

For a Shared Democracy: How State Leaders are Revitalizing College Civic Learning and Building Bridges Across Our Divides



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Session Overview

- ★ The Multi-State Collaborative on Civic Learning and Democratic Engagement (MSC) that SHEEO and NASH have organized.
- ★ The Goals of civic education and democracy engagement and Evidence of their importance in the overall educational experience of undergraduates
- ★ Policies and Strategies state systems are adopting to make college civic learning a shared responsibility, while preparing today's students to work productively across difference.

Multi-State Collaborative on Civic Learning and Democratic Engagement

- ★ The MSC is led by SHEEO and co-sponsored with NASH; works in partnership with the Civic Learning and Democracy Engagement Coalition (CLDE) in which SHEEO is a founding and lead partner.
- ★ Currently 11 states, including those represented on this panel, are participating in the MSC: 8 as full members and three others that are contributing while exploring full membership. (AZ, CUNY, KY, MA, MD, PA, UT, VA)
- ★ Supported by initial funding from the Endeavor Foundation, Lumina Foundation, and Teagle Foundation



There IS an active
civic learning
movement all
across U.S. higher
education.

But - it needs a
shared sense of
direction - and
policy support

The Civic Learning and Democracy Engagement Coalition (The CLDE Coalition)

- ★ **Learning Goals:** Clarifying the Purposes of College Civic Learning
- ★ **Evidence:** Documenting Benefits - to Students and Democracy
- ★ **What Works:** Advancing Good Practice

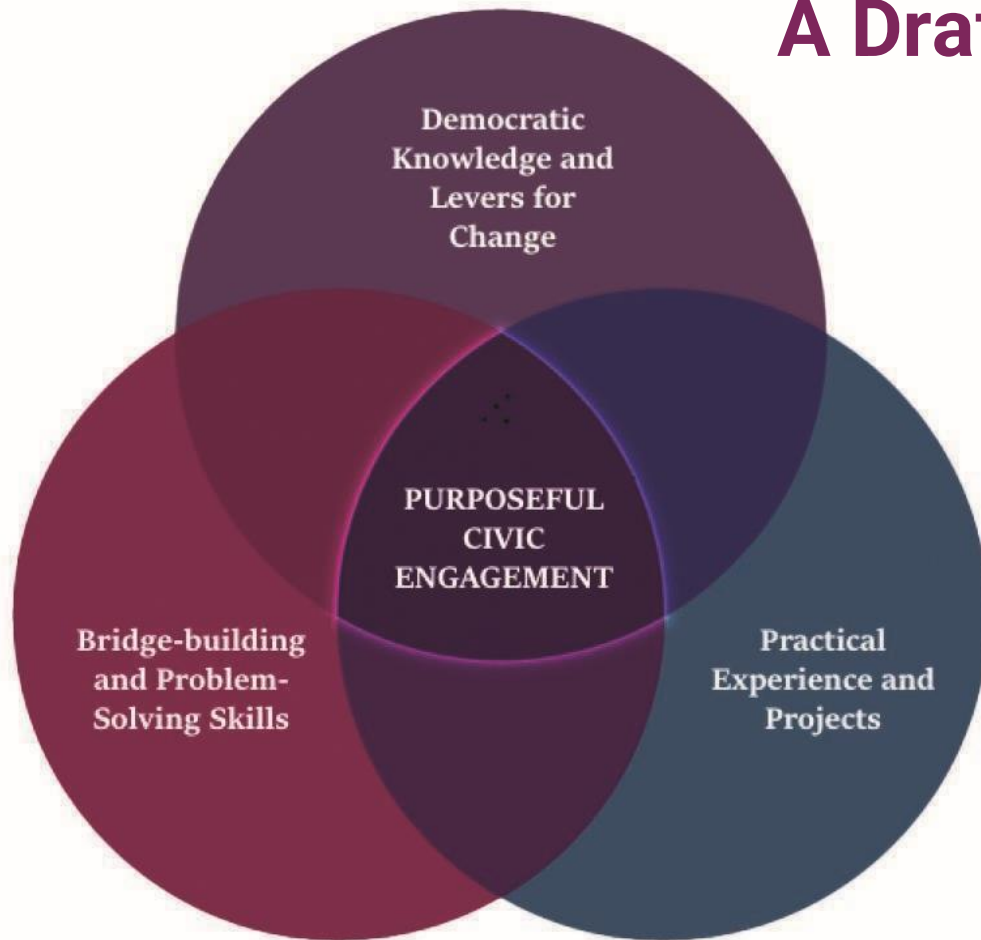
To learn more, visit www.collegeciviclearning.org
and click on the link for [College Civic Learning: Overview and Evidence](#)

College Civic Learning for an Engaged Democracy: CLDE Analysis Found Multiple Goals Across the US....

- ★ Identity, Equity, Civic Purpose, Voice, Social Power
- ★ Courses on Constitutional Democracy, Core Texts
- ★ Action Projects: Service Learning and Other HIPS
- ★ High-Value Skills: e.g., Productive Engagement Across Difference, Collaborative Problem-solving....

A Draft Framework for College Civic Learning

Draws These Multiple Purposes Together



- ★ Students' own journeys stand at the center
- ★ Students reflect on their identities, experiences, societal roles, civic purpose and agency
- ★ They make their own choices about civic engagement—in careers and civil society

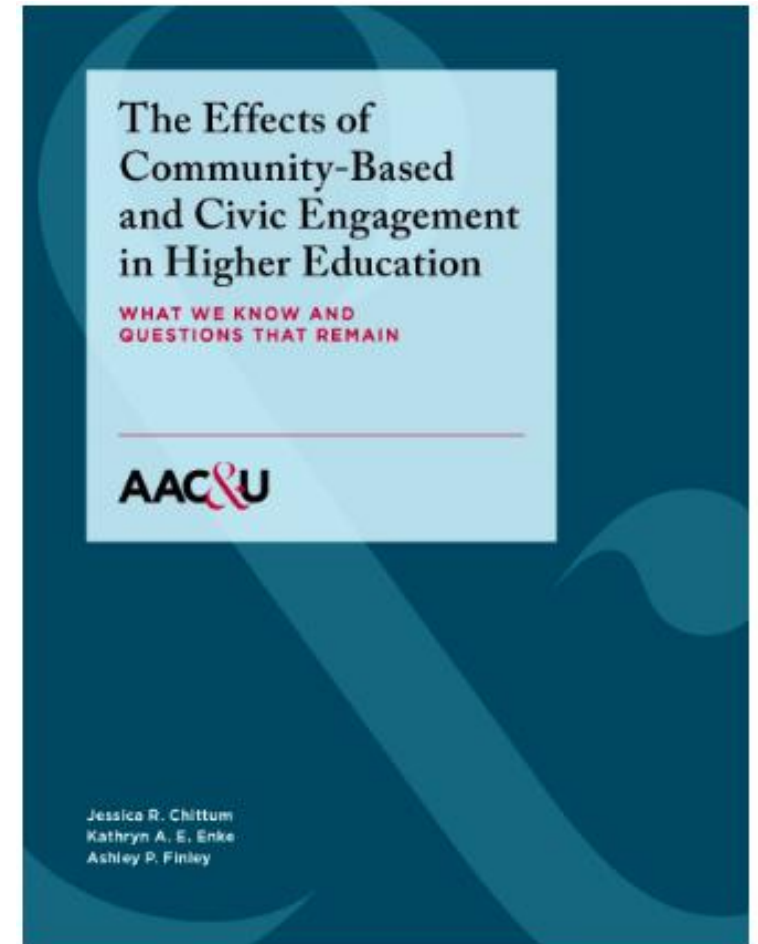
<https://www.collegeciviclearning.org/learning-framework>

Evidence: What Students Gain From College Civic Learning

2022 Lumina-funded AAC&U report assesses the state of national research on civic learning practices in higher education and synthesizes generalizable research on the benefits of community-based learning and engagement for students.

Authors:

Jessica R. Chittum,
Kathryn A. E. Enke,
Ashley P. Finley



Across Multiple High Quality Studies, the Report Finds Notable Gains in Completion and Civic Learning/Engagement

Students' participation in active civic learning leads to:

- ★ Higher Levels of Retention and Completion
- ★ Higher Levels of Personal and Social Responsibility
- ★ Better Career Preparation and Skills
- ★ Stronger Interest in Solving Societal Problems

Source: Chittum, J. R., Enke, K. A. E., & Finley, A. P. (2022).
The effects of community-based and civic engagement in higher education
American Association of Colleges and Universities.

See <https://www.collegeciviclearning.org/forum-resources> for a one page summary of all findings.

But Only Some Students Participate in Active Civic Learning – Many Miss Out Entirely

- **About 3 in 4 community college students did not take a course that involves active civic learning. Seven out of 8 of part-time community college students took no civic-related courses.**

Center for Community College Student Engagement (CCCSE 2022)

- **Forty percent of seniors in four-year institutions never took a course with a community-based project.**

National Study of Student Engagement (NSSE report for the CLDE Coalition)

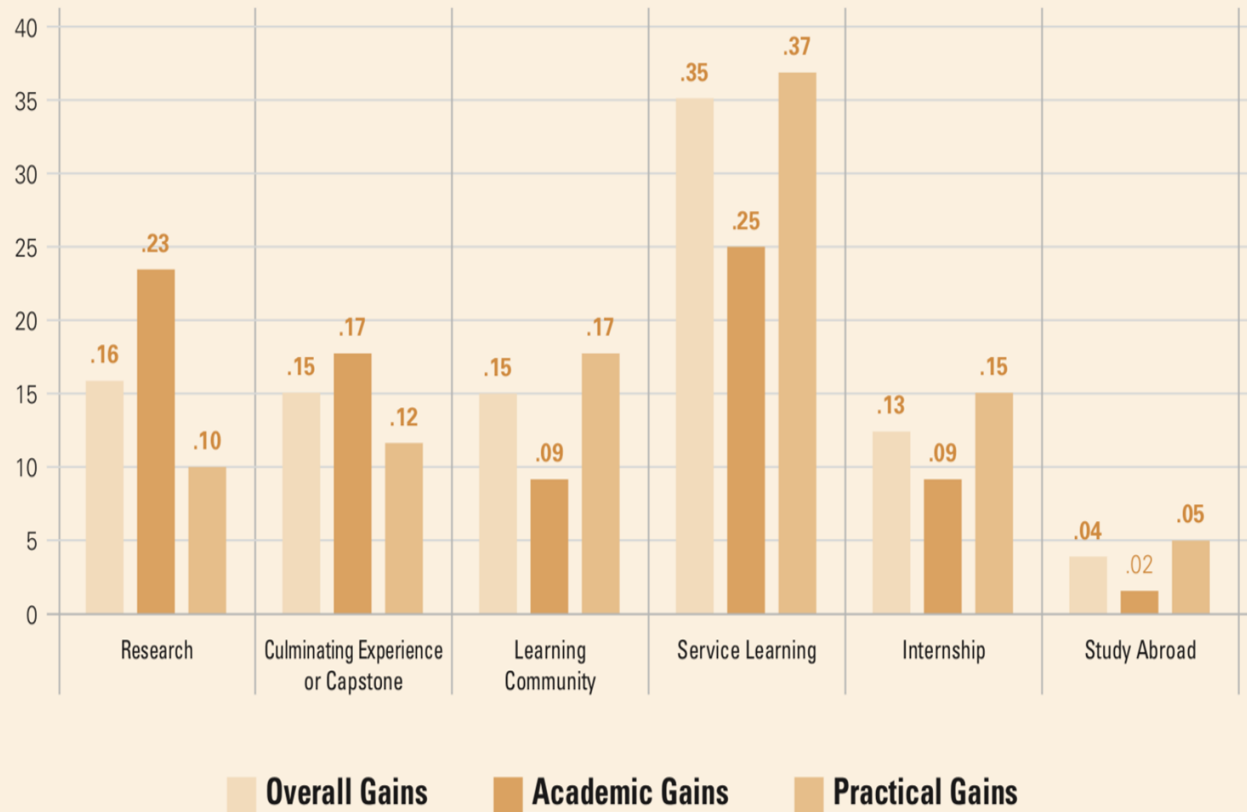
Evidence on the Power of Service Learning for Students

Derek Price, DVP-PRAXIS LTD: derek@dvp-praxis.org

National Survey of Student Engagement (NSSE)

- ★ Data from 15 institutions in Georgia, Montana, & Wisconsin
- ★ 28,000 students from 2014 – 2020 NSSE administrations
- ★ Assess relationship between students' self-reported participation in various High Impact Practices (HIPs) and self-reported learning gains
 - Focus on Black and Hispanic students, and adult students 25+

Figure 4b: "Boost" to Learning Gains from Participation in Each Individual HIP



- ★ Learning gains for Black and Hispanic students engaging in community-based HIPs driven by high returns to service-learning
- ★ Adult students 25+ report especially large learning gains from participation in community-based HIPs

Categorizing Learning Gains (NSSE)

Academic Learning Gains

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information

Practical Learning Gains

- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Developing/clarifying a personal code of values and ethics
- Understanding people of other backgrounds
- Solving complex real-world problems
- Being an informed and active citizen

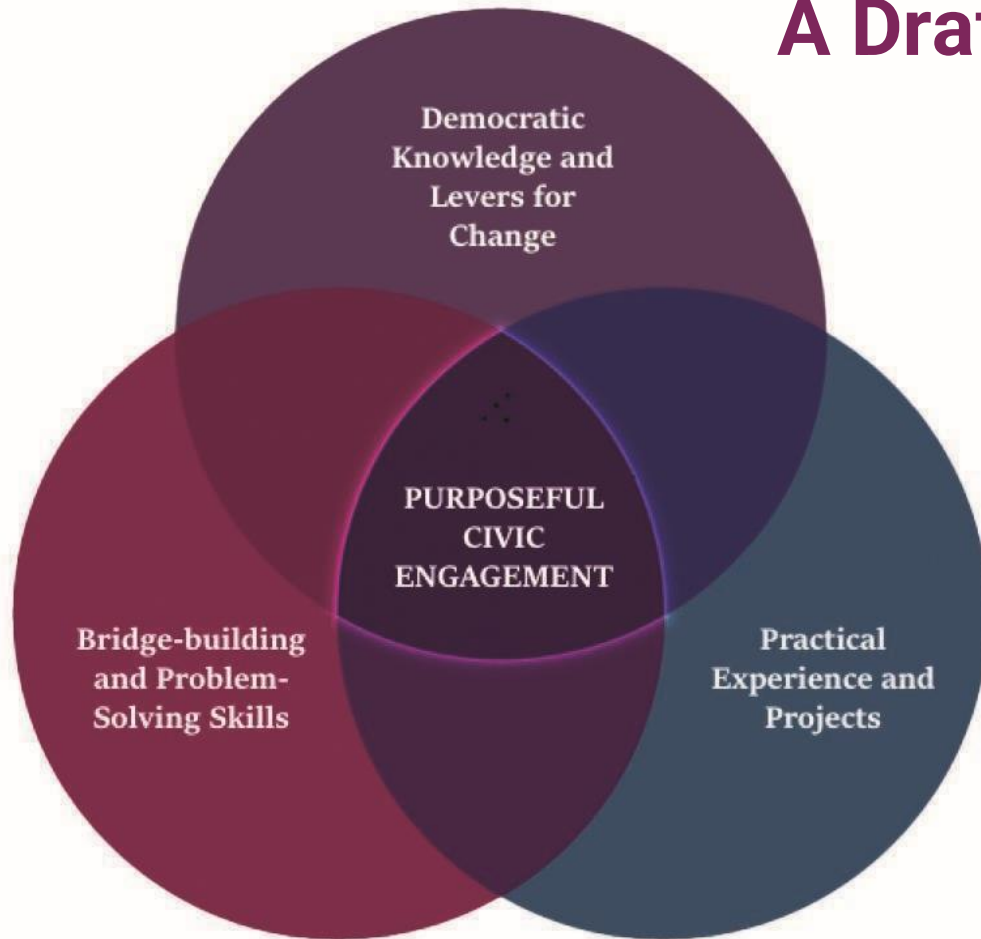
**Overall
Learning
Gains**

Service Learning --> Practical & Academic Learning Gains

- ★ Participation in Service Learning is strongly associated with students' academic and practical learning gains, for all students as well as for Black students, Hispanic students, and students aged 25+
- ★ Service-learning is associated with the largest boost to learning gains (and an especially large boost for adults 25+)
- ★ Service-learning is the most common HIP experienced by students
- ★ [But, only 23% of community college students have participated.....]

Slide Source: Derek Price, Principal and Founder, DVP-PRAXIS LTD
(HIGH-IMPACT PRACTICES AND GAINS IN STUDENT LEARNING: Evidence from Georgia, Montana, and Wisconsin)

A Draft Framework for College Civic Learning



Linking Multiple Purposes Together

- ★ Leaders who want to advance college civic learning and democracy engagement should keep in mind the compelling evidence on “what works”:
- ★ Combining knowledge WITH practical experience—and students’ reflection on the experiential learning—is far more powerful than “seat-based” learning alone.

<https://www.collegeciviclearning.org/learning-framework>

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Each State System Works Within Its Own Context to Make College Civic Learning and Democracy Engagement Inclusive

The MSC Makes It Possible for Each to Learn from One Another's Leadership

To Learn More About the Strategies MSC Leaders Have Adopted in Arizona, Kentucky and Virginia, visit:

- ★ The **Arizona** Board of Regents' **general education** policy
<https://www.azregents.edu/universities/general-education-curriculum>
- ★ The State Council of Higher Education for **Virginia** policy on student learning **assessment**
<https://www.schev.edu/institutions/teaching-assessment-initiatives/student-learning-assessment>
- ★ The **Kentucky** Graduate Profile: a set of **career-focused learning outcomes**
<https://cpe.ky.gov/ourwork/kygradprofile.html>





Interested in learning more about the
**Multi-State Collaborative on College Civic Learning and
Democratic Engagement?**

Please contact the Co-Chairs:

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THANK YOU!