CREATING AND ASSESSING CAMPUS CLIMATES THAT ENCOURAGE CIVIC LEARNING AND ENGAGEMENT

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#PSRI

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http://www.psri.hs.iastate.edu/

THINK ABOUT

Your most "effective" intervention for increasing civic learning and engagement...

what is its "lever?"

why does it work?

IMPORTANT QUOTATIONS

"Its not only about what happens inside the classroom; it's also about what happens outside the classroom"

President Sylvia Jenkins

Oct 17. 2016, Keynote Address

...It's also about how students' feel about what happens"

Bob Reason, right now

LEARNING GOALS

At the end of this session audience members will

- Have a better understanding of how climates (broadly defined) influence learning.

- Be aware of the PSRI as an instrument available to assess campus climates that are related to civic learning and engagement.
  - Including some findings from our research

- Think about how improving climates (broadly defined) both on and off-campus can improve students' civic learning and engagement
  - And, perhaps, the outcomes for the communities with whom we work.

THINKING ABOUT LEARNING
(AND STUDYING LEARNING)

1. Existing studies
   - "where you go matters less than what you do when you get there"
   - Underspecified measures of institutional differences
     - Size, source of support, and selectivity

2. Understanding that environment influences behavior/outcomes
   - $B = f(P \times E)$—Lewin, 1936

3. Perceptions of Environment (Climate) affects what you do and how you feel about it.
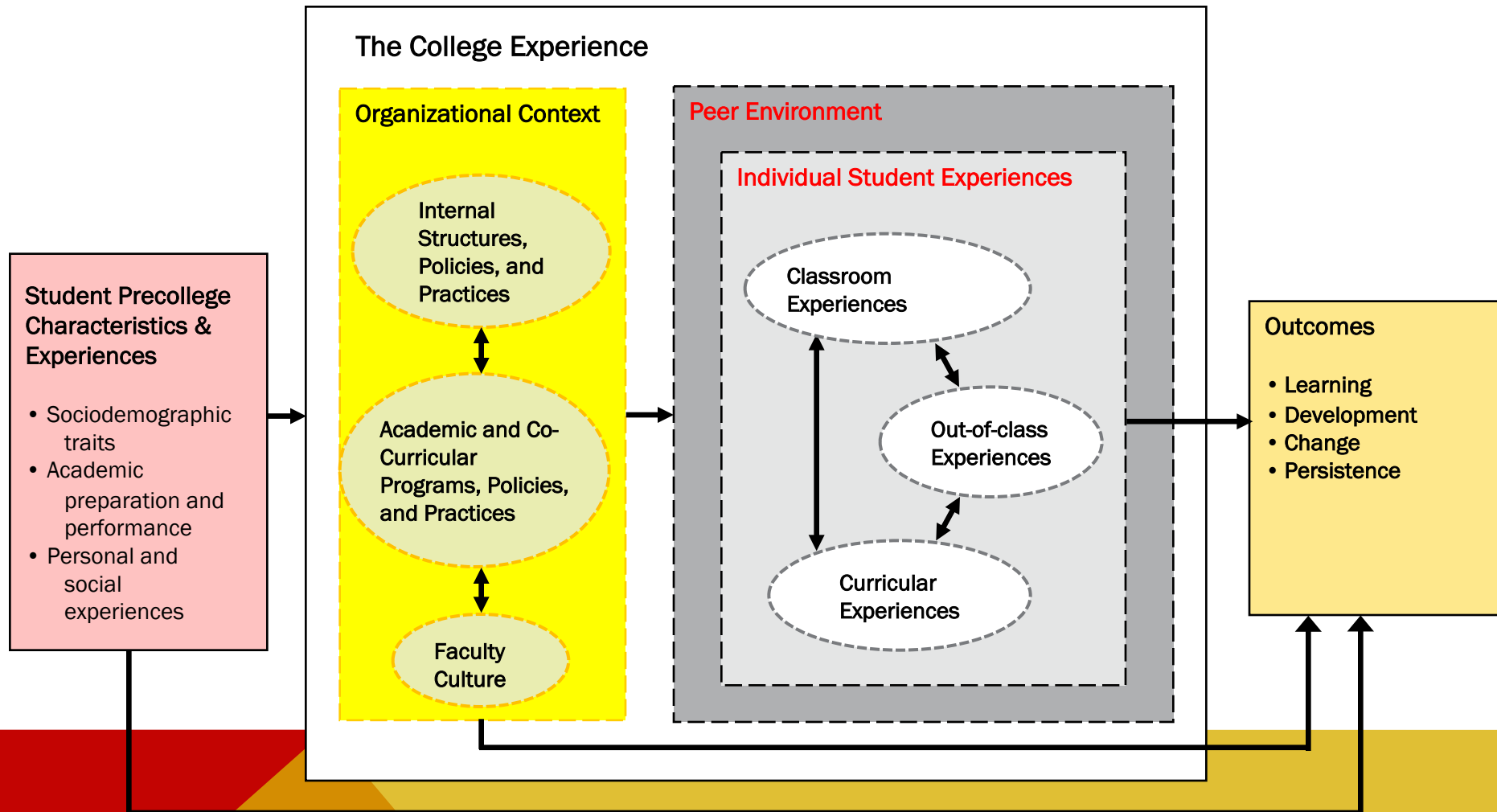
FRAMEWORKS FOR STUDYING LEARNING

Astin's I – E – O Model (1993)
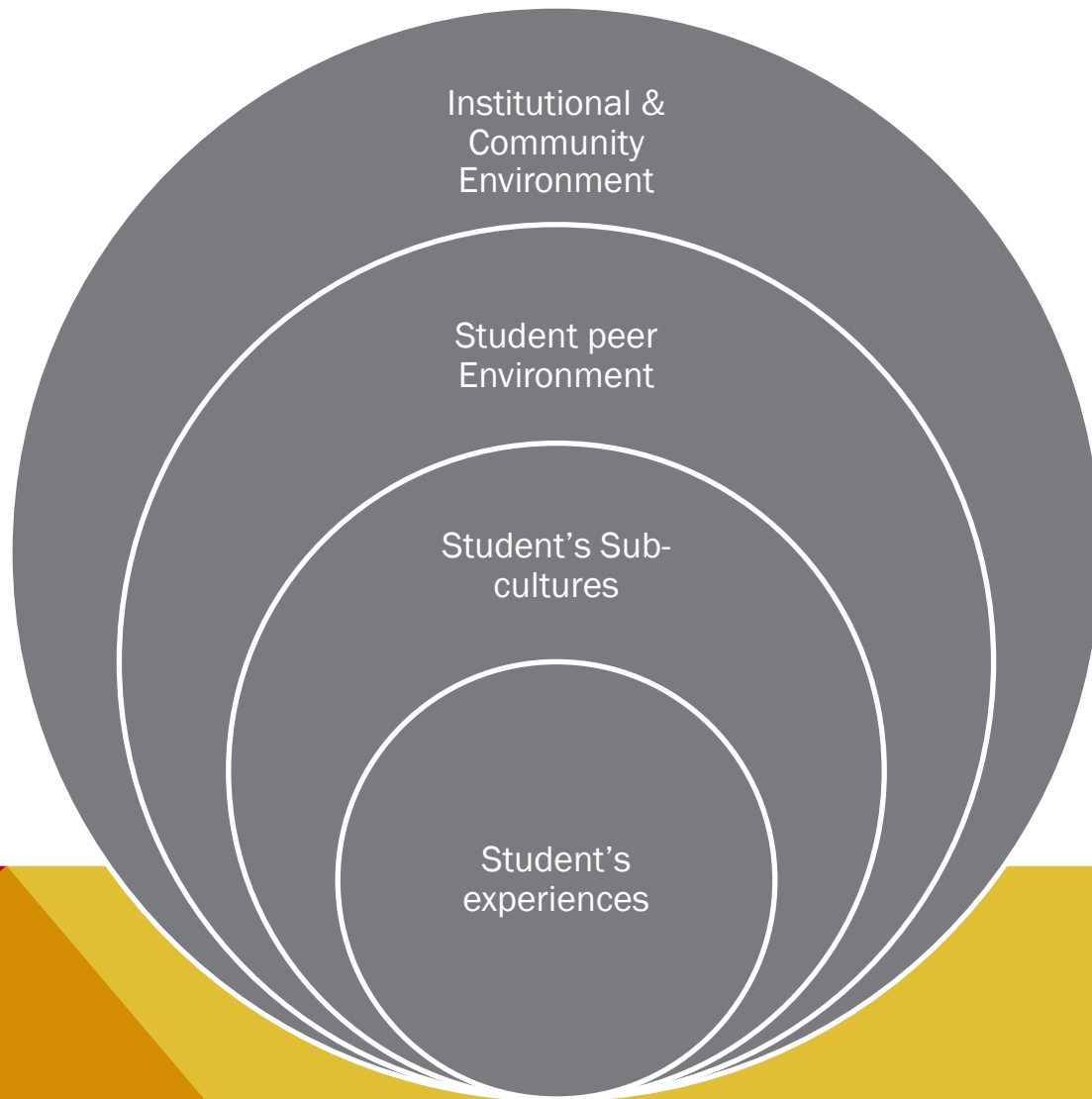
Pascarella et al. (1996)

Terenzini & Reason (2005)

A comprehensive model of influences on student learning and persistence (Terenzini & Reason, 2005).

The College Experience

Student Precollege Characteristics & Experiences

- Sociodemographic traits
- Academic preparation and performance
- Personal and social experiences

Organizational Context

Internal Structures, Policies, and Practices

Academic and Co-Curricular Programs, Policies, and Practices

Faculty Culture

Peer Environment

Individual Student Experiences

Classroom Experiences

Out-of-class Experiences

Curricular Experiences

Outcomes

- Learning
- Development
- Change
- Persistence

(Terenzini & Reason, 2010)

Organizational Context | Peer Environment | Individual Experiences | Outcomes

Institutional & Community Environment

Student peer Environment

Student's Sub-cultures

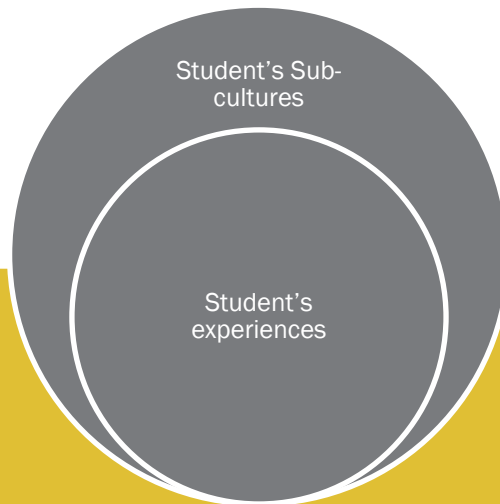Student's experiences

Pre-college characteristics and experiences

Personal Characteristics

Student's experiences

Local environments
- Friendship groups
- Major
- College
- Residence hall
- Student organizations

Student's Sub-cultures

Student's experiences

General Sense of the campus—from the students' perspectives
- "climate"
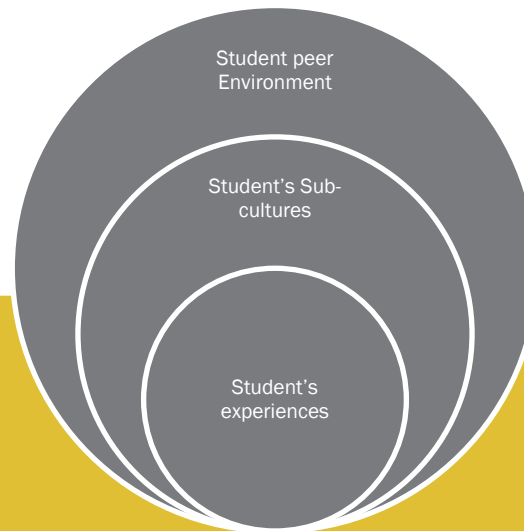
Institutional Policies
Institutional Practices
Faculty Culture

Institutional/Community
Environment

Student peer
Environment

Student's Sub-cultures

Student's experiences

THE PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY

An institutional climate assessment

AAC&U Core Commitments Initiative

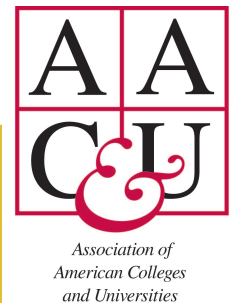5 Dimensions of Personal and Social Responsibility

- Striving for Excellence

- Cultivating Academic Integrity

- Contributing to a Larger Community

- Taking Seriously the Perspectives of Others

- Developing Competence in Ethical and Moral Reasoning/Action

AAC&U

Association of
American Colleges
and Universities

CURRENT PSRI RESEARCH

Civic Learning Outcomes:

Importance of Contributing to the Larger Community

Openness to Diversity and Challenge

Critical Thinking

"Conventional" Activism Orientation

Data:

17,035 students @ 27 IHEs

5,480 campus professionals @ 25 IHE

FINDINGS—ENCOURAGING ENGAGEMENT & LEARNING

Importance Placed on Contributing to the Larger Community

Community-based Programs

Peer-to-Peer Conversations/reflection

Mitchell, et al. (2016)

FINDINGS–ODC

Climate supportive of Perspective-Taking

    Classes help students to explore diverse perspectives, cultures, and world views

    Classes encourage...explore controversial issues using evidence

    Faculty help students think through...challenging ideas and perspectives

    Faculty advocate for students to respect diverse viewpoints

Ryder, et al., (2015)

FINDINGS—CRITICAL THINKING

Participating in Community-based Projects

Climate supportive of Contributing to the Larger Community

Climate supportive of Perspective-Taking

Classes help students to explore diverse perspectives, cultures, and world views

Classes encourage...explore controversial issues using evidence

Faculty help students think through...challenging ideas and perspectives

Faculty advocate for students to respect diverse viewpoints

Climate supportive of Developing Ethical and Moral Reasoning

Campus provides opportunities for students to develop their ethical and moral reasoning

Campus helps students develop...ability to express and act upon personal values responsibly

Mitchell et al., (in progress)

FINDINGS—ACTIVISM ORIENTATION

Participating in Community-based Projects

Climate supportive of Perspective-Taking

    Classes help students to explore diverse perspectives, cultures, and world views

    Classes encourage…explore controversial issues using evidence

    Faculty help students think through…challenging ideas and perspectives

    Faculty advocate for students to respect diverse viewpoints

Unpublished research findings

CONCLUSIONS

Activities still matter

      Community-based projects

      Common-intellectual experiences

      Diversity and/or Global experiences

Climates can reinforce the learning from those experiences

      Importance of contributing to the larger community

      Importance of Perspective Taking

      Supporting and Developing Ethical and Moral Reasoning

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REFERENCES

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QUESTIONS OR COMMENTS

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About the PSRI and AAC&U

The Personal and Social Responsibility Inventory (PSRI): An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation. The initial inventory was developed in 2006 by L. Lee Knefelkamp, Teachers College, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initial inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan's Center for the Study of Higher and Postsecondary Education and refined after Dey's death by Robert D. Reason, at Iowa State University.

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1250 member institutions--including accredited public and private colleges and universities of every type and size.

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