

PEPPERDINE VOLUNTEER CENTER

PROGRAM REVIEW REPORT

2013-2014



PEPPERDINE UNIVERSITY
STUDENT AFFAIRS

PROGRAM REVIEW REPORT

TABLE OF CONTENTS

Page

Self Study: Introduction.....	3
Self Study: Analysis of Evidence.....	9
Self Study: Summary and Reflections.....	32
External Review: Introduction.....	34
External Review: Executive Summary.....	35
External Review: Report.....	36
Response to External Review.....	45
Goals, Actions, and Quality Improvement Plan.....	47

Appendices

Appendix 1: CAS Self-Assessment Guide	Separate Document
Appendix 2: Girls for a Cause Consulting Report ...	Separate Document
Appendix 3: Volunteer Program Comparison	51
Appendix 4: Service-Learning Courses	52
Appendix 5: Inventory of Educational Effectiveness Indicators	54

SELF STUDY

I. Introduction

The Pepperdine Volunteer Center (PVC) seeks out meaningful opportunities for students, faculty, and staff to live out the Pepperdine pledge, “knowledge calls, ultimately, for a life of service.” During the most recent academic year of 2012-2013, the PVC offered 15 ongoing programs, 11 one-time volunteer events, and supported 58 academic service-learning courses, which collectively engaged 65% of the Seaver College student body. This is generally consistent with the five years this program review explores with the exception of the continued growth in service-learning support as a result of the last five-year program review.

The PVC engages all of the Pepperdine Institutional Educational Objectives through meaningful engagement with the community. The core commitments of (1) knowledge and scholarship, (2) faith and heritage and (3) community and global understanding all find expression in PVC programming. This may begin with a student’s First-Year Seminar serving together on Step Forward Day, endeavoring to understand our city through a service-learning experience, and deepen through a global perspective in Central America on Project Serve trip over spring break. Along the way, Pepperdine students live out the institutional values of purpose, service and leadership through service in pre-school classrooms with Jumpstart and in college classrooms through academic service-learning courses.

A. Internal

As this review is being conducted, the PVC is celebrating 25 years of student-led service. In 1988, a small group of students envisioned a center on campus to support the service initiatives that were happening with a vision for how this might be expanded. After overwhelming support from administration and a thoughtful research phase looking at aspirational centers like Stanford University’s Haas Center for Public Service, the PVC began the following fall. Sara Jackson, current Vice Chancellor, was the first Director of the Pepperdine Volunteer Center and was instrumental in leading a small group of students on the very first Step Forward Day. This first event challenged the entire campus to serve together on one day and has grown into a great Pepperdine tradition that now reaches from Malibu and into numerous alumni chapters. Last year, 1,554 Pepperdine students, faculty and staff and an additional 400 alumni serving throughout the world on a single Saturday morning. This is equal to nearly 8,000 hours of service, which would take one person working 40 hours a week three years and nine months to complete.

The Volunteer Center reports to the Associate Dean of Student Affairs for Career Services and Civic Engagement and is made up of five professional staff and 38 student leaders. The Professional staff includes the Director, Assistant Director, Administrative Assistant and two Jumpstart Coordinators. This group of professionals supports student leaders who engage the community in one-time events, ongoing programs, and academic service-learning.

The original model for the Volunteer Center has remained largely the same over the past 25 years. Student leaders are mentored by professional staff and lead their peers in serving the needs of established organizations, who are meeting the needs of individuals in the greater Los Angeles community. The PVC’s commitment to building strong community partnerships is one of the keys to sustainable success with students. Some of these partnerships began in Malibu 25 years ago and still exist, like the Boys and Girls Club Teen Center at Malibu High School. Professional staff sustains partnerships over time and trains student leaders who facilitate service opportunities. These

opportunities are either one-time events, like Step Forward Day, or ongoing programs like volunteering weekly with partner organizations, like Boys and Girls Club.

One-time events include opportunities each month of the academic year to support student interest in episodic service. These include large-scale events such as Step Forward Day and week-long events such as Pepperdine's alternative spring break service program, Project Serve. Ongoing programs have adapted throughout the 25 years to meet needs of the community and the interests of students. Currently, 14 partnerships span from Downtown Los Angeles to the city of Ventura, each addressing a community need and allowing students to serve and gain understanding.

Twelve years ago the PVC responded to the needs of the surrounding community and an interest from Pepperdine students to work with children. In an effort to provide an effective means of addressing education needs for young children, the PVC applied for a grant from Jumpstart for Young Children Inc. and obtained AmeriCorps funding to begin a preschool program. Jumpstart began with 40 students and has grown to engage 104 students, each serving over 300 hours with preschool children and families from low-income communities.

Academic service-learning has been a part of the PVC at various times in its history. After the previous 5-year review, the PVC was again charged with supporting service-learning. Utilizing the pedagogy of community-engaged scholarship, the PVC began increasing support to faculty members engaged in academic service-learning and community-based research.

Since the last five-year review, there have been a number of changes to the PVC. These changes include:

- The Assistant Director position was added to support most of the student volunteer programs and student leaders; this position is responsible for one-time events, Project Serve, and on-going programs; the Director position transitioned to support service-learning, awareness weeks and, community partnerships.
- An Administrative Assistant position was added to provide detailed logistical and administrative support to all programs from the Volunteer Center, including Jumpstart, Project Serve, and monthly internal Pepperdine system support.
- A Faculty Director of Service-Learning was added with approval from the Seaver Dean's office; currently Dr. Regan Schaffer provides expert support and consultation to the PVC team and faculty members interested in or currently implementing service-learning or community-based research.
- Service-Learning Mini Grants have been offered each fall since 2011 providing incentives or support to faculty.
- Since 2011, the PVC has hosted an Annual Service-Learning Workshop each May that features local and national speakers and consultants on service-learning as a pedagogy.
- Student Service-Learning Advocates were added to the student leadership team to support service-learning professors.
- Community-Based Research received support through the Seaver Dean's office and two \$5,000 Lindley Community-Based Research Fellowships were awarded at the end of the 2012-2013 academic year.
- The PVC continues to utilize the support of a student Executive Board to help with the direction of the office. As a direct result of the last five-year program review, E-board students began completing an in-depth research and assessment project during the fall semester. Five years ago this project researched Faith Integration, and, since then, student Executive Boards have researched each of the four social justice issue areas that help organize the office: Health and Wellness, Environmental Justice, Hunger and Homelessness, and Education and Literacy. Many programmatic and training adjustments have been made

from the students' work. Examples include faith initiatives added to the Project Serve training program, the addition of FOOD Share, The Kingdom Center, and Children's Nature Institute as program partners, and increased training and orientation of volunteers in programs like Language Connection and America Reads.

- Project Serve has a long enough history to exhibit the PVC commitment to long-standing partnerships and sustainable models of local support and student learning.
- To assist students with fundraising for Project Serve program costs, the PVC now partners with Advancement and The Pepperdine Fund to increase online giving opportunities.
- Project Serve participants receive a more uniform training through an intentional six-week training program in which all participants meet on the same night, receive information and training, and then go deeper in conversations led by their team leaders.
- Jumpstart has increased the amount of training hours required throughout the year, which has resulted in more ongoing training opportunities on early childhood education theories and practices and social justice issues. Additionally, Pepperdine Jumpstart students have more individualized contact hours with their pre-school children with the hope to achieve higher preschool child literacy gains at the end of each year.
- A new student position in the PVC was added two years ago, Development Intern, to support education and awareness initiatives including the Week of Hunger and Homeless and the Week of Peace, Hope and Justice.
- Three years ago, the PVC updated and developed new Student Learning Objectives and a comprehensive Curriculum Map to assess the objectives.
- The number of hours served by students through the PVC and number of hours served per individual has increased steadily each year as shown in the Analysis of Evidence section of this report.
- In 2010, the PVC re-initiated a partnership with the Corella and Bertram F. Bonner Foundation to provide AmeriCorps Education Awards for student leaders in the PVC, specifically Jumpstart Team Leaders. In 2012, the program expanded to allow all PVC student staff the opportunity to become Bonner Leaders and receive an AmeriCorps Education Award after completing 300 or 450 hours of service throughout the academic year.
- Pepperdine University re-joined California Campus Compact in 2011 and has utilized support from the network of community-engaged colleges and universities by attending regional networking meetings, bringing speakers to campus, presenting at national conferences, and attending the Continuums of Service Conference, organized by the state Campus Compacts in the western region.

B. External

The PVC stands at the crossroads of higher education, Christian faith, and community development. Pepperdine University recognizes this unique location and expects students to demonstrate growth in these areas as noted by the Institutional Educational Objectives. The University understands that knowledge, faith, and community must come together to develop alumni who are prepared to be leaders in their fields and communities. The PVC values the community as both a co-educator and stakeholder with mutually beneficial goals for partnerships and meaningful impacts.

Pepperdine continues to be recognized annually by the President's Higher Educational Community Service Honor Roll. The PVC gathers data and coordinates the reporting and application process based on the work of all five schools of the University.

During the 2012-2013 academic year, the PVC offered 15 ongoing programs, 11 one-time service events, and supported 58 academic service-learning courses, which collectively engaged 65% of the

Seaver College student body. This is more than double the national volunteer rate of 26% among college students as reported in 2011 (Corporation for National and Community Service, Office of Research and Policy Development, *Volunteering in America 2011: National, State, and City Information*, Washington, DC, August 2011).

Project Serve requires that each participant raise his or her own funds to participate. This program was directly affected by the recession beginning in 2008. Prior to the recession, the program reached as many as 316 participants but the program experienced a decline due to increased travel costs and difficulty raising money. Students also have more options for “alternative” spring break trips offered by Housing and Residence Life, Seaver College Career Center, and Campus Recreation. Still, Project Serve engages more students than all other spring break programming and continues to offer a meaningful experience to participants. In all, the program has declined by about one third with 162 students participating in the most recent year.

The PVC participates with community non-profit leaders in both Los Angeles County and Ventura County with staff membership in the Ventura County Community Foundation’s Non-Profit Leadership Council and presentation opportunities with the Los Angeles Directors of Volunteers in Agencies (DOVIA) monthly gatherings. As the PVC develops new partnerships, needs and geographic locations are taken into account. Other universities in Los Angeles County are also considered when volunteering on Skid Row and developing Jumpstart pre-school classrooms in the Westside of Los Angeles and the San Fernando Valley. Often we overlap with University of California, Los Angeles and California State University, Northridge. In the past few years, in order to avoid overlap, the PVC has sought opportunities in Ventura County and developed new partnerships with FOOD Share in Oxnard, California and preschool classrooms in the Conejo Valley Unified School District.

Recognizing its setting in the higher education experience of student, the PVC has a long-standing commitment to a service-learning approach for student service. The value of the approach has been confirmed by Council for the Advancement of Standards in Higher Education Self-Assessment Guide for Service-Learning Programs and the newest criteria for the Carnegie Classification for Community Engagement. This not only includes PVC support for academic service-learning but also each program and initiative utilizes a co-curricular service-learning approach. Included is an intentional orientation, a pre-service training and continuous reflection about the service that provides space for students to assign meaning to their work. The PVC implements this method through a student-led approach of training student leaders to facilitate the service experience as well as engaging their peers in reflection. Ongoing service opportunities as well as one-time events utilize this model.

A. Mission, Goals and Outcomes

University Mission Statement

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Student Affairs Mission Statement

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

Pepperdine Volunteer Center Mission Statement

The Pepperdine Volunteer Center is a place where students live out the Pepperdine pledge that

“knowledge calls, ultimately, for a life of service.” This mission is realized in developing and supporting student leaders who engage their peers in meaningful service and build strong partnerships with our community.

Pepperdine Volunteer Center Goals

The Pepperdine Volunteer Center’s goal is to help students develop a sense of calling to civic engagement expressed in the University's motto “Freely ye received, freely give;” to provide opportunities for learning and leadership development; to provide “real world experiences” leading to an understanding and life-long concern for those in need; to help students make connections between Christian faith, service, and learning; and to build relationships through service with Pepperdine’s surrounding communities.

Pepperdine Volunteer Center Learning Outcomes

A student who participates in the Pepperdine Volunteer Center programs should be able to demonstrate:

1. *Knowledge of social justice issues:* articulate and recognize issues of equity.
2. *Commitment to service:* engage in meaningful and repetitive action in local communities.
3. *Critical Thinking:* understand the value and diversity of communities and cultures as a priority in decisions and actions.
4. *Spiritual formation:* connect to God’s call for justice in the world.

The following table is the Alignment Map for Student Affairs Reviewers for the Pepperdine Volunteer Center:

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes	Other Aspects of Alignment
Purpose	Knowledge and Scholarship	Promote a vibrant, intellectual life that cherishes the liberal arts and graduate/professional education and which exhibits intellectual rigor and practical relevance.	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery	Knowledge of social justice issues; Critical Thinking	Service-Learning support includes engaging faculty in deeper connections between course learning objectives, academic rigor and community partnerships;
	Faith and Heritage	Focus on the students and their whole development, educating the heart, soul, and mind, mission and values consistent with the University's.	Appreciate the complex relationship between faith, learning and practice.	Knowledge of social justice issues; Critical Thinking; Spiritual Formation	
	Community and Global Understanding	Integrate principles that embrace human diversity in responding to pressing real-world problems.	Develop and enact a compelling personal and professional vision that values diversity.	Knowledge of social justice issues; Commitment to service; Critical Thinking; Spiritual Formation	
Service	Knowledge and Scholarship	Celebrate all forms of scholarship (Boyer 1990), including discovery, teaching, integration, and application.	Apply knowledge to real-world challenges.	Knowledge of social justice issues; Commitment to service	The Boyer model is used to help faculty connect service-learning beyond service but integral to teaching and scholarship
	Faith and Heritage	Honor God and our heritage by welcoming and serving people from diverse religious, ethnic, and socio-economic communities.	Respond to the call to serve others.	Commitment to service; Spiritual Formation	
	Community and Global Understanding	Recruit and retain diverse faculty, staff, and student body and reflect the communities served by the university and out of which the university emerges.	Demonstrate commitment to service and civic engagement.	Knowledge of social justice issues; Commitment to service	
Leadership	Knowledge and Scholarship	Provide curricula and co-curricula that are rigorous and relevant to the evolving needs of students.	Think critically and creatively communicate clearly, and act with integrity.	Knowledge of social justice issues; Critical Thinking	Leadership through engagement in the community is assessed through the co-curriculum and in the curriculum.
	Faith and Heritage	Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.	Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	Commitment to service; Spiritual Formation	
	Community and Global Understanding	Facilitate dialogue, action, and opportunities for local and global leadership.	Use global and local leadership opportunities in pursuit of justice.	Knowledge of social justice issues; Commitment to service; Spiritual Formation	

Note: Student Affairs, like Seaver College, has adopted the IEOs as its Division Learning Outcomes.
Note: Department SLOs are listed in abbreviated form.

B. Approach to the Review

The Volunteer Center began the self-study process by reviewing the Council for Advancement in Standards in Higher Education Self-Assessment Guide for Service-Learning Programs. An internal review was conducted based on the criteria of the self-assessment guide and will be used in the Evidence of Program Quality section and the full assessment, found in Appendix 1.

During the semester, a group of student consultants from the Service Leadership program evaluated the Volunteer Center's student development model from the last five years. The Girls for a Cause student consultant group surveyed current and past student leaders in the Volunteer Center to

provide recommendations based on best practices in higher education and the non-profit community. In November they presented their findings to a group of staff and student leaders. Their findings are incorporated in the Evidence on Program Quality section of this report, and a full report can be found in Appendix 2.

Finally, external reviewers were invited to campus at the end of January to evaluate this document as well as meet with current students, staff, colleagues, community members and organizational partners. The Center chose Dr. Jeffery Bouman, Director of Service-Learning at Calvin College, and Megan Voorhees, consultant and former Director of the Public Service Center at University of California, Berkeley. Each brought a unique perspective from years of higher education experience specifically in the field of service and service-learning centers. Dr. Bouman brought a perspective of a small, private, religiously affiliated school, and Mrs. Voorhees grew the center at UC Berkeley exponentially during her 12-year tenure as Director. Their report and findings are followed by a response from the Volunteer Center.

II. Analysis of Evidence

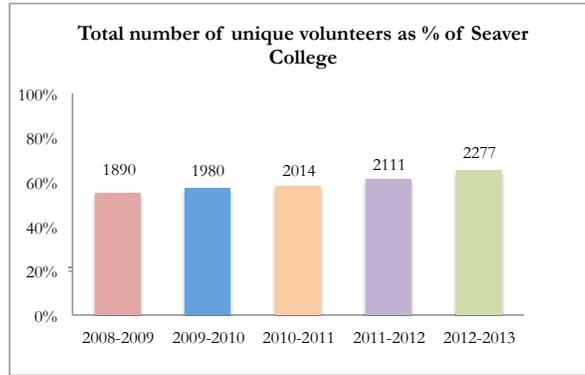
A. Evidence of Program Quality

1) Students

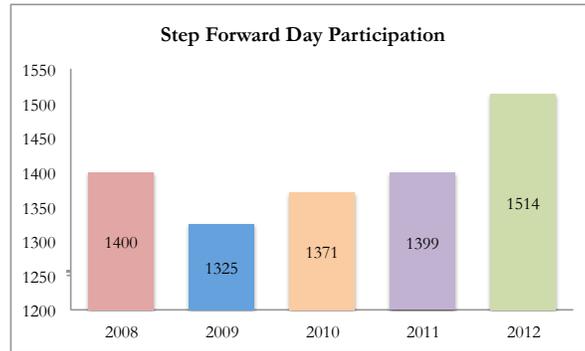
The Volunteer Center’s primary areas of focus include PVC student staff, ongoing programs, one-time events, and service-learning. As a student-led center, the student staff is responsible for organizing all service initiatives. The professional staff is responsible for training and mentoring student leaders throughout the year. Ongoing programs are partnerships with non-profit organizations throughout Los Angeles and Ventura Counties where Pepperdine students serve on a regular basis. This includes Jumpstart, which accounts for over half of all volunteer hours. Each of these programs is organized under one of four social justice issue areas: Education and Literacy, Hunger and Homelessness, Health and Wellness, Environmental Justice. One-time events include marque programs like Step Forward Day and Project Serve as well as monthly service projects that provide an introduction to meaningful engagement and support student interest in episodic service. Finally, service-learning is an academic pedagogy that connects professors with community partners to meet course objectives while also meeting community-identified needs. Below is a break down of each program’s participation for the past five academic years, including the number of volunteers and volunteer instances as well as total number of volunteer hours. The full volunteer program comparison by individual programs can be found in Appendix 3.

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Instances	Hours								
Education and Literacy Total	1,240	33,168	1,684	37,885	2,529	39,145	1,893	37,936	1,324	39,828
Hunger and Homelessness Total	486	3,023	364	2,104	320	1,948	358	1,883	319	1,436
Health and Wellness Total	220	760	184	652	409	1,001	544	1,601	256	957
One-Time Events Total	2,163	15,469	2,049	14,785	1,769	11,504	1,875	11,929	2,053	11,662
Environmental Justice Total	20	105	49	253	19	74	50	205	38	99
Service-Learning Total*	-	-	-	-	-	-	992	14,993	1,108	13,469
Total	4,129	52,525	4,330	55,679	5,046	53,672	5,712	68,547	5,098	67,451

Total participation by unique volunteer based on a percentage of Seaver undergraduate students is represented by the graph below.



Step Forward Day: The event that most naturally exposes students to the value of service each year is Step Forward Day. This event occurs at the beginning of the fall semester. In its 24th year, Step Forward Day was one of the closing events to commemorate Pepperdine’s 75th Anniversary. A total of 1,514 volunteers contributed over 4,540 hours to 65 non-profit organizations across Ventura and Los Angeles County. This number has steadily grown over the past five years as noted by the graph below.



Project Serve: In the 2012-2013 academic year a study was conducted on Project Serve participation and non-participation. The following chart details specific demographics for all participants that year. This was the first year that all the data was gathered on both participants and students that ultimately dropped from the program (these are students that completed a contract to participate in Project Serve but did not go on the spring break trip).

Project Serve 2013 Demographics compared to Seaver			
	Project Serve	Non-Participation	Seaver College
Ethnicity			
Blank/other/undeclared/unknown	7%	10%	6%
American Indian or Alaskan Native	1%	0%	1%
Asian/ Hawaiian/ Pacific Islander	15%	19%	12%
African American	5%	5%	7%
Hispanic	15%	3%	15%
Caucasian	50%	59%	45%
Two or More Races	6%	3%	5%
International	NA	NA	NA
Gender			
Male	25%	35%	41%
Female	75%	65%	59%
Year			
Freshman	15%	22%	28%
Sophomores	19%	19%	21%
Junior	14%	14%	21%
Senior	53%	46%	31%

PVC Inclusiveness: The Volunteer Center employed 38 student leaders to coordinate all volunteer programs during 2012-2013 academic year. These students represented a variety of backgrounds, but each one committed to the PVC because of a shared passion for service. Student leaders represent six of the eight Seaver academic divisions, and over 37% identify themselves as first generation college students, an increase from 27% the year before [*PVC Staff Pre Assessment*]. These leaders represent the strength of the growing diversity of Seaver College.

Diversity among Jumpstart students included academic majors and ethnic backgrounds. Of all Volunteer Center programs, Jumpstart represented the most ethnically diverse group of students with 74% of students self-identifying as non-Caucasian. Forty-two percent of Corps members were first generation college students. Additionally, Jumpstart reached students across multiple disciplines including 30% in a Social Science or Humanities major and 23% in Business Administration [*Jumpstart Corps Member Survey*]. Jumpstart provided a unique opportunity for students to serve on a diverse team of their peers. In addition, this allowed the teams to better represent the diversity of the children and families served by the Jumpstart program.

The following highlights each of the PVC program areas broken down by ethnicity compared to Seaver College. The PVC began gathering this information during the 2010-2011 academic year.

PVC Ethnicity Compared to Seaver College						
	2010-2011		2011-2012		2012-2013	
Jumpstart						
	Jumpstart	Seaver College	Jumpstart	Seaver College	Jumpstart	Seaver College
Blank/other/undeclared/unknown	0%	7%	0%	7%	4%	6%
American Indian or Alaskan Native	0%	1%	0%	1%	1%	1%
Asian/ Hawaiian/ Pacific Islander	14%	11%	21%	12%	27%	12%
African American	22%	7%	26%	7%	10%	7%
Hispanic	15%	12%	23%	13%	27%	15%
Caucasian	48%	54%	29%	50%	26%	45%
Two or More Races	NA	2%	NA	4%	5%	5%
International	NA	7%	NA	8%	NA	NA
Project Serve						
	Project Serve	Seaver College	Project Serve	Seaver College	Project Serve	Seaver College
Blank/other/undeclared/unknown	0%	7%	9%	7%	10%	6%
American Indian or Alaskan Native	0%	1%	1%	1%	0%	1%
Asian/ Hawaiian/ Pacific Islander	18%	11%	21%	12%	19%	12%
African American	7%	7%	4%	7%	5%	7%
Hispanic	8%	12%	10%	13%	3%	15%
Caucasian	68%	54%	52%	50%	59%	45%
Two or More Races	NA	2%	2%	4%	3%	5%
International	NA	7%	NA	8%	NA	NA
PVC Student Leaders						
	PVC Leaders	Seaver College	PVC Leaders	Seaver College	PVC Leaders	Seaver College
Blank/other/undeclared/unknown	0%	7%	0%	7%	2%	6%
American Indian or Alaskan Native	0%	1%	0%	1%	3%	1%
Asian/ Hawaiian/ Pacific Islander	15%	11%	18%	12%	14%	12%
African American	16%	7%	23%	7%	9%	7%
Hispanic	19%	12%	20%	13%	26%	15%
Caucasian	57%	54%	39%	50%	47%	45%
Two or More Races	NA	2%	NA	4%	NA	5%
International	NA	7%	NA	8%	NA	NA
Service-Learning Students						
	Service-Learning	Seaver College	Service-Learning	Seaver College	Service-Learning	Seaver College
Blank/other/undeclared/unknown	0%	7%	0%	7%	6%	6%
American Indian or Alaskan Native	0%	1%	0%	1%	1%	1%
Asian/ Hawaiian/ Pacific Islander	15%	11%	18%	12%	14%	12%
African American	16%	7%	23%	7%	7%	7%
Hispanic	19%	12%	20%	13%	17%	15%
Caucasian	57%	54%	39%	50%	44%	45%
Two or More Races	NA	2%	NA	4%	6%	5%
International	NA	7%	NA	8%	NA	NA

2) Curriculum and Learning Environment

a) Curriculum Map and Assessment Plan

Student Learning Outcomes (SLO)

A student who participates in the Pepperdine Volunteer Center programs should be able to demonstrate:

1. **Knowledge of social justice issues:** articulate and recognize issues of equity.
2. **Commitment to service:** engage in meaningful and repetitive action in local communities.
3. **Critical Thinking:** understand the value and diversity of communities and cultures as a priority in decisions and actions.

4. *Spiritual formation*: connect to God's call for justice in the world.

Curriculum Map

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4
Ongoing Programs	X	X	X	X
One-Time Events	X	X	X	X

Detailed Ongoing Programs Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Jumpstart Team Leader Training	X	X	X	
Program Coordinator Meetings	X	X	X	X
PVC Student Staff Training	X	X	X	X
PVC Student Executive Board Training/Meetings	X	X	X	X
Service-Learning Courses	X	X	X	X
Ongoing Programs:				
America Reads	X	X	X	X
Boys and Girls Club	X	X	X	X
Camp David Gonzales	X	X	X	X
Camp Miller	X	X	X	X
Children's Nature Institute	X	X	X	X
First Book*	X	X	X	
FOOD Share	X	X	X	X
Got Game Sports*	X	X	X	X
Habitat for Humanity	X	X	X	X
Language Connection	X	X	X	X
Missions on Skid Row	X	X	X	X
School on Wheels	X	X	X	X
Senior Connection	X	X	X	X
The Kingdom Center	X	X	X	X
Transitions**	X	X	X	X
United Friends	X	X	X	X

* Not a program in 2013-2014

** New program in 2013-2014

Detailed One-Time Events Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Blood Drives		X	X	
Jumpstart for a Day (JFAD)	X	X	X	
MLK Day of Service	X	X	X	X
Project Serve	X	X	X	X
Project Serve Team Leader Training	X	X	X	X
Project Serve Team Member Training	X	X	X	X
Read for the Record	X	X	X	
Salvation Army Shopping Spree	X	X	X	X
Senior Prom		X	X	
Step Forward Day	X	X	X	X
Week of Hunger and Homelessness	X	X	X	X
Week of Peace, Hope and Justice	X	X	X	X

Detailed Service-Learning Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Service-learning courses	X	X	X	X
Community-based research courses	X	X	X	X

Assessment Plan

Year	SLO	Programs		
		One-Time Events	Ongoing Programs	Service-Learning
1	SLO 1	<ul style="list-style-type: none"> Project Serve Participant Survey Project Serve Team Leader Survey Step Forward Day Survey 	<ul style="list-style-type: none"> Jumpstart Corps member Survey Jumpstart Team Leader Survey PVC Leadership Assessment Volunteer Survey 	<ul style="list-style-type: none"> Service-Learning Student and Faculty Evaluation
2	SLO 2	<ul style="list-style-type: none"> Project Serve Participant Survey Step Forward Day Survey 	<ul style="list-style-type: none"> Community Partner Evaluation Jumpstart Corps member Survey Volunteer Survey 	<ul style="list-style-type: none"> Service-Learning Student and Faculty Evaluations
3	SLO 3	<ul style="list-style-type: none"> Project Serve Participant Survey Project Serve Team Leader Survey Step Forward Day Survey 	<ul style="list-style-type: none"> Jumpstart Corps Member Survey PVC Leadership Assessment Volunteer Survey 	<ul style="list-style-type: none"> Service-Learning Student and Faculty Evaluations

4	SLO 4	<ul style="list-style-type: none"> • Project Serve Participant Survey • Project Serve Team Leader Survey 	<ul style="list-style-type: none"> • PVC Leadership Assessment • Volunteer Survey • Jumpstart Corps Member Survey 	<ul style="list-style-type: none"> • Service-Learning Student and Faculty Evaluations
---	--------------	--	--	--

b) Institutional Benchmarking and Professional Standards

The Volunteer Center seeks to remain current on professional standards and make a contribution to the field of service through participation in annual conferences and associations including the following:

- California Campus Compact
- Continuums of Service National Conference
- Lilly Fellows Program National Conference
- Bonner Foundation Fall Directors Retreat
- Bonner Foundation Summer Leadership Institute
- California Association for the Education of Young Children

The PVC completes an annual assessment and develops an annual report every summer. This report is a matter of permanent record for the University. The Volunteer Center conducted an in-depth benchmarking study in conjunction with the proposal to expand service-learning and add an Assistant Director and Administrative Assistant in 2010. In the fall of 2013, the student consulting team, Girls for a Cause, conducted a benchmarking study related to student leadership development at regional universities and local non-profits. Finally, the Volunteer Center staff completed the Self-Assessment Guide for Service-Learning Programs through the Council for Advancement in Standards in Higher Education.

In 2010, the PVC received support from the University in the form of new staff and an Advisory Board including a representative from the University Board of Regents. This Advisory Board supported the expansion of the Center to include two new staff roles as well as expanding the scope of the center to support academic courses and faculty that utilize a service-learning pedagogy. As part of the original proposal, a benchmarking study highlighted the importance of university support in the form of staffing but also the critical role service-learning can play in supporting both curricular and co-curricular initiatives.

Girls for a Cause, a student-consulting group, looked at leadership development by surveying PVC student leaders from the past five years. After gathering data from these current and former students, they looked at best practices from the University of Southern California, University of California Los Angeles, and Loyola Marymount University. Additionally, the students looked at non-profit organizations with a strong leadership development model like City of Hope and The Bridgespan Group. While the overall response rate from former students was extremely positive, they provided some recommendations for growth based on best practices. These recommendations include:

- Increased student performance appraisals and feedback;
- Adding a social media and marketing student leader;
- Provide more “cross-training” opportunities to learn about all aspects of the PVC; and
- Utilize a 70/20/10 outline for leadership development, 70% on-the-job learning, 20% coaching and mentoring, and 10% formal training.

During the fall 2013 semester, PVC professional staff completed the CAS Self-Assessment Guide for Service-Learning Programs. The full report can be found in Appendix 1. Based on this assessment, the following growth opportunities were noted:

- Creating sustainable financial resources for programs such as Project Serve;
- Clarity and training on legal and technology issues;
- Equipment and space sufficient for needs of students and programs;
- Ongoing review of mission statement; and
- Development of a comprehensive strategic plan for the PVC.

c) Measures of Effectiveness

One-time events: All Step Forward Day participants receive a post-service survey and pre and post-service surveys are administered for Project Serve participants. Additionally, all student volunteers are asked to complete the end-of-the-year Volunteer Survey. Each of these instruments evaluate the student's satisfaction with their experience as well as opportunities for them to share what they have learned in relation to the four Student Learning Outcomes. The Volunteer Center has been assessing students learning for many years, but in the last three years specific questions have been added related to the new Student Learning Outcomes.

On-going programs: In addition to the Volunteer Survey at the end of the year, community partner organizations have the opportunity to assess students and the student leader with which they worked. During the 2012-2013 academic year, partner organizations completed a Community Partner Evaluation. This provided valuable feedback in conjunction with student feedback and volunteer numbers. Importantly, while the number of volunteers in a program may have been low for some programs, like our partnership with Children's Nature Institute, the community partner rated their experience very positive. Often the partner organization appreciated the small numbers of committed volunteers over higher numbers of volunteers that may only come one time.

Jumpstart: Jumpstart is a national program that implements a variety of methods to evaluate student Corps members, pre-school partner children, and program partners. The Corps members are evaluated before service and after completing the year of service. The pre-school children receiving the services are evaluated three times throughout the academic year and program partners have an on-going evaluation method. The following information is the results of these evaluations during the 2012-2013 academic year, and they are consistent with the results for the same assessments over the past five years.

During the year, Jumpstart Corps members grew in their knowledge of early childhood education and education related social justice issues; Corps members had an 18% gain in early childhood education knowledge from before their year of service to the year-end [*Corps Member Pre-Service Survey* (65%); *Corps Member End of Year Survey, 2013* (84%)]. A large majority of the Jumpstart students felt that their service with Jumpstart helped them gain a good understanding about most of the important issues facing the community where they served (92%). In addition, over half of Corps members believed that their experience in Jumpstart impacted their personal beliefs about early childhood practices [*Corps Member Survey* (53%)].

After a year serving with Jumpstart, 35% of students indicated that they are likely to pursue a career in teaching. Over half of the Corps members stated that they would pursue work or education in public/community service, such as public policy or non-profit organizations, as noted by the following Corps members on their end of year feedback:

Jumpstart was a great experience that helped me to personally evaluate the educational hurdle facing many children in America. I loved engaging with the children and doing my part in our community. It's definitely changed how I see myself involved in my community for the rest of my life.

-Freshman, Male, Corps member

This program does an incredible work for the communities and the children that it serves. I am honored to have been a member; for Corps members it teaches us about passion, professionalism, and social issues. It has definitely encouraged me to continue pursuing education equality!

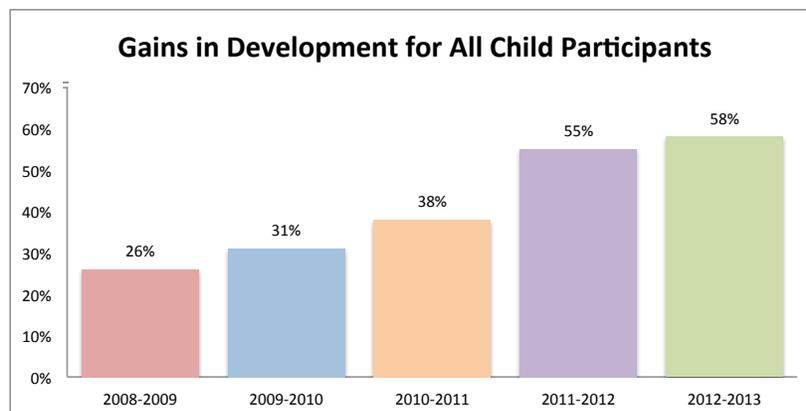
-Sophomore, Female, Corps member

Overall, program satisfaction remained very high. Over 90% of students were satisfied with the guidance provided by Jumpstart (93%) and felt their team leader provided effective ongoing support throughout the year (94%). Ninety-seven percent of Corps members were very satisfied with their Jumpstart experience and 83% would enjoy participating in another year with Jumpstart. Importantly, nearly the entire Corps indicated that they were proud of their service with Jumpstart (99%) [*Jumpstart Corps Member Survey*].

In 2012-2013, Jumpstart Corps members served 227 children, in 14 classrooms, at 11 different early childhood centers, associated with seven umbrella organizations. The teachers who worked with the Jumpstart teams completed surveys at the end of the program year evaluating each teams' effectiveness in the classroom. The preschool teachers reported one of the highest-to-date feedback scores pertaining to Corps members' ability to effectively develop the preschool children's language and literacy skills (3.9) [*Program Partner Feedback Form* (4 pt. scale)]. Lead teacher at CCRC Reseda noted the following improvements in the book and print knowledge domain:

By the end of the year most of the children were able to recognize more letters in different mediums of print. Instead of just being comfortable with the letters in their name card, they could identify letters in class signs, newspapers, books, and more!

In addition to Program Partner Feedback Forms, preschool teachers also completed evaluations on children at the beginning, middle, and end of the year using the School Success Checklist provided by Jumpstart. Jumpstart National no longer distinguishes gains made in Language and Literacy and Initiative and Social Relations independently, but rather measured overall gains in school success. This year, children made overall gains of 58%, an increase of 3% from last year as illustrated in the chart below.



Possible reasons for increased child gains include: Jumpstart's Corps member training requirements and familiarity with Jumpstart curriculum. AmeriCorps instated new policies for Corps member training, requiring 15-20% of their service hours, or 45-60 hours, of training as a part of their 300-hour requirement. Therefore, Corps members received additional trainings throughout the year to meet this requirement, enhanced best practices, and contributed to gains in knowledge around education equality. Increase in child gains can also be attributed to the number of returning Corps members. This year, nearly one-third of the Corps returned for a second, third, or fourth term of service with Jumpstart, a 12% increase from 2011-2012 [*Corps Member Survey*]. Returners are often more comfortable with classroom management, the curriculum, and how to effectively implement it in the classroom.

Overall, program partners are consistently satisfied with the program throughout the year. Last year, Jumpstart at Pepperdine achieved an average score for program partner satisfaction higher than the Jumpstart National requirement for each site (3.76 versus a 3.00 minimum requirement). According to the Program Partner Feedback Survey, the preschool teachers showed the most satisfaction with Jumpstart's ability to enhance current educational services (3.9 out of 4), Corps members' ability to help children develop language and literacy skills (3.9 out of 4) and Corps members' training and preparation for serving in an early childhood program (3.8 out of 4). Several preschool teachers commented on the Corps members' impact on children for future school success:

The team did an exceptional job on enhancing and promoting language and literacy development with the children. They learned so much from reading books, the art activities, and the songs and poems. Great job!
-Barbara Vick, John Adams Teacher

Service-Learning: Service-Learning is evaluated on a course-by-course basis using reflections and community-based projects completed by students and graded by the faculty member and often by the community partner. Additionally, the Volunteer Center has implemented numerous methods to evaluate service-learning through workshops and the Service-Learning Student Evaluations.

Feedback was extremely positive from faculty participants in the Third Annual Service-Learning Workshop in May 2013. All participants agreed or strongly agreed that the workshop increased their understanding of effective service-learning design and implementation. Eighty-three percent shared that it increased their likelihood of implementing service-learning in the future [*3rd Annual Service-Learning Workshop Feedback*]. Their desire to engage the campus on this topic is evident from the following faculty comments:

It's more than a fad; [it's] a natural extension of the learning process. *-Dr. Juanie Walker, Communication*

I was encouraged to consider research and publishing opportunities around service-learning. I was also encouraged that what I do in class falls in line with what others are finding successful.
-Sarah Ballard, Communication

In the second year of implementing, the Service-Learning Student Evaluation, response averages remained strong or increased as noted in the chart below:

Service-Learning Student Evaluations		
Average Student Response (1 - Strongly Disagree and 4 - Strongly Agree)		
	2011-2012	2012-2013
I feel that I made a positive contribution at my service site.	3.54	3.55
My professor successfully integrated the service experience with the learning objectives of this course.	3.63	3.73
There was adequate classroom reflection time to get the most out of my service experience.	3.39	3.68
The service-learning experience helped me better understand the needs in my community.	3.39	3.39
This service-learning experience has deepened my desire to be involved in the community in the future.	3.41	3.4
This service-learning experience increased my capacity to live out Christian values in the community.	3.26	3.34

Additionally, a complete list of all service-learning courses for the calendar years of 2011 and 2012 can be found in Appendix 4. The following chart shows the number of service-learning courses offered each academic year.

Number of Service-Learning Courses				
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
20	24	32	52	58

Finally, the following faculty members exhibited successful integration of service-learning and are worth noting for each year of service-learning support.

2011-2012

- Dr. Graciela Boruszko, Spanish 252, partnered with Habitat for Humanity of Ventura County to translate materials for their clients who only speak Spanish.
- Dr. George Carlsen, Spanish 300, partnered with Heart of LA (HOLA), a non-profit organization that empowers underserved children in Los Angeles. Children and families from HOLA were invited to the campus to experience life at Pepperdine, received a tour, and ate lunch. Students from Dr. Carlsen’s class provided interactive activities for children and their parents and acted as tour guides.
- Dr. Lila Carlsen, Spanish 301, partnered with Beethoven Elementary School. Students wrote and developed children’s books in Spanish and visited the school to read and distribute the books to the children.

2012-2013

- Drs. Donna Nofziger Plank and Thomas Vandergon, Biology 491, have supported Family Science Night at Malibu High School for many years. In the last year, Drs. Plank and Vandergon enhanced the biology faculty and student tradition of supporting this event by tying students’ preparation of the Science Night to course objectives in the senior capstone course.
- Dr. George Carlsen, Spanish 300, partnered with House Farmworkers Now! With an already successful partnership with Heart of LA in the previous year, Dr. Carlsen included an experience with House Farmworkers Now! in Ventura County. During each semester, Pepperdine students went on a farmworkers tour, highlighting working conditions and migrant labor housing.
- Dr. Robert Shearer, Business Administration, partnered with Habitat for Humanity Ventura. Three Decision Science majors provided consultation to Habitat for Humanity over the

course of the year to support their new initiative of building ten homes in three years.

These examples represent the goals for service-learning: To seek and train faculty members who value the community as co-educators for students' learning and who are thoughtfully moving toward deeper integration between course content, faculty, and community partners.

3) Student Learning and Success

a) Student Learning Outcome Measurement

Prior to 2011 the following program specific learning outcomes were in place:

Student Leader Outcomes

1. Student leaders in the PVC will be able to articulate a vision for their program and set appropriate goals and objectives for their volunteers.
2. Student leaders will exhibit knowledge of social justice issues by being able to engage volunteers in discussion and reflection of the issues related to their service.
3. Student leaders will exhibit the value of service through the recruitment of volunteers for their program.
4. Student leaders will exhibit growth in their professionalism.

Ongoing Program Outcomes

1. Ongoing Program volunteers will exhibit an understanding of the importance of being involved in the community on a regular basis.
2. Ongoing Program volunteers will exhibit growth in their understanding of social justice issues in the city of Los Angeles.

One-Time Service Event Outcomes

1. Students involved in one-time service events will be exposed to differing volunteer experiences, and as a result, find a type of volunteering that they enjoy doing.
2. Students involved in one-time service events will gain a deeper understanding of the social issue that the event targets, thus learning the value of service.

Project Serve Outcomes

1. Project Serve participants will gain knowledge of social justice issues and develop the ability to discuss these issues as a result of their immersion in diverse environments through Project Serve.
2. Project Serve participants will exhibit aspects of servant leadership, emphasizing community as a priority in an individual's life decisions.
3. Project Serve participants involved in ministry trips will be given opportunities for ministry and spiritual development that will help them to further discern their personal vocational direction.

Jumpstart Outcomes

1. Jumpstart participants will exhibit knowledge of Early Childhood Education by providing age-appropriate and high quality Jumpstart Sessions for the preschool children.
2. Jumpstart participants will exhibit knowledge of social justice issues related to educational opportunities within low-income communities.
3. Jumpstart participants will exhibit an ability to work in multicultural and diverse environments by engaging family members in their child's education.
4. Jumpstart participants will exhibit the value of long-term service through the completion of a 300-hour term of service.
5. Jumpstart participants will exhibit growth in their professionalism.

In the spring of 2011, the PVC developed learning outcomes that all students participating in any of the programs would achieve. This was a departure from program specific learning outcomes that were not uniform. After developing the outcomes and following the Student Affairs division-wide approach, the PVC put into place a plan to assess one outcome per year as noted on the Curriculum Map and Assessment Plan (see page 13). Since the last five-year review, two of the four outcomes have been assessed. Below is the strategy and results of the two years of assessment.

Articulate and recognize issues of equity – 2011-2012: The PVC administered multiple surveys to assess students’ understanding of social justice issues prior to serving. These included three pre-service assessments with specific groups and the Step Forward Day 2011 evaluation. At the end of the spring semester, students completed post-assessments related to the specific programs in which they participated; in addition, all volunteers with the PVC were asked to complete the end of the year Volunteer Survey. Data was collected using online survey tools. Qualitative data was gathered about students’ understanding of social justice issues in the form of written reflections and artwork following the PVC Student Leadership Urban Reality Tour. Finally, the student Executive Board researched the issue of Hunger and Homelessness and provided the staff with a written compilation and oral presentation of their findings and recommendations.

The Step Forward Day 2011 evaluation included six questions regarding the participant’s experience as he or she is introduced to service for the year. When asked if the participant felt that “the organization with which I served described their mission and purpose in the community,” 77% of participants said they agreed or strongly agreed. Additionally, 80% of respondents agreed or strongly agreed that during Step Forward Day they were “able to see some of the needs of Ventura or Los Angeles Counties and how an organization is working to meet those needs.”

During PVC Student Leadership Enrichment Week in August, students participated in an Urban Reality Tour, which allowed them to spend a day and a night on Skid Row, learning about various social justice issues in the city and how non-profit organizations seek to address them. The following day, student teams created art projects and one-page written reflections, which were displayed in the Tyler Campus Center. We have filed a series of quotes from these reflections that illustrate the students’ understanding of the experience. Also, the PVC used the following rubric, adapted from the Civic Engagement VALUES Rubric, distributed by the America Association of Colleges and Universities, to evaluate the reflections [Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.]:

Civic Engagement VALUES Rubric			
“Civic Action and Reflection”			
Benchmark	Milestone		Capstone
1	2	3	4
Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Demonstrates independent experience and <i>team leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.

Based on multiple evaluations of each team’s reflection, the team average was 2.66 out of 4. The lowest team averaged a score of 2.2 and the highest averaged 3.4. Each student team demonstrated a moderate level of reflection and insight into how their actions benefit communities.

The PVC Student Leadership staff completed a pre-assessment, prior to the Fall 2011 semester, and a post-Assessment, at the end of the Spring 2012 semester. The following table illustrates the percentage increase of student that agreed or strongly agreed with each statement after a completion of a year of service:

PVC Student Leadership Assessment		
Percentage of students that agreed or strongly agreed with each statement		
	Pre-Service	Post-Service
I have a good understanding about how I can address social justice issues in my community.	76%	85%
I have a good understanding about most of the important issues facing the community where I will be serving.	73%	92%
I know of social service problems that can be addressed by natural networks of support within the community I will serve.	61%	85%

The student leaders felt they had a better understanding of social justice issues through involvement in their programs on a weekly basis and trainings provided by PVC staff. Most notably on the Post-Assessment, 100% of the student leaders strongly agreed to the statement, “I am comfortable expressing my opinion about important community issues to peers.” When asked about the social justice issue they learned most about this year, 80% of our leaders mentioned hunger and homelessness and most mentioned the need for services for the mentally ill. The following are some student responses to the question, “Which social justice issue did you learn the most about?”:

I learned more about homelessness through both the URT and the Wednesday morning training session with the professor from GSEP. It helped me to better understand the complexities and mental illness and poverty.
-PVC Student Leader

Hunger and homelessness. There is a lot more than just financial poverty a person can face. When someone is homeless, they need more than money but skills and relationships to get them back on their feet. Investing time building a relationship, teaching them skills they need to go into the work world, and getting them the medical care they need are some of the ways you can help. Not everyone fits all three, but if you spend time you can individualize a plan to help someone get back on their feet and stay out of poverty.
-PVC Student Leader

These responses are consistent with the E-Board’s research on hunger and homelessness. Seven students spent the 2011 fall semester researching the following three areas related to hunger and homelessness and PVC programming: (1) the awareness and attitudes of the Pepperdine community, (2) the work of organizations in our community, and (3) what other academic resources say about hunger and homelessness through a literature review. They learned that their peers are under-educated on this issue and, as a result, spent time in January planning how the PVC will better meet the needs in the community while creating social justice advocates throughout the campus. Additionally, through the organizational research and literature review, these students increased their understanding of the contributing role mental illness plays in homelessness and gained insight into food insecurity and the importance of food banks and pantries. Based on the students’ recommendations, the PVC added two new program partners for the 2012-2013 academic year, both in Ventura County.

In the Jumpstart Corps Member Pre-Service Survey in 2011, 63% of Corps members agreed or strongly agreed with the statement, “I have a good understanding about most of the important issues facing the community where I will be serving with Jumpstart.” After a year of service 89% of Corps members that agreed or strongly agreed with the same statement [*Jumpstart Survey*].

During the fall, the PVC developed a specific assessment for Project Serve Team Leaders, issuing a pre and post-assessment survey related to student learning related to social justice. Ultimately, the Project Serve Team Leader Assessment indicates the perceived degree of familiarity the leader has with the social justice issues and services in the community they will be serving during Spring Break.

Project Serve Team Leader Assessment		
Percentage of students that agreed or strongly agreed with each statement		
	Pre-Service	Post-Service
I have a good understanding about most of the important issues facing the community where I will be serving.	61%	88%
I know of social service problems that can be addressed by natural networks of support within the community I will serve.	39%	82%

At the end of the 2011-2012 academic year, the PVC distributed the annual Volunteer Survey to all participants of every program. This included service opportunities from one-time events to year-long service commitments. Seventy-eight percent of respondents indicate that service with any program helped them increase their knowledge of the targeted social justice issue addressed by the program. Also, participants were asked what social justice issue they learned most about this year. Responses indicated a breadth of issues including international poverty, Los Angeles poverty, homelessness on Skid Row, education inequity, human trafficking, and immigrant issues.

Finally, the Service-Learning Student Evaluations provided an opportunity for service-learning students to share how much they learned about the community. In the fall, the students' average rating of the statement, "The service-learning experience helped me better understand the needs of my community," rose from the fall assessment to the spring assessment: 3.36 to 3.42 [*Service-Learning Student Evaluation* (4 point scale)]. The following student responses answer, "How did the experience impact your understanding and respect for other people." The name of the course and professor are included.

Engage in meaningful and repetitive action in local communities – 2012-2013: Nine years of data indicated an increasing trend of commitment to service, with the average number of hours served tripling from 7.3 in 2003-2004 to 21.6 in 2012-2013. This data trend demonstrates that Pepperdine students are learning to be more deeply engaged with the community.

At the end of each academic year, all unique volunteer instances are counted. Focusing on our commitment to service resulted in an increase in the number of one-time volunteers from 1,894 to 2,273. More importantly, volunteers that served between two or more times throughout the year increased as well.

# of Volunteer Instances	# of Unique Volunteers (%)	
	2011-2012	2012-2013
1	1,894	2,277
2+	702 (37%)	1000 (44%)
3+	614 (32%)	926 (41%)
4+	491 (26%)	900 (40%)
10+	366 (19%)	384 (17%)

The PVC strives each year to increase the number and percentage of individuals who serve two or more times with PVC programs; specific initiatives related to 2012-2013 are outlined below followed by outcomes.

Most individuals who volunteer one-time with PVC programs participate in Step Forward Day: 1,399

in 2011 and 1,514 in 2012. We focused on engaging a greater number of students since students tend to engage in service once they have been introduced to the opportunity. In the Step Forward Day 2012 Evaluation, 45% of respondents said they stopped by the Volunteer Fair, up from 39% the year before.

Student program coordinators continued to recruit for their programs throughout the semester and met weekly for support and training. In addition to recruiting peers to serve with them, they created a meaningful experience and received training on pre-service orientation, leading a service experience, and post-service reflection. Program coordinators were assessed both before and at the end of the year. Key results included growth in the average response for being an example of someone that prioritizes service and social justice in their daily life (4.4 to 4.53), and in their confidence asking peers to critically think about serving the community (4.27 to 4.6) [*PVC Staff Pre and Post-Assessment* (5-point scale)].

All volunteers with the PVC are asked to complete a Volunteer Survey at the end of the year. In the spring of 2013, new questions were included to discover what service they engage in outside of the PVC. Forty-seven percent of respondents served with programs outside of the PVC, including Standing on Stone, service-learning projects, church involvement, and organizations in their home towns. Of these students, 87% volunteered two or more times over the year with 65% volunteering between two and ten times this year. When asked why they continue to serve students shared:

Pepperdine Tradition!

Service opportunities matched up with my passions, and I felt I could make a difference and successfully follow God's call to my life.

I have enjoyed my past experiences serving in the capacities facilitated by the PVC. I have grown as an individual based on many of these experiences. I would like to say that I returned mainly because I wanted to continue growing and serving.

It was a memorable and rewarding experience and I loved the community created.

Service-Learning Student Evaluations were used to determine students that have served as part of a course but not with PVC programs. This provided a better measure of the number of hours and number of instances that occur in service-learning courses. Each student enrolled in a service-learning course completed a minimum of 5 hours with some students reporting up to 150 hours completed in a single semester.

Service-Learning 2012-2013			
	Volunteers*	Hours	Courses
Courses using PVC Programs	401	3,989	18
Courses not using PVC Programs	707	9,480	40
Total	1,108	13,469	58

* represents the number of students registered and not the number of times they served

Representatives from community partner organizations from both PVC programs and service-

learning courses were asked to complete a Community Partner Evaluation about their experience with Pepperdine students. All community partners reported that students volunteered with their organization at least two times during each semester and the majority reported four or more (63%).

b) Closing the Loop

The Volunteer Center has consistently used data-based decision making. In addition to many examples mentioned in the first section of this report, the Volunteer continues to utilize student research in the Executive Board research project and Student Learning Outcome assessment over the past two years.

Below are some of the examples, mentioned previously, that illustrates where the PVC is closing the loop between assessment and practices:

- The Assistant Director position was added to support most of the student volunteer programs and student leaders; this position is responsible for one-time events, Project Serve and on-going programs. The Director position transitioned to support service-learning, awareness week, community partnerships.
- An Administrative Assistant position was added to provide detailed logistic and administrative support to all programs from the Volunteer Center; this includes Jumpstart administrative tasks, Project Serve and monthly internal Pepperdine system support.
- A Faculty Director of Service-Learning was added with approval from the Seaver Dean's office; currently Dr. Regan Schaffer provides expert support and consultation to the PVC team and faculty interested in or currently implementing service-learning or community-based research.
- Three years ago the PVC updated and developed new Student Learning Objectives and a comprehensive Curriculum Map to assess the objectives.
- Project Serve participants receive the same level of training through an intentional six-week training program, where all participants meet on the same night, receive information and training and then go deeper in conversations led by their team leaders.

As mentioned above, the PVC has utilized the support of a student Executive Board to provide a student voice in the direction of the office for many years. Five years ago, this student team began completing an in-depth research and assessment project during the spring semester. As a direct result of the last five-year review, the students began by researching faith integration and have since researched all of the four social justice issues areas that help organize the office: Health and Wellness, Environmental Justice, Hunger and Homelessness, and Education and Literacy. Many programmatic and training adjustments have been made based on the students' work.

- Faith initiatives added to the Project Serve training program
- Addition of program partners like FOOD Share, The Kingdom Center and Children's Nature Institute
- Increased training and orientation of volunteers in programs such as Language Connection and America Reads.

These changes are a direct result of the students work. "E-Board" students continue to report this experience as one of the most valuable of their college experience, because it is most closely related to the "real world." This is a rare opportunity to see their work and research directly contribute to programmatic changes that they can see before graduation.

From the 2011-2012 Student Learning Outcomes assessment, the PVC recognized substantial gains in students understanding of social justice but also acknowledged room for growth. As a result, professional staff enhanced training opportunities for all students and leaders.

- The Leadership Enrichment Week utilized successful trainings from the previous year while incorporating new opportunities for learning in workshops and reflection after the Urban Reality Tour.
- Project Serve incorporated success in the new training series as seen in the assessments.
- Jumpstart focused on team leader training by increasing the number of trainings and reformatting weekly team leader meetings to include training topics. Additionally, the coordinators had the opportunity for more sessions to focus on equity in the education system.
- Ongoing program coordinators met weekly to discuss equity issues in the organizations they worked with to encourage engaged conversations while serving with their volunteers.

From the 2012-2013 Student Learning Outcomes assessment focusing on engaging students more frequently in the community, more students volunteered multiple times with the PVC. Many of the new initiatives from the past year will continue into the 2013-2014 school year. Based on the data from students, faculty and community partners, service-learning continues to be one of the most effective ways to engage students in the community throughout a semester. Finally, this year is the 25th Anniversary of both Step Forward Day and the Pepperdine Volunteer Center. Step Forward Day will continue to be the best way to engage students initially in service and in making a commitment to serve.

4) Staff

Peter Thompson, Director, Master of Education, Higher Education Administration
University Service

- Service and Social Action Grant Committee, Member
- Student Affairs Spiritual Life Committee, Member
- Bonner AmeriCorps, Site Administrator
- Jumpstart, Campus Champion

Professional Associations, Committees, Conferences and Meetings

- New Directors Meeting, Bonner Foundation, November 2011
- Non-Profit Leadership Council, Ventura County Community Foundation, Member
- Lilly Fellows Program National Conference, October 2012
- Campus Compact Institute on the Carnegie Classification, November 2012
- Directors of Volunteers in Agencies, Los Angeles (DOVIA-LA), Panel Presenter, *Creating Effective University and Non-Profit Partnerships*, November 2012
- Non-Profit Leadership Institute, Pepperdine University, April 2013
- 2012, 2013, 2014 Continuums of Service Conference Proposal Review Team
- 2013 Continuums of Service Conference, Western Area Campus Compact, Presenter, *Student-Led Assessment: Five years of Student Research at Pepperdine*, April 2013
- Service Learning Workshop, Pepperdine University

Justin Schneider, Assistant Director, Juris Doctorate, Law
Began working in the PVC during the summer of 2013

University Service

- Year2 Committee

Professional Associations, Committees, Conferences and Meetings

- Licensed attorney
- Community Development Educator certificate from the CHE Network
- 2014 Continuums of Service Conference, Western Area Campus Compact

Amanda McLaughlin, Jumpstart Coordinator, Bachelors of Science, Business Administration
University Service

- Bonner AmeriCorps, Campus Administrator
- Professional Associations, Committees, Conferences and Meetings*
- Jumpstart New Staff Orientation, July 2012
 - Jumpstart September Leadership Institute, September 2012
 - Jumpstart Site Manager Think Tanks, 2012-2013
 - 2013, 2014 California Association for the Education of Young Children Annual Conference and Expo
 - 2013 Continuums of Service Conference, Western Area Campus Compact, Presenter, *Student-Led Assessment: Five years of Student Research at Pepperdine*, April 2013

Anthony Rivero, Jumpstart Coordinator, Bachelors of Arts, Political Science, English
Began working in the PVC during the summer of 2013

Professional Associations, Committees, Conferences and Meetings

- Jumpstart Site Manager Think Tanks, 2013
- 2014 California Association for the Education of Young Children Annual Conference and Expo

Haley Love, Administrative Assistant, Bachelor of Business Administration
Transitioned out of the PVC during the fall 2013 semester

Samantha Ellis, Administrative Assistant, Bachelor of Arts, English
Began working in the PVC January 2014

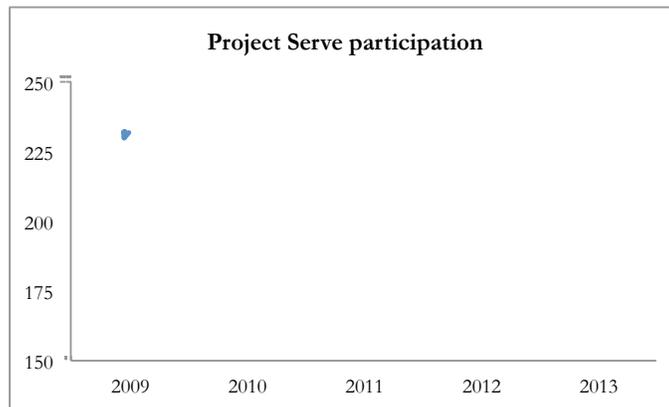
B. Evidence of Program Viability and Sustainability

1) Demand for the Program

a. Current demand for the program

The Volunteer Center tracks students on an individual level and by the number of instances they serve in the community. The total number of unique volunteers continues to increase from year to year, from 1,890 in 2009 to 2,277 in 2013. However, the total number of instances of volunteers has decreased, as noted by the drop from 5,046 instances in 2011 to 4,697 in 2013, even with the addition of service-learning data in 2012. There are many reasons for this drop, including a more accurate accounting method for students based on real participation. Also, multiple programs with high numbers of instances, like Jumpstart and America Reads, are not counted by instances. Additionally, demand for many programs exist but due to scheduling issues with students and program partner issues, there are fewer opportunities to serve.

Another factor may include the process for getting involved. Many positions in the PVC require an application process. Each year the PVC recruits Volunteer Center student leaders, Jumpstart Corps members, and Project Serve participants. Data connected to number of applicants varies by program. For the 38 positions in PVC student leadership we consistently receive over 80 applications. Jumpstart has been tracking the number of applications receiving between 150-200 applications for 104 Corps member positions. Finally, Project Serve accepts all students that are interested in participating. Students that dropped from the program were tracked for the first time in 2013 and this information can be found in the Students section of Analysis and Evidence. The table below shows students that completed the program from training through spring break.



The effects of the national recession were most directly felt in the Project Serve program and confirmed by student surveys. The number one reason for dropping from the program related to concerns over finances. The trend shown in the graph above does not reflect on the quality of the program but allows for an opportunity to focus on a smaller group of students. Additionally, students have more university-supported opportunities during spring break including Project e(X)ternship, Project LEAD and God in the Wilderness; all conducted by Student Affairs offices.

Service-learning demands continue to increase since support began during the 2011-2012 academic year. Below are the numbers of service-learning courses identified by the Volunteer Center over the past five years.

Number of Service-Learning Courses				
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
20	24	32	52	58

Interest in PVC resources has increased as well. Each fall the PVC has offered four service-learning mini-grants to encourage faculty to incorporate community-engaged scholarship. The first year only three grants were ultimately awarded and the second year there were five grant applications. Since 2011, the annual service-learning workshop has been well received by faculty in all divisions of Seaver College. Seventeen faculty members attended the first workshop in May of 2011 with 24 faculty and staff participants the following year. Finally, with the development of service-learning student evaluations, the Volunteer Center is able to provide real data to service-learning faculty. In the first year of the evaluation 417 students completed the evaluation, representing 28 classes; in the second year, 289 students in 26 courses completed the evaluation.

2) Future demand for the program

There are three main factors that contribute to the future demand on the Volunteer Center: (1) increases in the number of first year students, (2) service-learning demand and (3) a decrease in the amount of Federal Work Study money available to students.

Increases in first year students attending Pepperdine causes an increase in the number of participants in programs like Step Forward Day, which continues to attract more first year students than any other year. This is noted by the increase of over 100 students from 2011 to 2012 that corresponds with an increase in first year students that year. Even if actual participants do not increase, the PVC must still be prepared for increased registration as experienced in 2013. The Volunteer Center can continue to expect an increase over the next few years even as first year attendance levels off.

Service-learning will continue to grow as the University places more value in community-engaged scholarship. Each year, the PVC identifies more courses and faculty members who are drawn to service-learning and community-engaged scholarship. Many of these courses are supported not only by student service-learning advocates but also through many of the ongoing programs. As each academic division re-evaluates its curriculum, a clear history of including a service-learning approach emerges from the divisional level. The Business Administration division began this endeavor over 15 years ago when they developed the Service Leadership capstone program. Currently, faculty from the Communication Division are using a Lindley Community-Based Research Fellowship, awarded by the PVC, to create an intentional community focus and service-learning approach for the division. The Volunteer Center will begin working together with the divisions of Social Science, Natural Science and Fine Arts in the near future.

The third future demand affects more than 150 students employed in the PVC. The University's Federal Work Study amount decreased noticeably in the 2012-2013 academic year. As a result incoming students received smaller Federal Work Student awards. Previously, most qualified students were eligible to receive \$3,000 in Federal Work Study money over the academic year. This amount decreased by half to \$1,500 to account for the changes at the university level. This had a dramatic impact on Jumpstart. In order to participate in Jumpstart, a student must be eligible for Federal Work Study and have access to a \$3,000 award. Students receive \$10 per hour and are expected to work 300 hours throughout the academic year. In the short-term, the Financial Assistance Office agreed to increase awards to students working with Jumpstart to allow first year students to be able to access \$3,000. However, awards will continue to fluctuate, depending on the number of eligible incoming students. For the 2012-2013 academic year, the awards dropped again to \$1,000. The University is faced with a challenge to support a Jumpstart program that needs the higher amount of work study, since without the award, students will not be able to work for Jumpstart. To further compound the challenge, minimum wage will increase to over \$10 in the next three years.

- 1) Allocation of resources
 - a) Staff

Four professional staff members work with 38 PVC student leaders on a day-to-day basis with a ratio of over 9:1. The two Jumpstart Coordinators work with a total of 104 students in the Jumpstart program for a ratio of 51:1. Because the Jumpstart program is conducted using a federal grant these staff members are limited to these 104 students. This leaves the remaining two staff with 2,175 students who volunteered during the 2012-2013 academic year for a ratio of 1,087:1. As the PVC utilizes a student-led model, the ratios of Seaver students to PVC student staff is much lower. For Jumpstart the ratio is 7:1 and remaining programs are 103:1.

The department roles and years of service in the Pepperdine Volunteer Center include:

Peter Thompson, Director – 3 years
Justin Schneider, Assistant Director – 10 months
Amanda McLaughlin, Jumpstart Coordinator – 2 years
Anthony Rivero, Jumpstart Coordinator – 8 months
Samantha Ellis, Administrative Assistant – 4 months

Each staff member comes with direct experience that relates to their position and provides a framework for how they function professionally and support students. The Director has multiple years of experience and positions at similar centers at other schools as well as multiple years of international service experience. The Assistant Director brings a terminal degree, previous student

affairs experience and a strong background in many forms of justice, including international service. Both Jumpstart Coordinators have experience as Corps members and team leaders in the Jumpstart program before becoming coordinators.

While service-learning grows, the Director continues to be limited in the amount of time available to support faculty due to the demands of the Center. A high level of turnover in the last year requires more times spent for training and support of the staff and programs.

Jumpstart is an intentional program that requires a high level of administrative work to stay compliant with Federal and Jumpstart standards. Also, due to the unique location of Pepperdine, the partner pre-school classrooms are located throughout the Los Angeles Area, including Ventura County, requiring additional time to visit and observe classrooms while managing the high number of partners. Other Jumpstart sites are able to work with fewer umbrella organizations to simplify partner development and geographical spread of their community. The administrative demands often limit the amount of time to support students or often require long hours from Jumpstart Coordinators.

When new staff members are hired into Student Affairs, they are offered a mentor who can help them get acquainted with the larger department. Within the Volunteer Center, mentoring occurs mostly through a coaching partnership between the Director and each individual staff member; goal setting, collaboration and feedback loops are all encouraged during one-on-one sessions as well as annual PVC staff retreats. Additionally, staff members are encouraged to attend at least one conference a year. Student Affairs offers regular professional development sessions, which cover everything from professional writing and grammar to assessment. The University also provides a myriad of personal and professional opportunities for growth offered year-round or through two-week online training classes.

b) Student Support

The Volunteer Center cannot exist without partnerships and collaborations throughout the campus. Below is a list of a few examples of cross-department collaboration.

- Step Forward Day utilizes partnerships with Department of Public Safety, Alumni Affairs, Office of Advancement, Integrated Marketing Communication, Housing and Residence Life, Student Activities, Greek Life, academic divisions, First Year Seminars, Athletics and the Office of the President.
- Week of Hunger and Homelessness partners with student organizations like International Justice Mission and Micro-Finance Student Club as well as university departments like Dining Services and Housing and Residential Life to engage the campus in deeper conversations about justice issues.
- Week of Peace, Hope and Justice is a partnership with Intercultural Affairs Office and has grown to incorporate Inter-Club Council, Student Activities and Greek Life.
- Leadership Enrichment Week for our student leaders incorporates experts from around campus including the University Church of Christ, Seaver College Career Center, Convocation Office, Counseling Center, Office of Insurance and Risk and the Student Employment Office.
- The Volunteer Center is one of the largest student employers and the largest employer of Community Service Work Study students on campus and benefits from a partnership with the Student Employment Office to manage the students.
- The University Health Center works closely with the PVC to support TB testing for all Jumpstart Corps members and supports travel health information and consultation for Project Serve.

c) Facilities

The Volunteer Center has maximized the available space since the last five-year review. Professional staff members occupy all offices in the office suite with the Administrative Assistant working in the open area. While there is adequate space during most of the year, there are often times when students are working two to a computer and utilizing floor space to get work done. As the staff only requires up to five students in the office during any one hour this inconvenience is a choice by the student staff. However, during times when Jumpstart Corps members, Project Serve Team Leaders and participants or ongoing program volunteers must meet, the space can quickly become overfull. It also points out that students need space on campus to get their work done and would benefit from larger accommodations. In addition, accessible storage for secure files is limited in each office.

The PVC has benefited from support throughout Student Affairs. The Seaver College Career Center has training space with tables and chairs just outside the PVC, which has been used as overflow space and meeting space for students. Additionally, one of the Student Affairs conference rooms has been upgraded to include storage cabinets that house almost all of the Jumpstart supplies necessary to run a year-long pre-school program. Finally, Housing and Residence Life has allocated a storage closet in one of the residence halls to store files that need to be kept for federal compliance.

d) Attention to Legal and Ethical Issues

The PVC makes every effort to follow and even lead this campus in adhering to legal requirements and ethical issues. This is accomplished through consultation and advisement from the General Counsel of Pepperdine and the Office of Insurance and Risk. With all programs, paperwork, and electronic documents with sensitive information are securely stored for the required amount of time and properly disposed of after that time. Additionally, the following steps are taken for each program.

All student drivers:

- Student drivers are trained and compliant with University and state regulations.

Project Serve:

- Insurance and Risk reviews our locations for potential legal and safety issues with support from the Department of Public Safety.
- Site partners are vetted so that they are supporting ethical and best practices and that they are legally registered organizations.
- Students complete medical and liability releases created by General Counsel consistent with HIPAA requirements.

Step Forward Day:

- Site partners sign agreements acknowledging minimum requirements for health and safety for our students volunteering with them.
- Proper insurance is obtained from transit vendors.
- Sites are reviewed each year to determine whether site partner follows ethical practices.
- Participating students are made aware of potential risks in order to prepare accordingly.

Ongoing Programs:

- Ongoing program partners are selected based on best practices of the organization and with safety and liability issues taken into consideration.
- Participating students are made aware of potential risks and prepare accordingly.

- Orientations or background checks occur as required by law, regulation or organization.

Jumpstart:

- Program partner schools must provide parental consent for participation in the Jumpstart program for all pre-school children.
- Jumpstart students have to pass a series of tests, including TB tests, criminal background Checks, National Sex Offender Public Website checks, and Department of Justice facilitated fingerprint tests mandated by the state and/or the school districts.
- Jumpstart students undergo thorough training prior to and during their service that includes safety when working with minors.

Room exists for growth in supporting service-learning and students that engage the community as part of an academic course. Currently, individualized support is provided to faculty members who are encouraged to connect with Insurance and Risk or General Counsel. The Volunteer Center could play a stronger role in supporting faculty to stay compliant with legal and ethical requirements.

e) Financial Resources and Operational Budget

The current financial resources are adequate to support most of the programs operated out of the PVC. The biggest financial risk is Project Serve. Because of the potential fluctuation of costs, new initiatives like service-learning or additional ongoing programs are unable to budget effectively year to year. The PVC commits resources to make sure that Step Forward Day is a success and accommodates the continued growth of participation. This includes transportation and two meals for 1,500 people. Student training is a priority that requires funds during the fall Leadership Enrichment Week, ongoing trainings and retreats.

The next priority for financial resources includes weekly transportation needs. Most weeks of the year there are at least 42 service opportunities: 14 Jumpstart classroom visits twice a week and 14 ongoing programs serving at least once a week. With generous support from donors and the Office of Advancement we have four vans but still lack the ability to accommodate this level of programming. Maintenance and fuel on these four vehicles coupled with student driver reimbursement when they drive their own vehicles become a large financial burden.

The PVC received additional funds to support service-learning in 2011. These funds are fully used by supporting four service-learning mini grants, the annual service-learning workshop, and membership to California Campus Compact. No additional funds exist for annual support of new initiatives in service-learning and community-based research. During the 2012-2013 academic year, the Seaver Dean's Office acknowledged this gap by providing the PVC with funds to award two Lindley Community-Based Research Fellowships of \$5,000.

Project Serve continues to struggle with a financial model that is not sustainable. The commitment to making Project Serve affordable to students requires the PVC to not pass along true cost of the program to the students. As a result, the Volunteer Center must fund a large portion of the \$200,000 program. This has been accomplished in the past with base dollars, but the increase in travel costs each year have far outstepped the budget. The PVC has benefited greatly from the Office of Advancement and generous supporters of the program. Project Serve continues to receive specific donations to subsidize the remaining amount that students do not fundraise. We enter each year not sure of the Project Serve financial state with the potential burden affecting all PVC programs when there are years with less significant donations.

Finally, as noted in the “Future Demands on the Program” section, limited Federal Work Study will create a huge financial burden on the Center and the University. If Pepperdine continues to award students smaller work study amounts, the Volunteer Center will need to subsidize as much as \$2,000 per student to be able to maintain programming at its current level. To keep the current status of the program, over \$200,000 will be needed to supplement students within the next three years.

III. Summary and Reflections

The Pepperdine Volunteer Center is celebrating 25 years of student-led service during the 2013-2014 academic year. With continued confidence from all levels of administration, students and faculty, the PVC challenges the campus to engage the community and think more deeply about social justice issues. Below are strengths, weaknesses and opportunities for growth that highlight curriculum and goal alignment with the University and national standards.

A. Strengths

The PVC continues to excel in the following areas:

- Community engagement and the scholarship of community engagement are proven high impact practices bridging the gap between Student Affairs and Academic Affairs.
- 25 years of successfully providing meaningful service opportunities for the Pepperdine campus, nearly all of it led by students.
- A history of data-driven decision making from student Executive Board students and programmatic assessment.
- Leading the campus toward the mission of service through high visibility programs and university traditions like Step Forward Day and Project Serve.
- The number of volunteer hours and unique volunteers increases year to year.
- All PVC goals and programs are in complete alignment with Pepperdine Institutional Learning Outcomes.
- The PVC meets all Educational Effectiveness Indicators as found in Appendix 5.

B. Challenges

The PVC faces challenges in the following areas:

- Maintaining consistent, sustainable community partnerships.
 - The non-profit community has high turnover of volunteer coordinators; it is one of the first positions to go as funding sources become scarce.
 - In addition, fewer one-time service opportunities exist for our students as organizations increase in sophistication and asset-based development principles.
 - Jumpstart partner pre-schools require too many modifications to Jumpstart curriculum.
 - Scheduling conflicts between college students’ and non-profits’ needs.
- Transportation for students to service opportunities. The PVC operates four vans that are aging; the most recent vehicle is over five-years old, and these vehicles cannot accommodate 42 service opportunities each week, which requires students to drive their own cars, enhancing liability concerns.
- Compliance with increased program requirements and regulations, specifically within the Jumpstart program. Compliance issues take valuable time away from student development and pre-school partnership building.

- Service-learning assessment. Service-learning is assessed by the Volunteer Center but needs a comprehensive university assessment strategy to fully understand and assess if students in service-learning courses are meeting the objectives set by course instructors.
- Service-learning as a decentralized curriculum practice. Institutionalized service-learning requires a coordinated effort and many of the most successful models include utilizing a service-learning pedagogy as an important factor in evaluating teaching and learning for rank, tenure and promotion.
- The PVC brand is rich with tradition, but a “volunteer” center is out of date with best practices today, since it does not speak to the deeper engagement and justice goals and is often mistaken for a volunteer clearinghouse.
- The Project Serve funding model. Students raise a portion of the overall costs, yet most students view their fundraising goal as too high. Because of the increased cost of travel, the financial burden is not sustainable and is too heavily dependent on year-to-year donor support.
- Databases and student tracking tools. The current method of tracking student volunteers utilizes outdated systems that require extra human resource hours to maintain, which makes it more difficult to stay current with who is and is not being served by PVC programs.

C. Opportunities for Growth

In order to continue toward the next 25 years of successfully engaging students in service, the PVC has identified the following areas for growth:

- Selection for the Carnegie Classification for Community Engagement in 2020, with appropriate university-wide direction.
- Pepperdine as a leader in service-learning. Pepperdine has the opportunity to become a leader in service-learning in the context of Christian higher education through more conference presentations, faculty and staff publications, and involvement in regional and state initiatives.
- Focus on initiatives in Ventura County. Increased visibility in Ventura County provides opportunities for Pepperdine to make unique long-lasting partnerships with a demonstrated community need and collaborative opportunities.
- Enhanced data collection systems that lead to more fully disaggregated data on students’ participation and learning.
- Divisional approach to service-learning/community-based research in Seaver College with faculty liaisons or a council/advisory board of service-learning faculty members.
- Deeper partnerships with other offices on campus that share values related to service, diversity and social justice. A move toward a more collaborative approach could benefit student-learning.
- More intra-university collaboration and engagement. Other potential partnerships include the Social Action and Justice Colloquium, Center for Faith and Learning, Center for Global Justice, Palmer Center, GSEP’s Social Entrepreneurship program, graduate school engagement initiatives, and Human Resources employee service.
- Continued improvement finding and utilizing direct methods of assessing student learning.
- Increased involvement and assessment beyond graduation of Seaver alumni.
- Utilize the five-year review process and ongoing assessment to develop strategic initiatives for the next five years that aligns with the Student Affairs, Seaver College, and University strategic planning.

EXTERNAL REVIEW

February 2014

External Review Members:

Jeff Bouman, Director, Service-Learning Center, Calvin College

Megan Voorhees, Service-learning Consultant and Former Director of the Public Service Center and Assistant Dean of Students at the University of California, Berkeley

Introduction

The opportunity to participate in a self-study or external review provides critical feedback for redefining the role and mission of organizations. Our analysis of Pepperdine University's Volunteer Center (PVC) is grounded in the Center's detailed self-study, a review of the Volunteer Center's website, multiple phone conversations with the Center Director, and our observations during a campus visit in January 2014 that included meetings with students, community partners, Center staff, campus colleagues, faculty and other administrators.

Reports of this type are highly dependent upon a range of factors (*e.g.*, persons with whom external reviewers met, accuracy of the self-study, other activities occurring during campus visit) that reflects a period of time. Moreover, reports of this type are tangible documents that exist in perpetuity but do not easily reflect the nuances of relevant organizational and institutional contexts. Thus, we strongly recommend this document be seen as guidance rather than fact, and that its distribution be carefully considered. We also recommend that readers keep in mind that all recommendations are suggested that we believe could be implemented in the next five years, not immediately.

Executive Summary

Areas of Excellence: The Pepperdine Volunteer Center (PVC) is a professional, well-led Center engaging an impressive number of students in service (especially considering the geographic location of the campus). We highlight many strengths of the PVC throughout the report but we especially commend the following:

- The PVC clearly took its last five year review seriously and has implemented many of the changes that were identified. The PVC now has the right staff in place and is developing programming to support faculty in offering more course-based service opportunities.
- The PVC offers a strong year-long leadership program for its student staff that is well-respected by campus leaders, colleagues and the students themselves. The PVC offers extensive training, opportunities for reflection and many hands-on leadership opportunities for student staff.
- The PVC and campus have put a significant number of resources into ensuring that Jumpstart is a quality program that addresses a significant community need and offers an intensive learning opportunity and work-study funds for low-income Pepperdine students.
- Community partners and campus members overwhelmingly described the PVC as a welcoming space for students that is clearly committed to continuous learning.
- The PVC is contributing a lot to both the campus and the larger community, especially given the recent staff turnover and its relatively modest budget.

Opportunities for the Volunteer Center for continued improvement: Over the next five years, we recommend that the PVC focus on five recommendations (other suggestions and/or areas for exploration are named throughout the full report):

1. Faculty Support: Now that that the PVC has a full staff, we strongly recommend that the PVC focus on increasing its focus on supporting curricular service-learning. Recommendations include developing a clearer role for the Faculty Director, creating a “faculty champions” group that can help to train and support other faculty, developing programming for cohorts, identifying how to better link community needs to faculty research interests, and working to brand the PVC as a Center that serves faculty as well as students (which will include a name change for the PVC).
2. Advisory Board: We recommend that the PVC immediately develop an advisory board of faculty, students, community partners, and alumni to support the Center. The initial focus of the Board should be on making a recommendation for a new name for the PVC, fund development, and advising the PVC on how best to support faculty and the development of more curricular service-learning.
3. Community Partnerships: The PVC has many ongoing community partnerships. We recommend continuing to focus on how to create deeper, more continuous commitments to community partners and have provided possibilities for this throughout the report. Recommendations include developing more “touch points” with community partners involved in Step Forward Day, assessing community impact, offering training for community partners, etc.
4. Step Forward Day: This day of service is a signature event for the campus but needs to have more community impact (and increasing community impact will have more student impact). We strongly recommend that Pepperdine aim to have students involved in at least 4-6 hours of direct service on this day and that students engage in more reflection. In order to make these significant changes feasible, we recommend that the campus consider coordinating the on-campus part of the event so that that PVC can focus on developing quality service programming.
5. Project Serve: This spring break program is also well-known across campus and the PVC has done a good job of strengthening the educational focus of these breaks. We recommend the PVC explore the possibility of offering a semester-long course that is linked to the breaks in order to increase the reflection after the service trips and to ensure that students engage in local service that helps them prepare for, and later reflect on, their service breaks.

Opportunities for Pepperdine University to deepen service engagement: Although we were asked to review the work of the Volunteer Center, we thought that there were a few things the University could do to better enhance service and community engagement efforts and, thus, to better prepare students to be “servant-minded” as is called for in the University’s mission. Our recommendations include:

- Definitions of service: The campus may want to consider expanding and clarifying its definition of “service” in order to help campus members remember that every career and academic field can be of service to the larger common good. More than most campuses, Pepperdine talks a lot about the importance of service but too often we heard service described narrowly (often as volunteer opportunities to provide direct social service to those in need). Examples of ways the university community could expand its definition of service include a consideration of how service and justice interact, how service affects economic

- conditions, service and education, and service and political engagement, to name just a few.
- Step Forward Day: As recommended above, we believe the campus and community would benefit from shared administration of this important campus-wide event.
 - Community Engagement Collaborative: The University could consider developing a “community engagement collaborative” that helps to better connect the many units and individuals across campus that are engaging students in the community. Strengthening this network could help the campus develop strategic interdisciplinary community-based initiatives, could help the PVC better communicate with the community about the many ways to partner with the campus, and could deepen campus-community partnerships. We also suggest that a sub-group of this collaborative needs to develop a coherent strategy and mandate for short-term service (eg spring breaks) and ministry activity, along with a comprehensive effort to assess the learning and development outcomes of these activities.
 - Jumpstart: The Jumpstart program appears to be an excellent program that is addressing a significant community need while providing a quality educational experience for many Pepperdine work-study students. We strongly recommend that the University identify funding that can help sustain this program (whether it continues to be a part of the national program or not).

Report

We have structured our observations and recommendations into ten sections that are loosely based on the CAS standards and the Self-study Report.

Part 1: Mission

Mission: The PVC’s mission statement is to “develop and support student leaders who engage their peers in meaningful service and build strong partnerships with our community.” This mission is a direct reflection of the University’s mission and it reflects the importance of student leadership, community partnerships and meaningful service. However, the mission statement no longer describes all the work of the PVC due to the fact that the PVC also provides substantial support to faculty. The mission statement should be revised to reflect the expanded work of the Center. We also recommend that the new mission statement address the importance of measured learning, reflection, and the importance of service that addresses needs that are identified in partnership with community leaders, representatives, and members.

Part 2: Programming: Activities and Outreach

Overall, the programming currently offered by the PVC appears to be well planned and executed and it is clear that the Center has successfully worked hard to respond to concerns raised during its last five year review. We especially applaud the following:

- 65% of Seaver College students are engaged in PVC programs (a much higher percentage than is typically seen on a college campus).
- The PVC is recognized across campus and in the community for its strong student leadership program and its commitment to quality training, supervision, advising and reflection.
- Programs have well-defined student learning outcomes.
- The PVC is intentionally focusing on increasing student involvement in reoccurring activities versus just one day/one time service projects.
- Training and preparation activities for Project Serve have increased over the past five years.
- Jumpstart is successfully engaging financial aid eligible students in significant service that is

- clearly respected by community partners.
- Step Forward Day is well-known across campus and in the community and engages not only students but staff, faculty and alumni. We have the following suggestions for how to improve existing programs:

Faculty Support: The campus responded to the last five-year review by expanding support for faculty in developing service-learning courses and campus-community partnerships. We recommend that the campus and the PVC continue to expand this support for faculty. Specifically, we suggest that:

- 1.) The campus develop a clearer job description for Faculty Director of Service-learning and ensure that the job is one that others could be hired to do (the job is currently designed primarily for the incumbent and is based on her relationships and reputation on campus and in the community).
- 2.) The Center has added service-learning and community-based research support but the Center is still branded as a student-centered program and not also as a place where faculty can receive support. We believe it is time for the Center to change its name. As is elaborated upon in two recent reports ("Rationale for Proposed Name Change to the Center for Service and Social Justice" and "Waves of Service" which was a Pepperdine Volunteer Center Proposal written in November of 2009), the current name of the PVC no longer describes the extent that the Center works with faculty or the many ways the PVC engages students in the community beyond volunteering (the Center employs many students and students also receive units for their service).

We were asked to make a recommendation for a new name but we believe that the campus needs to engage in a thoughtful process in order to engage stakeholders in this important decision. The new name should be an umbrella name like "Center for Community Engagement". Because the "Pepperdine Volunteer Center" is a well known name on campus, that name could still be used to describe the co-curricular student programming that is coordinated by the Center and then a new sub-name could be developed to describe what students do under the auspices of faculty oversight – perhaps the Pepperdine Center for Service-Learning, or Center for Academic Community Engagement, or Center for Social Justice. We don't particularly like the *Center for Service and Social Justice*, partly because of its implication that service and justice are always closely tied. (We recommend considering Keith Morton's theory here that we shouldn't advocate for a spectrum leading from charity to justice, but rather acknowledge that both charity and justice can happen in thin and thick ways – both are good when done with an appropriate thickness).

We would also like to note that the campus may want to focus on securing an endowment for the PVC at this time, as this could be a naming gift opportunity. Many people on campus expressed interest in this idea and agreed that this might be the right time to focus on fundraising for the PVC.

When the PVC does change its name, a thoughtful marketing campaign should reach out to all campus members and help educate people on the breadth of activities that the PVC currently supports. Marketing materials (especially the website) should engage faculty as critical stakeholders of the PVC (currently the website, printed brochures and even articles about the PVC focus on how the PVC serves students).

3.) Community partners would be very interested in more strategic support linking them with faculty and curricular initiatives, and they are confused by the many different ways they can connect with campus. Can the PVC develop to be the clearinghouse for community leaders seeking ways to connect with campus? Or can the campus develop an online portal that links community partners with the myriad of ways that the campus engages students locally?

4.) Develop a cohort model for faculty involvement. Begin with a significant touch point for PVC

staff during the new faculty orientation. Maintain contact with faculty during their first five years of teaching, possibly pairing new faculty with faculty seasoned in the pedagogy of service-learning or community-based research.

5.) Create a faculty champions group made up of key faculty, provide some minimal stipend for their involvement as recruiters and mentors, perhaps by college or department, and equip them to train faculty colleagues in the pedagogy and scholarship of service-learning and engaged teaching.

6.) Nominate a faculty member for the Thomas Ehrlich award each year through the national Campus Compact.

- Jumpstart: Jumpstart is a quality program that is core to the campus living into God's call while also supporting the education, retention and funding of low-income underrepresented students. The program is currently in danger due to decreased grant funds and decreasing work-study funds on campus. We strongly recommend that the campus secure long-term funding that can help continue this program even if the national Jumpstart program ceases to exist. If possible, the PVC should also explore the possibility of not offering AmeriCorps education awards to Jumpstart students as it is clearly taking significant staff FTE to manage the program administratively and the AmeriCorps education awards add to this burden. This might be an ideal program for which to raise public service scholarship funds (see section on Financial resources for more detail on these types of scholarships) or to ask schools to provide some funding.
- Step Forward Day: This day of service is clearly an incredible Pepperdine tradition and serves to engage many students in the community early in their time on campus. Every campus member that we spoke with believes this service day should continue. Some community partners, however, shared that they feel Step Forward Day is primarily an event that benefits the campus and, as one key community partner commented, "we only participate in Step Forward Day because we hope it will mean that the campus will partner with us in other ways throughout the year". Considering how much funding and staff time (a total of more than \$50,000) go into this event and also considering that this is a signature event on the campus, this event should be having a greater positive impact on the larger community and on students.

We specifically recommend the following:

- 1.) On average, most students are only spending two hours at the service site. We encourage the campus to work towards students spending at least 4-6 hours at the service site (at other campuses, students bring a brown bag lunch to their site so that they can stay longer).
- 2.) Step Forward Day is an excellent opportunity to educate students about the complexity of service and we encourage the campus to make this day more educational where possible. Could chapel the week before the service day focus on why service is core to Pepperdine's mission? Could all residence halls coordinate a reflection session the day after Step Forward Day?
- 3.) Community organizations that provide projects for Step Forward Day should receive detailed information about the many other ways they can partner with the campus (not just the PVC, but also the non-profit minor, graduate schools, etc) and also have an opportunity to suggest other ways the campus might partner with them.
- 4.) In order to make it possible for the PVC to have the time to develop more significant service projects and sustained relationships with community partners, we encourage the campus to consider staffing the coordination and implementation of the on-campus portion of the Step Forward Day

with non-PVC staff. This event is clearly a campus-wide event (as evidenced by the Step Forward banners across campus) and should be staffed as other big events on campus are. On campus staff could coordinate any on-campus meals before or after the service experience, and any entertainment activities that are also offered (such as a post-service concert). In addition, we recommend that the PVC hire two students to work on the event throughout the summer so that service projects are well-designed and educational materials can be developed. Other campuses have often been able to find corporate sponsors to help defray the cost of these big days of service.

- **Project Serve:** The PVC has done a lot over the past few years to strengthen this core program by adding six weeks of training before students go on the break. The program could be even stronger if students returned to campus and continued to reflect on their experiences, and also volunteered locally. One way to structure this would be to have all participants enroll in a semester long course in which they prepare for the trip, go on the trip (these hours would count towards class time), volunteer locally (ideally the local service focus would be related to the service focus of the trip) and reflect on their experiences.

We also encourage the PVC to explore offering more breaks locally. We recognize that there is a strong campus culture of students going overseas for spring break, but perhaps it is possible to initially incentivize participation in local breaks where students learn about the many different “worlds” within hours of the campus. Local breaks would help to teach students that service can be part of their daily life and not just a “vacation”.

There are breaks offered by other units across campus (residence halls, campus ministries) and we wonder if it might make sense for the campus to develop an “alternative break collaborative” where campus units determine if there are ways to partner together to strengthen their respective breaks and decrease the amount of time spent planning breaks.

- **Ongoing Volunteer Opportunities:** The PVC does an excellent job of offering on-going volunteer opportunities and community partners are clearly grateful for these partnerships. However, people on campus don’t know about these opportunities. It may help if the PVC develops a name for this program and/or a marketing strategy so that students and other campus members begin to know about these programs as much as they know about Project Serve or Step Forward Day. It would also be good to focus on linking the ongoing projects with related courses and/or offering internship units for students who commit to a semester of service.
- **Student Leader Training:** Overall, student leaders seem well supported and trained for their roles. Several student leaders thought that the fall week-long training should focus more on getting them ready to do their jobs (skills training) and that trainings throughout the year could then focus more on social justice education.
- **Student Organization Training:** Currently, the PVC does very little training and advising for student leaders that run their own service organizations (eg Circle K). It seems clear that the staff do not have the time to do significant advising with all service groups but we do wonder if it might be possible for the PVC to host an annual “Student Service and Social Justice Conference” for all student leaders engaged in leading service projects (including Philanthropy chairs in the fraternities and sororities, all PVC student leaders, students leading residence hall spring breaks, etc). This one day conference could serve to help deepen service programming across campus and also help to foster more partnerships across campus.

- Marketing: Student staff felt strongly that the PVC could do a better job of “getting the word out” about the Center and its programs. We actually thought that the PVC is well-known on campus and that marketing strategies should focus more on the following:
 1. Changing the name of the Center to a name that better represents the work of the Center.
 2. Developing the website and materials to better engage faculty.
 3. Highlight the many paid positions the Center offers students (we are guessing that the Center pays more students than many other units on campus, an invaluable service for students).
 4. Using marketing materials to educate students about local social issues.

Part 3: Leadership and Human Resources

We were impressed by the staff and organizational structure of the Center and do not have any major concerns. To be specific:

- Professional Staff: The PVC professional staff are well-qualified for their respective roles and are well-respected across campus and in the community. There have been 3 staff added in the past year and many people commented that it feels like “the right people are now in place”. The Center seems to be well-organized and there are clear job responsibilities for everyone, and staff appear to work well with one another. All staff noted that it is difficult for the two Jumpstart staff to have to report to both Jumpstart and the PVC Director. There is not an easy way solution to this issue and it is clear the Director and the two Jumpstart staff have been trying to figure out how to minimize the complexity of basically having two supervisors. We encourage the PVC staff to continue to explore how to have Jumpstart play more of a “funder” role instead of supervisory role and for the Jumpstart staff see themselves as primarily PVC staff.
- Student Staff: The PVC appears to do an excellent job of recruiting, training and supervising a large number of student leaders to run its program. The PVC's commitment to student leadership not only increases the PVC's capacity to offer a variety of opportunities to students but also provides an excellent experience for the student leaders themselves. It might serve the PVC well to treat student staff more like “staff” than “student leaders” and provide students with detailed work plans (especially at the beginning of the year) and short written performance evaluations each semester (including short written evaluations from appropriate community partners). One community partner also felt that it would be good to meet with their respective student coordinator of ongoing volunteer opportunities more regularly at the beginning of the year (these student leaders should spend a day of orientation at the site of their community partner.)
- Advisory Board: As was recommended by the last external review, we strongly recommend that the PVC develop an advisory board made up of faculty, staff, students, community leaders and alumni and we think this should be a priority in the next year. The Board could provide support for long range planning and programmatic guidance, but also could support efforts to endow the Center. We recommend that the Board initially focus on three areas:
 1. Advising the PVC on how to best support faculty and curricular service-learning. These discussions should include programmatic decisions but also how the PVC could better market itself to faculty (including developing the website, changing marketing materials, etc.). This group could also be involved in forming the smaller subgroup of faculty champions for

service-learning community-engaged teaching.

2. Deciding on a new name for the Center.

3. Supporting campus fundraising efforts to endow the Center and expand resources for curricular support and for funding low-income students to engage in service.

Part 4: On-Campus Partnerships and Collaboration

The Volunteer Center has partnerships and relationships with many campus units (see self-study for some specifics) and everyone we met described these as healthy partnerships. The PVC might want to explore possibilities for stronger partnerships with the chapel (especially now that a new Chaplain has been hired) as there could be rich possibilities for linking spiritual development with service experiences. This could be a focus for the PVC in two years when the PVC focuses on its learning outcome related to faith development. We also think the PVC and the Social Action and Justice program could develop a stronger partnership but we must note that we were unable to meet with anyone from the SAAJ program.

Pepperdine University engages students in the community in many different ways. However, it seems that the many different staff and faculty leading these efforts are not communicating with one another. A stronger network across campus would help community members more easily partner with campus (one community partner commented that she has 9 different contacts on campus), develop innovative and interdisciplinary programming, and develop a collegial support group for all those coordinating community engagement.

This group should not be solely convened by the PVC but should be co-hosted by a high level administrator in Academic Affairs (perhaps the Provost?) so that invitees understand the importance to the campus of this convening. Invitees should include (but not be limited to): the Graduate School of Education and Psychology's mental health initiative at the Urban Rescue Mission, the Law School's legal aid clinic, the Seaver Teacher Education program, the Center for Teaching Excellence, faculty who coordinate internship and field studies programs, the Social Action and Justice (SAAJ) program etc.

There also has to be a larger conversation within Student Affairs regarding overlapping, but unconnected commitments to volunteer and philanthropic activity. Residence halls, and chartered Greek communities each have a history of organizing activities that should fall under the auspices, at some level, of the staff in the PVC. Training students, communicating with community partners, reporting levels of activity, and engaging students in general learning, as well as a host of developmental growth in areas such as anti-racism, an understanding of justice and charity, and issues related to creation care, to name only a few - each of these require the attention of a staff that is professionally trained to bring the full resources of the university to bear on the learning and development processes of its student, staff and faculty.

Part 5: Community Partnerships

The PVC provides invaluable volunteer support for over 80 different local community organizations (as well as many international partners through Project Serve) and the community partners that we met with strongly voiced high satisfaction with PVC. They felt the staff and student leaders were very professional and represented the campus well. We applaud the fact that the PVC maintains long term partnerships with at least 14 partners-something many campuses struggle to do.

As the PVC continued to work to strengthen its partnerships, we recommend the Center consider

the following ideas:

- Seek to link existing partners with faculty and curricular offerings. Community partners were very interested in working closely with faculty and this strategy could serve to engage more students consistently.
- We also recommend the PVC consider providing training once or twice a year for all community organizations working with volunteers that would include an orientation to the offices that exist on the campus with which they may partner, an introduction to the PVC's service philosophy, and possibly other professional development opportunities for community partners (training on how to supervise student volunteers is often a topic of interest for non-profit staff, but community partners may also be interested in training from campus faculty and/or staff on a wide range of other topics). This training day might be a collaborative project with other units across campus.
- Seek to deepen place-based partnerships over the long term. For example, PVC, or Pepperdine departments, or Residence Halls, could each commit to particular partners in a multi-year fashion, and in this way mitigate the vicissitudes of students' short tenures on campus. A resource we recommend for parts 4 and 5 is Barbara Jacoby, and Associates, *Building Partnerships for Service-Learning*, (2003, Jossey-Bass).

Part 6: Ethics and Legal Responsibilities

We are not able to comment extensively on the areas of ethics and legal responsibilities.

However, nobody we met with had concerns about the PVC and many people commented that the PVC staff are very ethical and focused on high-quality work. Community partners emphasized that the PVC was good about focusing on risk management and safety issues. We are impressed that the PVC effectively manages vans and so many service projects on Step Forward Day.

A resource we suggest in this area is the book, *Service-Learning Code of Ethics*, (2005), Chapdelaine, Ruiz, Warchal and Wells (Anker Publishing).

Part 7: Facilities and Technology

Both facilities and technology seem to be appropriate for the needs of the PVC. As the PVC develops its work with faculty, there may eventually be the need for more office space in a location that would draw in faculty or perhaps PVC staff could hold office hours for faculty in the Center for Teaching and Learning. Regardless, the current office needs to be more welcoming for faculty - including photos and written materials that demonstrate how faculty serve the community through their teaching and research.

Part 8: Equity and Access, and Diversity

Community Partners, Student Affairs colleagues and students all commented that the PVC demonstrates a real commitment to not only welcoming all students but actually training student leaders to address issues of discrimination. One Student Affairs colleague said that the PVC "is known for its social justice orientation" and everyone said that staff do a good job of teaching students communication skills and how to work through conflict.

The Jumpstart program includes a high level of student participants representing a diversity of ethnic and cultural and socio-economic backgrounds. This may be in part due to the nature of the service as

these are paid positions, but it also fits with national trends that show a higher level of involvement with service and philanthropic activity on the part of communities of color and lower income communities. One reason for Pepperdine to consider alternative funding models for the Jumpstart program, as well as a broader investment in community engagement activities in general, is the way these activities bolster the University's larger goals toward becoming a more diverse community.

One of our conversations with Pepperdine staff members included a lengthy discussion of the possibility of shifting the service paradigm at Pepperdine to one that sees service as a vehicle for social change. In this model, faculty and students would work in service-learning placements as a way to address "emancipatory impulses" in addition to a simple desire to do good. A suggestion we agreed might prove fruitful was the idea to develop student training for grassroots advocacy and activism.

Part 9: Financial Resources

In order to engage more students in meaningful service, the PVC will need more resources and sustained funding over time. These are some possibilities that were explored during our visit for fundraising goals:

- Seeking funding to help engage faculty in service-learning efforts (mini-grants to cover the cost of engaging students in service projects and for community partner honorarium; faculty awards for either course release time or to award their participation, funding to pay for writing retreats so faculty are supporting in connecting their scholarship to their service-learning efforts, etc). Faculty engagement needs to be better funded immediately (and should not continue to be funded primarily from grants for the Non-profit Center).
- Seeking a program endowment that could also be a naming gift.
- Seeking funding for scholarships to enable more low-income students to be involved in longer-term service projects. (One example we shared was from the University of CA Berkeley where they were able to raise a \$9 million endowment to fund 100 \$5000 scholarships for low-income student leaders engaged in public service.)
- The PVC should start tracking its student participants, so it's able to reach alumni in the future. If nothing else, the PVC should create a social media group for its alumni to facilitate communication in the future.

Part 10: Assessment and Evaluation

The PVC, along with the entire Division of Student Affairs, has an impressive focus on assessment and evaluation. We thought the student learning outcomes and process for assessment were appropriate and we appreciated how student staff were involved in assessment and evaluation - including through an extensive research project led each year by the Student Executive Board.

Unlike other areas of Student Affairs, the PVC has other important stakeholders besides students and we recommend that the PVC focus more on seeking faculty and community partner input. Some of this input can be sought through the new Advisory Board or faculty champions group, but there should be other mechanisms for assessing community impact and also getting feedback from faculty and community partners. Assessment and evaluation strategies will need to take into account that these two stakeholder groups tend to be very busy.

The question of how well the PVC is meeting its larger goals, including student learning outcomes as well as connecting directly to the Pepperdine mission, is a fair one and one that demands a careful set of assessment strategies. Key performance indicators should be established on a broad level, and a diverse set of strategies for gathering evidence should be developed. In addition, consideration

should be given to current systems for tracking students and maintaining databases that are outdated and that require more human resources than are available. Effort should be given to identifying ways that updated tools, either in the form of external or internal technology resources, can be secured that bring this element of assessment and evaluation up to date.

We would like to note that we thought the reporting process for student learning outcomes within the Division was too in-depth. Although assessment of student learning outcomes is important, the PVC needs to focus more time on faculty and community partners. We recommend the Division explore asking for just two reports a year - a mid year report and annual report.

We would also like to suggest that Student Affairs modify the approach to structuring visits with external reviewers. Our experience is that we were on campus for two full days of meetings, and then we were asked to meet with campus leaders for an exit interview just minutes after our last meeting. We were also asked to fill out a hard copy of a form with quantitative questions designed to capture our initial thoughts. Based on our experiences as external reviewers, we would like to suggest that the Division consider having reviewers stay for a half to full day after meetings to begin the process of writing the report and having time to reflect before participating in an exit interview. We also suggest that if you continue to use the form that we were given, that the form be given to reviewers electronically so that they can easily make some written comments as a quantitative assessment of a Center can be easily misinterpreted.

Conclusion

This review process illuminated several key strengths of the PVC and elicited many recommendations. As external reviewers, we were honored to learn more about Pepperdine University in general and the PVC specifically.

In closing, we want to emphasize that we believe the PVC is positioned well to play a key role in enabling the larger university to fulfill its mission of service to the community. If knowledge does, ultimately, call for a life of service, as claimed by the Pepperdine pledge, then the definition of, and place for, service, in both curricular and co-curricular terms, is deeply relevant. More centrally connecting the work of the PVC to the university faculty over the next five year will inevitably prompt a necessary attention to this key element to the Pepperdine ethos and mission.

RESPONSE TO EXTERNAL REVIEW

The external review process was an invaluable resource to Volunteer Center staff, students, service-learning faculty and community partners. PVC Staff were humbled by the overwhelming participation in review meetings and the feedback from the external review team. Each group that came together to meet with the reviewers left the discussion with a higher resolve to support the Volunteer Center and champion justice at Pepperdine. Students talked of new ways to fight injustice; community partners asked for the list of fellow organization representatives because of the connections they made; faculty shared the deeper desire to share service-learning with colleagues; and finally, the PVC staff were affirmed in their work with new ideas and implementation strategies.

Overall, the recommendations from the external review will be incorporated into an improvement plan; however, a few ideas will need further development before implementation. The Volunteer Center will include the following recommendation in the Quality Improvement Plan:

- Solidify the role of Faculty Director with a clear rotational cycle and job description
- Develop a faculty champions group to support fellow faculty and service-learning direction

- Create a more “faculty-friendly” Volunteer Center
- Find more “touch points” for community partners that participate in Step Forward Day
- Focus on the service experience for Step Forward Day
- Investigate the possibility of a service-learning course as part of the Project Serve experience
- Increase the post-service experience for Project Serve participants
- Work with the Provost’s office to convene a university-wide Community Engagement Collaborative
- Rewrite mission statement to adequately reflect the growth of the Volunteer Center
- Explore Project Serve sites in California
- Become a training and development center for all service and social justice students involved in other clubs and organizations that have service requirements, and within Student Affairs
- Collaborate with Seaver Alumni Affairs to reconnect PVC alumni and Pepperdine students that engage in service
- Explore changing the name while keeping the continuity of the Pepperdine Volunteer Center

A few ideas proposed by the external reviewers were valid suggestion but will take more time than the Quality Improvement Plan will allow. The following recommendations will not be included:

- Creating an Advisory Board. However, the goals outlined in the external review will be developed through the faculty cohort, community engagement collaborative and work with advancement
- Increasing the hours served on Step Forward Day to six hours on site. The staff will make changes to maximize the service experience with the goal to support more meaningful service.
- A few suggestions that are outside the scope of the Volunteer center including:
 - Defining “service” for all five schools
 - Creating an endowment for the PVC
 - Moving control of Step Forward Day outside of the Volunteer Center

The written report from the external reviewers includes many positive ideas associate with the current status of the Volunteer Center. This affirmation shows the extent of growth the PVC has achieved over the first 25 years. The University has shown its pride in the PVC through support for events like Step Forward Day, Project Serve, and programs like Jumpstart, which were echoed by the reviewers. Additionally, the approach of developing social-justice-minded students that value the community re-affirms the direction and importance of the center on campus. We agree with the reviewers that we have the right staff in place and that this is the right time to move to the next level of engagement.

The reviewers pointed out a few themes that are relevant to the future of the PVC and mirror many of the strategic goals of Pepperdine.

The first theme is around faculty development and the future of community engagement scholarship. The PVC should to be a place that speaks to professor and academic affairs both in the tangible form of physical space and website presence, but additionally in name and actions. This aligns with Goal 1 of the Pepperdine strategic plan: “Advance student learning and superior scholarship.” This will attract engaged faculty and students, supporting each in developing new ways of understanding and serving society and the world.

The next theme relates to the overall center and making sure that it reflects the growth that has been achieved over the past 25 years. This includes looking at the mission of the PVC to more fully

incorporate all aspects of the center, showcasing the depth of how the mission of the University is achieved through service in the PVC. These changes match Goal 5 of the University's strategic plan: "Develop resources that support the aspiration to be a premier, global, Christian university." We continue to support students living the mission of Pepperdine through local and international service.

Additionally, the external reviewers noted the theme of program excellence. While they commented on the successes of our work, we take seriously the opportunities to engage more students, increase student learning, and achieve university goals in practical ways. Step Forward Day will continue to grow in terms of positive impact on the community through increased service hours and a focus on sustainability throughout the event. Jumpstart continued to be praised for achieving learning outcomes in Pepperdine students and preschool children from low-income communities. The PVC is committed to early childhood education and will develop contingency plans to achieve the same goals as funding and compliance continue to plague the national organization. These renewed commitments meet Goals 2, 3, and 4 of strategic plan: "Strengthen our commitment to the faith mission of the University," "Build meaningful community and enduring alumni loyalty," and "Increase institutional diversity consistent with our mission." These goals align with supporting students' understanding of God's call for justice in the world and co-curricular program excellence. Also, students are better equipped to model service and leadership in underserved population and more multicultural experiences serving local communities.

The theme of community partner support exemplifies the extent to which the PVC is embedded in the local community. The focus on community partners aligns with Goals 1, 3, and 4 of the *Pepperdine 2020: Boundless Horizons* document. Superior scholarship is achieved through the community as reciprocal partners and co-educators; community is built through long-term, intentional interactions with the community placing students in diverse surroundings that challenge their understanding of "other" and "neighbor." The PVC will look into more opportunities to serve with partner organizations and recognize our role as a community builder and a community educator through on-campus educational opportunities for partners.

Finally, the reviewers recognized the unique mission of the PVC that so closely aligns with the mission of the university. While challenging the PVC to live that mission fully, they took the opportunity to share a desire for the University to come together over the theme of community engagement and to utilize the PVC as a support mechanism to the greater university. They saw potential for university-wide collaboration and endowment or naming rights for a center like the PVC to more fully realize university outcomes and mission.

Each theme supports many of the self-evaluated goals, challenges, and successes outlined in the self-study. The reviewers brought tangible and practical suggestions that are welcomed by the PVC team and feed directly into the Quality Improvement Plan.

GOALS, ACTIONS, AND QUALITY IMPROVEMENT PLAN

Goal 1: The Volunteer Center will become a relevant place for faculty to find resources and develop community engagement skills for the curricula and co-curricula.

Action 1: Develop a more comprehensive job description for the Faculty Director of Service-Learning and clear rotational strategy

Evidence: The external reviewers directly pointed to the need for a clear job description, which is consistent with the program review self-study. This year, as the current Faculty Director entered her

second three-year rotation, it became evident that service-learning through the PVC cannot rely on one person but the development of future Faculty Directors.

Expected Outcome: Creation of a specific job description, expectations, and roles for the Faculty Director while exploring current expectations for course release and compensation. The result will be a competitive and prestigious role for faculty that attracts the best faculty from all divisions. This will lead to greater engagement from faculty with the goal of increased quality and quantity of service-learning classes.

Responsible Parties: Peter Thompson, Director the Pepperdine Volunteer Center with support from current Faculty Director, Dr. Regan Schaffer

Timeline: 2014-2015 – creation of job description and plan for Faculty Director role; 2015-2016 – search process for next Faculty Director; Spring 2016 – Selection of next Faculty Director

Type of Action: Resource Neutral – exploration into compensation for the Faculty Director role may lead to Resource Necessary to make the role viable for faculty to be successful

Action 2: Create a faculty champions group or cohort of professors to advise and advance service-learning in Seaver College

Evidence: Past PVC strategic initiatives have pointed to a need for a faculty advisory group; the external reviewers directly call for faculty cohort group, and the need is borne out in the self-study. Additionally, best practices throughout higher education echo the need faculty advisors charged with advancing service-learning.

Expected Outcome: Establish a group of faculty members who meet at least 3 times a year. This will result in a stronger voice for the scholarship of community engagement in all divisions and representing this voice to upper administration and RTP process. The increased engagement by these faculty members will deepen the engagement of their peers with community partners and with the field of service-learning.

Responsible Parties: Peter Thompson, Director the Pepperdine Volunteer Center with support from current Faculty Director, Dr. Regan Schaffer

Timeline: 2014-2015 – engage faculty in conversation and research best practices; 2015-2016 – implement faculty cohort/champion group

Type of Action: Resource Necessary – funds would be needed to potentially offer stipends, meals and resources for faculty

Action 3: Establish a new name for the Center while honoring the 25-year history of the Pepperdine Volunteer Center name and legacy

Evidence: The previous five-year review pointed to this need; the current self-study and External Review call for a more inclusive name that speaks to faculty; higher education no longer supports this term; and Pepperdine faculty continually share their disconnect to a “volunteer” center.

Expected Outcome: A new name for the center that includes a clearer representation of the variety of functions including mentoring student leaders, being a faculty resource, and supporting community partners. Faculty will be more likely to seek support from the Center, engage in workshops and learning group meetings to develop their courses to include the community.

Responsible Parties: Peter Thompson, Director of the Pepperdine Volunteer Center with support from Brad Dudley, Associate Dean, and Volunteer Center staff

Timeline: 2014-2015 – research phase of name selection, incorporating research of other institutions, outside perspectives and valuable internal voices; 2015-2016 – unveiling of the new Center including marketing and promotional materials to brand the Center

Type of Action: Resource Neutral

Goal 2: The PVC will reflect the growth of the 25-year history and increasing depth of programming.

Action 1: Create a mission statement that speaks to all constituents of the PVC, students, faculty and community partners

Evidence: The External Review and self-study both point to the outdated mission statement.

Expected Outcome: Creation of a new mission statement that represents the constituents of the PVC while supporting the direction of the University and Student Affairs in Seaver College.

Responsible Party: Peter Thompson, Director of the Pepperdine Volunteer Center

Timeline: Fall 2014 – work with Student Affairs on a strategy to create mission statement congruent to the division; Spring 2015 – research and discussion phase; 2015-2016 – implement new mission statement alongside new Center name

Type of Action: Resource Neutral

Action 2: Develop training orientations and programs for service leaders throughout campus, specifically targeting student organizations and residential advisors

Evidence: The External Review team pointed to other universities meeting this goal and the need to engage more broadly with students in service. Additionally, the increase in student organizations that focus on service has led to a need for tangible support for these students.

Expected Outcome: Intentionally planning a year of training and engagement opportunities for student leaders outside of the PVC student staff. More students will serve with the Volunteer Center and also feel connected to the mission.

Responsible Parties: Peter Thompson, Director, and Justin Schneider, Assistant Director of the Pepperdine Volunteer Center

Timeline: 2014-2015 – pilot orientation and engagement opportunities with Housing and Residence Life students and staff; 2015-2016 – develop strategies and research populations on campus related to service orientation and training; 2016-2017 – full implementation of year-long curriculum for service leader trainings

Type of Action: Resource Neutral – the goal is to build into existing trainings and engagement opportunities. If successful, resources would be needed in the form of food and materials for the trainings and the potential need for a graduate assistant or greater staff support.

Goal 3: PVC service programs will better meet best practices in the field with more meaningful community engagement.

Action 1: Enhance Step Forward Day through team leader training, and increased sustainability practices

Evidence: The external reviewers highlighted this area of growth more than any other. This was echoed by the self-study and best practices for one-day community service experiences.

Expected Outcome: By focusing on the service of Step Forward Day, community partner and participant will gain a deeper service experience. The PVC will model sustainable practices for the campus to lead the conversation about purposeful programming.

Responsible Parties: Justin Schneider, Assistant Director of the PVC, with support from Peter Thompson, Director

Timeline: 2014-2015 – developing a five-year plan to achieve each aspect of this action; 2015-2019 – implement terraced action plan to achieve desired goals

Type of Action: Resource Necessary – to achieve each goal, funds would need to be increased to support student training and sustainability practices. Resource neutrality may be reached through funding partners and donations.

Goal 4: PVC community partners will increase the depth of how the University interacts and defines partnership.

Action 1: Increase Step Forward Day “touch points” beyond the one-day of service for organizations that partner that day

Evidence: The external review team commented heavily on the potential growth in community partner support for Step Forward Day. This is consistent with feedback from the community on the day and the self-study.

Expected Outcome: Increased satisfaction from community partners, increased opportunities for students throughout the year, and more collaboration with community as a part of the Volunteer Center.

Responsible Parties: Justin Schneider, Assistant Director of the PVC, with support from Peter Thompson, Director

Timeline: Include in the five-year Step Forward Day plan discussed in Goal 3, Action 1

Type of Action: Resource Neutral

Action 2: Increase Project Serve connections for partners outside one time a year and include more opportunity for local, California based partners

Evidence: Increased community partner connections were a theme from the external review and meet many of the goals from the self-study. Students report Project Serve as a highlight and formative experience at Pepperdine, which matches a goal to provide more students the opportunity for a Project Serve experience.

Expected Outcome: Increased opportunities for students to serve, deeper partnerships with partners, and greater ownership of partners throughout the campus not just in the PVC.

Responsible Parties: Justin Schneider, Assistant Director of the PVC, with support from Peter Thompson, Director

Timeline: 2015-2016 – research opportunities for Project Serve partners, look at other break opportunities, service-learning courses, and Alumni Affairs, 2016-2017 – implement strategy to engage partners more than just one-time a year

Type of Action: Resource Necessary – the addition of new break opportunities bring many costs, but incorporating partners into existing opportunities may be more resource neutral

Action 3: Explore opportunities to host partners on campus, provide educational outlets and connections with students

Evidence: In addition to the External Review, supporting partner organization fits with the finding from the Non-Profit Leadership Collaborative, chaired by Dr. Regan Schaffer, and feedback from partners such as the Ventura County Community Foundation.

Expected Outcome: By increasing the capacity of partner organization, we increase the brand and scope of the University in the community. Students have more impactful experiences and partners recognize the co-educational opportunities they are providing.

Responsible Parties: Justin Schneider, Assistant Director of the PVC, with support from Peter Thompson, Director

Timeline: 2015-2016 – develop a strategy by reaching out to current partners; 2016-2017 – pilot one on-campus opportunity for community partners, 2017-2018 – implement full strategy to support community partners

Type of Action: Resource Necessary – funds are needed to formally host partners and support transportation needs given the unique location of Pepperdine

APPENDIX 1: CAS SELF-ASSESSMENT GUIDE (SEE SEPARATE DOCUMENT)

APPENDIX 2: GIRLS FOR A CAUSE CONSULTING REPORT (SEE SEPARATE DOCUMENT)

APPENDIX 3: SERVICE PROGRAM AREA COMPARISON

Service Program Area Comparison - Participation Instances* and Hours										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Instances	Hours								
Education and Literacy										
America Reads	139	548	540	2,050	888	6,216	726	3,721	32	2,183
Boys & Girls Club	117	270	112	457	149	383	148	311	221	535
Camp Kilpatrick	334	978	416	991	425	1,282	264	792	208	496
Camp David Gonzales	322	654	324	648	723	1,444	593	1,079	643	1,538
First Book	-	-	44	140	-	-	10	30	-	-
Jumpstart	91	29,941	101	33,306	94	29,403	95	31,916	104	34,283
Jumpstart Readers Program	-	-	-	-	-	-	-	-	12	644
Language Connection	133	197	132	218	241	372	57	87	104	148
Step Up Program	44	220	15	75	9	45	-	-	-	-
World Impact	60	360	-	-	-	-	-	-	-	-
Education and Literacy Total	1,240	33,168	1,684	37,885	2,529	39,145	1,893	37,936	1,324	39,828
Hunger and Homelessness										
FOOD Share	-	-	-	-	-	-	-	-	40	161
Habitat for Humanity	224	1,855	177	1,354	130	1,103	109	813	46	302
Los Angeles Mission	40	210	55	304	46	228	47	306	-	-
Midnight Mission	37	185	93	372	68	313	60	285	-	-
Missions on Skid Row	-	-	-	-	-	-	-	-	66	311
My Friends Place	51	171	-	-	-	-	-	-	-	-
School on Wheels	134	602	39	74	76	304	142	479	77	297
The Kingdom Center	-	-	-	-	-	-	-	-	90	365
Hunger and Homelessness Total	486	3,023	364	2,104	320	1,948	358	1,883	319	1,436
Health and Wellness										
Got Game Sports	-	-	-	-	-	-	103	375	108	432
Medical Outreach	67	245	-	-	-	-	-	-	-	-
Senior Connection	70	224	91	333	87	218	104	387	82	286
Transitions	29	102	-	-	-	-	-	-	-	-
United Friends	54	189	93	319	166	416	121	437	66	239
YogaCore	-	-	-	-	156	367	216	402	-	-
Health and Wellness Total	220	760	184	652	409	1,001	544	1,601	256	957
One-Time Events										
One-Time Events	1,876	5,139	1,799	4,801	1,587	4,658	1,683	4,676	1,862	5,064
Jumpstart Events	72	330	27	168	10	43	9	45	29	118
Project Serve	215	10,000	223	9,816	172	6,803	183	7,208	162	6,480
One-Time Events Total	2,163	15,469	2,049	14,785	1,769	11,504	1,875	11,929	2,053	11,662
Environmental Justice										
Environmental/Children's Nature Institute	20	105	49	253	19	74	50	205	38	99
Environmental Justice Total	20	105	49	253	19	74	50	205	38	99
Service-Learning										
Courses using PVC Programs**										
Courses not using PVC Programs										
Service-Learning Total										
Total	4,129	52,525	4,330	55,679	5,046	53,672	5,245	62,347	4,697	63,462

*The America Reads, Jumpstart, Jumpstart Readers and Service-Learning represent the unique individuals, not each instance of service. The remaining programs reflect volunteer instances.
 **This data is already included in the total hours, therefore; it will not be counted again in the total.

APPENDIX 4: SERVICE-LEARNING COURSES

Service-Learning Courses	
2011	2012
Communications	
MPRD 370 - Susan Salas	MPRD 270.52 - Carin Chapin
MPRD 370 - Susan Salas	MPRD 370.01 - Susan Salas
	MPRD 370.52 - Susan Salas
COM 330 - Michael Murrie	COM 521.01 - Juanie Walker
COM 250 - Sarah Stone-Watt	COM 422.01 - Juanie Walker
COM 521 - Juanie Walker	COM 513.95 - Nancy Shatzer
	PR 455.01 Carin Chapin
Business Administration	
BA 598.01 - Regan Schaffer	BA 354.01 - Ben Postelthwaite
BA 598.02 - Regan Schaffer	BA 598.01 - Regan Schaffer
BA 592 - Regan Schaffer	BA 598.01 - Regan Schaffer
BA 598.01 - Regan Schaffer	BA 598.02 - Regan Schaffer
BA 598.03 - Jere Yates	BA 598.02 - Jere Yates
BA 598.03 - Jere Yates	BA 592 - Regan Schaffer
BA 598.04 - Bill Arnold	BA 598.03 - Jere Yates
BA 598.05 - Bill Arnold	BA 598.03 - Jere Yates
BA 598.02 - Bill Arnold	BA 598.04 - Bill Arnold
BA 598.02 - Bill Arnold	BA 598.04 - Bill Arnold
	BA 598.05 - Bill Arnold
	BA 598.06 - Bill Arnold
NPM 301 - Doug Green	NPM 301.01 - Doug Green
NPM 302 - Doug Green	NPM 302.01 - Doug Green
Humanities and Teacher Education	
SAAJ 121 - Jeff Banks	SAAJ 121.01 - Jeff Banks
SAAJ 122 - Jeff Banks	SAAJ 121.02
SAAJ 121.04 - Maire Mullins	SAAJ 121.03
	SAAJ 121.04 - Maire Mullins
	SAAJ 122.01 - Jeff Banks
	SAAJ 122.02
	SAAJ 122.03
	ENG 380.05 - Andrea Siegel
	WMST 301.01 - Maire Mullins
Social Science	
PSYC 323 - Tomas Martinez	PSYC 323 - Tomas Martinez
PSYC 332 - Tomas Martinez	PSYC 323 - Tomas Martinez
PSYC 322 - Emily Scott-Lowe	PSYC 322 - Emily Scott-Lowe
PSYC - Jennifer Harriger	PSYC 322 - Emily Scott-Lowe
	PSYC 230.01 - Interpersonal Behavior
	PSYC 230.01 - Interpersonal Behavior
	PSYC 434.01 - Cindy Miller-Perrin
International Studies and Languages	
SPAN 345.01 - George Carlsen	SPAN 251.01 - George Carlsen
SPAN 345.03 - George Carlsen	SPAN 251.01 - Lila Carlsen
SPAN 252.01 - Graciela Boruzsko	SPAN 251.01 - Graciela Boruzsko
SPAN 252.02 - Graciela Boruzsko	SPAN 252.01 - George Carlsen
	SPAN 300.01 - Cristina Roggero
	SPAN 341.01 - Lila Carlsen
	SPAN 341.02 - Graciela Boruzsko
	SPAN 252.01 - George Carlsen
	SPAN 252.02 - Graciela Boruzsko
Natural Science	
SPME 110.01 - Priscilla Macrae	SPME 110.01 - Priscilla Macrae
SPME 110.02 - Priscilla Macrae	SPME 110.02 - Priscilla Macrae
	NUTR 220.02 -Loan Kim

Fine Arts	
ARTH 422 - Cynthia Colburn	
ARTH 424 - Cynthia Colburn	
Religion	
	REL 301.01 - Luke Tallon
	REL 301.02 - Luke Tallon
	REL 301.04 - Luke Tallon
	REL 301.06 - Luke Tallon
	REL 301.08 - Luke Tallon

APPENDIX 5: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Student Affairs Department	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) What data/evidence is used to determine that students have achieved stated outcomes of various programs offered in Student Affairs?	(4) Who interprets the evidence? What is the process?	(5) Examples of "Closing the Loop" regarding SLO Assessment and other data	(6) Date of last program review for program
Pepperdine Volunteer Center	Yes	Student Affairs website: http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/ Link on PVC website: http://www.pepperdine.edu/volunteercenter/about/	The PVC uses a variety of methods to gather evidence of student learning. This ranges from: Pre- and post- program assessments of student knowledge (e.g., regarding awareness of equity issues) are used to investigate student learning in numerous Volunteer Center programs (e.g., Step Forward Day, Project Serv). Service-learning evaluations are completed at the end of each semester. Written reflections (which are scored by rubrics) and art projects are collected after PVC programs such as the Urban Reality Tour. Research compilations written by the PVC student executive board are used to assess knowledge gained on critical issues (e.g., hunger and homelessness).	Director and staff at the end of the year and in preparation for 5-year review; Student E-Board during fall research project	<ul style="list-style-type: none"> Data collection indicated that while the majority of students participate in service, repeated frequency of volunteerism is low. PVC developed Jumpstart, partnerships with service-learning courses, and the addition of a staff position supporting on-going service. Focus groups reported students had difficulty connecting service to academics, prompting PVC to partner with faculty and the Center for Teaching Excellence to integrate service in class. External Reviewers cited the need for specific goals as part of a strategic plan. PVC created strategic goals of connecting service to learning and the integration of faith and service. Project Serve includes more partner organizations that have a stronger sustainable model of local support and student learning. The PVC no longer creates partnerships with third party travel companies but creates meaningful partnerships with on-the-ground local organizations in the communities that are served. Three years ago the PVC updated and developed new Student Learning Objectives and a comprehensive Curriculum Map to assess the objectives. 	2009