



THE CITIZENSHIP PROJECT

QUALITY ENHANCEMENT PLAN
commitment to community



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The Citizenship Project: Commitment to Community

Anna Krift, Ph.D. Associate Professor, Intl. Relations and Director, The Citizenship Project

Sindee Kerker, J.D. Associate Professor, Criminal Justice



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& Communication

S

& Alumni Affairs

Gregg Cox and Jason Walton meet with Student Government to discuss the QEP
Apr 28, 2009



Apr 28, 2009

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3 Chief Reasons *The Citizenship Project: Commitment to Community* was identified as Lynn University's QEP

1. It symbolizes the mission and values of our university.
2. It supports key parts of our strategic plan, and
3. It improves student learning in civic engagement and also enhances the quality of the first-year experience in both academic and co-curricular life.



Mission

Lynn
2020

Education Experience

Academic

Co-Curricular

D.O.L.

Student Affairs
Values & Goals

The Citizenship Project



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A Citizen in the 21st Century

- What does it mean to be a citizen in the 21st Century?
 - As a citizen in the 21st Century, what do you need to know?
- What is intentional about one's sense of citizenship?
 - Knowledgeable about economic, political and social issues and the need to act on this knowledge.
 - Civic engagement and improvement centers on being a good steward of a community and giving back.



Derek Bok, Preparation for Citizenship

Bok inquires, "How, then, should a college go about trying to prepare its students as citizens? The first step, surely, is to agree in general terms on what colleges can appropriately seek to accomplish."

"The distinctive role of civic education is to give students enough knowledge to make the thoughtful, informed choices that enlightened citizenship requires."

Bok, Derek. *Our Underachieving Colleges*. Princeton UP: Princeton, 2006, 186.



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Active Citizenship

- 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.”

Tufts University Jonathan M. Tisch College of Citizenship and Public Service

Seek to,

- Demonstrate a commitment to active citizenship
- Increase your awareness of the importance of involvement and active engagement



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Lynn's Definition of Citizenship...

Therefore, at Lynn University, as evidenced in the QEP, our definition of citizenship is having the knowledge, skills, and abilities to understand, take responsibility for, and to act within the political process and one's community.



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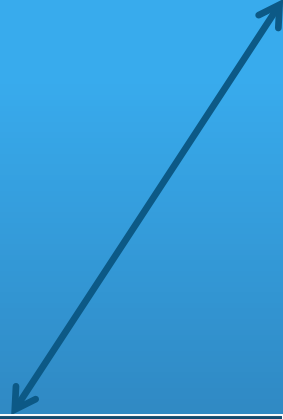
DSS



CP



DJC



Academic



Co-Curricular

25 Courses
Citizenship Themes

3 Experiential Learning
Opportunities



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Overall First Year Experience

- Fall Semester: Dialogues of Self and Society
- January Term: *The Citizenship Project* as a bridge
 - Between DBR, DSS and DJC
 - Between Academic Affairs and Student Affairs
- Spring Semester: Dialogues of Justice and Civic Life
 - Oral Presentation will utilize J-Term reflective work
 - Oral Presentation topic linked to Learning Outcomes #2
 - Students will be asked to tie their experiences from the J-Term course and activities to one excerpt from their 100-Level DJC reader



4-Year Program Goals related to Citizenship in the *Dialogues*

- Taken from the Dialogues of Learning's Justice and Civic Life
 - Demonstrate an informed understanding of his/her responsibilities as a citizen both in a national and in a global context (Dialogues of Justice and Civic Life, 331).
 - Demonstrate an understanding of the role and responsibilities of citizenship and be able to articulate a personal philosophy of civic engagement (Dialogues of Justice and Civic Life, 333).
 - Demonstrate an understanding of his/her role as a citizen in a global context (Dialogues of Justice and Civic Life, 335).



Student Learning Outcomes for *The Citizenship Project*

Upon completion, students will be able to:

- Evaluate a civic issue from multiple perspectives
- Identify and describe examples of civic engagement and articulate the relationship between service and citizenship
- Demonstrate a positive shift in attitude toward the value of citizenship
- Show an increased desire to understand and to be engaged in the political processes that shape the larger community



The Citizenship Project with Community Partners

- Habitat for Humanity of South Palm Beach County, Boca Helping Hands and Feeding South Florida
 - Citizenship-related thematic areas of poverty, social inequality, social justice
 - Primary contact: Julia Rowe, Deanna Duke and Sybil Brown
- Gumbo Limbo Nature Center
 - Environmental justice, stewardship and sustainability
 - Primary Contact: Susan Elliott
- Solid Waste Authority's Paint your Heart Out Palm Beach County with the PBC Sheriff's Department and United Way
 - Building community, service and social justice as well as urban and community politics
 - Primary Contact: Joanna Aiken

**Importance of maintaining a sustained commitment to our community partner organizations. Regularly seek feedback through a community partner survey and ongoing meetings.*



The Citizenship Project Reader

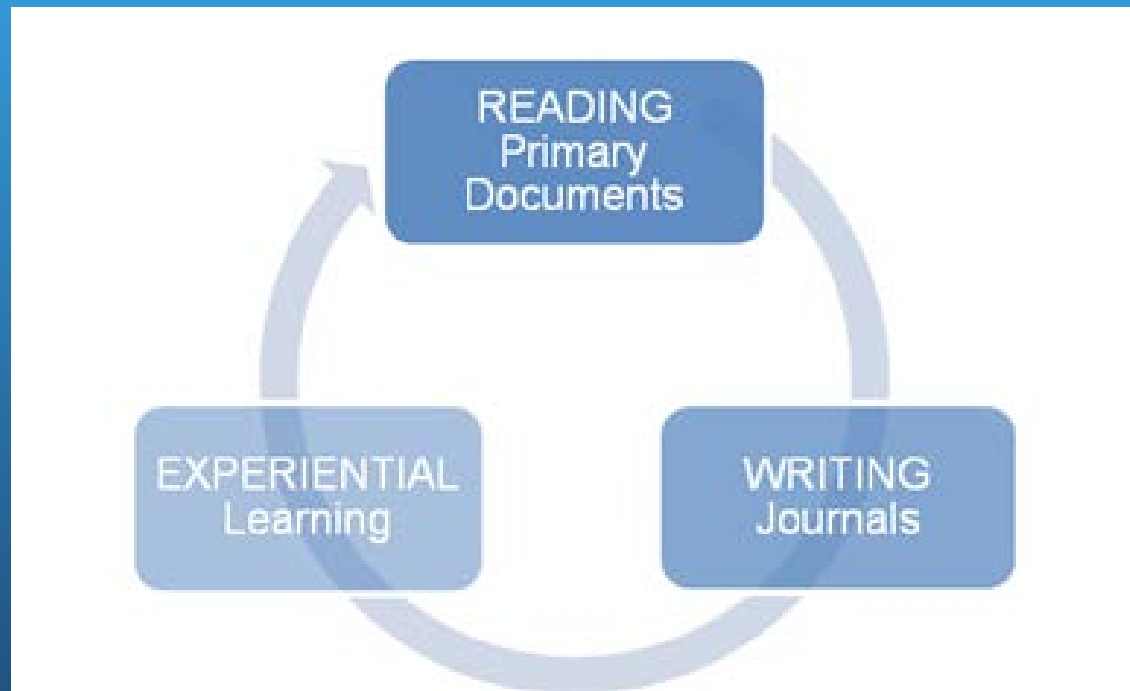
- Derek Bok's chapter, *Preparation for Citizenship*, in *Our Underachieving Colleges*
- Paul Loeb's chapter, *Making our Lives Count*, in *Soul of a Citizen: Living with Conviction in Challenging Times*.
- *Additional Documents our faculty have utilized include,*
 - U.S. Constitution
 - Declaration of Sentiments and Resolutions
 - Gettysburg Address
 - Letters from Birmingham Jail
 - *What We Don't Talk about When We Talk about Service*, Adam Davis
 - *The Lovers of the Poor*, Gwendolyn Brooks
 - *The Sweetness of Charity*, Maya Angelou
 - *The Lamb and the Pinecone*, Pablo Neruda
 - Nobel Lecture, Wangari Matthai
 - *We Say No*, Eduardo Gaelano
 - *Letter to Deng Xiaoping*, Wei Jingsheng
 - *My Forbidden Face*, Latifa

Readings selected by College of Arts and Sciences faculty.



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Cycle of Discovery



Apple's Challenge Based Learning has also been successfully incorporated.



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What does the cycle of discovery look like in The Citizenship Project?

- Nicole Petty's *Developing a Sense of Self through Service*
 - This short essay, submitted as a journal entry, blends service experiences in the J-Term with readings from the Dialogues of Self and Society and readings required in The Citizenship Project.
 - Provides a snapshot of this student's meaning of service



Measurement

The Citizenship Project demonstrates that the integrative structure of classroom and experiential learning increases student learning relative to citizenship and the impact of the January Term within the first-year experience.

- Embedded assessments include a prepared survey instrument, the GPI, administered prior to and at the conclusion of The Citizenship Project.



THE CITIZENSHIP PROJECT ASSESSMENT ACTIVITIES

SLO	MEANS OF ASSESSMENT	ASSESSMENT SCHEDULE	ADMINISTERED & ANALYZED:
SLO1: Evaluate a civic issue from multiple perspectives	Content Based SLO: Pre- and Post-Test <ul style="list-style-type: none"> Two essay prompts (150-200 words) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Review Team of 2 or 3 select <i>Citizenship Project</i> faculty & OAA Qualitative review of 25% of writing samples. Analyzed for prevalent or recurring themes
SLO2: Identify and describe examples of civic engagement and articulate the relationship between service and citizenship	Content Based SLO: Pre- and Post-Test <ul style="list-style-type: none"> Two essay prompts (150-200 words) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Review Team of 2 or 3 select <i>Citizenship Project</i> faculty & OAA Qualitative review of 25% of writing samples. Analyzed for prevalent or recurring themes
SLO3: Demonstrate a positive shift in attitude toward the value of citizenship	Attitudinal SLO: <ul style="list-style-type: none"> Pre- and Post-Test 23-item survey-5-point Likert scale Includes measures for attitude (SLO 3) created internally (5 items) Includes two constructs Interpersonal Social Responsibility (6 items) & Global Citizenship (7-items), taken from the <i>Global Perspectives Inventory</i> (GPI) (Braskamp et. al.) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Data Collection, Analysis and Interpretation Measures allow for internal comparisons of students before and after the experience GPI scales allow for comparisons of Lynn University students to those from other institutions.
SLO4: Show an increased desire to understand and be engaged in political processes that shape the larger community	Attitudinal SLO: <ul style="list-style-type: none"> Pre- and Post-Test 23-item survey-5-point Likert scale Includes measures for attitude (SLO 4) created internally (5 items) Includes two constructs Interpersonal Social Responsibility & Global Citizenship (13 items), taken from the <i>Global Perspectives Inventory</i> (GPI) (Braskamp et. al.) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Data Collection, Analysis and Interpretation Measures allow for internal comparisons of students before and after the experience GPI scales allow for comparisons of Lynn University students to those from other institutions.

Note: Finally, students will be required to create an oral presentation during the Spring Term in the Dialogues of Justice and Civic Life 100 level course. The SLO's from the Citizenship Project will be linked to this assignment and will provide an additional direct assessment of student learning. This presentation will be archived utilizing LiveText and examined as part of the overall institutional academic assessment plan.



Global Perspective Inventory

- In January 2014, the Global Perspective Inventory, GPI, (<https://gpi.central.edu/index.cfm>) was administered to approximately 372 freshmen at both the beginning and end of the Citizenship Project.
- The GPI consisted of 22 questions associated with 4 factors of global citizenship, and was scored on a 5-point Likert scale.
- Hypothesis tests for the difference between the means for each question, pre and post, were conducted on both a matched-sample, student by student basis; and an independent sample, overall means basis.

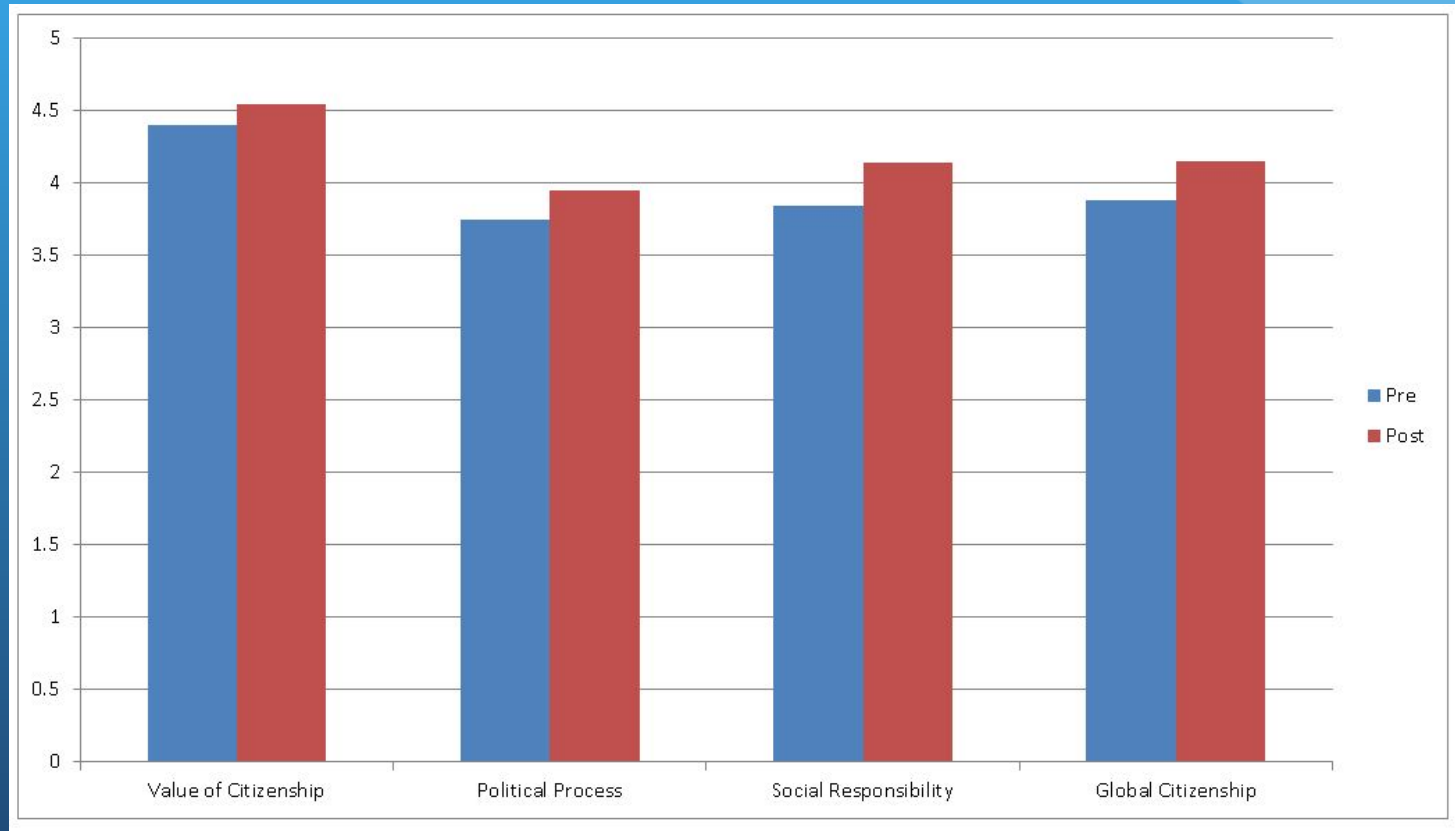


Results

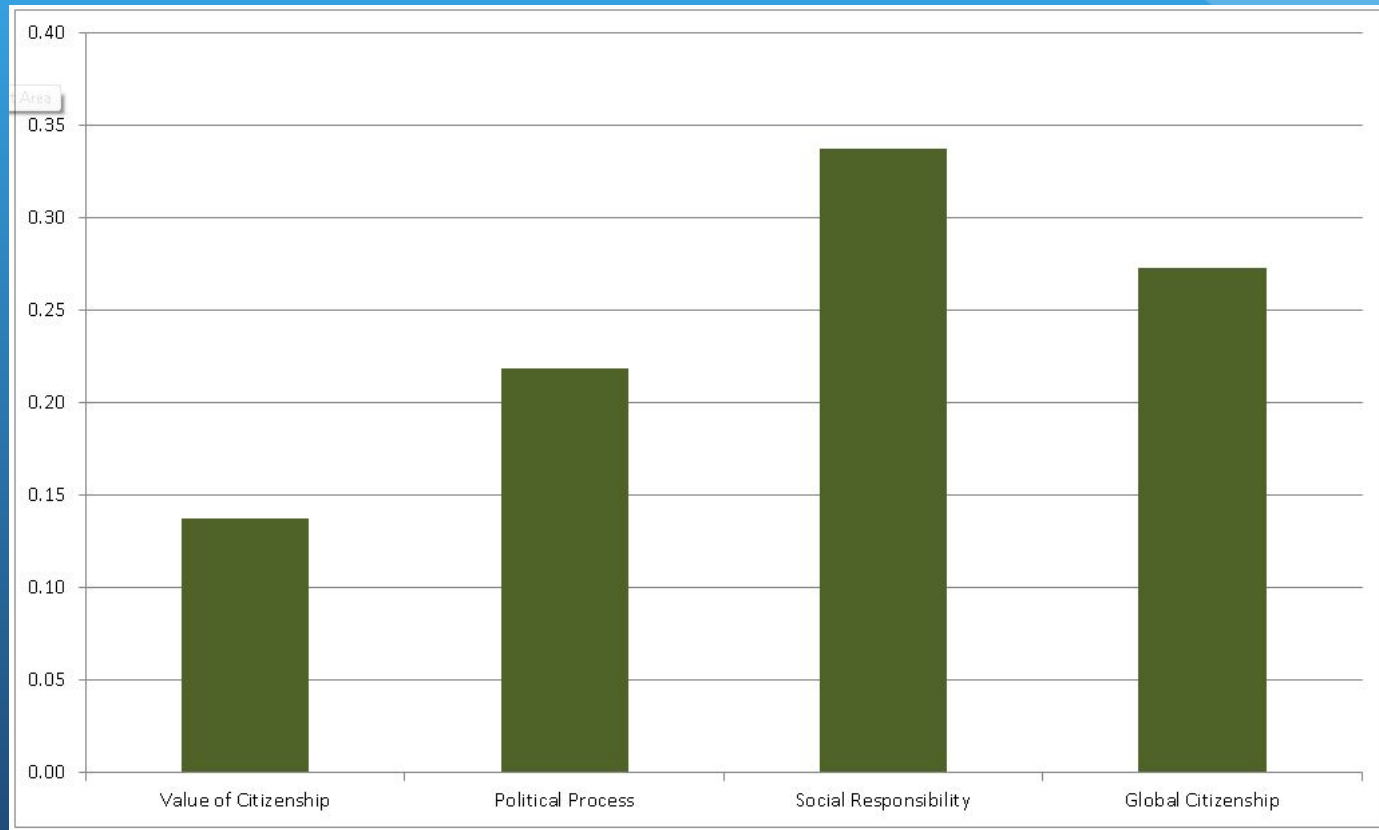
- The average post-survey scores for each question were higher than the pre-survey scores.
- The 22 questions were then combined into 4 factors of citizenship: value of citizenship; desire to understand and be engaged in the political process; social responsibility; and global citizenship.
- Similar hypothesis tests of the pre/post difference data (student by student) and overall means were conducted. There was significant pre/post differences across all 4 factors at the 5% level.



Average Pre and Post Scores by Category



Average Difference Pre-Post by Category



Professors, Staff Members and Peer Mentors

- Each course has a dedicated faculty member joined by a Peer Mentor and staff member from the Lynn community.
 - Faculty submit course proposals for consideration
 - Peer Mentors apply for consideration
 - Staff members indicate their interest, often pre-selected by faculty members
- Peer Mentors lead discussions and assist with CBL Project preparation and off-campus experiences.
- Staff members provide assistance at all off-campus experiences.



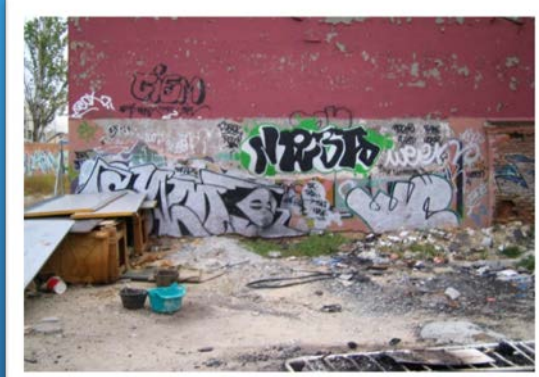
Community Policing: Course Description

Provide students with basic understanding of philosophy behind community policing

Students work side by side with community police officers on service projects

1. Picking up trash on beach
2. Removing graffiti off walls on storefronts & public areas
3. Painting & landscaping homes

Course illustrates significance of relationship building between police officers and its neighborhood citizens



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Community Policing Learning Outcomes

- Upon completion students will be able to:
 - Summarize theories of community policing
 - Kappeler, Victor & Gaines, Larry. *Community Policing: A Contemporary Perspective*, 5th ed., Newark, NJ: Anderson Publishing: LexisNexis Group, 2009
 - Evaluate community policing programs
 - Palm Beach Sheriff's Office (PBSO)
 - Coral Springs Police Department
 - Delray Beach Police Department
 - Identify strategies for engaging communities in community policing
- Become civically engaged and realize involvement in community can make a lasting difference



Why service in Community Policing?



- Peer Mentor Tom's Journey of Hope experience
- Professor Kerker's Food for the Poor Nicaragua experience
- Staff member Laurie Levine's Make a Wish Foundation efforts

