



Virginia Commonwealth University
VCU Scholars Compass

Division of Community Engagement Resources

Division of Community Engagement

2017

Different Tools for Different Tasks: Strategies for Assessing Student Learning from Civic Engagement at the Student, Program, and Institutional Levels

Lynn E. Pelco

Virginia Commonwealth University, lepelco@vcu.edu

Follow this and additional works at: http://scholarscompass.vcu.edu/community_resources

 Part of the [Higher Education Commons](#)

Downloaded from

http://scholarscompass.vcu.edu/community_resources/72

This Conference Proceeding is brought to you for free and open access by the Division of Community Engagement at VCU Scholars Compass. It has been accepted for inclusion in Division of Community Engagement Resources by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.

Different Tools for Different Tasks: Strategies for Assessing Student Learning from Civic Engagement at the Student, Program, and Institutional Levels

Abstract

This presentation was given at the SCHEV Civic Engagement Education and Assessment meeting on June 9, 2017.

Keywords

assessment, higher education, community engagement, student learning, Virginia Commonwealth University, VCU, service-learning, civic engagement, service, community, education

Disciplines

Higher Education



Different Tools for Different Tasks: Strategies for Assessing Student Learning from Civic Engagement at the Student, Program, and Institutional Levels

Lynn E. Pelco, Ph.D.

VCU Associate Vice Provost for Community Engagement

SCHEV Civic Engagement Education & Assessment

June 9, 2017



VCU

SCHEV's Civic Engagement Learning Outcome

Civic engagement... [is] an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.

Outcomes for civic engagement may address dimensions other than student learning (e.g., student attitudes, voting behavior, participation in civic engagement activities). However, when institutions provide learning experiences specifically designed to enhance students' capacity for civic engagement, the assessment of this competency should address the quality of student learning. As with the other competency areas, institutions may tailor the description of civic engagement provided above to align more closely with the mission and curriculum of the institution.

Expectations for achievement in all six competencies shall be articulated as institution-level outcomes (for competencies developed through general education or across departments) or as program-level outcomes (for competencies developed primarily through students' majors or other defined curricular and co-curricular programs).

~ Policy on Student Learning Assessment and Quality in Undergraduate Education, SCHEV 2017.

VCU Ad Hoc Civic Engagement Assessment Work Group

Could we develop and pilot a civic engagement assessment framework for course-based experiences that addresses a variety of civic engagement student outcomes of interest to different stakeholders?

- 2015-2016 academic year
- Six-member ad hoc work group composed of members from the Service-Learning Office, ASPIRE: A Community-Engagement Focused Certificate (Living-Learning) Program, and the VCU Office of Institutional Research.
- Pilot the model in 2015-2016 with data from Service-Learning and ASPIRE undergraduate students.

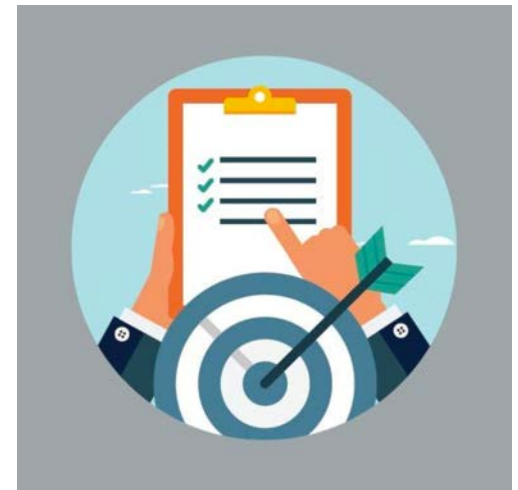


Defining course-based* civic engagement:

Defining civic engagement is a critical first step that will be different on each campus

Service-Learning: At VCU, an academic class section is designated with a “service-learning” attribute in the Banner course maintenance system if it engages every enrolled student in **(a)** at least 20 hours of service that meets a community-identified need and **(b)** reflection activities that are designed to increase students’ understanding and application of course content and to enhance their sense of civic responsibility. The VCU Service-Learning Office monitors the integrity of these designations. In 2016-2017, more than 4,000 students participated in VCU service-learning classes.

ASPiRE: At VCU, ASPiRE is a 2-year, 4-semester undergraduate living-learning program that promotes community engagement through academic coursework and co-curricular experiences. Students enter as a cohort beginning each academic year in the fall semester, live in the same residence hall, enroll in 9 credit hours of coursework related to civic engagement, and complete 100 hours of co-curricular service. Students who Successfully complete the ASPiRE program requirements earn a Certificate of Completion.



*We chose to focus exclusively on course-based civic engagement.

Our institution level questions:

To what degree is course-based civic engagement institutionalized at our university? (How many students are participating?)

Which students are participating?

(Is our institutional objective of inclusive excellence being met?)

Does participation impact students' retention & graduation?

(Is our institutional objective of increasing degree completion rates being met through course-based civic engagement?)



Our program level questions:

How are participating **students' attitudes and beliefs** about civic engagement impacted by their participation in course-based civic engagement (i.e., service-learning)?

How do participating students describe the **quality of their learning** in course-based civic engagement (i.e., service-learning)?

How can we **improve the quality** of course-based civic engagement (i.e., service-learning)?



Our student level questions:

- What civic learning has taken place across time for students who participate in a civic engagement focused certificate (living-learning) program?



Data we used to answer...

Institution level questions

Banner data comparison of service-learning & ASPIRE participants vs. non-participants.

- ◇ number of participants and percent of total student population (How many?).
- ◇ demographics of the participants compared with non-participants (Inclusive excellence?) such as gender, ethnicity, full-time v. part-time, Pell v. non-Pell, high-school GPA, and SAT scores.
- ◇ retention and graduation percentages for participants vs. non-participants by matriculating cohorts (Degree completion?).



Data we used to answer

Program level questions

- ◇ **Service-Learning Impact Measure** (Pelco, 2017).
On-line, end-of-semester course evaluation sent to all students enrolled in service-learning classes. Used to assess service-learning students' attitudes about civic engagement and their beliefs about the quality of their civic engagement learning experiences.
- ◇ **National Survey of Student Engagement** (NSSE).
National survey used by VCU to assess first-year students' and senior students' engagement in activities that support student learning and development. Using responses from seniors, we compared responses of service-learning participants vs. non-participants on student engagement indicators (e.g., reflective & integrative learning; student-faculty interaction).

VCU
Community Engagement

2016-2017 Service-Learning Impact Measure (Pelco, 2017)

SECTION 1: ABOUT THE COURSE

Please select the service-learning course that you are evaluating. (Drop down menu).

Is this course... (Select one).
A required course for your major/minor? An elective for your major/minor? A general elective?

Did you know this course was a service-learning course when you registered for it? Yes. No.

Where did you do your service? (i.e., Where or for what organization did you serve?) (Short answer).

Approximately how many total hours of service did you perform during the semester? (Short answer).

Which category best describes the type of organization where you served? (Select one)
Education, Health or Healthcare; Economic Development; Sustainability (Environmental); Vibrant Communities (Arts)

Do you have any desire to continue serving at this location? Yes. No.

Which option best describes your experience?

Arranging transportation to the site where I did my service was... (Select one).
Very Difficult, Somewhat Difficult, Somewhat Easy, Very Easy, No transportation required

What reflection activities did you engage in as part of this class? (Check all that apply).
Written journal, Reflection paper, In-class presentation, Blog, Interview with service receiver, Interview with professor or TA, Other. If you selected 'other' please describe the reflection activities/assignments you completed.

For each item below, select the number that describes the degree to which this service-learning class has been beneficial in the area listed. Use a scale of 1 to 7 where 1=NOT BENEFICIAL and 7=HIGHLY BENEFICIAL.
How beneficial to your learning were the reflection activities/assignments of this class?
How beneficial to your learning was the community service component of this class?
How beneficial to your learning were your interactions with the instructor of the class?
How beneficial to your learning were your interactions with other students in the class?

For each item below, select the number that describes the degree to which this service-learning class has felt welcoming and inclusive in the area listed. Use a scale of 1 to 7 where 1=NOT WELCOMING and 7=HIGHLY WELCOMING.
How welcomed/included did the instructor of the class make you feel?
How welcomed/included did the other students in the class make you feel?
How welcomed/included did the community partner/community site make you feel?

How much do you agree with the following statements?
(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree).
The service-learning course enabled me to apply my skills and knowledge to new situations.
The service-learning course enabled me to recognize how theories and conceptual models can be applied in real-world situations.
The service-learning courses enabled me to develop a network of professional contacts and/or mentors.
The service-learning course enabled me to understand how people within the profession think and behave.
The service-learning course enabled me to better understand my own strengths and weaknesses.

Use of the "2016-2017 Service-Learning Impact Measure" is permitted for educational purposes only. For more detailed information about appropriate use, contact Dr. Lynn Pelco at lpelco@vcu.edu

Recommended Citation: Pelco, L. E. (2017). Service-Learning Impact Measure (SLIM). Virginia Commonwealth University, Richmond, VA.

<http://bit.ly/2rXffzy>



<http://nsse.indiana.edu/html/about.cfm>

Data we used to answer

Student level questions

- ◇ **Civic Minded Graduate Narrative Prompt 2.0** (CMG 2.0; Hahn, Norris & Weiss, 2017)
A direct assessment of civic mindedness, including the dimensions of (a) civic identity, (b) orientation social change, (c) understanding social issues, (d) working with others, and (e) active participation to address social issues.

CMG Narrative Prompt 2.0

The following is the prompt to which students respond.

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

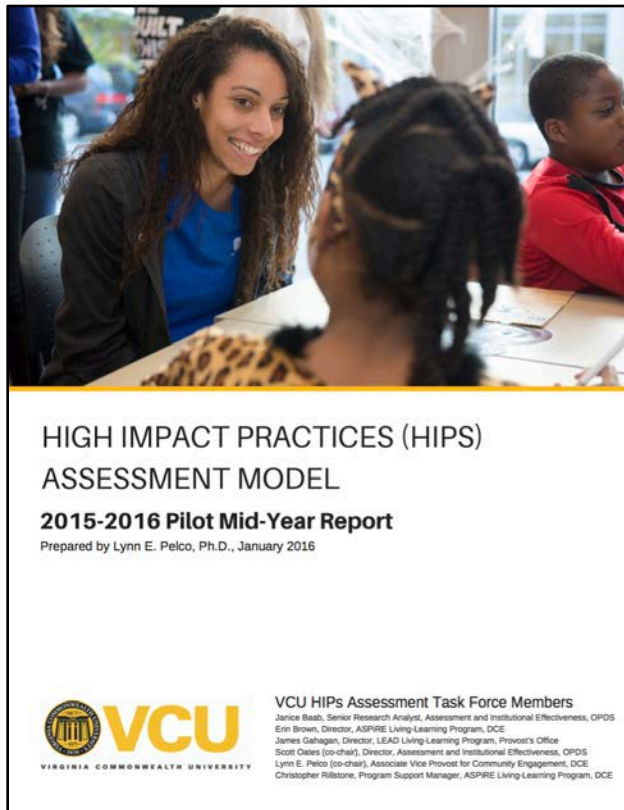
1. Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number using the scale of 1=Strongly Disagree to 6=Strongly Agree.
2. Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

- ◇ We used the CMG 2.0 to directly assess ASPIRE students' growth in civic mindedness from their first to fourth (i.e., final) semester in the ASPIRE certificate program.

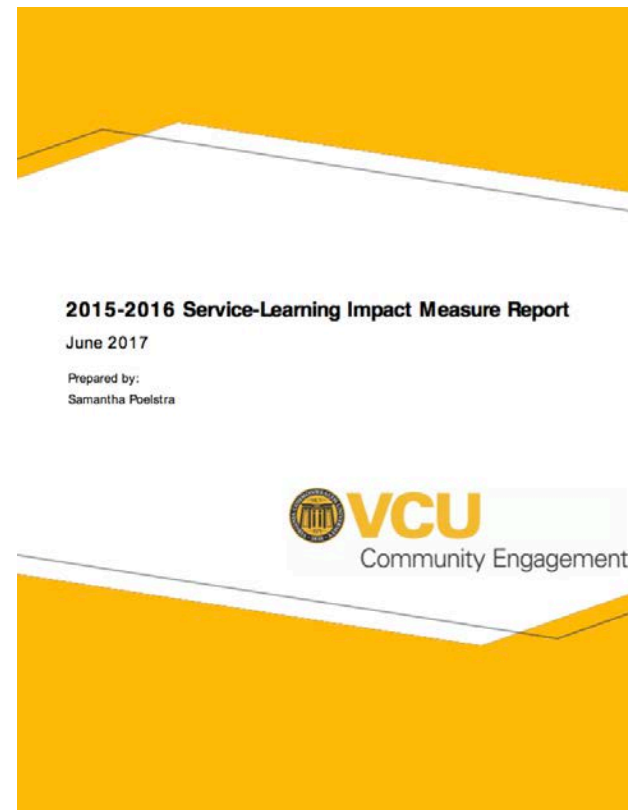
For information about the CMG Narrative Prompt 2.0

contact Dr. Tom Hahn, IUPUI Director of Research
and Program Evaluation, Center for Service & Learning
817-274-0110, tomhahn@iupui.edu

Our results



<http://bit.ly/2cd4DSM>



<http://bit.ly/2rXffzy>

Implementing these approaches on your campus



First steps

- ☛ Clearly identify which community engagement activities on your campus you want to assess. Pick only a small number at the start.
- ☛ Create a way to reliably and validly identify all students who have/have not participated in these activities (e.g., participants are tagged in Banner), hopefully in a way that automatically generates within a data tracking software system.
- ☛ Select or create assessment instruments (e.g., CMG 2.0; SLIM; AAC&U LEAP Rubric).
- ☛ Build relationships with key collaborators on campus (Registrar's Office, Institutional Research) and create a work group/steering committee/implementation committee to oversee the work.
- ☛ Remember to ask *'how can this [civic engagement program/activity] be improved?'*

Next steps

- ☛ Start small. Pilot the assessment model with a small number of students or limited number of civic engagement programs/activities.
- ☛ Revise and improve the assessment process based on your pilot experiences.