Alumni Mentors - Planning a Mentorship Program for the Nourish International Executive Board

By

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Abstract
This document lays out a mentorship program plan for a service organization called Nourish International (NI). NI is a 501(c)3 certified non-profit organization that pairs engaged undergraduate students with fundraising ventures to help alleviate global poverty and foster the growth of student leaders. NI has begun using mentorship to augment and strengthen the student experience in the service organization. To improve this mentorship, the proposed program involves alumni in the mentoring process. This program includes surveying alumni to measure interest, training interested alumni to be mentors, and pairing alumni mentors with interested chapters. Mentors can be involved in a number of ways, depending on their interest, and mentorship lasts one year. At the end of the year, executive board (EB) members and mentors will be evaluated to understand ways to improve the program. EB members will also be evaluated to see what leadership skills they gain during one year. A pilot year is proposed to test the project on a small scale and evaluate it before enacting it in all 24 NI chapters. To assess impact of NI as a whole, NI alumni will also be surveyed to understand their perceived outcomes from participation as undergraduates with NI. Along with the program and evaluation plans, this document also includes a systematic review detailing the current evidence on outcomes of college student mentorship programs.
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**Introduction**

This document lays out a mentorship program plan for a service organization called Nourish International (NI). NI is a 501(c)3 certified non-profit organization that pairs engaged undergraduate students with fundraising ventures to help alleviate global poverty and foster the growth of student leaders. Students in NI can volunteer as general members or take leadership roles on the executive board, including chapter leader, project director, venture director, membership, and marketing, among others. One of NI’s important long-term goals includes giving undergraduate students an opportunity to utilize and develop their unique talents in the framework of service, creating leaders who use their expertise to improve public welfare.

Service organizations often challenge students to form community partnerships to improve society.[5] A 2009 meta-analysis of the effects of service learning (SL, a type of learning in which students gain better understanding through real world experiences) showed positive changes for academic, social, personal, and citizenship outcomes, which were generalizable across education levels.[6] Studies show that adding a mentorship component can improve outcomes even more.[1-4]

NI has already begun using mentorship to augment the student experience in the service organization, utilizing community leaders who meet with interested students once per year for a day or two at a summer NI conference called Summer Institute. To add to the quality of mentorship, the proposed program involves alumni mentors and executive boards in a year-long mentoring process. This program includes surveying alumni to measure interest, training interested alumni to be mentors, and pairing alumni mentors with interested chapters. Mentors can be involved in a number of ways, depending on their interest, and mentorship lasts one year. At the end of the year, executive board (EB) members and mentors will be evaluated to understand ways to improve the program. EB members will also be evaluated to see what
leadership skills they gain during one year. A pilot year is proposed to test the project on a small scale and evaluate it before enacting it in all 24 NI chapters. To assess impact of NI as a whole, NI alumni will also be surveyed to understand their perceived outcomes from participation as undergraduates with NI.

This mentorship program was developed through extensive pre-planning with Nourish International (NI) faculty, Diane Calleson, PhD, instructor at the Gillings Global School of Public Health, and by using the literature review (see Systematic Review section) to identify critical program components to integrate into NI’s program. Along with the program and evaluation plans, this document also includes a systematic review detailing the current evidence on outcomes of college student mentorship programs. The full systematic review, with PRISMA statement and references, is included in the Appendix. Also in the Appendix is a print copy of the NI Alumni Survey. NI should feel free to use this plan and attached documents, editing as needed, depending on any changes the organization thinks will facilitate the program at the time it is implemented.
Overview of the program plan

NI has begun using mentorship to augment the student experience in the service organization. To improve this mentorship, the proposed program involves alumni in the mentoring process. All NI alumni (currently around 250 people) will be surveyed to gather information on their interest in mentoring current NI executive board members at NI’s 24 chapters, the amount of time they could commit to mentorship, and the ways in which they wish to get involved. This program plan connects NI alumni and current NI executive board members, giving alumni a way to continue giving to NI and giving students a way to further develop their leadership skills and imagine how they can later contribute to society by witnessing the examples of their alumni mentors. As with any new program plan, barriers exist to fulfillment of this plan and will be discussed below.

Context of the program plan

The context: Service learning (SL) is a growing field of both research and program planning, with studies arising on the topic within the last seven to ten years. SL has been shown to be a method of teaching that goes beyond classroom education by lending students real world experiences with the challenges and solutions to forming community partnerships that can improve society.[5] Some studies show that SL courses during the undergraduate years complement student learning and improve critical thinking skills.[7] SL early in the academic career can be formative in increasing students’ commitment to service in general and often to service in that particular location type.[8][9] After a SL program for Bachelor of Science in nursing candidates, students’ recorded perceptions included an increased commitment to improving the health of the community.[8] In a case report written after a SL project at Widener
University in Chester, PA, students reported a better grasp of the idea of social responsibility in reflection papers.[10] SL deserves closer examination into its effects on student outcomes, such as commitment to service and career choice, as such study could provide further proof of the benefits of SL and lead to its inclusion in more curricula across fields.

The Organization - Nourish International (NI) is an organization that pairs engaged students with fundraising ventures to help alleviate global poverty and foster the growth of student leaders. NI’s three main branches include chapter coordination, international projects, and ventures. Led in 2003 by Sindhura Citineni, UNC undergraduate students began the campus organization, then called “Hunger Lunch.” Since then, the organization has developed into a 501(c)3 certified non-profit organization that has expanded into twenty-three other universities and has formed partnerships with fourteen international communities in countries such as India, Bolivia, Uganda, Turkey, and many more. The rapid growth of the organization is testament to its students’ constant brainstorming and improvement planning sessions.

The Assumed Benefits - One of NI’s important long-term goals includes giving undergraduate students an opportunity to utilize and develop their unique talents in the framework of service, creating leaders who use their expertise to improve public welfare. Those who know the organization generally assume that volunteering with NI is beneficial to students, as seen in the first sentence under the link describing students’ “Lifetime Benefits”. This sentence states that NI “equips students with the skills and experiences needed to become agents of social change” who become “informed global citizen(s)” that “pursue social change for the rest of their lives.”[11]. Students who participate in the program strongly agree that NI allows them hands-on experiences with the leadership and professional skills in service work that they learn in the classroom, such as communication, team-work, and program planning. However, NI does not currently measure such outcomes as commitment to service and career choice.
This paper provides a service learning program plan that pairs alumni mentors with NI chapters and describes an evaluation plan that would study the influence of the NI service learning experience on undergraduate student outcomes by measuring commitment to service and career choice after participation in NI.

**Challenges:** This program plan faces challenges of consistency with NI's priorities, resources, and technical and administrative feasibility.

NI's priorities include running ventures during the school year and partnering with international organizations to conduct meaningful aid projects abroad. NI National Office (NINO) and chapters stay busy throughout the year working on these goals. Furthermore, alumni are busy and many will not wish to spend their time mentoring NI chapters. However, it is also NI's priority to create student leaders who go on to serve their communities. Executive board members participate to gain leadership skills, and alumni often speak of fond memories of NI. The NINO believes in NI's ability to help students become leaders. These three entities can be motivated with the common goal of improving the executive board members' leadership skills. Proper initial planning for this program would include conducting focus groups involving key participants like the COO to better understand what efforts have already been completed and the group's outlook on how the program should influence NI. The alumni survey will collect information on alumni interest and time availability, which can help deal with the alumni lack of time problem on the front end. Other alumni issues include potential lack of training to be mentors. To handle this issue, all mentors will receive training during the summer before they mentor.

This project has no projected financial cost besides the pay that staff already receives. This would therefore not be a huge challenge that the proposed program would face. However,
more research needs to be done into other such program plans to determine if any additional costs are inherent and if the program will require grant funding.

Another challenge is technical and administrative feasibility, which for this project includes adding a program to NI, contacting alumni, and gauging and garnering interest in mentoring. Given that NI is a well-established organization at UNC, it will not be difficult to add this program, especially given the existing staff and networking between participating universities and some alumni. NI has already begun collecting contact information for those who participate in it, so the proposed program will need to use this information to contact alumni and begin collecting such information from all graduating students. Participating students will likely accept this program as well, as it only requires them to invite alumni to their executive board meetings, participate in two short surveys during the year, and provide feedback on the mentorship experience.

Other contextual aspects that may support this program include the political environment at UNC, time, and supportive stakeholders and collaborators. The political context is very supportive of NI, given that the organization began at UNC and has been there since 2003 as an active, visible part of the Campus Y, UNC’s student and administrator-operated Center for Social Justice. NI is also well-known among the student body at UNC and at its many chapters across the country. Time to conduct this program is not a major issue, given that NI has been fully operational since 2003 and therefore adding a new aspect to the organization should not disrupt its daily functions too much. Mentors can simply piggy-back of the current meeting pattern: executive boards already meet every 1-2 weeks, and the summer institute is already present in August, a good time for alumni mentor training. Stakeholders include the aforementioned staff and Campus Y, the NI Board of Directors, and engaged and excited students who can all serve as a coalition with the goal of developing NI’s SL component.
Sustainability challenges any new addition to a program. The program must have interested parties that are driven to continue it. NI has this built into its infrastructure. Every summer, new students are attracted to start new chapters at their schools through the NI Summer Institute. This ensures that NI continues from year to year. Within this framework, graduating students are excited about NI. NI already fosters a “giving back” attitude, which it can develop further by informing every graduating student of the possibility that they can serve as an alumni mentor in the future. They will see the benefits of this if they have experienced an alumni mentor for their chapter.

Other potential barriers include students feeling they do not have the time to form meaningful mentor:mentee relationships and biased evaluation of EB students who fill out surveys themselves. Through this program plan, students are only asked to interact with mentors during the EB meetings, some of which mentors will attend. There is no additional mentoring component that students must attend, unless they specifically organize to meet separately with the mentor; therefore, students should not feel additional time constraints due to the mentorship program. With student time constraints, an online survey seems to be the only way to evaluate EB members. This fits around their schedule and can be mailed around the country, filled out, and collected without much more NINO involvement besides sending out the surveys, compiling results (which Qualtrics does automatically), and sending it back to student chapter leaders. Because the same survey will be sent across the country, results can be compared within and across institutions.

Whether or not NI creates service leaders who contribute to their communities after obtaining their undergraduate degree is not formally known yet, but alumni mentorship is a way to both increase the chances of this happening and improve student leadership outcomes.
Service Learning (SL) goes beyond classroom education by giving students real world experiences, often centered on service. A 2009 meta-analysis of the effects of SL showed positive changes for academic, social, personal, and citizenship outcomes, generalizable across education levels.[6] Some SL programs consider offering mentorship to add to the benefits of SL, but this idea is not based on any evidence that mentorship programs improve student outcomes. **Objectives:** This systematic review seeks to gain a better understanding of mentorship benefits and create a recommendation about its inclusion in curricula across fields. **Methods:** Through an electronic search of health and educational databases and screening of resulting articles using PICOTTS criteria, 4 pertinent articles were found, each of which had students involved in mentorship and either service or research. Studies include college-aged mentees and a mentorship intervention. **Results:** All studies showed improved student outcomes, including future pursuit of research or service, career goal formation, and satisfaction with mentorship programs. Results were mostly qualitative, with few quantitative results. **Implications:** The positive outcomes have policy implications for support of university mentoring programs. **Limitations:** Qualitative evaluations are less objective and thus difficult to compare. More research is needed that is both longitudinal/prospective and that has more standardized measurements of outcomes. Full text of systematic review can be found in the Appendix.
Goals and objectives

Goal: To foster NI’s effect on undergraduate students’ leadership skills and future commitment to social justice (called “community development” and “social entrepreneurship” by NI) through an alumni mentorship program.

Short-term Objective 1: To create 10-15 learning objectives for NI chapter executive board members, to be gained over the course of their year on the executive board.

Short-term Objective 2: To introduce the executive board members to the 10-15 learning objectives within the first two months of the school year in which they serve on the executive board; this introduction serves as a frame-of-reference for gaining skills in these areas during their year on the executive board.

Short-term Objective 3: To conduct market research for NI to identify 10-20 alumni who would be interested in participating in mentoring, and find out to what extent they would like to participate.

Short-term Objective 4: To identify at least 2 database options to better connecting alumni (the community) with NI (the institution).

Long-term Objective 1: To conduct one trial year of alumni mentorship in 3 chapters, with at least 1 alumnus/chapter.

Long-term Objective 2: To contact 10-20 alumni who are interested in being mentors and set them up with compatible chapters for the following year.

Long-term Objective 3: To facilitate mentorship for chapters that have been paired with a mentor throughout the year of alumni commitment.
**Long-term Objective 4:** To provide executive board members with examples of individuals whose careers hold an element of philanthropy/giving back, via at least 5 seminars or lectures during the school year describing their work.

**Long-term Objective 5:** To create a more complete database of alumni to get alumni more involved in mentoring and so that students can easily contact alumni for mentorship.

**Relevant program theories**

To create an effective program plan, public health providers use specific public health theories/models. These theories help to conceptualize the plan and evaluation and choose the most appropriate and helpful activities while developing the plan. The most relevant theories to this program plan include the following: social learning, community level models, organizational change, and diffusion of innovations. Each theory’s relevance is discussed further below.

As mentioned previously, this program plan works with the organization NI, through which many students at each participating university utilize their skills to help plan fundraising ventures and international summer aid projects. The proposed program adds mentorship component to the organization. Alumni who are interested in working with NI executive board members (still undergraduate students) will be paired with NI chapters, to serve as chapter mentors who provide advice, support, and a leadership example to chapters. The **social cognitive theory** encourages this proposed program and helps explain why service learning works. This theory describes that through various methods, including reciprocal determinism, self-efficacy, observation learning, and reinforcement, behavior change can result.[12] NI fosters an environment of energetic engagement with the community to create positive outcomes, namely in successful ventures and community projects. If, as this model states, supportive environments create behavior change, having a mentor present who has already served as a leader through NI and continued to lead as an alumnus will surely result in behavior change that
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facilitates students gaining leadership skills. The mentorship of the executive board creates a supportive environment of action and feedback that the students will begin to expect and which will result in a behavior change seen in increased willingness to act as a leader (reciprocal determinism). Mentorship can also improve self-efficacy[1], which is one’s confidence in self to be a success, and works with the concept of observation learning, in which students model the leadership behavior of their peers and of their mentors in this environment. If NI proves successful at SL and students show through the study that they have increased self-confidence and desire to use their skills to better society, this supports the concept of reinforcement that states that a person’s experience of a behavior determines if it will be repeated.

The mentors also contribute to service learning by helping students reflect on their performance through feedback that they will provide after attending executive board meetings. The alumni can teach the students in this way. Furthermore, alumni learn about how NI is operating and about how other alumni are serving the program by participating in the program and through the students. This mutual learning is another component of SL.[13]

The community level models, including the community organization theory, look at how organizations and communities meet goals and help develop activities to meet those goals. Relevant key concepts include community competency and participation and relevance. The community competency concept is very similar to self-efficacy, but for communities. If the student community feels competent to make change using their limited skills but unlimited potential for growth, they are more likely to realize that potential. The executive board community will feel more competent after receiving support from the alumni mentor. Thus the mentor helps them realize change merely by providing that feeling of competence and empowers them to take risks as leaders. The participation and relevance theory speaks to a group’s readiness for change. If a problem is relevant to a given community, it is easier to foster this readiness, which is crucial to accomplishing change. Making long-term service motivation
more relevant to undergraduate students by connecting them with an individual who has continued to serve after college, this program plan should make students more ready to be service-minded in the future.

Service learning has individuals acknowledge and accept their roles as citizens and understand the larger global context.[13] One of NI’s goals is to increase commitment to service, creating “global citizens.” The proposed program seeks to make students even more likely to become global leaders in service by providing examples of others who are similarly contributing after college.

The organizational change:stage theory encourages noticing when an organization is passing through its stages of change in order to promote change at each stage. In the problem definition stage, the proposed program’s action involves assessing the readiness for change as mentioned above. Are NI’s current staff, students, and stakeholders interested in improving student leadership outcomes and commitment to service in the future? In the initiation of action stage, a trial program that tests how well mentors and chapters interact may be enacted, and resources needed to do such work will be measured for the trial run and will be investigated for other programs that have done similar self-studies. In the implementation of change stage, if the previous stage was successful, similar implementation will be tried at other NI universities. Any role changes will be noted and successful role changes at one site will be enacted at all sites (ie if one or two alumni mentors per chapter was more successful). Finally, in the institutionalization of change, this proposed program will become a standard part of NI. The new goals of NI undergraduates interacting regularly with alumni mentors will be internalized by the organization.

NI has spread quickly into 24 universities. The diffusion of innovations theory explains this spread, and may help to explain how the proposed alumni mentorship program will spread
through the NI chapters and, hopefully, to other service learning programs. Ideas spread rapidly, especially when lots of energy supports the ideas. Students believe that NI is a rich environment for their youthful talent. The thought is that they remember that as alumni and take that attitude into their future careers. If NI can collect it, proof of this will cause even more diffusion of the idea, because it will show that NI has a relative advantage of doing a better job at SL than many other undergraduate organizations.

Program implementation

**Population, organizational infrastructure, and success:** This program will be directed at undergraduate students participating in NI’s executive board for one whole year. Mentors will come from the pool of NI alumni. After a trial mentorship program of three chapters for one year, the mentorship program will be integrated into NI chapters around the country. The NINO will have identified mentors through phone and email contact, and these mentors will be paired with chapters that match them in certain characteristics (such as location, specific chapter need and mentor interest, etc). Mentors and NINO will remain in contact via email/Skype/Google+ chat. Mentors will visit or stay in virtual contact with their designated chapter. Successful implementation of the mentorship project will depend on coordination between NI chapters, alumni mentors, and NINO. All must embrace the idea of mentorship, which only requires the extra step from chapter leaders of letting mentors know of all executive board meeting dates and of executive board areas of difficulty. Mentors must make themselves available for at least one meeting every 2 months and provide valuable feedback to chapters and individual executive board members. They must also be available for questions from the chapters. NINO must train mentors, connect mentors to chapters, administer evaluations of executive board members twice/year, facilitate the mentorship relationship in any way necessary, and gather feedback from students/mentors during the year. Without this coordinated effort, the mentorship program cannot function.
Activities/strategies

**Short-term Objective 1:** To create 10-15 learning objectives for NI chapter executive board members, to be gained over the course of their year on the executive board.

**Strategy:** Over one-two weeks, and prior to inviting alumni to participate in mentorship, a list of learning objectives will be developed based on prior lists developed by the NI office, literature of similar interventions, and what existing NI members and staff think NI teaches students through its service learning nature. Contact existing NI members and alumni to edit and add to the list based on their expectations and experiences. Revisit the list with NINO and board of directors (stakeholders) to edit and add objectives. At the end of each year, contact alumni mentors to re-evaluate the list.

**Short-term Objective 2:** To introduce the executive board members to the 10-15 learning objectives within the first two months of the school year in which they serve on the executive board; this introduction serves as a frame-of-reference for gaining skills in these areas during their year on the executive board.

**Strategy:** As part of the evaluation of how executive board members develop as leaders during the year, they will be evaluated at the beginning and end of the year. This evaluation will be in the form of a short questionnaire based on key learning objectives created in Objective 1. The executive board member evaluation is explained further in the Evaluation section of this paper. This first evaluation will bring these learning objectives to executive board members’ awarenesses.

**Short-term Objective 3:** To conduct market research for NI to identify 10-20 alumni who would be interested in participating in mentoring, and find out to what extent they would like to participate.

**Strategy:** Over 2 months (3/5-4/29), an estimated 300 phone calls* will be made to alumni to...
conduct questionnaires that evaluate the effect of NI on students’ profession choices and leadership skills (see Evaluation section of this paper). The goal of identifying 10-20 committed alumni mentors as arrived at by discussing successes of prior alumni contact attempts and a number of alumni mentors needed to begin this project. If even 10 committed alumni are identified who would like to participate as mentors, the program can easily begin a trial year. A question that gauges alumni interest in mentoring current NI executive board members will be included in the questionnaire. Alumni who were not contacted will need to be called at a later time by NINO. A suggestion will be made to NINO to begin collecting this information from students before they graduate, as well, so that individuals who want to contribute as alumni mentors will begin to be identified when they are still students. Though alumni data are still being organized, an estimate from the NI office was that there are 250 NI alumni.

* If we estimate at most 20 minutes/call (conservatively), 3 calls/hour x 100 hours (around 6 weeks of work at around 17 hours/week), we can make 300 calls. This is a rough estimate, given the number of calls that will go to answering machine or people who will not wish to participate.

**Short-term Objective 4:** To identify at least 2 database options to better connecting alumni (the community) with NI (the institution).

**Strategy:** The NINO has identified the need for better connection between alumni and the NINO. Current involved alumni are students who maintained some other relationship with NI, whether as friendships with staff members, etc.
**Long-term Objective 1:** To conduct one trial year of alumni mentorship in 3 chapters, with at least 1 alumnus/chapter.

**Strategy:** Using information of alumni interest in mentorship that was previously collected either through phone calls or prior to graduating, 6 alumni will be contacted to mentor 3 established chapters. Selection of these chapters will be based on mentor and chapter mutual interest, stability of the chapter and areas where many mentors currently live and work. If enough mentors are identified before this process, one or two of the interested chapters can attempt having 2 mentors. Chapter(s) with 1 mentor and the chapter(s) with 2 mentors can compare pros and cons. The mentor’s main purpose is to support the chapter. Mentors meet with executive board members once every 2 months, to sit in on meetings, provide advice on chapter issues, and participate in idea generation. If unable to physically attend a meeting, mentors will make efforts to use other sources of technology like Skype or phone conference. At the end of this year, alumni and students will be contacted for feedback, to assess successes and failures of the alumni mentorship trial year (see Evaluation section).

**Long-term Objective 2:** To contact 10-20 alumni who are interested in being mentors and set them up with compatible chapters for the following year.

**Strategy:** Using the existing database of alumni, contact alumni in all chapters who showed interest in mentoring, either through phone calls or prior to graduating. Find out their current location and availability of time, as well as their interest particularly in providing advice/mentorship on running a chapter, conducting a community project, or running ventures. Using these details, pair mentors with chapters that need help in any of these particular areas. Most mentors will likely provide advice on all of these elements of a chapter. Each mentor serves a given chapter for at least one year. Implement any changes based on feedback from the trial year mentioned above.
**Long-term Objective 3:** To facilitate mentorship for chapters that have been paired with a mentor throughout the year of alumni commitment.

**Strategy:** Provide mentors with student learning objectives one week prior to a mentor training that will occur during the NI Summer Institute, which is a 5-day networking and leadership-building workshop for NI executive board members across the country. During this training, review objectives and conduct a brief overview of goals of mentorship. Alumni mentors can conference call into the training if they cannot be at the summer institute. During the month before classes start, alumni can contact the main office or each other with questions regarding the learning objectives or goals. Knowing learning objectives before meeting with students, mentors can tailor their mentorship to the students. NI main office in Chapel Hill maintains periodic contact with mentors and executive board members to address any concerns. The mentor’s main purpose is to support the chapter. Mentors meet with executive board members once every 2 months, to sit in on meetings, provide advice on chapter issues, and participate in idea generation. If unable to physically attend a meeting, mentors will make efforts to use other sources of technology like Skype or phone conference. After each meeting, mentors should provide feedback on chapter performance to chapters and main office and give chapters ideas for improving in any area in which they were lacking.

**Long-term Objective 4:** To provide executive board members with examples of individuals whose careers hold an element of philanthropy/giving back, via at least 5 seminars or lectures during the school year describing their work.

**Strategy:** Obtain list of mentors whose careers or current service lives hold some element of philanthropy/giving back during aforementioned phone calls. Organize at least 5 webinars throughout the year, each presented by one alumni mentor, that executive board members can sign in to watch, during which alumni describe how NI has impacted how they view the world and their career choice, and how they can continue being philanthropic through their career/life
path. Provide links to these to executive board members via email so they can watch at their convenience if they are unable to log into the webinar at the designated time. Recruit mentors working in many different professions, from business to medicine to law.

**Long-term Objective 5:** To create a more complete database of alumni to get alumni more involved in mentoring and so that students can easily contact alumni for mentorship.

**Strategy:** While contacting alumni, find out names of other alumni who were in NI with them to ensure those members’ names and current contact information are in the database, once access to the database is gained. This will require 1-2 hours working with key leaders of NI from 2003-2008. Through the survey tool, information will have been gathered on which alumni are comfortable with being placed on the database of potential alumni mentors and with being contacted by students. Create a database tool that interacts well with Commonground) that is password protected and accessible to students, which includes these alumni.

**Staffing**

The only new staff involved in this program plan will be the alumni mentors, who are volunteers. Current NINO staff will facilitate the connection between chapters and alumni mentors, and the chapter executive board members and alumni mentors will form a working relationship over the course of the year.
Alumni Mentors

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Estimated timeline

- 2/24-2/29
  - Obtained access to the existing alumni database (Program Planner)

- 2/25-3/5
  - Completed first draft of program plan (mentor and database improvement activities)
    (Program Planner)

- 2/25-3/1 preferably (possibly extended to 3/12)
  - Over 1-2 weeks, created 10-15 learning objectives, based on prior lists developed by
    the NI office, literature of similar interventions, and what NINO thinks NI teaches
    students through its service learning nature (Program Planner, NINO staff)
  - Quick meet/phone chat with Allie and Dr. Calleson each once to communicate learning
    objectives, questionnaire for executive board, and questionnaire for alumni to assure
    we are on the same page/gather feedback to be implemented into these items.

- 3/5-3/12
  - Quick meet/phone chat w/ Allie to communicate program plan and assure we’re on
    same page (Program Planner)
  - Research (Program Planner)
    - Outcomes data of mentorship on student learning (systematic review)
  - Collect information from Sarah/Allie/NI office on barriers (Program Planner)

- 3/13
  - Begin planning alumni survey tool; meet with MPH faculty to begin to design survey
    tool (Program Planner, 2 MPH faculty)

- 5/1
  - Over 1-2 months, created survey tool for executive board members based on learning
    objectives.
- Over 1-2 months, created survey tool for alumni, based on learning objectives, questions to gauge alumni interest in mentoring and participation, and alumni information about other alumni who they worked closest with.

- 5/15
  - Set up appointment with Odum Institute on survey tool design (Program Planner)
  - Work on IRB application for Impact Assessment

- 6/20
  - Finalize survey tools (Program Planner)
  - Write, edit, and submit IRB application for Impact Assessment (Program Planner)

- 6/27-7/31
  - Over approximately 1 month, conduct phone calls and send internet surveys to alumni. Use these phone calls to confirm email addresses and inform of upcoming survey.
  - Quick meet/phone chat with NINO representative and faculty advisor each once to update on data gathering (Program Planner)

- 7/15-8/31
  - As follow-up to online survey, send out emails and collect any alumni open-ended/narrative emails and organize them in a database.

- 7/31-8/31
  - Organize and analyze alumni survey data (100 hours)
    - Create a report for NI (Program Planner)
    - Organize a time to present data to NI (Program Planner)
    - Provide organized database of narratives to NI office along with report of survey data.
- The school year when NINO is interested in starting program (NINO)
  o By 7/1 –
    ▪ Contact interested alumni to ask them to participate in pilot program and if okay to have their info on a password protected database, accessible to students (Program Planner)
    ▪ Contact chapters to find three that are interested in participating in pilot program
  o 8/2-8/6: Summer institute –
    ▪ Hold training session for alumni mentors, connected to Skype as well for those who cannot be present
  o By 9/1 – Introduce executive board members to 10-15 learning objectives
  o 9/2012-5/2013 - Facilitate alumni mentorship program
  o 4/2013 - Begin to collect alumni information before they graduate each year, to foster consistent improvements in maintaining a more complete database and increased numbers of alumni interested in mentoring.
  o 5/2013 - Gather feedback from alumni mentors and students on success of the trial program
  o 6/2013 – Use feedback to begin planning for following year of alumni mentorship at every chapter

- Potential future work
  o Research databases that facilitate updating of alumni contact/location information and ability of students to access updated information (Program Planner)
    ▪ Idea: password protected Google doc with annual reminders to update info in database. Students receive access to that spreadsheet.
  o Webinars - software/websites?
Detailed budget

**Staff:** This program has no increased staffing cost because it depends on volunteer alumni mentors. Whether or not NINO staff requires extra payment depends on how much extra work is involved in the trial year. The hope is that it will not involve many more hours of work than the NINO office is already doing.

**Travel:** The only extra travel involved in the alumni mentorship program is any additional travel that volunteer alumni experience. This will not be funded by NI.

**Supplies:** Phone calls will initially have to be made to alumni whose email addresses are not available via the current alumni database. These calls will most likely be made from a cell phone, on weekends when minutes are free, so the cost will be $0. A free Qualtrics internet survey will be used to collect information on alumni preferences for involvement. Alumni training at summer institute will be broadcast over either conference call using NI office equipment, Skype, or Google+. Skype to Skype calls and Google+ conferences are both free.

**Time:** An estimated 100 hours will go into calling and emailing surveys to alumni to identify potential mentors prior to NINO getting involved with the program plan (conducted by Program Planner). Whatever alumni are not contacted after this point will be called by the NINO. Given potentially 250 alumni to email surveys, and an assumption of 40-50% non-responders to email surveys, we expect to get information from 125-150 alumni prior to NINO involvement. That way, NINO only has to contact half of the alumni to gather updated contact information and interest in helping as mentors. NINO can enlist interns to make these calls.

**Indirect costs:** Costs of supporting NI include the cost to run the office. This is a constant cost that does not increase due to the proposed program.

**Cost per alumni mentor per year:** The main cost to alumni mentors is their time spent at meetings, which they will designate up front when answering the alumni survey. They may also incur costs of driving to and from meetings if they attend in person, which is preferable.
**Sustainability** – A strong sustainability plan is the insurance policy of any program. This program plan has a moderate sustainability, which is dependent on how many committed alumni mentors the program is able to identify. Once mentors are identified and set up with a chapter, that chapter has ideas support for one year. Afterwards, however, the chapter is without help unless other committed mentors are available to take over. It is unreasonable to expect a given alumni mentor to participate for longer than one year, given that the alumnus is not receiving payment for participation. NI does hope to build a sense of giving back in all of its alumni, beginning even prior to graduation, however the organization is unsure of whether this sentiment already exists. Therefore, contacting as many alumni as possible at the outset of the program to find committed alumni, along with continuing to build this sense of giving back, is crucial to the program’s sustainability.

Because the program requires no new staffing, and no additional funds are necessary to run this mentorship, the moderate sustainability does not depend at all on budget constraints. Furthermore, the program is based on the already-existing structure of monthly or bi-monthly executive board meetings, which the alumni mentors will be invited to attend.

The program plan is also perfectly aligned with NI’s existing goals of creating leaders today who make big changes today and tomorrow. Thus, one would imagine that chapter executive board members and NINO would be hold a stake in the program and support its longevity.

One method of making this more sustainable is making it easy for NINO to accomplish. An online evaluation method for executive board members could make it easier for NINO to conduct these ~192 interviews twice/year. Also, creating a database that executive board can access with a list of interested mentors could facilitate the connection between alumni mentors and chapters. Finally, having a vision for creating this sense of “giving back” in alumni when they are still undergraduates could generate more alumni interest, as students would begin to
expect that they will be contacted when they are alumni. This could by simply having mentors lead by example, stating their reasons for mentoring and appealing to students to give back to the next generation of students in a similar way, setting their expectations and creating this feeling of the NI family. These alumni could serve as key champions who build student excitement about both leadership and giving back.
**Logic model**

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short &amp; Long Term Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to accomplish our set of activities, we will need the following</td>
<td>In order to address our problem or asset, we will conduct the following activities</td>
<td>We expect that once completed or underway, these activities will produce the following evidence of service delivery</td>
<td>We expect that if completed or ongoing these activities will lead to the following changes in 1-3 years then 4-6 years</td>
<td>We expect that if completed these activities will lead to the following changes in 7-10 years</td>
</tr>
<tr>
<td>- Access to prior learning objective lists created by NI</td>
<td>- Gather feedback from current NI undergrads, alumni, and staff to create the most important learning objectives</td>
<td>- 10-15 learning objectives for exec board members and alumni</td>
<td>In 1-3 years, these changes will lead to:</td>
<td></td>
</tr>
<tr>
<td>- Literature of similar mentorship interventions</td>
<td>- Create 10-15 learning objectives</td>
<td>- survey tool for executive board members</td>
<td>- Improvements in executive board member acquisition of the learning objectives, measurable through survey</td>
<td></td>
</tr>
<tr>
<td>- Access to current database of NI executive board members</td>
<td>- Introduce exec board to learning objectives early in yr.</td>
<td>- survey tool for alumni</td>
<td>- Improved alumni database</td>
<td></td>
</tr>
<tr>
<td>- Access to the current database of NI alumni</td>
<td>- Create survey tool for NI executive board members</td>
<td>- IRB approval</td>
<td>- identification of 10-20 alumni interested in mentoring</td>
<td></td>
</tr>
<tr>
<td>- Meetings with Allie Treske and other NINO to review content of survey and learning objectives before conducting surveys</td>
<td>- Create survey tool for alumni</td>
<td>- 10+ alumni who are interested in mentoring a chapter</td>
<td>- Better connection between undergraduate students and mentors through chapter mentorship program and improved alumni database</td>
<td></td>
</tr>
<tr>
<td>- NI alumni phone numbers and email addresses</td>
<td>- Achieve IRB approval</td>
<td>- Training session for alumni mentors at summer institute with Skype</td>
<td>In 4-6 years, these changes will lead to:</td>
<td></td>
</tr>
<tr>
<td>- Web-based survey tool</td>
<td>- Call alumni to obtain up-to-date email addresses and set expectation for survey (attempt to reach 250 alumni)</td>
<td>- connectivity for alumni who cannot attend</td>
<td>- Large network of alumni interested in mentoring</td>
<td></td>
</tr>
<tr>
<td>- Input from Dr. Calleson on how to review</td>
<td>- Email all alumni with survey to collect information on experience with NI, outcomes of NI on their lives, and their interest in mentoring</td>
<td>- 1 trial year of alumni mentorship in 3 chapters</td>
<td>- well-functioning chapter alumni mentoring program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask alumni to fill out narrative-based surveys</td>
<td>- Alumni mentorship program in every chapter</td>
<td>- Better collection of alumni information before students graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Contact alumni who are interested in mentoring to set up pilot year of mentorship</td>
<td></td>
<td>- Easier updating of alumni information if</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Contact chapters to find which three are</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Improved alumni interaction with NI
- Increased mentorship between alumni and undergraduates
- Increased social justice leaders coming out of NI, in a variety of fields, from business to medicine
- Modeling of SL in NI by other organizations
- Increased support for NI in donors and students who get involved.
<table>
<thead>
<tr>
<th>Alumni Mentors</th>
<th>Maria Thekkekandam</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Database to connect NI alumni to students</td>
<td>- data on short- and long-term outcomes of NI involvement</td>
</tr>
<tr>
<td>- Software to conduct seminar-style presentations</td>
<td>- alumni narratives</td>
</tr>
<tr>
<td>- Access to Skype, Google+, or other free method of video-conferencing</td>
<td>- alumni database that students can access to find their own alumni mentor</td>
</tr>
<tr>
<td>- interested in pilot program</td>
<td>- alumni have access to the database</td>
</tr>
<tr>
<td>- Set up training session for alumni at summer institute, with connectivity to Skype</td>
<td>- alumni that are more committed to social justice</td>
</tr>
<tr>
<td>- research best database to connect alumni to students</td>
<td>- increased support for NI</td>
</tr>
<tr>
<td>- Remind alumni every year to update information on database</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Plan

Context and Rationale for the Evaluation

We already know that NI has a large influence on projects – according to the national office, nearly 100% of the projects NI has worked with internationally would work with NI again in the future. NI has also gotten some data on students immediately after working with NI, right before graduating (mainly updated contact information). However, we do not have this information on alumni any number of years after graduation. Nourish International in general and the mentorship component specifically should be evaluated because NI needs to know how well it works for the EB. If NI is not meeting goals it sets for the EB members, it can benefit from knowing that by re-organizing the infrastructure in other ways that help students develop their leadership skills and it can particularly be informed about whether or not the mentorship program is worth continuing. This evaluation would be a way for NI to allocate its resources most efficiently. If through evaluation, NI finds that it is effective for students to reach certain outcomes such as increased likelihood to participate in service or increased leadership skills, that information could be published to garner increased student and funder support. If the mentoring program is shown to be effective, it can be disseminated to the multiple NI chapters around the country. Similarly, areas that are not as effective as imagined could be improved upon across sites.[14]

I serve as an internal evaluator, given my desire to help improve NI, either by proving its effectiveness or by finding that the program does not affect undergraduate EB members the way it thought it did. I recommend an internal evaluator and an external evaluator, because the program needs someone who helps improve it but also someone who can lend an impartial eye. NI cannot benefit from an evaluator who solely wants to improve the program, because this person may find it difficult to publish negative data about NI, if it does arise.
An evaluator would need skills of communication, flexibility, and goal-setting. Communication skills are very important to gather information from stakeholders in order to assess what they want to find out from the evaluation, prior to beginning the evaluation. This is the only way the evaluation will be useful to stakeholders. NI’s stakeholders include NINO staff members (Allie Treske and Sarah Miller), student EB members, alumni who will serve as mentors, and the Board of Directors. One asset is that these stakeholders do a good job communicating with one another. For example, staff members often discuss their goals prior to meeting with the Program Planner (Maria Thekkekandam) so that meetings with the Program Planner are as efficiently run as possible. Flexibility helps the evaluator manage differing goals among stakeholders of the evaluation. It is likely that different stakeholders and the evaluator will have different points of view about what is most useful to know about the organization. Finally, goal-setting skills are crucial to evaluating the program in a time-efficient manner. The evaluator will need to be able to set realistic goals and helpful objectives to meet each goal. Interacting with the NINO is likely to yield numerous goals, and the evaluator must be able to come up with objectives for each goal decided upon.

Stakeholders are an important part of the process. Involving stakeholders in every part of the process, including the evaluation, can have positive and negative effects. For example, stakeholders may want the evaluation to yield nothing but positive results. Nevertheless, stakeholders’ involvement can also help the evaluator understand the most efficient way to evaluate the program.[14] For example, the NINO may help the evaluator plan the most efficient way to contact alumni in order to conduct surveys by providing phone numbers for alumni and current EB members and informing students that they may be called for similar evaluations in the future. For this evaluation, NINO staff members must be involved to provide this contact information of current students and alumni. Alumni and students themselves must be involved to provide the evaluations. Chapter leaders must be involved to inform their EB
members that they will be contacted at the beginning and end of the year for an evaluation. Alumni mentors must be ready to be evaluated at the end of the year as well.

Challenges to the evaluation could include NI stakeholders disputing a negative evaluation of NI. This would prevent NI from gaining knowledge of areas for improvement from the evaluation. It would also prevent a true understanding of how well NI works to improve student outcomes of commitment to leadership in service. Undergraduate students could be too busy to give their full attention to the evaluations at the beginning and end of the year, which would make them either complain about having to complete the evaluation or simply complete it in the quickest amount of time, whether or not it was accurately completed. Evaluations may need to be made voluntary so that students do not think of participation in the EB as being overly burdensome. Finally, alumni could be resistant to being evaluated due to their busy schedules, making a long-term evaluation of NI’s effect on alumni unfeasible.

**Approach to the Evaluation**

This evaluation aims to provide feedback on program activities to NINO, to document level of EB accessibility to mentors, and to inform implementation of future years of mentorship. To do this, the following groups must be contacted: NINO and alumni mentors, both of whom are integrally involved in program implementation, and the EB members who receive the program. The NI EB members will be further evaluated through online surveys including a quantitative and qualitative (narrative) portion. The content of the NI alumni online survey is included in the *Appendix* at the end of this paper.
Evaluation Study Design

This is a descriptive study, which evaluates how well the program plan works through both surveys and focus groups that seek to describe program activities. The evaluation seeks to understand how well the activities of the mentorship program outlined in the program plan are carried out and if they need revision. It also seeks to understand the overall impact of NI on students (with or without the mentorship program). It does these things by methods outlined below.

Evaluation Methods

**Two main evaluations** will be conducted – one that evaluates the mentorship program, and one that evaluates the impact of NI in general. The *mentorship program evaluation* will involve all the evaluation questions listed in the evaluation planning tables below and a separate set of evaluations for NI EB members (one at the beginning of the year and one at the end of the year), to see how well students acquired the learning objectives over the course of the year and get some more data on their experience with mentorship, and for NI mentors, to gather their opinions on the mentorship year’s successes and failures. The *Impact Assessment* will involve an online survey that is distributed to all NI alumni to evaluate NI's effect on its students. (See evaluation for NI alumni in *Appendix*; evaluation for NI EB members can be drafted based on evaluation for NI alumni, as the “Learning objectives” questions will be the same).

The methods for these evaluations were chosen considering ease of completion of the evaluation for each group evaluated, in order to disrupt the already busy groups as little as possible. One method was chosen for each group. The trial year of mentorship will be evaluated after that year, and results from that evaluation will inform subsequent years if the program continues.
• **Activity log** – The simplest and most time-efficient method to keep track of whether mentorship program activities are completed is to keep a log of activities and the times they are completed. The Program Planner will begin this and NINO will continue it once the Program Planner turns the program plan over to NINO. This evaluation would be conducted in May or June of the school year in which the program began.

• **Document review** – Documents will be reviewed to evaluate their completeness and authors.

• **Focus groups** – The NINO staff all work within one building and hold meetings throughout the day. The most effective way to discuss and evaluate the functioning of the program during the prior year would be to hold one focus group meeting with the two contacts from the NINO. This meeting would be held toward the end of each school year, in May or June, to evaluate the successes and challenges of the program that year. The Board of Directors, a group of professionals from a variety of disciplines who provide financial and organizational support for NI, will join the focus group meetings. Their input can help design learning objectives and evaluate the project each year. They meet with NINO about four times per year and can include this focus group into one of their already scheduled meetings.

• **In person interviews or surveys** – The EB members are undergraduate students in chapters across the country. In-person interviews or questionnaires would be an impractical commitment for the NINO to make. Therefore, the most feasible way to collect this data quickly and reliably would be one online survey that was distributed to all 8 members of each EB across the country twice per year. The first survey (conducted in August-September) would be to collect baseline data on the EB members’ leadership skills, and the second survey (conducted in May-June) would be to collect the same data on EB members at the end of the year for comparison, along with an additional section with more questions.
that evaluate the mentorship program. This method would also work to evaluate alumni mentors and would be conducted in May or June of the year in which the program began.

- **Online surveys** – To conduct the Impact Assessment, a Qualtrics online survey was created and will be emailed to alumni mentors. This method allows alumni, who are spread across the country, to all receive the same evaluation tool and respond in their own time. The Program Planner will send out this online survey in 2012 and will abstract and analyze data, providing a report to NINO. Data abstraction is made simple with an online survey. Data analysis will use STATA or another statistical analysis software, when necessary. Future iterations of this survey will be sent out by NINO.

For the questions that were posed to more than one group, questions would be asked in a similar manner, so that answers could be compared even if different data collection methods were used. All of the evaluation methods can be conducted every year, to re-evaluate if any parts of the program need to be changed. NINO staff will coordinate the evaluation process (with exception of the Impact Assessment of NI, which will be conducted by the Program Planner). Deadlines will be set for having the surveys completed (preferably, mid-July, so analysis and recommendations can happen in August), and the NINO may decide to analyze this data themselves, hire an analyst, or enlist a volunteer student analyst. With online surveys, data is automatically collected and can more easily be organized into charts for analysis than if data were collected via paper surveys.
Evaluation Planning Tables[15]

**Short-term objective 1:** To create 10-15 learning objectives for NI chapter EB members, to be gained over the course of their year on the EB.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have the 10-15 learning objectives been created, based on prior lists of learning objectives, literature, and conversations with NI members and staff? If not, why not?</td>
<td>• Program Planner</td>
<td>1. Document review</td>
</tr>
<tr>
<td></td>
<td>• NINO</td>
<td></td>
</tr>
<tr>
<td>B. Were opinions of NINO and board of directors used to edit learning objectives?</td>
<td>• Program Planner</td>
<td>1. Document Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Activity log</td>
</tr>
<tr>
<td>C. At the end of each year, were alumni mentors contacted to re-evaluate the list?</td>
<td>• NINO</td>
<td>1. Document Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Activity log</td>
</tr>
<tr>
<td>D. What were the challenges to creating and editing this list?</td>
<td>• Program Planner</td>
<td>1. Focus groups with NINO</td>
</tr>
<tr>
<td></td>
<td>• NINO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Board of directors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td></td>
</tr>
<tr>
<td>E. How can this process be improved next year?</td>
<td>• Program Planner</td>
<td>1. Focus groups with NINO and Board of Directors</td>
</tr>
<tr>
<td></td>
<td>• NINO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Board of directors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td></td>
</tr>
</tbody>
</table>

**Short-term objective 2:** To introduce the EB members to the 10-15 learning objectives within the first two months of the school year in which they serve on the EB; this introduction serves as a frame-of-reference for gaining skills in these areas during their year on the EB.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has the EB been introduced to the learning objectives within the first two months of school? If not, why not?</td>
<td>• NINO</td>
<td>1. Focus group with NINO and EB</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td>B. Has this introduction led them to understand what leadership skills the NINO would expect an involved EB member to obtain?</td>
<td>• EB</td>
<td>1. Focus group with EB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td>C. What were the challenges to introducing the EB to these learning objectives?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Focus group with EB</td>
</tr>
<tr>
<td>D. How can this process be improved next year?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Focus group with EB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(thoughts on appropriateness of learning objectives)</td>
</tr>
</tbody>
</table>
**Short-term objective 3:** To conduct market research for NI to identify 10-20 alumni who would be interested in participating in mentoring, and find out to what extent they would like to participate.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Over one month, were 250 (all) alumni contacted to clarify email addresses and invite participation in a survey?</td>
<td>Program Planner</td>
<td>1. Document review (Excel call log)</td>
</tr>
<tr>
<td>B. Have 10-20 alumni who are interested in participating in mentoring been identified and the extent of their interests noted? If not, why not?</td>
<td>Program Planner</td>
<td>1. Document review (database)</td>
</tr>
<tr>
<td>C. What were the challenges to contacting interested alumni?</td>
<td>Program Planner</td>
<td>1. Document review (Excel call log)</td>
</tr>
<tr>
<td>D. How can this process be improved next year?</td>
<td>Program Planner</td>
<td>1. Document review (Excel call log)</td>
</tr>
<tr>
<td>E. Were alumni who were not contacted highlighted so that NINO can contact them at a later time?</td>
<td>Program Planner</td>
<td>1. Document review (Excel call log)</td>
</tr>
<tr>
<td>F. Has NI begun collecting information on long-term email addresses and desire to participate in NI as an alumnus in EB members immediately before they end undergraduate volunteer work with NI?</td>
<td>NINO, EB</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td>2. Pre/post online survey of EB (with a section to include up-to-date information)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Document review (database)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. What were the challenges to collecting this information from undergraduates?</td>
<td>NINO, EB</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td>2. Pre/post online survey of EB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Document review (database)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. How can this process be improved next year?</td>
<td>NINO, EB</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td>2. Pre/post online survey of EB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Document review (database)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Short-term objective 4:** To identify at least 2 database options to better connect alumni (the community) with NI (the institution).

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have databases been identified? If not, why not?</td>
<td>Program Planner</td>
<td>1. Activity log</td>
</tr>
<tr>
<td>B. How were databases identified?</td>
<td>Program Planner</td>
<td>1. Document review (literature review tables, if Program Planner created them)</td>
</tr>
<tr>
<td>C. What needs to happen next before the database can begin to be used?</td>
<td>Program Planner, NINO</td>
<td>1. Focus group with NINO</td>
</tr>
</tbody>
</table>
**Long-term objective 1:** To conduct a 1-year trial of alumni mentorship in 3 chapters, with at least 1 alumnus/chapter.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has a 1-year trial of alumni mentorship been conducted in 3 chapters? If not, why not?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td>B. Did mentors attend EB meetings every 2 months, either in person or via Skype/video conferencing?</td>
<td>• EB</td>
<td>1. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>2. Online survey of mentors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Observation</td>
</tr>
<tr>
<td>C. Did each mentor serve the chapter for at least 1 year?</td>
<td>• EB</td>
<td>1. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>2. Online survey of mentors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Observation</td>
</tr>
<tr>
<td>D. Were any differences noted between evaluations of chapters with one mentor vs. two mentors?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB (compare)</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
<tr>
<td>E. What benefits arose from having a mentor to the EB?</td>
<td>• EB</td>
<td>1. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>2. Online survey of mentors</td>
</tr>
<tr>
<td>F. What challenges arose to conducting a one-year trial of alumni mentorship in 3 chapters?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
<tr>
<td>G. What improvements to the alumni mentorship program could be made in the following year?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
</tbody>
</table>

* The word “post” is bolded to indicate that the method of collecting this information will be the end-of-year online survey, or the “post-online survey” of EB members.

**Long-term objective 2:** To contact 10-20 alumni who are interested in being mentors and set them up with compatible chapters for the following year.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have 10-20 alumni who are interested in being mentors been contacted and set up with compatible chapters for the following year? If not, why not?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Observation</td>
</tr>
<tr>
<td>B. Did each mentor serve the chapter for at least 1 year?</td>
<td>• EB</td>
<td>1. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>2. Online survey of mentors</td>
</tr>
<tr>
<td>C. Were changes from the pilot year implemented successfully?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
<tr>
<td></td>
<td>• Mentors involved &gt;1 year</td>
<td></td>
</tr>
<tr>
<td>D. What were the challenges to setting up potential mentors with chapters?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
<tr>
<td>E. What improvements can be made next year?</td>
<td>• NINO</td>
<td>1. Focus group with NINO</td>
</tr>
<tr>
<td></td>
<td>• EB</td>
<td>2. Pre/post online survey of EB</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
<td>3. Online survey of mentors</td>
</tr>
</tbody>
</table>
Long-term objective 3: To facilitate mentorship for chapters that have been paired with a mentor throughout the year of alumni commitment.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
</table>
| A. Has NINO facilitated mentorship (helping mentors, making sure mentors are working | NINO • EB • | 1. Focus groups with NINO  
| consistently with students) throughout the year in chapters paired with a mentor? If | Mentors     | 2. Pre/post online survey of EB  
| not, why not?                                                                        |             | 3. Online survey of mentors                            |
| B. Did NINO provide mentors with student learning objectives one week before Summer  | NINO • Mentors | 1. Focus groups with NINO  
| Institute training?                                                                  |             | 2. Online survey of mentors                            |
| C. Did all mentors attend the Summer Institute training? If unable to attend in     | NINO • Mentors | 1. Focus group with NINO  
| person, did they use video conference?                                               |             | 2. Online survey of mentors                            |
| D. Did mentors receive good support from either co-mentors or the NINO before and   | NINO • Mentors | 1. Focus group with NINO  
| during mentorship year?                                                              |             | 2. Online survey of mentors                            |
| E. What were challenges to facilitating mentorship?                                   | NINO • EB • | 1. Focus group with NINO  
| Mentors                                                                             |             | 2. Pre/post online survey of EB  
|                                                                                     |             | 3. Online survey of mentors                            |
| F. What improvements can be made to facilitating mentorship?                          | NINO • EB • | 1. Focus group with NINO  
| Mentors                                                                             |             | 2. Pre/post online survey of EB  
|                                                                                     |             | 3. Online survey of mentors                            |

Long-term Objective 4: To provide EB members with examples of individuals whose careers hold an element of philanthropy/giving back, via at least 5 seminars or lectures during the school year describing their work.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
</table>
| A. Was a list of mentors with philanthropic life or career experience created? If   | NINO        | 1. Focus group with NINO  
| not, why not?                                                                        |             | 2. Document review (list, if created)                  |
| B. Have EB members been exposed to at least 5 webinars presented by individuals     | NINO • EB • | 1. Focus group with NINO  
| whose careers hold an element of giving back? If not, why not?                      |             | 2. Pre/post online survey of EB  
|                                                                                     |             | 3. Online survey of mentors                            |
| C. Were webinars presented online and available for future viewing?                 | NINO        | 1. Document review (NI website)                        |
| D. Were a variety of professions represented?                                       | NINO        | 1. Document review (NI website)                        |
| E. What were the challenges to exposing EB to 5 webinars this year?                 | NINO • EB • | 1. Focus group with NINO  
| Involved mentors                                                                    |             | 2. Pre/post online survey of EB  
|                                                                                     |             | 3. Online survey of mentors                            |
| F. What improvements can be made to this process next year?                         | NINO • EB • | 1. Focus group with NINO  
| Involved mentors                                                                    |             | 2. Pre/post online survey of EB  
|                                                                                     |             | 3. Online survey of mentors                            |
**Long-term Objective 5:** To create a more complete database, contacting at least 80% of alumni from 2003-2008, who have not been well-followed; to get these alumni more involved in mentoring and create better connection to students who may contact alumni directly for individual mentorship.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Were key alumni from 2003-2008 contacted and asked for information on alumni who volunteered with them?</td>
<td>• Program Planner</td>
<td>1. Document review (database) 2. Activity log of if survey sent out</td>
</tr>
<tr>
<td>B. Has a database with data of at least 80% of all alumni been created to connect current EB members with alumni? If not, why not?</td>
<td>• Program Planner • NINO</td>
<td>1. Document review (database) 2. Focus group with NINO</td>
</tr>
<tr>
<td>C. Does this database meet the following criteria: interacts with Convio Common Ground (database), is password protected, and can be accessed by students?</td>
<td>• Program Planner • NINO</td>
<td>1. Document review (database)</td>
</tr>
<tr>
<td>D. What were the challenges to creating this database?</td>
<td>• Program Planner • NINO</td>
<td>1. Document review (database) 2. Focus group with NINO</td>
</tr>
<tr>
<td>E. What improvements can be made to this process next year?</td>
<td>• Program Planner • NINO</td>
<td>1. Focus group with NINO</td>
</tr>
</tbody>
</table>

**Impact Assessment:** To conduct an online survey of 125-150 NI alumni to evaluate their outcomes from and perceptions of service with NI.

<table>
<thead>
<tr>
<th>Impact Evaluation Question</th>
<th>Participant</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Was a survey of 100 NI alumni conducted and analyzed? If not, why not?</td>
<td>Program Planner</td>
<td>1. Document review (survey results)</td>
</tr>
<tr>
<td>B. Was a Qualtrics online survey created using the 10-15 learning objectives mentioned above?</td>
<td>Program Planner Program planning adviser</td>
<td>1. Document review (survey)</td>
</tr>
<tr>
<td>C. Was an IRB approved?</td>
<td>• Program Planner</td>
<td>1. Document review (IRB approval)</td>
</tr>
<tr>
<td>D. Were all (250) NI alumni called to collect current email addresses and inform of survey?</td>
<td>• Program Planner</td>
<td>1. Document review (Excel call log) 2. Document review (database)</td>
</tr>
<tr>
<td>E. Were alumni emailed a reminder to complete the survey?</td>
<td>• Program Planner</td>
<td>1. Document review (Excel call log) 2. Document review (database)</td>
</tr>
<tr>
<td>F. What were the challenges to this process?</td>
<td>• Program Planner</td>
<td>1. Document review (Excel call log)</td>
</tr>
<tr>
<td>G. What improvements can be made to this process?</td>
<td>• Program Planner • NINO</td>
<td>1. Focus group with NINO</td>
</tr>
</tbody>
</table>

The Impact Assessment evaluates the effects of the NI organization, not of the mentorship program plan. It is therefore a side evaluation, unconnected to the main evaluation of the mentorship program.
Dissemination Plan

The two main evaluations are described above in the Evaluation Methods section. Results of the mentorship program evaluation will be used to inform NI if the trial year of the mentorship program was a success and should be continued. These results will help NI understand the degree to which goals were met and NI NO, mentor, and EB members were satisfied with the program. In subsequent years, they will continue to help inform ways of improving the program. As it is collected and analyzed, pertinent information will be disseminated to all NI chapters, and information pertinent only to a given chapter will be disseminated throughout that chapter’s leadership. Information will also be shared at the summer institute, so that chapters can learn from each other. Evaluations will also inform training of upcoming alumni mentors at the summer institute. Results of the Impact Assessment will help inform the NI NO of how effective NI is, both as a whole and at specific chapter sites. Once results have been collected, a report can be presented to NI that outlines these successes and failures and that provides narratives from NI alumni on the organization’s effect on them.

Collection of evaluation data will enable improvement in program planning and implementation processes for chapters across the country, regarding the mentoring program specifically and NI in general. It will also inform the board of directors of how well NI is meeting its goals of student leadership building. Furthermore, dissemination to potential and current funders can potentially help raise support for NI. Finally, by disseminating evaluation outcomes from surveyed NI alumni to current EB members, this plan can set the expectation for students that they too will be evaluated and called upon as alumni to maintain a connection with NI.
IRB Application

In order to conduct the Impact Assessment, the NI alumni survey was created and sent to IRB for approval. This is because I will be collecting contact information from human subjects. IRB responded that this survey did not require IRB approval. None of the methods I will use to collect this information will put the subjects at harm. I will not be collecting any birthdates, social security numbers, or credit card information. However, I will need to ensure that all of the contact data that I collect be stored in a secured location. This information will be sent to NINO staff and put into Convio’s Common Ground, a database software that NI currently uses to store volunteer and alumni contact information.

Discussion

The NI Alumni mentorship program adds an important component to Nourish International, by involving NI alumni as mentors. I was able to create the program and evaluation plans with support from my faculty advisor, NINO staff, and current literature on program plans that have similar goals to this program. The literature shows that mentorship can improve confidence in one’s ability to fulfill specific tasks in a given field and commitment to pursuing that field in the future.[1-3] NI prides itself on helping students grow into leaders during their time volunteering with the organization. A mentorship program supports this growth. Furthermore, involving former NI alumni helps them give back their skills to the organization.

To date, I have created the alumni survey and it will be emailed to NI alumni once an attempt is made to contact all alumni by phone, inform them of the survey, and confirm their email addresses. This survey will collect, among other data, information about each alumnus’s preference to be a mentor or not. Once all data is collected, I will compile reports to NI with this data. After this, NINO will complete the rest of the program, from contacting interested alumni to pairing them with interested chapters, to evaluating the program as described above to
improve it from year to year. NINO has been involved in each step of the process so far in order to ensure the greatest chance that this program plan is useful to NI.

Once I collect all of the data from alumni, I will create and present a report to NI of its alumni. This includes data on NI alumni’s perception of NI’s effect on them. This information will be valuable to NI, as it can help NI understand its successes and failures in helping students become young leaders in their communities.

The potential implications of the mentorship program plan are that alumni around the country will be re-involved in NI, giving back to students nationwide. This partnership between working professionals, of whom there will be many in the NI alumni family, and undergraduate students has great potential to bolster student leadership gains and commitment to citizenship. It can also help students lead more effectively on the NI executive board and improve NI outcomes, including ventures and international community projects, in chapters that have mentors.

The systematic review showed that mentorship does improve student outcomes. Continuous evaluation of the NI mentorship program can contribute to that body of evidence, especially if evaluation is yearly and provides some longitudinal data on the organization. Furthermore, the Impact Assessment measuring alumni outcomes can potentially provide proof of positive outcomes of the SL component of the organization. In time, if the Impact Assessment survey (Alumni Survey) is modified to include questions about mentorship, it can measure more long-term outcomes from the NI mentorship program. Policy implications include increased support for mentorship programs to be included in education and service organizations, if this program is a success and can be documented.

I have learned many things from writing this program plan, from the time it takes to create a program to the importance of evaluating that program regularly. The process must include getting feedback from stakeholders, or the program could be useless to the organization.
Regular meetings with NI kept me informed of their goals, what kind of program would be useful to them, and barriers to each step of my plan. I also learned how to create a survey, which took much longer than I had originally expected and required me to change my timeline many times. Despite these changes, and likely because of them, I learned the importance of flexibility. If I were not flexible and did not wish to change any of the parts of the plan that had been written, the program would not be useful to the organization. Along the same vein, if NI comes back to this plan in the future and realizes that the organization has changed and the plan is no longer current, NI is welcome to change any part of the plan to allow it to fit their current structure.

I learned all of these things throughout the course of the semester, and I look forward to using this knowledge in the creation of other program and evaluation plans in the future.

Acknowledgements

This paper could not have been written without support from my faculty advisor, Dr. Diane Calleson. It was also written with much input from Nourish International National Office staff Allie Treske and Sarah Miller. Finally, Dr. Calleson, MPH Professor Dr. Sue Tolleson-Rinehart, and staff at the Odom Institute were extremely helpful in creating the Qualtrics online NI Alumni Survey. Thank you to all.
Appendix

A. Systematic Review

Introduction

Service Learning and student outcomes: existing data lacks mentorship outcomes –

Service Learning (SL) is an aspect of any curriculum that goes beyond classroom education by giving students real world experiences, often centered on service. Service organizations often challenge students to form community partnerships to improve society.[5] The field of SL is growing, in both its research and programs, with research studies amassing on the topic mostly within the last seven to ten years, as determined through a PubMed search of “service learning,” in which 338 of the 445 articles on the topic were published between 2002 and 2012, and 255 of those 338 occurring since 2007. A 2009 meta-analysis of the effects of SL showed positive changes for academic, social, personal, and citizenship outcomes, which were generalizable across education levels.[6] The Western Washington University Center for Service Learning showed that students believe SL complements their learning and improves critical thinking skills.[7] Qualitative surveys and reflections show that SL early on in the student career can be so influential that it increases students’ commitment to service in general and often times to service in that particular location type[8][9] and increases commitment to improving the health of the community.[8] Fields that require team-work skills of communication, community partnerships, and intervention planning, such as medicine, have recently embraced SL methods. Atlanta’s Morehouse School of Medicine is attempting to include SL in the first and second year curricula under the assumption that earlier exposure can be more formative to students’ career goals and service-mindedness.[9]

Some SL programs consider offering mentorship to add to the benefits of SL. In theory, mentors can use their heightened experience and wisdom to teach and therefore increase
undergraduate students’ skills and motivation. An organization called Nourish International (NI)[16] is trying this. NI recruits undergraduate student volunteers to create business fundraisers that support their international aid projects each summer. NI has begun plans to include alumni in these efforts as mentors to the students. However, like many organizations, NI does not base its potential mentorship program on any recommendations regarding the effects on student outcomes of adding mentorship programs to SL organizations. Do these recommendations exist? How can organizations justify the time and resources spent on such a program without an adequate understanding of the true effects of mentorship? A collection of the evidence in this area could provide a better understanding of the benefits of SL plus mentorship, leading to a recommendation of some kind and decisions about its inclusion in curricula across fields, including the training of medical and public health professionals.

**Focused question** – What are the different outcomes for students participating in mentorship for at least one semester? Supporting questions include if there are any specific differences in future participation in service work and service-related profession choice after mentorship; if outcomes are consistent across studies; and how prior studies have quantitatively/qualitatively measured these short and long-term outcomes to avoid confounding.

**Methods**

**Focused question** – What are the different outcomes for students participating in mentorship for at least one semester? Supporting questions include if there are any specific differences in future participation in service work and service-related profession choice after mentorship; if outcomes are consistent across studies; and how prior studies have quantitatively/qualitatively measured these short and long-term outcomes to avoid confounding.

**Review Protocol** – A review protocol does not exist for this study.
**Inclusion and exclusion criteria** were developed in the PICOTTS format and are listed in Table 1, found in the “Tables and Figures” section at the end of this review.

Inclusion criteria: Prior to beginning the literature search, the PICOTTS criteria included finding studies with a mentorship intervention (I) for students already participating in SL, compared (C) to students in the SL organization who did not receive mentorship; determining short- and long-term outcomes (O) at 3 and 6 years; and aiming for at least one year (T) of involvement in mentorship. However, these criteria had to be relaxed to what is seen below and in the focused question, because such stringent criteria yielded no literature. The new, relaxed criteria still helped understand the main question, which focused on the outcomes of mentorship.

Although undergraduates are the ideal study population, the population for this systematic review includes students at any age beyond middle school, to yield a sufficient number of studies. The chosen intervention is mentorship throughout the semester (or more). An attempt was made to find articles that included mentorship in service work, because by participating in service, individuals are gaining an element of service learning, especially if students learn a curriculum while participating in the service organization. Of the articles found with this search strategy, some mentioned only mentorship but were included anyway. The comparator was students who participated in SL without mentorship; however, none of the studies had comparators so this criterion was dropped. Short- and long-term outcomes are unknown and will be measured; secondarily, future participation in service work and service-related profession choice will be measured, if possible. SL organizations could greatly benefit from understanding if mentorship increased students’ motivation to serve and acquisition of leadership skills such as communication and team-management; however, these items are difficult to measure due to the subjective nature of responses to such questions about if a skill was obtained. Therefore, participation in service work serves as an indicator (proxy) for
motivation, and profession choice as an indicator for skill gained and motivation to serve. Both are more measurable than motivation and skills gained.

One semester was chosen as the least amount of time a student must be involved in service because mentorship often occurs over a semester, and any less time seemed too little time to form a meaningful relationship with the mentor. Time allowed for outcomes to appear were 3 years and 6 years for short- and long-term outcomes, respectively, based on when each outcome reasonably can be expected to occur. This criterion was dropped, however, because none of the studies mentioned time frame over which outcomes appeared.

Service learning has become better understood over the past decade. To capture the most current data and limit the search to a more manageable number of responses, literature from 2007 until the present was searched. Study designs allowed include cross-sectional studies, prospective cohort studies, studies with before-and-after comparison groups, and descriptive studies. Ideally, prospective cohort studies will give longitudinal data on outcomes, and before-and-after comparison groups will allow comparison of changes from baseline due to mentorship.

Exclusion Criteria: Studies in which mentorship was a one- or two-time event were excluded because this is not a long enough timeframe to form a meaningful mentor-mentee relationship. Because of the potential for confounding, it is tempting to exclude those who already were planning to continue service work or go into service-related careers. However, this may eliminate most studies and prevent understanding whether or not mentorship affected those motivations at all. Therefore, studies with this type of population will not be excluded but will rather be discussed as a limitation of interpretation of results.

All non-English articles, articles without a comparison group, and articles before 2002 will be excluded.
Literature Search – Articles were identified via electronic search, and a hand search of the included articles yielded more articles (no pertinent reviews were found). Inclusion criteria are listed in Table 1 and the search strategy prior to hand-searched articles is listed in Table 2 (both appear in the “Tables and Figures” section at the end of the text). Electronic searches began with the search terms “mentorship,” “student outcomes,” and “service learning.” Google Scholar was used to collect preliminary studies and a list of synonym search terms, which included “mentors” and “program effectiveness.” Afterward, PubMed, Web of Science, Academic Search Complete, and ERIC were searched with first the initial search terms and then the second set of search terms (“mentors” and “service learning” and “program effectiveness”). The terms “mentors” and “outcomes,” which are much more general and would yield many results that did not include service, were just used in the ERIC database. Articles were only chosen if they described mentorship and either service or research work being done concurrently.

The electronic search was limited to English articles from 2007 to the present, and 1301 total titles were identified.

Article Review and Data Abstraction – The one reader reviewed full-text articles that met inclusion criteria. At the beginning of the search, an attempt was made to follow original PICOTTS criteria described above. It quickly became evident that this would yield no studies, so PICOTTS criteria were changed to the current criteria. These current criteria were used to review the list of studies and exclude any that did not fit the criteria.

Stage 1: Of the 1301 articles found through this online search strategy, 59 articles were chosen to screen based on titles and a cursory review of abstracts compared to PICOTTS criteria. Of these, 27 articles were excluded and 32 articles were chosen..

Stage 2: These 32 article titles and data relating to PICOTTS were organized in a Microsoft Excel spreadsheet, allowing for exclusion of 15 of the 32 articles based on PICOTTS criteria.
Full-text form was reviewed if the abstract did not provide sufficient information to include or exclude the study in this second stage.

**Stage 3:** Articles for which subjects / abstracts still met PICOTTTS inclusion criteria were gathered in full-text form and archived for further review.

**Stage 4:** Of the 17 remaining articles, 16 articles’ introductions, methods, and results sections were read and the 17th article was unable to be accessed via UNC’s Health Science Library database of journals. Ten of the sixteen articles were excluded if they violated population, intervention, or study design (how outcomes were measured). These three criteria were prioritized because it was important that the population be somewhat generalizable to young adults at a pivotal point in their lives when they can choose career and service goals. It was also important that outcomes be measured and not simply described subjectively. Furthermore, a comparator seemed very rare to obtain with these studies. Two other articles that were hand-picked from one of the electronically obtained articles were included. At the end of this stage, 8 articles remained.

**Stage 5:** After reading the full texts of all 8 articles, 4 were excluded because mentorship was either only for 1 day or a timeframe was not mentioned, making it potentially very variable. No pertinent reviews were found; therefore, no other articles were hand-picked. The 4 relevant articles were imported into RefWorks. A flowchart of how articles were excluded is shown in Figure 1. Data of studies meeting inclusion/exclusion criteria were extracted into a Microsoft Excel evidence table that includes information on study population, intervention, results/outcomes, timeframe, study design, and methods (see Table 3 in “Tables and Figures” section).
Quality Assessment and Data Synthesis – Studies were rated as good, fair, or poor, per the USPSTF rating system.[17] Two of the four studies had fair evidence, based on the study design (cross-sectional) and method of data collection (surveys). One of the other two studies relied on faculty interviews about students and the other on daily journal entries from students. These data collection methods may not be reliable or comparable and make these studies poor. They could not be excluded because of the small number of pertinent studies that were found.

It is important to keep in mind that survey and journal data are subject to measurement bias (recall bias). Furthermore, none of the studies have a control or comparator to which data from those in the intervention (mentorship program) can be compared. Dropouts could not be assessed because studies did not include this information. There were no summary measures used because most of the data was qualitative, and any quantitative data was often not repeated from one study to the next.

Data synthesis was achieved by clustering similar outcomes from each study and describing the overall theme of the outcome, using quantitative data when (rarely) it was provided. A definite risk of bias across studies exists and was assessed mainly by checking if measurement tools for outcomes were the same from study to study, which they never were. Though surveys may have been used across studies, the same survey was never used. These studies are more descriptive and qualitative, which often limits the ability to make reliable comparisons between studies. No additional analyses were done.

Strength of the Evidence – This is not the type of study in which you can do a RCT. The next best type of study would be a prospective cohort study. No prospective cohort studies were identified in the literature search for this review. The evidence base for outcomes of mentorship is small and is made mostly of the types of descriptive studies mentioned above. Therefore, the evidence supporting mentorship is little more than fair and requires further studies that are
longitudinal and prospective. The risk of bias was measured at the study design level. Because all four studies showed positive results, the two fair studies still allow moderate certainty of the net benefit of mentoring through this review.

Discussion of PRISMA Statement[18] – The PRISMA statement was applied as much as possible to this systematic review. A title and abstract were included, and the Introduction contains rationale and objectives of the study. The Methods section explains that there is no protocol; eligibility criteria, information sources, search strategy, study selection, data collection process, data items, risk of bias in and across studies, summary measures, and synthesis of results are discussed in the Methods section as well. In the Results section, study selection, characteristics, results of individual studies, and synthesis of results (in a qualitative fashion) are discussed. Risk of bias within and across studies is discussed in the Discussion section. No additional analysis is done in any section. The Discussion summarizes the main findings, limitations, and conclusions. This review was not funded but was supported by the UNC Health Sciences Library resources.

Results

PICOTTS elements - The 4 included articles were similar in many of the PICOTTS elements. Interventions for all four included articles were mentorships (all excluded studies did not specifically focus on mentorship). None of the articles had comparators, or controls. This part of PICOTTS was abandoned for this systematic review; given the descriptive/qualitative nature of this focused question, no studies had comparators (a cohort that was not mentored for whom outcomes were measured). Outcomes included a general positive feeling toward mentorship, mentees continuing whatever field their mentorship was in (service or research), and mentors meeting certain goals (staying in school ["retention"], clarification of career path). Three out of four articles focused on students pursuing research. All studies involved mentors at a higher
level and mentees who were at a lower level (i.e., doctoral candidates mentoring undergraduate students or upper level students mentoring first year students). In all studies, mentorships existed over a reasonable length of time (at least one semester). Ideally, all would be greater than one year, but one of the studies included a mentorship for one semester. Given the difficulty of finding pertinent studies and the pertinence of the aforementioned study, it was included. The mentee:mentor ratio was no more than 3:1 in 2 out of the 4 studies. The other 2 studies did not mention the ratio but research mentee:mentor ratios are often low.

The four articles differed in their populations studied. One studied undergraduates in a first-year seminar, while the other three studied undergraduates pursuing research. Only one in four included a service learning component, but the other three involved working on a research project. Conceptually, these can be thought of similarly, as all four involve long-term mentorship that focuses on an activity, whether it is SL or research. Two of the four articles were written before the time period that the literature search was limited to; initially it was deemed necessary to limit the electronic search to articles within the past 5 years because the initial searches were returning too many articles. One article managed to be included despite efforts to limit the years, and another was referenced in the GATOR article. Both were pertinent and fit other decided-upon inclusion criteria, so they were included. Study designs were all cross-sectional but differed in data collection from qualitative data from journal entries for one study (with some percentages that were able to be calculated) to surveys in the other studies.

The main outcomes collected were that mentorship was generally positive and that it helps students continue on the path of the field in which they are being mentored. This answers the primary focused question and the supporting question regarding future service or service-related profession. Outcomes were consistent across studies, though the qualitative
measurements were not consistent across studies (different types of surveys, self-reflection in journals, obtaining faculty opinions).

Conclusions

Mentorship is positive overall – Mentees frequently reported that mentorship was a positive experience, especially with enthusiastic and skilled mentors[3, 4] (77.5% satisfied, 22.5% not satisfied with mentorship[4]). Mentorship was an essential feature of undergraduate research projects success.[2] Sentiments in open-ended survey items were that research programs could be improved by increasing the amount of effective guidance from faculty.[3]

Continuing service and pursuing a related career – Eighty-five percent of mentees said that they would continue community service work if their schedules allowed for that.[4] Forty-seven percent of mentees reported that they were interested in pursuing graduate school and research careers, with half of these students having decided before beginning the program and half deciding during the program; by the program’s end, 18% of mentees decided not to pursue research. Seventy-six percent of mentees reported that they continued working in science research after the mentorship program.[1] Mentees knew their career path better overall (mean rating of 4.76 +/-0.14 on a scale of 1 to 5, if 5 is very helpful) but were less able to integrate theory and practice; no other differences were noted in 19 of the 21 measures of skill and confidence in research. More than half rated a 5/5 confidence rating in their ability to discuss scientific matters as an equal with their mentors.[1]

Discussion

The main conclusion from this systematic review is that mentorship leads to positive outcomes in students. However, the second strongest conclusion is that few studies exist that examine mentorship at university education levels. Because of this, the ideal search strategy was
abandoned for a more relaxed one that was not able to strictly compare mentorship to no mentorship. It is also difficult to find literature comparing mentorship in a service learning project to no mentorship in a service learning project. Many articles were discarded because they described SL’s positive effects but failed to focus on mentorship, which is often unmentioned or mentioned in passing as a part of SL. Articles were also discarded if their mentorship intervention did not actually seem to be a mentorship, but more of spending time with one another. One study, for example, described college students spending time with the elderly, but did not explain anything more than mutual time sharing.

In selecting the literature to be included in the systematic review, there was little standardization of interventions, outcomes studied, or methods used to measure the outcomes. To standardize the studies as much as possible, and because it was important that outcomes be measured and not simply described, I prioritized selecting articles by population, outcome measurement/study design, and intervention. While it was still difficult to find any studies that quantified outcomes to beyond percentages, it was attempted to obtain studies with surveys. The systematic review needed to be generalizable to young adults at a pivotal point in their lives when they could choose their career path and service goals, so this was the ideal population. Finally, intervention had to include mentorship. Finding a comparator was difficult, so this criterion was discarded.

**Limitations** – Because none of the studies compare SL with mentorship to SL without mentorship, it is difficult to know if the increased positive outcomes, like social responsibility, are due to SL or the mentorship project. Another limitation is that the literature search only looked for studies that specifically mentioned mentorship, which often only happens in descriptive studies when mentorship is found as one of the elements that positively affects student development. This causes a situation where studies that do not mention mentorship as a
contributor are not represented. Similarly, a self-selection bias exists among students who choose to be in research or community service programs that involve mentorship. These students already may be planning to have positive outcomes such as service-minded or research-minded career goals or plans to pursue more community service work. Therefore, the increased positive outcomes found when surveying these students may simply be due to the self-selection bias.

The thoroughness of this systematic review was limited by the timeframe of being in a one-semester course. All of the studies listed through Google Scholar (1260 studies) could not be screened, so instead, the first 10 pages of studies were screened. According to an evaluation of Google Scholar, the search engine is designed to list the most relevant hits based on one’s query first.[19] Furthermore, studies were limited to 2007 to present, although service learning and likely mentorship have been increasingly studied for at least the past 10 years. This review should be read with an understanding that there may be other literature that could not be screened that pertains to this question.

**Implications** – Given the inability to screen every study in existence, more work need to be done reviewing studies on this topic. So few studies make up this systematic review because of the criteria chosen and the limits placed on the search, these were the only studies that pertained to this topic. This fact proves that though all literature was not able to be screened, there is still a paucity of research on this method of student maturation, and mentorship’s effects on mentees are not fully understood. Also, the harms of mentorship have not been studied in depth and cannot be described in this review. The best type of study would be a prospective study to follow the development of mentees over time. Mentorship is best practiced when the mentors and mentees have the freedom to choose one another.[1]
This review also has policy implications – namely, it supports funding for increased university mentoring and community-building programs, given that they can have definite positive effects on students. Interestingly, mentor benefits were described in almost every study. This perspective is therefore also important to consider in favor of mentoring programs.

### Tables and Figures

**Table 1: Study Eligibility Criteria: PICOTTS**

<table>
<thead>
<tr>
<th>Population</th>
<th>Students older than middle-school age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention/Exposure</td>
<td>Mentorship throughout a semester</td>
</tr>
<tr>
<td>Comparator</td>
<td>Alumni mentorship vs. no mentorship, while participating in service organization – though no studies existed with this criterion</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Primarily: What are the different outcomes? Secondly: Are there improved commitment outcomes (future participation in service) and social justice leadership outcomes (profession choice)?</td>
</tr>
<tr>
<td>Time allowed for outcomes to appear</td>
<td>None, because no studies clarified this</td>
</tr>
<tr>
<td>Time over which literature will be searched</td>
<td>Literature from 2007 until the present will be searched, given that service learning has become better understood over the past decade and especially in the past 5-6 years</td>
</tr>
<tr>
<td>Study designs allowed</td>
<td>Cross-sectional study, prospective cohort study</td>
</tr>
</tbody>
</table>

**Table 2: Search Strategy and Resulting Number of Articles Found**

<table>
<thead>
<tr>
<th>Search Number</th>
<th>Search Term</th>
<th>Total Number of Articles Yielded</th>
<th>Number of Articles Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mentorship AND “service learning” AND student outcomes (Google Scholar, PubMed, Web of Science, Academic Search Complete, and ERIC databases)</td>
<td>1269*</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>“mentors” and “service learning” and “program effectiveness” (PubMed, Web of Science, Academic Search Complete, and ERIC databases)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>mentorship and “outcomes” (ERIC database)</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1301</td>
<td>59</td>
</tr>
</tbody>
</table>

* Of the 1260 articles found in Google Scholar in search 1, only the first 10 pages were examined to find articles and MESH terms, yielding 18 articles to screen.
### Table 3. Evidence tables of included articles

<table>
<thead>
<tr>
<th>Title</th>
<th>Population</th>
<th>Intervention</th>
<th>Outcome</th>
<th>Time allowed for outcome to appear</th>
<th>Year of publication</th>
<th>Study design</th>
<th>Methods</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-learning and mentoring: Effective pedagogical strategies</td>
<td>Upper-level and first-year students</td>
<td>Mentorship and SL</td>
<td>Effective conflict resolution strategies and leadership behaviors, value of community involvement, improved student retention</td>
<td>1 semester</td>
<td>2004</td>
<td>Cross-sectional</td>
<td>2-3 upper-level mentor each site; daily and end-of-semester journal entries; after semester, SL representatives review student contributions</td>
<td>Mentees reported positive experience; 22.9% not satisfied with mentoring; 88% of mentees would continue community service if schedule permitted</td>
</tr>
<tr>
<td>Group-Advantaged Training of Research (GATOR): A Metamorphosis of Mentorship</td>
<td>10 grad research mentors &amp; 17 undergrad mentees</td>
<td>Mentorship</td>
<td>GATOR vs Natl avg: career path clarification, ability to integrate theory/practice, other measures of research maturity; GATOR internal undergrad survey: how imp each of 28 skills was to achieving research goals, confidence in each skill at end of GATOR program, interest in pursuing sci careers, degree to which developed own research questions</td>
<td>1 year</td>
<td>2011</td>
<td>Cross-sectional</td>
<td>National HHMI-sponsored Survey of Undergraduate Research Experiences (SURE II) and internal undergrad survey</td>
<td>GATOR vs National avg - (p&lt;0.05), GATOR mentees had better clarification of career path, lower ability to integrate theory and practice; no other differences in other measures of research maturity; GATOR internal undergrad survey - GATOR very helpful in guiding undergrads toward career decisions (4.76+/0.14 mean rating on scale of 1 (not helpful) to 5 (very helpful)). 47% GATOR mentees wanted to pursue grad school and research careers, 33% were undecided by end of program, 18% decided not to pursue research by end of program, 78% reported continued participation in sci research after GATOR, 53% gave 4 or 5 out of 5 confidence rating to ability to interact with mentor as equal partner in sci discussions</td>
</tr>
<tr>
<td>The Essential Features of Undergraduate Research</td>
<td>Students at 3 universities</td>
<td>Mentorship</td>
<td>Any number of outcomes that improve student research (including mentorship)</td>
<td>unlisted, but assume mentorship</td>
<td>2003</td>
<td>Cross-sectional</td>
<td>Interview faculty to get information about students</td>
<td>3 out of 3 universities thought an essential feature of undergrad research projects was a mentoring partnership between faculty and students</td>
</tr>
<tr>
<td>The Pipeline: Benefits of Undergraduate Research Experiences</td>
<td>15,000 people involved in undergrad sci</td>
<td>Mentorship</td>
<td>Study who participates, what effects the experience has on the mur and what factors favor positive outcomes</td>
<td>1 year</td>
<td>2007</td>
<td>Cross-sectional</td>
<td>4 web-based surveys</td>
<td>Most common open-ended suggestion to improve undergrad research programs: increased/more effective faculty guidance; other comments - enthusiastic and skilled mentors facilitate positive outcomes.</td>
</tr>
</tbody>
</table>
Articles included in systematic review:

B. NI Alumni Survey

NI Alumni Online Survey - to IRB

Q1 Nourish International Alumni Survey  This survey was created by Maria Thekkekandam, MD/MPH candidate at UNC, who was involved with Nourish International (NI) from 2003-2006. It asks about your volunteer experiences with NI to help NI understand its long-term influence on students. It asks for your updated contact information, experiences with NI, career, and desire to help NI in the future. Responses with your contact information, former involvement with NI, career information, and desire help NI in the future will be shared with NI so they can update their alumni list and contact interested alumni. Your opinions of NI’s effect on you will be kept confidential, so NI cannot tie those responses to you. You are not required to take any part of this survey and can stop taking it at any time. The survey should take 10-12 minutes. This project has been designated by the UNC IRB as not needing approval, Study #12-1345. Please contact the project’s faculty adviser, Dr. Diane Calleson, at diane_calleson@unc.edu or (919) 966-1784, or Maria at mariatt@med.unc.edu with any questions. NI will send you NI stickers for completing the survey if you include your full address. Thank you. Would you like to continue to the survey?

☑ Yes, I'll take the survey. (1)
☒ No, thank you. I don't want to take the survey. (2)

Answer If Hello. My name is Maria Thekkekandam, and I was inv... No, thank you. I don't want to take the survey. Is Selected

Q45 Before you leave, would you mind providing up-to-date contact information? Though not required, NI would be grateful to know how to reach its alumni. This helps if the contact information NI has for you is incorrect. Contact information will be separated from responses regarding your opinions of NI.

☑ Yes, I will provide my contact information. (1)
☒ No, I'd rather not provide contact information at this time. (2)

Q47 Contact information

Name (1)
Email address (2)
Telephone number (3)
Mailing address (4)
Answer If Hello. My name is Maria Thekkekandam, and I was inv... No, thank you. I don't want to take the survey. Is Selected

Q2 Would you mind telling us why you don’t wish to complete the survey?

Answer If Hello. My name is Maria Thekkekandam, and I was inv... No, thank you. I don't want to take the survey. Is Selected

Q3 Thank you for your time. Goodbye.

If Thank you for your time. &n... Is Displayed, Then Skip To End of Survey

Q143 The first few questions ask about your undergraduate involvement with Nourish International.
Q4 What chapter were you in?

- Arizona State University (1)
- Brown University (2)
- Cornell University (3)
- Duke University (4)
- Miami University (5)
- North Carolina State University (6)
- Ohio State University (7)
- Rice University (8)
- Stanford University (9)
- University of California-Davis (10)
- University of California-Los Angeles (11)
- University of California-Santa Barbara (12)
- University of Florida (13)
- University of Georgia (25)
- University of Kansas (26)
- University of New Mexico (27)
- University of North Carolina-Chapel Hill (28)
- University of Pennsylvania (29)
- University of South Florida (30)
- University of Tennessee-Knoxville (31)
- University of Texas-Austin (32)
- Vanderbilt University (33)
- Wake Forest University (34)
- Yale University (35)
- Other (36)

Answer If What chapter were you in? Other Is Selected

Q146 If you volunteered with a chapter that is not listed or was different from your university, please clarify that here.
Q75 When did you first get involved with your NI chapter?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (4)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (18)
- Fall 2008 (19)
- Spring 2009 (20)
- Summer 2009 (21)
- Fall 2009 (22)
- Spring 2010 (23)
- Summer 2010 (24)
- Fall 2010 (25)
- Spring 2011 (26)
- Summer 2011 (27)
- Fall 2011 (28)
- Spring 2012 (29)
- Summer 2012 (30)
- Other (31)
Q88 When was the last time you were involved with your NI chapter?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (4)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (18)
- Fall 2008 (19)
- Spring 2009 (20)
- Summer 2009 (21)
- Fall 2009 (22)
- Spring 2010 (23)
- Summer 2010 (24)
- Fall 2010 (25)
- Spring 2011 (26)
- Summer 2011 (27)
- Fall 2011 (28)
- Spring 2012 (29)
- Summer 2012 (30)
- Other (31)

Answer If When did you first get involved with your NI chapter? Other Is Selected

Q100 If you went to a school that did not have traditional semesters, please list when you first got involved with NI.
Q101 If you went to a school that did not have traditional semesters, please list the last time you were involved with NI.

Q7 How were you involved in NI (mark all that apply)?

- Chapter Founder (1)
- Chapter Leader (or co-Leader) (2)
- Project Director (International Projects) (3)
- Venture Director (4)
- Venture Chair for one particular venture (like Hunger Lunch, Hold Em For Hunger, etc.) (5)
- Membership/HR (6)
- Marketing/PR (7)
- Advocacy/Awareness (8)
- Treasurer (9)
- Secretary (10)
- Freshman Executive Officer (11)
- General Executive Member (12)
- Student Advisory Board Representative (started 2011-2012) (13)
- Student Board Member (14)
- General NI member (not on the Executive Board) (16)
- Other (17) ____________________
Q155 What semester(s) were you a Chapter Founder (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Fall 2008 (18)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q124 Please type the semester(s) in which you were Chapter Founder.
Answer If How were you involved in NI (mark all that apply)? Chapter Leader (or co-Leader) Is Selected

Q156 What semester(s) were you a Chapter Leader (or co-Leader) (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Fall 2008 (18)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q125 Please type the semester(s) in which you were Chapter Leader (or co-Leader).
Q157 What semester(s) were you a Project Director (International Projects) (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Fall 2008 (18)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q126 Please type the semester(s) in which you were a Project Director (International Projects).
Q158 What semester(s) were you a Venture Director (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Fall 2008 (32)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q127 Please type the semester(s) in which you were a Venture Director.
Q159 What semester(s) were you a Venture Chair for one particular venture (like Hunger Lunch, Hold Em for Hunger, etc.) (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Fall 2003 (18)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)
Q161 What semester(s) were you involved in Membership/HR (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q130 Please type the semester(s) in which you were involved with Membership/HR.
Q162 What semester(s) were you involved in Marketing/PR (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q131 Please type the semester(s) in which you were involved with Marketing/PR.
Q163 What semester(s) were you involved in Advocacy/Awareness (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q132 Please type the semester(s) in which you were involved with Advocacy/Awareness.
Q115 What semester(s) were you a Treasurer (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q133 Please type the semester(s) in which you were Treasurer.
Q116 What semester(s) were you a Secretary (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q134 Please type the semester(s) in which you were Secretary.
Answer If How were you involved in NI (mark all that apply)? Freshman Executive Officer Is Selected

Q117 What semester(s) were you a Freshman Executive Officer (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q135 Please type the semester(s) in which you were a Freshman Executive Officer.
Answer If How were you involved in NI (mark all that apply)? General Executive Member Is Selected

Q118 What semester(s) were you a General Executive Member (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q136 Please type the semester(s) in which you were a General Executive Member.
Q119 What semester(s) were you a Student Advisory Board Representative (started 2011-2012; mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q137 Please type the semester(s) in which you were a Student Advisory Board Representative (started 2011-2012).
Q120 What semester(s) were you a Student Board Member (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q138 Please type the semester(s) in which you were a Student Board Member.
Answer If How were you involved in NI (mark all that apply)? General NI member (not on the Executive Board) Is Selected

Q122 What semester(s) were you a General NI member (not on the Executive Board; mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)

Q140 Please type the semester(s) in which you were a General NI member (not on the Executive Board).
Q123 What semester(s) were you involved in the following way: ${q://QID7/ChoiceTextEntryValue/17} (mark all that apply)?

- Fall 2002 (1)
- Spring 2003 (2)
- Summer 2003 (3)
- Fall 2003 (18)
- Spring 2004 (5)
- Summer 2004 (6)
- Fall 2004 (7)
- Spring 2005 (8)
- Summer 2005 (9)
- Fall 2005 (10)
- Spring 2006 (11)
- Summer 2006 (12)
- Fall 2006 (13)
- Spring 2007 (14)
- Summer 2007 (15)
- Fall 2007 (16)
- Spring 2008 (17)
- Summer 2008 (32)
- Fall 2008 (33)
- Spring 2009 (34)
- Summer 2009 (35)
- Fall 2009 (36)
- Spring 2010 (37)
- Summer 2010 (38)
- Fall 2010 (39)
- Spring 2011 (40)
- Summer 2011 (41)
- Fall 2011 (42)
- Spring 2012 (43)
- Summer 2012 (44)
- Other (45)
Q8 Did you go on any international project(s) with NI?

- Yes (1)
- No (2)

Q77 What years did you go on international projects?

- 2004 (1)
- 2005 (2)
- 2006 (3)
- 2007 (4)
- 2008 (5)
- 2009 (6)
- 2010 (7)
- 2011 (8)
- I don't remember what year I went on a project. Show me all of the projects. (9)
**Answer**
If Did you go on any international project(s) with NI? Yes Is Selected

Q84 Which international project(s) did you go on (click the first column if you went on that project; also click the second column if you were a project leader)?

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Click if you went on this project</th>
<th>Click if you were a project leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Micro-irrigation Project - Jucumarini, Bolivia (1)</td>
<td>![Click]</td>
<td>![Click]</td>
</tr>
<tr>
<td>2005 Classroom and Library Resources Center - Mbale, Uganda (2)</td>
<td>![Click]</td>
<td>![Click]</td>
</tr>
<tr>
<td>2006 Public Health Screening Project - Georgetown, Guyana (3)</td>
<td>![Click]</td>
<td>![Click]</td>
</tr>
</tbody>
</table>

If What years did you go on international projects? 2004
Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?
QID77%20%28Count%29 Is Equal to 0

If What years did you go on international projects? 2005
Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?
QID77%20%28Count%29 Is Equal to 0

If What years did you go on international projects? 2006
Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?
QID77%20%28Count%29 Is Equal to 0
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Country</th>
<th>Year(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Urban Relocation Program</td>
<td>Mumbai, India</td>
<td>2006</td>
<td>4 projects</td>
</tr>
<tr>
<td>2007 El Centro Explorativo</td>
<td>La Pista, Guatemala</td>
<td>2007</td>
<td>5 projects</td>
</tr>
<tr>
<td>2007 Chicken Coops in Tanga</td>
<td>Tanga, Tanzania</td>
<td>2007</td>
<td>6 projects</td>
</tr>
<tr>
<td>2007 Universal Nut Sheller</td>
<td>Iganga, Uganda</td>
<td>2007</td>
<td>7 projects</td>
</tr>
</tbody>
</table>

If you don't remember what year you went on a project, show me all of the projects.
<table>
<thead>
<tr>
<th>Projects</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 Palmamix Factory for Musical Instruments - Fortaleza, Brazil (8)</td>
<td>2008</td>
<td>Is Selected Or What years did you go on international projects?</td>
</tr>
<tr>
<td></td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>2008 Honduras Biodiversity and Food Security - Yorito, Honduras (9)</td>
<td>2008</td>
<td>Is Selected Or What years did you go on international projects?</td>
</tr>
<tr>
<td></td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>2008 Community Learning Center - El Gusano, Mexico (10)</td>
<td>2008</td>
<td>Is Selected Or What years did you go on international projects?</td>
</tr>
<tr>
<td></td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>2008 Sustainable Clean Water Systems - Ciudad de Dios, Peru (11)</td>
<td>2008 Is Selected Or What years did you go on international projects?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
</tbody>
</table>

If What years did you go on international projects? 2008 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0
<table>
<thead>
<tr>
<th>QID</th>
<th>Project Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>2009 Orphanage Development in Bolivia - Cochabamba, Bolivia</td>
<td>0</td>
</tr>
<tr>
<td>77</td>
<td>2009 Sustainable Organic Agriculture in Ecuador - Quito, Ecuador</td>
<td>0</td>
</tr>
<tr>
<td>77</td>
<td>2009 Honduras Biodiversity and Food Security - Yorito, Jesus de Otoro and San Isidro Honduras</td>
<td>0</td>
</tr>
<tr>
<td>77</td>
<td>2009 Gender Inequality in India Documentary - Malaaria, India</td>
<td>0</td>
</tr>
</tbody>
</table>

*Maria Thekkekandam*

I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77\%20\%28Count\%29 Is Equal to 0

If What years did you go on international projects? 2009 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77\%20\%28Count\%29 Is Equal to 0

2009 Gender Inequality in India Documentary - Malaaria, India (15)
<table>
<thead>
<tr>
<th>If What years did you go on international projects? 2009 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Community Health and Sanitation in Peru - Ciudad de Dios and Valle del Rio Moche, Peru (16)</td>
<td></td>
</tr>
<tr>
<td>2009 Community Learning Center - Mineral de Pozos, Mexico (17)</td>
<td></td>
</tr>
<tr>
<td>2009 African Sky Organic Scrubs - Bamako, Mali (18)</td>
<td></td>
</tr>
<tr>
<td>2009 Business Skills for Local</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurs - El Jicaro, Guatemala (19)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>If What years did you go on international projects? 2010</strong> Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td>☐</td>
</tr>
<tr>
<td>2010 Providing Agricultural Training for Bolivian Children - Aranpampa, Bolivia (20)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>If What years did you go on international projects? 2011</strong> Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td>☐</td>
</tr>
<tr>
<td>2011 Eco-stoves and Bamboo Reforestation - Rosita, Nicaragua (21)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>If What years did you go on international projects? 2010</strong> Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td>☐</td>
</tr>
<tr>
<td>2010 Building Comprehensive Farms in Guatemala - Cunen, Campur and Nebaj, Guatemala (22)</td>
<td>☐</td>
</tr>
<tr>
<td>Projects</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2010 Eco-weaving in Guatemala - Guatemala City, Guatemala</td>
<td>2010</td>
</tr>
<tr>
<td>2010 Sustainable Garden in El Salvador - Morazan, El Salvador</td>
<td>2010</td>
</tr>
<tr>
<td>2010 Organic Urban Agriculture in Ecuador - Quito, Ecuador</td>
<td>2010</td>
</tr>
<tr>
<td>2010 Youth and Community Development in Honduras - Yorito and Jesus de Otoro, Honduras</td>
<td>2010</td>
</tr>
<tr>
<td>On a project. Show me all of the projects. Is Selected Or What years did you go on international projects?</td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2010 Providing Drinking Water to 100 Peruvian Families - Cerro Blanco, Peru (27)</td>
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</tr>
<tr>
<td>If What years did you go on international projects? 2010 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?</td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2010 Providing Education to 50 Kichwa Artisans - Chipaota, Peru (28)</td>
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<tr>
<td>If What years did you go on international projects? 2010 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?</td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2010 Total Sanitation Program in Peru - Ciudad de Dios, Peru (29)</td>
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<tr>
<td>If What years did you go on international projects? 2010 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects?</td>
<td>QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2010 Enable English Transition for School in Rwanda - N'dera, Kigali, Rwanda (30)</td>
<td></td>
</tr>
<tr>
<td>If What years did you go on international projects? 2010 Is Selected Or What years did you</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Project Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2010</td>
<td>Marketing with Nilufer Women's CO-OP in Turkey - Duzce, Turkey (31)</td>
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<tr>
<td></td>
<td>If What years did you go on international projects? 2010 Is Selected Or What years</td>
</tr>
<tr>
<td></td>
<td>did you go on international projects? I don't remember what year I went on a</td>
</tr>
<tr>
<td></td>
<td>project. Show me all of the projects. Is Selected Or What years did you go on</td>
</tr>
<tr>
<td></td>
<td>international projects? QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2010</td>
<td>Paper Making: Empowering 100 Ugandan Women - Kampala, Uganda (32)</td>
</tr>
<tr>
<td></td>
<td>If What years did you go on international projects? 2011 Is Selected Or What years</td>
</tr>
<tr>
<td></td>
<td>did you go on international projects? I don't remember what year I went on a</td>
</tr>
<tr>
<td></td>
<td>project. Show me all of the projects. Is Selected Or What years did you go on</td>
</tr>
<tr>
<td></td>
<td>international projects? QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2011</td>
<td>Sustainable Greenhouses at an Ecuadorian School - Quito, Ecuador (33)</td>
</tr>
<tr>
<td></td>
<td>If What years did you go on international projects? 2011 Is Selected Or What years</td>
</tr>
<tr>
<td></td>
<td>did you go on international projects? I don't remember what year I went on a</td>
</tr>
<tr>
<td></td>
<td>project. Show me all of the projects. Is Selected Or What years did you go on</td>
</tr>
<tr>
<td></td>
<td>international projects? QID77%20%28Count%29 Is Equal to 0</td>
</tr>
<tr>
<td>2011</td>
<td>Water Sanitation and Community Development in El Salvador - Guacamaya, El Salvador</td>
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<td></td>
<td>(34)</td>
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<tr>
<td>If What years did you go on international projects? 2011 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2011 Health Clinic Construction and Education in Peru - Huanchaco, Peru (35)</td>
<td></td>
</tr>
<tr>
<td>2011 Small Business Development with Women and Farmers - Guatemala City and El Jícaro, Guatemala (36)</td>
<td></td>
</tr>
<tr>
<td>2011 Sustainable Gardening and Education for Ugandan Orphanage - Masaka, Uganda (37)</td>
<td></td>
</tr>
<tr>
<td>Equal to 0</td>
<td>2011 Cuy Farming as a Sustainable Venture in Ecuador - San Pablo, Ecuador (38)</td>
</tr>
<tr>
<td>If What years did you go on international projects? 2011 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
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<tr>
<td>2011 Youth Empowerment and Computer Literacy in Honduras - Yorito and Jesus de Otoro, Honduras (39)</td>
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</tr>
<tr>
<td>If What years did you go on international projects? 2011 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>2011 Nutrition and Sustainability Through Gardening in Thailand - Sangkhla Buri District, Thailand (40)</td>
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</tr>
<tr>
<td>If What years did you go on international projects? 2011 Is Selected Or What years did you go on international projects? I don't remember what year I went on a project. Show me all of the projects. Is Selected Or What years did you go on international projects? QID77%20%28Count%29 Is Equal to 0</td>
<td></td>
</tr>
<tr>
<td>2011 Community Driven Infrastructure Development in Nicaragua - Granada, Nicaragua (41)</td>
<td></td>
</tr>
<tr>
<td>If What years did you go on international projects? 2011 Is Selected Or What years did you go on international projects? I</td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Year</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2011 Access to Education for Youth in Beira - Beira, Mozambique</td>
<td>2011</td>
</tr>
<tr>
<td>2011 Infrastructure Repair for Elementary Schools in Peru - Urubamba, Peru</td>
<td>2011</td>
</tr>
<tr>
<td>2011 Small Business Development with Cameroonian Widows - Boyo, Cameroon</td>
<td>2011</td>
</tr>
<tr>
<td>2011 Health Clinic Construction and Education in Peru - Huanchaco, Peru</td>
<td>2011</td>
</tr>
</tbody>
</table>
Q13 Have you been involved with Nourish International since graduating from college?

☐ Yes (1)
☐ No (2)

Q58 Please describe your involvement with NI since graduating from college.

Q14 The next set of questions focuses on how you think Nourish International has affected you.

Q10 Nourish International participation may have different effects on each student. Based on your experience, please mark all that apply to you.

<table>
<thead>
<tr>
<th></th>
<th>Yes (1)</th>
<th>Somewhat (2)</th>
<th>No (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt empowered (1)</td>
<td>☐</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>I participated in international travel / culture (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I got to help alleviate extreme poverty (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I participated in social entrepreneurship (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I participated in community / grassroots development (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I felt educated (8)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q57 Please look at the list below, and rank how important each of these effects was to your continued growth into a social justice leader.

<table>
<thead>
<tr>
<th></th>
<th>Very Important (1)</th>
<th>Somewhat Important (2)</th>
<th>Not Important (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Nourish International participation may have different ef... I felt empowered - Yes Is Selected Or Nourish International participation may have different ef... I felt empowered - Somewhat Is Selected</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... I participated in international travel / culture - Yes Is Selected Or Nourish International participation may have different ef... I participated in international travel / culture - Somewhat Is Selected</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... I got to help alleviate extreme poverty - Yes Is Selected Or Nourish International participation may have different ef... I got to help alleviate extreme poverty - Somewhat Is Selected</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... I participated in social entrepreneurship - Yes Is Selected Or Nourish International participation may have different ef... I participated in social entrepreneurship - Somewhat Is Selected</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... I participated in community / grassroots development - Yes Is Selected Or Nourish International participation may have different ef... I participated in community / grassroots development - Somewhat Is Selected</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>I participated in community and grassroots development (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... Other - Yes Is Selected Or Nourish International participation may have different ef... Other - Somewhat Is Selected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$(q://QID10/ChoiceTextEntryValue/6)$ (6)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>If Nourish International participation may have different ef... I felt educated - Yes Is Selected Or Nourish International participation may have different ef... I felt educated - Somewhat Is Selected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt educated (8)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q81 If you experienced any other effects from NI participation, please list them here.
Q86 The next questions touch on a number of skills and outlooks, listed below. How much do you think NI helped you gain or improve each skill/outlook, beyond what you already had before joining NI?

<table>
<thead>
<tr>
<th>Skill/outlook</th>
<th>A lot (1)</th>
<th>Somewhat (2)</th>
<th>Not at all (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision (long-term plan, purpose toward a determined outcome)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal setting skills (setting, achieving goals, adapting when necessary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team management skills (building a team, inspiring, training, delegating)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project management skills (creating a work plan, managing a task time-line, leading meetings, evaluating the project)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving skills (thinking critically, thinking innovatively, troubleshooting solutions, asking for help, learning from failures)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource management skills (tenaciously finding resources, using them to benefit the project, being flexible, taking risks for a perceived benefit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community development skills (planning, implementing international development projects)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humility (being a humble member of the team who can receive feedback, valuing other members equally)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued learning (keeping an</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>open mind to new knowledge, new perspectives) (9)</td>
<td>Professionalism (working with businesses, campus partners, peers; conflict management skills; interpersonal skills) (10)</td>
<td>Understanding business (understanding the economics of business, how to create / improve a venture) (11)</td>
<td>Understanding business as a tool for doing good (understanding that business is a powerful tool that can be used to create positive social change) (12)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
</tbody>
</table>
Q102 Students can have four main roles in NI: Planning/running ventures, planning international projects, going on a project, and leading on the executive board. Which one of those roles was most valuable in helping you to develop/improve each of these skills/outlooks, beyond what you already had before joining NI?

<table>
<thead>
<tr>
<th></th>
<th>Planning and running ventures (1)</th>
<th>Planning an international project (2)</th>
<th>Going on a NI project (3)</th>
<th>Leading on the executive board (4)</th>
<th>Something else (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision</strong>&lt;br&gt;(long-term plan, purpose toward a determined outcome) - A lot Is Selected Or The next questions touch on a number of skills and outlooks...&lt;br&gt;&lt;strong&gt;Vision&lt;/strong&gt; (long-term plan, purpose toward a determined outcome) (1)</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
</tr>
<tr>
<td><strong>Goal setting skills</strong>&lt;br&gt;(setting, achieving goals, adapting when necessary) - A lot Is Selected Or The next questions touch on a number of skills and outlooks...&lt;br&gt;&lt;strong&gt;Goal setting skills&lt;/strong&gt; (setting, achieving goals, adapting when necessary) (2)</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
</tr>
<tr>
<td><strong>Team management skills</strong>&lt;br&gt;(building a team, inspiring, training, delegating) - A lot Is Selected Or The next questions touch on a number of skills and outlooks...&lt;br&gt;&lt;strong&gt;Team management skills&lt;/strong&gt; (building a team, inspiring, training, delegating) (3)</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
<td>❔</td>
</tr>
<tr>
<td></td>
<td>Alumni Mentors</td>
<td>Maria Thekkekandam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Somewhat Is Selected</strong>&lt;br&gt;Team-management skills (building a team, inspiring, training, delegating)&lt;br&gt;(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If The next questions touch on a number of skills and outlook...&lt;strong&gt;Project management skills&lt;/strong&gt; (creating a work plan, managing a task time-line, leading meetings, evaluating the project) - A lot Is Selected Or The next questions touch on a number of skills and outlook...&lt;strong&gt;Project management skills&lt;/strong&gt; (creating a work plan, managing a task time-line, leading meetings, evaluating the project) - Somewhat Is Selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project-management skills (creating a work plan, managing a task time-line, leading meetings, evaluating the project) (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If The next questions touch on a number of skills and outlook...&lt;strong&gt;Problem solving skills&lt;/strong&gt; (thinking critically, thinking innovatively, troubleshooting solutions, asking for help, learning from failures) - A lot Is Selected Or The next questions touch on a number of skills and outlook...&lt;strong&gt;Problem solving skills&lt;/strong&gt; (thinking critically, thinking innovatively, troubleshooting solutions, asking for help, learning from failures) - Somewhat Is Selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving skills (thinking critically, thinking innovatively, troubleshooting solutions, asking for help, learning from failures) (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If The next questions touch on a number of skills and outlook...&lt;strong&gt;Resource management skills&lt;/strong&gt; (tenaciously finding resources, using them to benefit the project, being flexible, taking risks for a perceived benefit) - A lot Is Selected Or The next questions touch on a number of skills and outlook...&lt;strong&gt;Resource management skills&lt;/strong&gt; (tenaciously finding resources, using them to benefit the project, being flexible, taking risks for a perceived benefit)</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Alumni Mentors

<table>
<thead>
<tr>
<th>Maria Thekkekandam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource-management skills</strong> (tenaciously finding resources, using them to benefit the project, being flexible, taking risks for a perceived benefit) (6)</td>
</tr>
</tbody>
</table>

If The next questions touch on a number of skills and outlook...

<table>
<thead>
<tr>
<th>Community development skills</th>
<th>A lot Is Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>(planning, implementing international development projects)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humility</th>
<th>A lot Is Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>(being a humble member of the team who can receive feedback, valuing other members' feedback equally)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continued learning</th>
<th>A lot Is Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>(keeping an open mind to new knowledge, new perspectives)</td>
<td></td>
</tr>
</tbody>
</table>

104
<table>
<thead>
<tr>
<th>Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued learning (keeping an open mind to new knowledge, new perspectives) (9)</td>
</tr>
<tr>
<td>If The next questions touch on a number of skills and outloo...</td>
</tr>
<tr>
<td><strong>Professionalism</strong> (working with businesses, campus partners, peers; conflict management skills; interpersonal skills) - A lot</td>
</tr>
<tr>
<td>Selected Or The next questions touch on a number of skills and outloo...</td>
</tr>
<tr>
<td><strong>Professionalism</strong> (working with businesses, campus partners, peers; conflict management skills; interpersonal skills) (10)</td>
</tr>
<tr>
<td>Understanding business (understanding the economics of business, how to create / improve a venture) - A lot</td>
</tr>
<tr>
<td>Selected Or The next questions touch on a number of skills and outloo...</td>
</tr>
<tr>
<td><strong>Understanding business</strong> (understanding the economics of business, how to create / improve a venture) (11)</td>
</tr>
<tr>
<td>Understanding business as a tool for doing good (understanding that business is a powerful tool that can be used to create positive social change) - A lot</td>
</tr>
<tr>
<td>Selected Or The next questions touch on a number of skills and outloo...</td>
</tr>
<tr>
<td><strong>Understanding business as a tool for doing good</strong> (understanding that business is a powerful tool that can be used to create positive social change) (9)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
doing good (understanding that business is a powerful tool that can be used to create positive social change) (12)

Answer If Students can have four main roles in NI: Planning/running... - Something else Is Selected

Q142 If you listed "something else" as most valuable in helping you to develop/improve the following skills/outlooks, please describe what that is here.

Vision (1)
Goal-setting skills (2)
Team-management skills (3)
Project-management skills (4)
Problem solving skills (5)
Resource-management skills (6)
Community development skills (7)
Humility (8)
Continued learning (9)
Professionalism (10)
Understanding Business (11)
Understanding business as a tool for doing good (12)

Q148 The following characteristics relate to pursuing social justice, defined here as positive change that benefits individuals or populations by helping them gain better healthcare, education, living conditions, and economic well-being. Please indicate the effect that your experience with NI had on each of the following:

<table>
<thead>
<tr>
<th></th>
<th>Increased (1)</th>
<th>Had No Effect (2)</th>
<th>Decreased (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your motivation to pursue social justice (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Your long-term commitment to pursuing social justice (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Your ability to pursue social justice (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The likelihood that you would/will participate in other service work (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q66 List any reasons for your above statements here.
Q103 Which one of the four main student roles was most valuable in helping you to develop/improve each of these characteristics of pursuing social justice, beyond what you already had before joining NI?

<table>
<thead>
<tr>
<th></th>
<th>Planning and running ventures (1)</th>
<th>Planning an international project (2)</th>
<th>Going on a NI project (3)</th>
<th>Leading on the executive board (4)</th>
<th>Something else (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If   The following characteristics relate to ... Your motivation to pursue social justice - Increased Is Selected</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If   The following characteristics relate to ... Your long-term commitment to pursuing social justice - Increased Is Selected</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If   The following characteristics relate to ... Your ability to pursue social justice - Increased Is Selected</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

108
If <br>The following characteristics relate to: The likelihood that you would/will participate in other service work - Increased Is Selected Likelihood of participation in other service work (4)

Answer If Which one of the four main student roles was most valuable in helping you to develop/improve each of the following characteristics of pursuing social justice, please describe what that is here.

Motivation to pursue social justice (1)<br>Long-term commitment to pursuing social justice (2)<br>Ability to pursue social justice (3)<br>Likelihood of participation in other service work (4)

Q164 If you listed "something else" as most valuable in helping you to develop/improve each of the following characteristics of pursuing social justice, please describe what that is here.

Q29 What service organizations have you worked with since volunteering with NI, if any? Please include the names of the organization(s) and your position.

Q92 What other service organizations, if any, are you interested in volunteering with in the future? Please list names of the organization(s), if known, and your ideal position.

Q12 The following questions ask about your career and career goals. Are you currently employed?

- Yes (1)
- No (2)
Q94 Please enter your job title and field.

  Job Title (1)
  Field (2)

Q95 If not employed, are you currently in education?

  Yes (1)
  No (2)

Q96

  List your degree program (1)
  List the university/school (2)

Q97 What are you currently doing?

Answer If The following questions ask about your career and career ... Yes Is Selected

Q98 Are you currently in your ideal career?

  Yes (1)
  No (2)

Answer If Please enter your job title and field. Job Title Is Empty

Q21 What is your ideal career? Be as specific as you can.

Q22 Do you feel that your experience with NI has affected what you chose as your ideal career?

  Yes (1)
  No (2)

110
Q104 Overall, which one of the four main student roles most strongly affected what you chose as your ideal career?

<table>
<thead>
<tr>
<th></th>
<th>Planning and running ventures (1)</th>
<th>Planning an international project (2)</th>
<th>Going on a NI project (3)</th>
<th>Leading on the executive board (4)</th>
<th>Something else (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;nbsp (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Answer If Overall, which one of the four main student roles most strongly affected what you chose as your ideal career? - Something else Is Selected

Q165 If you listed “something else” as most strongly affecting what you chose as your ideal career, please describe what that is here.

Q71 Did your overall experience with NI help prepare you for your ideal career?

- Yes (1)
- No (2)

Q154 Overall, which one of the four main student roles helped prepare you most for your ideal career?

<table>
<thead>
<tr>
<th></th>
<th>Planning and running ventures (1)</th>
<th>Planning an international project (2)</th>
<th>Going on a NI project (3)</th>
<th>Leading on the executive board (4)</th>
<th>Something else (5)</th>
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<tbody>
<tr>
<td>&amp;nbsp (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Answer If Overall, which one of the four main student roles helped prepare you most for your ideal career? - Something else Is Selected

Q166 If you listed “something else” as helping prepare you most for your ideal career, please describe what that is here.

Q25 Could you describe how your overall experience with NI helped prepare you for your ideal career?

Q153 Could you describe how your overall experience with NI did not help prepare you for your ideal career?
Q33 The next few questions ask about your interest in continued involvement with Nourish International.

Q34 In what way(s) would you like to be involved with NI in the future? (Mark all that apply).

- I would not like to be involved. (1)
- I would like to serve as a mentor for undergraduate students. (2)
- I would like to serve on the alumni advisory committee. (3)
- I would like to sign up for a monthly giving campaign. (4)
- I would like to attend Summer Institute* this year (8/2/12-8/6/12), with alumni-specific sessions 8/3/12-8/5/12). *The institute is an opportunity to share your experiences with current students and work with them to improve their chapters. The Institute will also hold alumni-specific professional networking mixers. For more information, visit http://nourish.org/students/institute/. To sign up, visit https://fs9.formsite.com/Nourish/form10/secure_index.html. Feel free to email Allie Treske at allie.treske@nourishinternational.org with any questions. (5)
- Other (6) ____________________

If I would not like to be invol... Is Selected, Then Skip To End of Block

Q35 Time availability you could offer:

______ Hours/month: (1)
Q37 Alumni can potentially serve as a valuable resource of mentors for current students in NI. Would you be willing to act as a mentor in any of the following ways?

<table>
<thead>
<tr>
<th>Yes (1)</th>
<th>No (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor 1 chapter for 1 school year. (1)</td>
<td>○</td>
</tr>
<tr>
<td>Mentor 1 chapter for 1 international project or 1 venture. (2)</td>
<td>○</td>
</tr>
<tr>
<td>Go on a week-long trip abroad, to evaluate a past international project. (3)</td>
<td>○</td>
</tr>
<tr>
<td>Have my contact information in a database open to students who would like to contact me as a mentor (I could mentor via email, phone calls, or both). (4)</td>
<td>○</td>
</tr>
<tr>
<td>Help create webinars that introduce students to exemplary people whose lives/careers involve philanthropic service. (5)</td>
<td>○</td>
</tr>
<tr>
<td>Help the chapter recruit new members. (6)</td>
<td>○</td>
</tr>
</tbody>
</table>

**Answer If Help as an alumnus - Yes Is Greater Than or Equal to 1**

Q38 As a mentor (in any capacity listed above), would you be interested in helping in the following specific areas?

<table>
<thead>
<tr>
<th>Yes (1)</th>
<th>No (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ventures (1)</td>
<td>○</td>
</tr>
<tr>
<td>Planning a project (2)</td>
<td>○</td>
</tr>
<tr>
<td>Going on a project (3)</td>
<td>○</td>
</tr>
<tr>
<td>Marketing (4)</td>
<td>○</td>
</tr>
<tr>
<td>General leadership (5)</td>
<td>○</td>
</tr>
<tr>
<td>Any others? (6)</td>
<td>○</td>
</tr>
</tbody>
</table>
Q36 What other talents or skills would you offer NI as an alumnus?

Q147 The next question(s) ask for specific feedback.

**Answer**

If Did you go on any international project(s) with NI? Yes Is Selected

Q73 NI is constantly seeking to improve its international projects. Please share any thoughts (positive or negative) about NI’s projects with the National Office here.

Q74 If NI were to provide career services for alumni, what would be most helpful to you?

Q40 You are almost finished! There are 4 more very short questions left.

Q11 Nourish International is now working on trying to create better alumni lists. Can you help by suggesting names/email addresses of others in your chapter? These email addresses will also be used to send more alumni this survey. The email to them will state that you provided their email address.

Name: (1)
Email address: (2)

Q149 If you can remember more alumni who volunteered with you, please list them here.

Name: (1)
Email address: (2)

Q150 If you can remember more alumni who volunteered with you, please list them here.

Name: (1)
Email address: (2)

Q151 If you can remember more alumni who volunteered with you, please list them here.

Name: (1)
Email address: (2)

Q152 If you can remember more alumni who volunteered with you, please list them here.

Name: (1)
Email address: (2)

Q41 Would you mind providing your up-to-date contact information? Though not required, NI would be grateful to know how to reach its alumni. This helps if the contact information NI has for you is out of date. Contact information will be separated from responses regarding your opinions of NI.

☐ Yes, I will provide my contact information. (1)
☐ No, I'd rather not provide contact information at this time. (2)
Q54 Contact information

Name (1)
Email address (2)
Telephone number (3)
Mailing address (4)

Q42 Any other comments?

Q43 NI would like to compile stories of alumni experiences with NI that have shaped them into who they are. Would you like to help by answering a few questions via a word document that can be emailed to you? You can make the answers as long or as short as you wish.

☐ Yes, I will answer a few free response questions about my experience with NI. (1)
☐ No, thank you. I don’t want to answer the free response questions. (2)

Q72 Please enter the email address where you would like this email sent.

Q44 Thank you, again! You are finished with the survey. NI will send you NI stickers for completing the survey. To receive these, you must have included your full address when asked for it in the survey. If you have questions about this survey, please contact diane_calleson@unc.edu or (919) 966-1784, or mariatt@med.unc.edu. If you would like to reengage with Nourish International, please email allie@nourishinternational.org or call 919-338-2599. Goodbye.
References


