service experiences, “I learned that you have to earn the right to a relationship in some relationships.”

**Desire to Integrate Vincentian Values**

Throughout both focus groups, DCSA students expressed an understanding of Vincentian values and ideals, as well as a desire to integrate them into their lives based on their experience with them through their experiences with DCSA, “[My experience with DCSA] is shaping what I am going to do in the future. I no longer want the money; I want to make a difference. I can’t go on knowing all of the issues that I have seen. I want these values a part of my life and to shape who I am.”

Students discussed the Vincentian value of living simply, “I’ve definitely learned about living simply. Coming into school I did not spend money on the things I should have. I spent without thinking about it. Being at [my DCSA] site has made me put things in perspective.” A student also described their desire to live simply, and why that is important to them, “I would like to live simply and be present. I think I can do that by being less focused on material things but more on relationships. Living simply helps me connect with people on a deep level.”

DCSA students expressed that they hoped to integrate the Vincentian value of reflection into other areas of their life based on their positive experiences with reflection during service, “I think the idea of reflection on my life and not just at the site [is a Vincentian value I would like to integrate into my life].” Another student also expressed how they are already integrating reflection and dialogue into their life, “I think for me, reflecting and the dialogue between us or the staff at the site has helped me bring ideas back and reflect and dialogue in other areas of my life such as with my family.”

Discussion also arose in the focus groups about the Vincentian value of building solidarity with marginalized groups:

“The piece that sticks out to me is dignity. Everyone has dignity, even the poor and marginalized. I continue to look at it that way, that I need to do service with them instead of for them. I can do that by asking how I serve with them. Asking how I can help. Really asking the questions of who is being served. We all get something from it.”

As well as students expressed an overall greater understanding of solidarity in general, “I have learned that everyone experienced solidarity. I have been looking for ways to see solidarity in everyday things.”

**What did you learn from the assessment?**

It is clear from the data that students involved in the DePaul Community Service Association are drawing explicit connections between their service involvement and their studies; thereby enhancing their understanding of Vincentian Systemic Change around particular issues as well as their commitment to the Vincentian legacy. Key to drawing these connections is the intentional program components of reflection and relationship building, which not only allow for peers and community members to serve as co-educators but also challenges students to bridge the illusory gap between direct-
service and social justice. Another fascinating lesson from the assessment project points to the ability of students from diverse faith backgrounds or none at all, to personally claim Vincentian values as important to their present and future lives.

**What does this project contribute to the field or the Division of Student Affairs?**

This assessment project clearly demonstrates the growing importance and impact of deepening our engagement with the city of Chicago as a transformational way of engaging students in critical learning opportunities which form them in accordance with DePaul’s Catholic, Vincentian, and Urban identity. Additionally, there is strong evidence that students are making explicit and important connections between their extra-curricular involvement and their courses. Given the tenor of both the Division and University’s strategic plans, it is clear that DCSA presents further opportunities for strong student engagement and learning as well as partnership with curricular commitments.

**Were there specific challenges or limitations to the project (sample selection, response rate, data collection, etc.) that may have affected the results or use of the results?**

There was a portion of the population who did not respond to the survey, particularly those students who do not hold a leadership position in DCSA. These could be students who are not engaged or have not integrated their experience into their daily lives. This is an important voice to hear and understand to know more about why students do not stay engaged. In addition, the sample did not contain a control group of students that did not participate in DCSA. As the majority of the students who responded to the online (or paper version of the survey) filled out the survey at the last VIA Big 8, this sample was mostly of the more highly engaged student leaders and participants. A comparison group could have provided an interesting comparison to determine whether gains among the DCSA participants were significantly greater than among other students. Also, the information collected through this assessment was limited to self-report data, which may be biased, and subject to social desirability effects. Despite these limitations, the findings reveal interesting insights from participants on the perceived impact of weekly service through DCSA.

**E. Implications**

**Future Actions to Improve Learning or Engagement**

This assessment points to the importance of strengthening student capacity for reflection through expanded trainings as well as opportunities for reflection, e.g., pre-service reflections, on-line reflections, and on-site reflections with community partners. Another avenue for bolstered student learning might be more intentional contact with community members and experts who can provide deeper insight into the social issues encountered during weekly service experiences as well as students capacity to engage in those social issues. Although not explicitly stated, more opportunities for contact with members of the Vincentian Family can help students deepen their understanding of Systemic Change and their connection to the Vincentian legacy.

We also plan to analyze the qualitative data from the annual year-end assessment survey to give us some more nuanced perspective and help better understand the wider range of student perspective in light of our two central questions. This may help give voice to some more critical perspectives. As well, we’d like to be more explicit in our focus group questioning in the future to be able to illicit more constructive or feedback about DCSA student understanding of the two question areas noted.

**Sharing Results with participants and other key stakeholders**

The assessment results will be shared internally with the Vincentian Community Service Office staff and will be used throughout the program curriculum development process for the coming academic year. Key results will be shared with DCSA leaders in upcoming orientation and training sessions to help address gaps as well as foster opportunities for student engagement and learning.

**Follow-up Studies and Future Projects**

This assessment project has prompted the need to develop a pre- and post-survey to help gauge student learning from the onset of involvement in DCSA. Additionally, it is clear that there is a need for a control group to help gauge the impact of DCSA on student learning; consequently, we plan to compare DCSA students with the general DePaul student population for FACE scales/sections, as we have an institutional survey for FACE launched every 3 years. Finally, we need to extend the assessment measures beyond DCSA student leaders in order to better understand the impact on DCSA student participants.
Appendix

A. Template for Initial Email for Recruitment for Year-End Assessment

Dear [student name],

We are conducting a research study about the impact of VIA on students. If you were at the last VIA Big 8 and have already filled out this survey, you do not need to take it again. **If you have not taken the survey, please consider taking part in this short research study which should take about 30 minutes.** Your participation will be a great help in collecting information to assess the impact of VIA on students like yourself. Just click on the link below for more information or to participate in the research study.

Go to: [http://tinyurl.com/DepaulVIAsurvey](http://tinyurl.com/DepaulVIAsurvey)

Paper copies of the survey are also available in the UMIN office if you would prefer to take a hard copy of the survey.

Sincerely,

[VCSO/VIA staff signature]

On behalf of:

Rachael Suffrin
Clinical/Community Psychology Ph.D. student
DePaul University

Nathan Todd, Ph.D.
Assistant Professor
DePaul University
Department of Psychology

ntodd@depaul.edu
B. Example of Focus Group Agenda & Questions

DePaul Community Service Association (DCSA)
Assessment Focus Group Agenda & Questions
Monday, June 3rd 7-8pm, Student Center 312

Agenda
6:30pm-7:00pm Set-up & Facilitators Dinner
7:05pm-7:10pm Welcome & Introduction
7:10pm-7:45pm Focus Group
7:45pm-7:55pm Screen-printing
7:55pm-8:00pm Questions, Thank You, & Good-bye

DCSA Assessment Question:
“How do students who have participated in the DePaul Community Service Association understand and/or articulate systemic change in relationship to their service involvement(s)? What are the factors which contribute to or hinder their understanding of systemic change and their connection to the Vincentian legacy?”

Focus Group Questions (please be specific, stories are welcome and appreciated):
Definition: “Systemic Change in works among those living in poverty aims beyond providing food, clothing and shelter to alleviate immediate needs and enables people themselves to engage in the identification of the root causes of their poverty and to create strategies to change those structures which keep them in poverty. This also requires changing attitudes that have caused the problem.” (Working-definition for Vincentian Family of North America)

1. What, if any, social justice issues did you learn about during your service with DCSA?
2. How did your understanding of Chicago change because of your DCSA experience?
3. How was reflection helpful, or not, to your understanding of social justice issues?
4. Think back to how you started to build a relationship with someone at your DCSA community partner site. What helped you to make that connection?
5. Is there a particular story with the Poor and Marginalized through DCSA that impacted your academic learning at DePaul?
6. Name one thing that you learned about St. Vincent and St. Louise.
7. How do you hope to connect more deeply with the Vincentian legacy in your daily life?
8. What activities during your time with the DePaul Community Service Association (DCSA) impacted you the most and why?
9. Which, if any, activities were not as meaningful or worthwhile? Why?
10. What have you done in your daily life to integrate what you learned from your service with DCSA?
11. How would you summarize your experience in DCSA to a DePaul student or a family member in 2-4 sentences to best capture what it meant to you?
C. VIA Year-End Survey

ADULT CONSENT TO PARTICIPATE IN RESEARCH
VIA SURVEY

Principal Investigator: Rachael L. Suffrin, a graduate student.

Institution: DePaul University, Chicago, Illinois, USA.

Department (School, College): Department of Psychology, College of Health and Sciences.

Faculty Advisor: Nathan Todd, Ph.D.

Collaborators: Vincentian Community Service Office (VCSO) at DePaul University.

What is the purpose of this research?
We are asking you to be in a research study because we are trying to learn more about your experience as a member of the Vincentian in Action (VIA) community, and how your involvement with VIA may impact you over time. This study is being conducted by Rachael Suffrin, a graduate student, and supervised by Nathan Todd, Ph.D., at DePaul University in collaboration with VCSO at DePaul.

Why are you being asked to be in the research?
You are invited to participate in this study because you have been identified as having participated in a Vincentian Community Service Office (VCSO) sponsored program or activity. You must be age 18 or older to be in this study. This study is not approved for the enrollment of people under the age of 18.

What is involved in being in the research study?
If you agree to be in this study, you will be asked to fill out surveys with questions about your experience with your VIA as well as your (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) basic demographics (such as age, gender, year in school, race/ethnicity), and (10) religiosity.

How much time will this take?
This study will take about 30 minutes of your time.

Are there any risks involved in participating in this study?
Being in this study does not involve any risks other than what you would encounter in daily life. You may feel uncomfortable or embarrassed about answering certain questions. You do not have to answer any question you do not want to. You may also exit the survey at any time, if you change your mind. Because you have the option to provide your email to be contacted in the future, and we will be linking information about you from the past and future to your survey responses, there is a small chance that someone may find out what you have said in the survey. However, we have protections in place to prevent this from happening. To note, because you will be providing your email as well as self-generated unique ID code, surveys will not be anonymous, but they will be kept confidential.

Are there any benefits to participating in this study?
You will not personally benefit from being in this study. However, we hope that what we learn will help in informing VCSO/VIA to improve their programming to increase the positive impact they have on students.

Can you decide not to participate?
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?
The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. However, some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board may review your information. If they look at our records, they will keep your information confidential.

Who should be contacted for more information about the research?
If you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Rachael Suffrin, rsuffrin@depaul.edu or Nathan Todd, Ph.D., 773-325-7880, ntodd@depaul.edu.

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University’s Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul’s Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You may request a copy of this information to keep for your records.

Statement of Consent from the Subject:

I have read the above information. I understand the purpose of the study as well as the risks and benefits of my participation. By continuing on to the complete the survey, I indicate my consent to be in the research.

If you do not consent to be in the research, you may return or discard these materials.
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.

1. What is the last two letters of your last name? (i.e., Smith: TH)
2. What is the day you were born? (i.e., 16)
3. What are the first two letters of the city you were born? (i.e., Chicago: CH)
4. What’s your middle initial? (i.e., Leigh: L)
5. What are the first two letters of your mother’s first name? (i.e., Diane: DI)
6. If you do not know one of the answers, please just insert a question mark (i.e., ?). You should ultimately have 9 digits, IN ALL CAPITAL LETTERS.
7. Ex: TH16CHLDI (if you do not know the city you were born, it would look like: TH16??LDI)

Your unique identity key: ________________________________

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

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

    Email: __________________________________________

☐ No, I would rather not give you my email.
Thanks for being part of VIA! In which VIA program communities or partner areas have you been involved with since you began at DePaul (please check all that apply)?

<table>
<thead>
<tr>
<th>Current</th>
<th>Past</th>
</tr>
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<tbody>
<tr>
<td>○ Community Peacemakers (CPM)</td>
<td>○ Community Peacemakers (CPM)</td>
</tr>
<tr>
<td>○ Commuter Awareness and Neighborhood Engagement (CANE) / Vincentian Commuters (VC)</td>
<td>○ Commuter Awareness and Neighborhood Engagement (CANE) / Vincentian Commuters (VC)</td>
</tr>
<tr>
<td>○ DePaul Community Service Association (DCSA)</td>
<td>○ DePaul Community Service Association (DCSA)</td>
</tr>
<tr>
<td>○ DePaul Leadership Scholars (DeLS)*</td>
<td>○ DePaul Leadership Scholars (DeLS)*</td>
</tr>
<tr>
<td>○ EDGE</td>
<td>○ EDGE</td>
</tr>
<tr>
<td>○ Political-Activist VIA Engagement (PAVE) Senior Team</td>
<td>○ Political-Activist VIA Engagement (PAVE) Senior Team</td>
</tr>
<tr>
<td>○ Vincent and Louise House (V&amp;L)</td>
<td>○ Vincent and Louise House (V&amp;L)</td>
</tr>
<tr>
<td>○ Service Day Team</td>
<td>○ Service Day Team</td>
</tr>
<tr>
<td>○ Service Immersion participant</td>
<td>○ Service Immersion participant</td>
</tr>
<tr>
<td>○ Service Immersion leader</td>
<td>○ Service Immersion leader</td>
</tr>
<tr>
<td>○ Other (please specify):</td>
<td>○ Other (please specify):</td>
</tr>
</tbody>
</table>

**Do you currently hold a leadership position in VIA?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
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</table>

**Have you held a leadership position in VIA in the past?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<td></td>
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</table>

**Have you participated in VIA Big 8 in the past?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*If you are DePaul Leadership Scholar (DeLS), please rate your evaluation of the effectiveness/value of breaking off into small groups by DeLS class at the end of VIA Big 8.

<table>
<thead>
<tr>
<th>Not at All Beneficial</th>
<th>Slightly Beneficial</th>
<th>Moderately Beneficial</th>
<th>Very Beneficial</th>
<th>N/A (did not attend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comments:**

*For all non-DePaul Leadership Scholars (non-DeLS), please evaluate your experience of breaking out into mixed small dialogue groups at the end of VIA Big 8.

<table>
<thead>
<tr>
<th>Not at All Beneficial</th>
<th>Slightly Beneficial</th>
<th>Moderately Beneficial</th>
<th>Very Beneficial</th>
<th>N/A (did not attend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comments:**

How many of the Quarterly Interreligious Celebrations (QIRCs) did you attend this year?

○ None  ○ 1  ○ 2  ○ 3
Please evaluate your experience of the Quarterly Interreligious Celebrations (QIRCs):

I plan to participate in future interfaith dialogue in the future:
- [ ] Yes
- [ ] No
- [ ] Maybe, not sure.

Please check ALL the years you have been involved in VIA, besides this one:
- [ ] 2011-2012
- [ ] 2010-2011
- [ ] 2009-2010
- [ ] 2008-2009
- [ ] 2007-2008
- [ ] 2006-2007

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?
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th or higher
- [ ] Graduate Student
- [ ] Alum

Are you an international student?
- [ ] Yes
- [ ] No

Are you a transfer student?
- [ ] Yes
- [ ] No

Are you a commuter student?*
- [ ] Yes
- [ ] No

*If you are a commuter student, do you take public transit?
- [ ] Yes
- [ ] No

*If you are a commuter student, How long is your commute?
- 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 qualify for federal work study but do not currently hold a work study job.
- [ ] I do not do not qualify for work study.
- [ ] I do not know what federal work study is.
What is your ethnicity (please check all that apply)?
- Black / African-American
- Asian
- Hispanic / Latino
- Middle Eastern
- Native American / Alaskan Native
- Native Hawaiian/ Other Pacific Islander
- White / Caucasian
- Multiracial
- Other (please specify): ______________

Regarding your current worldview, with which of the following descriptors do you most closely identify? (Please select all that apply):
- Agnosticism
- Atheism
- Baha‘i Faith
- Buddhism
- Christianity (please specify your denomination):
  ______________
- Confucianism
- Daoism
- Hinduism
- Islam
- Janism
- Judaism
- Native American Tradition(s)
  - Non-religious
  - None
  - Paganism
- Secular Humanism
- Sikhism
- Spiritual
- Unitarian Universalism
- Zoroastrianism
- Other, not listed (please specify):
  ______________

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
- Anthropology
- Applied Behavioral Sciences
- Arabic Studies
- Art Media and Design
- Biological Sciences
- Business Administration
- Catholic Studies
- Chemistry
- Chinese Studies
- Communication and Media
- Communication Studies
- Computer Game Development
- Computer Graphics and Motion Technology
- Digital Cinema
- Dramaturgy/ Criticism
- Early Childhood Education
- E-Business
- Economics
- Elementary Education
- English
- Environmental Science
- Environmental Studies
- Finance
- French
- General Business
- Geography
- German
- Graphic Design
- Health Sciences
- History
- History of Art and Architecture
- Hospitality Leadership
- Information Assurance and Security Engineering
- Information Systems
- Information Technology
- Intercultural Communication
- International Studies
- Islamic World Studies
- Italian
- Japanese Studies
- Journalism
- Latin American and Latino Studies
- Lighting Design
- Management
- Management Information Systems
- Marketing
- Mathematics and Computer Science
- Mathematics and Statistics
- Media and Cinema Studies
- Music Education
- Music Performance
- Network Technology
- Organizational Communication
- Peace, Justice and Conflict Studies
- Performing Arts Management
- Philosophy
- Physics
- Playwriting
- Political Science
- Professional Communication Studies
- Psychology
- Public Policy
- Public Relations and Advertising
- Real Estate
- Relational Communication
- Religious Studies
- Scenic Design
- Secondary Education
- Sociology
- Sound Design
- Sound Recording Technology
- Spanish
- Stage Management
- Theatre Arts
After you finish your education what type of work would you like to do?

For graduating seniors only:

Do you plan to be a part of a Post-Graduate Volunteer Program after graduation?  

<table>
<thead>
<tr>
<th>Yes*</th>
<th>No</th>
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</table>

*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: VIA Big 8, weekly DCSA service, VIA retreats, VIA weekly meetings, Service Immersion experiences (i.e., pre- and post-immersion meetings, send-off, reunion, etc.), PAVE engagement, DeLS Discover Class, Vincentian Commuter engagement, CPM experiences, Service Days, 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.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My belief that everyone possesses human dignity has been strengthened through experiences in VIA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I try to see &quot;the other side&quot; of the coin to see the human dignity hidden in life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>VIA has encouraged me to recognize that everyone has basic human rights.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>To me, VIA has promoted the idea that all people deserve to be treated with respect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>VIA has supported my belief in a common and shared humanity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>VIA has taught me how to live in solidarity with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Involvement in VIA has exposed me to the ways in which the Vincentian legacy exists today.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>As a result of VIA, I can articulate the concept of, &quot;Service without reflection is just work.&quot;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Through VIA, I have learned how St. Vincent and St. Louise engaged people in transforming their time and reality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>My involvement in VIA has allowed me to connect the Vincentian legacy with my own experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Through VIA, I can see a connection between my life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
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.).

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in reflection outside of VIA (i.e., by myself, with other people, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I connect my VIA service/advocacy work with in-class experiences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Through VIA, I have experienced that community is an intentional space for growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>VIA has allowed me to consider the broader social and environmental implications of my decisions and actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I have a general sense of belonging</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to forgive people who have done wrong to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am concerned about destruction of the environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I feel a kinship to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I feel a connection to all of life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I enjoy being of service to others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I feel a responsibility to preserve the planet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Reconciling relationships is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I feel a part of the community in which I live</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During the last year, how often have you . . .</th>
<th>Not at All</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been able to find meaning in times of hardship</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Felt at peace/centered</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
### In the past month, how often have you...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at All</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended a religious service</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Attended a class, workshop, or retreat on matters related to religion/spirituality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### How often do you participate in...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at All</th>
<th>Once in a while</th>
<th>Once a month</th>
<th>A few times a month</th>
<th>A few times a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading sacred texts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Religious singing/chanting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Other reading on religion/spirituality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Prayer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Do you pray?

- [ ] Yes
- [ ] No

### How often do you participate in...

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Over 20 hrs/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer/mediation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

### How many of your close friends...

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>2</th>
<th>3</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to church/temple/mosque/other house of worship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>No Confidence at All</th>
<th>2</th>
<th>Some Confidence</th>
<th>4</th>
<th>Complete Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to social injustice (e.g., discrimination, racism, religious intolerance, etc.) with nonviolent actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Actively support needs of marginalized social groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Raise others’ awareness of the oppression and marginalization of minority groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Confront others that speak disparagingly about members of underprivileged groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Convince others as to the importance of social justice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Identify the unique social, economic, political and/or cultural needs of a marginalized group in your own community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Advocate for social justice by becoming involved in local government.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discuss issues related to racism, classism, sexism, heterosexism, and ableism with your friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Challenge an individual who displays racial, ethnic, and/or religious intolerance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Raise awareness of social issues (e.g., inequality, discrimination, etc.) by engaging in political discourse or debates.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**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.

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

**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.

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities are strengthened when organizations encourage and support diversity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Marginalized groups (e.g., welfare recipients, elders, youth, racial/ethnic minorities, etc.) are contributing citizens to their community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>It is important to engage voluntary networks of associations (e.g., faith based, health groups, school groups, block clubs, etc.) in community betterment projects.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Communities have valuable physical assets (e.g., gardens, parks, bike paths, housing, streets, playgrounds, parking lots, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Communities have organizations that have some economic power.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I have come to know community partners as educators and/or wisdom figures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Communities have strengths and assets.</td>
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Directions: We would appreciate your perspective on the following questions. Please write at least a paragraph for each of the questions so that we can more fully understand your perspective.

Additional space is on opposite side if needed.

1. How has VIA shaped your hope or prayer for your life purpose?

2. Which VIA activities have had a positive impact on you? Why? Please be specific.

3. Do you have any recommendations to improve any VIA activities? If so, how? Please be specific.

This ends the survey. Thank you very much for your time and for sharing your perspective.
D. Vincentian Community Service Office (VCSO) Learning Outcomes

Vincentian Community Service Office
Divisional, Departmental, Program, Activity Learning Outcomes

- Socially Responsible Leadership Learning Outcome: Students who participate in Student Affairs programs and activities will, as leaders, demonstrate integrity, show that they take seriously the perspectives of others, and contribute to positive social change.

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

  - Students who participate in fighting injustice (direct service, advocacy, activism) will engage in critical reflection and describe a current local, national, and/or global social justice issues.
    - Students who participate in direct service during the Service Immersion experience will identify the reality of those among us living in poverty.
    - Students who participate in direct service during the DePaul Community Service Association experience will identify at least one systemic structure of injustice.
    - Students who participate in direct service during the DePaul Community Service Association experience will analyze the social issues relevant to their partner community organization.
    - Vincentians in Action Senior Team Leaders who participate in Senior Vincentians in Action Formation will identify community partners as co-educators.
    - Students who participate in New Student and Vincentian Service Days will identify Chicago as a metropolitan community encompassing a diversity of neighborhoods, cultures, people, institutions, organizations and issues.

  - Students who participate in fighting injustice (direct service, advocacy, activism) will acknowledge different approaches to systemic change and will articulate their role as Vincentians in Action/Vincentian responsibility.
    - Students who meet social justice advocates during the Service Immersion experience will identify different approaches to systemic change.
    - Students who participate in Post-Trip meetings will define an action plan that connects to a social justice issue they learned about on the immersion with local issues.
    - Students who meet those living in poverty during the DePaul Community Service Association experience will identify the capacity of the poor to engage in systemic change.
    - VINCENTIAN COMMUNITY SERVICE OFFICE student participants who engage in post-service reflections will recognize at least one method/tactic that they can participate in which contributes to systemic change.
    - VINCENTIAN COMMUNITY SERVICE OFFICE student leaders who participate in direct service will prepare one advocacy event on campus that raises awareness about an issue confronted in their service.
Intercultural Maturity and Inclusive Community Learning Outcome: Students who participate in Student Affairs programs and activities will be able to participate thoughtfully and respectfully in cultural exploration, engagement, acceptance and collaboration as members of an inclusive community during and after DePaul.

Spirituality and Vincentian Values Learning Outcome: Students who participate in Student Affairs programs and activities will demonstrate an understanding of their own and others’ faith and spirituality; in their actions, behavior and decisions, they will demonstrate values central to the Vincentian mission of DePaul.
  - 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. *(Intercultural Maturity & Inclusive Community; Spirituality and Vincentian Values)*
    - Students who participate in a Vincentians in Action community will foster the Vincentian value of intentional community in fighting injustice.
      - Vincentian Community Service Office student leaders and participants who engage in the Service Immersion pre-trip meetings will present a group mission statement, safe space guidelines, and Vincentian simplicity expectations.
      - Vincentian Community Service Office student participants who participate in the DePaul Community Service Association meetings will demonstrate reciprocity and responsiveness in their relationship with a community organization.
      - Vincentian Community Service Office student leaders who participate in Vincentians in Action meetings will share food from a familial or cultural tradition and a prayer from a faith tradition.
      - Vincentian Community Service Office student leaders who participate in Vincentians in Action meetings will describe the health and wellness of their peers in community.

  - VINCENTIAN COMMUNITY SERVICE OFFICE Student leaders who participate in Vincentians in Action community will demonstrate skills for building intentional community focused on the Vincentian value of learning with/forming each other.
    - Vincentians in Action Senior Team Leaders who participate in Senior Vincentians in Action Formation will facilitate community building activities (icebreakers/energizers) and will identify group dynamics.
    - Vincentian Community Service Office student participants who participate in the DePaul Community Service Association will define at least one way in which they affirm the dignity of the human person.
    - Vincentian Community Service Office student leaders who participate in Senior Team Formation will provide an example of effective event, project, and marketing plans.

Intrapersonal and Interpersonal Development Learning Outcome: Students who participate in Student Affairs programs and activities will develop a strong sense of personal identity and form mature, respectful relationships with others.

Spirituality and Vincentian Values Learning Outcome: Students who participate in Student Affairs programs and activities will demonstrate an understanding of their own and others’ faith and spirituality; in their actions, behavior and decisions, they will demonstrate values central to the Vincentian mission of DePaul.
  - 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)*
    - Vincentian Community Service Office students who participate in Vincentians in Action Formation will demonstrate the significance of connecting fighting injustice with prayer and solitude as a Vincentian leader.
• Vincentian Community Service Office student participants and leaders who engage in Vincentians in Action formation will describe the three ways of Vincentians in Action: awareness, dialogue and solidarity.

• Service Immersion student participants who participate in pre, post-, and nightly trip reflection/meetings will learn skills in individual and community reflection including journaling, solitude, discussion, and guided meditation.

• Service Immersion student leaders who participate in Post-Trip meetings will learn skills to produce a Digital Story.

• Students who participate in the DePaul Community Service Association Vincentians in Action meetings will utilize at least one form of ritual (e.g. initiation, celebration, storytelling, worship) during weekly reflection activities.

• Vincentian Community Service Office student leaders who participate in Vincentians in Action formation will provide example of a personal prayer reflecting their search for life purpose that is connected to their articulation of personal and social responsibility.

  ▪ Vincentian Community Service Office student leaders who facilitate Vincentians in Action Formation will demonstrate skills for facilitating interfaith reflection.

    • Vincentian Community Service Office student leaders participating in Service Immersions and the DePaul Community Service Association will provide example of Vincentian hospitality.

    • DePaul Community Service Association and Service Immersion student leaders who participate in Senior Vincentians in Action Formation will create a safe space/hospitality for students to share their faith/spirituality.

    • Vincentians in Action Senior Team Leaders who participate in the Senior Vincentians in Action Formation will explain group and student development theory in the context of their interfaith reflection experience.

• Knowledge Acquisition, Application and Integration Learning Outcome: Students who participate in Student Affairs programs and activities will be able to integrate and apply knowledge gained across curricular and co-curricular experiences in order to advance academic, personal and career growth.

• Spirituality and Vincentian Values Learning Outcome: Students who participate in Student Affairs programs and activities will demonstrate an understanding of their own and others’ faith and spirituality; in their actions, behavior and decisions, they will demonstrate values central to the Vincentian mission of DePaul.

  ○ 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)

    ▪ Vincentian Community Service Office students who participate in Vincentians in Action Formation will describe a connection between their lives and the Vincentian legacy.

      • Vincentian Community Service Office student participants who participate in Service Immersions will identify three ways to live the Vincentian virtue of simplicity.

      • Vincentian Community Service Office student leaders who participate in Vincentians in Action Big 8 will identify a connection between their lives and the legacy of a member of the Vincentian family.

      • Vincentians in Action Senior Team Leaders will recall formative experiences in the lives of Vincent de Paul, Louise de Marillac, Frederic Ozanam, Rosalie Rendu, Elizabeth Anne Seton, and John Egan.

    ▪ Vincentian Community Service Office student leaders who participate in Vincentians in Action Formation will describe their identity as a Vincentian.
- Vincentian Community Service Office students who participate in Service Immersions and Vincentians in Action Big 8 will acknowledge post-graduate volunteer work as an option for their future.
- Vincentian Community Service Office students who participate in the Autumn Vincentians in Action Retreat will clarify their self-worth in the context of Vincentian meaning making.
- Vincentian Community Service Office students who participate in Vincentians in Action Big 8 will acknowledge an invitation to claim their identity: “I am a Vincentian.”
- Vincentian Community Service Office student leaders who participate in the Autumn Vincentians in Action Retreat and Vincentians in Action Capstone Retreat will recall a ritual that passes the Vincentians in Action spirit to one another.
E. **Activity level-learning outcomes related to our assessment study**

- Students who participate in direct service during the DePaul Community Service Association experience *will identify* at least one systemic structure of injustice.
- Students who participate in direct service during the DePaul Community Service Association experience *will analyze* the social issues relevant to their partner community organization.
- Students who meet those living in poverty during the DePaul Community Service Association experience *will identify* the capacity of the poor to engage in systemic change.
- VINCENTIAN COMMUNITY SERVICE OFFICE student participants who engage in post-service reflections *will recognize* at least one method/tactic that they can participate in which contributes to systemic change.
- Vincentian Community Service Office students who participate in Vincentians in Action Big 8 *will acknowledge* an invitation to claim their identity: “I am a Vincentian.”
F. **Student Affairs Strategic Plan and Vision 2018 goals and objectives relevant to our assessment study**

**Student Affairs 2010-2013 Strategic Plan**

- **Goal 1:** Lead and promote an integrated, cumulative and collaborative paradigm for student learning across the institution.
  - Objective 1.2 Infuse co-curricular learning experiences in the liberal studies curriculum.

- **Goal 2:** Broaden, diversify and strengthen our points of student engagement.
  - Objective 2.1 Strengthen and enhance student programs and services.
  - Objective 2.2 Establish partnerships that create new and expanded opportunities to enhance student learning.

- **Goal 3:** Strengthen the organizational and operational effectiveness of the Division of Student Affairs.
  - Objective 3.1 Strength assessment of student learning.

**DePaul University Vision 2018 Strategic Plan**

- **Goal 1:** Enhance Academic Quality and Support Educational Innovation
  - Objective 1a: Focus the entire university community on student learning and success.
    - Strengthen the connections between curricular and co-curricular programs.

- **Goal 2:** Deepen the University’s Distinctive Connection to the Global City of Chicago
  - Objective 2a: Leveraging the global diversity of Chicago, infuse international and comparative perspectives throughout the teaching, research and service missions of the university.
    - Expand opportunities for all students, with particular attention to low-income students, to access transformational experiences, including study abroad.
  - Objective 2b: Deepen DePaul’s connection with Chicago, enriching students’ educational experiences.
    - In appropriate programs, engage students in problem-based, applied research, advocacy, and learning that addresses urban issues, promotes civic involvement and improves the quality of life for Chicago’s citizens.
    - Strengthen partnerships with the city and the region, expanding our influence as an urban partner.
    - Achieve recognition as the city’s higher education anchor institution and the premier institution for Chicago civic engagement.

- **Goal 3:** Strengthen our Catholic and Vincentian Identity
  - Objective 3a: Elevate our distinctive Catholic and Vincentian identity across the university.
    - Expand and deepen engagement of all students with DePaul’s Catholic and Vincentian mission.
      - Establish desired mission outcomes for all DePaul students.
      - Develop targeted initiatives to transmit a stronger understanding of and engagement with DePaul’s Catholic and Vincentian identity among graduate, online and adult students.
      - Develop robust assessment of all of these efforts to guide future strategic decisions.
      - Expand curricular and co-curricular opportunities for interfaith/interreligious engagement and learning.

- **Goal 4:** Foster Diversity and Inclusion
  - Objective 4a: Strengthen campus-wide diversity.
    - Sustain the diversity of the student body.
    - Expand international and multicultural learning opportunities that effectively prepare our students to be successful, innovative leaders in a diverse global society.
  - Objective 4b: Build a vibrant university community.
    - Strengthen the sense of community, affinity and institutional pride among all DePaul constituencies—students, alumni, staff, faculty and friends.