

**IUPUI Center for Service & Learning**

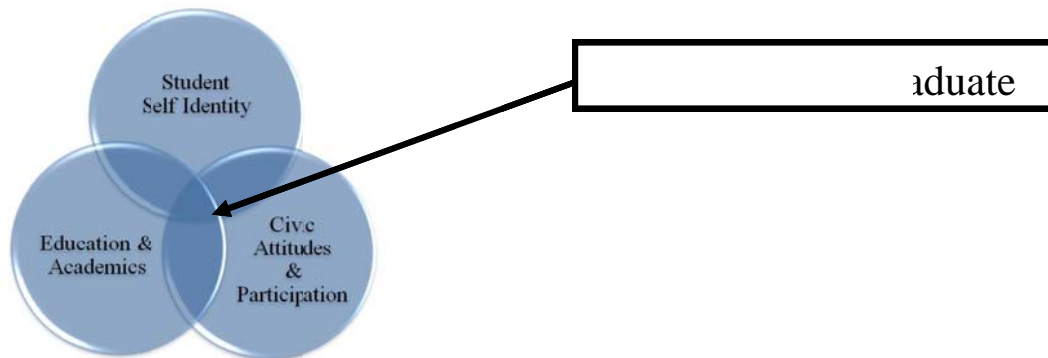
**1. What general outcome are you seeking?**

The Center for Service and Learning (CSL) seeks to develop the outcome of “**civic-mindedness**” in students graduating from IUPUI, focusing on those who are involved with our center through a variety of programs. From the perspective of higher education, we define a **civic-minded graduate** to be a person who 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. “**Civic-mindedness**” 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. Thus, we are interested in measuring a person’s orientation toward the community and other people in the community, as distinct from an internal or self orientation, family orientation, or a corporate/profit orientation. For our purposes at IUPUI, we are interested in student involvement in a local community, although this could also be expanded to include community at the state, regional, national, or global level (Bringle, Hatcher, & Jones, in press; Plater, Jones, Bringle & Clayton, in press).

**2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)**

The concept of Civic-Minded Graduate represents the intersection of three student attributes:

- a. Self-concept or self-identity
- b. Academic knowledge and skills, gained through formal education
- c. Civic attitudes and participation in community service



Through an extensive literature review we have developed a conceptual framework for the construct of civic-minded graduate that is comprised of a set of students’ knowledge outcomes (cognitive), dispositions (affective), skills, behaviors and behavioral intentions. This includes ten elements that we have identified as student learning outcomes to be manifested in a civic-minded graduate, and which can be fostered through undergraduate education that includes service learning. The concept of civic-minded graduate incorporates the following civic learning outcome areas (see Bringle & Steinberg, in press):

- Knowledge
  - Volunteer Opportunities
  - Academic Knowledge and Technical Skills
  - Contemporary Social Issues
- Skills
  - Listening
  - Diversity
  - Consensus-Building
- Dispositions
  - Valuing Community Engagement
  - Efficacy
  - Social Trustee of Knowledge
- Behavioral Intentions

There are many types of knowledge, skills, attitudes, and dispositions that are not included in this conceptual framework, but that are undoubtedly related to civic-mindedness (e.g., leadership, teamwork, general problem-solving skills). We posit that these are implied by the delineated list, or are combinations of those identified in the list.

CSL is not an academic unit, so we do not directly measure the IUPUI Principles of Undergraduate Learning (PULs); however, we believe that the learning outcomes associated with civic-mindedness relate to all of the PULs. For example, listening and consensus-building skills relate well to PUL 1, “Core Communication Skills”. Knowledge of Contemporary Social Issues connects to PUL 5, “Understanding Society and Culture.” CSL works with faculty in a variety of departments to connect student learning outcomes (PULs) to civic learning outcomes in their courses. We offer several different types of curriculum development grants and workshops to assist faculty in this process.

### **3. What opportunities do students have to learn it?**

Students at IUPUI have a plethora of opportunities to develop the knowledge, skills, and dispositions of a civic-minded graduate. For example, students can participate in community service through campus student clubs and organizations, athletic teams, volunteering for events on campus, service-based scholarships, community-based work study, and service learning courses.

CSL administers 5 types of service-based scholarships through the Sam H. Jones Scholarship program, all of which provide opportunities for students to develop the attribute of civic-mindedness. CSL also houses the Community Work Study Program, which coordinates the America Reads/America Counts and Teamworks programs. Another subunit of CSL, Community Service, coordinates alternative spring breaks, providing students opportunities for educationally meaningful service in various locations across the country. CSL also coordinates Democracy Plaza and annually provides approximately 30 campus-wide service opportunities for students, faculty and staff, including the United Way Day of Caring, MLK Day of Service, and the Jags in the Street program, among others.

Additionally, CSL assists faculty to develop, implement, and improve service learning classes. Students have opportunities to develop civic skills directly in service learning courses, and also by serving as faculty assistants for service learning courses or community-based research.

In all of the programs administered by CSL, students are involved in training and leadership development opportunities through orientations, workshops, readings, discussions, and written reflections. These activities help students develop the knowledge, skills, and dispositions of civic-minded graduates of IUPUI.

#### **4. How are you measuring each of the desired behaviors listed in #2?**

We have developed two instruments that we use to measure the construct of civic-mindedness. These instruments include a quantitative self-report scale (*Civic-Minded Graduate Survey*) and a qualitative reflection tool (*CMG Narrative Prompt and Rubric*). We use these instruments with students involved in our programs (scholarship programs, America Reads/Counts, service learning assistants) to assess their development in regard to civic learning outcomes.

The *CMG Narrative* also plays an important role in the student application for the William M. Plater Medallion each year. The Plater Medallion recognizes graduating students who have demonstrated exemplary commitment to their communities during their years as an IUPUI student. Most (but not all) of the recipients of the Plater Medallion have been involved in service through one or more of CSL's programs, so this gives us an important "benchmark" for the highest-achieving students in the area of civic-mindedness.

In addition, the *CMG Survey* and the *CMG Narrative* have been made available to faculty on our website, as well as through an OnCourse/ePort site and Survey Central. Faculty members can adapt and use these instruments to assess student achievement in civic learning outcomes in their courses. We have included questions relating to the PULs on *the CMG Survey*, allowing faculty to measure both civic outcomes and the PULs appropriate for their contexts.

#### **5. What are the assessment findings?**

See pages 4-5 for results of the *CMG Survey* with students involved in CSL programs in 2009-10. Overall, the results indicate that these students report high levels of civic-mindedness after participating in CSL programs.

#### **6. What improvements have been made based on assessment findings?**

The *CMG Narrative* is relatively new and we have not yet had an opportunity to utilize results for program improvement. However, each year program-specific results from the *CMG Scale* are used to improve program planning and implementation. For example, this past year the program coordinator for the America Reads/America Counts program used results from the scale to inform student orientation and monthly training sessions. Several workshops for service learning faculty have focused on utilizing the *CMG Scale* and *Narrative* as part of course-based assessment. In addition, a new handbook and new professional development opportunities were offered for students involved as service learning assistants.

## Scores of CSL Students on the CMG Scale--April, 2010

Note: all scores are on a scale of 1(low) to 6 (high)

CSL involvement		Knowledge: Volunteer Opportunities	Knowledge: Academic Knowledge & Technical Skills	Knowledge: Contemporary Social Issues	Skills: Listening	Skills: Diversity	Skills: Consensus Building	Dispositions: Valuing Community Engagement	Dispositions: Efficacy	Dispositions: Social Trustee of Knowledge
America Counts Tutor	N	11	11	11	11	11	11	11	11	11
	Mean	4.64	4.94	4.24	5.32	5.03	4.70	4.61	4.82	5.00
	Median	4.67	5.00	4.00	5.50	5.00	5.00	4.50	5.00	5.33
America Reads Tutor	N	12	12	12	12	12	12	12	12	12
	Mean	4.58	5.08	4.72	5.17	5.14	4.78	4.92	5.00	5.28
	Median	4.67	5.17	5.00	5.75	5.17	5.00	5.00	5.00	5.33
Community Service Scholar	N	4	4	4	4	4	4	4	4	4
	Mean	5.50	5.83	5.50	5.88	5.50	5.17	5.50	5.83	5.50
	Median	5.67	5.83	5.50	6.00	5.50	5.17	5.50	5.83	5.50
Fugate Scholar	N	5	5	5	5	5	5	5	5	5
	Mean	5.07	4.73	4.73	5.30	5.67	5.00	5.00	5.13	5.20
	Median	5.33	5.00	4.67	5.50	5.67	5.00	5.00	5.00	5.33
Other	N	3	3	3	3	3	3	3	3	3
	Mean	4.89	4.89	4.22	5.83	5.22	5.00	5.00	5.22	5.22
	Median	5.33	5.00	4.33	6.00	6.00	5.33	5.25	5.67	5.67
More than 1 program	N	20	20	20	20	20	20	20	20	20
	Mean	4.40	4.78	4.13	5.30	5.27	4.72	4.85	4.84	5.23
	Median	4.50	4.83	4.00	5.50	5.17	4.50	5.00	5.00	5.67
Total (Non-SLAs)	N	55	55	55	55	55	55	55	55	55
	Mean	4.65	4.95	4.44	5.35	5.24	4.80	4.88	4.99	5.21
	Median	4.67	5.00	4.67	5.50	5.33	5.00	5.00	5.00	5.33
Service Learning Assistant (SLA)	N	61	61	NA	61	61	61	61	61	61
	Mean	4.80	4.91	NA	4.94	4.82	4.86	4.77	5.10	4.98
	Median	5.00	5.00	NA	5.00	5.00	5.00	5.00	5.00	5.00

<b>CSL involvement</b>		<b>BEHAVIORAL INTENTIONS Subscale</b>	<b>KNOWLEDGE Subscale</b>	<b>SKILLS Subscale</b>	<b>DISPOSITIONS Subscale</b>	<b>OVERALL AVERAGE</b>
America Counts Tutor	N	11	11	11	11	11
	Mean	4.55	4.61	4.98	4.79	4.76
	Median	4.67	4.78	5.00	4.90	4.90
America Reads Tutor	N	12	12	12	12	12
	Mean	4.92	4.80	5.01	5.05	4.95
	Median	5.00	5.06	5.31	5.25	5.17
Community Service Scholar	N	4	4	4	4	4
	Mean	5.83	5.61	5.47	5.60	5.59
	Median	6.00	5.61	5.44	5.60	5.55
Fugate Scholar	N	5	5	5	5	5
	Mean	4.93	4.84	5.33	5.10	5.07
	Median	5.33	5.00	5.50	5.10	5.20
Other	N	3	3	3	3	3
	Mean	4.78	4.67	5.29	5.13	5.00
	Median	5.00	4.89	5.75	5.70	5.47
More than 1 program	N	20	20	20	20	20
	Mean	4.72	4.43	5.05	4.96	4.80
	Median	5.00	4.44	5.06	5.05	4.85
Total (Non-SLAs)	N	55	55	55	55	55
	Mean	4.83	4.68	5.10	5.02	4.92
	Median	5.00	4.89	5.25	5.30	5.10
Service Learning Assistant (SLA)	N	61	61	61	61	61
	Mean	4.84	4.84	4.86	4.92	4.88
	Median	5.00	5.00	5.00	5.00	5.00