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Civic Learning Outcomes: Measuring Students' Experiences in Higher Education

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Civic Learning Outcomes: Measuring Students' Experiences in Higher Education



Introduction

- **Purpose of the Study**
- **Problem Statement**
- **Research Questions**
- **Significance of the Study**

Review of Literature

- **Framework**
- **Selected Literature**

Methodology

- **Research Design**
- **Measures/Instrumentation**
- **Participants**
- **Data Analysis**

Results/Conclusion

- **Findings**
- **Discussion**
- **References**

What is Civic Mindedness?

Civic- Mindedness (Bringle & Steinberg, 2010)

- Person's inclination to be knowledgeable of his/her community
- Feeling a sense of responsibility for a community
- Commitment to involvement in a community

A Subset of Civic Engagement (Holzman, Horst, & Ghant, 2017)

- Civic Engagement – Promoting quality of life in a community
- Necessary condition for being a civically- engaged individual
- Often developed through experiential learning programs

Nonprofit Leadership Alliance (NLA)

- Student- run organization
- Dedicated to educate and prepare students and professionals to be leaders in nonprofit sector
- **Certification** – Certified Nonprofit Professional (CNP) Credential

Mission

“To strengthen the social sector with a talented and prepared workforce”

Civic-Minded Graduate (CMG) Scale

Origin

- Center for Service and Learning (CSL) - Indiana University Purdue University-Indianapolis (IUPUI)

Goal

*“To measure civic learning outcomes by assessing the extent to which respondents perceive themselves to have the capacity and desire to **work with others in a democratic way to improve their community** or to achieve public goods”*

Purpose of the Study

- To assess the civic-mindedness of NLA students specifically analyzing their knowledge, skills, dispositions, and behavioral intentions
- To examine the difference in the development of civic-mindedness specifically comparing knowledge, skills, dispositions, and behavioral intentions of NLA students to non-NLA students



Statement of Problem

- Most U.S. academic institutions do not prioritize civic learning opportunities (**Saavedra, 2016**)
- General Skepticism of low level of civic knowledge among students (**Galston, 2007**)
- Inclusion of learning that incorporates the development of students' civic capacity (**Torney-Purta et al., 2015**)

Research Questions

- Does participation in NLA impact the development of civic-mindedness in students?
- Is there a difference in the development of civic-mindedness comparing NLA students to non- NLA students?

Null Hypotheses (H_0)

- Participation in NLA do not impact the development of civic-mindedness in students
- There is no significant difference in the development of civic-mindedness comparing NLA students to non- NLA students

Significance of this Study

Ability to measure students' capacity in following domains:

- **Knowledge** - Volunteer opportunities, academic knowledge and technical skills, and contemporary social issues
- **Skills** - Listening, diversity, and consensus-building
- **Dispositions** - Valuing community engagement, self efficacy, and social trustee of knowledge
- **Behavioral Intentions** – Desire to be involved in community services in the future

Conceptual Framework

Intersection of Three Student Attributes

Identity

- Self Understanding
- Self Awareness
- Self Concept

Educational Experiences

- Curricular & Co- Curricular
- Career Preparation
- Pre-Professional

Civic Experiences

- Community Service
- Political Involvement
- Social Advocacy
- Volunteerism



Selected Literature

- Examining civic-mindedness can contribute to student development, planning new programs and revising existing programs **(Steinberg, Hatcher, & Bringle, 2011)**
- Civic-mindedness serve as a developmental goal and learning objectives for constituencies **(Bringle, Clayton, Price, 2009)**
 - Academic Administrators
 - Nonprofit Staff
 - Community Residents

Research Design/Measures/Instrumentation

Research Design

- Cross Sectional Design
- Non-Parametric Procedure

Measures of Civic-Mindedness

- Knowledge
- Skills
- Dispositions
- Behavioral Intentions

Reliability of CMG Scale

- Chronbach's Alpha = .96
- Good Temporal Reliability and Internal Consistency

Participants

Participants

- 118 university students from a comprehensive Midwestern university
 - 38 NLA Students
 - 80 Non-NLA Students

Independent Variables

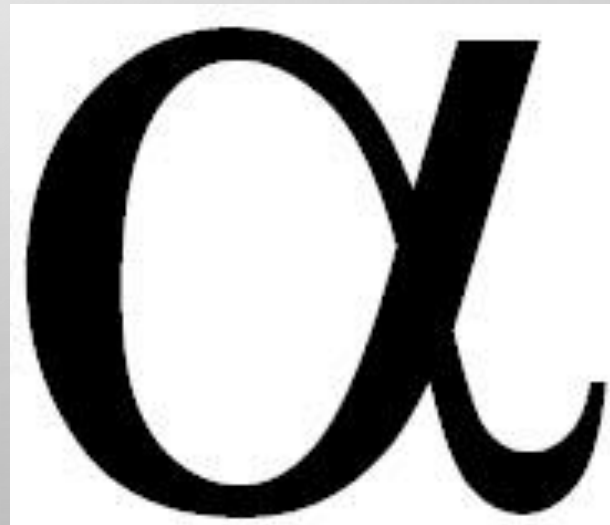
- NLA and Non-NLA Students

Dependent Variables

- Measures of Civic-Mindedness

Alpha Level

- .05 (95% confidence level)



Data Analysis

Computation of Mean Scores

- Condense raw data points

Confirmatory Factor Analysis

- Verify the unidimensionality of the construct
- Establish construct validity

One Sample Wilcoxon Test

- Level of Civic-Mindedness (NLA Students)

Mann – Whitney U Test

- Difference in Development of Civic- Mindedness
 - NLA Students vs. Non-NLA Students

Validity of CMG Scale

Factor Analysis	
<i>Measures of Sampling Adequacy (MSA)</i>	
Scale (number of items)	
Knowledge (9)	.868
Skills (8)	.785
Dispositions (10)	.890
Behavioral Intentions (3)	.629

Notes: (a) Bartlett Test of Sphericity ($p < .05$); (b) Kaiser-Meyer-Olkin MSA (.828); and (C) 5-point Likert-type scale

Level of Civic Mindedness (NLA Students)

Scale (Measures of Civic-Mindedness)	<u>NLA Students</u>			
	<i>n</i>	<i>Median</i>	<i>V</i>	<i>p</i>
Knowledge	38	4	722.5	.000*
Skills	38	4	713.5	.000*
Dispositions	38	4.25	730	.000*
Behavioral Intentions	38	3.83	706	.000*

Notes: (a) $p < .05$ is indicated with *; (b) Scale: 5=Strongly Agree, 4=Somewhat Agree, 3=Neither Agree or Disagree, 2=Somewhat Disagree, 1=Strongly Disagree

NLA vs. Non- NLA Students

Scale (Measures of Civic-Mindedness)	<u>NLA Students</u>		<u>Non-NLA Students</u>		<i>df</i>	<i>p</i>
	<i>n</i>	<i>Mean</i>	<i>n</i>	<i>Mean</i>		
Knowledge	118	62.97		57.85	539	.446
Skills	118	59.07		59.71	520	.924
Dispositions	118	67.51		55.69	493	.079
Behavioral Intentions	118	56.42		60.96	489	.496

Scale: 5=Strongly Agree, 4=Somewhat Agree, 3=Neither Agree or Disagree, 2=Somewhat Disagree, 1=Strongly Disagree

Discussions & Implications

- Participation in co-curricular activities impacts the development of civic-mindedness
- Students should be encouraged to get involved and become civic-minded (**Gassman, 2015**)
- Effective structuring of educational opportunities
- Assist academic administrators in identifying educational priorities

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Questions