

VCU ASPIRE

Annual Report

2013-2014



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Office of the Provost | Division of
Community Engagement

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Executive Summary

VCU ASPiRE continues to be an impactful program demonstrating widespread success. The information contained within chronicles VCU ASPiRE in year two of implementation. Data reflects the second year of the 2012-2014 class and the first-year of the 2013-15 class. 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.



ASPiRE 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 17,085 hours of community engagement thus far, 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's achievement through enhanced average grade point averages demonstrate yet another program benefit.

VCU ASPiRE is creating civically engaged citizens. Pre- and post-participation assessments of students civic engagement, civic responsibility, and cultural competence show growth in all areas across the 2012-2014 cohort of students. On a measure of civic engagement, students showed growth in civic and electoral action, as well as political voice. Changes in civic responsibility demonstrate increased awareness of community and the potential for change when a group takes actions to solve community problems together. Students' growth in cultural competence was evident in both the area of increased knowledge about the local neighborhoods in Richmond as well as their personal involvement in the communities served.

VCU's institutional success is enhanced by ASPiRE's emergence. Student retention for VCU ASPiRE is higher than the university-wide rate. Further, faculty involvement from across the campus and campus-wide partnerships enhance ASPiRE 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 ASPiRE won its first programmatic award, thus enhancing the university reputation.

Engagement facilitated by service-learning coursework and co-curricular activity demonstrated 17,085 hours of direct service to the community at a value of more than \$372,282. Therefore, the positive impact on the community through direct service is obvious. However, it is the unique sustainable partnerships between ASPiRE and the community partners that illustrate the increased trust, interdependence, and reciprocal relationships being built that demonstrate the positive impact of VCU ASPiRE.

With more than 30 ASPiRE sustained 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 ASPiRE and A Quest for Distinction.

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 over 200 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

2012-2014 Class

The inaugural class of VCU ASPiRE consisted of 142 sophomores and 1 freshman. After program and university attrition, 101 students remained in the program by the end of the first academic year, amounting to a 24% attrition rate during year one. A total of 77 students successfully completed the program on time and matriculated in Spring, 2014. Two students deferred and will complete the program along with the second cohort. The attrition rate for the first class is 45%.

2013-2015 Class

In Fall, 2013, 71 sophomores and juniors entered the program as our second cohort. At the end of the first academic year, 64 students remain in the program. This is a first year attrition rate of 10%, which is a significant improvement from the first class.

Student Demographics

The combined classes of VCU ASPiRE students are very diverse across many variables. For example, our students are racially diverse (45% African-American, 6% Hispanic, 30% Caucasian, 13% Asian, and others). This degree of racial diversity is greater than that of the university-wide student population (39% minority status). Approximately 27% are male and 73% female, which is consistent with a national trend of a greater number of women participating in community engagement initiatives. Most of the VCU ASPiRE students are from Virginia (91%). The class contains approximately 6% transfer students. VCU ASPiRE students represent 40 different majors with 13% students undeclared for a major. Twenty percent of the students in VCU ASPiRE are biology majors, with some of them in a pre-med track. Other popular majors include Business, Psychology and Mass Communications.

Most VCU ASPiRE students require a significant amount of financial support in order to attend VCU and participate in the ASPiRE Program. Currently enrolled students receive financial aid, scholarships, and loans. During the year, 177 ASPiRE students received \$3,201,058 total in financial assistance through scholarships, grants, work-study, and loans.

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.



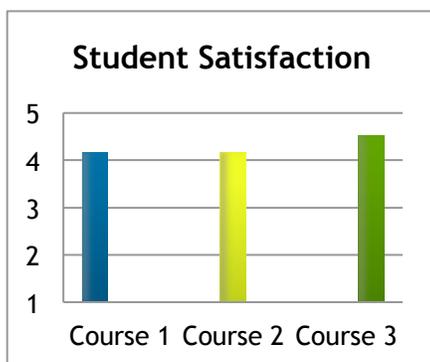
Community Engagement Coursework

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, 91% of ASPiRE students passed UNIV 200 (obtained a grade of C or higher). Compared to the university-wide average of 84% for the year, ASPiRE students exceeded the average success rate. Additionally, students' performance for UNIV 200 was above average with 64% earning a grade of "A," compared to the 42% of students in the general university population.

Foundations of Community Engagement Course

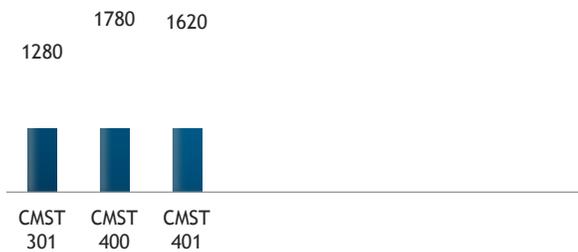


Students noted their satisfaction with the course using standard course evaluations. Results are noted using a rating scale of 1 for strongly disagree and 5 for strongly agree. Overall student ratings of the courses are very high. The student response rate is 82%. Students are highly satisfied with the CMST 300 Foundations of Community Engagement course across the three sections offered (overall rate of 4.29). When specifically asked about the attainment of new knowledge and skills, students indicated strong agreement in the success of the

course (4.75). The contents of this course span the knowledge, skills, and dispositions of community engagement.

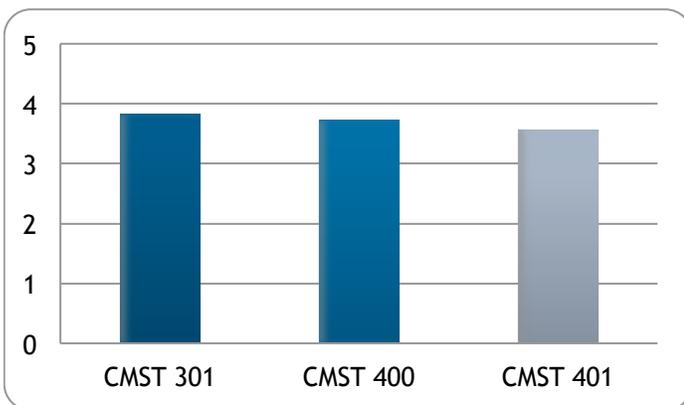
A 2013-2015 cohort student commented, “This class [CMST 300] was a great experience that taught me about community engagement and facilitating change around the Richmond area. I can't wait until my second year of the program.”

Hours of Service-Learning for Coursework



The number of service-learning hours conducted in the local Richmond area through required seminars totaled 4680 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 group projects related to local community needs.

Community Engagement Seminar Coursework



Student satisfaction with the required CMST seminars (301, 400, and 401) generally was above average. Response rates vary (53%, 61%, and 49% respectively).

Elective CMST Internship

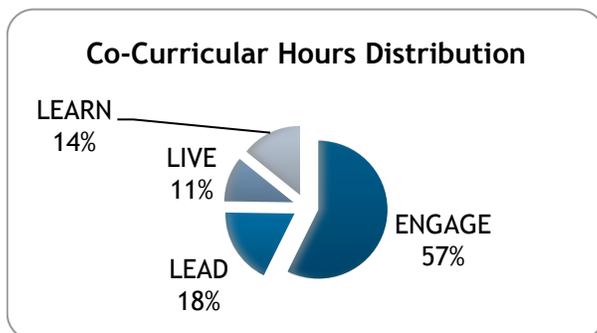
Students and community partners approached the program at the end of the first year of the program to discuss the possibility of involving VCU ASPiRE students in summer internships. The first four internships were created as non-credit bearing experiences. Two internships were paid, and two were unpaid. Based on the result of the pilot program, it was determined that internships should be completed for credit only. In order to provide students an opportunity to advance their reflective practice of community engagement with the continued supervision and support of the program faculty, VCU ASPiRE created a variable credit internship course open to program students only. This course is not required for completion of the Community Engagement Certificate of Completion.

The course affords students an opportunity to advance their engagement knowledge and skills with established community partner relationships. Similarly, internships provide our community partners the opportunity to work with individual students in a more dedicated service experience with the support of the program staff and faculty. Six students successfully completed the internship course during the past year. At least two of the students are able to substitute the internship through VCU ASPiRE for one required by the students' major or minor programs of study.

Co-Curricular Opportunities

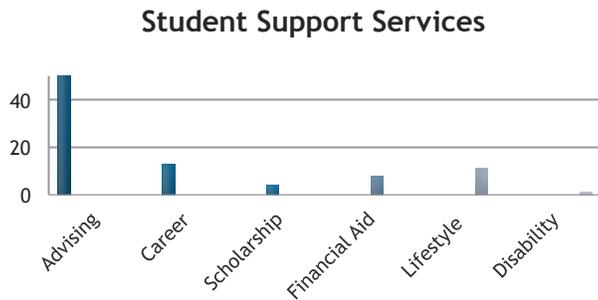
In addition to required coursework, ASPiRE students complete a minimum of 100 hours of co-curricular activity. These hours are comprised of initiatives in the areas of community engagement (ENGAGE), leadership (LEAD), residential life (LIVE), and other learning (LEARN) opportunities. Engagement activities 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 (see Appendix A).

Students use an electronic volunteer program to register for co-curricular activities. All co-curricular initiatives are group efforts that are led by a program staff member or student leader. The engagement group leaders participate in the service endeavor and facilitate students' reflective practice regarding their on-going development in the field of community engagement. The engagement leaders report all student activity to the program office where it is entered into an electronic co-curricular database. All students have access to a co-curricular transcript that contains a comprehensive list of all VCU ASPiRE co-curricular hours completed.



The total number of hours completed by all ASPiRE students since the start of the program is 12,544. Specifically, this was 7,194 hours of community engagement in the Richmond area, 1,782 hours of learning, 1,325 hours of live activity, and 2,243 hours of leadership. These hours were the result of 707 co-curricular events, with 397 events taking place in the community.

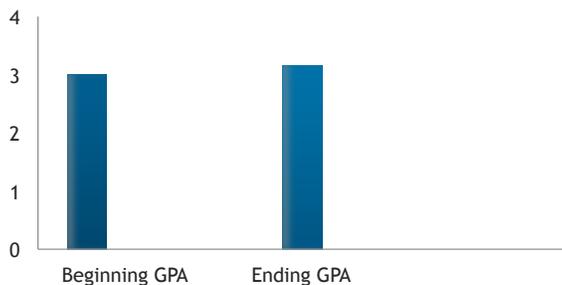
Student Support Programming



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. Ninety-four activities were conducted in all over the past two academic semesters this year. Student support activities included the purposes of career development, academic advising, scholarships, financial support, healthy lifestyles, and disability information. All support services are provided in the living-learning community through co-curricular activity led by campus partners.

Finally, regular student advising is conducted with the VCU ASPiRE program staff as another means to support academic success. The purposes of these meetings are to discuss program progress, to talk about academic issues in CMST coursework, 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 or receive e-mail confirmation of program progress status. 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 VCU ASPiRE students increased over the course of the year. Specifically, the initial GPA was 3.01 in August. After two academic semesters, the GPA for VCU ASPiRE students rose to 3.16.

Student Awards & Recognitions

VCU ASPiRE students earned a number of awards during the past year that demonstrate academic and engagement success. Twenty-six students received academic scholarships, including two of the university's new community engagement scholarships and a VCU BOD Scholarship finalist. As many as 45 obtained Dean's List status for the fall semester of the year and 43 during the spring semester. Thirty-five (20%) students received various academic awards and recognitions, including inductions in National Honor Societies within their disciplines. Two of our students were recognized for the VCU Making Black History Award, 6 students were awarded competitive internships, while two students' were recognized for their artistic performances in poetry and the visual arts. Two students were asked to work as teaching assistants in undergraduate courses.

In terms of community engagement recognition, 96 students qualified for the Presidential National Service Award by completing 100 hours of service in a single calendar year. Nine students served as service-learning teaching assistants. Collectively, VCU ASPiRE earned two significant recognitions as well due to student and staff success, the Governor's 2014 Volunteerism and Service Award for Outstanding Educational Institutional Volunteer Program, and the Richmond Public and Community Service Award from the Richmond City Council.

“Because of ASPiRE, I feel a sense of belonging at VCU. I have been able to meet more colleagues with the same interests as me.”

Conclusions for Enhanced Student Success

- ASPiRE students' performance in program specific coursework is well above average.
- There is high student satisfaction with ASPiRE related coursework.
- Curricular experiences presented to ASPiRE students are unique to the program and its theme of community engagement.
- 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.

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' participation knowledge, skills, and dispositions in the study of community engagement were assessed as students began the program. Students' initial status as a civically engaged citizen was assessed using the nationally normed Civic Engagement Quiz administered by CIRCLE (The Center for Information and Research on Civic Learning and Engagement) at Tufts University. This instrument provides information regarding which civic indicators VCU ASPiRE students possess before and after completing the program. The instrument is recommended as a pre-post measure for a treatment such as the programming included in the VCU ASPiRE experience for students.

Pre-assessment. According to the civic engagement indicators results from the pre-assessment, ASPiRE students are significantly civically engaged. 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 at the time they begin to participate in VCU ASPiRE.

At the start of the program, most ASPiRE students have had limited experience participating in a specific candidate or party campaign.

And finally, the Civic Engagement Quiz pre-assessment 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.

Type of Civic Engagement Indicator	Pre-Test	Post-Test	T-Test
Civic Indicators			
Community problem-solving	2.1	2.9	7.72(75), p<.001
Volunteer with religious group	1.9	2.5	4.48(76), p<.001
Volunteer with environmental group	1.5	2.5	7.95(76), p<.001
Volunteer with health/social service groups	2.2	2.6	5.76(76), p<.001
Volunteer with youth	2.9	2.5	4.34(76), p<.001
Electoral Indicators			
Vote regularly*	2.5*	2.8*	2.62(76), p<.01*
Vote for local and national elections	1.5	2.1	5.24(76), p<.001
Persuading others to vote for a particular candidate or party	1.5	1.5	Not Significant
Displaying campaign advertising	1.2	1.3	Not Significant
Indicators of Political Voice			
Contacting officials	1.2	1.4	1.76(76), p<.05
Protesting, march, or demonstration	1.5	1.7	1.44(76), p<.10
Signing e-mail petitions	1.9	2.2	2.39(76), p<.01
Signing paper petitions	1.9	2.1	2.1(76), p<.05
Buycotting	2.0	2.2	1.35(76), p<.01
Select vendors with favored social or political values	2.0	2.0	Not Significant
Canvassing	1.1	1.5	3.66(76), p<.001

Key

1=no, never; 2=yes; 3= yes, recently

*1=no, 2=yes, 3=always

Post-assessment. A result of pre- and post-program experience measurements, it is evident that on average VCU ASPiRE students' indicators of civic engagement increased. The civic engagement indicators are grouped into 3 categories: civic, electoral, and political. There are significant increases in all areas for the inaugural class of students.

The post-assessment measures of civic indicators provide evidence of growth in all reported areas. In all cases students report either moving from never engaging in a type of civic action, or doing so more often. Most notably, students report much more frequent involvement in community problem-solving. Results also indicate that VCU ASPiRE students engaged in civic action with more diverse groups regarding more diverse issues. There were significant increases in their experiences with religious groups, environmental community partners, as well as health and social service organizations. Students spent less time with youth groups, who made up their most prevalent community partners prior to attending VCU ASPiRE.

Results of the Community Engagement Quiz also reveal significant changes in students' reporting of electoral behaviors. For instance, students vote more regularly while attending VCU ASPiRE, and in particular, in both local and national elections. However, students are not report trying to persuade others to vote for particular candidates or party, nor displaying campaign advertising. This may be due to the program's focus on community change and social issues around elections versus supporting partisan politics.

Students' pre- and post-assessment of changes in indicators of political voice are statistically significantly, but do not reflect noteworthy changes in their practices. Students largely do not contact officials to share their opinions nor do they participate in protesting or marches. However, they have participated in e-mail and written

In order to assess changes in students' civic

versions of petitions to express their political voice. They do participate in consumer practices that reflect their political voice, but not frequently while participating in VCU ASPiRE.

Civic Responsibility

Impact Area	Pre-Test	Post-Test	T-Test
Make difference in local community	4.5	4.8	2.71(49), p<.01
Make difference in politics that matter	4.8	4.9	Not Significant
Make difference in helping others	4.7	4.9	2.48(49), p<.01
Deal with problems differently	4.2	4.6	3.74(49), p<.001
Make difference in environment	4.2	4.6	3.15(49), p<.001
Affected by community problems	4.1	4.2	Not Significant
Belong to a community of helpers	3.5	4.6	5.24(49), p<.001
Feel responsibility for local community	4.1	4.8	2.91(49), p<.05
Helping others is fun	4.8	4.9	1.85(49), p<.05
Diversity makes our local community unique	4.7	4.9	1.47(49), p<.10
Working together makes the whole stronger	4.8	5	2.91(49), p<.01

Key

1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree

responsibility as a result of participating in VCU ASPiRE, the Civic Responsibility Scale was administered to students upon entering the program and again at the conclusion of the two-year experience. The eleven-item scale asked students to comment on their perceived impact of their own civic responsibility on the local Richmond Metropolitan area served by VCU ASPiRE.

Pre-assessment. The early measure of civic responsibility yielded evidence of students consistent agreement with the importance and capacity for their own civic responsibility prior to starting VCU ASPiRE. However, students were most notably unsure that they were involved in a community of helpers, and not readily in agreement that they could make a difference in their local community.

Post-assessment. The post-assessment measures indicate significant increases on nine of the areas of civic responsibility included on the survey. Generally, VCU ASPiRE students agree that they make a difference in the community and that their service makes a difference in helping others. Their responses are approaching a level of strong agreement.

Perhaps most reflective of the community that our students have developed as part of a living-learning group and having been engaged as part of a group, is that they now agree that they belong to a community of helpers. Similarly, students strongly agree that working together makes the whole stronger. They also agree that helping others is fun.

Although students do not feel that they are impacted by the same problems that are endured in our local community, they feel strongly that they are responsible for the community and its members. They are growing stronger in their agreement that they can make a difference in the local community environment.

Cultural Competence

In order to assess any changes in students' cultural competence as a result of participating in VCU ASPiRE, a survey of cultural competence was given to students at the start and end of their two-year experience in the program.

Knowledge or Action Area	Pre-Test	Post-Test	T-Test
Knowledge of Surrounding Richmond Areas			
Know differences across local residents	2.2	2.7	5.37(75), p<.001
Know strengths across local residents	1.9	2.6	6.17(75), p<.001
Know social issues across local residents	2.3	2.9	6.15(75), p<.001
Know unemployment rates for local residents	1.6	2.2	6.18(75), p<.001
Know local geographical neighborhoods	2.0	2.7	7.31(75), p<.001
Know income levels for local residents	1.8	2.4	5.46(75), p<.001
Know education levels for local residents	1.7	2.7	9.54(75), p<.001
Know birth & death rates for local residents	1.3	1.8	4.90(75), p<.001
Know crime rates for local community	2.2	2.5	2.16(75), p<.001
Know homicide rates for local community	1.6	1.9	3.09(75), p<.001
Know home ownership rates for residents	1.4	1.9	5.34(75), p<.001
Know people from the local community	1.6	2.1	5.72(75), p<.001
Know prevailing values & beliefs of local residents	1.4	1.9	8.37(75), p<.001
Know social needs of local community	1.6	2.1	5.72(75), p<.001
Know existing conflicts within local community	1.5	2.3	5.94(75), p<.001

Pre-assessment. 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.

Post-assessment. The final measure of inter-cultural competence includes gains in students' general knowledge of the surrounding Richmond area in our local community. Further, gains exist for students' personal involvement in the local community.

Students' knowledge of the community is increased from the baseline data. Typically, students' competence in reference to our local Richmond community was low or non-existent as they entered the program. The post-assessments reflect modest growth that is often approaching moderate growth. For example, students made significant gains in knowing the geographical areas of the community, and understanding the education levels of local residents. Improvement was made in students' knowledge of common needs of local residents, the social issues across local residents as well as prevailing values or beliefs of the residents in our community.

In terms of personal involvement, VCU ASPiRE graduates made an effort to become more personally involved in the local community. Specifically, students report celebrating holidays and attending local meetings with greater frequency than before they started the program. The greatest change in personal involvement resulted in students' feeling safer in the community after having been engaged there.

Know which languages spoken by local residents	1.9	2.6	4.82(75), p<.001
Know common needs across residents	2.1	2.9	7.00(75), p<.001
Personal Involvement			
Attend celebrations & events in the community	1.6	2.1	5.92(75), p<.001
Attend community-based meetings	1.7	2.0	4.12(75), p<.001
Patronize local businesses	1.7	2.2	3.94(75), p<.001
Feel safe in the local community	2.7	2.9	2.77(75), p<.001

Key

1=not at all, 2=barely, 3=fairly well, 4=very well

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

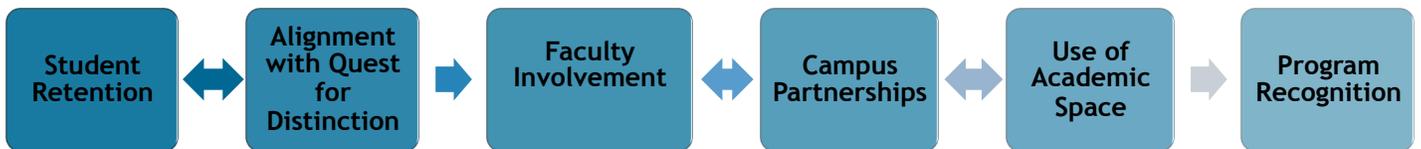
—2014 Class of VCU ASPiRE Student

Conclusions for Civically Engaged Citizens

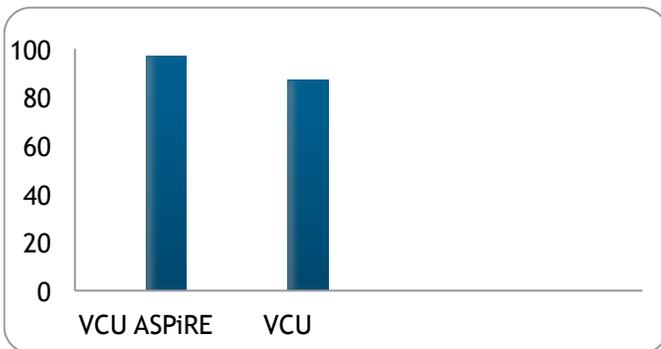
- The study of community engagement enhances students’ perceived acquisition of knowledge and skills.
- The study of community engagement can result in self-perceptions of changed personal belief systems and world-views, which enhances intercultural competence.
- Perceptions of increased intercultural competence may be enhanced by interactions with community members during service-learning coursework.
- Student pre- and post-scores of cultural competence illustrate that collective cultural competence in the City of Richmond was increased as well as students’ individual personal involvement in the community.
- The inaugural class of VCU ASPiRE increased their civic engagement, responsibility, and inter-cultural competence during their participation in the program.

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 97%. In comparison, the university-wide retention rate is 87% for the academic year 2012-13. Retention is significantly higher for ASPiRE students than the average rate for all students.

“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.

Goals	Prescribed Metrics	ASPiRE Data*
Theme 1A: Recruit and retain talented and diverse students who will graduate at a higher rate and will contribute to a highly skilled workforce.	<ul style="list-style-type: none"> Sophomore to junior year retention rate % under-represented minority students 	<ul style="list-style-type: none"> 97% student retention 52% of students are African-American and Hispanic
Theme 1C: Engage students, the alumni of tomorrow, in high impact academic and extra-curricular experiences that expand learning, promote civil discourse, and engage students in self-reflection and creative expression.	<ul style="list-style-type: none"> % students living in residence halls # students studying abroad # students participating in service-learning #hours of co-curricular activity #Alternate Break Trips 	<ul style="list-style-type: none"> 212 students 12 students Summer, 2014 234 students (4,680 hours) 12,544 co-curricular hours 2 trips (26 students)
Theme 4A: Expand community engaged scholarship and service learning	<ul style="list-style-type: none"> # students participating in service learning # community outreach programs for underserved # external-funded community-engaged scholarship proposals and projects 	<ul style="list-style-type: none"> 234 students 20 courses 1 funded
Theme 4B: Create university-community partnerships with a focus on the key targeted areas: K-12 Education, Access to Health, and Economic Development	<ul style="list-style-type: none"> # community partnerships in designated areas # faculty involved in advancing K-12 learning and support services # S-L courses # students engaged in service-learning courses, internships, practica in Richmond Area K-12 schools Economic impact on region for service-learning courses 	<ul style="list-style-type: none"> 34 episodic and sustained partnerships 6 faculty 8 courses 160 students \$69,728 is monetary equivalent of volunteer services (\$21.79/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	<ul style="list-style-type: none"> # curricular partnerships addressing sustainability # service-learning courses addressing sustainability 	<ul style="list-style-type: none"> 4 episodic and sustained partnerships 4 service-learning courses

* ASPiRE student population 2013-2014 is 172

Faculty Involvement

In 2013-14, 8 faculty members joined the staff of ASPiRE as Faculty Fellows. During the Fall, 2013 semester, three of the VCU ASPiRE staff and one staff member from the Service-Learning Office taught the CMST foundational course for ASPiRE. One dedicated faculty member from VCU University College taught three UNIV 200 sections dedicated to ASPiRE students.

In the Spring, 2013 semester, 8 faculty members

and two program staff taught the CMST 301 seminars. Faculty consisted to of a graduate student from the School of Education, three VCU administrators, two public school educators, one adjunct, and two community partners who are community partners. The faculty expertise consists of Kinesiology, Community Engagement, Mentoring, Gerontology, K-12 Education, and Food Sovereignty.

Campus Partnerships

VCU ASPiRE works collaboratively with campus partners 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 Discovery Advising
- VCU AmeriCorps Program
- VCU Service-Learning
- VCU Well
- VCU-Carver Partnership
- VCU Campus Learning Center
- VCU Center for Teaching Excellence
- VCU Global Education Office
- Rams in Recover
- VCU Office of New Student Programs
- Governor's Holiday Hoops Drive
- VCU Making Black History Award Program
- VCU Division of Student Affairs
- VCU Aramark Corp Office
- VCU Recreational Sports
- Office of Multicultural Student Affairs
- VCU Globe Living-Learning Community
- VCU Grace E. Harris Leadership Institute
- VCU Study Abroad Office
- VCU Transfer Center
- VCU Homecoming Committee
- Pre-Health Advising Program
- VCU Academic Advising Unit
- VCU University College
- VCU Orientation Office
- VCU Admissions Office
- VCU DCE Neighborhood Outreach Office
- VCU Service-Learning Office
- VCU Welcome Week Office
- 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
- Mary Frances Youth Center
- Virginia Mentoring Partnership
- Green Unity
- Collegiate 100
- Students Helping Honduras
- Scholarship Sharing
- Office of Residential Life & Housing (e.g., move-in; community council, etc.)
- VCU PeaceCorp Liaison

Program Recognition

Program Scholarship

The students, staff and faculty of VCU ASPiRE submitted 12 proposals for professional papers and presentations at national and international conferences related to their work in VCU ASPiRE; 6 of them were accepted. Four invited presentations were made at state and local meetings. The program staff also participated in the VCU Honors College Berglund Seminar Series on campus. The content of the presentations reflected program development initiatives, community partner development, program evaluation, and best practices in teaching (see Appendix B).

Funding

ASPiRE students and staff submitted five proposals for funding to support program initiatives. Three proposals were funded, by two internal and one external initiatives (Appendix B). The total amount of awards is \$5,050.

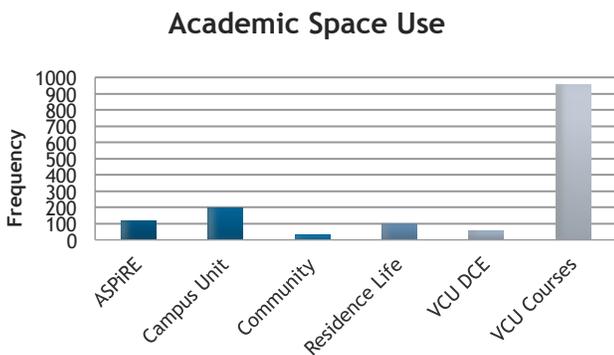
Program Awards & Recognitions

In 2013-14, VCU ASPiRE received two awards in recognition of outstanding service to the community (Appendix B). First, in Fall, 2013, the Richmond City Council bestowed the Richmond Public and Community Service Award on the program. In Spring, 2014, the program was given the VA Governor’s Volunteerism and Service Award for Outstanding Educational Institutional Volunteer Program.

Website

The program website (aspire.vcu.edu) views spanned across the year. However, the number of views spiked at the beginning of the academic year and during our heaviest recruitment periods in November and January. More than 7,800 website hits over one this past year indicates a frequent number of visitors inquiring about the program. Approximately 42% of the views reflected new visitors.

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 a wide variety of academic disciplines are held in WGS. The building is used by a variety of constituency groups. In total, the classrooms were used 1462 times. Although the facilities play a crucial role in the CMST coursework for ASPiRE students and faculty and campus partners, many other groups used the space for their work.

Conclusions for Enhanced Institutional Success

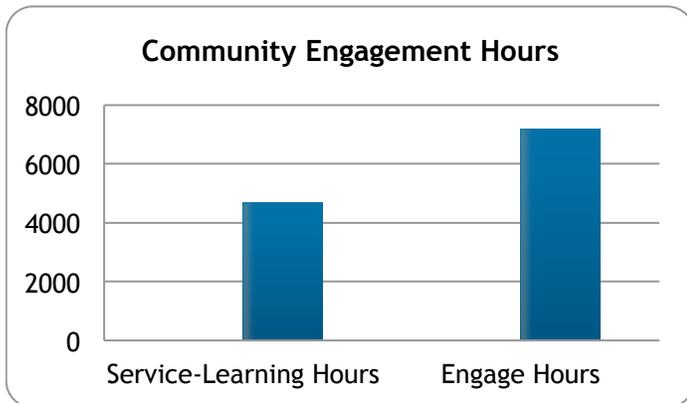
- VCU ASPiRE initiatives are supported by a variety of campus entities that define it's collaborative infrastructure.
- VCU ASPiRE possesses unique assets that enhance the institutional value.
- Student institutional retention rates are enhanced by participation in VCU ASPiRE.
- Faculty members from 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 has been recognized for its community engagement success by local and state level award programs.
- 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 and supports target outcomes.
- The facilities of West Grace South support VCU ASPiRE as well as other units on campus.
- The program website is visited frequently, representing interest in VCU ASPiRE.
- Peak website use most likely represents inquiries during the program student recruitment period.

Positive Community Change

Part of the mission of VCU ASPiRE 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 VCU 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 4,680 service-learning hours in the fall and spring seminar courses. Secondly, VCU ASPiRE students completed 7,194 engagement hours in the co-curricular efforts that provided direct service to the local communities. This means that ASPiRE students contributed 11,874 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 \$21.79 per hour (Non-Profit Quarterly, April 27, 2013), the value of the VCU ASPiRE students’ engagement efforts was approximately \$258,735.

Sample Community Engagement Activity		
<ul style="list-style-type: none"> • House Rebuild • Neighborhood Community Day • Youth Mentoring • Halloween and Easter Events for Children 	<ul style="list-style-type: none"> • School Supply Distribution • Physical Fitness for Youth and Seniors • Voter Registration • Sports and Recreation 	<ul style="list-style-type: none"> • Food Pantry Distribution • Educational Activities for Afterschool Programs • Community Gardening • Live Art Volunteers

Sustained Community Engagement

Community engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices. Specifically, ASPiRE is dedicated to community-based impact in the following 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.

Community engagement can be a part of every citizen's life. Whether our graduates are engaged through their professional or personal lives, VCU ASPiRE prepares our students for life-long engagement. Our program is unique in its focus on sustainable community partnerships that focus on long-term engagement that addresses the societal needs of local and global communities. Further, we believe in the communal benefits of serving together in a group. As students are continuously learning and practicing the discipline of community studies, staff members and community partners who mentor and facilitate students' community engagement knowledge, skill, and disposition acquisition lead all engagement. We work together through collaboratively planned initiatives with identified community partners to address the societal needs of targeted communities. We address requests to engage with designated community partners to serve the expressed needs of local neighborhoods and similar needs in global communities.

“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

Community Members Served

Through direct service, VCU ASPiRE students engaged with 3,582 individual community members attending more than 100 co-curricular activities, and more than 50 classrooms or specialized groups of pre-K through grade 12 youth. The local community is impacted across the life span including infants and elderly populations.

VCU 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 create a performing arts club for middle school students.

Community Fellows Program

The Community Fellows Program is a joint effort between Non-Profit Learning Points (NPLP) and VCU ASPiRE. Each year, two community fellows are selected to work with VCU ASPiRE for two academic semesters. All applicants work for a non-profit organization in the local community and complete an 8-

month training program with NPLP in leadership development. The fellows assist VCU ASPiRE staff in community outreach and in providing meaningful educational programs for the students. In turn, the fellows gain valuable experience and building a relationship with the university.

In the past year, Mr. Tom Bannard from Caritas and Ms. Susan Sekerke from the Daily Planet served as our inaugural community fellows. Both fellows work in non-profit organizations focusing on the community social issues associated with homelessness, poverty, and addiction. The community fellows developed co-curricular activity and taught a service-learning seminar for VCU ASPiRE students. The fellows also worked with our Community Partner Coordinator to address community partner input for VCU ASPiRE initiatives. Both community partners held conferences in their areas of social issues and needs in VCU ASPiRE facilities and involved our students in the programming.

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

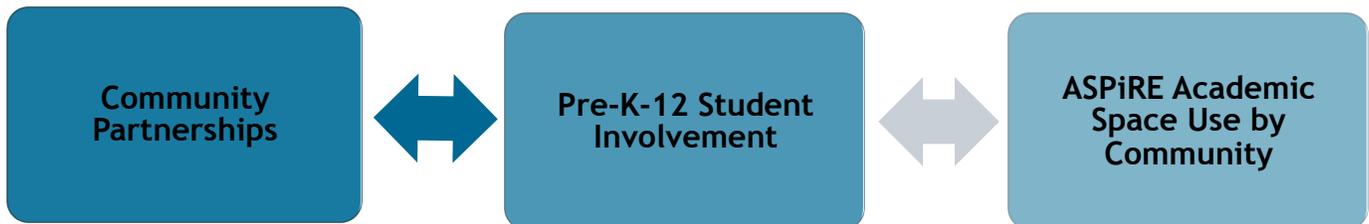
--Community Partner (comment regarding sustainable partnerships)

Conclusion for Positive Community Change

- 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.

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

During the past year, VCU ASPiRE has established partnerships with 44 associations, agencies, or non-profit organizations. There were 14 episodic partners with whom the students interacted with in a single event or for a single semester in a service-learning seminar. However, 31 sustainable partners engaged ASPiRE students repeatedly.

Episodic Partners

1. Chesterfield Social Services
2. Brother's Keeper
3. Chesapeake Foundation
4. Enrichmond Foundation
5. Children's Museum
6. Lobs & Lessons
7. GRASP;;
8. The Partnership for Families North Side
9. GRCC
10. Paint the Town Green
11. Maymont Park
12. Richmond City Chamber of Commerce
13. Blue Sky Fund

Sustainable Partners

1. City of Richmond
2. Fit to Go
3. Mosby Tenant Association
4. Richmond Redevelopment & Housing Authority
5. Community in Schools
6. Micah Project
7. Richmond City Schools
8. Hands-Up Ministries
9. Fulton Neighborhood Resource Center
10. Mosby Court Resource Center Leadership Program
11. Creighton Court Housing Development
12. Daily Planet

14. Richmond Promise Neighborhoods

13. CARITAS

14. Peter Paul Development Center

15. Friends Association for Children

16. Family Lifeline

17. Sportable Info

18. Boys and Girls Clubs

19. North Minister Baptist Church

20. F.I.R.S.T Contractors

21. S.T.E.P. (Strategies to Elevate People)

22. 7th District Health & Wellness Initiative

23. Tricycle Gardens

24. Home Again

25. Circle Center

26. Feedmore

27. Bon Secours

28. East End Cemetery

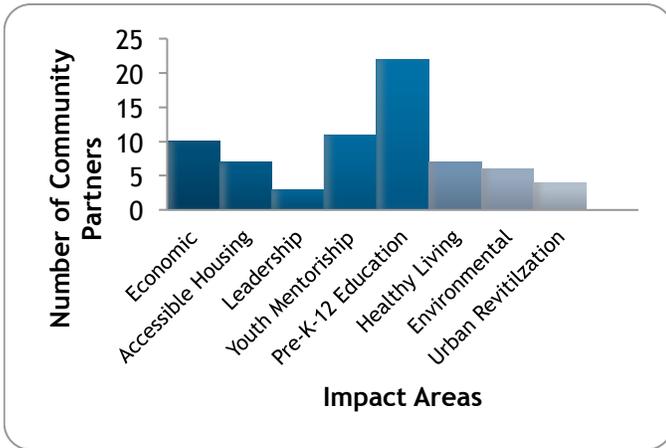
29. Continental Societies of Richmond

30. Woodville Elementary School

31. Chimborazo Elementary School

Community partnerships are formed around the impact areas that address the societal needs of the Metro Richmond area. The number of community partners that address each impact area is contained in the chart below. Some partners address multiple impact areas. 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.



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, with youth mentoring a second frequent impact area. Economic development is another area of need and thus impact made in our community. Access to affordable and accessible housing is another area of impact made during the past year. The impact reflects requests from community partners to address specific needs.

Pre-K-12 Student Involvement and Health Initiatives

Through required course-work with service-learning designations, ASPiRE students worked with hundreds of pre-K-12 students enrolled in non-profit educational programs or in the public schools. This included coursework involving student mentorships and working with specific student organizations through the public schools. During co-curricular events, the ASPiRE students worked with approximately 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

Our Academic Space hosted Community Partner activities approximately 30 times over the past academic year. A priority of the program is to engage with the local communities in their neighborhoods as well as on campus. The facilities are utilized for special events, conferences, trainings, and meetings. In addition to the Academic Space, we have hosted community partners in our social areas of the Living Learning Community as well. Approximately, 250 community members joined us for co-curricular activity in the Fireplace Lounge for more than 10 events. This included the Presidential Award Ceremony, VCU ASPiRE-VA Tech Serve Reflection, Peace Poll Dedication, Halloween Event, Spring Easter Egg Roll, National Health Care Registry Presentations, and more. Clearly the

Conclusions for Enhanced Institutional-Community Success

- 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.

Appendices

Appendix A

Sample Monthly Co-Curricular Calendar

- 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

Community Engagement Scholarship 2012-2014

Invited Presentations

- Slade, M., Blundin, J. (November, 2013). *Keynote for student research conference*. School of Global Studies, VCU, Richmond, VA.
- Slade, M. (October, 2013). *Sustainable community engagement: Why and how?* VCU Honors College, Berglund Seminar Series, Richmond, VA.
- Slade, M. L. (September, 2013). *New student program panel*. VCU Parent Weekend, Virginia Commonwealth University, Richmond, VA.
- Slade, M. L. (April, 2013). *Why serving matters*. Phi Eta Sigma Honor Society Annual Induction Ceremony. Virginia Commonwealth University, Richmond, VA.
- Slade, M. L. (February, 2013). *The leadership compass*. Emerging leaders program meeting. Virginia Commonwealth University, Richmond, VA.
- Bailey, N. & Slade, M. (October, 2012). *Developing community partnerships through VCU ASPIRE*. Emerging Nonprofit Leaders, Richmond, VA.
- Pelco, L. & Slade, M. (October, 2012). *Live, learn, and engage: VCU ASPIRE*. VA Engage Annual Conference, Winchester, VA.
- Pelco, L. & Bailey, N. (September, 2012). *An overview of VCU ASPIRE*. GRAVA, Richmond, VA.
- Slade, M. & Bova, S. (September, 2012). *Sustainable community engagement: Why and how?* VCU Honors College, Berglund Seminar Series, Richmond, VA.

Referred Presentations

- Slade, M. & Lochansky, N. (June, 2014). *Using Reflective Practice to Assess Student Learning Outcomes for Civic Learning and Democratic Engagement*. NASPA, Miami, FL.
- Dyer, R., & Alturi, C. (February, 2014). *Creating effective community*. Active Citizens Conference. The College of William and Mary, Williamsburg, VA.
- Slade, M., Lochansky, N., & Rackett, M. (February, 2014). *Strategies for understanding communities we serve*. Active Citizens Conference, The College of William and Mary, Williamsburg, VA.
- Slade, M. & Brown, E. (February, 2014) *The use of reflective practice to study the impact of community engagement*. Active Citizens Conference, The College of William and Mary, Williamsburg, VA.

- Slade, M. (November, 2013). *The use of reflective practice to study the impact of community engagement on undergraduate students*. Virginia State Assessment Conference, Blacksburg, VA.
- Slade, M., and Pelco, L. (November, 2013). *The use of reflective practice to study the impact of community engagement on undergraduate students*. IARSCLE, Omaha, NE.
- Slade, M. & Sowuleswki, S. (October, 2013). *Using reflective practice to study the impact of community engagement*. Eastern Region Campus Compact, Philadelphia, PA.
- Slade, M., Pelco, L., & Gendron, T. (March, 2013). *The impact of community engagement as measured through reflective practice*. SoTL Annual Conference, Savannah, GA.
- Leibowitz, S. (March, 2013). *Panel: Learning Community Superscapes: Taking Living Learning Communities to the Next Level*. NACADA Annual Conference. New Brunswick, NJ.
- Slade, M., Bova, S., Dyer, R., Alturi, C., Madison, T., Patel, E. & Perez, G. (February, 2013). Best practices in working collaboratively with community partners to develop civic-mindedness during elections. Active Citizens Conference, College of William and Mary, Williamsburg, VA.
- Slade, M., Lochansky, N., Alturi, C., Bova, S., Dyer, R., & Newkirk, T. (February, 2013). *An evaluation model for assessing student impact of a community engagement living-learning community*. IMPACT Annual Conference, Albuquerque, NM.
- Slade, M. & Pelco, L. (February, 2013). *The impact of a community engagement course on undergraduate students*. Gulf South Summit Service Learning Conference, Louisville, KY.
- Pelco, L. & Slade, M. (February, 2013). *Community engagement living-learning programs: Build it well and they will come*. Gulf South Summit Service Learning Conference, Louisville, KY.
- Slade, M., Rillstone, C., Leibowitz, S., & Lochansky, N. (December, 2012). *The impact of community engagement on student success*. VA CAN Annual Conference, Glen Allen, VA.
- Bailey, N., Simmons, S., Scott, A., & Cox, K. (December, 2012). *Let's get engaged: Lessons learned from an ASPIRE partnership to increase voting in the Mosby community*. Campus Election Engagement Meeting, Richmond, VA.

Awards and Recognitions

- 2014 Governor's Volunteerism and Service Award for Outstanding Educational Institutional Volunteer Program, Richmond, VA.
- 2013 Richmond Public and Community Service Award, Richmond City Council.
- 2013 Democracy Cup Award, In conjunction with VCU Honors College, Virginia Campus Engagement Election Project.

Funding

Vance, C., Von-Voyrs-Norton, Adair, M., Pennybacker, C., & Smith, Alex. (2014). SPARK. Richmond, VA. \$5,000.

Washington, J. (Not Awarded, 2014). SPARK. Richmond, VA. \$5,000.

Dozier, L., Shabazz, A., & Slade, M. (Awarded, March, 2014). *Highland Park basketball court*. Let's Play Maintenance Grant, KABOOM.

Lochansky, N. & Slade, M. (Awarded, October, 2013). *Sustainable Volunteer Program for the East End Cemetery*. Service-Learning Project Awards Program, Division of Community Engagement, Virginia Commonwealth University, \$650

Slade, M. L. & Pelco, L. E. (Awarded, July, 2013). VCU ASPiRE, *Internships and Academic Scholarships*, 2013 Higher Education Civic Engagement Awards. \$20,000

Slade, M. L. (Awarded, May, 2013). *Community Engagement Faculty Learning Community Proposal*, Center for Teaching Excellence, Virginia Commonwealth University. \$3,500

Allen, A. & Slade, M. (Awarded, January, 2013). *From Community Garden to Health Eating: Healthy Eating*. Youth Service America and the Sodexo Foundation, Grants to Help End Childhood Hunger in Your Community. \$500

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

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

Bailey, N. (Awarded, July, 2012). *Mosby Leadership Program*. Community of Engagement Grants, Division of Community Engagement, Virginia Commonwealth University. \$9,000

Scholarly Publication and Review Boards

Slade, M. (2013). 2013 IARSLCE Annual conference proposal review. Theories, research methodologies, and evaluation techniques strand. Online review.