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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Sections Taught</td>
<td>12</td>
<td>27</td>
<td>44</td>
<td>73</td>
<td>81</td>
<td>89</td>
<td>101</td>
</tr>
<tr>
<td># of Approved Courses</td>
<td>10</td>
<td>16</td>
<td>40</td>
<td>55</td>
<td>70</td>
<td>82</td>
<td>88</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>12</td>
<td>17</td>
<td>25</td>
<td>22</td>
<td>22</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td># of Students Enrolled</td>
<td>144</td>
<td>459</td>
<td>1100</td>
<td>1606</td>
<td>1630</td>
<td>1742</td>
<td>1965</td>
</tr>
<tr>
<td>Community Service Hours</td>
<td>1,152</td>
<td>3,672</td>
<td>8,800</td>
<td>12,848</td>
<td>13,040</td>
<td>26,130</td>
<td>29,475</td>
</tr>
</tbody>
</table>
PILOT

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

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

<table>
<thead>
<tr>
<th>Action</th>
<th>1 very seldom</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>5</th>
<th>7 very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formed a group of like-minded people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Served as a committee member of a club or organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked for a political party or candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wore a button, ribbon, pin, or bracelet, or used a tag, magnet or sticker to show support for a cause</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteered at a community agency or program (i.e., soup kitchen, church or school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Valuing**

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:

<table>
<thead>
<tr>
<th></th>
<th>Oppose</th>
<th>1</th>
<th>Somewhat</th>
<th>3</th>
<th>Somewhat</th>
<th>5</th>
<th>Very</th>
<th>7</th>
<th>Supreme</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>POWER: Societal prestige and controlling others (social power, wealth, authority)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>BENEVOLENCE: Protecting, preserving and enhancing the welfare of people with whom one is in frequent personal contact with (helpful, forgiving, honest, loyal and responsible)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>ACHIEVEMENT: Personal success and competence according to social norms (successful, capable, ambitious, influential)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>
LEADERSHIP

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Almost never agree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>?Almost always agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to lead in a new situation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know how to become involved in helping the community</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know how to organize/motivate others to get things done</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I solicit other points of view before making a decision</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I wait for things to go wrong before taking action</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Sections Taught</td>
<td>81</td>
<td>89</td>
<td>101</td>
</tr>
<tr>
<td># of Students Enrolled</td>
<td>1630</td>
<td>1742</td>
<td>1965</td>
</tr>
</tbody>
</table>
FULL SCALE LAUNCH

- Growth of course necessitated a change
- Online conversion
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
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:

- If you don’t know your Unumber it is available through MyPace Portal: http://portal.pace.edu/papersonlogin. 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

Best,
Prof. Novak
DROP-IN PROCESS

• Course Information Banner
• Submit list to Blackboard Administrator
• Post announcement/email
• Follow-up Announcement
## Panels and Samples

<table>
<thead>
<tr>
<th>Panel ID</th>
<th>Title</th>
<th>Start Time</th>
<th>Room</th>
<th>Capacity</th>
<th>Attendance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>71714</td>
<td>CIB1 92T Intergenerational Computing</td>
<td>06 Oct 2009 2:55 PM</td>
<td>B21</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71713</td>
<td>CIB1 92X IT for Strategic Planning</td>
<td>06 Oct 2009 2:58 PM</td>
<td>B23</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>71712</td>
<td>CIB1 92X Web Design for Nonprofits</td>
<td>06 Oct 2009 2:52 PM</td>
<td>B24</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71711</td>
<td>CIB1 92Q Problem Solving with LEGO</td>
<td>06 Oct 2009 2:50 PM</td>
<td>B21</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>71552</td>
<td>WS215C Intro to Women's Studies</td>
<td>06 Oct 2009 2:48 PM</td>
<td>B12</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71546</td>
<td>NUR 181 Women at Risk</td>
<td>06 Oct 2009 2:45 PM</td>
<td>B10</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>71555</td>
<td>CIB1 92T Intergenerational Computing</td>
<td>06 Oct 2009 2:42 PM</td>
<td>B12</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71483</td>
<td>CIB1 92Q Problem Solving with LEGO</td>
<td>08 Oct 2009 2:40 PM</td>
<td>B23</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71486</td>
<td>NOT 356 Leadership Principles</td>
<td>08 Oct 2009 2:37 PM</td>
<td>B25</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71440</td>
<td>ENV 268P Animals in Society</td>
<td>06 Oct 2009 2:38 PM</td>
<td>B12</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>71421</td>
<td>SOC 221 Juvenile Delinquency</td>
<td>06 Oct 2009 2:34 PM</td>
<td>B24</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Civic Activism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>2.79</td>
</tr>
<tr>
<td>Post</td>
<td>3.3</td>
</tr>
</tbody>
</table>

$t=4.77, p<.001$
RESULTS – TRUST

Pre: 3.97
Post: 4.2

t = 2.07, p = .037
RESULTS – LEADERSHIP

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>4.97</td>
<td>5.22</td>
</tr>
</tbody>
</table>

$t=2.29, p=0.022$
WHAT YOU NEED TO KNOW

• OIT Capabilities at Your School
  • IRB
  • Funding
  • Importance of Timing
  • Control Group
  • Contingency
• Balanced Research Team
YOUR QUESTIONS
CONTACT US:

• Mary Ann Murphy, PhD
  – mmurphy@pace.edu
  – 212.346.1767

• Heather Novak, MPA
  – hnovak@pace.edu
  – 914.773.3464