Agenda

- Description of the Study
- Findings
- Implications for Future Research
- Questions
SOME BACKGROUND...
Civic Engagement at Tufts

- Tisch College of Citizenship and Public Service

- Focuses on four key areas:
  - Students
  - Faculty
  - Community Partnerships
  - Alumni
Tisch College Outcomes Study
Scholars Program

- Multi-year, leadership development program engaging students as catalysts for change
  - Academic
  - Experiential
  - Community
  - Advising
Six-Year Longitudinal Study with Classes 2007 - 2010

Four cohorts split into three research groups

- Tisch Scholars
- High-School High Participators (HS High)
- High-School Low Participators (HS Low)

Data sources: surveys, interviews, academic information (majors, GPAs, courses), & demographics
Demographics of Participants

- 101 HS Highs, 87 HS Lows, 84 Scholars
- 56.6% Female; 43.4% Male
- 55.1% White, 14.0% Asian, 7.7% Hispanic, 7.0% Black, 2.2% Multiracial, 1.5% Non-resident Alien, 12.5% Unknown
- 84.9% Liberal Arts, 15.1% Engineering

Cohort Size/Undergraduate Retention
- Cohort 2007: N = 59; 89.8% Retention
- Cohort 2008: N = 61; 96.7% Retention
- Cohort 2009: N = 77; 88.3% Retention
- Cohort 2010: N = 75; 75.0% Retention

\(^1\) new IPEDs race/ethnicity classification
Methodology

- Preliminary Undergraduate Analysis
  - Factor Analysis of Survey Items
    - 10 factors for civic attitudinal items
    - 5 factors for civic activity items
  - Leadership composites
    - Four composites
  - Link the themes in the interviews to the attitudinal, activity, and leadership items
FINDINGS
<table>
<thead>
<tr>
<th>Factors</th>
<th>N of Items</th>
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<tbody>
<tr>
<td>Personal Efficacy Thru Community Service</td>
<td>10</td>
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<tr>
<td>Personal Efficacy Thru Political Action</td>
<td>9</td>
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<tr>
<td>Social Responsibility</td>
<td>9</td>
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<tr>
<td>Community Connectedness</td>
<td>7</td>
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<tr>
<td>Cognizance of Societal Realities</td>
<td>5</td>
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<tr>
<td>Informed Citizenship</td>
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<tr>
<td>Social Justice</td>
<td>4</td>
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<td>Acknowledgement of Differences</td>
<td>4</td>
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<tr>
<td>Appreciation of Cultural Differences</td>
<td>4</td>
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<tr>
<td>Change Agency</td>
<td>3</td>
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Summary of Attitudinal Outcomes

- **Positive growth (4)**
  - Change Agency, **Informed Citizenship**, Cognizance of Societal Realities, and Acknowledgment of Differences

- **Negative growth (4)**
  - **Personal Efficacy Through Political Action**, Social Responsibility, Social Justice, and Appreciation of Cultural Differences

- **Mixed depending on Research Group (2)**
  - Personal Efficacy Through Community Service, Community Connectedness
Informed Citizenship Trends

Tufts University

Freshman Sophomore Junior Senior

Scholars HS High HS Low

Office of Institutional Research, October 10
Personal Efficacy Through Political Action Trends

Scholars  
HS High  
HS Low

Freshmen  Sophomore  Junior  Senior
## Civic Engagement Activity Outcomes

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<thead>
<tr>
<th>Factors</th>
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<tr>
<td>Community Service</td>
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<tr>
<td>Political Action</td>
<td>6</td>
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<tr>
<td>Embodying a Civic-Minded Lifestyle</td>
<td>5</td>
</tr>
<tr>
<td>Civic Education and Outreach</td>
<td>4</td>
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<tr>
<td>Contributing to Public Discourse</td>
<td>3</td>
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Summary of Activity Outcomes

- Positive growth for all Tisch Scholars except for political action
- HS-Highs and HS-Lows variance decreased and some converged senior year
  - Political Action, Civic Education and Outreach, & Embodying a Civic-Minded Lifestyle
- HS-Highs and HS-Lows variance increased or remained the same
  - Community Service, Contributing to the Public Discourse
Civic Education and Outreach Trends

Tufts University

Office of Institutional Research, October 10

Freshmen Sophomore Junior Senior

Scholars HS High HS Low

Graph showing trends in civic education and Outreach for different academic years and HS categories.
Practical Challenges

- Relationship & collaboration with stakeholders
  - Timing of data collection, analysis, and results dissemination
  - Complexity associated with defining civic engagement

- Problematic characteristics of evaluation design
  - Study recruitment, retention, and attrition
  - Lack of critical baseline data
  - Alterations to instruments’ effect on results
  - Programmatic changes over time

- Validity of results due to confounding factors
  - Multiple sources of input for students’ civic and political attitudes
  - Impact of expected personal and social development due to maturation versus impact of activities at Tufts
In the Future

- As we collect additional years of data (complete in 2012), we will be able to link civic engagement activities and attitudes from participants’ collegial years to their alumni years.

- Potential areas for undergraduate trends include gender & ethnicity differences.

- Linking the academic courses participants have taken to their development of civic outcomes.
Civic Engagement at Tufts

QUESTIONS???
Tufts Contact Information

- Meredith S. Billings, Senior Research Analyst, Office of Institutional Research & Evaluation, meredith.billings@tufts.edu
- Dr. Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment & Evaluation, dawn.terkla@tufts.edu