Davidson College
Center for Civic Engagement
Annual Report 2015-2016

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1 Full text assessment reports for programs & events in the Center can be found on the Center’s Inside Davidson Assessment page.  
https://inside.davidson.edu/departments/studentlife/assessment/civicengagement/Reports/Forms/AllItems.aspx
Mission, Strategy & Goals

Mission

The Center for Civic Engagement promotes learning through engagement with the community. In partnership with public and nonprofit organizations, we connect students, faculty and staff with opportunities to build community capacity and impact positive community driven change. Our programs and events range from introductory service experiences to immersive summer internship programs, community-based learning courses, and leadership experiences.

Strategy / Method

The CCE’s organizational strategy fosters relationships, increases communication, and allows for collaboration across campus. We aim to be a center within the liberal arts education system to which every academic discipline may be seen to contribute and no one department can claim as its own. The center does not aim to duplicate the work of public and nonprofit organizations, but to enhance their capacity to impact change. Some nonprofit projects come into the center as one-time or ongoing service opportunities while many more come to us as internship, fellowship or community-based learning assignments. We aim to build relationships widely with local public and nonprofit organizations who work across issue areas recognizing that complex social issues require an interdisciplinary approach. By serving as the initial point of entry for these organizations, we can connect them to the appropriate place and sustain the relationship as community needs change. Still further, the center has a strong focus in particular issue areas (e.g., youth & education, poverty) given our hallmark programs and key partners. For example, given our involvement with Freedom Schools, Ada Jenkins, the College Advising Corps and Federal Community-Service Work study, we have a strong focus in the areas of youth and education. Poverty is thread that runs through the majority of programs we offer and it also a central issue in the mission statements of the community partners with whom we work. We aim to meet community-defined needs and assess those needs in the following ways:

- Roundtables and ongoing relationship development through individual meetings and organizational visits
- Conversations with the center’s advisory board
- Davidson and Charlotte-based Policy options News Bureaus
- Sustained events like the Community Involvement Fair and the Building Skills for Social Change Workshops series that allow partners to share their opportunities and have conversation across organizations

In addition, civic engagement work needs to employ multiple approaches to impact change. Similar to the Haas Center at Stanford, we promote these intersecting “pathways to public
service”: direct service, community-engaged scholarship that employs a range of pedagogical strategies, activism, philanthropy, policy and social entrepreneurship.

Goals & Aspirations

- Increase the number of students who are involved in community-based immersion experiences. We want every student to take part in a community-based immersion experience during their time at Davidson including any of the following:
  - Community-based learning course
  - Summer service grant opportunities that include intentional reflection components before, during and after the experience
  - Summer community-based internship and fellowship programs like community engagement fellows and Freedom Schools with intentional educational / reflective components
- Expand the number and nature of community-based learning courses for credit which will in turn increase the number of students engaged in these depth experiences.
  - In addition to single course development, work with faculty to incorporate CBL experiences into capstones, seminars, writing courses
  - Develop several collaborative academic neighborhoods / learning communities that are trans-disciplinary in nature and incorporate community impact
  - Develop civic engagement concentration that is trans-disciplinary
  - Develop a credit bearing summer seminar that could unify the summer immersion programs
  - Develop a proposal for a curriculum where Bonners would receive credit for their work over 4 years
- Be involved in collaborative conversations / the development of innovative approaches to civic engagement on our campus.
- Expand the number of students involved in the Community Service portion of Federal Community Service Work study program so that we exceed the 7% minimum and strive for the 15% exemplary benchmark. We realize that this is limited by the number of students in the program. This also increases the number of students who are working on youth & education based programming (see next bullet).
- Launch new & sustain existing youth and education-focused programs so that they make a long term impact.
  - Build infrastructure for the CAC and work to sustain funding
  - Expand the Freedom Schools program in terms of the number of youth engaged with the program. Our program is full every summer with a waiting list that exceeds 30 youth. This would require additional financial resources.
  - Since 2012, the Ada Jenkins LEARN Works program has expanded from 60 students to 155 students in grades 1-8. Ensure that we can sustain our support for the expansion including numbers of students involved in the program and some curriculum development at the middle school level
- Expand programming and resources around the issue of poverty. Poverty is thread that runs through the majority of programs we offer and it also a central issue in the mission statements
of the community partners with whom we work. We are in the early phases of this expansion right now. At this phase we are working on building awareness and infrastructure. When offering our training and programs, our hope is that collaborative action efforts evolve from there.

- Expand and sustain existing summer immersion experiences through the Center.
  - Secure sustained funding for the Community Engagement Fellows program
  - Expand number of students involved in summer service grants program (funding).
  - Expand the number of servant leader interns in the Freedom Schools program (see prior bullet)
  - Develop a unifying / collaborative curriculum for summer community-based immersion experiences.
  - Continue to offer programs and resources that centralize / unify the range of summer immersion opportunities (e.g., summer opportunity fair, communication with other programs so as to not duplicate effort).

- Provide support to students who receive scholarships with community engagement components to not only promote access to higher education but also success while at Davidson.
  - Increase the monetary value of the Bonner scholarship (e.g., work-study, supplementary financial aid, etc). This could mean collaborating with financial aid to select some students who are a part of another CBO (e.g., Quest Scholars, Posse) and where there is fit.
  - Support students who are a part of scholarship programs that include a community engagement element (e.g., Quest Scholars) through advising, workshops and community connections.

Reimagining the Liberal Arts & Civic Engagement Experiences

In recent years, some have argued that there is a substantial disconnect between the stated mission of higher education institutions and their provision of actual opportunities that help students “recognize and act upon their responsibility to their education community and wider society” (Dey, 2009). Well-designed civic engagement experiences provide students with exceptional experiential learning opportunity by mimicking the diverse problem-solving activities of corporate, governmental, and community groups worldwide. Such activities embody the “essential learning outcomes for the 21st century” (AACU) in the liberal arts by answering the call for institutions of higher education to focus on the importance of social responsibility, the integration of student learning and development, and the broadening of perspectives through experiential learning.

Access & Success

The Association of American Colleges & Universities’ (AAC&U) Liberal Education and America’s Promise (LEAP) initiative builds on the traditional goals of the liberal arts to recognizing the practical value of real-world applications and experiential learning that prepares students for
“economic, societal, civic, and personal” success. In 2008, Kuh, in conjunction with the AAC&U, published the report *High Impact Educational Practice: What They Are, Who Has Access to Them, and Why They Matter.* The report is grounded in several national studies focused on transformative educational practices including: Greater Expectations, the LEAP Initiative, and the National Survey for Student Engagement (NSSE). The report shared a set of pedagogical practices that were transformative in nature in that they “support student persistence and heightened achievement on essential learning outcomes.” These pedagogical practices, including undergraduate research, diversity and global learning, service or community-based learning, and internships, have proven particularly effective “for students from communities that historically have been underserved in higher education.”

**How We Prepare Students for Transition to Impact**

- If we want students to successfully transition into the postgraduate world with the knowledge, skills and abilities to make a positive impact on their communities, we need to provide opportunities for them to wrestle with similar experiences during their time at Davidson so that they are prepared to do so. Our methods of education should match our desired outcomes.
- Civic engagement experiences not only provide valuable skills and experience for jobs and post-graduate opportunities following college, but are value-added experiential learning opportunities. They not only develop the “self”, but also the “self in community”.
- Civic engagement experiences promote in our students complex ways of knowing, understanding of self and others, and participation as citizens in the greater communities. A significant and growing body of research exists demonstrating the positive impact that civic engagement experiences have on student learning and development in ways that can support a successful transition to impact. Still further, these experiences have shown to be particularly impactful for students who have been historically underserved in higher education.
- There is extensive dialogue at the national level about the competencies that students develop through civic engagement and leadership work. The Center adopts and assess the following competencies as they prepare students for transition to impact:
  - Knowledge of

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4 Appendix A offers research highlights that demonstrates how civic engagement experiences can prepare students for transition to impact.
5 This list is represents a comprehensive compilation of the frameworks & discussion at the national level including AACU’s LEAP / Value initiative. It was taken directly from the Haas Center for Public Service at Stanford http://studentaffairs.stanford.edu/haas/about/strategicplan/civiccompetencies
the principles of ethical and effective service: reciprocity through partnership, humility, respect for diversity, commitment, ongoing communication and clear expectations, preparation, context, participatory pedagogy, and safety

the impact of power and privilege in the context of social justice work

the range of public service pathways by which one can contribute to the common good

the groups, networks, and systems that address or affect social issues

the root causes, history, and interconnectedness of various social issues affecting local, regional, and global communities

- Skills
  - critical, integrative, and reflective thinking
  - effective communication through active listening and constructive dialogue
  - developing creative, interdisciplinary, and collaborative solutions regarding social issues

- Values and Self-Awareness
  - awareness and evaluation of one’s own values, assumptions, and motivations
  - recognition of one’s identity as socially and historically situated sense of responsibility and practice of reflection about one’s actions

- Community and Cultural Awareness
  - understanding of the local, regional, and global contexts in which social issues are embedded
  - respect and appreciation for diverse communities and cultures, their interconnectedness, and their accumulated wisdom
  - going beyond one’s comfort zone and the boundaries that traditionally separate communities

- Public Action
  - participation in one or more public service pathways in ways that embody ethical and effective service principles
  - sustained commitment to at least one social issue
  - creation of knowledge and practices that positively impact society

From Awareness to Action: Davidson’s Center for Civic Engagement

The graphic that follows represents our combined vision and strategy. The pyramid is inverted because we aim provide programs and resources that support our audiences as they move from awareness to action. Immersion or depth programs are where we spend the largest percentage of our time and we want these to be our hallmark programs. We recognize that introductory programs and experiences enable us to develop immersion experiences, but they don’t require a larger percentage of total staff time. The entire pyramid is based on a foundation of relationship development and the assessment of community needs.
The following is a list of issues that are being addressed by programs in each category.

**Immersion Program Issues**
- Include a strong programmatic focus in the Center on youth and education as well as poverty
- Are identified by learning goals for community-based learning classes. Projects sometimes take the form of issue-based work and other times take the form of skill development

**Student Leadership & Grant Issues**
- Connect to the mission of the student leadership organization and their nonprofit partner including youth & education; health; housing; poverty; eldercare; women’s empowerment; human trafficking; public art & activism through art; civic engagement; immigration; food justice; and the environment
- Are identified by the individual students in the case of grants

**Gateway Programs & Resources**
- Wide ranging depending on student interest, current events, one-time direct service needs of organizations
Overview / Year in Review

The 2015-16 academic year was eventful in the area of civic engagement. In addition to strengthening foundational programs and events, the Center for Civic Engagement focused on expanding community-based immersion opportunities, capacity building through partnership development and messaging.

Community-based Immersion

If we want students to successfully transition into the postgraduate world with the knowledge, skills, and abilities to make a positive impact on their communities, we need to provide opportunities for them to wrestle with similar experiences during their time at Davidson. We continue to build upon our foundational programs and offer students multiple pathways to engage with the community with the goal of having every student participate in some type of community-based immersion experience during their time at Davidson. This will require us focus a large percentage of our time on immersive experiences like internships and community-based learning courses. In addition to working with faculty to offer community-based learning courses, we expanded resources and support for co-curricular immersive experiences. Still further, we continue to expand our immersive programs that focus on access and success in K-12 through our programs such as Education Scholars, Freedom Schools and College Advising Corps.

Partnership Development

Our partnership development efforts focused on deepening our relationships with nonprofit partners to build community and organizational capacity. We held a series of roundtables during the summer of 2015 and a Community Involvement Fair at the start of fall classes that resulted in the 3rd semi-annual publishing of our Service and Capacity Building Opportunity booklet that is shared widely across campus.

Statistics & Achievements At a Glance

- More than 90 percent of Davidson students participated in some kind of civic engagement experience during the academic year
- Partnered with over 206 public or nonprofit community organizations
- Offered 19 Community-based Learning courses
- Supported 52 immersive summer experiences through Center sponsored programs including Education Scholars, Freedom Schools, Nonprofit Leadership / Cook Family Fellows, Bonner Scholars and granting programs.
- Awarded $40,491 in grants to 19 internship, service, or community-based learning projects
- Supported 29 student organizations that focus on direct service, social justice or advocacy
- Hopefully, for the ninth year in a row, Davidson College was honored with the President’s Higher Education Community Service Honor Roll distinction. We are still waiting to hear, but we have already submitted the next year’s application.

In the Fall of 2015, we hosted the 2nd planning meeting of the Community Collaborative, a group of nonprofit professionals, community leaders, and engaged citizens who work together to impact
sustainable change around pressing issues faced by Lake Norman area residents. As an outcome of the discussions and in an effort to convene the collaborative on a regular basis, we will reorganize our monthly Building Skills for Social Change workshops into an annual, daylong Community Innovation Institute. We are excited not only to be a part of this group, but also for its potential to inform community-based projects grounded in assessment.

**Messaging**

We continued to focus on messaging to communicate the range of ways students can engage with the community to impact positive change. We enhanced our social media plan to focus on the range of methods. In the fall semester, the inaugural volume of our magazine, Pathways, was unveiled to the campus sharing powerful stories of community engagement and change from students, faculty, alumni, staff and community partners.
Academic Connections

Community-based learning allows students to connect their academic work with direct experience in the community that meets a community-defined need. Nineteen community-based learning courses were offered this year providing students the opportunity to learn about social issues while practicing skills such as problem solving, critical thinking and communication. In addition, the center provides resources to faculty members who wish to integrate community-based learning into their curriculum.

In addition to offering courses with community-based learning components, many Davidson faculty present and publish on community-based learning pedagogy or the larger social issues connected to their discipline. A central goal for the 15-16 academic year was expanding the number and visibility of community-based offerings as well as working as part of a cross divisional task force exploring the next strategic steps for experiential learning at Davidson.

Collaborative Poster Session
The Community-based Learning Poster Session provides an opportunity for students and faculty to showcase their community-based learning work with the larger community. Due to the growing number of community-based learning classes, a second poster session was added to the schedule. The fall session featured 24 projects from 6 classes. The spring session featured 36 projects from 8 classes. Over 250 community members, students, faculty and staff attended each event that celebrated powerful learning through community work.

Curriculum Development Consulting & Grants
The Center for Civic Engagement offers curriculum development grants and consulting to support faculty who wish to integrate community-based learning components into existing courses. This year, the center staff worked with 18 faculty to sustain an existing community-based learning course, to integrate community assignments with or without grant support or to explore other ways to advance their community-based scholarship. We expanded the scope of our grants to not only support faculty time but also to cover supply and transportations costs associated with community-based learning courses as well as costs

FALL 2015 COMMUNITY-BASED LEARNING COURSES

- ANT 267 Food & Sustainability (Lozada)
- ART 215 Introduction to Print Media (Starr)
- ANT 340 Medical Anthropology (Cho)
- MHU 211 Health, Illness and Primary Care (Mamoon)
- MHU 244/PSY 234 Child Psychopathology (Stutts)
- POL 328 Politics of Information (Bullock)
- PSY 355 Culture, Parenting and Literacy (Leyva)
- PSY 377 Life Stories (Multaup)
- SPA 311 Teaching Spanish in Elementary School (Kietrys)

SPRING 2016 COMMUNITY-BASED LEARNING COURSES

- ANT 360 Development and Sustainability (Samson)
- BIO 108 Human Biology - 2 Sections (Ward)
- COM 495 Communication Theory/Research (Martinez)
- ENG 201 Professional Writing (Campbell)
- MAT 210 Mathematical Modeling (Heyer)
- MHU 220 Health Psychology (Stutts)
- MHU 340 The Obesity Epidemic (Stutts)
- SOC 331 Community Engagement and Change (Riemer)
- THE 362 Theatre for Social Justice (Green)
associated with speakers related to cbl curriculum. We awarded a total of 7 grants under these new guidelines.

**Faculty Advisory Board**
This year, we reconstituted our Faculty Advisory Board. The Board meets approximately 3-4 times over the course of the year and includes 5 faculty members: Dr. Graham Bullock, Dr. Shireen Campbell, Dr. Verna Case, Dr. Sharon Green and Dr. Fuji Lozada. This year we focused specifically on ways to expand and sustain community based learning courses and make recommendations on resource needs like professional development, etc. Given the increase in number of Center for Interdisciplinary Studies majors that focus on community engagement and change, the board will focus its attention on the potential for an interdisciplinary major or minor.

**Experiential Learning Task Force**
The Task Force for Experiential Learning was formed during the fall of 2014 at the request of President Carol Quillen. The Task Force was asked to evaluate experiential learning programs at Davidson College and to examine how current and future experiential learning programs should be shaped to educate each Davidson student for a life of leadership, service, and disproportionate impact for good (in his/her chosen areas of endeavor). Specifically, the task force examined ways in which experiential learning enables Davidson graduates to be self-aware, thoughtful, knowledgeable global citizens who are at ease with differences among people and cultures; team-builders who are able to work effectively with a wide range of people and partners; original, creative thinkers and problem-solvers who move easily between the classroom and the world. The Associate Dean of Students & Director of the Center for Civic Engagement continued to serve on the task force that, generally speaking, recommended that appropriate college offices and programs:

- Provide information and resources so that all students have knowledge of and access to the hands-on, in-depth learning experiences, including:
  - Publicizing all experiential learning opportunities using a variety of channels...including websites, social media, testimonials from other students, etc. Decide on a central “repository” that has some information on all available opportunities. While this is available now the websites (https://www.davidson.edu/about/distinctly-davidson/research/research-and-scholarship-opportunities; https://www.davidson.edu/offices/international-studies-program/travel-grants; https://www.davidson.edu/student-life/civic-engagement/summer-programs and http://www.davidson.edu/summer-experiences) are found in a variety of places and don’t always link to the other sites.
  - Encouraging all students to participate in at least one high-impact experiential opportunity early in their undergraduate career
- Recruiting and developing faculty with an interest in mentoring experiential learning experiences by:
- Seeking additional funding for high-quality community-based learning / immersive civic engagement experiences, internships, research and study abroad from granting agencies, partnerships, and individuals, with specific goals of:
- Develop guidelines and goals for high-impact experiences
Partnership Development

The center works collaboratively with over 206 nonprofit and community organizations to offer programs and resources that increase community capacity, educate our community about the range of ways to be civically engaged and provide students with the opportunity to affect positive social change through service. Our partnership development efforts focused on deepening our relationships with nonprofit partners to build community and organizational capacity. We held a series of roundtables during the summer of 2015 and a Community Involvement Fair at the start of fall classes that resulted in the 3rd semi-annual publishing of our Service and Capacity Building Opportunity booklet that is shared widely across campus. In addition to publicizing opportunities for nonprofit and public organizations ranging from introductory service experiences to immersive internship programs, community-based learning courses and leadership experiences, the center hosts or coordinates regular events and programs for community leaders.

Building Skills for Social Change Workshop Series
For the ninth consecutive year, the center offered the Building Skills for Social Change workshop series made possible through the generosity of the Bonner foundation. Sessions are open to nonprofit professionals as well as students, faculty, and staff at Davidson College and are intended to build the capacities of our community and provide networking opportunities across organizations. More than 86 community leaders attended this year’s workshops on the following topics: Learning About the Deliberative Dialogue Process; Working Smarter: Tools to Manage Your Workday; Engaging Your Board of Director; Creativity as a Catalyst for Impact; News, Names, and Notices: Using Policy Options to Stay Informed on Policy Changes & Upcoming Events; and Building Successful Collaborations

Community Collaborative
The Community Collaborative is a group of nonprofit professionals, community leaders, and engaged citizens who work together to impact sustainable change around pressing issues faced by Lake Norman area residents. The center for civic engagement convened the group in June of 2015 to discuss a vision for a community collaborative that would create a forum for dialogue and meaningful exchange among community leaders; identify issues faced by residents of Lake Norman, identify a “pilot” issue for the collaborative to focus on for the next year and discuss ways that event participants can be involved in the collaborative if they choose. In the Fall of 2015, we hosted the 2nd planning meeting of the Community Collaborative, a group of nonprofit professionals, community leaders, and engaged citizens who work together to impact sustainable change around pressing issues faced by Lake Norman area residents. As an outcome of the discussions and in an effort to convene the collaborative on a regular basis, we will reorganize our monthly Building Skills for Social Change workshops into an annual, daylong Community Innovation Institute. We are excited not only to be a part of this group, but also for its potential to inform community-based projects grounded in assessment.
Bonner Scholars

The Bonner Scholars Program is a four-year scholarship program that centers on a strong team of students working to bring about positive community change through service, research and action. The program continually explores ways that scholars can use their service as an extension of the learning on and off the Davidson College campus.

Curriculum
This year marked the implementation of a new meeting structure that was developed by a committee of students in 2014-2015. Based on selections last spring, students were placed in one of four issue tracks. Student facilitators organized the tracks to look at different aspects of the social concern and then the group did short presentations to the entire Bonner program at the end of the year. Skill-based sessions were also implemented to allow for some autonomy in meeting selection. Each Bonner chose one of the three topics offered on those evenings. Not only did they get to explore a topic of particular interest to them but they also had the opportunity to spend time with Bonners from other class years.

Several faculty, staff, alumni and community partners led Bonner meetings this year in addition to current Bonners and the Center for Civic Engagement staff. Fifteen Bonners participated in a book club over Winter Break and discussed Strangers Drowning in the spring semester. The German department hosted Jagoda Marinić, German writer and activist, for a visit to Davidson and Bonners had the opportunity to host her for a brunch and speak with her about college student engagement and activism.

Campus-Wide Meetings
Bonner Scholars often have the opportunity to meet and learn from strong leaders for positive change in the community. The desire is for everyone on campus to have those same opportunities. To that end, the Center for Civic Engagement hosted Shawn Humphrey, the “Blue Collar Professor,” in the fall to talk about the concept of “Do-Goodernomics.” In the spring semester the spoken word group “Mayhem Poets” performed works on issues of social justice and identity. They also facilitated a workshop the following day for students to work through their ideas.

Cornerstone Activities
The tradition of class projects to further development in the program continued. First year students spent Spring Break with Habitat for Humanity Collegiate Challenge in Birmingham, AL and while there the group was able to connect with Bonners from Birmingham-Southern University. The plan for the second year exchange was to host Washington & Lee but the gathering was cancelled due to a snowstorm. Recommitment was an afternoon of games and
conversation at the Lake Campus. For the Senior Presentations of Learning the group chose an awards theme with “Golden Onion” awards and a video. They also met in pairs beforehand to connect and then prepare introductions for each other.

**Community Building**
The Bonner Leadership Team tried to offer at least one event each month this year to encourage community building among the entire program. Activities included two teams competing in Be the Match’s “Vermonster Challenge,” a movie night, a game night and a ping-pong tournament and a trip to see Cornel West speak in Charlotte. Leaders planned a day hike that was cancelled due to weather and Exit Strategy which was cancelled because of the company’s closure. Each semester Bonners participated in service together. In the fall they participated in the United Way Day of Caring with a project at LIFESPAN and by adopting a family for holiday gifts through Mooresville Christian Mission. In the spring semester they build a fire pit at the MYM Services home for young women who have been trafficked.

The monthly “Bonner Study Halls” continued and so did the end of semester finals stress relief activities. In addition, a Bonner Facebook group was created and maintained by the leadership team. Popular posts included a “Spot the Bonner Wearing a Bonner Sweatshirt” contest and a “Bonner Love Hidden Valentine Treats.”

**Bonner Community Fund Grants**
The Bonner Community Fund is derived from our endowment from the Bonner Foundation is distributed via a grant applicant process. Applicants must demonstrate a commitment to meeting a need in the local community and grant recipients must submit a reflection on the experience at its conclusion.

The Community Fund supported 3 projects this academic year. One funded a mural at a local elementary school, along with an opportunity for children to learn about art from the artist. Another supported the growth of a new student organization, Davidson Refugee Support. The third will be used to create a fashion program for those who are homeless to raise awareness and challenge perceptions of homelessness.

- “I honestly feel like Bonner gives me a reliable community of students passionate about social issues just like I am. Learning about some of the issues that I am not as familiar with has truly stretched me as a servant in the community.”
- “It’s hard to fully understand how one thing can influence your life and shape who you are. Bonner definitely played that role for me.”
- “It’s one thing to read about poverty; it’s another thing to go out and experience it. This semester working with community partners in Smithville, a low-income neighborhood in Cornelius, has shaped me in many ways. It was really cool to meet interesting people who have lived interesting lives. In another way, Smithville has made me more aware of the challenges facing neighbors around me. Becoming more aware of these challenges helps me to become a better citizen and ally to my Neighbors.”
Education Partnerships

**College Advising Corps**
In partnership with the national College Advising Corps (CAC), Davidson College is proud to host a CAC program due to the generosity of the John M. Belk Endowment. The CAC places well-trained, college graduates from institutions of higher education as full-time advisers in under-resourced high schools to support students as they navigate the complex processes of college admission and matriculation. These “near peer” advisers collaborate with teachers and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, advisers supplement, not replace, existing high school counseling staff, thereby reaching more students. The goal is to increase the rates of college enrollment and completion among low-income, first-generation college and underrepresented high school students.

In its 2nd year, the Davidson CAC is partnered with 20 selected rural North Carolina High Schools in Western North Carolina.

* Data is as of June 2016. A complete report of the Davidson College Advising Corps will be available at the end of July.

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<thead>
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<th>Statistics At-a-Glance*</th>
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<tr>
<td>19 Advisers at 20 School Sites in Western NC</td>
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<tr>
<td>College Adviser One-on-One Meetings with juniors and seniors – 10,695</td>
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<tr>
<td>Parent meetings – 1,117</td>
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<tr>
<td>College Applications submitted by seniors – 7,924</td>
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<tr>
<td>College Acceptances – all institutions – 3,944</td>
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<tr>
<td>Value of College application fee waivers used - $31,754</td>
</tr>
<tr>
<td>Institutional Financial Aid offered - $48,129,839</td>
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<td>Scholarships Awarded - $7,154,892</td>
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**Education Scholars**
Education Scholars is a nine-week "Transition to Impact" summer program for Davidson students interested in driving change at every level of our education system. This program places 10 students (6 females, 4 males; 8 rising juniors, 2 rising sophomores) in immersive, project-based internships with local partners in and around the Charlotte education system. Through their internship, community living, and shared readings, each intern have the opportunity to explore and analyze complex issues in education. Four of the ten intern positions are made possible due to the generosity of the Arthur Vining Davis Foundation and Ed ’61 and Page Kizer.

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<tr>
<th>Statistics At-a-Glance</th>
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<tr>
<td>10 scholars</td>
</tr>
<tr>
<td>10 partner organizations</td>
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<td>3,200 hours of community-</td>
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Leadership for the program was transitioned from the President’s Office to the Center for Civic Engagement during the 14-15 academic year.

Partner placements for the summer of 2015 include:

- Allenbrook Elementary School
- The Arts & Science Council
- Billingsville Elementary
- Charlotte Lab School
- Charlotte-Mecklenburg Schools
- Levine Museum of the New South
- Project Scientist
- Teach For America
- UNC Charlotte Urban Institute

"I have put in place activities and initiatives that will change the school culture and environment for the better, and I am very proud of that."

"Just through meeting different people and seeing all the work done by members of the Ed Scholar cohort, it was nice to see the different ways that educational advocacy can manifest in terms of backgrounds of individuals, career moves, and visions of non-profits, etc."

"I definitely felt like the conversations we have over the weekly reflections and the knowledge I gained about CMS provides me with valuable insights into US public education in general."

**Freedom Schools at Davidson College**

The Freedom Schools program was developed by the Children’s Defense Fund (CDF) and provides summer enrichment experiences for students in kindergarten through eighth grade. The program fosters a love of reading, increased self-esteem, and positive attitudes toward learning. Classes for this 6 week summer program are held at the Ada Jenkins Center in Davidson, and students receive two meals and a snack each day. Each year six Davidson students receive training to serve as servant leader interns for the program, which is grounded in a model curriculum that includes five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.

Davidson College was honored to be selected by the Children’s Defense Fund to participate in their national assessment efforts during the summer of 2013, including the administration of the Basic Reading Inventory. The survey helps assess reading achievement among Freedom School participants, including vocabulary and reading comprehension. Based on results from pre-/ post-testing, 95.7 percent of scholars involved with the Freedom Schools program at Davidson maintained or gained in instructional reading level and did not experience summer learning loss. The average gain in reading level was 12 months. Additionally, the scholars demonstrated positive changes in their behaviors and attitudes, including increases in the number of books read, confidence levels, their attitudes about the value of education and desire to take part in social action activities. The Davidson program will participate in the national assessment again during the summer of 2016.

**Statistics At-a-Glance**

- 50 scholars
- 5 classrooms
- 6 Davidson student interns
Events & Programs

The Center for Civic Engagement hosts regular events and programs that inspire innovative ideas for social change, celebrate the incredible work happening in our community and introduce students to the range of ways to be engaged with the community from short term direct service to immersive internships to social change leadership roles.

**Community Involvement Fair**
The Community Involvement Fair is held each fall in the Atrium of the Knobloch Campus Center to facilitate relationships between students and community organizations. Student participants had the opportunity to connect with both peers and partners and were given a [Davidson Serves] notebook. The event encouraged hall participation as well, with Second Belk floor receiving a pizza party for having the highest percentage of attendees. After the Fair, community partners were invited to stay for lunch where the Civic Engagement Council gave a brief presentation. The Center published an Opportunities Booklet for students to learn more about the partners at the Fair before the event and after. For the first time, this booklet has become available in a digital format on our website. Furthermore, after this year’s fair, the Center followed up with the students who attended the fair with a weekly newsletter to publicize service opportunities.

**Celebration of Service**
The Celebration of Service is an annual awards ceremony that recognizes students, faculty, staff and community members for their contributions to service. This ceremony features a dinner, an awards presentation, and a slideshow of photos and achievements from the year. One award of note included the presentation of the inaugural *Alumni Award*, which honored the Davidson College Class of 1968 and their “Davidson Serves” alumni service initiative.

This year’s event, our nineteenth annual, featured collaboration between the Center for Civic Engagement and the Civic Engagement Council in honor of the year in Civic Engagement. The night saw participation from both incoming and outgoing student leaders, as well as community members.
Orientation Community Walk
The Orientation Service Walk is an annual half-day introduction to civic engagement for incoming students at Davidson College. The walk introduces new students to Davidson’s mission of “assist(ing) students in developing humane instincts and creative minds for lives of leadership and service” through a five-kilometer walk throughout the Town of Davidson. The event serves as an introduction to the geography of the town, venues for community service, and the range of ways that a student can get become civically engaged at Davidson College.

This year, the morning began with a presentation highlighting the ways in which the Davidson community responds to a variety of issues, culminating in a keynote address from Jamie Hofmeister-Cline ‘11, speaking about the power of building a community while at Davidson. The walk featured opportunities for student involvement in the Davidson area, with each kilometer signifying more money raised for this year’s beneficiary, the ‘Wildcat Build’ sponsored by the Davidson College Habitat for Humanity Chapter and Our Towns Habitat for Humanity.

Service Odyssey
The Service Odyssey program uses intensive community service to build relationships among first year participants, increase social awareness, and challenge individuals to work constructively within a group. 29 incoming first year students participated in one of the three sessions in Summer 2015.

In the fifth summer under the leadership of the Center, the program continued to be a strong introduction to the local Davidson and greater Charlotte communities as well as Davidson College. The student leaders were trained by Center staff to be able to facilitate the three sessions and work collaboratively with our community partners. During the summer the leaders met with local community partners to identify needs and connect the work to opportunities and resources at the college. The student leaders also prepared reflection activities to process not only the activities of each day but the social issues that were encountered as well. S

Summer 2015 community partners included the Ada Jenkins Center, Alexander Youth Network, Angels & Sparrows Soup Kitchen, Camp Dogwood, Carolina Raptor Center, Catawba Lands

Statistics At-a-Glance
- 86.7% of first year students participated in the walk
- 38 faculty, staff, community members, students, and alums served as walk leaders
- Raised $4,007.40 for the Habitat for Humanity 'Wildcat Build'

“Being a part of Service Odyssey was one of the greatest summer experiences I've ever had. Through Service Odyssey I met some great new friends, but more importantly, I learned how impactful service is to Davidson College and its students. Partnering with several organizations around Lake Norman and Charlotte led me to see that the needs in our communities are very personal. It was a summer I’ll never forget, and I wouldn’t have wanted to spent it any other way.”

~Service Odyssey Participant

Statistics At-a-Glance
- 33 student participants, including 4 group leaders
- 920 hours of service
- 17 community partners
Conservancy, Crisis Assistance Ministry, Habitat for Humanity – Charlotte, Hope House, Inc., Loaves & Fishes Food Pantry, Milton Road Boys & Girls Club, Mooresville Soup Kitchen, Sow Much Good, St. Mark’s Lutheran Church Soup Kitchen, The Relatives, and Urban Ministry Center. Recreational activities included museum visits to the Levine Center, cookouts at lake campus, picnics at Freedom Park in Charlotte, concerts at the Whitewater Center in Charlotte, and lots of games!

All three sessions of Service Odyssey were held off-campus to increase the total immersion into our community. Session Three offered two different options to allow student participating in STRIDE or International pre-Orient the opportunity to be involved with Service Odyssey for four days. For the second year in a row, the Service Odyssey program was on a waitlist, illustrating the increasing interest in this program.

**Service Saturdays**
Service Saturdays is a local community experience organized one Saturday a month. A group of up to 10 students work together on a service project while learning about a local non-profit organization. Each trip is led by a student leader and focuses on a different social issue. Following the service project, the group discusses the experience over a meal.

The trips over the course of the 2015-2016 academic year continued to highlight a variety of social issues through service and incorporated intentional pre-and post-trip reflection. Community partners included the Ada Jenkins Center, Crisis Assistance Ministry, Friendship Gardens, Hope Haven, Loaves & Fishes Food Pantry, and Our Towns Habitat for Humanity ReStore. Facilitation of these trips is shared between community partner hosts and student trip leaders.

**Social Innovation Programs**
Social innovation has re-emerged in campus programming and curriculum due in part to a renewed nation-wide focus on civic engagement and the range of ways higher education institutions and students can work towards systemic change in communities. During 2015-2016, the center offered programming and resources that featured the work of social entrepreneurs, engaged students with social innovators in Charlotte and provided seed funding for student innovators working to put their ideas into action.

- **SEED20** - Social Venture Partners (SVP) in Charlotte hosted its 5th Annual SEED20 competition designed to spotlight and fund nonprofits in the region focused on creative ideas for social change. Each of 20 Davidson students was paired with a nonprofit team as a student ambassador. The students supported the team by conducting research and providing feedback on pitch presentations.

- **“Ideas of March” Competition** - The Ideas of March is the center’s idea competition that, due to the generosity of MSC Industrial Supply Co, Inc., provides seed funding to students for a program or enterprise rooted in social change. Five teams of students participated in this year’s competition. The teams registered their ideas and then presented them in five minute pitches at an event open to the community. The audience provided written

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**Statistics At-a-Glance**
- 49 student participants (37 unique student participants)
- 6 trips / service sites
- 108 hours of service
feedback and also had an opportunity to vote on a winner. Judges selected “CIRCLE” (an app to support children confined to hospitals or bed) for the first prize of $5,000 and “Davidson Refugee Support” as the second place winner of $3,000 for their efforts to provide programming and support for refugees in the Charlotte area. The refugee support group also took home the “audience favorite” prize of $1,500.
Fellowships & Internships

The Center for Civic Engagement hosts immersive internship and fellowship programs for current Davidson College students each summer. Through a combination of direct service, community living and shared readings and reflection, each intern explores what it means to be an engaged and informed citizen as a member of a larger community. Community Engagement /Cook Family Fellows focus on the nonprofit sector broadly defined while Education Scholars and Freedom Schools Servant Leader Interns focus on issues in the education system.

**Community Engagement Fellows/ Cook Family Community Engagement Fellows**

The Community Engagement Fellows program places students in different not-for-profit organizations in the local community for an internship experience. Through a combination of direct service, community living and shared readings each intern explores what it means to be an engaged and informed citizen as a member of a larger community. Due to the generosity of the Cook Family, two additional students participated in the Community Engagement Fellows program in 2015, working with organizations that have a Christian focused mission.


The Fellows met on a few Friday afternoons for enrichment activities to learn even more about how to engage in community, even after Davidson. Those sessions included a field trip to Greensboro to learn about nonprofit collaboration and programs for young professionals, attendance at workshops during a conference and visits to local nonprofit cafes and stores. Fellows each prepared a project at the end of the summer to communicate their work and how they had developed knowledge and professional skills. They presented these, along with a general reflection of the summer, during an evening with other Fellows, supervisors from the non-profit partners and staff from the Center for Civic Engagement.

**Education Scholars**

Education Scholars is a nine-week "Transition to Impact" summer program for Davidson students interested in driving change at every level of our education system. This program places 10 students in immersive, project-based internships with local partners in and around the Charlotte education system. Through their internship, community living, and shared readings, each intern...

### Statistics At-a-Glance

- 10 scholars at 10 sites
- 3,200 hours of community-based work
have the opportunity to explore and analyze complex issues in education. Four of the ten intern positions are made possible due to the generosity of the Arthur Vining Davis Foundation and Ed ’61 and Page Kizer.

Leadership for the program was transitioned from the President’s Office to the Center for Civic Engagement during the 14-15 academic year. Partner placements for the summer of 2015 include: Allenbrook Elementary School, the Arts & Science Council, Billingsville Elementary, Charlotte Lab School, Charlotte-Mecklenburg Schools - Office of the Superintendent, Levine Museum of the New South, Project Scientist, Teach For America, and UNC Charlotte Urban Institute. Assessment results for the summer of 2015 will be available at the end of the summer and in our 15-16 annual report.

**Freedom Schools**
The Children’s Defense Fund Freedom Schools program at Davidson College provides summer enrichment for children between kindergarten and 8th grades that fosters a love for reading, increases self-esteem, and generates positive attitudes toward learning. The program is grounded in a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. Six Davidson College students are selected to serve as Servant Leader Interns. They take part in an in-depth training program prior to implementing a curriculum developed by the Children's Defense Fund. Still further, they take part in the national Ella Baker Child Policy Institute that not only focuses on the program’s integrated reading curriculum but also provides child advocacy leadership training.

Davidson College was honored to be selected by the Children’s Defense Fund to participate in their national assessment efforts during the summer of 2013 including the administration of the Basic Reading Inventory. The survey helps assess reading achievement, including vocabulary and reading comprehension, of students. Based on results from pre/post testing, 95.7% of scholars involved with the Freedom Schools program at Davidson maintained or gained in instructional reading level and did not experience summer learning loss. The average gain in reading level was 12 months. Still further the scholars demonstrated positive changes in their behaviors and attitudes including an increase in the number of books read, confidence levels, their value for education and desire to take part in social action activities. Davidson College will once again participate in national assessments during the summer of 2015.

**Summer Experience Poster Session**
Students participate in amazing learning experiences through service and community engagement each summer and often do not have an opportunity to share those experiences with the campus community. In fall 2015, the Center for Civic Engagement hosted a poster session for participants to talk about the experiences and for attendees to learn more about the summer opportunities and possibilities available to students.

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<tr>
<th>Statistics At-a-Glance</th>
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<tr>
<td>• 50 Scholars served</td>
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<td>• 5 Classrooms</td>
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<td>• 6 Davidson College Servant Leader Interns</td>
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Grants

The Davidson College Center for Civic Engagement offers grant programs that award financial support to student authored proposals for service initiatives. Students interested in community internships, starting a program, or going on a service related domestic or international trip write proposals to four different service grants. Applying for grants offers students’ experiences of grant writing, the philanthropic process, and the development of personal learning goals related to community work. The program enables students to develop an experience that allows them to explore social issues and their roles as local and global citizens in depth.

In the summer of 2015, grantees completed an assessment of their experiences to help staff in the Center better understand how the project experiences influenced their learning and perspectives. Staff in the Center for Civic Engagement offered individualized consultations to students interested in applying for grants, assisting students to think more critically and analytically about their service experiences to come.

**Summer and Fall 2015 Robert T. Stone ’62 Memorial Grants** supporting experiences that combine service work and environmental issues

- Maria Antonia Bravo ’18 with Salvemo Sabaletas, *service experience increasing sustainable economic growth in Colombia*
- Cameron Gainey ’16 with the Town of Davidson, *service experience promoting bumblebee conservation through bumblebee nesting box installation in Davidson, NC*
- Olivia Menden ’16 with Lowes and Daniel Stowe Botanical Garden, *service experience promoting bluebird conservation through nesting box installation in North Carolina*
- Tyler Wellington ’16 with the Davidson Farmers Market, *Internship with the Davidson Farmers Market*
- Andrew Wu ‘18 with World Wide Opportunities on Organic Farms, *service experience farming for sustainable change in Hawaii*

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**“I learned a lot about myself, but at the same time, I learned about the world as a whole and how much room there is for improvement. People need to devote their time and knowledge, not just their money, and volunteering in a developing country allowed me to devote my time to the progress of some individuals in that community, which was truly a gratifying feeling!”**

~ Summer 2015 Grant Recipient

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**Summer 2015 Grants made possible by Paul ’62 and Judy Leonard** supporting service immersion experiences

- Allyson Arocha ’17 with Potters House Association, *service experience teaching English in Guatemala*
- Jonathan Campbell ’17 with Ayo! Foundation, *internship increasing community opportunity through development in Armenia*
- Kessler Catterall’18 with Chorus of Hope, *service experience mentoring and supporting youth at in the foster care system in Haiti*

Statistics At-a-Glance

- 32 requests totaling $93,418.93
- 15 grants allocated totaling $33,991

Note: These figures do not include grants made through Bonner Community Fund.
- Nicholas Elder ’18 with World Wide Opportunities on Organic Farms, service experience farming for sustainable change in the United Kingdom
- Alishah Lakhani ’18 with Abdesalam Sayah, service project teaching English for youth ages 14-15 in Morocco
- Lena Parker ’17 with Washington, D.C. Public Schools, internship researching urban education strategies to inform education policy in Washington, D.C.
- Sierra Ponthier ’18 with World Wide Opportunities on Organic Farms, service experience farming for sustainable change in Italy
- Rosiey Yang (transferred) with NBIC Orphanage, service project supporting and caring for youth with developmental and physical disabilities in the foster care system in Cambodia

**Summer 2015 Grants made possible by the Class of ’89** supporting a community-based internship experience
- Caitlin Reilly ’17 with Davidson College Farm, internship enhancing and promoting organic farming in Davidson, North Carolina

**Summer 2016 Projects for Peace Grants** - As a Davis United World College Scholars partner institution, Davidson College was excited to announce a call for "Projects for Peace" proposals for the second year in a row. Davidson students were able to apply for a $10,000 grant to support projects that promote peace and address the root causes of conflict. Projects for Peace encourages student initiative, innovation and entrepreneurship focusing on conflict prevention, resolution or reconciliation. One project and one alternate were selected by a review committee of professionals from the Center for Civic Engagement, the Dean Rusk International Studies program and the Office of Admission and advanced to Davis UWC Program in February.

- Santiago Navia ’17 selected for his project promoting sustainable peace by using art as a vehicle for the reintegration of ex-combatants in Colombia.
Service Leadership

Alternative Breaks

The Center for Civic Engagement continues to advise the Alternative Breaks Program. This unique program enables students to act as servant leaders on several levels. A four-person board works with the group advisor to shape the program logistics, budget, student learning activities, assessment, and sustained relationships with the community partners. There are also group leaders on the trip who work with student team members before, during and after the trip to meet the goals. The group leaders plan weekly pre-trip meetings to building community and learn more about the community partner and the social issue. The leaders facilitate a nightly reflection for the team.

2015 Fall Break Trips
- *Urban Poverty and Homelessness*: 11 participants served with the City of Refuge (Atlanta, GA)
- *Environmental Issues*: 11 participants served with GreenWorks (Asheville, NC) and Long Branch Environmental Education Center (Leicester, NC)

2016 Spring Break Trips
- *Build a House, Build Hope: Exploring Affordable Housing*: 10 participants served with Habitat for Humanity (Berkeley County, SC)
- *Heritage, Pride, & Strength: Dedication to Cultural Preservation*: 10 participants served with the Lumbee Tribe of North Carolina (Pembroke, NC)
- *Ur(Herb)an Farming: Creating Sustainable Communities through Food Security*: 10 participants served with ECO City Farms (Prince Georges County, MD)
- *Community Impact: Working toward the Common Good*: 10 participants served with The King Center, Centennial Academy, Covenant House, Atlanta Food Bank, and Senior Connections (Atlanta, GA)

The student-led executive board continued to develop the alternative break movement on campus. The board worked to strengthen their effectiveness by participating in a three-hour strategic planning workshop, creating vision and mission statements, and defining goals to be achieved by the end of this academic year.

Civic Engagement Council

The Civic Engagement Council (CEC) is the student-governing organization for student-run service groups that offer events and direct service opportunities for the campus community in partnership with a local non-profit organization. CEC organizations focus on a range of areas including health, housing, youth programs, families in crisis, hunger and relief work.

Statistics At-a-Glance
- 39 participants
- 11 trip leaders
- 11 community partners in 4 states
The CEC Executive Board supported service groups with publicity for events as well as co-sponsorship. They also planned their own events each semester. In the fall, the group facilitated a scavenger hunt during Wildcat Welcome Week and hosted a documentary screening of Beyond Measure about outcomes and success in public education. During National Volunteer Week in the spring, the board held the annual “Walk a Mile in Her Shoes” event with a speaker from Safe Alliance.

Staff members in the Center for Civic Engagement continue to advise the groups within the Civic Engagement Council. Each group coordinator works with a community partner to identify current needs and then mobilizes student members to address those needs. All groups have a focus on service or social action with different ways to operate toward that focus such as direct service, philanthropy, advocacy and/or education.

Groups continued to implement traditional and new programs this year. For example, Project Life hosted a 25th Anniversary Celebration with representatives from Be the Match nationally and Relay for Life moved their event to Baker so that weather would not hinder attendance. Relay saw record attendance and dollars raised! Davidson Refugee Support worked with the refugee community in Charlotte to offer seven programs just in their first year.

**Federal Community Service Work Study**
Davidson offers students who have applied for need-based aid and are eligible for federal work-study the chance to do community service as a way of fulfilling their work-study commitment. The program allows students to form valuable partnerships with various off-campus agencies.

In the 2014-15 academic year the Federal Community Service Work Study program continued to strengthen partnerships with the Ada Jenkins Center and the HealthReach Community Clinic. The program included monthly student workshops focusing on a variety of topics including reflection on experiences, exploration of social issues in the Charlotte area and guest speakers from Goodwill Industries of the Southern Piedmont and a former Senior Vice President of the United Way. These monthly meetings also serve to strengthen the relationships between all students involved in the Federal Community Service Work-Study program.

At the conclusion of this year’s program, students articulated that through Federal Community Service Work Study experience they learned about non-profits and the greater Davidson community, built strong relationships and enjoyed the opportunity to get off-campus.
Service Leaders Kick-Off Dinner

After two successful years of an off-campus Service Leaders Institute in 2013 and 2014, the Center decided to bring the Institute back on campus to better serve a larger population of our service leaders through a two-hour Kick-Off Dinner.

During the dinner, 24 students were educated on the resources available to them through the College, the Center for Civic Engagement, and the Civic Engagement Council. There were also briefed on forms and paperwork required by Student Activities for certain events. Proceeding dinner, Center staff facilitated conversations focused on idea sharing. Students found expressed that the overview of resources and conversations with other student leaders were both beneficial.

“Through SLI I got to know other leaders and staff members. I also had a chance to think about my motivations for involvement and how to verbalize my passion for the organization to others.”
~Service Leader *2014
Selected Program & Event Dates

**July**

12 – 18  Service Odyssey Session I  
26 – Aug 1  Service Odyssey Session II  

**August**

12-19  Service Odyssey Session III  
18-19  Bonner Scholar Orientation  
22  Orientation Community Walk  
24  Wildcat Welcome Week: CEC Scavenger Hunt  
25  Community Service Workstudy Orientation  
26  Wildcat Welcome Week: Habitat Build  
29  All Bonner Kick Off  
29  Wildcat Welcome Week: IJM Stand for Freedom  

**September**

1  Community Involvement Fair  
4  Be the Match on Campus Vermonster Challenge  
8  Summer Immersion Poster Fair  
8  Service Leaders Institute  
9  Orientation / Training for new LEARNWorks Volunteers  
10  Fall Grant Info Session  
15  New Faculty Orientation / Intro to Community-based Learning  
18  Javier Sparks: Hip Hop Youth Advocate  
23  Project Scientist Expedition  
23  Building Skills for Social Change  
24  Documentary Screening of “Dryland”  
26  Service Saturday  
26  bet the Match Walk / Run  

**October**

5  All Bonner Meeting with Shawn Humphrey  
10-13  Fall Alternative Breaks  
21  Alternative Break Reorientation Dinner  
21  Building Skills Workshop  
24  Service Saturday  
28  Solidarity Sleep Out  
28  Projects for Peace Info Session
November

3  Leonard Grant Dinner
5  Projects for Peace Info Session
7  A2S Fundraiser
7  Service Saturday
12 College Advising Corps Recruitment Session
17 Community-based learning poster session
17 Summer Program Info Session for Nonprofit Partners
18 Building Skills for Social Change

December

2  Summer Programs Info Session
2  Youth Map Gala
9  FCSWS End of Semester Dinner

January

10 Bonner Kick-off Retreat
14 Grant Info Session
20 Building Skills for Social Change
22-24 Bonner 2nd Year Exchange with Washington and Lee
27 Grant Info Session
29 Projects for Peace Application Deadline
30 Bonner Service Project with Market Your Mind
31 Deadline for Applications to Freedom Schools, Ed Scholars, Nonprofit Leadership Fellows

February

6  Service Saturday
17 Building Skills for Social Change
26 Center for Civic Engagement Grant Deadline
29 – March 4 Alternative Breaks

March

11 Relay for Life Event
13 Buddy Benefit Event
16 Alternative Break Reorientation Dinner
30 Ideas of March Pitch Competition

April

9  Service Saturday
9-10 Food Symposium
10  Walk a Mile in Her Shoes
10-15 National Volunteer Week
19 Community-based Learning Poster Session
21 Celebration of Service
Learning Outcomes

The Center for Civic Engagement conducts both formative and summative assessments that help develop our programs, events and resources and describe their effectiveness, respectively. Not only do the office’s qualitative and quantitative assessments measure student learning, but how programs might be improved. This report represents one “slice” of assessment efforts, Student Learning Outcomes, and shares how these outcomes are measured and progress to date.

Goals & Outcomes

In implementing its mission, the Center for Civic Engagement seeks to engage students and other members of the college community in a wide range of opportunities that will help them to develop:

1. An understanding of themselves and ways that service will be part of their lives at Davidson and beyond
2. A variety of living / life skills and the larger societal issues that surround those skills (e.g., teamwork, navigating urban environments)
3. A variety of transferable academic skills including critical thinking problem solving, spoken communication, written communication, interactive readings, and applied ethics
4. An awareness of their responsibilities as citizens in their respective communities
5. An understanding of today’s complex society and, embedded in that complexity, the inequities surrounding issues of race, class, gender, and socioeconomic status
6. Connections between their service experiences and their academic course of study

These general goals guide the development, implementation and assessment efforts of the Center for Civic Engagement (CCE). The CCE conducts both formative and summative assessments that help develop our programs, events and resources and describe their effectiveness, respectively. Not only do the office’s qualitative and quantitative assessments measure student learning, but how programs might be improved. This report represents one “slice” of assessment efforts, Student Learning Outcomes, and shares how these outcomes are measured and progress to date.

Center-wide / Campus-wide Assessments Around Civic Engagement

The following assessments transcend the specific programs and events listed below and have implications for community engagement efforts in the Center and across campus. These assessments were conducted through the Center.

- National Assessment of Service and Community Engagement (NASCE) (Spring 2013) - comprehensively measures the rate, frequency, and depth of student community service across 9 areas of human need, and assesses student perceptions of, motivations for, and obstacles to service, as well as institutional structures that impact service participation
- Personal & Social Responsibility Inventory (PSRI) (Conducted Spring 2013 with results in June 2013) – a climate instrument designed to assess students’ and campus professionals’ perceptions of institutional support and opportunities for education in person and social responsibility.
Major Programs

Bonner Scholars Program
The Bonner Scholars Program is a four year scholarship program that centers on a strong team of students working to bring about positive community change through service, research and action. The program continually explores ways that scholars can use their service as an extension of the learning on and off of the Davidson College campus.

Service Placements - Students complete a service commitment of 280 hours during the school year and 280 hours during each of two summers with a not-for-profit organization.

Learning Outcomes:
1. Articulate the role of non-profits and communities in response to exhibited need
2. Distinguish between various forms of community work (philanthropy, volunteerism, advocacy, activism)
3. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
4. Demonstrate the particular skills needed for service in the agencies where they are volunteering
5. Articulate personal learning upon completion of the experience

How measured:
1. Beginning of semester individual goal worksheets that are revised during scheduled individual meetings once each semester
2. Written reflections in response to questions or learning and growth, specifically for time spent away from campus during the summers or a semester abroad
3. Supervisor online evaluation forms at the end of each semester or summer that ask for feedback on the student’s skills, attitude and understanding of the organization’s mission
4. Student online evaluation forms at the end of each semester or summer that ask for feedback on the not-for-profit organization, as well as their own abilities in the volunteer role
5. Small group discussions in meetings and retreats that allow time for articulation of service experiences and for peers to process together Community learning agreements at the beginning of each term of service that set goals and objectives followed with service accomplishments at the end of each term of service that address the successes and challenges from that originally agreement. Both entered in the Bonner web-based reporting system

List of Assessments Completed in this Area
- Above assessments conducted every year

Development Series – Each Bonner class meets 2-4 times each month for 1.5 hour workshops designed using the Bonner Foundation Model for Development as well as expressed areas of student interest. Additional one time reflection sessions and retreats are offered each semester and each Bonner class plans and implements a Cornerstone program in line with their place in the college career.

Learning Outcomes:
1. Seek to understand and work with people from diverse backgrounds and identify benefits of multiple viewpoints
2. Discover how personal values and experiences are connected to the motivation and methods for community engagement
3. Identify and articulate goals of the national Bonner Scholars Program as well as personal and professional goals
4. Develop healthy and productive relationships with other Bonners in order to design and implement events and programs as a team and to create a supportive community
5. Engage in civil, respectful discourse around issues of identity and justice
6. Design and execute programs for a large group of peers on and away from campus with a demonstrated understanding of the event planning process

How measured:
1. Beginning of semester individual goal worksheets that are revised during scheduled individual meetings once each semester
2. Pre-retreat survey to identify group interests followed with a “1-minute reflection”
3. At the conclusion of each meeting to quickly state one thing that was learned and one suggestion for improvement
4. Written or verbal responses to discussion prompts during and after meetings
5. Document analysis of respective class curricula
6. Exit interview with Bonner Director in senior year prior to Commencement
7. Senior Presentations of Learning
8. Accomplished student-led Cornerstone activities with written and verbal reflections on the planning process, participation, successes/challenges and end results

List of Assessments Completed in this Area
- Above assessments conducted every year

Leadership Positions – Bonner Scholars are given an opportunity to apply for leadership roles within the Bonner Program, including Bonner Senior Intern, Bonner Congress Representative and Bonner Steering Committee Member.

Learning Outcomes:
1. Examine personal leadership style and how it aligns with the needs of the represented group
2. Design and implement targeted programming for Bonner peers and the campus community
3. Articulate the message of the Davidson College Bonner Scholars program to the national Bonner network (*Bonner Congress Reps*)
4. Demonstrate a basic understanding of the structure, processes and procedures in governing a grant body (*Bonner Steering Committee members*)

How measured:
1. Weekly or bi-weekly meetings with the Bonner Director
2. Participation and presentation at national Bonner conferences (*Bonner Congress reps*)
3. Grant allocation letters and follow-up meeting (*Bonner Steering Committee members*)
4. Pre and post evaluations with targeted questions on the understanding of the particular role and opportunity to set and reflect upon individual goals
List of Assessments Completed in this Area
- Above assessments conducted every year

Recent Changes or Improvements Made as a Result of Assessment Data
- The curriculum for the development series was improved to include social issue tracks
- Weekly meetings now include the addition of Community Learning Agreement meetings where scholars with similar learning agreements have dialogue around their experiences
- Bonner study halls were added to programming to support improved study skills
- All Bonner meetings that focus on social issues were opened to the larger campus so that all students have access to these educational programs
- Mentorship of first year Bonner Scholars by the Bonner student leadership team was assessed to the program
- Due to the volume of weekly meetings, added a “one minute” assessment to the end of each “content” meeting so that students assess learning immediately following the session

Freedom Schools
The mission of the Children’s Defense Fund Freedom Schools program is to create supportive, nurturing, literature-rich environments that set high expectations for all children, through a focus on literacy, cultural heritage, parental involvement, servant leadership, and social action. Recognizing that children do not come in pieces, the CDF Freedom Schools program connects the complex needs of children and families to the rich resources of the community. The CDF Freedom Schools program empowers children to embrace their responsibility to make a difference in themselves, their family, their community, their country, and their world with hope, education and action.

Learning Outcomes for Servant-Leader Interns
1. Learn and embrace the mission of the Children’s Defense Fund
2. Understand, embrace and employ their ability to make a difference in their environment
3. Demonstrate mastery of the CDF Freedom Schools mission and curriculum, including classroom management, lesson plan preparation and team-building skills
4. Garner a greater understanding of history and culture primarily relating to African American heritage; find strategic ways to share this knowledge with scholars
5. Build supportive and encouraging relationships with scholars, their parents and other FS staff
6. Increase sensitivity to and knowledge of injustices and disparities within the greater Lake Norman community
7. Improve leadership skills

Learning Outcomes for Scholars
1. Sustain or improve love for reading
2. Gain a better understanding of self and the world through literacy and group work
3. Develop reading comprehension skills through experiential learning activities that accompany books
4. Articulate and demonstrate their ability to make a difference in their environments
5. Develop leadership skills
6. Increase knowledge of history and culture primarily related to African American heritage
7. Develop reading comprehension skills through experiential learning activities that
8. Build caring relationships with servant-leader interns and other FS staff

How measured:
1. Servant-Leader Interns - mid-summer & end of summer surveys, afternoon debrief meetings
2. Scholar Assessment - Motivation to Read survey during weeks 1 & 5 (every three years), End of summer survey during week 6

List of Assessments Completed in this Area (since 2012) (bulleted list, put semester and year in parenthesis following the assessment
- Above assessments conducted every year
- Every other year, participation in National CDF Assessment that include the Basic Reading Inventory (BRI), survey of children’s behaviors and attitudes towards reading and education, and assessment of servant leader interns thought about leadership and educational opportunities for children. Participated in 2011 and 2013. Scheduled to participate again in 2015.

Recent Changes or Improvements Made as a Result of Assessment Data
- Provide more structured end of day “enrichment” activities that focus on skill development
- Offer weekly parent meetings as part of the summer program
- Expanded local training for servant leader interns to include classroom management strategies
- Streamlined end of day reflection activities for servant leader interns

Federal Community Service Work Study
The Federal Community Service Work Study program involves a group of approximately 20-30 students who engage in community service to fulfill the work-study component of their financial aid package. The group meets monthly to reflect on their experience in the community.

Learning Outcomes (CSWS students):
1. Develop the skills necessary to complete their assigned tasks, such as tutoring techniques
2. Apply transferable academic skills in a new context, including critical thinking problem solving, spoken communication, written communication, and interactive readings
3. Gain an understanding of the broad picture of social needs in the Lake Norman area and the community at large
4. Understand and be able to articulate the role of non-profits and communities in response to an exhibited need
5. Identify a vision for how civic engagement can fit into their lives beyond Davidson College

How Measured:
1. Mid-year and end of year evaluation forms are completed by participants. These forms include both Likert-scale and open-ended, short answer questions.
2. Monthly reflection activity, such as journal prompts, reflection meetings, and guest speakers
List of Assessments Completed in this Area (since 2012)

- Above assessments conducted every year

Recent Changes or Improvements Made as a Result of Assessment Data

- Implemented regular group meetings that focuses on topics such as resume development and principles of good partnership
- Scheduling for student workstudy schedules is now done in partnership with workstudy host locations

**Alternative Breaks**

The Alternative Break program uses intensive community service to build relationships among participants and within the community, increase social awareness, and challenge individuals to work constructively within a group. During fall and spring break, groups of students take part in short-term service projects led by trained student leaders and focus on a variety of social issues.

Learning Outcomes (participants):

1. Develop a sense of community, within their Alternative Break group and the community of their trip
2. Make a meaningful contribution to the communities in which they serve and on the social issue they address
3. Gain knowledge on the issue their Alternative Break addresses before, during, and after their trip
4. Recognize how to take action on the issue in the future
5. Articulate learning upon return or completion of the experience

How Measured:

1. Post-trip evaluation forms, using both include both Likert-scale and open-ended, short answer questions.
2. Scheduled "debriefing" meetings for individual groups following trips
3. Encouraged journaling
4. Large group reflection dinner

List of Assessments Completed in this Area

- Above assessments conducted every year

Learning Outcomes (leaders):

1. Design and execute an experience in which the group feels connected to each other, Davidson College and the community
2. Develop discussions and reflections to allow participants to gain a deeper understanding of the social issues before, during, and after the trip.
3. Manage all aspects of the Alternative Break on-site experience, troubleshooting through challenges and successes, both in terms of group dynamics and logistics
4. Develop an understanding of the national Alternative Break
How Measured:
1. Group meetings of leaders prior to and following trips
2. Pre and post written evaluations of the Alternative Break and leadership experience, using both include both Likert-scale and open-ended, short answer questions.
3. One-on-one, “debrief” conversations with leaders, as a trip leader team and also individually.

List of Assessments Completed in this Area
- Above assessments conducted every semester

Recent Changes or Improvements Made as a Result of Assessment Data
- Added more structure training for trip leaders
- Program coordinators attend national training offered through Break Away
- Expanded pre-trip preparation for all participants that includes understanding the organization, issues and direct service with which they will be involved during the trip
- Offer a more structured post-trip reflection event that is open to campus

Service Odyssey
Service Odyssey is a pre-orientation service program open to all incoming Davidson College students. Service Odyssey uses intensive community service to build relationships among participants and within the community, increase social awareness, and challenge individuals to work constructively within a group. Service Odyssey reflects and enriches Davidson’s commitment to develop the spirit of service within each student. Service Odyssey is planned and facilitated by two student leaders.

Learning Outcomes (for student participants):
1. Develop an awareness of social issues and how they interact within the Lake Norman, Charlotte areas and beyond
2. Learn about campus and community resources and opportunities for Civic Engagement and know how to take action in the future
3. Understand Davidson College’s value for “assist[ing] students in developing humane instincts and disciplined and creative minds for leadership and service”
4. Develop a sense of community, within their Service Odyssey group, Davidson College, and the community at large
5. Make a meaningful contribution to the communities in which they serve and on the social issue they address

How measured:
1. Written evaluations using Likert-scale and open ended, short answer questions
2. Scheduled “debriefing” meetings with the individual groups
3. Mid academic year check-in event with all Odyssey groups

List of Assessments Completed in this Area
- Above assessments conducted every summer / fall
Learning Outcomes (for student leaders):
1. Design and execute an experience in which the group feels connected to each other, Davidson College and the community
2. Model ways to become involved in civic engagement opportunities and in the Davidson College community
3. Develop discussions and reflections to allow participants to gain a deeper understanding of the social issues in the Lake Norman, Charlotte communities and beyond
4. Manage all aspects of the Service Odyssey on-site experience, troubleshooting through challenges and successes, both in terms of group dynamics and logistics

List of Assessments Completed in this Area
- Above assessments conducted every summer / fall

How measured:
1. Written evaluation of the Service Odyssey program and leadership experience using Likert-scale and open ended, short answer questions
2. One-on-one, follow-up ”debriefing” conversations with leaders after training, each session of Odyssey, and a final wrap up at the conclusion of the program. Debriefs to be conducted both as a trip leader team and also individually.

Recent Changes or Improvements Made as a Result of Assessment Data
- Shifted the location of service odyssey to be local so that incoming students become familiar with the surrounding community
- Programming with the Service Odyssey teams continue into the academic year
- The program is now run through the Center for Civic Engagement versus Davidson Outdoors as the Center has partnerships with local organizations and a curriculum connected to the learning goals of the program

Community-based learning
The Center for Civic Engagement connects direct service with education by providing resources to faculty who wish to integrate community-based learning into their curriculum, as well as those who wish to make connections with their service work outside the scope of an academic course. Students involved with service contribute to a community-defined need while also learning about social issues and the value of community involvement. Further, valuable skills - such as problem solving, critical thinking, community, working with others, planning and implementation - are developed in the process.

Learning Objectives
1. Examine the social and economic circumstances of people living in various situations and the network of services available to them
2. Articulate the role of non-profits and communities in response to exhibited need
3. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
4. Demonstrate the particular skills needed for service in the agencies where they are volunteering
5. Articulate learning upon return or completion of the experience

How Measured:
1. Instrument developed in the spring of 2010 to better understand how community-based learning experiences have influenced student perspectives on learning, views of service, choice of career and perspectives on working with diverse communities. Instrument is delivered in partnership with community-based learning faculty.
2. Individual faculty course evaluations
3. Document analysis of community-based learning poster session posters

Recent Changes or Improvements Made as a Result of Assessment Data
- The community-based learning poster session is now offered each semester
- Center for Civic Engagement develops and delivers principles of good partnership module all community-based learning classes

Student Leadership

Civic Engagement Council - The Civic Engagement Council (CEC) is dedicated to developing, maintaining, and promoting service at Davidson College and in the community. The organization’s mission is to promote awareness of the needs of others, to provide opportunities to address those needs, and to build a community that instills the practice of service as a way of life for all students. By uniting students, faculty, staff, and community members and by providing resources for campus, as well as local and global service initiatives, the CEC endeavors to make service an accessible and essential part of the Davidson College experience.

Learning Outcomes (for organization leaders)
1. Demonstrate effective partnership with a community partner
2. Discover personal leadership style and build a team of leaders to complement that style
3. Plan and lead organizational meetings and events including volunteer coordination and logistical details
4. Display understanding and fiscally responsible management of an organizational budget
5. Develop and execute a structured and effective method of leadership transition

Learning Outcomes (for leaders and participants)
1. Discover strategies to address societal problems with the greater community in mind
2. Examine the social and economic circumstances of people living in various situations and the network of services available to them
3. Articulate the role of the student group in assisting non-profits responding to exhibited need in the community
How Measured:
1. Service Leader Institute Discussion and Written Evaluation
2. Mid-year and end-of-year assessment forms reporting a combination of quantitative and qualitative data
3. Monthly discussions facilitated by the Civic Engagement Council Executive Board
4. Site visits to and/or online evaluations from partner organizations working with a Council group
5. Individual meetings with staff advisors to discuss vision, mission, goals and group management

List of Assessments Completed in this Area
- Above assessments conducted every summer

Recent Changes or Improvements Made as a Result of Assessment Data
- The Center for Civic Engagement and Executive Board of the Civic Engagement Council now work in partnership to support groups. Each student group has a staff adviser in the Center.
- The Executive Board now uses a collaborative Board model with a programming chair and membership chair
- Organizations within the council have expanded to focus on global concerns
- (see also improvements made to the Service Leaders Institute)

Community Engagement Fellows - The summer Community Engagement Fellows Program places five students in different not-for-profit organizations in the local community for an internship experience. Through a combination of direct service, community living and shared readings each intern explores what it means to be an engaged and informed citizen as a member of a larger community.

Learning Outcomes:
1. Examine personal reasons for community engagement and develop personal definition of leadership and of service
2. Foster an awareness of the social and economic circumstances of people living in various situations and the network of services available to them
3. Engage in civil, respectful discourse around questions of ethics, values and justice
4. Identify connections among the missions and services of local nonprofit organizations as well as the tools used to achieve those missions
5. Develop a foundational understanding of nonprofit management in relation to staffing, outcomes, revenue streams, client services and community interaction

How Measured:
1. Weekly written reflections in response to readings
2. Pre and post reflection forms in response to questions about definitions and goals
3. Weekly small group dinner discussions and dialogues around service experiences as well as shared readings
4. Verbal presentation at the end of the summer experience
5. Participant and supervisor evaluations using a rubric as well as open-ended questions

List of Assessments Completed in this Area
- Above assessments conducted every summer

Recent Changes or Improvements Made as a Result of Assessment Data
- Community Engagement Fellows and Education Scholars have some orientation programs together that were being duplicated
- Friday afternoon enrichment activities were added to the curriculum to support students in exploring the nonprofit sector in our area.
- A proposal process was added for nonprofit partners to submit summer placement opportunities and position descriptions for consideration
- The addition of the summer immersion poster session in the fall semester allows students the opportunity to share what they have learned with the broader campus.

**Education Scholars** – The summer Education Scholars Program places ten students in immersive, project-based internships with local partners in and around the Charlotte education system. Through their internship, community living and shared readings each intern has the opportunity to explore and analyze complex issues in education.

Learning Outcomes:

**System and Organizational Knowledge**
1. Identify the key stakeholders within the education “ecosystem” in Charlotte, and explore the web of interactions within that ecosystem;
2. Identify the core values (e.g. it’s brand) of the placement organization, including the specific issues being addressed and strategies used by the organization for creating change;
3. Analyze various perspectives on educational change, and understand how these perspectives are tied to organizational histories, politics, and constituencies;

**Engaged Living**
1. Develop an education scholars community that cultivates a healthy group process by building friendships, practicing critical reflection, engaging in collaborative problem solving, and demonstrating inclusivity;
2. Articulate the value of living in the community in which they work, and how living in Charlotte influences their understanding of the social, cultural, and economic contexts of issues in education;

**Communication**
1. Hone reflection skills through regular writing exercises, recognizing that reflection, as a pedagogy, is incomplete and partial when not critical (e.g., interrupted with intentional questions about identity, emotion, power, authority, etc.);
2. Articulate key learning to a general audience clearly and compellingly using many different medias;

**Self**
1. Cultivate a worldview on the future of learning in the context of an increasingly diverse and
globalized world;
2. Develop individual skills and capacities for contributing to the organization in which they work;
3. Explain the extent to which their specific project impacts their partner organization and articulate factors influencing (positively and/or negatively) the quality and scope of the impact (factors inside and outside of our control);
4. Demonstrate professionalism and initiative in their work;
5. Explore next steps (academic, professional, personal) to further develop competencies and gain experience in education or a related field.

How Measured:
1. Weekly written reflections in response to readings
2. Pre and post reflection forms in response to questions about definitions and goals
3. Weekly small group discussions and dialogues around summer experience as well as shared readings
4. Verbal presentation at the end of the summer experience
5. Participant and supervisor evaluations using a rubric as well as open-ended questions

Recent Changes or Improvements Made as a Result of Assessment Data
• Program coordinator helps student point person structure weekly reflective prompts for discussion and journal
• Community Engagement Fellows and Education Scholars have some orientation programs together that were being duplicated.
• A proposal process was added for nonprofit partners to submit summer placement opportunities and position descriptions for consideration
• The addition of the summer immersion poster session in the fall semester allows students the opportunity to share what they have learned with the broader campus.

Events & Resources

Grants
The Center for Civic Engagement offers, twice a year, a grant program that awards money to support student authored programs or student service-related domestic or international trips. Students are able to write proposals to approximately five different service grants.

Learning Outcomes (for Grantees):
1. Identify a community need and discover a possible solution or aid
2. Design a program and execute it
3. Connect experience to learning
4. Demonstrate familiarity with the grant writing process
5. Calculate projected expenses, and budget their award through a term of service or project.
6. Comply with guidelines set by donors.
7. Examine possibilities in order to understand the breadth of options with funding
8. Articulate learning upon return or completion of the experience

How measured:
1. Document analysis of grant applications
2. Pre-, mid-, and post-project reflections, including Likert-scale, free-form and creative, and structured essay components.

List of Assessments Completed in this Area
- Above assessments conducted every summer
- Multi-method research study started in the Spring of 2014 seeking to understand the service experiences of individuals who received summer service grants through the Center for Civic Engagement between 2003 and 2013.

Recent Changes or Improvements Made as a Result of Assessment Data
- Offer regular grant writing workshops to help students prepare to submit their grants
- Integrated regular reflection prompts several times over the summer to encourage ongoing reflection
- Grant recipients now participate in the Center for Civic Engagement’s summer immersion poster session

Orientation Community Walk
Facilitate an event, grounded in the institution’s values and mission that models a commitment to service while introducing students to each other and to members of the Davidson College community. This one time service event functions as a window into the opportunities for engagement over the course of a student’s next four years and is an emphasis on Davidson’s strong relationship with the community.

Learning Outcomes (for incoming students):
1. Develop an awareness of social issues and how they interact with the Lake Norman area
2. Learn historical facts about the town and the Davidson Community
3. Learn about campus and community resources and opportunities for Civic Engagement
4. Learn about the geography of the community
5. Be introduced to key community partners and their work
6. Understand Davidson College’s value for “assist[ing] students in developing humane instincts and disciplined and creative minds for leadership and service”

How measured:
1. Walk leader evaluations including Likert-scale and open ended, short answer questions
2. Questions on orientation program survey to students and families

List of Assessments Completed in this Area
- Above assessments conducted every fall

Recent Changes or Improvements Made as a Result of Assessment Data
- To minimize information overload, streamlined the walk leader script
• To engage students more in the walk, made the script interactive by transferring information onto cards that students read throughout the walk.
• Connected information shared during the pre-walk assembly to information shared on the walk.

Service Saturdays
Service Saturdays is a local community experience organized one Saturday a month. A group of up to 10 students works together on a service project while learning about a local non-profit organization. Each trip is led by a student leader and focuses on a different social issue. Following the service project, the group discusses the experience over a meal.

Learning Outcomes (for student participants):
1. Develop an awareness of a social issue and how it relates to a practical short-term service experience
2. Examine the role of non-profits and communities in response to exhibited need
3. Demonstrate the particular skills needed for service in the agencies where they are volunteering
4. Articulate learning upon return or completion of the experience

How measured:
1. Pre- and post- experience student-led reflection circles with prepared, issue-based questions
2. Debrief conversation with student leader after the experience

List of Assessments Completed in this Area
• Above assessments conducted every year

Recent Changes or Improvements Made as a Result of Assessment Data
• Increased participation by setting projects early and connecting the marketing of the program to the nonprofit organization and issue(s) that the program addresses
• Worked to improve the reflective component / connection to learning with more intentional preparation of the leader and prepared reflective materials.

Service Leaders Institute
The Center for Civic Engagement hosts an annual Service Leaders Institute that provides an opportunity for service leaders to come together in the beginning of each academic year. The Institute provides service leaders with knowledge and tools to be successful in their respective roles with their community partners. The Institutes also serves as a forum for service leaders to discuss relevant issues and potential collaborative efforts.

Learning Outcomes:
1. Gain crucial information relevant to a service leadership role
2. Exchange resources with other leaders
3. Discuss pertinent issues to service organizations on campus and in the community as well as potential areas for collaboration.
How measured:
1. Written evaluation of the Institute using Likert-scale and open ended, short answer questions
2. One-on-one, follow-up conversations with individual staff advisors in the Center for Civic Engagement, if the organization is a Civic Engagement Council organization.

List of Assessments Completed in this Area
• Above assessments conducted every year

Recent Changes or Improvements Made as a Result of Assessment Data
• The format and venue for service leader training has shifted given the multiple demands on students’ time. Training is on campus and offered in smaller increments over the course of the year instead of a weekend-long training offsite
• Through dialogue with other campus offices, made sure to not duplicate effort in leadership training offerings but to work together where possible
The Center for Civic Engagement is grateful to the following individuals and organizations for making our programs possible:

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- The Office Support Staff (OSS) at Davidson in memory of JoAnne Shackelford
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