



## **Spring 2021 Community Engagement Associates (CEA) Program Questionnaire Report**

9/13/2021

### **Purpose and Background**

The CEA program is an employment program in which community engaged faculty and staff apply for and receive funding to employ students to provide support for courses, programs, or projects that advance the community engagement mission of IUPUI. See Figure 1 for Program Logic Model.

This report details both a direct assessment of CEAs by their faculty/staff mentors and an indirect assessment of CEAs - a confidential survey of CEAs was administered in spring 2021 to gather their perceptions of the program, their learning, and provide opportunities to expand on their responses. A total of **65** of **72** students responded for a response rate of 90%.

### **Key Highlights**

#### ***Mentor ratings on CEAs' Critical Thinking***

On average the CEA Mentors rated their students good or higher on their critical thinking using the DEAL rubric.

#### ***Mentor ratings on CEAs' Civic-Mindedness***

On average the CEA Mentors rated their student competent or higher on all components of civic-mindedness using the CMG 2.0 rubric.

#### ***Satisfaction and Impact of CEA Program***

95% of the respondents were satisfied with their overall experience as a CEA Scholar; 97% of the respondents believe their experience as a CEA Scholar enhanced their academic learning; 89% believe their service benefitted the community.

#### ***Achievements***

CEA Scholars reported satisfaction (94%) in achieving the goals they hoped to reach in the program. Having the opportunity to experience hands-on learning and community engagement was a commonly reported reason as to why they were able to achieve their goals. Developing leadership, empathy, and professional skills permitted CEA Scholars to achieve what they were hoping for during the program. When respondents indicated dissatisfaction in their achievements (7%), a common reason reported was the Covid-19 pandemic and the obstacles it created.

#### ***Financial Support***

34% of Scholars reported the financial benefits of the program supported their decision to remain enrolled at IUPUI. These students frequently indicated the funding from the program allowed them to not pick up additional part-time jobs and focus more on their course work.

#### ***Civic-Mindedness***

Overall, Scholars reported high levels of civic-mindedness, especially in the domains of Diversity and Social Trustee of Knowledge.

**Future Career Goals**

58% of Scholars reported that the program influenced their future career goals with the main reason being it solidified their career path or made them realize the importance of community-engagement within their career field.

**Connection to IUPUI**

65% of Scholars reported the scholarship helped them form a connection to IUPUI. They were able to build a connection to not only other individuals within the program, but also community partners.

**Recommending CEA Scholarship Program**

All of respondents (100%) indicated they would recommend the CEA Scholarship Program to a friend. Reasons that they would make this recommendation include: hands-on learning experience, community engagement, financial assistance, and personal growth they recognized through their participation.






**Knowledge of CEA Scholarship**

Prior to admittance to IUPUI, 98% of students who eventually participated in the CEA Scholar program, were **not** aware of the program’s existence.

**Suggestions**

Overall, Scholars suggested that more be done to make the CEA Scholarship more widely known to students and provide a forum for them to learn more about other CEA students’ projects.

**Figure 1: Community Engagement Associates Program Logic Model**

Inputs 	Activities 	Outputs 	Outcomes 	Impact 
<ul style="list-style-type: none"> <li>- Faculty</li> <li>- Students</li> <li>- Community partners</li> <li>- Employment funding</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty/Staff applies for funding</li> <li>- Faculty/Staff recruits and selects CEA(s)</li> <li>- Faculty/staff mentor enrolls in Canvas orientation module</li> <li>- Faculty/staff mentor meets regularly with CEA and engages in reflection questions with CEA</li> <li>- Community engaged project planning and implementation</li> <li>- Assessment/reflection</li> </ul>	<ul style="list-style-type: none"> <li>- CEAs complete 2 professional development modules</li> <li>- CEAs complete reflection artifacts</li> <li>- CEA completes an ePortfolio (beginning in AY 2021-2022)</li> <li>- CEA completes scope of work/activities</li> </ul>	<ul style="list-style-type: none"> <li>- Improved CEA learning outcomes</li> <li>- Increased knowledge around best practices for service learning</li> <li>- Improved civic outcomes for community &amp; CEA</li> <li>- Increased knowledge around best practices for community engagement</li> <li>- CEA retention or graduation</li> </ul>	<ul style="list-style-type: none"> <li>- Improved scholarship on teaching and learning</li> <li>- Increased knowledge of best practices with community partners</li> <li>- Improved quality of life in the community</li> <li>- Increase in civic-minded graduates and professionals</li> </ul>

## CEA MENTORS DIRECT ASSESSMENT

The CEA mentors directly assess their students learning using two separate rubrics described below.

### 1) DEAL Rubric

CEA mentors directly assessed their students' narratives using seven of the eleven rows of the DEAL (describe, explain, articulate learning) Model of Critical Reflection. This is a framework for designing and assessing reflection as critical thinking.

#### DEAL Scoring criteria

<b>Completely Lacking</b>	<b>Under developed</b>	<b>Good</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Table 1 DEAL Rubric Results**  
Faculty/Staff Assessment of Student Narratives (N=22)

DEAL Model Rubric	Mean	Standard Deviation
Integration	3.64	0.6
Relevance	3.67	0.5
Accuracy	3.73	0.5
Clarity	3.50	0.7
Precision	3.50	0.7
Writing	3.50	0.7
Breadth	3.32	0.9

These findings above provide authentic evidence of cognitive learning.

### 2) The Civic- Minded Graduate Rubric 2.0

(see <https://scholarworks.iupui.edu/handle/1805/13367>) is used to assess evidence of students' civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness. The domains of the CMG Rubric 2.0 include the following:

- a) Capacity to be a civic agent
- b) Orientation towards social change
- c) Understanding how social issues are addressed in society
- d) Working with others
- e) Sense of civic identity
- f) Valuing one's role as a social trustee of knowledge

#### Scoring criteria

<b>Beginner</b>		<b>Developing</b>		<b>Competent</b>		<b>Accomplished</b>	
0	1	2	3	4	5	6	7

**Table 2 Civic-Minded Graduate Rubric 2.0 Results**

**Faculty/Staff Assessment of Student Narratives (N=22)**

<b>Domain 1</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Capacity to be a civic agent	Depth of community engagement	5.36	1.7
	Breadth of community engagement	5.18	1.6
	Role in addressing social issues	5.18	1.6

<b>Domain 2</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Orientation towards social change	Recognizes systems, power, and privilege	5.44	1.6
	Actions against systems, power, and privilege	5.13	1.6

<b>Domain 3</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Understand how social issues are addressed in society	Knowledge of a social issue	5.54	1.7
	Knowledge of agencies/organizations that address social issues	5.00	1.8
	Awareness of power structures	5.05	1.6

<b>Domain 4</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Working with others	Empathy	5.64	1.6
	Perspective-taking	5.44	1.7
	Values collaboration	5.51	1.9
	Openness	5.51	1.8
	Curiosity & Questioning	5.49	1.7

<b>Domain 5</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Sense of civic identity	Sources of commitment to community engagement	5.69	1.1
	Reflection on values, attitudes and/or beliefs	5.33	1.4

<b>Domain 6</b>	<b>Traits</b>	<b>M</b>	<b>SD</b>
Valuing ones' role as a social trustee of knowledge	Valuing the knowledge, skills, and abilities obtained through higher education	5.64	1.5
	Valuing connections between community engagement experiences and higher education	5.79	1.3

### CEA Scholar Satisfaction and Perceptions [N=65]

As part of the CEA program report, CEA Scholars were asked to indicate their level of agreement to three statements regarding their overall experience in the program. The provided rating scale was 1-6 [1=Strongly Disagree, 6=Strongly Agree].

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Slightly Disagree (3)</b>	<b>Slightly Agree (4)</b>	<b>Agree (5)</b>	<b>Strongly Agree (6)</b>
I am satisfied with my overall experience as a CEA Scholar.	0%	3%	2%	5%	23%	68%
I believe that my experience as a CEA Scholar has enhanced my academic learning.	0%	2%	2%	8.2%	18.0%	70%
I believe that my service as a CEA Scholar has benefited the community.	0%	3%	8%	10%	18%	61%

### CEA Perceptions [N=65]

	<b>Yes</b>	<b>No</b>
When you were initially admitted to IUPUI, did you know about the CEA Scholarship?	2%	98%
Did you achieve what you hoped to as a CEA Scholar this year?	94%	6%
Did receiving financial support from the CEA scholarship affect your ability or decision to remain enrolled at IUPUI?	34%	66%
Did participation in the CEA Scholarship program influence your future career goals?	58%	42%
Did receiving this scholarship help you form a connection to IUPUI?	65%	35%
Would you recommend the CEA Scholarship Program to a friend?	100%	0%

### Civic Mindedness

Civic-mindedness refers to “a person’s inclination or disposition to be knowledgeable of and involved in the community and to have a commitment to act upon a sense of responsibility as a member of that community” (Bringle & Steinberg 2010, p.429). The construct of CMG is comprised of ten domains (shown in the tables below), clustered by knowledge, skills, dispositions, and behavioral intentions. The CMG scale was developed 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. Those who score high on CMG are expected to have an orientation toward the community as well as towards others in the community. The following chart include the CEAs’ aggregate levels of civic-mindedness for each of the domains across. [1=Strongly Disagree; 6=Strongly Agree]

### CMG Scale [N=62]

<b>Knowledge: Volunteer Opportunities</b>	<b>Mean</b>	<b>SD</b>
Helped me know a lot about opportunities to become involved in the community.	5.19	1.17
I would say that most other students know less about the community organizations and volunteer opportunities than I do.	4.33	1.50
I am very familiar with clubs and organizations that encourage and support community involvement for college students.	4.72	1.39

<b>Knowledge: Academic Knowledge and Technical Skills</b>	<b>Mean</b>	<b>SD</b>
Has given me the professional knowledge and skills that I need to help address community issues.	5.23	.90
I feel confident that I will be able to apply what I have learned in my classes to solve real problems in society.	5.53	1.02
My experiences at IUPUI have enabled me to plan or help implement an initiative that improves the community.	5.05	1.20

<b>Knowledge: Contemporary Social Issues</b>	<b>Mean</b>	<b>SD</b>
Have prepared me to write a letter to the newspaper or community leaders about a community issue.	3.81	1.71
Has made me aware of a number of community issues that need to be addressed.	4.97	1.50
Has motivated me to stay up to date on the current political issues in the community.	4.80	1.50

<b>Skills: Listening</b>	<b>Mean</b>	<b>SD</b>
Has helped make me be a good listener, even when peoples' opinions are different from mine.	5.28	1.00
Has prepared me to listen to others and understand their perspective on controversial issues.	5.32	1.02

<b>Skills: Diversity</b>	<b>Mean</b>	<b>SD</b>
Has helped me realize that I prefer to work in settings in which I interact with people who are different from me.	5.27	0.91
Has helped me appreciate how my community is enriched by having some cultural or ethnic diversity.	5.31	1.08
Has helped me develop my ability to respond to others with empathy, regardless of their backgrounds.	5.39	1.03

<b>Skills: Consensus-Building</b>	<b>Mean</b>	<b>SD</b>
Other students who know me well would describe me as a person who can discuss controversial social issues with civility and respect.	4.95	1.32
Have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus.	4.92	1.29
When discussing controversial social issues at IUPUI, I have often been able to persuade others to agree with my point of view.	4.33	1.49

<b>Dispositions: Valuing Community Engagement</b>	<b>Mean</b>	<b>SD</b>
Helped me to realize that I like to be involved in addressing community issues. [N=61]	5.28	1.02
Has helped me develop my sense of who I am, which now includes a sincere desire to be of service to others.	5.33	1.00
I would say that the main purposes of work are to improve society through my career.	5.15	1.05
Have helped me realize that it is important for me to vote and be politically involved.	4.80	1.56

<b>Dispositions: Efficacy</b>	<b>Mean</b>	<b>SD</b>
Has increased my confidence that I can contribute to improving life in my community.	5.54	0.81
Has convinced me that social problems are not too complex for me to help solve.	4.78	1.38
I believe that having an impact on community problems is within my reach.	5.18	1.07

<b>Dispositions: Social Trustee of Knowledge</b>	<b>Mean</b>	<b>SD</b>
I want to dedicate my career to improving society.	5.23	1.07
I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.	5.45	0.81

I believe that I have a responsibility to use the knowledge that I have gained at IUPUI to serve others.	5.46	0.72
<b>Behavioral Intentions</b>	<b>Mean</b>	<b>SD</b>
I plan to stay current with the local and national news after I graduate.	4.92	1.50
Have increased my motivation to participate in advocacy or political action groups after I graduate.	4.67	1.55
I intend to be involved in volunteer service after I graduate.	5.03	1.21

### Reference

Bringler, R. G. & Steinberg, K. S. (2010). Educating for informed community involvement. *American Journal of Community Psychology, 46*, 428-441.