

ASSESSMENT OF THE RELATIONSHIP BETWEEN CIVIC ENGAGEMENT AND COMMUNITY-BASED LEARNING: INSTITUTIONAL AND THEORETICAL CONCERNS

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The 2009 Assessment Institute

THE INSTITUTION

- New York, NY



- Westchester, NY



THE INSTITUTION

- Urban & Suburban
- 12,704 Students, 9,915 FTE
- Doctoral Research University
- 61% Undergraduate 39% Graduate
- Six Colleges: Arts & Sciences, Business, Computer Science and Information Systems, Education, Nursing and Law

PACE AND CIVIC ENGAGEMENT

“It is the expressed philosophy of the faculty and the Board of Trustees of Pace that the educational offerings of the institution should be directed toward developing citizens who are able to take leadership in business and the related professions and who are equipped to contribute to the larger life of the community and the nation.”

1956, *Response to the question “What is the institution's philosophy of education”, Pace University's Middle States Report*

PACE AND CIVIC ENGAGEMENT

- Campus Compact
- Founding Institution of NYCC
- Founding Institution of Project Pericles
- Carnegie Community Engagement Classification for Curricular Engagement and Outreach Partnerships
- President's Higher Education Honor Roll
- Jefferson Awards Champion

CORE CURRICULUM REVISION

- Communication
- Analysis
- Effective Citizenship
- Social Interaction
- Global, National Perspectives
- Valuing
- Problem-Solving

CIVIC ENGAGEMENT AND PUBLIC VALUE COURSE REQUIREMENT

- Consider the notion of citizenship from a disciplinary perspective
- Have a community-based learning experience
- Develop leadership abilities
- Integrate service and learning

ASSESSMENT CHALLENGES

1. Acquire institutional/ administrative data
2. Establish an assessment procedure that connects with course and core goals
3. Implement the assessment in a timely fashion

RAPID GROWTH

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Sections Taught	12	27	44	73	81	89	101
# of Approved Courses	10	16	40	55	70	82	88
Average Class Size	12	17	25	22	22	20	19
# of Students Enrolled	144	459	1100	1606	1630	1742	1965
Community Service Hours	1,152	3,672	8,800	12,848	13,040	26,130	29,475

PILOT

- Paper-based
- Facilitated
- Pre and Post test
- Administrative Focus



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FACILITATED PAPER-BASED SURVEY

- Higher rates of return 80% or more on a small number of courses
- Cost:
 - Financial
 - Time
 - Environmental
- Data conversion

THE RESEARCH QUESTION

Does participation in a Civic Engagement and Public Values course positively impact student civic activism, leadership development, trust and values?

OPERATIONALIZING VARIABLES

- Much information out there
- Very specific goals
- Student outcomes
- Citizenship – Civic Activism
- Generalized Trust
- Values
- Leadership

CIVIC ACTIONS

Q11

Indicate how often you have undertaken the following actions *in the previous 12 months* using the following scale:

	1 very seldom	2	3	4	5	6	7 very often
Formed a group of like-minded people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served as a committee member of a club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked for a political party or candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wore a button, ribbon, pin, or bracelet, or used a tag, magnet or sticker to show support for a cause.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteered at a community agency or program (i.e. soup kitchen, church or school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kept myself up to date on current events by reading the newspaper, listening to the radio, or watching the news on TV or the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VALUING

Q23



Please self-evaluate the importance of each of the following values. Please keep in mind the definitions provided, and choose only one response for each item using the following scale:



	1		3		5		7		9
	Oppose	2	somewhat	4	Important	6	Very	8	Supreme
	Value		important				Important		Importance
POWER: Societal prestige and controlling others (social power, wealth, authority)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BENEVOLENCE: Protecting, preserving and enhancing the welfare of people with whom one is in frequent personal contact with (helpful, forgiving, honest, loyal and responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACHIEVEMENT: Personal success and competence according to social norms (successful, capable, ambitious, influential)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEADERSHIP

Q13



Rate the extent to which you agree with the following statements using the following scale:

	1 Almost never agree	2	3	4	5	6	7 Almost always agree
I know how to lead in a new situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to become involved in helping the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i know how to organize/motivate others to get things done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i solicit other points of view before making a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait for things to go wrong before taking action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STATISTICAL DESIGN

- 2 X 2
- Control vs. experimental
- Pre vs. Post survey

PARTICIPANTS

- N=435 in First Cohort
- Multiple Waves of Data

CIVIC ENGAGEMENT COURSES

	2006-2007	2007-2008	2008-2009
# of Sections Taught	81	89	101
# of Students Enrolled	1630	1742	1965

FULL SCALE LAUNCH

- Growth of course necessitated a change
- Online conversion



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ONLINE SURVEY

- Lower rates of return on a larger breadth of courses
- One stop shop for collection and interpretation
- Can connect data, fewer questions, etc.

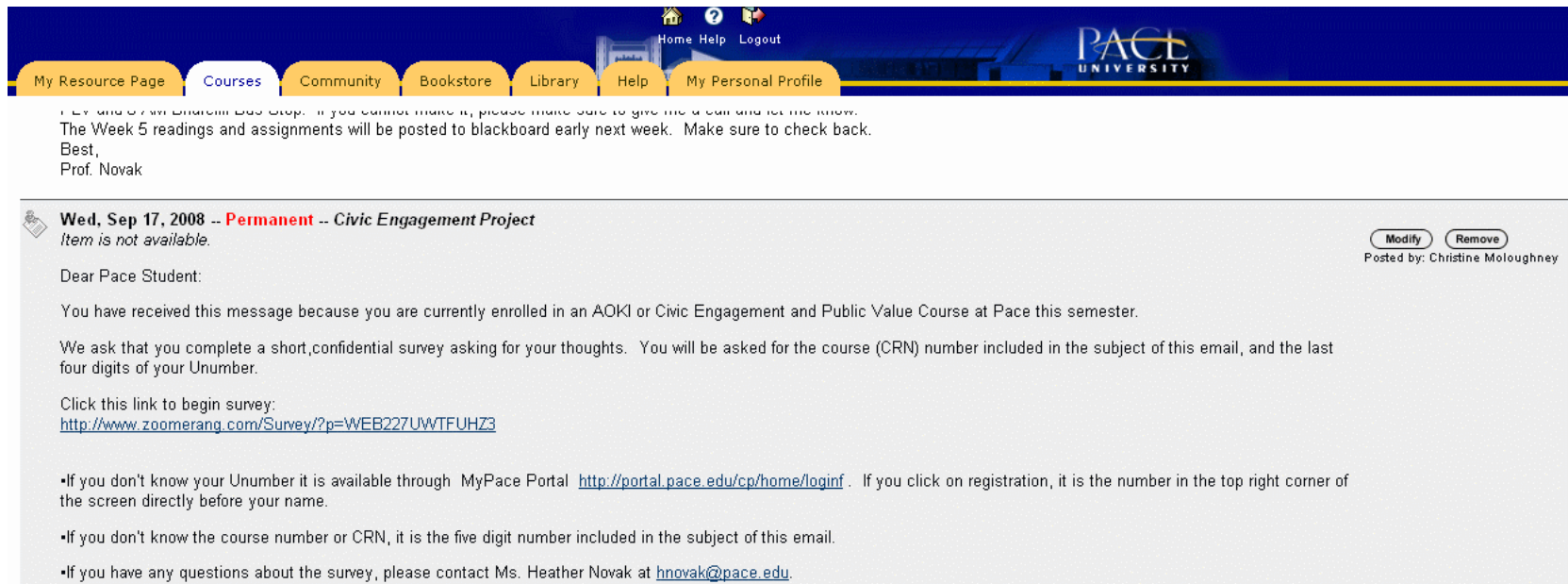
ONLINE ASSESSMENT OPTIONS

- Survey Monkey www.surveymonkey.com
- Zoomerang www.zoomerang.com
- Qualtrics www.qualtrics.com

ONLINE IMPLEMENTATION CHOICES

- Embed Survey on Website
- In page pop-up
- Email Link to Survey Options:
 - Drop into Blackboard/Angel
 - Email link to survey

BLACKBOARD DROP-IN



The screenshot shows a Blackboard interface with a navigation bar at the top containing links for Home, Help, and Logout. Below the navigation bar is a menu with buttons for My Resource Page, Courses, Community, Bookstore, Library, Help, and My Personal Profile. The main content area displays a message from Prof. Novak regarding Week 5 readings and assignments. Below the message is a section for a 'Civic Engagement Project' that is not available, with 'Modify' and 'Remove' buttons. The message body includes a greeting, an explanation of why the student received the message, a request to complete a survey, a survey link, and three bullet points providing instructions on how to find the Unumber and course number.

Home Help Logout

My Resource Page Courses Community Bookstore Library Help My Personal Profile

Let and I will be on hand to help you. If you cannot make it, please make sure to give me a call and let me know. The Week 5 readings and assignments will be posted to blackboard early next week. Make sure to check back.
Best,
Prof. Novak

Wed, Sep 17, 2008 -- Permanent -- Civic Engagement Project
Item is not available.

Modify Remove
Posted by: Christine Moloughney

Dear Pace Student:

You have received this message because you are currently enrolled in an AOKI or Civic Engagement and Public Value Course at Pace this semester.

We ask that you complete a short, confidential survey asking for your thoughts. You will be asked for the course (CRN) number included in the subject of this email, and the last four digits of your Unumber.

Click this link to begin survey:
<http://www.zoomerang.com/Survey?p=WEB227UWTFUH3>

- If you don't know your Unumber it is available through MyPace Portal <http://portal.pace.edu/cp/home/loginf>. If you click on registration, it is the number in the top right corner of the screen directly before your name.
- If you don't know the course number or CRN, it is the five digit number included in the subject of this email.
- If you have any questions about the survey, please contact Ms. Heather Novak at hnovak@pace.edu.

DROP-IN PROCESS

- Course Information Banner
 - Submit list to Blackboard Administrator
 - Post announcement/email
 - Follow-up Announcement

PANELS AND SAMPLES

	71714 CIS102T Intergenerational Computing		71714 CIS 102T Intergenerational Computing	09 Oct 2009 2:59 PM	0/21	0	0	
	71713 CIS102XIT for Strategic Planning		71712 CIS 102T Strategic Comm Planning	09 Oct 2009 2:58 PM	0/23	1	1	
	71712 CIS102W Web Design for Nonprofits		71712 CIS 102W Web Design for Nonprofits	09 Oct 2009 2:52 PM	0/24	3	0	
	71711 CIS102Q Problem Solving LEGO		71711 CIS 102Q Problem Solving with LEGO	09 Oct 2009 2:50 PM	0/21	2	2	
	71552 WS215C Intro to Women's Studies		71552 WS215C Intro to Women's Studies	09 Oct 2009 2:48 PM	0/12	0	0	
	71546 NUR161 Women at Risk		71546 NUR 161 Women at Risk	09 Oct 2009 2:45 PM	0/10	1	1	
	71505 CIS102T Intergenerational Computing		71505 CIS102T Intergenerational Computing	09 Oct 2009 2:42 PM	0/12	1	0	
	71493 CIS102Q Problem Solving LEGO		71493 CIS102Q Problem Solving with LEGO	09 Oct 2009 2:40 PM	0/23	1	0	
	71468 MGT 366 Leadership Principles		71468 MGT 366 Leadership Principles	09 Oct 2009 2:37 PM	0/25	2	0	
	71440 ENV 296P Animals in Society		71421 ENV296P Animals in Society	09 Oct 2009 2:36 PM	0/12	1	0	
	71421 SOC221 Juvenile Delinquency		71421 SOC221 Juvenile Delinquency	09 Oct 2009 2:34 PM	0/24	2	2	

PANEL AND SAMPLE PROCESS

- Banner Report
- Conversion of Excel to CSV
- Upload CSV to Qualtrics
 - Create Panel
 - Create Panel Samples
 - Email Solicitation
 - Follow Up Reminder

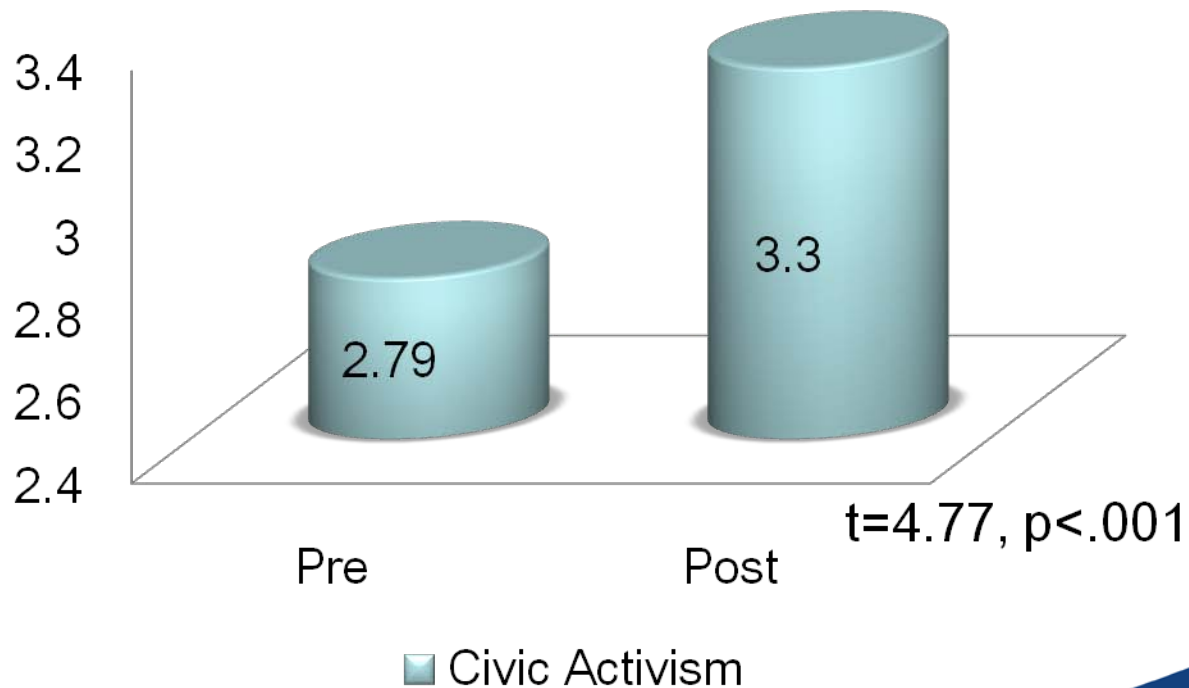
CHALLENGES

- Survey response
 - Data collection
- Data interpretation
 - Control Group

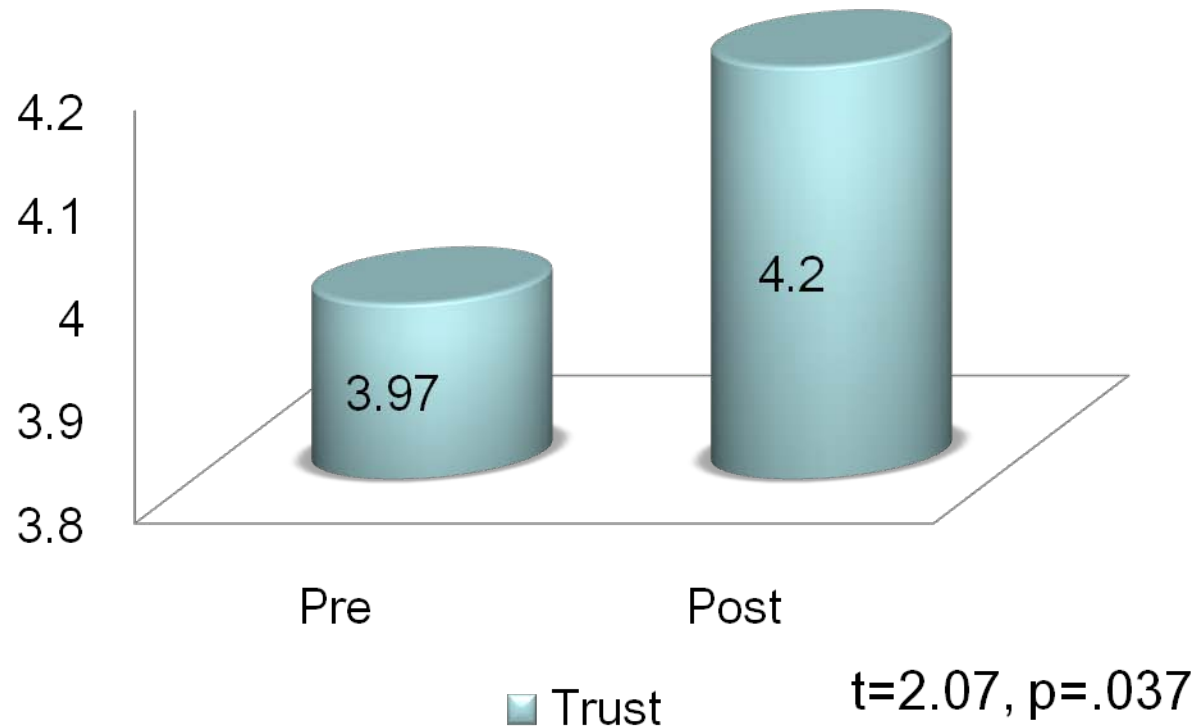
PRELIMINARY RESULTS

- Civic activism
 - Leadership
 - Trust

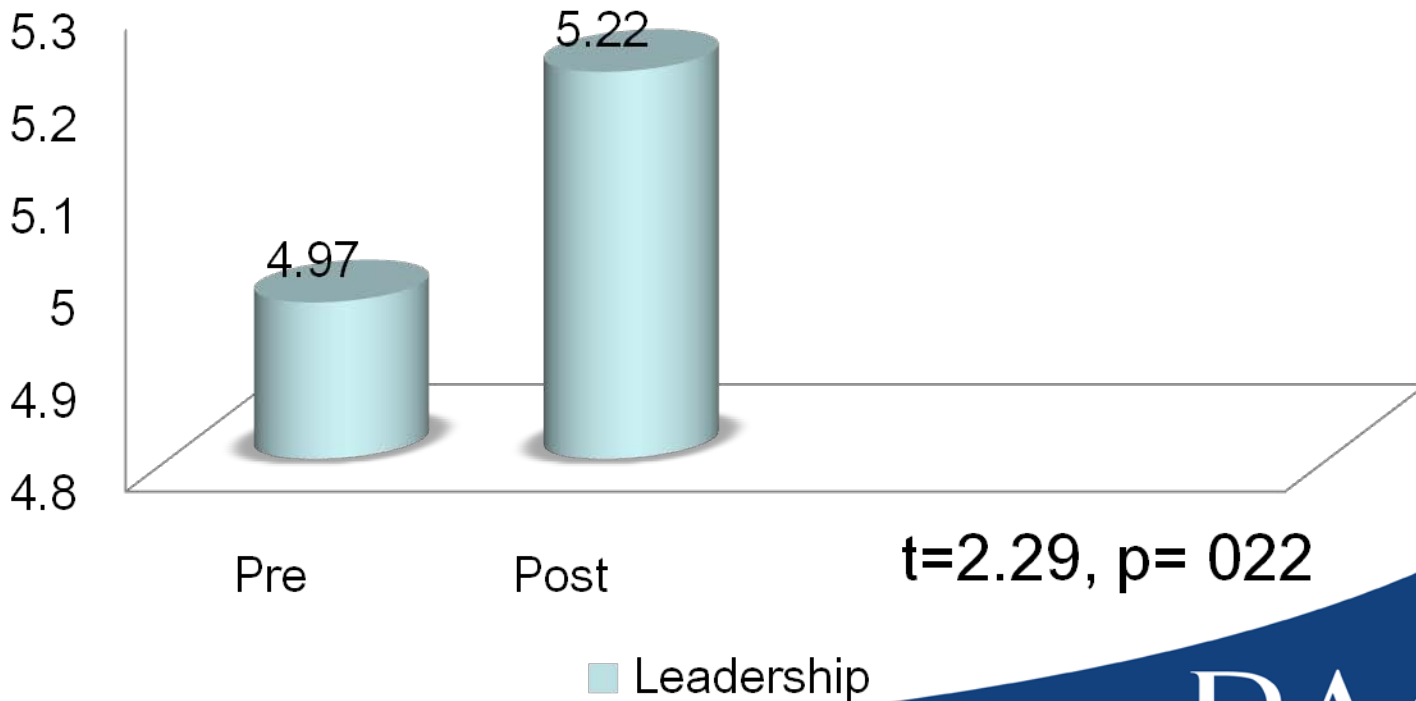
RESULTS - CIVIC ACTIVISM



RESULTS - TRUST



RESULTS - LEADERSHIP



WHAT YOU NEED TO KNOW

- OIT Capabilities at Your School
 - IRB
 - Funding
- Importance of Timing
 - Control Group
 - Contingency
- Balanced Research Team

YOUR QUESTIONS

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