



**Final Report from the  
Study Group on Civic Learning and  
Engagement: Preparing Citizens**

**October 2013**

**DRAFT**

## COMPOSITION OF THE STUDY GROUP ON CIVIC LEARNING AND ENGAGEMENT

The Department of Higher Education composed a study group that would advise the Board on implementing the civic learning and engagement outcome of the Vision Project.

The Study Group includes representatives from the community colleges, state universities, University of Massachusetts, the Department of Higher Education, and representatives from organizations outside of public higher education. The Study Group is comprised of the following individuals:

- Dan Asquino, President, Mount Wachusett Community College (Chair)
- Barbara Canyes, Executive Director, Massachusetts Campus Compact
- Fagan Forhan, Director of Experiential Learning Opportunities and Civic Engagement, MWCC
- Mary Grant, President, Massachusetts College of Liberal Arts
- Diana Kerry, Director, Public Policy Institute, North Shore Community College
- Peter Levine, Director, The Center for Information and Research on Civic Learning (CIRCLE)
- Marsha Marotta, Dean of Undergraduate Studies, Westfield State University
- Richard Moore, Massachusetts State Senator
- John Reiff, Director, Civic Engagement and Service-Learning, University of Massachusetts Amherst
- Matthew Roy, Assistant Provost, University of Massachusetts Dartmouth
- John Saltmarsh, Co-Director, New England Resource Center for Higher Education, University of Massachusetts Boston
- Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy (Lead Department Staff Representative and Editor )
- Mark Wagner, Director, The Center for Service Learning and Civic Engagement, Worcester State
- Mary Zahm, Director of Civic Engagement, Bristol Community College

## **BACKGROUND: THE VISION PROJECT**

In May 2010 the Board of Higher Education voted unanimously to adopt the Vision Project as the public agenda for public higher education in Massachusetts. The Vision Project includes six key educational outcomes to which public higher education should aspire to achieve national leadership: college participation; graduation and student success rates; level of student learning; alignment of degree production with workforce needs; civic learning and engagement; and the elimination of disparities in educational outcomes among subpopulations. The Vision Project is based on the premise that Massachusetts needs the best-educated citizenry and workforce in the country if it is to meet the demands of the Commonwealth's innovation-oriented, knowledge-based economy and culture.

Not originally part of the Vision Project, the civic learning and engagement outcome was added in 2012 in response to the public higher education community's critique that while the Vision Project's initial set of key outcomes and metrics included specific references to workforce development, they lacked parallel references to developing a well informed and engaged citizenry. The inclusion of this additional outcome more accurately reflects the "vision" of an educated citizenry on which the Vision Project is based, drawing attention to the important role of preparing individuals for effective democratic participation.

As the first and only state to require public higher education institutions to include civic learning and engagement as an expected student learning outcome, Massachusetts is poised to become a national leader in the field of civic inquiry and action.

## **RATIONALE: WHY IS CIVIC LEARNING AND ENGAGEMENT IMPORTANT?**

The Board's vote to include civic learning and engagement as an expected learning outcome in public higher education reflects state-level and national concerns that higher education needs to recommit itself to preparing students to assume the responsibilities of citizenship. Declining rates of voter participation, a lack of awareness about American history and political processes, and a superficial understanding of public issues, both domestic and international, among young people are often cited as indicators of higher education's inattention to this matter. Furthermore, today's globalized society has created further demands for schools and colleges to develop students' global awareness, knowledge and skills in addition to offering more traditional academic preparation in American history and government. These challenges are exacerbated by a widespread sense among students as consumers rather than as citizens, and a corresponding lack of sense of agency in any public sphere. Given these new demands, many argue that it is crucial that civic learning and engagement is taught across the curriculum. The need for higher education to reexamine what is meant by civic learning and the need to reinvest itself in preparing students for lifelong civic participation is clear.

Amid these concerns, the Association of American Colleges and Universities (AAC&U) released the National Task Force on Civic Learning and Engagement's seminal report, *A Crucible Moment: College Learning & Democracy's Future*, in 2012. This report calls for the nation's colleges and universities to renew their commitment to civic learning and engagement and challenges American higher education to foster a civic ethos across all components of the campuses and educational culture, make civic literacy a core expectation for all students, practice civic inquiry across all fields of study and advance civic action as lifelong practice through transformative partnerships, at home and abroad. In response to this report, the U.S. Department of Education (2012) developed its own set of recommendations contained in *Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action*, underscoring the urgency of the Task Force's national call to action. These include the following:

1. Advancing civic learning and democratic engagement in both the U.S. and global contexts by encouraging efforts to make them core expectations for elementary, secondary and postsecondary students—including undergraduate and graduate students.
2. Developing more robust evidence of civic and other student achievement outcomes of civic learning, and of the impact of school- and campus community partnerships;
3. Strengthening school- and campus-community connections to address significant community problems and advance a local or regional vision and narrative for civic engagement;
4. Expanding research and the range of public scholarship, with a special emphasis on promoting knowledge creation for the good of society;
5. Deepening civic identity by sharing stories of civic work in social media and organizing deliberative discussions about the roles of higher education in communities across the country, and by creating initiatives in science, arts, and other fields to catalyze civic agency. (U.S. Dept of Education, 2012, pg 3)

These concerns are also shared by many in Massachusetts. In 2011, the Massachusetts Legislature revived and continued the Special Commission on Civic Engagement and Learning that was charged with an investigation and study of civic engagement and learning in the Commonwealth. The Commission released its report *Renewing the Social Compact: The Report of the Special Commission on Civic Engagement and Learning* in December 2012. The Commission draws upon the historical legacy of Horace Mann who declared education as the vehicle, “not only designed to prepare students for future employment, but to enable them to become active and informed citizens in our great democracy” (Massachusetts Special Commission on Civic Engagement and Learning, 2012, pg 8). The Commission endorses the recommendations contained in *A Crucible Moment: College Learning and Democracy’s Future*, echoing the conclusion that higher education should seek to foster a civic ethos across all components of the campus and educational culture. The Commission’s report includes a total of ten recommendations for elementary and secondary education, adult education and higher education, including a specific recommendation that the Commonwealth support the Vision Project as a vehicle of change.

### **CHARGE TO THE STUDY GROUP ON CIVIC LEARNING AND ENGAGEMENT**

The Department of Higher Education charged the Study Group with the following specific tasks and activities:

1. Become familiar with the literature and recent developments involving civic education and engagement and identify “best practices” in this arena and ground the recommendations within this context.
2. Create an inventory of current civic education initiatives and practices at the public institutions in Massachusetts and assess this work in the context of best practices nationally.
3. Create a contemporary working definition of civic education at the college level for the Vision Project, including a set of civic education and engagement student competencies and dispositions.
4. Establish and articulate the goals and objectives of the civic education and engagement outcome of the Vision Project which the Board and campuses should endeavor to accomplish.
5. Identify metrics by which to measure and report student and institutional outcomes of civic education and engagement programs; these metrics should be quantifiable and allow for comparison with results in other states.
6. Make recommendations regarding a comprehensive and contemporary approach to civic education and engagement programming that takes account of all aspects of the student experience: academic coursework; extracurricular activities; and off campus experiences.

7. Identify challenges to the development of strong programs of civic education and engagement by public colleges and universities and make recommendations on how to overcome them.
8. Identify ways in which the Board of Higher Education can support and promote civic education and engagement on the public campuses.

## **Study Group Processes and Report Organization**

The Group met three times, held one teleconference and worked via distance between October 2012 and September 2013. The Group divided into two subgroups which worked independently on different areas of the charge: one focused on student learning outcomes and the other on institutional goals and objectives required to meet these outcomes. The Study Group shared preliminary drafts of the report on May 30, 2013 at *Rooting Change: The Vision for Civic Engagement in Higher Education*, a conference sponsored by Mount Wachusett Community College and made possible by the Vision Project Performance Incentive Grant Fund (PIF). The public campuses were provided with the opportunity to provide comment in September, 2013.

This report follows the organization of the charge and includes the following sections:

- Definition: What is Civic Learning and Engagement?
- Current Practices: Survey of Massachusetts Public Higher Education's Civic Learning and Engagement Climate and Activities
- Objectives and Goals: What Does a Civically-Engaged Campus Look Like and What Knowledge, Skills and Values do Citizens Need?
- Recommendations to the Board of Higher Education

### **DEFINITION: WHAT IS CIVIC LEARNING AND ENGAGEMENT?**

The Group was charged with developing a contemporary definition of civic education; however, after reviewing the literature it was clear that civic learning and civic engagement are the appropriate terms to define. Group members drew from three primary sources: the writing of Thomas Ehrlich, the Carnegie Foundation for the Advancement of Teaching and the Lumina Foundation's Degree Qualification Profile in developing the definition of civic learning and engagement for the purpose of the Vision Project.

- Thomas Ehrlich in *Civic Responsibility and Higher Education* (2000) writes "Civic engagement means to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes (*Preface, page vi*).
- The Carnegie Foundation for the Advancement of Teaching defines community engagement "as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation for the Advancement of Teaching, 2013).
- The Lumina Foundation description of civic learning in its publication Degree Qualifications Profile is as follows:
  - Like other forms of application, civic inquiry requires the integration of knowledge and skills acquired in both the broad curriculum and in the student's specialized field. But because civic preparation also requires engagement — that is, practice in applying those skills to representative questions and problems in the wider society — it should be considered a discrete category of learning. Higher education is experimenting with new ways to prepare students for

effective democratic and global citizenship. Virtually all of these efforts use experiential or field-based learning as a means to develop civic insight, competence in public affairs and the ability to contribute to the common good. By definition, field-based learning about civic issues is likely to immerse students in public debate about contested positions. In developing civic competence, students engage a wide variety of perspectives and evidence and form their own reasoned views on public issues (The Degree Qualifications Profile, 2011, p. 9)

After reviewing these definitions and other literature and based upon the informed experiences of the group's members, the Study Group unanimously agreed upon a contemporary definition of civic learning and engagement that is reflective of current practices in the field, including the conventional wisdom that civic learning today incorporates more than a national focus. Today's global economy requires students to have an understanding of geopolitical relationships, geographical awareness, appreciation for cultural differences, and the ability to analyze dilemmas from multiple contexts.<sup>1</sup>

### **DEFINITION OF CIVIC LEARNING AND ENGAGEMENT**

**The ultimate goal of the civic learning and civic engagement key outcome of the Vision Project is to prepare individuals for effective democratic participation, which in turn promotes growth of healthy communities, global economic vitality, social and political well-being and democratic human interactions.**

**Higher education institutions engender *students' civic learning*— the knowledge, skills, values and competencies that citizens in a democracy need to carry out their civic responsibility— through participation in civic engagement, academic coursework, co-curricular activities and off-campus programming. Students should have an understanding of the United States, other world societies, and the relationship between these constituencies.**

***Civic engagement in higher education involves faculty, staff, and students in reciprocal partnerships with public, private and non-profit organizations in communities (local, regional, statewide, national, and global) to address critical social issues and align curriculum, scholarship, research and creative activity with the public good.***

### **CURRENT PRACTICES: SURVEY OF MASSACHUSETTS PUBLIC HIGHER EDUCATION'S CIVIC LEARNING AND ENGAGEMENT CLIMATE AND ACTIVITIES<sup>2</sup>**

The Study Group is aware that a great deal of work is already occurring within higher education to embed civic learning and engagement in the educational experiences of students, across the nation and particularly in Massachusetts. In order to learn more about this work on the Massachusetts public campuses, the Department of Higher Education circulated a questionnaire in October 2012 that requested institutions to

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<sup>1</sup> Throughout this report civic learning is referred to as an umbrella term. Civic engagement falls under civic learning. Civic engagement can include such activities as service-learning, a strategy that integrates community service with instruction, however, not all service-learning activities are designed in a way that promote civic learning. Some service-learning activities can be defined as civic engagement, but not all.

<sup>2</sup> A more detailed analysis of the survey can be found in Appendix C of this report.

provide information about their current civic learning and engagement initiatives and activities. All twenty-nine public campuses returned the questionnaire. The results of this survey were shared with and analyzed by the Study Group and informed their recommendations to advance civic learning and engagement efforts on the public campuses.

### *Summary of Findings*

Information gathered from the questionnaire shows that Massachusetts institutions recognize the critical importance of civic learning and engagement and several are already focused on strengthening their civic learning and engagement commitments. Despite a lack of resources, some campuses are embedding civic learning within core courses and disciplines, and are considering a service-learning/civic engagement graduation requirement. Others are offering faculty training and supporting faculty through stipends and course releases. This work has been recognized and advanced in a number of ways:

- Ten Massachusetts institutions have received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The University of Massachusetts is the only multi-campus state university in which every campus has this classification. Of the 15 community colleges recognized nationally by Carnegie, four are in Massachusetts.
- Fourteen Massachusetts institutions have received the President's Higher Education Community Service Honor Roll since it was established in 2006.
- Twenty-five institutions are members of Massachusetts Campus Compact.
- Twelve institutions have adopted a formal definition of civic education or related terms.
- Fourteen institutions have a dedicated civic engagement center or similar unit/office.

These findings, however, also show that compared to the traditional academic studies in our institutions of higher education, civic learning and engagement is still in its infancy. Civic education does not appear to be a central academic expectation among the public higher education institutions: it exists on the periphery of some students' academic experiences and some institutions are more committed than others. Furthermore, civic learning and engagement, when it does exist, is most likely to be included in such subjects as social sciences and education rather than across the curriculum. Campuses also report a number of challenges, expressing concern that civic learning and engagement cannot go to scale without it being regarded as a central part of the academic experience. For example:

- Most campuses (n=24) are collecting, analyzing and sharing data regarding students' civic learning in some capacity; however, only six are collecting this data into their centralized information databases. While campuses display an appreciation for learning about students' civic learning, they do not have the capacity to collect data in a robust manner that would allow investigation of the impact of civic learning and engagement on student learning and degree completion.
- Full-time faculty members often have little institutional support or incentive to embed civic learning within their courses or engage with the community, due in part to tenure and promotion processes which do not recognize this work.
- Much civic learning work is currently being done by adjunct faculty who often receive little institutional support, professional development, or recognition.
- Institutions were mostly likely to identify a lack of resources as a major impediment in developing and implementing civic learning and engagement initiatives (including financial resources, faculty, and staffing and physical office space for staff).

Despite these challenges, campuses are engaged in high-impact activities, such as short-term study abroad, high quality service-learning, civic learning-focused general education courses, and assessment of students' civic learning, faculty training and sharing best practices. Several of these smaller scale projects could inform state-wide practices and policies but it will take greater resources, political will, creativity and ingenuity to take to scale this early and promising work.

## **OBJECTIVES AND GOALS: WHAT DOES A CIVICALLY-ENGAGED CAMPUS LOOK LIKE AND WHAT KNOWLEDGE, SKILLS AND VALUES DO CITIZENS NEED?**

The ultimate goal of the civic learning and civic engagement key outcome of the Vision Project is to prepare individuals for effective democratic participation, which in turn promotes growth of healthy communities, global economic vitality, social and political well-being and democratic human interactions. The group was charged with establishing and articulating the objectives of the civic learning and engagement outcome of the Vision Project in order to meet this goal. To achieve this end, the Study Group developed two documents, the *Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning and Engagement* which articulates the capacities that institutions need to demonstrate in order to support students' civic learning. The other document, the *Massachusetts Civic Learning and Engagement Outcome Assessment Framework*, articulates students' civic learning outcomes by outlining the knowledge, skills and values students should demonstrate by the time of earning their credential. Each document is discussed separately.

### *Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning and Engagement* (Appendix A)

Civic learning is an emerging trans-disciplinary field in higher education. The Study Group notes that most campuses' organizational structures and processes are not yet designed in a manner that would support civic learning as a central part of the academic experience.<sup>3</sup> Consequently, institutions will need to develop the capacity to support civic learning. *The Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning and Engagement* illustrates what a civically-engaged campus looks like.

This framework is designed to allow institutions to self-assess their capacity to support civic learning and engagement for all students and is based upon ideas and concepts from current literature, including *A Crucible Moment: College Learning and Democracy's Future* (2012); Carnegie classification criteria, Community College Survey of Student Engagement (CCSSE) and National Survey of Student Engagement (NSSE) surveys, and seminal publications like *Self Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* (Furco, 2002), and *Indicators of Engagement* (Hollander, Saltmarsh, and Zlotkowski, 2001).

The framework designates four criteria of institutional commitment to civic learning and engagement:

- **Institutional Criterion 1: Institutional capacity** for civic learning and engagement, divided by subcategories: practices, structures, and policies.
- **Institutional Criterion 2: Faculty capacity** for civic learning and engagement.
- **Institutional Criterion 3: Student support** for and involvement in civic learning and engagement.
- **Institutional Criterion 4: Community participation and partnerships** for civic learning and engagement.

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<sup>3</sup> This conclusion is supported by data reported by the public campuses in 2012. See Appendix C for detailed analysis of survey results.

Each one of these criteria is linked to indicators and a stage of development that is ranked from one (the institution does not have the capacity to fulfill the key outcome of the Vision Project to prepare citizens) to three (the institution does have the institutional capacity to fulfill the key outcome of the Vision Project to prepare citizens). In order to achieve the Vision Project Key Outcome of Preparing Citizens, institutions should be working towards stage three for all indicators listed under the four criteria. A fully civically engaged campus should score on level three on all indicators.

### *Massachusetts Civic Learning and Engagement Assessment Framework (Appendix B)*

This framework draws directly from *A Crucible Moment's* "Framework for Twenty-First-Century Civic Learning and Democratic Engagement" and the Civic Engagement VALUE Rubric of AAC&U's LEAP (Liberal Education and America's Promise) initiative. Feedback from the campuses' current work with the Civic Engagement VALUE Rubric shows it is not designed to measure civic learning/knowledge.<sup>4</sup> The Massachusetts Civic Learning Rubric addresses both civic engagement and civic knowledge/learning whereas the LEAP VALUE Rubric of Civic Engagement concentrates on civic engagement alone. *The Massachusetts Civic Learning and Engagement Assessment Framework* is broader than the Civic Engagement VALUE Rubric and includes four key objectives that campuses should pursue to achieve the goal of preparing students for the role of citizenship.

- **Objective 1: Civic and Democratic Knowledge**  
Foster the knowledge students need to assume the roles and responsibilities of citizenship through formal curricula, co-curricular activity, and community engagement.
- **Objective 2: Civic and Democratic Skills**  
Foster the development of the personal and life skills students need to become responsible citizens and active participants in democratic life.
- **Objective 3: Civic and Democratic Values**  
Engage students in opportunities to clarify and further develop personal civic and democratic values.
- **Objective 4: Civic and Democratic Action**  
Involve students with experiences in civic action to foster engagement in the practice of democracy.

Each objective can be measured by a number of learning outcomes listed in the framework. For example, under Objective 1: Civic and Democratic Knowledge, students should be able to demonstrate the knowledge of the multiple political systems that frame constitutional democracies and of political levers for influencing change. This document should be used to assess students' civic learning and engagement, including program learning outcomes.

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<sup>4</sup> The Civic Engagement VALUE Rubric includes analysis of knowledge from one's own academic field as it would connect to civic engagement and to one's own participation in civic life, politics and government. Knowledge of government, politics, history, etc. is not an area of assessment in this rubric. The Massachusetts Civic Learning Framework includes as its first objective civic and democratic knowledge including such outcomes as familiarity with key democratic texts, historical and sociological understanding, knowledge of diverse cultures, etc. The Massachusetts Framework includes both civic engagement and learning whereas the Value Rubric is concentrated on civic engagement alone. The Massachusetts Framework and the Civic Engagement VALUE Rubric are designed to measure different phenomena.

## RECOMMENDATIONS TO THE BOARD OF HIGHER EDUCATION

The Group was charged with making recommendations regarding a comprehensive and contemporary approach to civic learning and engagement programming that takes account of all aspects of the student experience: academic coursework; extra-curricular activities; and off-campus experiences; identify challenges to the development of strong programs of civic education and engagement by public colleges and universities and make recommendations on how to overcome them and identify ways in which the Board of Higher Education can support and promote civic education and engagement on the public campuses. Challenges are discussed throughout this section and are addressed in detail in Appendix D.

The Study Group made a total of eight recommendations. Recommendation six includes three sub-recommendations. All recommendations are made with respect to the Board of Higher Education role in public higher education and are within the Board's authority.

1. **The Board of Higher Education will adopt the goal and definition of civic learning and engagement developed by the Study Group. It reads as follows:**

**The ultimate goal of the civic learning and civic engagement key outcome of the Vision Project is to prepare individuals for effective democratic participation, which in turn promotes growth of healthy communities, global economic vitality, social and political well being and democratic human interactions.**

**Higher education institutions engender *students' civic learning*— the knowledge, skills, values and competencies that citizens in a democracy need to carry out their civic responsibility— through participation in civic engagement, academic coursework, co-curricular activities, extra-curricular and off-campus programming. Students should have an understanding of the United States, other world societies, and the relationship between and among these constituencies.**

***Civic engagement in higher education involves faculty, staff, and students in reciprocal partnerships with public, private and non-profit organizations in communities (local, regional, statewide, national, and global) to address critical social issues and align curriculum, scholarship, research and creative activity with the public good.***

**Rationale:** It is important that there is a mutually agreed upon definition adopted by the Board to guide the work of the public campuses. Within the field of civic learning, there is often confusion as to what civic learning is and its ultimate goal. The group reviewed the literature surrounding this discussion and the definition provided is consistent with this literature and is reflective of best practices within the field. This is the definition that should guide the work of the Vision Project.

2. **The Board of Higher Education will require each public higher education institution to submit an internal assessment of its capacity to achieve the Vision Project outcome of preparing citizens using the indicators of stage of development in the *Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning* by August 15, 2014. Depending on the institution's current capacity to collect data related to civic learning and engagement, the campus should also report in the internal assessment such metrics as the numbers of students who take courses addressing civic learning objectives and participate in experiential learning experiences and co-curricular learning experiences designed to address civic learning objectives. The outcomes of this assessment should inform institutions' master plans. All campuses should be working towards achieving stage three in all indicators of the rubric.**

**Rationale:** In order to make civic learning and engagement an expected learning outcome for all students, campuses should begin with an assessment of policies, structures, and practices currently in place to enhance student civic learning and engagement. It is important to establish a baseline so that campuses understand what will need to be developed. To achieve this end, the Study Group developed an assessment instrument, *Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning* that each public campus should use to evaluate the institution's capacity to deliver and measure civic learning and engagement. The instrument is designed to allow for institutional self-assessment and improvement leading to quality enhancement that establishes the capacity for fulfilling this outcome of the Vision Project.

The Study Group recognizes that the institutional capacity for achieving the civic learning and engagement outcomes varies across state campuses and has identified key challenges that will need to be considered in building capacity across the system. The Board of Higher Education should draw upon the assets in the system – those campuses that have developed greater capacity for civic learning and engagement – to work with other campuses to share best practices and models for adaptation and replication. The Study Group acknowledges that there is great work happening at many campuses in this new area of scholarship, some work much deeper and more mature, which the Vision Project is seeking to grow, reinforce, support, celebrate, and promote. The approach toward institutional change to embed civic learning as an expectation of all students must not alienate the faculty and staff who are already doing this work; rather, it must enlist them as the champions for this work.

The Board of Higher Education will make the rubric available to each campus, work with all the state campuses to complete the assessment and develop plans for quality enhancement of civic learning and engagement. Campuses will also be able to use information derived from this assessment to make immediate changes. Early feedback indicates that some independent Massachusetts campuses are supportive of this rubric which the Department should make available to them.

**Effective Date:** *The Department will convene institutions chief academic officers and relevant faculty, staff and administrators in the spring of 2014 to discuss the rubric and how to use it.*

*Inaugural internal assessments shall be submitted to the Department of Higher Education by August 15, 2014*

- 3. The Board of Higher Education will require public higher education institutions to include a description of how they include civic learning and engagement as an expected and measureable learning outcome for all students in their five-year master plans when they submit them to the Board for approval. Higher education institutions should utilize the *Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning, Massachusetts Civic Learning and Engagement Assessment Framework* and relevant challenges outlined in Appendix D when developing these plans.**

**Rationale:** The Board of Higher Education's key outcome of "Preparing Citizens: Providing students with the knowledge, skills and values to be active, informed citizens" is essential to fulfilling the mission of public institutions of higher education in the Commonwealth and in the nation. In comparison to the traditional academic studies in our institutions of higher education, civic learning and engagement is a new area of scholarship. To promote student learning in this new field, institutions will need to develop their capacity to support civic learning and engagement and this will require significant organizational and administrative changes. Civic learning and engagement cannot go to scale without it being regarded as a central part of the academic experience and efforts will be needed to build the institutional capacity among faculty, staff, institutional research and assessment departments, students, and community partners.

To effectively achieve this outcome, campuses will need to develop and assess student civic learning and engagement outcomes and enhance opportunities for students to participate in community engaged learning opportunities as part of the curriculum and outside the curriculum. The end goal of assessing student learning outcomes will require building the institutional infrastructure, commitment, culture, and capacity to support the goal. Without institutional support and capacity building, the ultimate goal will not be achievable.

The Board of Higher Education may wish institutions to address all Vision Projects goals in their master plans

**Effective date:** *Master plans due to the Board starting in 2013-2014 will be required to include a description of how civic learning and engagement is an expected outcome for all students.*

- 4. The Board of Higher Education will require public higher education institutions to include a description of how new academic programs will address the Vision Project goal of civic learning and engagement as an expected and measureable educational outcome. Institutions should align programs with the *Massachusetts Civic Learning and Engagement Assessment Framework*.**

**Rationale:** The Study Group echoes others in the field who state that that civic knowledge, skills and values should be integrated across the entire curriculum, within disciplines and general education. The inclusion of civic learning is not in opposition to other academic goals or workforce preparation. Civic learning is relevant to and needs to be an expectation of all academic disciplines, including but not limited to the humanities, social science, mathematics, science, and allied health fields.

Civic learning and engagement in academic subjects and workforce development are complementary, not competitive. Students will need to be able to act within a civic context regardless of their field of employment. The same skills needed by citizens are the skills that are useful in the 21<sup>st</sup> century workplace, skills such as building consensus and solving problems in groups and knowledge of other cultures and countries, as markets grow more global. Civic learning at the college level makes people into better workers and civic engagement is a path to solving serious public problems, which employers are faced with addressing.

While the classroom is an important vehicle tied to civic learning outcomes (Hurtado et al, 2012), students also need to be provided with ways to practice democratic and civic responsibility as a way to reinforce what they learn in the classroom. Participation in high impact practices, such as learning communities, undergraduate research, study abroad and service-learning, is associated with overall improved student learning (Kuh, 2008).

Going forward, all new academic programs subject to Board approval should demonstrate the inclusion of civic learning and engagement as a program learning outcome as a condition of Board approval.

**Effective date:** *For new program applications submitted after October 1, 2015.*

The Department of Higher Education will forward anticipated changes to the application process to the campuses no later than July 2014 in order to allow sufficient planning time for the upcoming academic year when the new requirement will go into effect.

- 5. The Board of Higher Education will collaborate with the various faculty unions to enlist their support for including engaged scholarship in the criteria for evaluating faculty for hiring, retention, promotion, and tenure.**

**Rationale:** In comparison to the traditional academic studies in our institutions of higher education, civic learning and engagement is a new area of scholarship. Faculty members often have little institutional support or incentive to embed civic learning within their courses or engage with the community, due in part to tenure and promotion processes which do not value this work. Civic learning and engagement cannot go to scale without it being regarded as a central part of the academic experience and efforts will be needed to include faculty in this process. Without fundamental changes in the ways in which faculty are rewarded, the campuses express doubt as to whether civic learning and engagement will develop beyond peripheral programming for some students.<sup>5</sup>

*Effective Date: Department staff should hold initial discussions with the various unions no later than fall 2014.*

**6. The Board of Higher Education will pursue research and development of appropriate infrastructure to support the measurement of the complex student learning outcomes of civic learning and civic engagement with the ability to allow for institution-to-institution and state-to-state comparison. To effectively achieve this outcome, campuses will need to develop and assess student civic learning and engagement outcomes in three major areas: comparison of student impressions of civic learning in multi-state surveys, expansion of campuses' reporting requirements, and continuing an exploratory pilot study on qualitative measures of student learning.**

- a. *The community colleges, the four year institutions and the Board of Higher Education will develop a consortium to administer the Community College Survey of Student Engagement (CCSSE) and National Survey of Student Engagement (NSSE) respectively, at regular intervals and in relationship to other institutional and Board initiatives. The Study Group recommends that the Department of Higher Education is the consortium leader which will then receive raw data files which can be uploaded and matched with other systems-level data for analysis. Because the data collected from these surveys would help improve educational outcomes on the state and institutional level, the Department and the institutions should cost-share the expenses of administering CCSSE and NSSE.*

**Rationale:** Based upon available literature and conversations with leaders in the field of civic education, the Study Group concluded that measurement of civic learning and engagement is an emerging data element that is not yet well-developed.<sup>6</sup> There are no data that exists within the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) that the Department could use to compare Massachusetts institutions' civic learning outcomes on a national level. Consequently, the most effective way to measure students' civic learning and engagement in a manner that is quantifiable and comparable across institutions is through data collected via the Community College Survey of Student Engagement (CCSSE) and National Survey of Student Engagement (NSSE). Both instruments have a set of "civic" questions that can be compared across institutions and nationally. In addition, CCSSE allows the creation of 15 questions; NSSE allows 20. These instruments do not measure learning outcomes directly. Rather, they measure student engagement behaviors and activities, as

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<sup>5</sup> Please see campuses' comments about faculty development in Appendix C.

<sup>6</sup> The Study Group interviewed leading experts in the field of assessment for civic learning. These include: Susan Albertine, Vice President, Office of Diversity, Equity and Student Success at AAC&U; Peter Levine, Director of the Center for Information & Research on Civic Learning (CIRCLE), who also serves on the Study Group; Andy Furco, Associate Vice President for Public Engagement at the University of Minnesota; and Emily Janke, Special Assistant for Community Engagement, Institute for Community and Economic Engagement (ICEE) at University of North Carolina, Greensboro.

reported by students, which are associated with related learning outcomes. These data can serve as a proxy for measuring civic learning and engagement outcomes. Institutions and state systems may participate in the consortium for the purposes of sharing CCSSE and NSSE data and receive raw data files with unit record data which can be used for analysis.

All Massachusetts public institutions currently participate in CCSSE and NSSE. All community colleges administer the CCSSE every five years (with the last year being in 2011). Some community colleges administer it more often. All four year institutions have participated in NSSE but not at the same intervals. For CCSSE and NSSE to be most impactful, the surveys should be administered on a regular on-going basis. The Department has already convened a NSSE and CCSSE subgroup as part of its Advancing a Massachusetts Culture of Assessment (AMCOA) initiative which has investigated the campuses' interest in using these surveys as part of measuring student learning indirectly. This early activity may enable the establishment of a consortium which can address all Vision Project outcomes in addition to civic learning and engagement.

**Effective dates:**

- **2013-2015:** DHE convenes institutions and collaborates with CCSSE and NSSE.
- **2015-2016:** First CCSSE and NSSE surveys and analysis completed.
- **No later than 2016-2017:** Analysis included in Vision Project reports.

- b. *The Board of Higher Education and institutions will develop the capacity to systematically track information concerning civic learning and engagement within their centralized databases which can then be reported to the Department of Higher Education using the Higher Education Information Research System (HEIRS). The Department of Higher Education staff will convene institutions' institutional research and assessment directors, civic education directors and academic affairs staff to decide upon the process of how to collect data and operationalize metrics and decide on what metrics should be included, which at a minimum should include the numbers of students who take courses addressing civic learning objectives and participate in experiential learning experiences and co-curricular learning experiences designed to address civic learning objectives. These processes will be developed to be consistent across the system.*

**Rationale:** While most Massachusetts public institutions are collecting some data related to civic learning, they do not have the capacity to collect data in the robust manner that would allow investigating the impact of civic learning and engagement on student learning and degree completion. Because of this limitation, researching the impact of civic learning and engagement is challenging. There is a need for improved data collection.

The Study Group contends that the job of identifying metrics that would meaningfully measure civic learning is different, and more complex, than measuring some of the other goals in the Vision Project, such as student success which has a more established set of metrics, such as retention, persistence and graduation rates. Metrics, student learning outcomes and mechanisms to compare Massachusetts institutions will need to be developed prior to attempting to compare these data nationally. The Department and public institutions will need to devote resources to these endeavors.

While this recommendation does not address the Board's desire to compare Massachusetts institutions to colleges and universities in other states, it will allow for contextual information to be included in future Vision Project reports. Furthermore, these data are not being collected nationally so there is no comparison group at this point in time. The Study Group suggests that

the Department share its processes with other states in order to develop the ability for comparative analysis in the future.

**Effective dates:**

- **2013-2015:** DHE convenes institutions
- **2015-2016:** Data collection begins
- **No later than 2016-2017:** Analysis included in Vision Project reports.

- c. *The Board of Higher Education should consider expanding its statewide assessment pilot, Advancing a Massachusetts Culture of Assessment (AMCOA) to include an exploratory pilot study of civic learning and engagement with a subset of interested Massachusetts public institutions. Information from this study could inform best practices of the assessment of civic learning and engagement that could be shared with other public institutions in the Commonwealth and the nation.*

**Rationale:** Beginning in June 2012, the Advancing a Massachusetts Culture of Assessment (AMCOA) project has brought 22 public campuses in Massachusetts together in collaboration with the Department of Higher Education to develop a statewide plan for learning outcomes assessment that builds from campus assessment and avoids the use of standardized testing. It is based on the assessment of authentic student work using selected LEAP Essential Learning Outcomes and Value rubrics developed under the auspices of the Association of American Colleges and Universities (AAC&U). This group has conducted an initial pilot study of the assessment of student artifacts using the LEAP Value rubrics of written communication, critical thinking and quantitative literacy. This initiative also involves nine-state collaboration: the Multi-State Collaborative to Advance Learning Outcomes Assessment. It is expected that the statewide assessment work in Massachusetts will be connected to the multi-state work and both will form part of the Vision Project, allowing states to compare themselves nationally.

To expand this work to civic learning and engagement, campuses would need to compile student artifacts from courses and other learning occasions addressing civic learning. The Study Group suggests that institutions utilize the Massachusetts Civic Learning Framework rather than the LEAP Value Rubric of Civic Engagement as the initial assessment tool, although the institutions may wish to augment the Framework as necessary. Initial feedback from the campuses indicates that the Civic Engagement VALUE Rubric is not designed to measure civic learning. The Massachusetts Civic Learning Rubric includes both civic learning and civic engagement whereas LEAP VALUE Rubric of Civic Engagement concentrates on civic engagement alone.<sup>7</sup>

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<sup>7</sup> The Civic Engagement VALUE Rubric includes analysis of knowledge from one's own academic field as it would connect to civic engagement and to one's own participation in civic life, politics and government. Knowledge of government, politics, history, etc. is not an area of assessment in this rubric. The Massachusetts Civic Learning Framework includes as its first objective civic and democratic knowledge including such outcomes as familiarity with key democratic texts, historical and sociological understanding, knowledge of diverse cultures, etc. The Massachusetts Framework includes both civic engagement and learning whereas the Value Rubric is concentrated on civic engagement alone. The Massachusetts Framework and the Civic Engagement VALUE Rubric are designed to measure different phenomena.

**Effective dates:**

- **2013-2014:** DHE convenes institutions and offers guidance on how to use the Massachusetts Civic Learning Framework.
- **2015-2016:** Pilot initiated and analysis generated and shared with campuses.

**7. The Board of Higher Education will facilitate and support the implementation of civic learning and engagement as an expected learning outcome of all students in public higher education. Actions to be considered include but are not limited to the following:**

- a. Convene institutions for the purpose of sharing best practices, research, methodology, pedagogy and other information concerning civic learning and engagement.
- b. Collaborate with organizations such as the Massachusetts Campus Compact for the purposes of sharing these best practices, research, methodology, pedagogy, and other information.
- c. Dedicate Department staffing to support the work described in the recommendations in this report.
- d. Explore the concept of faculty civic fellows, a nominated small group of faculty who would work across the system to develop civic learning and engagement as an expected learning outcome of all students.
- e. Make grants from the Performance Incentive Fund (PIF) and other resources available for fellowships, projects, and research to develop and promote civic learning and engagement with emphasis on multi-year projects. The Board should explore also external funding opportunities for these purposes.
- f. Establish a placeholder in the community college funding formula for the civic learning key outcome of the Vision Project.
- g. Advocate on behalf of the public institutions to the Massachusetts Legislature and the Executive Office of Education for increased state funding.

**Rationale:** Institutions identify a lack of resources as a major impediment in developing and implementing civic learning and engagement initiatives (including financial resources, faculty, staffing and physical office space for staff, etc.) In order to take civic learning to scale, campuses will need an infusion of resources and the Board will need to be committed to advocating on behalf of the campuses. Furthermore, campuses would benefit from an infusion of resources, other than financial, such as opportunities to learn about civic learning and engagement. The Board should organize conferences on civic learning and engagement, encourage institutions to join national initiatives, such as American Democracy Project, that will provide for curricular resources, and promote other methods to share best practices.

**8. The Board of Higher Education will address civic learning and engagement in its college-readiness initiatives to ensure that entering college students have the skills and background knowledge to enable them to be successful in college-level civic learning and engagement academic experiences.**

**Rationale:** There is an overall concern that American education institutions must do more to advance civic learning and democratic engagement in both the U.S. and global contexts by encouraging efforts to make them core expectations for elementary, secondary and postsecondary students. In addition to America's colleges and universities, K-12 schools are being called upon to renew their commitment to civic learning and engagement. Concerns have been raised, both nationally and within Massachusetts<sup>8</sup>, that high school students lack an awareness of American history and political

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<sup>8</sup> For citing national and state concerns, please see *A Crucible Moment* and *Renewing the Social Compact: A Report of the Special Commission on Civic Engagement and Learning*, respectively.

processes, international issues, world culture and geography. This lack of knowledge undoubtedly impacts students' ability to be successful in college. This lack of knowledge, combined with insufficient development of the skills and capacities that engaged citizens need, will also undermine students' accomplishment of civic learning goals identified by the Board as important impacts students' ability to be successful in college. Like in other areas of college readiness, such as mathematics and English, there is a need to coordinate efforts from pre-school through post-secondary education.

The Board of Higher Education's definition of college and career readiness includes a set of competencies within the following categories: literacy, mathematics, workplace readiness, and quantitative and qualitative abilities. These competencies are designed to provide the framework for college and career readiness and serve as the basis for being an active participant in democracy; however, they do not address the specific civic learning and engagement competencies that should be required of entering college students.<sup>9</sup>

The Board should expand its discussion on college-readiness to include exploring what entering college students need to know in order to be successful in entry-level college civic learning and engagement academic experiences and ways to assess entering college students' knowledge of subjects related to civic learning. For this discussion, the Board should collaborate with its colleagues at the Board of Elementary and Secondary Education and the Executive Office of Education. This may include establishing a working group comprised of representatives from primary and secondary education and higher education to align the Vision Project's key learning outcome of preparing citizens with the Massachusetts curriculum frameworks in support of the mutual goal of better preparing students for college and careers after high school.

**Effective date:**

- **By fall 2014:** Department staff should host preliminary conversations with colleagues at the Department of Elementary and Secondary Education and the Executive Office of Education and other key informants and stakeholders.

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<sup>9</sup> A definition of college and career readiness was approved by the Massachusetts Board of Elementary and Secondary Education on February 26, 2013; Massachusetts Board of Higher Education on March 12, 2013, and can be found at <http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>

## Appendix A: Massachusetts Institutional Rubric for the Promotion and Development of Civic Learning and Engagement

The goal of the Preparing Citizens Outcome of the Vision Project is to prepare individuals for effective democratic participation, which in turn promotes growth of healthy communities, global economic vitality, social and political well being and democratic human interactions. This rubric identifies criteria that would enable an institution to support students' civic learning and engagement.

There are four key objectives that campuses should pursue to achieve the goal of preparing students for the role of citizenship.

- Objective 1: Civic and Democratic Knowledge (Practices, Structures, and Policies)**  
 Foster the knowledge students need to assume the roles and responsibilities of citizenship through formal curricula, co-curricular activity, and community engagement.
- Objective 2: Civic and Democratic Skills**  
 Foster the development of the personal and life skills students need to become responsible citizens and active participants in democratic life.
- Objective 3: Civic and Democratic Values**  
 Engage students in opportunities to clarify and further develop personal civic and democratic values.
- Objective 4: Civic and Democratic Action**  
 Involve students with experiences in civic action to foster engagement in the practice of democracy.

Each category within the rubric is linked to an indicator and stage of development ranked from one (the institution does not have the capacity to fulfill the key outcome of the Vision Project to prepare citizens) to three (the institution does have the institutional capacity to fulfill the key outcome of the Vision Project to prepare citizens).

### 1. Institutional Capacity for Civic Learning and Engagement (Practices, Structures, and Policies)

Indicators	Stage One: The college or university does not have the institutional capacity to fulfill key outcome of the Vision Project to prepare citizens	Stage Two: The college or university is establishing the institutional capacity to fulfill key outcome of the Vision Project to prepare citizens.	Stage Three: The college or university has the institutional capacity to fulfill key outcome of the Vision Project to prepare citizens.
<b>Practices</b>			
<b>Leadership</b>	The executive leadership has not articulated how civic learning and engagement aligns with the mission or with other institutional priorities.	The executive leadership promotes civic learning and engagement but rarely articulates how it aligns with the mission or with other institutional priorities.	The executive leadership explicitly promotes civic learning and engagement as an institutional priority that compliments other institutional priorities and fulfills the mission of the campus.

<b>Definition of Civic Learning and Engagement</b>	There are no campus-wide definitions for civic learning and engagement, including service-learning. The terms are used inconsistently to describe a variety of experiential and service activities.	There are operationalized campus-wide definitions for civic learning and engagement, including service-learning, but there is some variance and inconsistency in the application of the terms.	There exist formal, universally accepted definitions for high quality civic learning and engagement, including service-learning, that are used consistently to operationalize many or most aspects of these initiatives on campus.
<b>Alignment with Institutional Mission</b>	The preparation of students to be active, engaged, informed citizens complements the college or university mission but is not implemented as an institutional priority.	The preparation of students to be active, engaged, informed citizens is articulated as an institutional priority but is not included in the college or university mission statement.	The preparation of students to be active, engaged, informed citizens is an institutional priority clearly articulated in the college or university mission statement.
<b>Strategic Planning</b>	The strategic plan does not include a reference to the importance of preparing students to be active, engaged, informed citizens and does not include civic learning and engagement goals.	The strategic plan makes reference to the importance of preparing students to be active, engaged, informed citizens but there is no articulation of goals for the implementation of civic learning and engagement.	The strategic plan includes specific goals and benchmarks for institutionalizing civic learning and engagement.
<b>Evaluation and Assessment</b>	There is no organized, college or university-wide effort underway to account for the number and quality of civic learning and engagement activities taking place	An initiative to account for the number and quality of civic learning and engagement activities taking place throughout the college or university has been proposed.	Civic learning and engagement, including service-learning, are part of institutional quality improvement in the accreditation processes. An ongoing, systematic effort is in place to account for the number and quality of these activities.
<b>Structures</b>			
<b>Coordinating Infrastructure</b>	There is no coordinating entity (office, center, institute, etc.) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of civic learning and engagement.	An entity (office, center, institute, etc.) on campus has responsibility for implementing some aspect of civic learning and engagement to a specific constituency (e.g., students, faculty) or to a limited part of the college or university (e.g. student affairs, certain majors).	There is a coordinating entity (office, center, institute, etc.) clearly aligned with academic and / or student affairs that is devoted primarily to assisting the various college and university constituencies in the implementation, advancement, and institutionalization of civic learning and engagement.
<b>Resource Allocation</b>	Resources and staffing for civic learning and engagement are tied to soft money (grant funds) and are inconsistent.	Less than adequate resources and staffing are included in the college or university operating budget and from soft money (grant funds) for establishing, enhancing, and deepening civic learning and engagement	Adequate and appropriate resources and staffing are included in the college or university operating budget for establishing, enhancing, and deepening civic learning and engagement

Policies			
<b>Official Policy</b>	Civic learning and engagement, including service-learning, are not articulated as essential educational goals. Policy documents do not provide support for faculty scholarly work that uses community-engaged approaches and methods as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.	Civic learning and engagement, including service-learning, are articulated as essential educational goals, but policy documents do not provide support for faculty scholarly work that uses community-engaged approaches and methods as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.	Civic learning and engagement, including service-learning, are articulated as essential educational goals and policy documents specifically provide support for faculty scholarly work that uses community-engaged approaches and methods as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

**2. Faculty Capacity for Civic Learning and Engagement**

	<b>Stage One: The faculty does not have the capacity to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Two: The faculty is establishing some capacity to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Three: The faculty has the resources and capacity to fulfill the key outcome of the Vision Project to prepare citizens.</b>
<b>Professional Development and Recognition</b>	There are few if any opportunities for faculty development of civic learning and engagement (including service-learning) and/or engaged scholarship. There are no awards for this work.	There are some opportunities for faculty development of civic learning and engagement (including service-learning) and/or engaged scholarship. Some departments provide awards for this work.	There are multiple opportunities for faculty development of civic learning and engagement (including service-learning) and engaged scholarship. There are college or university-wide awards recognizing the importance of this work.
<b>Funding</b>	Few, if any incentives, are provided (mini grants, sabbaticals, funds for service-learning conferences, etc.) for faculty to pursue civic learning and engagement.	Faculty are provided some incentives (mini grants, sabbaticals, service-learning conference funding, etc.) to pursue civic learning and engagement.	Faculty in all disciplines are encouraged and are provided multiple incentives (mini grants, sabbaticals, service-learning conference funding, etc.) to pursue civic learning and engagement.
<b>Tenure/Promotion and Reappointment Policies Reward Scholarship of Engagement</b>	Faculty scholarly work that uses community engaged approaches and methods is not recognized during the review, tenure, promotion and reappointment process.	Faculty scholarly work that uses community engaged approaches and methods is recognized, but not valued as much as are other traditions of scholarship. Some reward is in progress.	Faculty scholarly work that uses community engaged approaches and methods is valued on par with other traditions of scholarship.

<b>Recruitment Policies</b>	Recruitment policies do not encourage hiring faculty with expertise in and commitment to civic learning and engagement.	Some departments/disciplines encourage hiring faculty with expertise in and commitment to civic learning and engagement.	The college or university has policies in place that encourage hiring faculty with expertise in and commitment to civic learning and engagement.
<b>Faculty Leadership</b>	None of the most influential faculty members serve as leaders for advancing civic learning and engagement at the college or university.	A few influential faculty members provide leadership to the college or university and communities' civic learning and engagement efforts.	A highly respected, influential group of faculty members serve as the leaders of the civic learning and engagement initiatives.

### 3. Student Support for and Involvement in Civic Learning and Engagement

	<b>Stage One: Students do not have the support, resources or knowledge to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Two: Students have some of the support, resources and knowledge to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Three: Students have the support, resources and knowledge to fulfill the key outcome of the Vision Project to prepare citizens.</b>
<b>Benchmarks for Outcomes and Assessment</b>	There are no college or university benchmarks for defining and assessing learning outcomes in civic learning and engagement.	Some departments or programs have mechanisms for defining and assessing student work in areas of civic learning.	The college or university has benchmarks and rubrics available for faculty to grade and assess student outcomes in civic learning and engagement.
<b>Course Designation</b>	Few if any civic learning and engagement or service-learning courses are listed in course catalogues.	Some departments and programs list civic learning and engagement or service-learning courses in course catalogues.	Civic learning and engagement courses (including service-learning) are listed in course catalogues. Majors and departments coordinate with civic engagement programs to define benchmarks and student outcomes in civic learning and engagement.
<b>Student Recognition</b>	Little or no ceremonies or assemblies exist by which students are recognized for civic learning and engagement.	The college or university has a limited numbers of awards and assemblies to recognize students who take on leadership roles in advancing civic learning and engagement within their departments and/or student organizations.	Annual ceremonies and assemblies recognize students for their work in civic learning and engagement. Students serve as advocates and ambassadors for civic learning and engagement in departments and student organizations.

<p><b><i>Student Roles in Planning, Implementing, and Assessing</i></b></p>	<p>Few opportunities exist for students to plan, implement, assess or study civic learning and engagement</p>	<p>Certain departments, majors and programs, such as honors and athletics, provide incentives and opportunities for students to plan, implement and assess civic learning and engagement.</p>	<p>Student incentives and opportunities to plan implement and assess civic learning and engagement (including service-learning) are integrated into the core of numerous departments, programs and student organizations. Students serve on advisory boards in key departments, centers and research offices.</p>
<p><b><i>Funding</i></b></p>	<p>The college or university has no funding for students to gain leadership training and experience in civic learning and community engagement.</p>	<p>The college or university has limited numbers of incentives and funding opportunities for students to gain leadership skills and training and research skills and training in civic learning and engagement.</p>	<p>College and university students are afforded incentives, scholarships, and funding to engage in leadership training and research in civic learning and engagement. The institution supports certificates, minors, and concentrations of study in civic learning and engagement.</p>
<p><b><i>Curricular Goals and Outcomes</i></b></p>	<p>Few classes, programs or student organizations provide civic learning and engagement opportunities.</p>	<p>Some departments and concentrations provide civic learning and engagement courses. There are informal incentives and rewards that encourage students to participate in these courses.</p>	<p>The college or university has formal benchmarks in place for outcomes and assessment, and key departments offer courses in civic learning and engagement (including service-learning). Other programs such as honors and community leadership programs encourage and support students who participate in civic learning and engagement</p>
<p><b><i>Extracurricular participation</i></b></p>	<p>There are few and sporadic efforts and or opportunities organized for civic learning and engagement.</p>	<p>College or university-wide calls for community engagement opportunities exist. Some departments and student organizations regularly participate in community service days and activities.</p>	<p>College or university newspapers and websites provide information about community partner needs and avail students of opportunities to participate. Key departments and student organizations organize and participate in civic learning and engagement that compliment curricular offerings and the college or university mission and strategic plan.</p>

**IV. Community Participation and Partnerships for Civic Learning and Engagement**

	<b>Stage One: Community Partners do not have the means to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Two: Community Partners have some of the means to fulfill the key outcome of the Vision Project to prepare citizens.</b>	<b>Stage Three: Community Partners have the means and capacity to fulfill the key outcome of the Vision Project to prepare citizens.</b>
<b><i>Community Partner Awareness</i></b>	Few, if any, community agencies that partner with the college and university are aware of the college or university goals for civic learning and engagement nor the full range of service-learning opportunities that are available to students.	Some, but not the majority of community agencies that partner with the college or university are aware of the campus' goals for civic learning and engagement and the full range of service-learning opportunities that are available to students.	Most community agencies that partner with the college or university are aware of the college or university goals for civic learning and engagement and of the full range of service-learning opportunities that are available to students.
<b><i>Community Partner Recognition</i></b>	The college or university provides no recognition for community partners that make civic learning and engagement and the full range of service-learning opportunities available to students.	The college or university has proposed initiatives to provide recognition for community partners that make civic learning and engagement and the full range of service-learning opportunities available to students.	The college or university provides recognition for community partners that make civic learning and engagement and the full range of service-learning opportunities available to students.
<b><i>Community Partner Voice and Leadership</i></b>	No mechanisms are in place to systematically provide feedback within and between community partners, faculty, and students. Community has limited access to faculty and students to develop academic and community civic learning and engagement programs of mutual benefit or to recruit student and faculty participation in partnerships. Community partner representatives do not serve on the advisory boards for programs and committees involved with civic learning and engagement.	Some college and university entities have proposed initiatives to put mechanisms in place to systematically provide feedback within and between community partners, faculty, and students. Community has some access to faculty and students to develop academic and community programs of mutual benefit and recruit student and faculty participation in partnerships. Community partner representatives serve on some advisory boards for programs and committees involved with civic learning and engagement.	The college or university has mechanisms in place to systematically provide feedback within and between community partners, faculty, and students. Community has access to faculty and students to develop academic and community programs of mutual benefit and to recruit student and faculty participation in civic learning and engagement partnerships. Community partner representatives serve on the advisory boards for programs and committees involved with civic learning and engagement.

## Appendix B: Massachusetts Civic Learning and Engagement Assessment Framework

### Goal: To Prepare Individuals for the Role of Citizenship:

Engaging students in the knowledge, skills, and values they need to contribute as active and informed members of a democratic society in order to promote the growth of healthy communities, global economic vitality, social justice and the common good

Each objective can be measured by a number of learning outcomes listed below. This rubric should be used to assess students' civic learning and engagement, including program learning outcomes.

<b>Objective 1: Civic and Democratic Knowledge:</b> Foster the knowledge students need to assume the roles and responsibilities of citizenship through formal curricula, co-curricular activity, and community engagement	<b>Objective 2: Civic and Democratic Skills:</b> Foster the development of the personal and life skills students need to become responsible citizens and active participants in democratic life	<b>Objective 3: Civic and Democratic Values:</b> Engage students in opportunities to clarify and further develop personal civic and democratic values	<b>Objective 4: Civic and Democratic Action:</b> Involve students with experiences in civic action to foster engagement in the practice of democracy
<b>Outcomes</b>	<b>Outcomes</b>	<b>Outcomes</b>	<b>Outcomes</b>
Familiarity with key democratic texts and universal democratic principles, and with selected debates—in US and other societies—concerning their applications	Ability to seek, engage, and be informed by multiple perspectives	Respect for freedom and human dignity	Integration of knowledge, skills, and examined values to challenge injustice and address its root causes
Historical and sociological understanding of several democratic and social movements for change, both US and abroad	Ability to use scientific reasoning to understand social issues	Capacity for empathy, open-mindedness, tolerance, and appreciation for diversity	Capacity and commitment to work collectively with diverse others to address common problems
Understanding one's sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public	Ability to use critical inquiry and quantitative reasoning to identify a problem, research solutions, analyze results, evaluate choices, and make decisions	Commitment to justice and equality	Practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet
Knowledge of the diverse cultures, histories, values, and contestations that have shaped US and other world societies	Ability to read, write, speak, listen, and use communication media effectively	Commitment to ethical integrity	Ability to analyze and navigate systems (political, social, economic) in order to plan and engage in public action
Knowledge of multiple religious traditions and alternative views about the relation between religion and government	Ability to effectively work in groups to deliberate and build bridges across differences in order to reach collaborative decisions	Capacity for compromise, civility, and mutual respect	Moral and political courage to take risks to achieve a greater public good
Knowledge of the political systems that frame constitutional democracies and of political levers for influencing change	Ability to reflect on experience to gain insight and guide action	Responsibility to a larger good	

Knowledge of rights and responsibilities of the individual citizen within wider community	Ability to assume leadership and followership roles that best support democracy and civic life		
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## **Appendix C: Questionnaire Findings**

In November 2012, the Department circulated a questionnaire requesting institutions to provide information about their current civic education and engagement initiatives and activities. All twenty-nine campuses returned the questionnaire. The findings of this questionnaire provided context from which the Study Group based its work. The Study Group sought to answer three primary questions from the information gathered in the questionnaire:

- *To what extent do institutions embrace civic learning and engagement as a core institutional commitment?*
- *What limitations or challenges prevent campuses from developing or further expanding civic education and learning opportunities for students?*
- *How do campuses measure and/or access students' civic learning and engagement outcomes?*
- *What initiatives do campuses identify as best practices?*

### ***Institutional Commitment***

A number of variables were used to determine institutional commitment, including membership in civic-oriented organizations and initiatives; formal adoption of civic education and related terms; having a dedicated civic education office or space, and the extent to which civic learning and engagement is embedded in the academic experience.

Membership in national organizations and initiatives committed to civic learning and engagement, community engagement, service-learning and other related activities was used as a proxy to measure institutional commitment towards civic learning and engagement. The most common membership is in the Massachusetts Campus Compact (n=25) followed by the Carnegie Engagement Classification (n=10). Very few institutions were involved in curricular focused projects such as the American Democracy Project.

Eighteen campuses identified having a civic education office on campus or one that is being developed, a best practice identified in the literature as a means to organize institutional efforts. Sixteen campuses have adopted a formal definition of civic education and/or related terms.

Approximately half of the campuses offer programs, ranging from certificates to graduate degrees, with a focus on civic learning and engagement and eighteen campuses offer programs that require a service-learning course. Eight campuses have identified civic education core courses and seven campuses have designed programs to either promote civic knowledge and/or engagement.

<b>Initiative</b>	<b>4 Year Institutions</b>	<b>2 Year Institutions</b>	<b>All Institutions</b>
Carnegie Engagement Classification	5	5	10
Presidents' National Honor Roll	8	6	14

Bringing Theory to Practice (AAC&U)	3	2	5
The Democracy Commitment	0	2	2
The Democracy Imperative	0	1	1
Massachusetts Campus Compact	10	15	25
Imagining America	1	0	1
Coalition of Urban and Metropolitan Universities	2	0	2
The Coalition of Urban Serving Universities	1	0	1
Anchor Institutions Task Force	1	1	2
American Democracy Project (ADP)	2	0	2
<i>(ADP includes the following: America's Future, Civic Agency Deliberative Polling, eCitizenship, Political Engagement Project (PEP), Global Challenges (formally known as 7 Revolutions) and Stewardship for Public Lands.)</i>			

<b>Table 2: Civic education centers and formal definitions</b>			
	<b>Four Year Institutions</b>	<b>Two year Institutions</b>	<b>All institutions</b>
The institution has a dedicated civic education center or similar unit/office.	8	6	14
Adopted Formal Definition of civic education or related terms	4	8	12
<i>At the time of the questionnaire, two two-year institutions and two four-year institutions were in the process of developing a civic education center.</i>			

<b>Table 3: Available academic programs with focus on civic education &amp; engagement</b>			
	<b>4 Year Institutions</b>	<b>2 year Institutions</b>	<b>All Institutions</b>
Certificates	5	6	11
Undergraduate Minors/Concentrations	9	3	12
Undergraduate Majors	9	5	14
Graduate Degrees	0	1	1
	8	NA	8
Graduate Degree Concentrations	2	NA	2
	4	NA	4

**Table 4: The institution flags, tracks or otherwise identifies the following courses or degree programs within its centralized database.**

Activities	4 year Institutions	2 year Institutions	All Institutions
Service learning courses	7	9	16
Civic education core courses	4	4	8
Degree programs requiring service learning	4	7	11
Degree programs designed to promote civic knowledge	3	4	7
Degree programs designed to promote civic engagement	4	3	7

**Table 5: Availability of Service Learning**

	4 Year Institutions	Two year Institutions	All Institutions
The institution has an institution-wide requirement for all students to take at least one service learning course	0	0	0
The institution offers academic programs that require students to take at least one service learning course	10	8	18

**Challenges to Institutional Commitment**

Campuses were asked to identify limitations or challenges that prevent them from developing or further expanding civic education and learning opportunities for students.

Institutions were mostly likely to identify resources as a major impediment in developing and implementing civic learning and engagement initiatives (including financial resources, faculty, and staffing and physical office space for staff). Campuses report there is a need for grant funds independent from state appropriations in order to build sustainability and several institutions reported using PIF grants as seed money to initiate civic learning and engagement initiatives.

**Table 6: Summary of Challenges to the Development of Civic Education and Engagement**

Challenge	Number of campuses which identified the challenge
The need for greater financial resources	22

Lack of physical space	9
Faculty resistance, lack of involvement and buy-in; and disincentive in tenure process	3
Inadequate staffing (including administrative, full-time faculty, etc.)	13
Going to scale; institutionalizing civic learning and engagement as an expectation for all students	6

Campuses report that civic learning and engagement cannot go to scale without it being regarded as a central part of the academic experience. Some institutions report that full-time faculty members have little incentive to embed civic learning within their courses or engage with the community due to the tenure and promotion process which does not recognize this work. Without fundamental changes in the ways in which faculty are rewarded, the campuses express doubt as to whether civic learning will develop beyond peripheral programming for some students.

Despite a lack of resources, some campuses are beginning to consider embedding civic learning within core courses and requiring a service learning/civic engagement graduation requirement. Others are offering faculty training and supporting faculty through stipends and course reassign time. Below is a sample of comments from the campuses.

- One central challenge is that there is no clear way for the institution to adopt definitions and make these areas of study -- civic learning and community engagement -- central to the core curriculum.
- The substantial number of adjunct faculty in several large programs makes expanding the number of students participating in service-learning problematic. Several ideas have been considered, such as the inclusion of service-learning or civic engagement in the general education requirements as well as in course or program level student learning outcomes.
- Our newly completed five year academic strategic plan has granted priority status to the following: "increase experiential learning opportunities" and "strengthen citizen engagement opportunities." It is our plan, then, to infuse service learning and other experiential learning opportunities throughout our curriculum and co-curriculum.
- Limitations in resources are hampering our ability to expand and develop civic education and engagement opportunities for our students. However, we are doing what we can with the resources we have in place and recent investments into campus infrastructure to advance our civic education and learning opportunities for students. Further expansion of civic education and learning would be a much quicker and holistic process with the introduction of additional resources.
- Resources are always a challenge, in particular for (hiring) full time faculty. Adjunct faculty members tend to have a more transient presence on campus, thus limiting their contact and collaboration with students outside of class. This more limited engagement may be a limiting factor when considering opportunities for civic engagement and faculty-student-community collaborations. Beginning this year, with civic engagement as a strategic priority of the university, external funding is being sought to support current and future civic engagement initiatives.

### **How do campuses assess civic learning and engagement?**

Most campuses (n=24) are collecting, analyzing and sharing data regarding students' civic learning in some capacity; however, only six are collecting this data into their centralized databases. While campuses display an appreciation for learning about students' civic learning, most campuses do not have the capacity to collect data in a robust manner that would allow

investigating the impact of civic learning and engagement on student learning and degree completion. This may be reflective of the lack of inclusion of civic learning and engagement priorities across the curriculum and the resulting low numbers of students who participate.

- With funding through the Vision Project, the institution is tracking gains in civic activism and awareness of policy issues. Pre and post surveys and focus groups will be conducted among students participating in civic engagement projects.
- All departments are required to report on the civic engagement activities of their department and faculty members as part of their annual report. There has been some effort on the part of the provost and deans to standardize the type of information reported by each department.
- Additional resources could allow us to more centralize our tracking, reporting and supporting civic education and engagement efforts.

**Table 7: Civic learning and engagement data reporting practices**

Activities	4 Year Institutions	2 Year Institutions	All Institutions
Data collected on an ad hoc basis or the program level	13	11	24
Data collected and entered into institution's centralized database	3	3	6
Conducts student surveys	11	11	22
Conducts faculty surveys (seeking information on students' civic learning/engagement)	10	8	18
Analyzes & shares data with campus community	9	10	19
Does not collect data on civic education & engagement	1	2	3

### Best practices

The questionnaire also asked institutions to identify best practices on their campuses from which the Study Group could learn. Despite the challenges which have already been identified, campuses are engaged in high impact activities, such as short-term study abroad, high quality service learning, general education courses embedded with civic learning and engagement learning outcomes, faculty training, shared best practices, multi-year projects, etc. Highlights are provided below:

- Faculty who are interested in teaching CE courses have the full support of Center for Civic Learning and Community Engagement staff, who will work with the faculty member to identify what course objectives should be reinforced through the activities or projects and align meaningful content with those objectives. If a community partner is desired, the Center will connect the faculty with organizations we have already established relationships who have defined needs in the area that the faculty member is looking to address with students. For example, a chemistry teacher looking to prepare her students to run water testing methods was connected with an environmental organization that needed baseline testing of a stream on the land of a farmer who will be donating land to a municipality.

- Currently, (the institution) offers more than 30 courses that are focused on areas of civic education. As general education requirements, students must take at least 5 of these courses. In addition, all students must attend a leadership series .... during the fall semester of their sophomore year. In this series students engage in learning and discussion about civics, ethics, and leadership topics.. In addition, (the institution) is one of fifteen state, federal and non-governmental organizations are working together restore old cranberry bogs to wetlands, stabilizing water flow to prevent thermal "hot spots", improving water quality, removing several levees, small dams, and dikes, and planting native riparian species along the restored stream channel. In the aftermath of the 2010 earthquake, Emergency Management co-op students and faculty travel to Haiti each winter to collect data concerning the quality of water in many of the island's municipal fresh-water wells and work with the island's newly formed Water Commission. Faculty provide service learning and civic engagement opportunities in courses, such as local trail development using GIS technology and providing tours for local elementary, middle school, high school, and college students at (a local reserve).
- Last November, we hosted a meeting, which brought together faculty, administrators and students from New York, New Hampshire and Rhode Island community colleges as well as ADP schools to discuss and share best practices and innovations in civic education and engagement. This coming summer, we will be hosting a faculty development "institution", which will provide professional development to faculty, both full-time and adjunct in the areas of civic education and engagement over two days. Through Bridging Cultures, our adjunct faculty who are part of the project will be working over the next three years to disseminate learning and best practices to our own faculty and in the third year, to faculty across Massachusetts. The vehicles or exact meetings are as yet to be determined. There are multiple internal meetings and committee meetings that focus on this for the institution, such as Teaching and Learning Roundtables, one-on-one consultations, Bridging Cultures Team Meetings, etc.
- The newly established Civic Engagement Advisory Committee is charged with sponsoring an annual civic engagement conference and an award to recognize the exceptional civic work of a team of faculty, staff, students and community members. This award will serve as a mechanism to showcase successes and highlight best practices. Currently, some of the departments that have capstone, civic engagement experiences for their students sponsor a senior/research symposium annually, where the experience and reflections are shared.

## Appendix D: Concerns and Challenges

These concerns and challenges could be barriers to the development of strong programs of civic learning and engagement by public colleges and universities and implementation of the goals of the Board of Higher Education's Vision Project goal of preparing citizens.

### Institutional Concerns

- Preparation of students to be active, engaged, informed citizens as an institutional priority may not be clearly articulated in all of the colleges' or universities' mission statement.
- Specific goals and benchmarks for institutionalizing civic learning and engagement still may need to be included in the strategic plan for some colleges and universities.
- Some colleges and universities may not have initiated a coordinating entity (office, center, institute, etc.) clearly aligned with academic affairs that is devoted primarily to the institutionalization of civic learning and engagement courses, including service-learning and community engaged scholarship.
- An engagement infrastructure located in academic affairs to support the coordination of the civic learning and engagement initiatives may not be developed enough to provide sufficient funding and office space, promotion and management of effective partnerships (both on and off campus) and transportation infrastructure for off campus activities.
- Executive leadership and faculty of some colleges and universities may not be knowledgeable about the pedagogies of civic learning and engagement and the benefits for students to participate in those courses and programs and, therefore, may be reticent to embrace, adopt and promote civic learning and engagement goals.
- The human and physical infrastructure to support civic learning and engagement initiatives by student government and service clubs may not be developed enough to provide sufficient funding and office space, promotion and management of effective partnerships (both on and off campus), and transportation for off campus activities.
- Campus wide cultures that understand and appreciate the value of civic learning and engagement may not be fully developed. Recognition events may not be provided for faculty, staff, students, community partners and advisory board members.
- A professional development agenda, including training of faculty and community partners in best practices and providing instructional support, may not have been created.
- There may not be a common understanding of terms such as civic learning, civic engagement and service-learning. This could result in confusion when making comparisons of program outcomes across institutions.
  - At present, some colleges restrict service to nonprofit organizations or service involving pro bono work at for profit organizations whereas others do not.

- Additionally, at some colleges and universities students in some courses perform service during course time whereas students at other institutions are required to perform the service outside of class time.
- There is also confusion about whether clinical experiences and internships can be counted in reporting the number of students and faculty who participate in service-learning and the total hours they serve.
- Civic learning and engagement, including service-learning, may not be part of institutional quality improvement in the accreditation processes. There may not be adequate staff for conducting institutional research and assessment and/or ongoing, systematic efforts in place to account for the number and quality of these activities for reporting to the BHE.
- The growing development of online education poses a challenge to civic learning, because of the experiential based required for much of civic learning. Not enough is known about the possibilities and limits of online education in relation in developing civic skills, civic values and capacities for collective action.
- Years of budget cuts have left Massachusetts public higher education stretched thin. Adequate funding and staffing of courses and support services must be committed.

## **Faculty Concerns**

- A commitment to civic learning and engagement may not be included as a criteria for new faculty positions in all disciplines so new faculty do not pursue these activities.
- Faculty scholarly work that uses community-engaged approaches and methods as part of teaching, research and creative activity, and/or community engagement may not be seen as an important part of faculty roles at some colleges and universities so faculty are not rewarded for engaged scholarship. Civic learning and engagement may not be considered in faculty annual reviews and tenure/promotion processes and faculty may not have an opportunity to have their work in these areas evaluated. There may not be faculty support for the scholarship of engagement or civic engagement.
- Professional development and/or incentives (such as reassigned time or a stipend) for civic learning and engagement (including service-learning) pedagogies may not be provided. Consequently, full-time faculty with a 5-course workload and part-time faculty at community colleges may lack the requisite time to redesign courses to incorporate service-learning and offer a service-learning option to students.

## **Student Concerns**

- The desired student outcomes for civic learning and engagement and means to achieve and assess those outcomes may not be clearly articulated. These include balancing the emphasis on career preparation with student civic learning and engagement, how to address deficiencies in history, civics, and student activism and a process for developing and regularly assessing civic learning and engagement outcomes.
  - Some entering students may have deficits in civic knowledge because they did not take or pass related courses or exams in high school (e.g., dual enrollment students, GED students, home-schooled students, international students) that would need to be addressed (e.g., a required course).
- Students may not be knowledgeable about the benefits of participating in civic learning and engagement, including service-learning projects related to their courses, and may not be provided the structure in the curriculum for engaging in it. Shortage of time is a challenge for students who need to work at a paid job to earn a living and/or have family responsibilities. Other students may not have developed an interest in civic activities or community issues.
- Students may not have incentives or opportunities to lead peers on community service projects or have a leadership role in planning, implementing, and assessing programs at their college or university
- Some students may not be able to provide service in the community if they do not have the proper paperwork (International students) or cannot pass a Criminal Offender Record Information (CORI) check.

## **Community Partners' Concerns**

- There may not be an entity that is a clear point of contact for community partners to connect to the college or university in order to establish a partnership and participate in civic learning and engagement activities. Community members may not be invited to campus events or feel welcomed. There may be physical barriers such as lack of parking space or campus map with clear directions.
- There may be a limited number of community agencies that are willing to partner with the college or university either because they are not aware of the college or university goals for civic learning and engagement or do not have the capacity to supervise and mentor students.
- A mechanism for assessing the quality of community partnerships offering students civic learning and engagement opportunities, including service-learning, may not have been created.
- The college or university may not have mechanisms in place to systematically provide feedback within and between community partners, faculty, and students.

- The college or university may not provide recognition for community partners that make high quality service-learning opportunities available to students and may not invite them to have a leadership role in planning, implementing, and assessing their programs and serving on advisory boards.

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