

Assessing Student Civic- Mindedness

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Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action

“The return on the hundreds of billions of dollars invested in education each year must be measured not just in terms of individual success in educational attainment and in the job market or even national economic growth. It also must be gauged by how well the next generation of Americans is prepared to solve collective problems creatively and collaboratively.” (p. 2)

U.S. Department of Education (January, 2012)



A Crucible Moment

- “it is unclear whether the civic opportunities for students in schools and on college campuses lead to an increase in most students’ civic readiness” (p.13)



Center for Inquiry in the Liberal Arts

- “more than half of students show no growth or a decline in valuing political and social involvement and in valuing diversity during their four years in college” (p.13)



What we can expect...

- “US Department of education officials will encourage states, schools, and postsecondary institutions to **conduct civic audits and develop and publish on their websites their plans and outcomes for educating students for informed engagement in civic life**” (p.22)



Association of American Colleges & Universities

- “only a third of students felt strongly that:
- faculty publicly advocated the need for students to become active and involved citizens,
 - their civic awareness had expanded,
 - their college experiences had helped them learn the skills needed to effectively change society for the better,
 - their commitment to change society for the better had grown.” (p.13)



What is IUPUI doing?



How can we help each other?



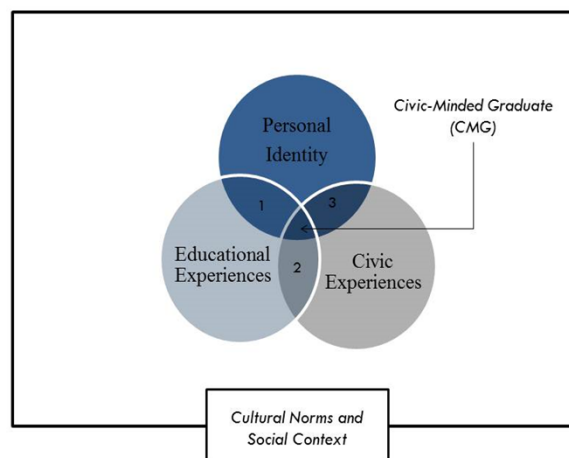
Civic-Mindedness Defined

“a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community”.

(Steinberg, Hatcher, & Bringle, 2011)



Civic-Minded Graduate Model



Domains

- Knowledge
 - Volunteer Opportunities
 - Academic knowledge and technical skills
 - Contemporary social issues
- Skills
 - Communication and listening
 - Diversity
 - Consensus-building
- Dispositions
 - Valuing community engagement
 - Self-efficacy
 - Social trustee of knowledge
- Behavioral Intentions



Civic-Minded Graduate Defined

“A person that has completed a course of study (e.g., bachelor’s degree), and has the capacity and desire to work with others to achieve the common good. It refers to a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community”

(Steinberg, Hatcher, & Bringle, 2011)



Methodology



Sample Population

- Sam H. Jones Community Service Scholars
 - N=183
 - Class
 - Freshman (22)
 - Sophomore (18)
 - Junior (38)
 - Senior (55)
 - Graduate (47)
 - Non-degree (2)
 - Scholarship Type
 - Service Learning Assistant (92)***
 - Non-Service Learning Assistant (99 total students in 8 programs)



Sam H. Jones Community Service Scholarship Program

- Established to recognize students who have a desire to be involved in the community in order to advocate for social change, assure equal access to education, housing, healthcare, and contribute to improving the quality of life for people in Central Indiana.
 - Qualifications
 - 9 programs
 - Largest program is the Service Learning Assistant program



Service Learning Assistants

- Selected by a member of the faculty or staff to support community engaged work in teaching, research, and service:
 - In the design/implementation of a service learning class
 - Conducting a community engaged research project
 - Supporting capacity building for the expansion of service learning with a campus unit or department
 - Implement a professional service project in and with the community



Civic Mentoring Relationship

“a partnership with a professional who has the public interest at the forefront of their professional work and a sense of civic responsibility to conduct their work to advance the social good and works to intentionally develop similar attributes in you by sharing knowledge, skills, information, and perspectives”

(Norris, forthcoming)

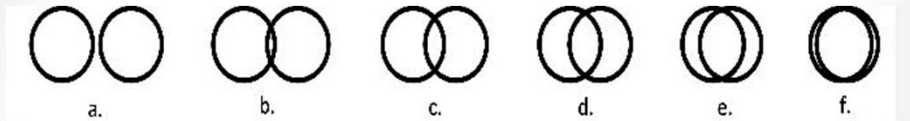


Data Collection

- Retrospective test (Howard & Dailey, 1979)
- Survey
 - CMG Scale (30 items)
 - Confounding variables
 - Prior experiences
 - Dialogue across perceived difference
 - Service learning & reflection
 - Civic Mentoring Relationship (student-faculty interactions)
 - Civic-Minded Professional Scale (Hatcher, 2008)

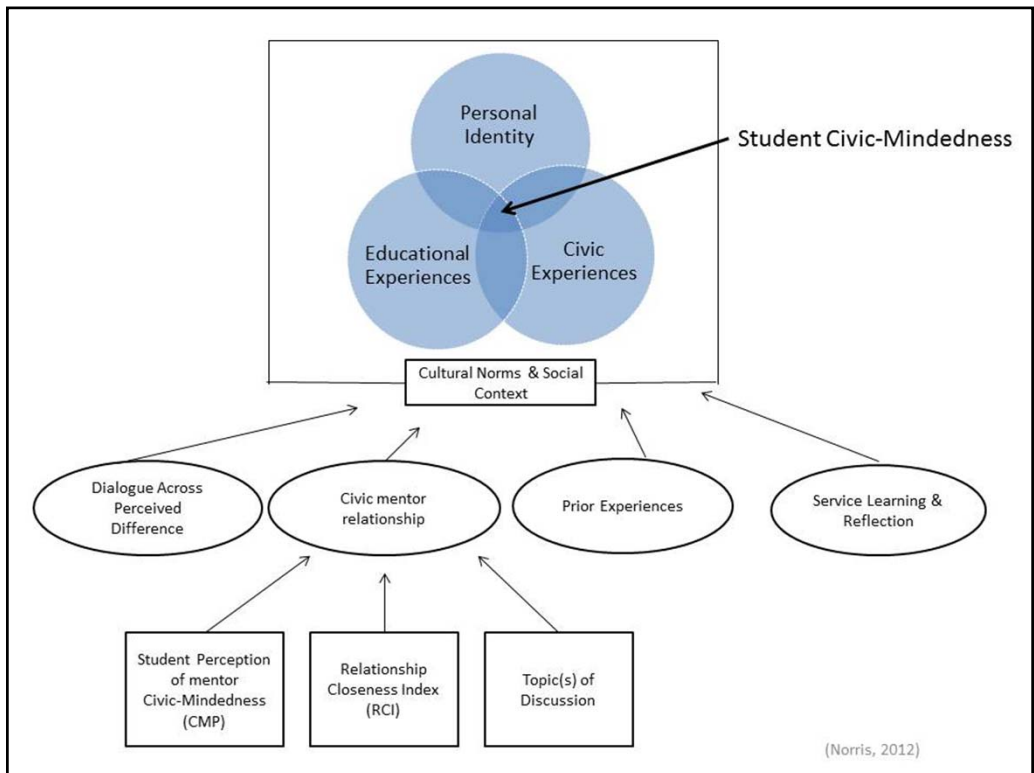


Closeness of Relationships



- Types of interactions
- Diversity of interactions
- Frequency of interactions

Relationship Closeness Inventory (RCI)
(Berscheid, Snyder, Omoto, 2004)



Topics of discussion

- Research
- Teaching
- Purpose in life
- Personal values
- Stance on political issues
- Passion for their work
- Relationship(s) with community partners
- Campus culture for civic engagement
- Opportunities to get involved
- Issues in society



Results



Question	Topics Discussed with Civic Mentor				Contribute to your development of civic-mindedness (Scale of 1-7)		
	Frequency				Mean		
	Total	Yes		No	Total	Yes	No
Their research	68	45	66%	21	4.51	5.69	1.9
Their teaching	71	55	77%	14	4.9	5.67	1.71
Their purpose in life	75	62	83%	10	5.24	5.87	1
Their personal values	77	64	83%	11	5.36	5.91	2
Their stance on political issues	64	28	44%	34	3.55	5.29	1.97
Their passion for their work	87	82	94%	2	6.03	6.04	4.5
Their relationship(s) with community partners	78	68	87%	7	5.51	5.96	1.14
The campus or school culture for civic	79	64	81%	11	5.37	6.02	1.45
Opportunities to get involved	83	74	89%	6	5.77	6	2.83
Issues in society	86	74	86%	9	5.52	6	1.78

Question	Mode of Communication/Interactions with Civic Mentor				Contribute to your development of civic-mindedness (Scale of 1-7)		
	Frequency				Mean		
	Total	Yes		No	Total	Yes	No
Formal and regularly scheduled meetings where there was a structure agenda	73	53	73%	21	4.71	5.73	2.19
Regularly scheduled meetings with no preset agenda	73	49	67%	23	4.74	6	2.13
Informal conversations (in the classroom, in the office, walking in the hallway)	82	77	94%	3	5.43	5.58	1
Email communications	84	79	94%	4	5.32	5.52	1.5
Phone calls	67	36	54%	30	3.91	5.44	2.03
Meetings when others were present (community partners, students, faculty)	81	67	83%	11	5.3	5.75	2.64

Conclusions & Implications



Here's what we know?

- Pre-post-then (Retrospective testing) is necessary
- Students in our programs tend to be highly civic-minded and show growth as a result of participation in our programs
- There is a difference between students in the SLA program compared to all other programs
- Program design does influence certain aspects of the CMG in different ways
- Need to focus on Democracy Plaza
 - Voting and political involvement is the only item we see no statistical significance across the board and often a decrease between post-then scores



What do we still want to know?

- How do the SHJ scholars compare to the rest of the campus?
- How does the civic-mindedness of the faculty/staff mentor influence student civic growth?
- How do our programs impact the general student population?
- How can we maximize our efforts to increase civic engagement across campus?



Next Steps

- Identify & assess civic learning outcomes specific to each program to better understand how program design influences development of civic-mindedness
- Assess civic learning as a result of participation in campus service events
- Assess the impact of innovative reflection strategies (Digital Storytelling)
- More research on student-faculty interactions and how they influence student development of civic mindedness



Discussion points...

- How does CMG relate to you and your unit?
- How is CSL using this data in our work with faculty and units?
- How is civic-mindedness related to civic learning? How can you use this to think about assessing civic learning?
- Where would you begin to look for evidence of civic learning within your degree/program?



Center for Service and Learning
20-701-09 PRAC
2012

Budget = \$2,500

January 2013 report due to Trudy Banta

2012-2013	Reg Hourly <u>3000</u>	Student Hourly <u>3500</u>	<u>4013</u>	FICA <u>5760</u>	Travel <u>6100</u>	Out St Travel <u>Totals</u>	<u>Monthly Balance</u>
Jul						\$ -	\$ 2,500.00
Aug	\$ 1,063.50	\$ 696.00		\$ 74.45		\$ 1,833.95	\$ 666.05
Sep						\$ -	\$ 666.05
Oct						\$ -	\$ 666.05
Nov						\$ -	\$ 666.05
Dec			\$ 480.00		186.05	\$ 666.05	\$ -
Jan						\$ -	\$ -
Feb						\$ -	\$ -
Mar						\$ -	\$ -
Apr						\$ -	\$ -
May						\$ -	\$ -
Jun						\$ -	\$ -

Total Actual

Expenses	\$ 1,063.50	\$ 696.00	\$ 480.00	\$ 74.45	\$ 186.05	\$ 2,500.00	
Budget	\$ 2,200.00				\$ 300.00	\$ 2,500.00	

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