

# AHA Committee: Practice Responsible Citizenship

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- What have we done? (our process)**
- What have we found?**
- Implications- What could we do from here?**

**We reminded ourselves what we were measuring?**

## **Practice responsible citizenship in their local and global communities**

- Develop the combination of knowledge, skills, values, and dispositions necessary to make a difference in local and global communities
- Recognize themselves as part of a larger social fabric, with public lives and personal ownership of social problems
- Explore the nature and use of power and authority in various contexts
- Engage in democracy as a life-enhancing, every day practice of skills such as attentiveness to public affairs and current events, regular volunteering, creative use of conflict, active group membership and collective problem solving
- Express their voices through informed citizenship and participation in civic and political processes
- Confidently engage in civic discourse, self-reflection, and consideration of other points of view

## What are we reasonably able to do.... and do well?

- **Develop the combination of knowledge, skills, values, and dispositions necessary to make a difference in local and global communities**
- **Recognize themselves as part of a larger social fabric, with public lives and personal ownership of social problems**
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- **Engage in democracy as a life-enhancing, every day practice of skills such as attentiveness to public affairs and current events, regular volunteering, creative use of conflict, active group membership and collective problem solving**
- **Express their voices through informed citizenship and participation in civic and political processes**
- **Confidently engage in civic discourse, self-reflection, and consideration of other points of view**

## What sources of data and possible assessment measures do we have that are relevant to these sub-outcomes?

### Local data and resources- SMSU:

- Civic Engagement Survey (CES)
- NSSE (2008, 2011, 2013)
- Campus-wide Survey of Civic Engagement (2009; previously in 2004)
- Service-Learning Outcomes
- Data about service activities done in groups in three areas of campus:
  - Student Clubs
  - Athletics
  - Residential Life
- Review of relevant rubrics and assessment measures, for example:

### Identification/review of resources from relevant national and regional organizations:

- AACU Civic Engagement rubric
- Measures available through AASCU American Democracy Project
- Rubrics/measures available via National Campus Compact, Minnesota Campus Compact, AASCU Corporation for National and Community Service

→(SCOTT PETERSON- Review of CES)

## What do we know from what we have gathered thus far? (selected insights)

- Noticed gap between what graduating seniors were saying they had done with respect to civic engagement and we knew students were doing via athletics, student clubs and residence life
- Asked ourselves why this might be?..... Maybe as student do various forms of civic engagement --- vote, volunteer, sit on local boards, write letters to the editor, stay up on current events—they are not connecting those activities to.....

**“I am an engaged citizen in these ways.”**

- Decided to start there....
  - How might we measure students’ spontaneous sense of themselves as engaged citizens?
  - What is their understanding of the notion of “civic engagement”?

## Recognized need to develop new measures and processes...kept certain considerations in mind

- What rubrics or parts of rubrics might we use?
- Time efficient
  - With regard to administration
  - With regard to time needed to evaluate
- Exportable... Could be used relatively easily across different LEP courses/disciplines
- What makes sense developmental as a campus (i.e. where are we now as a campus?)

## **One opened ended question: What does civic engagement mean to you?**

- **Initially 3 sections of LEP 400 (2012, 2013):**
  - o One had a primary focus upon civic engagement and applied civic engagement assignments (on campus)
  - o One discussed civic engagement in more general terms (on campus)
  - o One considered civic engagement (online)
- **Pre/Post**
- **Reviewed and coded for themes, for example:**
  - o Multi-faceted, differentiated vs general view of civic engagement
  - o Sense of efficacy... I can do this?
  - o Sense of motivation...Desire to do more civic engagement?
  - o In addition word count.... How much can they spontaneously say?
- **Followed up by administering to lower division courses – Development Psychology (one included SL, other did not)**
- **Now in process of developing Likert scales for selected themes to quantify change over time**

## **Made adjustments/systemized other measures of civic engagement:**

- **CES- R**
- **Service-Learning Outcomes**

## IMPLICATIONS

- **Have means of measure change over time Fr→Sr (LEP100- LEP 400...and those in between 200 & 300 level courses)**
  - CES- R (LEP 100-→LEP 400...and those in between 200/300 level courses)
  - What does civic engagement mean to you? (LEP 100—LEP 400, those in between)
  
- **Means of measure pre/post for courses that address LEP Outcome #8 – Practice Responsible Citizenship**
  - **Could be adapted to more specifically address content of a given course –e.g. “How does knowledge of American government related to being an engaged citizen?”**
  
- **Able to make distinctions between engaged citizen outcomes based upon how civic engagement is addressed in a given course:**
  - Course that generally in lecture/discussion format address CE
  - Course that addresses CE in lecture/discussion + service-learning
  - Courses that have primary CE lecture/discussion focus + application/ SL assignments (e.g. LEP 400 Self as Citizen course)
  
- **In others areas of campus---Student Clubs, Res Life, Athletics—have means of measure more than just WHAT students are doing?.....**  
Could also measure What doing service mean w/ regard to view of themselves as “engaged citizens”