

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.

What are Students Learning about Civic Engagement in College?

AAC&U: Civic Learning at the Intersections
Denver, October 19, 2007

Agenda

Introductions

What we know about youth civic engagement

What we're trying to learn at Tufts

- Context & Design
- Initial Findings

Discussion



INTRODUCTIONS.

Purpose

To share our context, research design, and preliminary findings

Learn how it compares with experience in the field

Understand how it can contribute to the field

Context – Tufts University & our Scholars Program

Design – What are we studying and how

Initial Findings

Make sure to introduce Tufts – Northeast, size, LA & Eng., etc.

Tufts University

Research University – very high activity

4,850 Undergraduates

4,000 Graduate/professional students

Tisch College of Citizenship & Public Service

- Education
- Research
- Alumni
- University-wide



Scholars Program

Multi-year, leadership
development program
engaging students as catalysts
for change

Academic

Experiential

Community

Advising



Research Design

Nine-Year Longitudinal Study

Students from Classes 2007 – 2010

- Tracked for 6 years (4 at Tufts and 2 after)
- Four cohorts split into three research groups
 - Citizenship & Public Service Scholars
 - High-School High Participators
 - High-School Low Participators



In fall of student's first year, all freshman students are invited to take the Tisch College Participant Survey.

- This survey instrument, which queries respondents on their high school activities and involvement, has been designed as a screening tool to select participants to the Tisch College Outcomes Evaluation (TC Activities & Attitudes Study).
- These respondents become the population from which the sample was pulled for the various cohort's participants in the TC Activities & Attitudes Study.
- These respondents are divided into the three distinct groups: Tisch College Scholars (Scholars), High School – High Participators (HS High Participators = more than 4 hours of community service/month in high school), and High School – Low Participators (HS Low Participators = less than 4 hours of community service/month).

From the TC Participant Survey respondents, a purposeful, representative sample (based upon the larger cohort population's composition of gender and racial background, as well as school affiliation and financial aid status) is drawn consisting of 20-25 Scholars, HS Highs, and HS Lows.

- Class of 2007 = 59 students
- Class of 2008 = 58 students (one transferred, two dropped from the Scholars program but will remain in the Study)
- Class of 2009 = 77 students (talk about decision to increase due to attrition, larger Scholars base – 27 v. 20)
- Class of 2010 is currently being selected.

The study was originally designed to be generalizable back to all Tufts students from the cohorts in which students were selected from. However, given the constraints (feasibility and resources) of the longitudinal design of the study, smaller cohorts of students had to be selected (only 60 per cohort as compared to the roughly 300 that would be needed to be statistically generalizable back to the larger population).

Research Design

Time Series Design with Retrospective Pre-Test

- Participant Survey
- Civic and Political Activities & Attitudes Survey CPAAS
- Follow-Up Interviews
- Alumni Civic and Political Activities & Attitudes Survey
- Transcript Analysis

Implemented with the Office of Institutional Research & Evaluation



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The TC Participant Survey is administered in the fall of student's first year

-queries individuals on their relative levels of involvement in various types of extra-curricular activities in high school, as well as involvement in political actions (such as voting) and civic actions (such as participating in a protest or donating clothes, money, or time to a charity).

-For the 2010 recruitment survey, baseline attitudinal questions from the Civic Engagement scale (to be discussed in detail later) will be added to act as a benchmark for the development of students' attitudes over time.

Purposeful, representative sample pulled from TC Participant Survey

Based upon the larger cohort population's composition of gender, race, school affiliation, and financial aid status

This presentation will be based upon the TC results collected up through May 2006 (196 participants at that time):

- Series of questions aimed at identifying both their activities as undergraduates as well as their civic and political attitudes.
- These activity and attitudinal questions are designed to enable a comparative analysis that highlights how participation in the TC Scholars Program and levels of community service in high school affect students' choices of activities and their attitudes about civic and political action during the undergraduate years.
- The final two matrix questions are designed to assess students' respective levels of socially responsive knowledge through items designed to illuminate their degree of civic engagement.
- Students with high-levels of socially responsive knowledge/ civic engagement should score highly on the civic engagement scale, while students with low-levels of these attributes to score lower on the scale – it is expected that TC Scholars will score the highest followed by HS Highs, with HS Lows displaying the lowest levels of socially responsive knowledge.

Follow-Up Interviews – conducted in fall of sophomore year and spring of senior year = Six interviewees are randomly selected from each cohort group (2 from each research group) - These interviews served to further illuminate how students perceive the link between their experiences at Tufts and their civic and political attitudes. The interview protocol was designed to capture students' views towards the impact of higher education on their civic/political attitudes and their engagement in civic activities.

-In addition, the interviews were devised to ascertain more in-depth personal information about the interviewees, in order to more broadly document their experiences at Tufts that may have had an impact on their attitudes and behaviors with respect to political and civic engagement.

Study Purpose

To understand how participation in various activities and programs at Tufts affects student civic and political attitudes

- Considering TC's Scholar Program in particular
- Considering a broader set of activities in general

Six-Year Longitudinal Study = designed to examine the link between students' experiences at Tufts University and the development of their civic and political attitudes and activities over time.

CPAAS Survey

Designed with input from national experts

- Robert G. Bringle, IUPUI
- Dwight E. Giles, Jr., U Mass - Boston
- Andrew Furco, U Minnesota

Integrated questions from other surveys:

- CIRCLE, PEW, CASQ
- Public Service Motivational Scale
- Social Responsibility Inventory
- Community Service Self-Efficacy Scale
- AmeriCorps Baseline Survey



Emphasize intention for national input and to enable comparisons with national data.

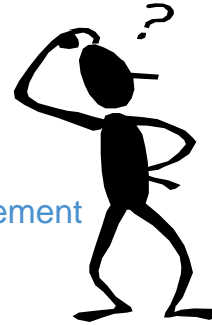
We adapted questions to cover political activities and attitudes

Highlight that study team includes members of the Office of Institutional Research

CPAAS Survey

Key components

- **Activities & roles**
 - Activities at Tufts
 - Activities outside of Tufts
 - Community, civic and political involvement
- **Attitudes**
 - Personal ability to affect change
 - Personal responsibility to remedy problems
 - Societal responsibility to remedy problems



In order to examine the extent to which the Tufts experience influences all students' civic knowledge, skills and values, participants were asked a series of questions aimed at identifying both their activities as undergraduates as well as their civic and political attitudes. Survey questions focused on both students' current activities and their opinions on political and social issues in order to provide a comparison of how participation in the TC Scholars Program and levels of community service in high school affect students' choices of activities and their attitudes about social and political action during the undergraduate years.

Research Challenges

Tisch 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

We're actively "tainting" our control groups



Next, I'll cover Year 1 Findings as follows:

Sources of "input"

Evidence of behavior

Skills

Attitudes

Knowledge

Activity Factors

Civic Activities

Community Service Activities

Political Activities

Tufts Organizations and Activities



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Initial findings: Include 2007 cohort first-year and sophomore year surveys; 2008 cohort first-year survey and sophomore year surveys, and 2009 cohort first-year surveys.

All differences discussed in this presentation are significant at a 95% confidence level, plus or minus 5% sampling error.

First year comparative analysis between the Class of 2007, 2008, and 2009 was primarily conducted in order to determine if the two class cohorts differed in ways that might later confound comparisons between research groups across class cohorts. All in all, after conducting this preliminary analysis, the first year activities and attitudes of the three class cohorts were found to be sufficiently similar to warrant group-level comparisons on the TC Activities & Attitudes Survey, regardless of class cohort year, in future analyses. Types of activities were broken down into 4 categories based on an exploratory factor analysis.

Attitudinal Factors

Self-efficacy

- Personal efficacy through politics
- Personal efficacy through community service

Value of & commitment to the public good

Awareness of & interest in community/national issues

Appreciation of the dynamics of diversity



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Principal axis factoring was determined to be appropriate for the correlation matrix of the Civic Engagement scale data, given the results to the factor analysis diagnostic tests.

-KMO statistic for the Civic Engagement data was .803, which is considered very good

-the Bartlett's Test of Sphericity was highly statistically significant (meaning that there was significant variance to be factored out)

-and the determinant, though small, was larger than zero

-only two of 54 items had extracted communalities less than .2, meaning that the vast majority of items were strongly represented by the five extracted factors

Each retained factor had to account for the variance associated with at least two items, with the minimum percent of variance to be accounted for by all of the factors combined being equal to at least 50%.

Oblique rotation was determined to be a more useful final rotation solution as the correlations between several of the factors was greater than .2, meaning that the factors were sharing a significant portion of common variance.

Five strong factors emerged from the Civic Engagement scale, altogether accounting for just over 50% of the variance between items on the scale, which resulted in 4 sub-scales on which the students' scores would be reported out (due to the high correlation of two of the factors, they will be combined and reported out together):

-Value of & Commitment to the Public Good (Factor 1 – 16 items) Cronbach's Alpha = .874

-Personal Efficacy through Community Service (Factor 2 – 16 items) Cronbach's Alpha = .938 (combined)

-Personal Efficacy through Politics (Factor 3 – 9 items)

-Appreciation of Dynamics of Diversity (Factor 4 – 6 items) Cronbach's Alpha = .683

-Awareness of & Interest in Community and National Issues (Factor 5 – 6 items). Cronbach's Alpha = .742

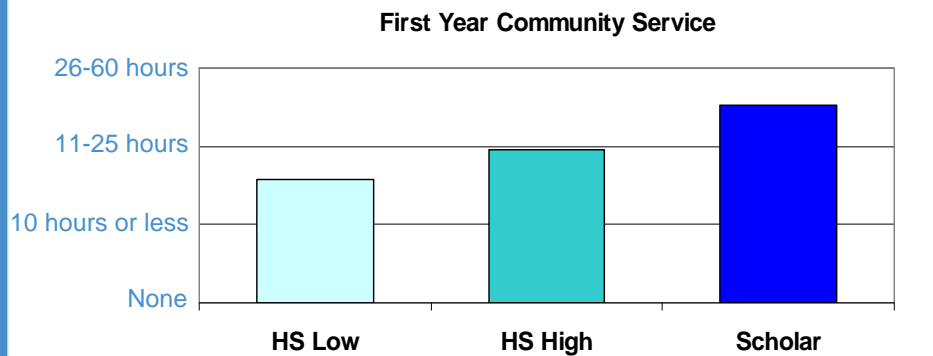
Cronbach's alpha was estimated for each of the five final factors to assess the degree to which items on each factor are correlated with each other in order to provide an estimate of the reliability of each of the factors - Cronbach's alpha was fairly strong for each of the five factors, ranging from .934 to .683.

-Value and Commitment to the Public Good (.874), Personal Efficacy through Community Service (.921), Personal Efficacy through Politics (.934), Appreciation of Dynamics of Diversity (.683), and Awareness of and Interest in Community and National Issues (.742). The overall reliability for the Personal Efficacy sub-scale (combining Community Service and Politics) was .938.

I will now discuss the significant differences that have emerged between the groups with regard to these attitudinal factors.

Community Activities

Participation rates in community activities all differed

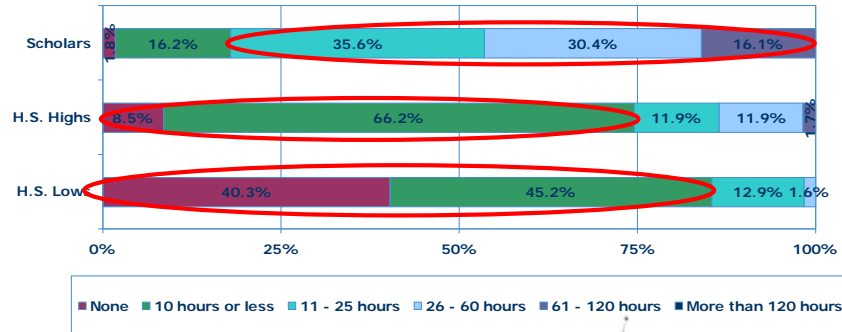


During their freshman year, HS Highs reported spending on average between 11-25 hours on community service activities, scholars on average spent over 25 hours, and HS lows less than 11 hours.

Actual means – HS Low (1.57), HS High (1.95), Scholar (2.52), all significant differences at the $p=0.05$ level. With 10 hours or less = 1, 11-25 hours = 2, and 26-60 hours = 3.

Community Activities

Participation rates in community activities all differed



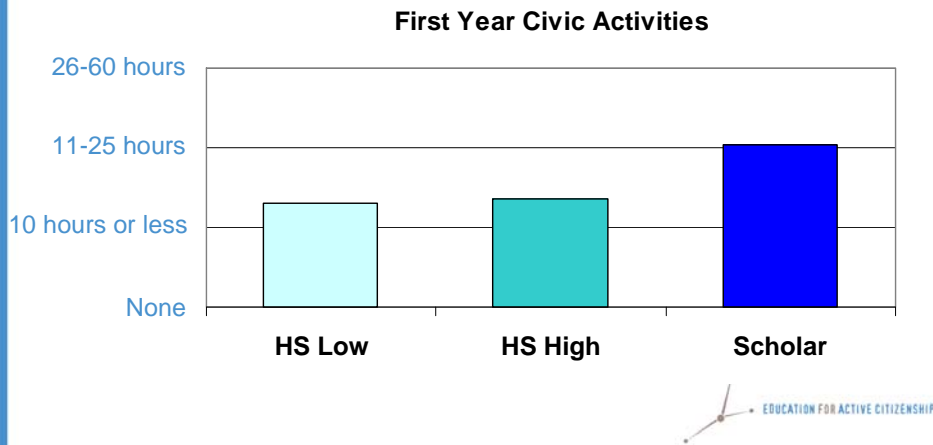
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1. Over 80% of Scholars noted participating in community-based actions and activities for over 11 hours in the academic years of 2003-2004 and 2004-2005.
2. In contrast, HS Highs participated significantly less than Scholars, with only 25% of HS Highs noted participating at this level of involvement, with 66.2% participating for 10 hours or less. Less than 10% of HS Highs did not participate in any community actions or activities in the past two academic years.
3. Over 40% of HS Lows did not participate at all in these activities (such that HS Lows participated significantly less than both HS Highs and Scholars) with an additional 45% participating for 10 hours or less. A mere 14.5% of HS Lows noted participating in community actions and activities for 11 hours or more.

Civic Actions

Scholars spent more hours on civically-minded activities

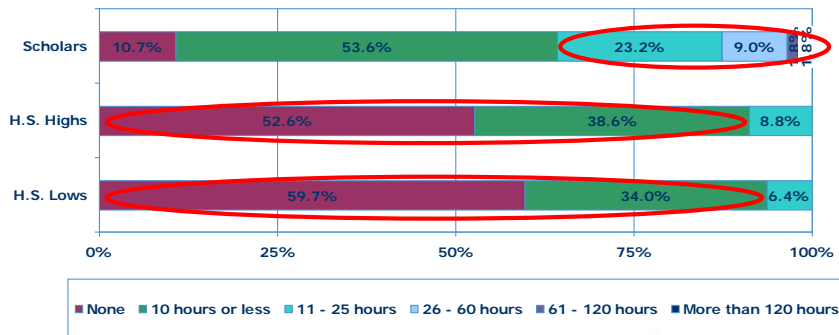


During their freshman year, Scholars reported spending on average between 11-25 hours on community service activities, HS highs and HS lows reported spending less, on average closer to 10 hours or less.

Actual means – HS Low (1.31), HS High (1.36), Scholar (2.04), significant differences between Scholars and the HS Low and HS High at the $p=0.05$ level, but no significant difference between the HS Low and HS High. With 10 hours or less = 1, 11-25 hours = 2, and 26-60 hours = 3.

Civic Actions

Scholars completed more civically-minded actions

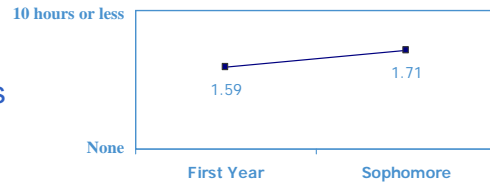
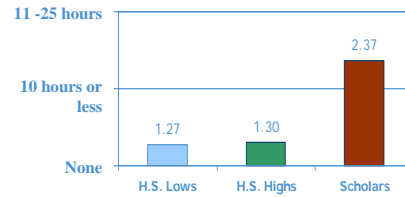


1. Nearly 90% of Scholars indicated having participated in student government, attended a civic-issue related conference or seminar, or written a policy analysis paper in the past two academic years, with over 35% of these students participating in these activities for 11 hours or more.
2. HS Highs and HS Lows each participated significantly less in civically-minded actions than the Scholars, with just over half of HS Highs and just under 60% of HS Lows not participating in these actions at all. 38.6% of HS Highs participated in these activities for 10 hours or less, while 34% of HS Lows participated in these types of activities did so for less than 10 hours per academic year.

Civic Activities

Scholars indicated being significantly more involved in civic activities during their first year and sophomore year than HS Highs or HS Lows

All participants significantly increased in their participation in civic activities between their first year and sophomore year at Tufts



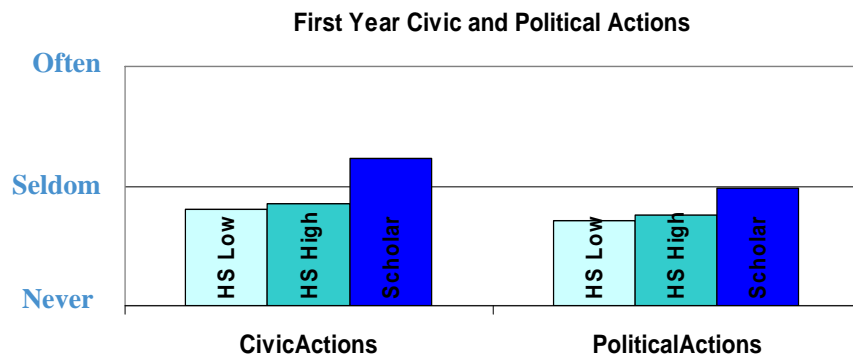
Civic Actions (Civic-issue related conference or seminar/Wrote a policy analysis paper/On-campus speakers/Outreach organization/ACLU)

-Scholars participated in significantly more civically-minded activities (more than 10 hours) in their first year and sophomore years at Tufts than HS Highs or HS Lows (who were both involved 10 hours or less in these activities)

-Overall, participation in civic activities increased between student's first and sophomore years at Tufts

Taking Action

Scholars were more involved in behaviors that displayed their levels of civic and political consciousness



--Scholars indicated getting significantly more involved in actions that displayed their civic and political consciousness than HS Highs or HS Lows.

--Indeed, Scholars noted between 'seldom' and 'often' participating in activities that displayed their civic consciousnesses, versus HS Lows and HS Highs who both noted taking these types of actions between 'seldom' and 'never'

--Scholars also noted 'seldom' getting involved in actions that displayed their levels of political consciousness, however, these students still took these actions significantly more often than HS Highs and HS Lows, who both noted taking these types of actions between 'seldom' and 'never'.

Civic actual means – HS Low (1.81), HS High (1.85), Scholar (2.23), significant differences between Scholars and the HS Low and HS High at the $p=0.05$ level, but no significant difference between the HS Low and HS High. With Never = 1, Seldom = 2, Often = 3.

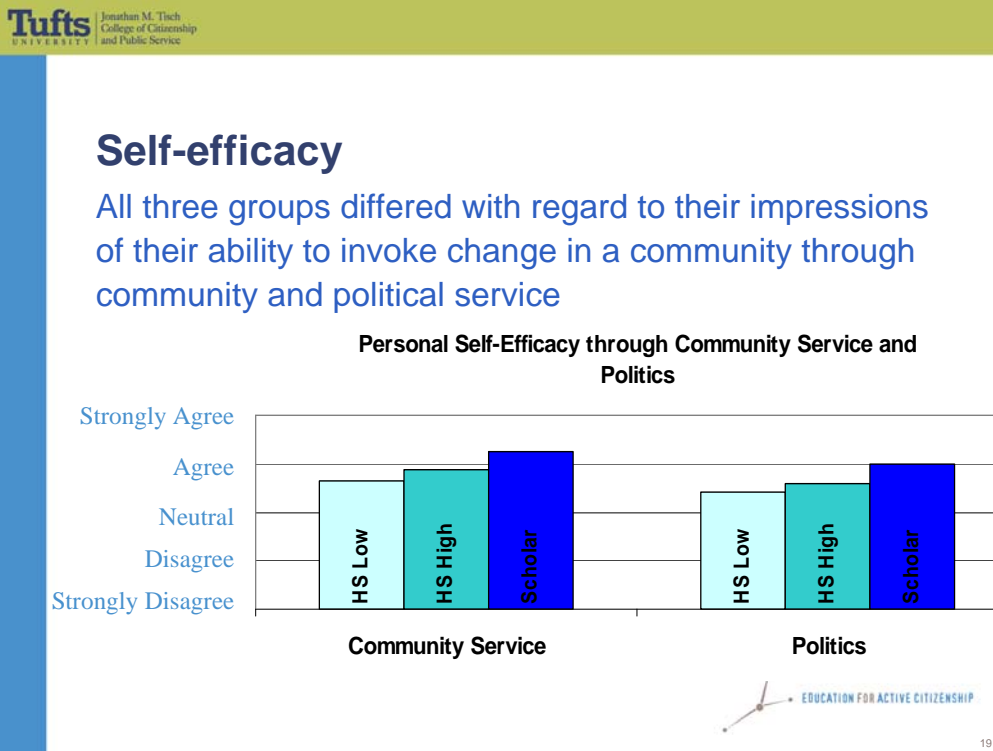
Political actual means – HS Low (1.71), HS High (1.75), Scholar (1.99), significant differences between Scholars and the HS Low and HS High at the $p=0.05$ level, but no significant difference between the HS Low and HS High. With Never = 1, Seldom = 2, Often = 3.

Actions displaying political consciousness included:

- Wore a campaign button, put a sticker on my car or place a sign in front of my house in support of an issue or candidate
- Contributed money to a candidate, political party, or any organization that supported candidates

Actions displaying civic consciousness included:

- Signed a petition (paper or email) about a political or social issue
- Not bought something because of the conditions under which the product is made
- Bought a certain product or service because I like the social or political values of the company that produced it



Scale ranged from 1-5: 1-‘Strongly disagree’, 2 – ‘Disagree’, 3 – ‘Neither agree nor disagree’, 4 – ‘Agree’, 5 – ‘Strongly agree’.

Scholars were more convinced of their own personal efficacy through community service than HS Highs, who were more convinced of their ability to create change than HS Lows. Scholars were more convinced of their own personal efficacy through community service than the other two research groups.

Community Service actual means: HS Low (3.64) HS High (3.87) Scholar (4.24), with significant differences among all groups at the $p=0.05$ level.

For example: Scholars were significantly more likely to agree that “By participating in community service, I can help people to help themselves” than the other two research groups.

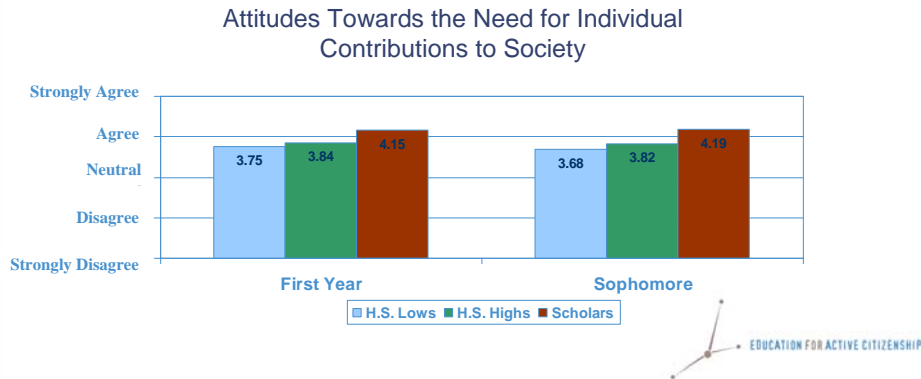
Scholars were also more committed to the notion of their own personal efficacy through politics than either of the other two research groups.

Actual means: HS Low (3.41) HS High (3.60) Scholar (4.00), significant differences between Scholars and HS Low and Scholars and HS High at the $p=0.05$ level.

For example: Scholars felt significantly stronger than HS Highs or HS Lows that “In

Value of & Commitment to the Public Good

Scholars' impressions of their implied civic responsibility as citizens to perform public service were significantly stronger than HS Highs or HS Lows during their first and sophomore years at Tufts



Scholars felt stronger about the overall obligation of society-at-large to assist in improving the status of society/all people than HS Highs or HS Lows. Indeed, the groups' appeared to value a societal commitment to the public good at different levels, given their differing responses to items such as "Adults should give some time for the good of their community or country" and "I would prefer seeing public officials do what is best for the whole community even if it harmed my interests."

Scholars Program Impact

Involvement in the CPS Scholars Program and level of involvement in community service in high school predict:

- Degree of participation while at Tufts
- Perspectives towards civic engagement



QUESTION: What is the utility of involvement in the UC Scholars program? How does a student's level of h.s. participation help to predict her social & political activities & attitudes in college?

ANSWER: Scholars' involvement in civic & political activities differed from that of HS Highs or HS Lows

Activities

-Scholars indicated being more involved than High-Highs or HS Lows in:

- Community actions and activities
- Civic actions
- Collective Political activities
- Behaviors that displayed their commitment to political and civic consciousness

-Scholars participated significantly more than HS Lows in:

- Individual Political actions
- Tufts-based organizations and activities

-Scholars' impressions of the importance of 3 of the 4 broad categories of civic outcomes significantly differed from the other two res. groups

Attitudes

- Scholars were more convinced of their own personal efficacy through com. service than HS Highs, who were more convinced of their ability to create change than HS Lows. Scholars ... more convinced of their own personal efficacy through com. service than the other two research groups.

- Scholars felt stronger about the value of involving others in solving social problems than the other two research groups, such that they were significantly more committed to the notions of an individual's general efficacy, the value of working towards social justice, the importance of an individual's commitment to community, and the overall value of a societal commitment to the public good.

-Scholars opinions about the importance of remaining informed about community and national issues, the causes of social problems, and the viability of potential solution strategies significantly differed from HS Highs and HS Lows.

-The impressions of HS Highs did not significantly differ from either of the two research groups.

Participation Rate Impact

Increased participation rates at Tufts make a difference

- Community actions and activities lead to increased
 - perceptions of self-efficacy
 - 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



Answers question: What activities at Tufts influence students' development of civic competencies? Does involvement in higher education affect civic and political attitudes?
YES!!!

Regardless of students' affiliation to the UC Scholars Program or amount of community service in high school, overall participation in activities affects civic and political attitudes:

Increased involvement in community actions and activities leads to increased perceptions of self-efficacy and the value of involvement in solving social problems

Increased participation in political actions and activities leads to an increased appreciation for acquiring community and national knowledge

Increased support of civic actions leads to a better understanding of society's role in social problems, as attribution of social problems to individuals decreases

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



Contact Information

Nancy Wilson, Director & Associate Dean, Tisch
College, Tufts University nancy.wilson@tufts.edu

<http://activecitizen.tufts.edu>

Dr. Peter Levine, Director, CIRCLE, University of
Maryland, plevine@umd.edu

<http://www.civicyouth.org>



Student Civic Learning Outcomes

We define Civic Learning Outcomes, as the Knowledge, Skills and Values individuals need to be effective Active Citizens. An effective Active Citizen is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems. He or she understands and believes in the democratic ideal of participation and the need to incorporate the contributions of every member of the community. Active citizenship can and must take place in the workplace, through political participation, and in the private, public and nonprofit sectors. Communities can be geographic, interest-based and even "virtual" and are local, national and global.

These Student Civic Learning Outcomes are designed in the context of Tufts University, a liberal arts college in a Research Extensive University setting. All Tufts undergraduates complete a broad array of required courses that provide a solid liberal arts foundation for civic learning outcomes. College of Arts & Sciences students master college writing, intermediate level foreign language, advance language or foreign culture studies, world civilization (specifically non-Western civilization), quantitative reading, and two courses in each of five areas: humanities, arts, social sciences, natural sciences and mathematical sciences. Students in the College of Engineering are also required to develop a liberal arts grounding, with requirements for English and five courses from the humanities and/or the arts, and social sciences. We have therefore sought to avoid duplicating outcomes relating to students' presumed Liberal Arts knowledge, skills and values in written communication, history, social and physical context, and cultural understanding.

Civic Knowledge: Develops intellectual abilities to engage in building democratic societies		
Domain	Outcomes	Examples
Knowledge	Recognizes or recalls information, concepts, and theories that are essential to build democratic societies	<ul style="list-style-type: none"> • Describes theories and concepts of community • Describes democratic change theories, including asset based approaches • Understand contribution of academic discipline knowledge to democratic societies • Knows theories of ethical reasoning • Recognizes the role of citizens, government, ngo's and the private sector in building democratic societies



Student Civic Learning Outcomes
Tisch College of Citizenship & Public Service

Civic Knowledge: Develops intellectual abilities to engage in building democratic societies		
Domain	Outcomes	Examples
Comprehension	Internalizes knowledge essential to building democratic societies and create meaning and put knowledge into frameworks	<ul style="list-style-type: none"> • Understands the social, economic, cultural, historical and political context of one's democracy building activities • Understands the impact of citizens, government, ngo's and the private sector on society • Understands the impact of government and the political system on public policy formulation and decision-making
Analysis	Practices critical thinking as a guide to belief and action in a democratic society	<ul style="list-style-type: none"> • Compares theories and practices of democratic societies • Analyzes the needs and motivations of key stakeholders • Analyzes power and resource differentials and how they affect policy, strategy, and justice • Uses the frameworks of academic disciplines to analyze root causes and public decisions around societal issues
Synthesis	Thinks creatively to generate effective strategies to build democratic societies	<ul style="list-style-type: none"> • Builds coalitions to develop ideas through group synergy that are greater than the individual • Creates effective strategies to address entrenched problems in society • Tests democracy building strategies through research and application • Reflects on the connections between service, advocacy, and research

Civic Skills: Demonstrates proficiency in the skills of active citizenship through training or experience		
Domain	Outcomes	Examples
Planning/ Implementation	Applies Civic Knowledge to build democratic societies	<ul style="list-style-type: none"> • Applies academic discipline to civic initiatives • Applies ethical arguments to inform action • Plans and/or implements an action strategy that sustainably addresses a societal issue. • Builds capacity of individuals, organizations and institutions
Communication	Effectively communicates to build democratic societies	<ul style="list-style-type: none"> • Speaks articulately in public fora, such as community meetings, symposia and political debates • Facilitates constructive dialogue with peers, faculty and community members • Recognizes the value of the arts as a means of facilitating civic dialogue and engaging diverse constituencies • Utilizes various communications media to achieve civic engagement objectives.
Leadership	Inspires or facilitates others to build democratic societies	<ul style="list-style-type: none"> • Articulates a clear and compelling vision for civic engagement work • Inspires others to action • Facilitates effective stakeholder involvement • Works effectively as a member of a team • Demonstrates organizational skills to effectively run groups, meetings and projects

Student Civic Learning Outcomes
Tisch College of Citizenship & Public Service

Civic Skills: Demonstrates proficiency in the skills of active citizenship through training or experience		
Domain	Outcomes	Examples
Cultural competency	Functions effectively in a pluralistic society	<ul style="list-style-type: none"> • Understands the impact of race, class, gender, sexual orientation, and culture on democratic participation • Demonstrates awareness and sensitivity to diversity and its effects • Functions effectively in cross-cultural environments to create change • Builds coalitions across diverse groups
Evaluation	Assesses value and of civic engagement initiatives	<ul style="list-style-type: none"> • Evaluates the pro's and con's of alternative courses of action • Evaluates action strategies against stated goals and objectives • Engages all stakeholders in the evaluation process • Routinely incorporates evaluation activities and resources in civic engagement initiatives

Civic Values: Possesses motivations, values, and ethics to effectively participate in building democratic societies		
Domain	Outcomes	Examples
Grounding	Considers own values, motivations, and passions when working to create change in society	<ul style="list-style-type: none"> • Identifies personal strengths and weaknesses in order to maximize effectiveness • Examines personal motivations and how they affect one's own active citizenship • Develops a personal set of values and ethics to guide decisions and actions
Responding	Builds and maintains interpersonal relationships in order to build democratic societies	<ul style="list-style-type: none"> • Establishes a sense of trust with others • Considers and accommodates opposing points of view • Recognizes and calls upon the strengths of others • Explores differences amongst stakeholders to discover commonalities • Responds to others with empathy, impartiality and inclusiveness
Committing	Utilizes personal value system to create a just and democratic world	<ul style="list-style-type: none"> • Serves as a mentor to others • Takes risks to create change • Displays a willingness for continuous learning and development • Accepts responsibility to be a citizen in society • Lives according to principles that lead to ethical actions and decisions • Works towards the building of peace, justice and equity across race, culture, class, gender, sexual orientation, and religion • Makes active citizenship a cornerstone of lifetime values