

**Office of Active Citizenship and Service**  
 Student Driven | Community Centered

**Global Service Programs**

**2015**

London, South Africa, Morocco, Ecuador

**2016**

**38**

Student Participants

Nichols Fund Receipts



**18**

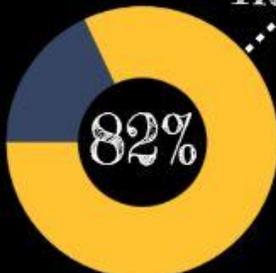
Hours Served

**5,096**

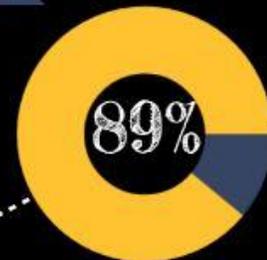
Preparatory Seminars

**28**

82% Feel "Personally Transformed" by the Experience



89% Feel "Satisfied" or "Very Satisfied" with the Program



[www.vanderbilt.edu/oacs](http://www.vanderbilt.edu/oacs)



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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

- If placing students with host families next year, contract through a company other than Hosts International. Their customer service and commitment to risk management were unsatisfactory.
- Place students in Feilden House at QMUL if possible, as this offers the best dining option and facilitates reflection and bonding better than Maynard House (used in 2015).
- Focus the spring semester on building cohort unity, as there were several difficult personalities this year who could have benefitted from increased socialization pre-London.
- Increase the program's service days to four/week, decreasing enrichment activities accordingly. This will magnify student impact and benefit community partners. Five or six weeks is a good length for the program – 2016 was 5 weeks, 2 days total.
- Work with SAfH, Spotlight, Limehouse Project, Hackney CVS, and Newham Council again. Spotlight has agreed to take 4 students in 2017. All other organizations are enthusiastic and have verbally agreed to partner in 2017.
- Attempt placements at Newham Collegiate Sixth Form Centre, Hackney Council, Hackney Pirates, and Stepney City Farm. Groundwork was laid at each location in 2016.

## 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
London	8	6*

\*Two students only completed a portion of the post survey

### Methodology

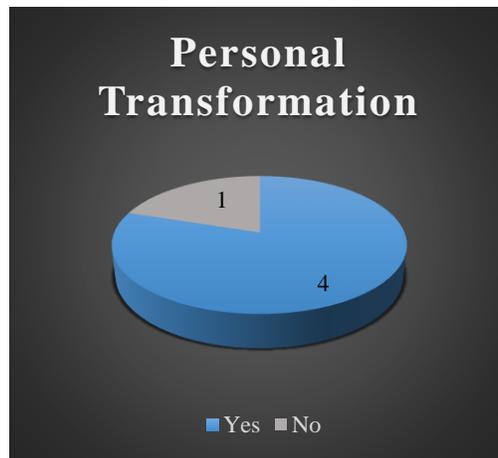
To properly assess learning outcomes, pre- and post-experience assessment instruments were created through Baseline to efficiently gather qualitative and quantitative data. OACS staff designed these instruments, composed of Likert scale and free response questions, and distributed them in February, 2016 and August, 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 London Program made on your life?*



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



## Student Recommendations

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

- In the future, use a different company for homestays
- Some did not get relevant placements to their interests/studies
- I think that group dynamic this year had a lot of strong and opposing personalities that led to conflict and we didn't necessarily have the maturity to resolve the conflicts

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?*”

- If the service sites are determined in the spring, learning more about the organizations and type of work we will be doing would be beneficial
- More bonding seminars where the group can talk and get to know each other

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><i>Working through a difficult relationship with a group/team member</i></b>	4.5	4.67	.17
Please indicate the extent to which you have experience with the following: - <b><i>Partaking in consensus decision-making</i></b>	4	4.83	.83
Please indicate the extent to which you have experience with the following: - <b><i>Working cooperatively with others</i></b>	4.83	4.83	0

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>I understand the complexities of service in international contexts</i></b>	4	4.8	.8
Please indicate to what extent you agree with the following statements: - <b><i>I can identify systemic barriers to equality</i></b>	4.5	5	.5
Please indicate to what extent you agree with the following statements: - <b><i>I can identify systemic barriers to equity</i></b>	4.33	4.8	.47
Please indicate to what extent you agree with the following statements: - <b><i>I can identify systemic barriers to inclusiveness</i></b>	4.5	5	.5

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><i>Social/cultural issues relating to social justice and equity</i></b>	4.17	4.4	.23
Please indicate the extent to which you understand the following: - <b><i>Issues of equity and justice that impact my life</i></b>	4.17	4.6	.43

Please indicate the extent to which you understand the following: - <i>Issues of equity and justice that impact the lives of others</i>	3.83	4.6	.77
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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: - <i>Take time to observe before acting</i>	4.83	4.4	-.43
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - <i>Actively listen</i>	5	4.8	-.2
Please indicate the degree of importance of the following actions when initiating a service activity with community partners: - <i>Take time to understand the context of the issues the community faces</i>	4.83	4.83	0

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: - <i>I understand the positive outcomes of service</i>	4.83	4.83	0
Please indicate to what extent you agree with the following statements: - <i>I understand the negative outcomes of service</i>	4	4.6	.6
Please indicate to what extent you agree with the following statements: - <i>I understand the limitations of the impact of this international service project</i>	4.17	5	.83
Do you feel like you are able to act on your knowledge to affect positive community change?	Yes = 6 Respondents No = 0 Respondents	Yes = 5 Respondents No = 0 Respondents	0

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
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Pre-Survey Question: Do you feel you have opportunities to practice global citizenship?	Yes = 6 Respondents No = 0 Respondents	Yes = 4 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 = 4 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>	4.5	4.83	.33
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>	4.67	4.33	-.34
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>	4.17	4.67	.5
Please indicate the extent to which you agree with the following: - <b><i>I value diversity</i></b>	4.67	4.67	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>	4.67	5	.33
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>	4.5	4.67	.11
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>	3.67	4.33	.66

9. *Develop the ability to compare and contrast the health care systems of the United Kingdom and the United States, focusing critically on the strengths and weaknesses of both*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
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Please indicate the extent to which you understand the following: - <i>The similarities and differences of the healthcare systems in the U.S. and the U.K.</i>	2.17	4.4	2.23
Please indicate the extent to which you understand the following: - <i>The strengths and weaknesses of both the U.S. and the U.K. healthcare systems</i>	2	4.4	2.4

10. Evaluate the role of economic, cultural, and linguistic barriers to adequate health care in east London

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate how well you are able to evaluate the following: - <i>The role of economic barriers to adequate healthcare in east London</i>	1.83	4.2	2.37
Please indicate how well you are able to evaluate the following: - <i>The role of cultural barriers to adequate healthcare in east London</i>	2.17	4.2	2.03
Please indicate how well you are able to evaluate the following: - <i>The role of linguistic barriers to adequate healthcare in east London</i>	2.17	4.2	2.03

## Learning Outcome Analysis

- **Strengths**

Excepting the program-specific learning outcomes (9 and 10), the London cohort showed strongest growth in learning outcomes 2, 3, and 5 where they averaged movement of .57, .48, and .48 across questions, respectively. The questions showing largest growth (movement of .83) were *please indicate the extent to which you have experience with the following: - Partaking in consensus decision-making* and *please indicate to what extent you agree with the following statements: - I understand the limitations of the impact of this international service project.*

- **Areas for Improvement**

The London cohort was weakest in learning outcomes 4 and 7, where they averaged movement of -.21 and .12 across questions, respectively. The question showing the largest negative growth (-.43) was *please indicate the degree of importance of the following actions when initiating a service activity with community partners: - Take time to observe before acting.* It's not clear why the cohort regressed on this question, though it should be noted that the starting value of average self-assessment was high (4.4) and the variation on the post survey equated to one person changing their self-assessment one step lower. This is not likely to be statistically relevant.