



# **Cultivating Active Citizens: An Evaluation of the Citizenship and Public Scholars Program**

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# Agenda

- ◆ Description of the Study
- ◆ Findings
- ◆ Practical Challenges
- ◆ 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



## Purpose of Study

To understand how participation in various activities and programs at Tufts and beyond affects students' civic and political attitudes

# Research Design

- ◆ Nine-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 Collection

- ◆ Time Series Design with Retrospective Pre-Test
  - ◆ Participant Survey (**Recruitment Stage**)
  - ◆ Civic and Political Activities & Attitudes Survey (**Undergraduate**)
  - ◆ Follow-Up Interviews (**Undergraduate**)
  - ◆ Post-Graduate Alumni Civic and Political Activities & Attitudes Survey (**Alumni**)

## CPAAS SURVEY

- ◆ Designed with input from national experts
  - ◆ Robert G. Bringle – I.U.P.U.I.
  - ◆ Dwight E. Giles, Jr. – U. Mass - Boston
  - ◆ Andrew Furco – U.C. Berkeley
- ◆ Integrated questions from other surveys to enable national comparison
  - ◆ Questions from CIRCLE, PEW, CASQ, Public Service Motivational Scale, Social Responsibility Inventory, Community Service Self-Efficacy Scale, and AmeriCorps Baseline Survey
  - ◆ Adapted questions to cover political activities and attitudes

- ◆ Key components:
  - ◆ Activities
    - ◆ Activities at Tufts
    - ◆ Activities outside of Tufts
    - ◆ Political involvement
  - ◆ Attitudes
    - ◆ Personal ability to affect change
    - ◆ Personal responsibility to counteract problems
    - ◆ Societal responsibility to counteract problems



# Administration Schedule

Tisch College Outcomes Evaluation Administration Schedule

Academic Year	Class of 2007 Cohort		Class of 2008 Cohort		Class of 2009 Cohort		Class of 2010 Cohort	
2003-04	1st Year	Participant Survey CPAAS						
2004-05	Sophomore	CPAAS	1st Year	Participant Survey CPAAS				
2005-06	Junior	CPAAS	Sophomore	Interviews CPAAS	1st Year	Participant Survey CPAAS		
2006-07	Senior	CPAAS Interviews	Junior	CPAAS	Sophomore	Interviews CPAAS	1st Year	Participant Survey CPAAS
2007-08	1 Year out	Alumni CPAAS	Senior	CPAAS Interviews	Junior	CPAAS	Sophomore	Interviews CPAAS
2008-09	2 Years out	Alumni CPAAS	1 Year out	Alumni CPAAS	Senior	CPAAS Interviews	Junior	CPAAS
2009-10			2 Years out	Alumni CPAAS	1 Year out	Alumni CPAAS	Senior	CPAAS Interviews
2010-11					2 Years out	Alumni CPAAS	1 Year out	Alumni CPAAS
2011-12							2 Years out	Alumni CPAAS

Current Academic Year

- ◆ Participant Survey
  - ◆ Fall of freshmen year
- ◆ Incentives
  - ◆ \$20 for ea. completed survey
  - ◆ \$150 bonus for completing all 6 surveys
  - ◆ Each participant = \$270 (maximum)
  - ◆ Interview = \$20
- ◆ Facebook Page

## Demographics of Participants

- ◆ 101 HS Highs, 87 HS Lows, 84 Scholars
- ◆ 57% Female; 43% Male
- ◆ 55% White, 14% Asian, 8% Hispanic, 7% Black, 2% Multiracial, 2% International, 12% Unknown<sup>1</sup>
- ◆ 85% Liberal Arts, 15% 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

<sup>1</sup> new IPEDs race/ethnicity classification

- ◆ Preliminary Undergraduate Analysis
  - ◆ Factor Analysis of Survey Items
    - ◆ 10 factors for civic attitudinal items
    - ◆ 5 factors for civic activity items
  - ◆ Leadership composites
    - ◆ 4 composites
- ◆ Link the themes in the interviews to the attitudinal, activity, and leadership items

# FINDINGS





## Civic Engagement Attitudinal Outcomes

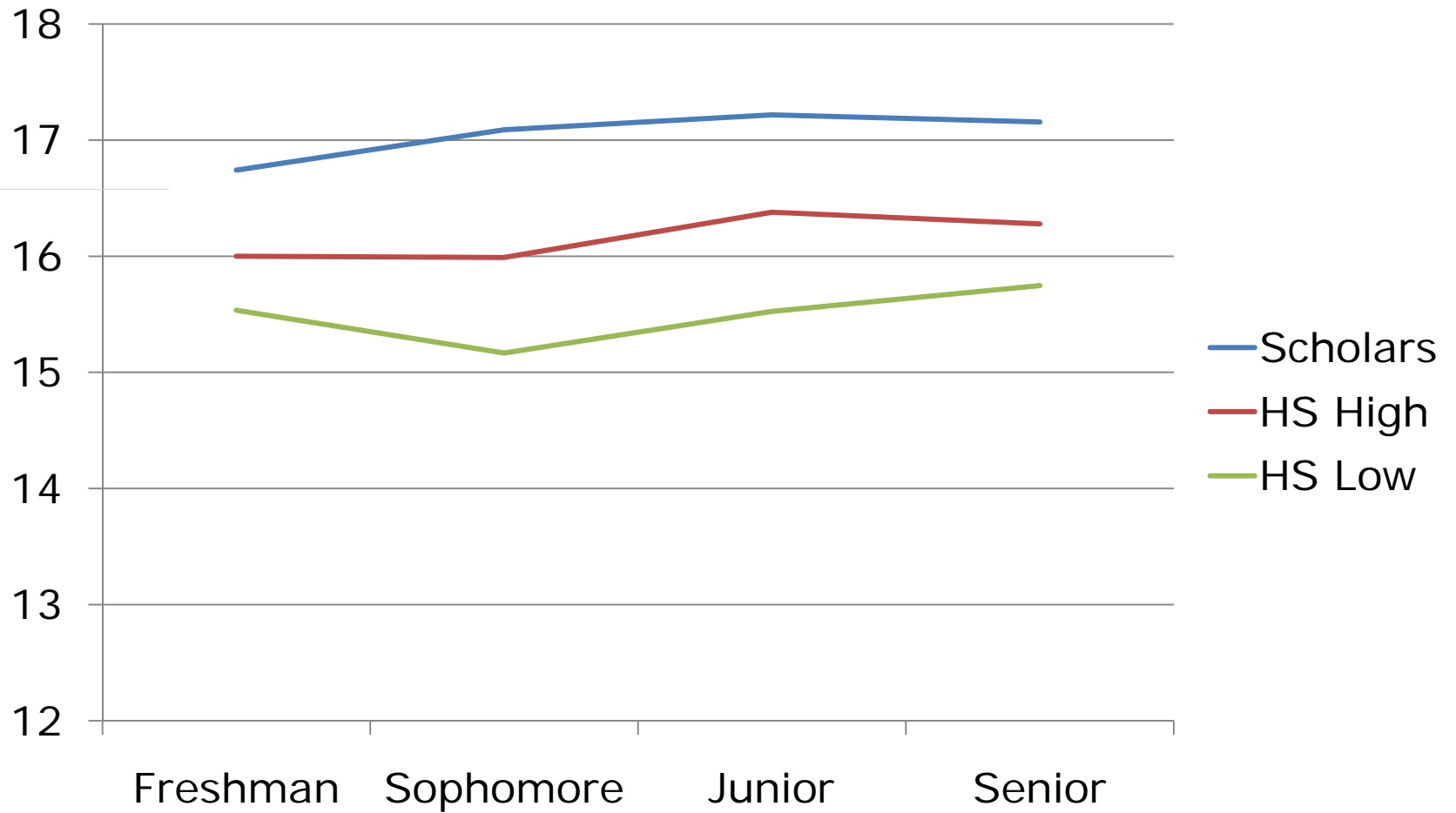
Factors	N of Items
Personal Efficacy Thru Community Service	10
Personal Efficacy Thru Political Action	9
Social Responsibility	9
Community Connectedness	7
Cognizance of Societal Realities	5
Informed Citizenship	5
Social Justice	4
Acknowledgement of Differences	4
Appreciation of Cultural Differences	4
Change Agency	3

## 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

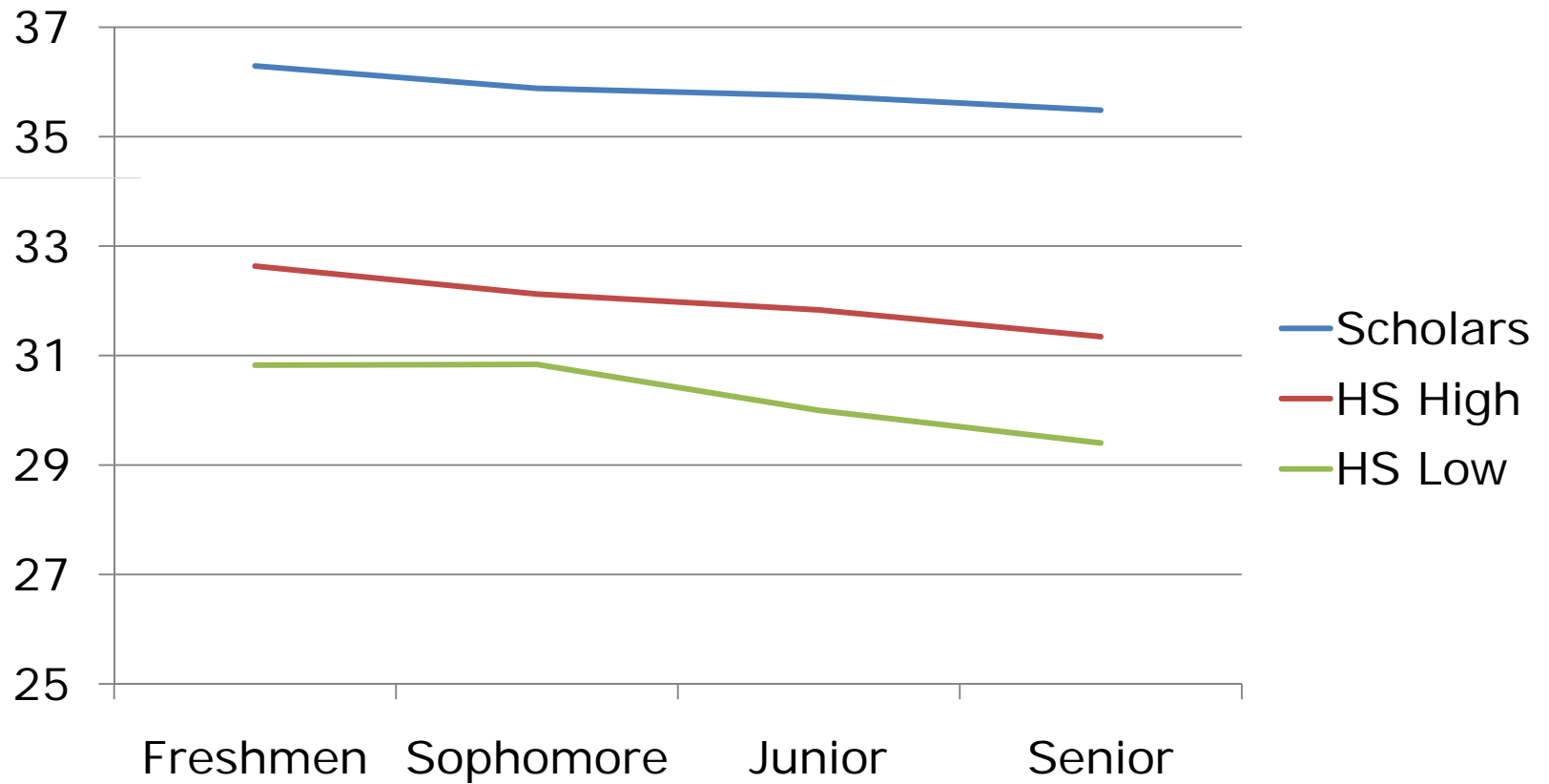


# Informed Citizenship Trends





# Personal Efficacy Through Political Action Trends





## Civic Engagement Activity Outcomes

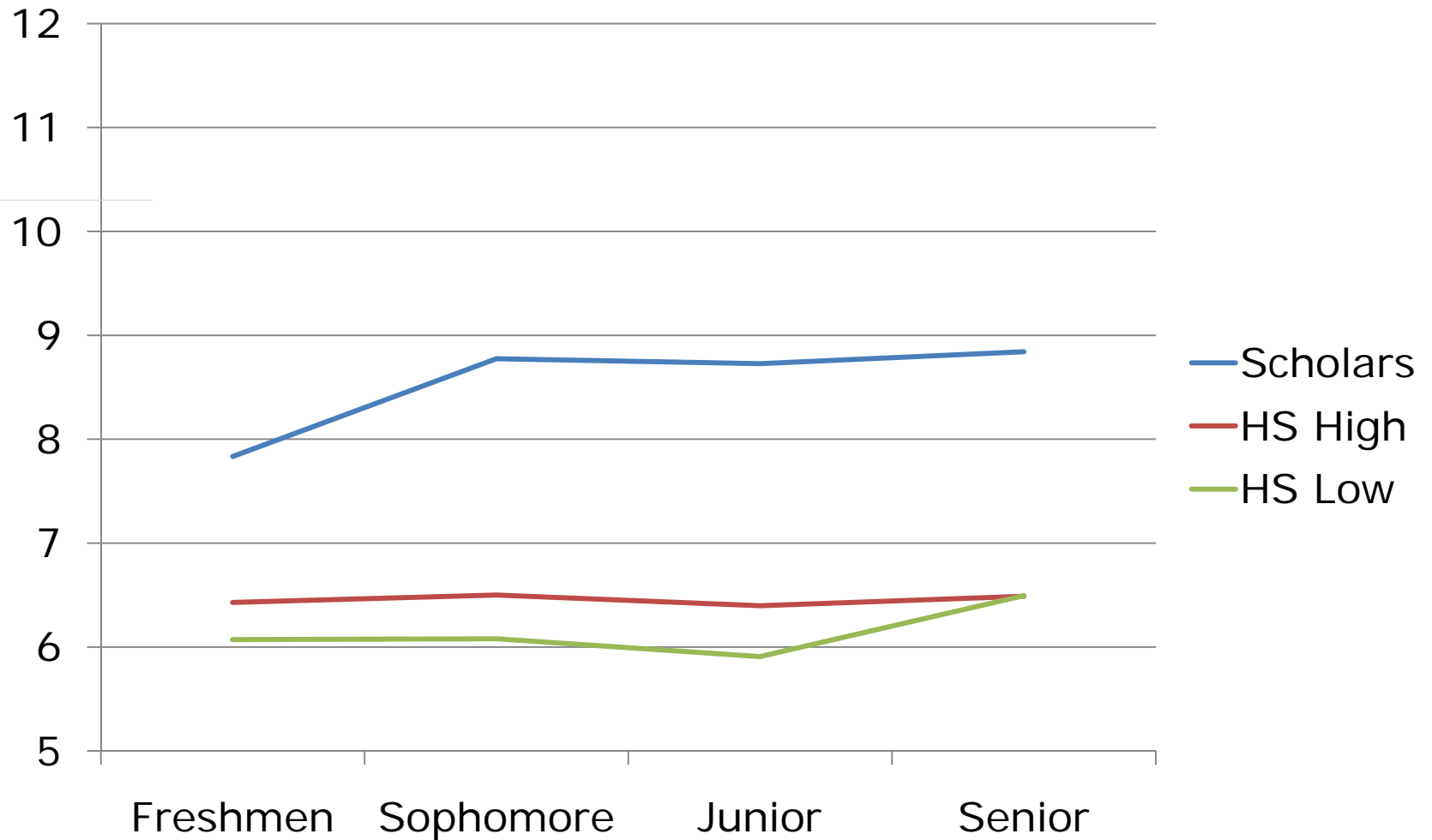
Factors	N of Items
Community Service	7
Political Action	6
Embodying a Civic-Minded Lifestyle	5
Civic Education and Outreach	4
Contributing to Public Discourse	3

## 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





# Leadership Outcomes

Composites	N of items
Tufts-specific leadership	16
Community leadership	5
Political leadership	8
Advocacy/Activism leadership	10

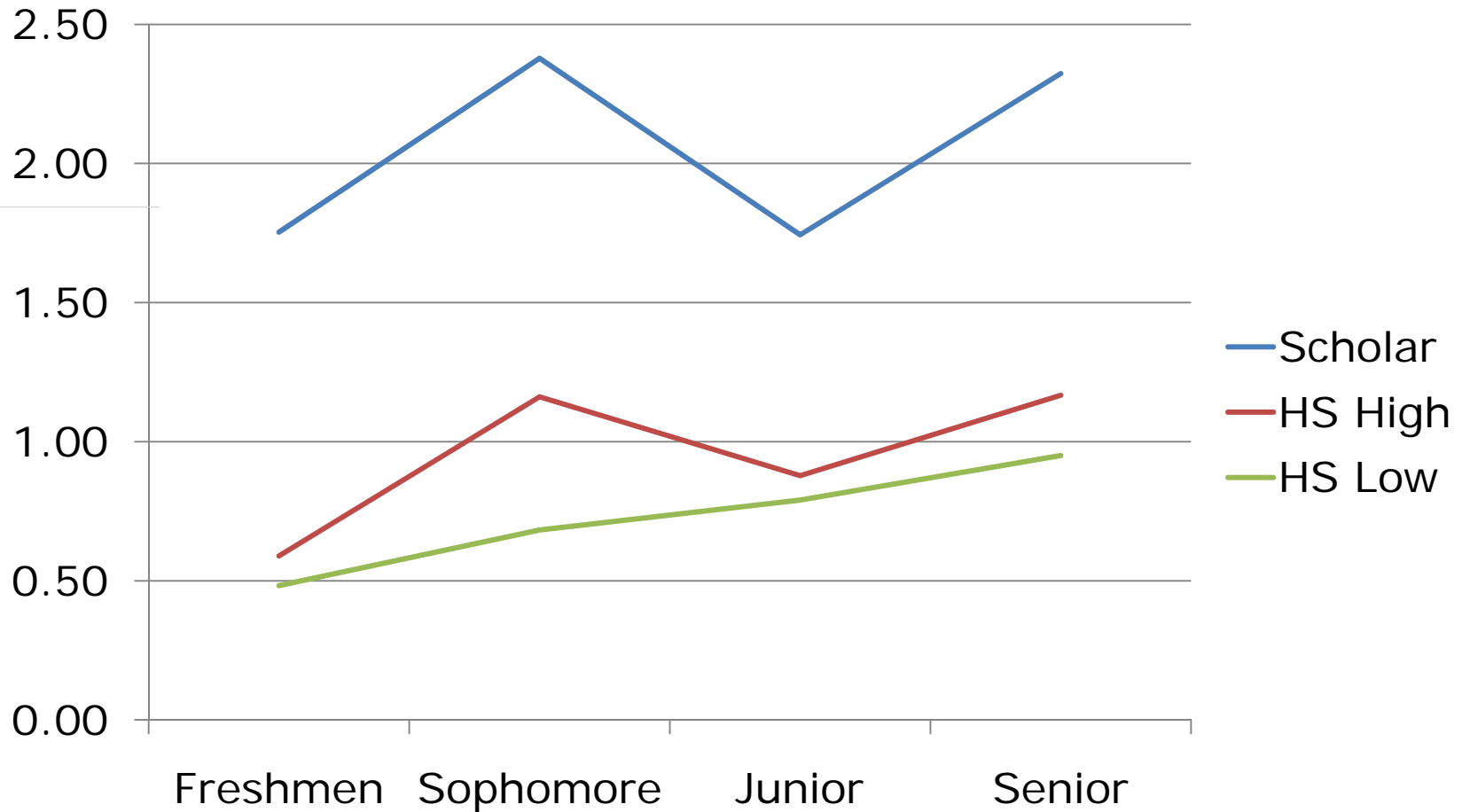


## Summary of Leadership Composites

- ◆ Scholars held more leadership roles and added more leadership roles over time for all four areas
- ◆ Tufts-specific and Community Leadership
  - ◆ All groups increased over time
- ◆ Political Leadership
  - ◆ HS-Highs declined
  - ◆ HS-Lows remained at the same low level
- ◆ Advocacy/Activism Leadership
  - ◆ HS-Highs increased
  - ◆ HS-Lows remained at the same low level



## Tufts-Specific Leadership



## 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 analysis include gender & ethnicity differences as well as looking at the cohort effect
- ◆ Analyze interview data looking for the themes of the attitudinal, activity, and leadership outcomes

**QUESTIONS???**



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