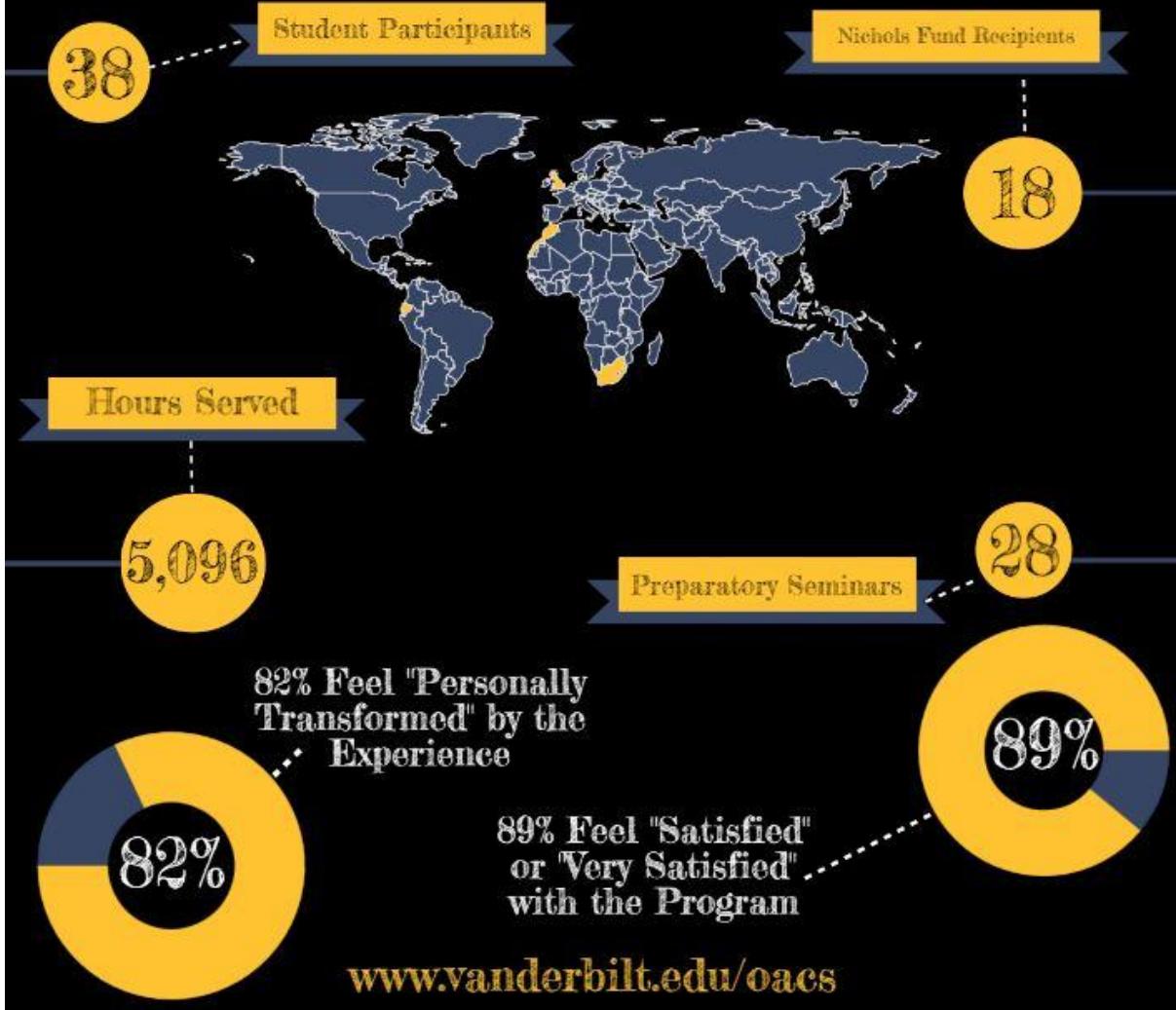


# **Office of Active Citizenship and Service**

**Student Driven | Community Centered**

## Global Service Programs

2015 • London, South Africa, Morocco, Ecuador • 2016



# **Office of Active Citizenship and Service**

**Student Driven | Community Centered**

I feel that in order to have value in my future workplace, I should be doing something to help others, and I think social justice and/or global citizenship are integral to that.

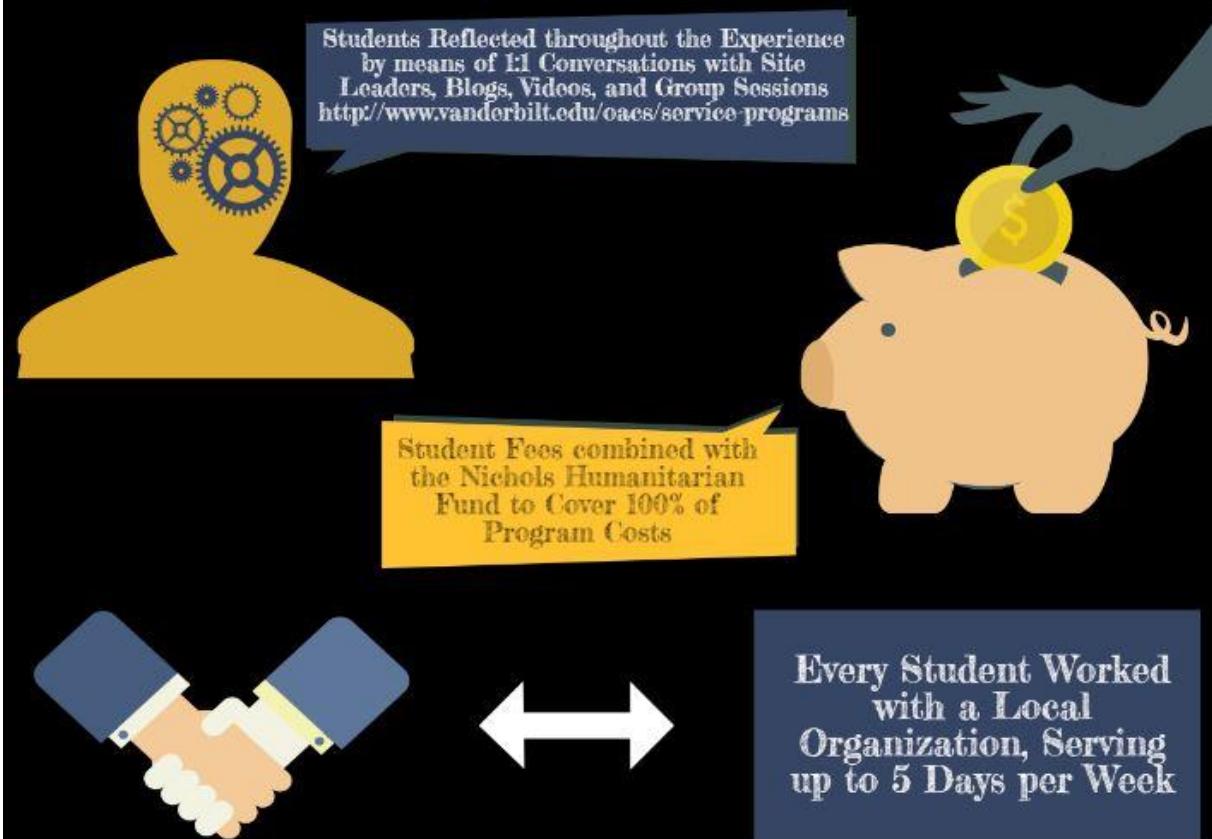
- London Participant

This trip has not only been the highlight of my Vanderbilt experience but is a reminder, a motivation, a juggernaut that propels me to do good and fight for justice in my sphere of influence and beyond.

### **- South Africa Participant**

I learned that justice is not something that happens overnight but requires work from all sectors of the community. It is something that must be fought for. Equality is not something that should be taken for granted.

should be taken for granted.  
- Morocco Participant



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## Executive Summary

The OACS Global Service Programs challenge students to critically question their perspectives and roles in the shared human experience through pre-service curriculum, intensive service, post-service skills application, and continuous reflection. These programs are rooted in service-learning pedagogy and are meticulously planned in order to best facilitate students' abilities to connect meaningfully with people different from themselves through humble engagement and reciprocal dialogues within host communities. Participants bring this learning back to add positive value and depth to the social fabric of the Vanderbilt community and Nashville.

## Recommendations

- Aim for at least 30 applications for 15 spots in the 2017 Morocco cohort.
- Add an Arabic language learning spring seminar. Coordinate with Vanderbilt Arabic instructor for Fusha lesson and set up Darija session with Nabil via Skype.
- Set up Arabic course from 5:30-6:30pm daily with Bouchra at the CCCL after the students' service.
- Partner with universities in Rabat and Kenitra, the US Embassy, international NGOs, and UN agencies to offer topically relevant evening lectures at least twice a week.
- Connect all weekend excursions with a community service project, grassroots NGO visit, and/or lecture by a cultural or regional expert. The meeting with an NGO focused on building capacity for local Berber villages in the Sahara was an incredible learning opportunity for the students in 2016. Ensuring similar learning outcomes are achieved during each weekend excursion would help ensure compliance with the overall programmatic mission of cultural engagement and exchange.
- Students should be informed of their service site placement three months in advance. Ideally, communication with their site should be established through the CCCL well before arrival.
- Select seminar dates in the fall and inform all applicants of mandatory attendance. Do not wait for student input on date and time. Efforts to accommodate all schedules resulted in rescheduled seminars and delayed communication in 2016.
- Work with the CCCL to identify Moroccan students interested in engaging with their communities around similar themes. Connect Vanderbilt students with a Moroccan student partner at each service site.

# Learning Outcomes

Develop interpersonal skills in conflict resolution and group decision-making

Analyze the role of international service in the context of identifying and challenging systemic barriers to equality and inclusiveness

Encourage critical thinking through examining deep-rooted issues related to equity and justice

Develop the ability to serve the needs of others through intentional observation and active listening to a community's self-identified needs

Recognize one's own potential to affect meaningful community change while maintaining a humble appreciation of the challenges of impact

Develop a strategic action plan for personal and professional development that demonstrates a commitment to human dignity and global citizenship through synthesizing knowledge obtained throughout the service learning experience

Understand and value diverse backgrounds and perspectives

Critically reflect on the interconnectedness of communities worldwide through challenging assumptions and considering alternative perspectives

## Program Cohort Breakdown

Program	# of Program Participants	# of Survey Respondents
Morocco	11	10*

\*Three students only completed portions of the pre and post surveys

## Methodology

To properly assess learning outcomes, pre- and post-experience assessment instruments were created through Baseline to efficiently gather qualitative and quantitative data. OACS staff designed these instruments, composed of Likert scale and free response questions, and distributed them in February, 2016 and July, 2016. Students responded to the pre survey before they attended a seminar and to the post survey after their program concluded. The method of data analysis required individuals' pre and post responses to be compared to one another in order to measure growth, if any. However, because not all students completed both pre and post surveys (some completed one but not the other), responders who only completed one survey were not included in the measurement of learning outcomes. Students were instructed as to the importance of these surveys and asked to respond as accurately as possible, in a timely fashion. They were informed

that their responses would be anonymous in order to facilitate honesty. From a methodological perspective, web-based surveys were utilized rather than paper surveys in order to maximize the response rate and facilitate the means by which students could answer. This also eliminated the need for manual input of assessment data. The surveys took approximately 30 minutes to complete.

## Results - Program Satisfaction

Students responded during the post-experience survey to questions measuring their satisfaction with specific program components and with their overall experiences. These questions employed either a Likert scale or yes/no response.

- 1. Do you feel you were personally transformed by the impact the OACS Morocco Program made on your life?*



- 2. Please indicate your overall level of satisfaction with the OACS Morocco Program*



## Student Recommendations

The following are student responses from the post experience survey question “*What were some of the worst aspects of the OACS Morocco Program?*”

- I would have appreciated lessons in Darija to communicate with my family more. I think also a visit/checkup at our service site earlier in the program would have been helpful, but I know that was delayed by Ramadan. And finally, a little more cohort reflection time would have been nice.
- It was a bit disorganized and the NGOs did not consistently have work for us to do, and often the work was very simple (other than those teaching). We also did not know our placements until just a couple of weeks before the trip which made it extremely difficult to prepare.
- Troubles relating to communication between my service site supervisor and myself. This made it difficult for me to serve the NGO in any capacity aside from my presence. The lateness in which we were notified what service sites we are able to choose from. Although I understand why the costs were what they were... because of housing arrangements, service placements, excursions, etc., the aspect I am not a fan of is the cost of the program.
- Surprisingly large amount of free time (I know this was largely because of the transition from Ramadan, but I would've liked to spend more time at my service site) -description of service role didn't end up matching up with what I was doing

3. Please indicate your overall level of satisfaction with the spring seminar series



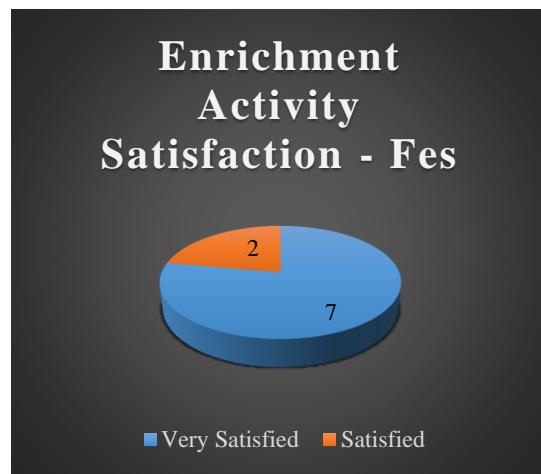
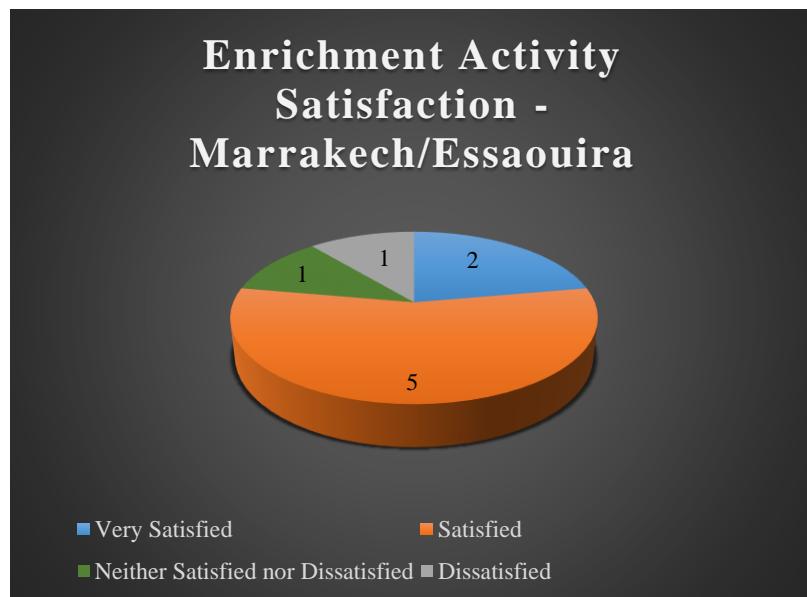
## Student Recommendations

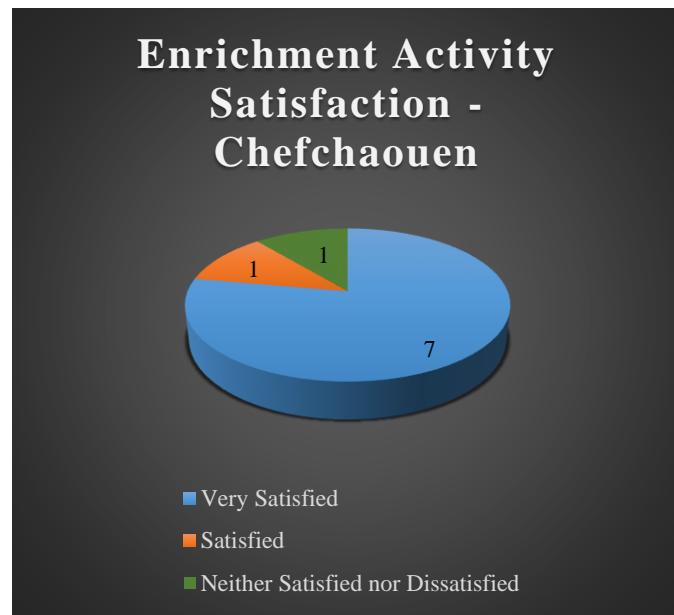
The following are student responses from the post experience survey question “*What are 1-2 ways the spring seminar series could be improved for future program participants?*”

- A scribe writing down all of what occurs during the seminars so that everyone may be kept in the loop

- Maybe do a seminar on the backgrounds of the organizations we'll be working at (if the list is finalized early enough) so that we know what we're getting into
- Provide more time for the previous year's cohort to talk about their experience and answer questions
- I think having a definite schedule as far in advance as possible would be good since the dates and times often changed, making it difficult for me to really commit to all of them. But I think the content was very helpful to give background of the bigger issues we were going to be approaching

4. Please indicate your overall level of satisfaction with the enrichment activities provided





5. Please indicate your overall level of satisfaction of your experience with the community service agency with which you were paired



## Results – Learning Outcomes

All student responses are taken from questions utilizing a 1-5 Likert scale. Responses are assigned a numerical equivalent for the purposes of analysis and to display growth. For every response, a 1 correlates to the lowest understanding/experience/agreement/etc. and a 5 correlates to the highest level. Student responses are then averaged to show how they progressed as a cohort, per learning outcome.

*1. Develop interpersonal skills in conflict resolution and group decision-making.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you have experience with the following: - <b>Working through a difficult relationship with a group/team member</b>	3.9	4.1	.2
Please indicate the extent to which you have experience with the following: - <b>Partaking in consensus decision-making</b>	4	4	0
Please indicate the extent to which you have experience with the following: - <b>Working cooperatively with others</b>	4.6	4.5	<b>-.1</b>

*2. Analyze the role of international service in the context of identifying and challenging systemic barriers to equality and inclusiveness.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - <b>I understand the complexities of service in international contexts</b>	4.11	4.1	.01
Please indicate to what extent you agree with the following statements: - <b>I can identify systemic barriers to equality</b>	4.44	4.3	<b>-.14</b>
Please indicate to what extent you agree with the following statements: - <b>I can identify systemic barriers to equity</b>	4	4.3	.3
Please indicate to what extent you agree with the following statements: - <b>I can identify systemic barriers to inclusiveness</b>	4.11	4.3	.19

*3. Encourage critical thinking through examining deep-rooted issues related to equity and justice.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you understand the following: - <b>Social/cultural issues relating to social justice and equity</b>	3.25	4.2	.95
Please indicate the extent to which you understand the following: - <b>Issues of equity and justice that impact my life</b>	3.38	3.8	.42

Please indicate the extent to which you understand the following: - <b><i>Issues of equity and justice that impact the lives of others</i></b>	3.13	3.8	.67
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**4. Develop the ability to serve the needs of others through intentional observation and active listening to a community's self-identified needs.**

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - <b><i>Take time to observe before acting</i></b>	4.44	4.8	.36
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - <b><i>Actively listen</i></b>	5	4.9	<b>-.1</b>
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - <b><i>Take time to understand the context of the issues the community faces</i></b>	4.78	4.5	<b>-.28</b>

**5. Recognize ones own potential to affect meaningful community change while maintaining a humble appreciation of the challenges of impact**

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - <b><i>I understand the positive outcomes of service</i></b>	4.38	4.6	.22
Please indicate to what extent you agree with the following statements: - <b><i>I understand the negative outcomes of service</i></b>	3.75	4.2	.45
Please indicate to what extent you agree with the following statements: - <b><i>I understand the limitations of the impact of this international service project</i></b>	4.13	4.7	.57
Do you feel like you are able to act on your knowledge to affect positive community change?	Yes = 7 Respondents No = 1 Respondent	Yes = 10 Respondents	+1 Respondent

*6. Develop a strategic action plan for personal and professional development that demonstrates a commitment to human dignity and global citizenship through synthesizing knowledge obtained throughout the service learning experience.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Pre-Survey Question: Do you feel you have opportunities to practice global citizenship?	Yes = 6 Respondents No = 0 Respondents	Yes = 6 Respondents No = 0 Respondents	0
Pre-Survey Question: Do you actively apply notions of social justice and global citizenship to your personal and professional development?	Yes = 6 Respondents No = 0 Respondents	Yes = 6 Respondents No = 0 Respondents	0

*7. Understand and value diverse backgrounds and perspectives.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you agree with the following statements: - <b><i>I can compare and contrast an alternate belief system with my own</i></b>	4.1	4.2	.1
Please indicate the extent to which you agree with the following: - <b><i>Many of my friends are of different backgrounds from me (racial, cultural, ethnic, or language)</i></b>	4.2	4	<b><i>-.2</i></b>
Please indicate the extent to which you agree with the following: - <b><i>I have developed an understanding of another country and its cultures</i></b>	4.1	4.5	.4
Please indicate the extent to which you agree with the following: - <b><i>I value diversity</i></b>	4.9	4.9	0

*8. Critically reflect on the interconnectedness of communities worldwide through challenging assumptions and considering alternative perspectives*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following statements: - <b><i>I see the world as interconnected</i></b>	4.44	4.5	.06
Please indicate to what extent you agree with the following statements: - <b><i>I am very comfortable talking about diversity with people of different cultures</i></b>	4.3	4.1	<b><i>-.2</i></b>
Please indicate to what extent you agree with the following statements: - <b><i>I am able to navigate a culture different from my own</i></b>	4.2	4.3	.1

9. Analyze the role and impact of non-profit organizations in advising and influencing central government priorities and decision allowing for equitable rights and welfare for all Moroccan citizens.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate to what extent you agree with the following: - <i>I am able to identify the legacy of historical systemic, institutional and structural conflict in South Africa as an obstacle to current day development of communities.</i>	3.13	4.56	1.43

10. Study the role of women in Morocco and gain a greater understanding of the rich influence of religion on Moroccan culture.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Indicate the frequency with which you analyze the following: - <i>The role of women in Morocco</i>	3.13	4.67	1.54
Indicate the frequency with which you analyze the following: - <i>The influence of religion on Moroccan culture</i>	3.63	4.78	1.15

## Learning Outcome Analysis

- **Strengths**

Excepting the program-specific learning outcomes (9 and 10), the Morocco cohort showed strongest growth in learning outcomes 3 and 5, where they averaged movement of .68 and .41 across questions, respectively. The question showing largest growth (movement of .95) was *please indicate the extent to which you understand the following: - Social/cultural issues relating to social justice and equity.*

- **Areas for Improvement**

The Morocco cohort was weakest in learning outcomes 4 and 8, where they averaged movement of -.01 across questions in both categories. The question showing the largest regression of growth (movement of -.28) was *please indicate the degree of importance of the following actions when initiating a service activity with community partners: - Take time to understand the context of the issues the community faces.* The Morocco data was made more difficult to analyze by the fact that, on the pre survey, 10 students responded but only eight completed the entire survey. Likewise, on the post survey, 10 students responded but only 9 completed the entire survey. These variances in completion rates could have thrown off the reliability of the data in regards to average cohort movement. When we do see regression on certain questions, it should be noted that this regression generally correlates to one respondent answering one degree less (i.e. “very well” instead of “extremely well”), which is not statistically relevant on the whole.