The inaugural year of the VCU ASiRE program was a success. A comprehensive program evaluation demonstrates evidence of student success, the development of civically engaged students, enhanced institutional success, positive community change, and enhanced institutional-community relations. Further, a sustainable program infrastructure is evolving in order to support program success.

ASiRE student success has been paramount. First, students’ pass rates and grade point averages in program related coursework is extremely high, even surpassing university-wide rates. Through more than 4,836 hours of community engagement, program students have gained experience that can certainly lead to enhanced career and graduate school paths. Further, students take advantage of opportunities for academic, career, and financial support provided directly through the living-learning community experience. Student achievement through enhanced average grade point averages demonstrate yet another program benefit.

VCU ASiRE is creating civically engaged citizens. Assessments of student baseline status indicate that ASiRE students already exceed national averages in experiences related to civic engagement. However, impact studies of their experiences also indicate significant growth in the knowledge, skills, and dispositions of community engagement. Students benefit from enhanced cognitive development and personal growth as a result of participating in the program. In addition to civic engagement, baseline student assessments of cultural competence and leadership values show that VCU ASiRE students have room to develop both areas to enhance their community engagement aptitudes in year two of the program. Currently students’ baseline assessments reflect emerging competence in these areas.

VCU’s institutional success is enhanced by ASiRE’s emergence. Student retention for VCU ASiRE is higher than the university-wide rate, indicating the impact of living-learning communities on students’ second to third year retention rate. Further, faculty involvement from across the campus and campus-wide partnerships enhance ASiRE resources and extend exiting campus programs into the residence halls. The institution’s reputation has been enhanced by extensive program scholarship. In addition, during this inaugural year, VCU ASiRE won its first programmatic award, thus enhancing the university reputation.

Engagement facilitated by service-learning coursework and co-curricular activity demonstrated 4,836 hours of direct service to the community at a value of more than $107,070. Therefore, the positive impact on the community through direct service is obvious. However, it is the unique sustainable partnerships between ASiRE and the community partners that illustrate the increased trust, interdependence, and reciprocal relationships being built that demonstrate the positive impact of VCU ASiRE.

With more than 30 ASiRE community partnerships, the relationship between the institution and the greater community is enhanced. In particular, engagement is focused on youth and health issues in the local communities. Thus, there is alignment between the outcomes of ASiRE and A Quest for Distinction.

The establishment of sustainable program components initiates an effective program infrastructure. A student orientation program, co-curricular distribution plans, and a student handbook highlight initial elements of program infrastructure.
Program Overview

On August 1, 2012, VCU opened the first of several new living-learning communities on campus, VCU ASPiRE. VCU ASPiRE, the Academic Scholars Program in Real Environments, is an innovative and comprehensive community-engagement-focused living-learning program for undergraduates that transforms students into engaged citizens and acts as a powerful force for positive social change in the community. VCU ASPiRE aims to enrich and deepen students’ understanding of their capacity to create positive change in communities through the connection of course work, co-curricular activities, and a vibrant residential experience. Students selected as VCU ASPiRE scholars will live in the West Grace Street South Residence Hall in the Grace Street Village, a collaborative group of living-learning communities.

Specifically, the mission of VCU ASPiRE is to enrich and deepen students’ understanding of their capacity to create positive change in communities and address critical societal needs through long-term sustainable partnerships. Specifically, VCU ASPiRE is dedicated to making an impact in local and global communities in the following targeted areas: (1) pre-k-adult education; (2) accessible and affordable housing; (3) leadership development; (4) economic development; (5) youth mentoring; (6) healthy living; (7) environmental sustainability; and (8) urban revitalization. Thereby, the focus of the program is the resolution of persistent societal problems that plague many communities; including those closest to us.

The VCU ASPiRE living-learning community at full capacity consists of 450 sophomores, juniors, and seniors engaged in a two-year interdisciplinary program of studies that focuses on community engagement. Along with the students enrolled in the program, the residential staff, faculty, and program leaders all share a commitment to service and community engagement. Experiences include a curriculum that builds knowledge and skills in civic responsibility, experiences within the residence hall that build social capital, service trips nationally and abroad, and sustained engagement within local communities. The VCU ASPiRE program promises to develop a generation of VCU graduates who are civically engaged citizens in a global society.

Through participation in sustained partnerships within local communities, VCU ASPiRE students’ educational experiences are strengthened. Students participate with peers, community partners, and faculty in authentic learning in real-world environments. Students gain career experience through workshops, internships and field visits. The skills and knowledge of service and community engagement enhance students’ academic and career choices. Further, student desirability in the work force and amongst graduate student applicant pools is enhanced by their real-world experiences via community engagement and service-learning experiences.
Student Cohort Overview

The first class of 143 students is 47% African-American, 28% Caucasian, 13% Asian, and others. This degree of racial diversity is greater than that of the university-wide student population (36% minority status). Approximately 29% are male and 71% female, which is consistent with a national trend of a greater number of women participating in community engagement initiatives. Most of the ASpiRE students are from Virginia (91%) while 7% are international students. The class is made up of 7 transfer students. ASpiRE students represent 34 majors with 24 students undeclared for a major.

The inaugural class of VCU ASpiRE consists of 142 sophomores and 1 freshman. After program and university attrition, 133 students remain in the program by the end of the academic year, amounting to a 7% attrition rate during year one. By August only 101 students returned to the program, which is a 24% attrition rate from the Spring enrollment. Several students left VCU, two other students were dismissed from the program due to lack of progress, and most other students cited a desire to live off-campus as reasons for leaving the program.

VCU ASpiRE students require a significant amount of financial support in order to attend VCU and participate in the ASpiRE Program. Students receive financial aid, scholarships, and loans. During the year, 85% of ASpiRE students received $2,129,368 in assistance through scholarships, grants, work-study, and loans. The overall need for our first cohort is above-average compared to VCU students in general.
Enhanced Student Success

Participation is beneficial to students in a variety of ways. Foremost, students earn a certificate of completion in community engagement. The certificate program affords students the occasion to complete unique coursework as well as to fulfill a minimum of 100 hours of co-curricular opportunities related to community engagement. Additionally, students are provided support systems within the living-learning community that promote academic success. Further, ASPIRE students’ academic achievement is improved by participation in the program. Finally, student awards and recognitions indicate the enhanced student success experienced by those who participated in ASPIRE. It is the combination of residential, curricular and co-curricular components that make ASPIRE distinct both on campus and in national arenas.

Community Engagement Coursework

The community engagement certificate of completion is comprised of 9 credit hours. Students complete a specialized version of UNIV 200 that focuses on community engagement. In addition, students complete CMST 300, a foundations course in community engagement. Finally, the required coursework includes three one-credit courses that possess service-learning designations (requiring a minimum of 20 hours of community-based engagement).

UNIV 200 Course with Community Engagement Theme

This year, 99% of ASPIRE students passed UNIV 200. Compared to the university-wide average of 86% ASPIRE students exceeded the overall average success rate. Additionally, students’ performance in coursework is high, overall, with a cumulative GPA of 3.60.

Foundations of Community Engagement Course

Students were highly satisfied with the CMST 300 Foundations of Community Engagement course across the three sections offered. The contents of this course span the knowledge, skills, and dispositions of community engagement. With a rating scale of 1 for strongly disagree and 5 for strongly agree, overall student ratings of the courses were very high. The response rate was 84%.

One student commented, “I think everyone at VCU should take a course like this (CMST 300) while at college.”
**Hours of Service-Learning for Coursework**

The number of service-learning hours conducted in the local Richmond area totaled 2660 hours. The total number of service hours is represented in the chart included here by the number of hours completed within each community engagement seminar. Students applied community engagement learning to specific disciplines through seminars focused on group projects related to local community needs.

**Community Engagement Seminar Coursework**

Student satisfaction with the CMST 301 Community Engagement Seminar varied, but generally reflected above average satisfaction. Largely, students’ satisfaction increased when the faculty focused on direct versus indirect service-learning formats, as well as the greater the time spent with community members. Two faculty members failed to collect student ratings, thus results for only 6 courses are presented.

**Co-Curricular Opportunities**

In addition to required coursework, ASpiRE students complete a minimum of 100 hours of co-curricular activity. These hours are comprised of initiatives in the areas of community engagement (ENGAGE), leadership (LEAD), and other learning (LEARN) opportunities. Engagement activities take place collaboratively with community partners and include working in the community as well as inviting community members into the living-learning community. Leadership efforts include any instance of a student leading a community engagement activity, serving on a community board, or participating in any of the organizations sponsored within the living-learning community. And finally, students participate in learning opportunities that promote community engagement or related topics. This may include workshops, guest speakers, election events, etc. The learn efforts are held in the living-learning community, elsewhere on campus, and in the community. A sample month of the co-curricular calendar is appended (A).
The total number of hours completed by all ASpiRE students in the first year of the program is 3,699. Specifically, this was 2,176 hours of community engagement in the Richmond area, 1,163 hours of learning, and 360 hours of leadership. These hours were the result of 148 co-curricular events.

Student Support Programming

The ASpiRE Program provides student support in a number of areas in order to enhance academic, career, and financial success at VCU. Through campus-based partnerships, students were offered workshops and panel discussions that supported their career development, academic success, and financial needs.

Nine activities were conducted in all. Student support activities included the purposes of career development, academic success, and financial support. Career development included workshops on service-oriented careers. Students attended financial needs related workshops on obtaining jobs and applying for scholarships. Academic services included resume and scholarship writing strategies. The number of students attending each type of service is provided. Overall approximately 47% of ASpiRE students received some type of support service from campus-based partners. All support services are provided in the living-learning community through co-curricular activity. For example, students attended a panel consisting of experts across campus on the nature and accessibility of student scholarships. The staff at the Career Development Center held sessions to introduce ASpiRE students to various career opportunities representing community engagement.

Finally, as many as 107 advising meetings were held with the program staff. The purposes of the meetings are to discuss program progress, to talk about academic issues, or to discuss financial challenges related to participating in VCU ASpiRE. All students meet at least once a year with the program advisor to discuss program progress. The staff has designated milestones for student progress toward final curricular and co-curricular requirements. Students who are not successfully completing milestones are required to meet with the program advisor in order to develop an individual plan for success.

Academic Achievement

Participation in this living-learning community positively impacted students’ overall grade point average. The overall GPA for ASpiRE students increased over the course of the year. Specifically, the initial GPA was 2.92 in August. After two academic semesters, the GPA for ASpiRE students rose to 3.12.
Student Awards & Recognitions

VCU ASPiRE students earned a number of awards that demonstrate their academic and engagement success. Eleven students received academic scholarships while 49 obtained Dean’s List status for one semester of the year and 38 the other semester. In terms of community engagement recognition, 5 students qualified for the Presidential National Service Award by completing 100 hours of service in a single calendar year. In addition, one ASPiRE student received The Volunteer of the Year Award from the VCU Global Education Office.

Conclusions

- ASPiRE students’ performance in program specific coursework is well above average.
- There is high student satisfaction with ASPiRE related coursework.
- ASPiRE students’ satisfaction is greatest with the foundational course and seminars involving direct service experiences with community partners.
- Curricular experiences presented to ASPiRE students are unique to the program and its theme of community engagement.
- Student satisfaction with service-learning coursework is correlated to direct service delivery.
- Students in ASPiRE are afforded co-curricular experiences otherwise not provided through a program major or minor.
- Support services for ASPiRE students are unique to the program and readily accessible through the living-learning community.
- Collectively, ASPiRE students’ grade point average rose during their first year of participation.
- ASPiRE students have opportunities for recognition and awards that may not be available without participation in the program.

Recommendations

- Expand coursework to include more opportunities to study community engagement outside of certificate requirements.
- Expand number of service-learning seminars involving direct service with community partners.
- Continue to seek strategies that enhance student retention and overall academic success.
Civically Engaged Citizens

In an effort to measure the change in students’ knowledge, skills, and dispositions of community engagement, several pre- and post-participation measures are being collected. Pre-test results are presented. This baseline data was collected in September of 2012, and provides the program staff with direction for student growth in the area of civic engagement through curricular and co-curricular initiatives. Foremost, students should be knowledgeable about civic engagement. Additionally, ASPiRE strives to enhance students’ community engagement leadership through the development of ethics and values through co-curricular experiences. And finally, in the Richmond area we hope to afford students the chance to develop cultural competence in the richly diverse neighborhoods that surround the VCU campus.

Civic Engagement

Students’ baseline knowledge, skills, and dispositions in the study of community engagement were assessed as students began the program. Post-tests will occur at the end of the two-year program for all students. First, students’ initial status as a civically engaged citizen was assessed using the nationally normed Civic Engagement Quiz administered by CIRCLE. This instrument promotes two types of assessment, including determining the types of engaged citizens that are representative of VCU ASPiRE students and which civic indicators are possessed by VCU ASPiRE students. Second, the impact of the community engagement foundational course and seminars on VCU ASPiRE students’ study of community engagement are assessed through an a priori theme analysis of written student reflective practice. The themes reflect a theoretical framework from the community engagement literature.

Types of Civically Engaged Citizen

Students’ status as a civically engaged citizen is assessed using the Civic Engagement Quiz. The results indicate that only 6% (48% national average) of our first class is disengaged or lacks experience in civic engagement. Similarly, only 1% (24% electoral specialists) of the students are considered electoral specialists with expertise in working on political campaigns and elections. However, 57% (13% national average) of the students possess enough service experience to be considered civic specialist, and 37% (15% national average) have expertise in at least two areas of civic engagement activity under one more categories.
According to the civic engagement indicators, ASpiRE students are significantly more civically engaged than most of their same-age (19-22) counterparts. In particular, ASpiRE students’ baseline assessment indicates significant experiences in community problem-solving, routine volunteering, and general fundraising. However, only one-third of the students report being an active member of a group when involved in community engagement initiatives.

Although higher than national averages (which are extremely low for this age group), most ASpiRE students have had limited experience participating in a specific candidate or party campaign. This was assessed before the first year major state and federal election efforts.

And finally, the Civic Engagement Quiz results demonstrate little collective experience in developing their political voice. A little more than half of the students have participated in boycotting and signing e-mail petitions. There is a lot of opportunity for building experience in this area for most ASpiRE students.

### Civic Engagement Indicators

<table>
<thead>
<tr>
<th>Type of Civic Engagement Indicator</th>
<th>Pre-Test ASpiRE Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civic Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community problem-solving</td>
<td>76%</td>
<td>16%</td>
</tr>
<tr>
<td>Regularly volunteering for a non-electoral organization</td>
<td>65%</td>
<td>15%</td>
</tr>
<tr>
<td>Active member in a group</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Participating in fundraiser</td>
<td>42%</td>
<td>18%</td>
</tr>
<tr>
<td>General fundraising for charity</td>
<td>74%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Electoral Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always vote</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>Regularly volunteer for a candidate or political group</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>Persuading others to vote for a particular candidate or party</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>Displaying campaign advertising</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Contributing to a campaign or party</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Indicators of Political Voice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacting officials</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Contacting print media</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Contacting the broadcast media</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Protesting</td>
<td>35%</td>
<td>11%</td>
</tr>
<tr>
<td>Signing e-mail petitions</td>
<td>55%</td>
<td>19%</td>
</tr>
<tr>
<td>Signing written petitions</td>
<td>40%</td>
<td>19%</td>
</tr>
<tr>
<td>Boycotting</td>
<td>47%</td>
<td>30%</td>
</tr>
<tr>
<td>Boycotting</td>
<td>61%</td>
<td>30%</td>
</tr>
<tr>
<td>Canvassing</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>
The Impact of the Study of Community Engagement on Undergraduate Students

<table>
<thead>
<tr>
<th>TYPE OF IMPACT</th>
<th>PERCENT OF TOTAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CIVIC LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic Knowledge</td>
<td>88%</td>
<td>121</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>100%</td>
<td>121</td>
</tr>
<tr>
<td>Civic Skills (Tools)</td>
<td>99%</td>
<td>136</td>
</tr>
<tr>
<td>Civic Action Planning</td>
<td>27%</td>
<td>37</td>
</tr>
<tr>
<td>Team-Building</td>
<td>22%</td>
<td>30</td>
</tr>
<tr>
<td>Building Sustainable Community Partnerships</td>
<td>21%</td>
<td>26</td>
</tr>
<tr>
<td>Building Social Capital</td>
<td>12%</td>
<td>16</td>
</tr>
<tr>
<td>Developing A Voice</td>
<td>12%</td>
<td>16</td>
</tr>
<tr>
<td>Creating Change</td>
<td>5%</td>
<td>7</td>
</tr>
<tr>
<td>Civic Dispositions</td>
<td>67%</td>
<td>94</td>
</tr>
<tr>
<td>Importance</td>
<td>45%</td>
<td>42</td>
</tr>
<tr>
<td>Benefits</td>
<td>33%</td>
<td>31</td>
</tr>
<tr>
<td>Integrity</td>
<td>22%</td>
<td>21</td>
</tr>
<tr>
<td>Civic Behavioral Intentions</td>
<td>31%</td>
<td>43</td>
</tr>
<tr>
<td>Enhanced Desire to Serve</td>
<td>100%</td>
<td>43</td>
</tr>
<tr>
<td><strong>COGNITIVE DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>100%</td>
<td>32</td>
</tr>
<tr>
<td><strong>INTERCULTURAL COMPETENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion of Perspective</td>
<td>60%</td>
<td>21</td>
</tr>
<tr>
<td>Increased World View</td>
<td>40%</td>
<td>14</td>
</tr>
<tr>
<td><strong>PERSONAL DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned About Myself</td>
<td>49%</td>
<td>60</td>
</tr>
<tr>
<td>Building Confidence</td>
<td>21%</td>
<td>26</td>
</tr>
<tr>
<td>Increased Emotional Connection to Others</td>
<td>12%</td>
<td>14</td>
</tr>
<tr>
<td>Career Defining</td>
<td>11%</td>
<td>11</td>
</tr>
<tr>
<td>Overcoming Challenges</td>
<td>11%</td>
<td>11</td>
</tr>
</tbody>
</table>

*Kappa Coefficient = 88%

At the conclusion of every required certificate course students submit an online written reflection of community engagement in the context of how it was taught in the course. These written reflections are analyzed for a priori themes, including: civic learning, cognitive development, intercultural competence, and personal development. These themes comprise a theoretical construct of community engagement curricula authored by Bringle and Steinberg.

The foundational course, CMST 300, is very impactful on students’ achievement in community engagement. In fact, 88% of the 138 students who completed all surveys indicated having gained new knowledge regarding civic engagement. Similarly, 99% of these students report gaining at least one skill in the act of civic engagement. Specifically, students report learning the skills of civic action planning and team-building as valuable civic engagement tools. Additionally, 67% of students report a change in dispositions toward community engagement. Most often students report believing in its importance and the benefits of community engagement to themselves and others as the greatest values learned.

Twenty seven percent of students report that CMST 300 also enhanced their cognitive development. Specifically, the students indicated that learning about community engagement improved their critical thinking skills.

As many as one quarter of the students reporting indicate that their cultural competence of Richmond is enhanced given their study of community engagement. This may be directly related to the neighborhood research project required of all students.

And finally, 89% of students report personal change because of their study of community engagement. Almost half of these students found that the experience taught them more about themselves. The course builds personal confidence and assists in the sense of increased emotional connection of students to other students and community members.
“I think community engagement is important because it works to inform communities through volunteering and networking. It builds a link between those who need help, and those who have the ability to give help. It also represents oneness in a society and allow multiple cultures in one community the ability to work together for meaningful purposes.”

—VCU ASPIRE Student, Class of 2014

The Impact of Community Engagement Seminars on VCU ASPIRE Students

Each ASPIRE student completes three one-credit seminars on community engagement. All of the courses are designated as service-learning (requiring a minimum of 20 hours of community engagement). In Spring, each student cohort participates in an initial service-learning seminar, CMST 301. This course is a project-based seminar whereby students work together to address a single community need with a faculty member and a community partner.

Students use reflective practice to enhance their learning of community engagement and academic disciplines through these courses. Therefore, students are asked to write a reflection of the community engagement experience promoted by the course at the conclusion of the semester. The students’ written reflection is analyzed by the same a priori themes used to determine student impact from the foundational course with the addition of one additional area, academic learning. Again, the impact areas include: learning, academic learning, cognitive development, enhanced intercultural competence, and personal development. The presence of a theme indicates impact on the individual student.

The chart highlights the impact that 5 seminars had on participating students (N=56). A general theme of the results is that students continue to learn new knowledge, skills, dispositions, and behaviors associated with community engagement through the seminar. Specifically, students indicate new knowledge and practice of tools or skills learned in the foundational community engagement course. Additionally, students report learning academic skills and the combination of community engagement and its application within a discipline is very impactful on students. Further, students recognize increased cognitive development, including critical thinking and problem-solving, associated with applying community engagement learning within a discipline.

Students admit that course experiences relate to enhanced intercultural competence. For instance, students learn more about the nature of the social needs of our local communities as well as the personal circumstances of individual community partners.

Finally, students’ personal development is impacted by participation in the seminar experience. In particular, course participation leads to reflection and action related to career choice.
Leadership Values & Ethics

The VCU ASPiRE students complete the Leadership Values & Ethics survey at the beginning of their inaugural year. This is a self-report measure regarding one’s frequency of leadership value while participating in community engagement efforts. A post-test assessment will be given at the conclusion of their second year in the program.

The results indicate the frequency of student self-reporting of usually or always possessing the leadership value indicated. Students report very frequent demonstration of respect for others during community engagement efforts. The values of honesty with others (88%) and ethically sensitive conflict resolution (79%) are also typical of students’ baseline report. The staff will focus on continued student growth in the areas of: putting the benefits of others above one’s own, taking innovative actions, and discussing ethical issues for student growth.

“Leadership plays an important role in everything you do in life.”
- VCU ASPiRE Student, Class of 2014
Cultural Competence

Baseline results of students’ inter-cultural competence of the Greater Richmond Metropolitan area indicate little collective knowledge about the surrounding communities, demographics of community members, and personal involvement in the community. Initial results indicate much room for enhancement.

“In order to become better ourselves we must understand those who are different from us.”

—2014 Class of VCU ASPiRE Student

Conclusions

- Student baseline scores of civic engagement demonstrate that VCU ASPiRE students’ civic engagement is significantly above average nationally for their age range (19-22).
- The study of community engagement enhances students’ perceived acquisition of knowledge and skills.
- Student self-awareness developed during the foundational course results in perceived personal development.
- The study of community engagement can result in self-perceptions of changed personal belief systems and world-views, which enhances intercultural competence.
- Increased interest in serving may be further enhanced by service-learning.
- Perceptions of increased intercultural competence may be enhanced by interactions with community members during service-learning coursework.
- Applying civic learning in service-learning courses may improve cognitive development in students.
- The study of community engagement impacts students’ civic learning.
- Service-learning community engagement coursework alone impacts students’ academic learning.
- Service-learning community engagement coursework impacts students’ personal development and inter-cultural competence.
- Both coursework in community engagement as well as accompanying coursework using the service-learning pedagogy have the greatest impact on students’ learning and development.
- Student baseline scores of cultural competence illustrate that collective cultural competence in the City of Richmond is minimal and can be enhanced by becoming engaged through VCU ASPiRE.
Student baseline scores of leadership values and ethics indicate that students frequently practice some ethics and values, but others could be illustrated more often after practice.

The first cohort of ASPIRE students is highly civically engaged.

**Recommendations**

- The program staff should create a greater number of leadership opportunities that promote student development of their own ethics and values.
- The staff will focus on the elements of putting the benefits of others above one’s own, taking innovative actions, and discussing ethical issues for student growth.
- The foundation course has been impactful and should remain a pivotal part of the curricular program in ASPIRE.
- Keep the neighborhood research project in CMST 300 as it may build cultural competence regarding the local Richmond community.
Enhanced Institutional Success

VCU ASPIRE contributes to the overall institutional success of VCU in many different ways. ASPIRE students’ institutional retention rate is higher than the retention rate of other VCU students from the same class. The entire institution is boosted by ASPIRE’s initiatives given the alignment of ASPIRE’s retention rate with the same priorities in the university’s strategic plan, A Quest for Distinction. Faculty too, benefit from participation in the program. Additionally, collaborative efforts with campus partners increase the success of other institutional initiatives. The ASPIRE Program is housed in West Grace South Residence Hall. The ASPIRE academic facilities are regularly shared with other campus departments, programs, etc. Therefore, the physical space enhances institutional success. Finally, the recognition of program success enhances the overall institutional reputation.

Student Retention

VCU ASPIRE student institutional retention rate is 92%. In comparison, the university-wide retention rate for sophomores is 76% for this year. Retention is significantly higher for ASPIRE students than the average rate for all sophomores.

“ASPIRE has been a turning point in my life. It makes me proud to be at VCU.”

-ASPIRE Student, Class of 2014
## Alignment of VCU ASPiRE with Quest for Distinction

VCU ASPiRE is consistent with the goals of the institution in many ways. This is best illustrated in an overview of the alignment of program initiatives with the Quest for Distinction, VCU’s strategic plan. Most of the alignment between program goals and those of the institution is through community engagement, health, and youth initiatives.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Prescribed Metrics</th>
<th>ASPiRE Data</th>
</tr>
</thead>
</table>
| **Theme IA:** Recruit and retain talented and diverse students who will graduate at a higher rate and will contribute to a highly skilled workforce. | • Sophomore to junior year retention rate  
• % under-represented minority students | • 92% student retention  
• 58% of students are African-American and Hispanic |
| **Theme IB:** Provide students a quality education through rigorous and innovative academic programs that support and prepare students for civic engagement and careers in a 21st century global environment. | • # online credit hours generated | • 21 online credit hours earned in total for spring pilot of this format |
| **Theme 1C:** Engage students, the alumni of tomorrow, in high impact academic and extracurricular experiences that expand learning, promote civil discourse, and engage students in self-reflection and creative expression. | • % students living in residence halls  
• # students studying abroad  
• # students participating in service-learning | • 143 students  
• 8 Summer, 2013  
• 133 students in Spring, 2013 |
| **Theme 4A:** Expand community engaged scholarship and service learning | • # students participating in service learning  
• # community outreach programs for underserved  
• # external-funded community-engaged scholarship proposals and projects | • 133 students  
• 118 co-curricular programs  
• 6 courses  
• 4 faculty  
• 2 funded |
| **Theme 4B:** Create university-community partnerships with a focus on the key targeted areas: K-12 Education, Access to Health, and Economic Development | • # community programs focused on health  
• # faculty involved in advancing K-12 learning and support services  
• # students engaged in service learning, internships, practica in Richmond Area K-12 schools  
• Economic impact on region | • 23 co-curricular and curricular programs  
• 4 faculty  
• 61 students in S-L class, 83 in co-curricular activities  
• $107,070 is monetary equivalent of volunteer services ($22.14/hour from Non-Profit Quarterly, 4/27/13) |
| **Theme 4C:** Provide strategic leadership in addressing sustainability challenges through curricular and service innovations and green facilities and operations | • # curricular programs addressing sustainability | • 21 co-curricular programs  
• 2 service-learning courses |
Faculty Involvement

In 2012-13, 10 faculty members joined the staff of ASPiRE as Faculty Fellows. During the Fall, 2012 semester, two of the VCU ASPiRE staff and one staff member from the Service-Learning Office taught the CMST foundational course for ASPiRE. Three faculty members from University College taught four UNIV 200 sections for ASPiRE students. In the Spring, 2013 semester, 8 faculty members taught the CMST 301 seminars. Faculty represented Art Education, English, Mass Communications, the Wilder School, and Gerontology. One adjunct and one ASPiRE staff member also served as seminar faculty.

During the Spring semester, all of the 4 new CMST 400 course faculty members applied to the faculty development fund. All four were awarded $250 toward the fees associated with a workshop on service-learning.

Campus Partnerships

VCU ASPiRE works collaboratively with campus partners other than academic units to develop co-curricular events related to community engagement as well as academic support initiatives. For example, students participated in a workshop on careers related to community engagement as well as a panel presentation on applying for scholarships. A list of the campus partners with whom ASPiRE worked during the past year is provided.

- VCU Writing Center
- VCU Cabell Library
- VCU University Career Center
- VCU Financial Aid Office
- VCU Honors Program
- VCU AmeriCorps Program
- VCU Service-Learning
- VCU Well
- VCU-Carver Partnership
- VCU Campus Learning Center
- VCU Center for Teaching Excellence
- VCU Global Education Office
- VCU Study Abroad Office
- VCU Vagina Monologues Production
- VCU Academic Advisors
- VCU University College Faculty
- VCU Orientation Office
- VCU Admissions Office
- VCU SOVO
- VCU Police Department
- VCU Rams on the Hill
- VCU Sustainability Office
- VCU University Student Commons & Activities
- VCU Office of Development and Alumni Relations
- VCU Office of College of Humanities and Sciences Scholarships
- VCU Department of Business Services
- Globe Living Learning Committee
- Mary Frances Youth Center
- Virginia Mentoring Partnership
- Green Unity
- Collegiate 100
- Conversation Partners Program
- Students Helping Honduras
- Scholarship Sharing

“So I think now it is our job to continue to always ask, “What do you [community] need from us?”

—VCU ASPiRE Student, Class of 2014
Program Recognition

Program Scholarship
The staff and faculty of VCU ASpiRE submitted 13 proposals for professional papers and presentations at national and international conferences related to their work in ASpiRE; 9 of them were accepted. Two invited presentations were made at state conferences. The program staff also participated in the VCU Honors College Berglund Seminar Series on campus. Informational sessions were made to 9 departments, divisions, or programs at VCU this past year by request. The content of the presentations reflected program development initiatives, program evaluation, and best practices in teaching (see Appendix B).

Funding
Six proposals for funding to support program initiatives were submitted on behalf of the ASpiRE program. Five proposals were funded by three internal and two external agencies (Appendix B). The total amount of awards is $34,000.

Program Awards & Recognitions
In 2012, the ASpiRE program initiated curricular and co-curricular efforts related to local, state, and national elections. These collective efforts within the living-learning community, on-campus, and in the community were recognized by the 2013 Democracy Cup Award along with the VCU Honors College and the Mass Communications Department (Appendix B).

Website
The program website (aspire.vcu.edu) was launched midway through the year. More than 607 website hits over one semester indicate a frequent number of visitors inquiring about the program.

Campus Use of Academic Space

The ASpiRE Program frequently shares the academic space in West Grace South (WGS) Residence Hall with other units on campus. Classes from all over campus are held in WGS. Given that the building is only one year old, the frequency of the use of the building is high. In total, the classrooms were used 728 times for a total of 931 hours for all classroom use, including ASpiRE courses.
Conclusions

- VCU ASpiRE possesses unique assets that enhance the institutional value.
- Student retention rates are enhanced by participation in VCU ASpiRE.
- Faculty members from across campuses are afforded unique opportunities in working with VCU ASpiRE.
- The resources of VCU ASpiRE are enhanced through partnerships with other units on campus.
- VCU ASpiRE is establishing a local, state, and national reputation through scholarly activity.
- VCU ASpiRE is aligned with many aspects of the institutional strategic plan.
- The facilities of West Grace South support VCU ASpiRE as well as other units on campus.
- The program website is visited frequently outside of inquiry during student recruitment.

Recommendations

- Increase opportunities for campus-wide institutional involvement with ASpiRE.
- Utilize the website in marketing and recruitment to distribute valuable program information.
Positive Community Change

Part of the mission of the VCU ASPIRE Program is to build capacity for positive community change. Therefore, one of the greatest opportunities for program impact is the community. All of ASPIRE’s engagement efforts involve episodic and sustainable community partners. The community is provided hours of service through the students’ community engagement. Often these activities involve community members’ direct impact. Almost exclusively ASPIRE serves the greater Richmond Metropolitan Area domestically, and reaches out to international communities as well.

Community Engagement Hours

ASPIRE students had primarily two types of community engagement opportunities made available to them. First, students served the local area through service-learning hours in spring seminar course. Second, engagement hours in the co-curricular efforts included direct service to the local communities. This means that ASPIRE students contributed 4,836 hours of service to the Metro Richmond area through curricular and co-curricular experience combined over a twelve-month period.

When using the national rate of volunteer service of $22.14 per hour (Non-Profit Quarterly, April 27, 2013), the value of the VCU ASPIRE students’ engagement efforts was approximately $107,070.

Sample Community Engagement Activity

- House Rebuild
- Neighborhood Community Day
- Youth Mentoring
- Halloween and Easter Events for Children
- School Supply Distribution
- Physical Fitness for Youth and Seniors
- Voter Registration
- Sports and Recreation
- Food Pantry Distribution
- Educational Activities for Afterschool Programs
- Community Gardening
- Liberty Trail Painting
Community Members Served

Through direct service, VCU ASPIRE students engaged with 585 individual community members and more than 12 classrooms or specialized groups of pre-K through grade 12 youth took place during year one through curricular and co-curricular activities. The local community is impacted across the life span including infants to the elderly populations.

ASPiRE also provides a great number of indirect service hours to the local community members. This type of engagement impacts many community members through the enhancement of the community in which they live, learn, and work. For example, a typical co-curricular activity allows ASPIRE students to refurbish a neighborhood park that allows the local families to return there for recreation. Similarly, ASPiRE students in a service-learning course build a patio to enhance social interaction amongst the elderly residents of 700 Lombardy, a Virginia Redevelopment and Housing Authority neighborhood.

“We can always find a volunteer, but it is amazing that ASPIRE students want to keep coming back.”

--Community Partner (comment regarding sustainable partnerships)

Conclusion

- VCU ASPIRE engagement in re-occurring sessions like those in a course, serves the community more often than co-curricular non-repetitive events.
- VCU ASPIRE has created frequent positive change in the community through service in coursework and co-curricular activities.
- Direct service activities provide VCU ASPIRE students’ opportunities to interact with community members.

Recommendations

- Create more regularly occurring co-curricular events.
- Create more direct service co-curricular events in order to enhance interactions with more community members.
# Enhanced Institution-Community Relations

VCU campuses are located in the heart of downtown Richmond with outreach throughout the Greater Richmond Metropolitan area. Because of the existing relationship between the university and the Greater Richmond Metropolitan area, VCU ASpiRE dedicates its community engagement to the residents and community partners in our immediate geographic areas.

## Community Partnerships

In its first year of operation, VCU ASpiRE has established partnerships with 46 associations, agencies, or non-profit organizations. There were 21 episodic partners with whom the students interacted with in a single event or for a single semester in a service-learning seminar. However, 25 sustainable partners engaged ASpiRE students repeatedly over time.

<table>
<thead>
<tr>
<th>Episodic Partners</th>
<th>Sustainable Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chesterfield Social Services</td>
<td>1. City of Richmond</td>
</tr>
<tr>
<td>2. Bon Secours</td>
<td>2. Fit to Go</td>
</tr>
<tr>
<td>4. Brother’s Keeper</td>
<td>4. Richmond Redevelopment &amp; Housing Authority</td>
</tr>
<tr>
<td>5. Virginia Breast Cancer Foundation</td>
<td>5. Community in Schools</td>
</tr>
<tr>
<td>6. Chesapeake Foundation</td>
<td>6. Micah Project</td>
</tr>
<tr>
<td>7. Enrichmond Foundation</td>
<td>7. Richmond City Schools</td>
</tr>
<tr>
<td>8. All Saints Catholic School</td>
<td>8. Hands-Up Ministries</td>
</tr>
<tr>
<td>10. Lobs &amp; Lessons</td>
<td>10. Mosby Court Resource Center Leadership Program</td>
</tr>
<tr>
<td>11. GRASP</td>
<td>11. Creighton Court Housing Development</td>
</tr>
<tr>
<td>12. Richmond Independent Film Festival</td>
<td>12. Daily Planet</td>
</tr>
<tr>
<td>13. The Partnership for Families North Side</td>
<td></td>
</tr>
</tbody>
</table>
Community partnerships are formed around the impact areas that address the societal needs of the Metro Richmond area. Specifically, VCU ASPIRE impacts the community in the areas of: (1) economic development, (2) accessible and affordable housing, (3) leadership, (4) youth mentoring, (5) pre-K-grade 12 education, (6) healthy living, (7) environmental sustainability, and (8) urban revitalization. The number of associations that address each impact area is contained in the chart below. Some partners address multiple impact areas.

VCU ASPIRE has community partnerships in 8 important impact areas. These areas stem from the societal problems that exist in the Greater Richmond Metropolitan areas. Clearly, the impact area most often addressed is pre-K-grade 12 education. Youth mentoring and healthy living are also frequently served areas. Access to affordable and accessible housing has also been a priority area of impact during the first year of the program. The impact reflects requests from community partners to address specific needs.
Pre-K-12 Student Involvement

Through required course-work with service-learning designations, ASPIRE students worked with approximately 100 pre-K-12 students in the public schools. This included coursework involving student mentorships through the public schools. During co-curricular events, the ASPIRE students worked with approximately 600 pre-K-12 students in the classroom, afterschool programs, summer camps, resource centers and youth oriented non-profit programs. This emphasis is in alignment with priorities of the university illustrated in A Quest for Distinction, VCU’s strategic plan.

Community and Campus Partner Use of Academic Space

Approximately 23 community partners used the ASPIRE academic space to promote their programs 284 times during the year. A priority of the program is to engage with the local communities in their neighborhoods as well as on campus.

Approximately 17 campus partners utilized the facilities for special ceremonies, trainings, and meetings are held there as well. Not only do faculty, staff, and administration make use of the building’s academic space, but also, student organizations.

Conclusions

- Most frequently, community and institutional partnerships are focused on the impact areas of pre-K-grade 12 youth and healthy living. This trend is consistent with the priorities of the Quest for Distinction.
- Sustainable partners enhance the frequency of engagement with the community.
- VCU ASPIRE brings community partners and members onto campus for unique experiences and makes our resources available to meet their needs.

Recommendations

- Expand pathways of involvement in community engagement and VCU ASPIRE for youth.
- Co-curricular efforts should focus on sustainable partnerships in order to create re-occurring experiences for engagement and therefore, significantly greater impact.
- Create more regularly occurring co-curricular events.
- Create more direct service co-curricular events in order to enhance interactions with more community members.
Ensure Effective Infrastructure to Support Program Start-Up and Growth

The development of an effective and sustainable infrastructure during the initial years of program implementation is requisite to the overall success of VCU ASpiRE. During the inaugural year of existence, the program development included several important components.

Program Policies and Procedures

During the inaugural year, the staff documented policies and procedures for various program operations. Those involving students directly are printed in the student handbook. Policies pertinent to the public, such as use of the academic facilities in the living-learning community, are posted on the program website (aspire.vcu.edu).

Staff Coordination

The program staff works collaboratively on most program initiatives. Weekly staff meetings include regular program updates. A sample staff meeting agenda is appended (C). Throughout the year, the staff met together in two half-day and two full-day retreats to focus on specific program initiatives. Perhaps the most effective session was the two-day retreat that followed our first two academic semesters. The purpose of the retreat was to reflect on the first year and discuss modifications and additions for the upcoming year.

Student Handbook

In order to inform students about program components, initiatives, policies, procedures, and resources a program handbook was developed by the program staff. It is posted on the program website (http://aspire.vcu.edu/learning/academic-curriculum/student-handbook/). Students were asked to review the handbook and after some discussion during student orientation, students signed a commitment of understanding indicating their willingness to follow the guidelines contained within the handbook.

Student Orientation

After orienting two student cohorts to the ASpiRE Program, a model orientation program has been developed. The orientation provides valuable program information and promotes students’ social networking. Highlights of the program include an introduction to the local community and their societal needs, as well as initial engagement activity. The entire schedule is appended (D).

Co-Curricular Transcript and E-folio

Student progress for meeting the requirement for co-curricular hours can be self-monitored through an online transcript program. Each student has access to her own co-curricular transcript. This is a running record of all completed co-curricular activity. Cumulative hours are included. Students may print a copy of the transcript to use when applying for scholarships, jobs, and graduate school. This is a personal record of
a student’s co-curricular activity.

Students also have access to an electronic portfolio in order to capture their program experiences in varied multi-media. Students can include coursework, pictures, and many other types of artifacts that reflect students’ experiences in community engagement and VCU ASPIRE initiatives.

The electronic records that document student program progress are available to them at any time, including once they have graduated the program and VCU.

**Student Advising Program**

Program advising is required of all students in ASPIRE. Services include monitoring student progress in program requirements, both curricular and co-curricular, as well as active participation and appropriate dispositions. All ASPIRE program participants must attend a minimum of 1 advising session during their first semester in the program. Students needing assistance with fulfilling co-curricular requirements or who complete less than 25 hours during each semester while enrolled in the program will be called in for mandatory advising sessions.
Appendix A

Sample Monthly Co-Curricular Calendar

September, 2013

4 West Grace South Community Meetings  7:00 pm - 8:00 pm at West Grace South, Fireplace Lounge  Event Type:Live

4 Family Lifeline  8:00 pm - 9:00 pm at West Grace South 1004a  Event Type:Engage

6 Hands-Up Ministries Neighborhood Improvement  3:30 pm - 6:30 pm at Highland Park Neighborhood  Event Type:Engage

7 CARITAS  9:00 am - 1:00 pm at CARITAS  Event Type:Engage

7 Hands-Up Ministries Neighborhood Improvement  9:30 am - 12:00 pm at Highland Park Neighborhood  Event Type:Engage

7 Virginia Mentoring Partnership Training  1:00 pm - 3:00 pm at West Grace South 1004a  Event Type:Learn

13 Hands-Up Ministries Neighborhood Improvement  3:30 pm - 6:30 pm at Highland Park Neighborhood  Event Type:Engage

13 Fit-to-Go  3:30 pm - 5:30 pm at Fairfield Boys and Girls Club  Event Type:Engage

14 Mosby Community Day  10:00 am - 2:00 pm at Mosby Management Office  Event Type:Engage

16 Get-Out-The-Vote  2:15 pm - 5:15 pm at Mosby Management Office  Event Type:Engage

20 Fit-to-Go  3:30 pm - 5:30 pm at Fairfield Boys and Girls Club  Event Type:Engage

21 Lobs and Lessons Family Open  8:30 am - 12:30 pm at Mary & Frances Youth Center  Event Type:Engage

21 East End Cemetery Clean-Up  9:00 am - 12:15 pm at East End Cemetery  Event Type:Engage

23 Feedmore – Central VA Food Bank  1:30 pm - 4:30 pm at VA Food Bank Distribution Center  Event Type:Engage

25 Daily Planet's Breaking Bread Program  3:30 pm - 7:00 pm at Daily Planet  Event Type:Engage

28 Broad Street Mile  12:00 pm - 7:00 pm at Broad Street between Laurel and Meadow  Event Type:Engage
## Appendix B

### 2012-2013

**Scholarly Community Engagement**

### Invited Presentations

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Title</th>
<th>Event &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pelco, L. &amp; Bailey, N.</td>
<td>An overview of VCU ASPIRE</td>
<td>GRAVA, Richmond, VA</td>
</tr>
<tr>
<td>Bailey, N. &amp; Slade, M.</td>
<td>Developing community partnerships through VCU ASPIRE</td>
<td>Emerging Nonprofit Leaders, Richmond, VA</td>
</tr>
<tr>
<td>Pelco, L. &amp; Slade, M.</td>
<td>Live, learn, and engage: VCU ASPIRE</td>
<td>VA Engage Annual Conference, Winchester, VA</td>
</tr>
<tr>
<td>Slade, M. L.</td>
<td>The leadership compass</td>
<td>Emerging leaders program meeting, Virginia Commonwealth University, Richmond, VA</td>
</tr>
<tr>
<td>Slade, M. L.</td>
<td>Why serving matters</td>
<td>Phi Eta Sigma Honor Society Annual Induction Ceremony, Virginia Commonwealth University, Richmond, VA</td>
</tr>
</tbody>
</table>

### Referred Presentations

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Title</th>
<th>Event &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slade, M., Rillstone, C., Leibowitz, S., &amp; Lochansky, N.</td>
<td>The impact of community engagement on student success</td>
<td>VA CAN Annual Conference, Glen Allen, VA</td>
</tr>
<tr>
<td>Bailey, N., Simmons, S., Scott, A., &amp; Cox, K.</td>
<td>Let's get engaged: Lessons learned from an ASPIRE partnership to increase voting in the Mosby community</td>
<td>Campus Election Engagement Meeting, Richmond, VA</td>
</tr>
<tr>
<td>Slade, M., Bova, S., Dyer, R., Alturi, C., Madison, T., Patel, E. &amp; Perez, G.</td>
<td>Best practices in working collaboratively with community partners to develop civic-mindedness during elections</td>
<td>Active Citizens Conference, College of William and Mary, Williamsburg, VA</td>
</tr>
<tr>
<td>Slade, M. &amp; Pelco, L.</td>
<td>The impact of a community engagement course on undergraduate students</td>
<td>Gulf South Summit Service Learning Conference, Louisville, KY</td>
</tr>
<tr>
<td>Pelco, L. &amp; Slade, M.</td>
<td>Community engagement living-learning programs: Build it well and they will come</td>
<td>Gulf South Summit Service Learning Conference, Louisville, KY</td>
</tr>
<tr>
<td>Slade, M., Pelco, L., &amp; Gendron, T.</td>
<td>The impact of community engagement as measured through reflective practice</td>
<td>SoTL Annual Conference, Savannah, GA</td>
</tr>
</tbody>
</table>

### Awards and Recognitions

2013  
Democracy Cup Award, In conjunction with VCU Honors College, Virginia Campus Engagement Election Project.

### Funding


Bailey, N., & Smith-Mason, J. (Awarded, October, 2012). *2012 Campus engagement for higher education*. Virginia Campus Engagement Election Project. $1,000


Slade, M. L. (Not Awarded, January, 2013). *Engage worldwide*. International Strategic Initiative Award, Departmental Study Abroad Program. GEO, VCU. $18,000


Appendix C

Sample ASPIRE Staff Meeting Agenda

- Weekly Announcements
- Recruitment & Marketing
- Co-Curricular Updates
- Curricular Update
- Student Issues
- WGS Update
- Community Partner Update
- Advising Report
- ASPIRE Communications
- Executive Director’s Report
## Appendix D

### Student Orientation Program Outline

#### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30am</td>
<td>Facilitator Meeting</td>
<td>Room Set up, materials ready to go, reviewing flow of day, review roles</td>
</tr>
<tr>
<td>8:45-9:30am</td>
<td>Check-In/Continental Breakfast</td>
<td>Check In, Nametag, Media Release</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Directors Welcome</td>
<td>Mission, Goals, Who we are, Why we exist, Quick overview of Orientation, Intro of twitter handle/feed for orientation, Intro of Staff</td>
</tr>
<tr>
<td>10:00-11:45</td>
<td>Icebreakers &amp; Teambuilding</td>
<td></td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Program Overview: Learn</td>
<td>Information pertaining to coursework, academic expectations, early registration, internship opportunities, study abroad opportunities, etc.</td>
</tr>
<tr>
<td>12:45-1:30</td>
<td>Lunch &amp; Entertainment</td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Program Overview: Engage</td>
<td>Co-Curricular Information, Info pertaining to sustainable partners- current &amp; projected, opportunities for students to get ASPIRE involved with orgs and issues they might be passionate about, set the stage for afternoon bus tour and tomorrows service activities so students feel comfortable/prepared for what they might be doing/seeing</td>
</tr>
<tr>
<td>2:30-5:00</td>
<td>Richmond Neighborhood Bus Tour</td>
<td></td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Large group Regroup &amp; Reflection</td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td>Dinner</td>
<td></td>
</tr>
</tbody>
</table>

#### Day 2:

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30am</td>
<td>Facilitator Meeting</td>
<td>Room Set up, materials ready to go, reviewing flow of day, review roles</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Check-In/Continental Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:15-10:15</td>
<td>Icebreakers &amp; Teambuilders</td>
<td>Facilitated by ResLife Staff</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Program Overview: Live</td>
<td></td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Program Overview: Lead</td>
<td>Community council, student advisory council, leading co-curricular, developing projects, Co-curricular transcript presentation</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45-1:30</td>
<td>Expectations &amp; Commitment Contract</td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Conference Style Sessions</td>
<td>25 minute sessions from 1-1:25, 1:30-1:55, 2:00-2:25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple sessions during each time slot (3 options to chose from)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some sessions led by 2nd year students</td>
</tr>
<tr>
<td>2:30-6:00</td>
<td>Service Experience</td>
<td>Transition to sites from 2:30-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service 3-5:30 (with Reflection)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return to WGS from 5:30-6:00</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner</td>
<td></td>
</tr>
</tbody>
</table>