

# EDUCATION FOR ACTIVE CITIZENSHIP



WELCOME to the home for civic engagement at Tufts University!

On this portrait wall are nine people we want you to meet – students, faculty, community partners and alumni who are active, effective citizens.

Open the portrait boxes and meet these exemplars of the Tufts spirit of **building** communities, **inspiring** action, **discovering** the power of education and **engaging** issues for the common good.

A Longitudinal Study of Civic Outcomes  
AAC&U Annual General Meeting  
January 28, 2006

TUFTS | University College  
of Citizenship and Public Service

# AGENDA

- Context
- Design
- Initial Findings
- Discussion



# SCHOLARS PROGRAM

- Multi-year, leadership development program engaging students as catalysts for change
- Academic
- Experiential
- Community
- Advising



# STUDY PURPOSE

- To understand how participation in various activities and programs at Tufts affects student civic and political attitudes
  - Considering UC's Scholar Program in particular
  - Considering a broader set of activities in general



# RESEARCH DESIGN

- Six-Year Longitudinal Study with Classes 2007 - 2010
  - Four cohorts split into three research groups
    - University College Scholars
    - High-School High Participators
    - High-School Low Participators
  - UC Participant Survey
  - UC Civic and Political Activities & Attitudes Survey
  - UC Post-Graduate Alumni Civic and Political Activities & Attitudes Survey



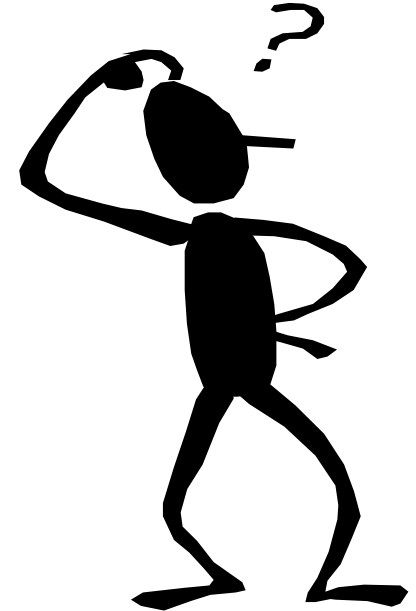
# UC SURVEY

- Designed with input from national experts
  - Robert G. Bringle – I.U.P.U.I.
  - Dwight E. Giles, Jr. – U. Mass - Boston
  - Andrew Furco – U.C. Berkeley
- Integrated questions from other surveys to enable national comparison
  - Questions from CIRCLE, PEW, CASQ, Public Service Motivational Scale, Social Responsibility Inventory, Community Service Self-Efficacy Scale, and Americorps Baseline Survey
  - Adapted questions to cover political activities and attitudes



# UC SURVEY

- Key components:
  - **Activities**
    - Activities at Tufts
    - Activities outside of Tufts
    - Political involvement
  - **Attitudes**
    - Personal ability to affect change
    - Personal responsibility to counteract problems
    - Societal responsibility to counteract problems



# RESEARCH CHALLENGES

- University College is not the only source of input for Scholars
- Little comparative data from other schools at the individual student level
- Difficult to disentangle the impact of normal personal/social development process from impact of Tufts programs



# ACTIVITIES

- Community Activities and Actions
- Civic Actions
- Collective Political Activities
- Individual Political Actions
- Tufts Organizations and Activities



EDUCATION FOR ACTIVE CITIZENS



# ATTITUDINAL FACTORS

1. Self efficacy
  - Personal efficacy through politics
  - Personal efficacy through community
2. Value of involvement in solving social problems
  - Individual commitment to community
  - Societal commitment to public good
  - Value of giving back to achieve social justice
  - General individual efficacy
3. Positive & negative dynamics of difference
  - Difficulty of difference
  - Benefit of difference
4. Access to civic knowledge
  - Causes of social problems
  - Solution strategies
  - Community & national knowledge



# ACTION AFFECTS ATTITUDES

- Students' levels of involvement in activities at Tufts served as predictors of their viewpoints on:
  - Self-efficacy
  - The Value of Involvement in Solving Social Problems
  - Community and National Knowledge
  - The Causes of Social Problems
  - Solution Strategies



# THE EXCEPTION

- Students' levels of involvement in activities while at Tufts did not serve as statistically significant predictors of:
  - The benefits of difference
  - The difficulties of difference



# SCHOLARS PROGRAM IMPACT

- Involvement in the UC Scholars Program and level of involvement in community service in high school affect:
  - Degree of participation while at Tufts
  - Perspectives towards civic learning outcomes



# PARTICIPATION RATE IMPACT

- Increased participation rates at Tufts make a difference:
  - Community actions and activities lead to increased perceptions of self-efficacy
  - Community actions and activities lead to increased impressions of the value of involvement in solving social problems
  - Collective and individual political activities lead to an increased appreciation for acquiring community and national knowledge
  - Civic actions lead to a better understanding of society's role in social problems



# TUFTS CONTACT INFO

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[http://www.uccps.tufts.edu/01\\_about/outcomestudy.html](http://www.uccps.tufts.edu/01_about/outcomestudy.html)

