



An Examination of CCEL Engaged Leader Learning Outcomes

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Introduction

- Civic mindedness refers to a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community (Steinberg et al., 2001). Civic learning outcomes were developed from this concept.
- Civic knowledge is gaining knowledge of opportunities to contribute to the community. Civic skills includes the ability to communicate and listen to others, acceptance of diverse backgrounds, and the ability to work with others. Civic values can be described as knowledge of and valuing community engagement. Civic action is the desire to be involved in the community in the future.
- As part of The Center for Community Engaged Learning (CCEL), Engaged Leaders are students chosen for the academic year to be on the Service, Democratic Engagement, or Community Research Teams. These teams are student-led programs that work on community service programs, political and non-political engagement of university students, and research with and for community partners.
- A survey was given out to CCEL Engaged Leaders three times throughout the duration of their position to measure their participation in activities and their attitudes on the civic learning outcomes.

Hypothesis

- It is hypothesized that the CCEL Engaged leaders will show an increased agreement to civic knowledge, civic skills, civic values, and civic action over the course of the academic year in their position.

Methods

Participants

- Time 1: 34 participants; Time 2: 27 participants
- Weber State CCEL Engaged Leaders who were either on the Service, Democratic Engagement, or Research Teams

Materials

- A 57 question survey administered online through Weber State University's Campus Labs

Procedure

- Civic learning outcomes were measured on strongly they agreed or disagreed on civic knowledge, civic skills, civic values, and civic action questions. Scale from 1=strongly disagree to 5= strongly agree.
- Time 1: Participants took the survey at the beginning of the year in regards to their attitudes before being chose as an engaged leader
- Time 2: Participants took the survey half way through the year as an engaged leader on their attitudes at that time.
- Time 3: Data will be collected in April.

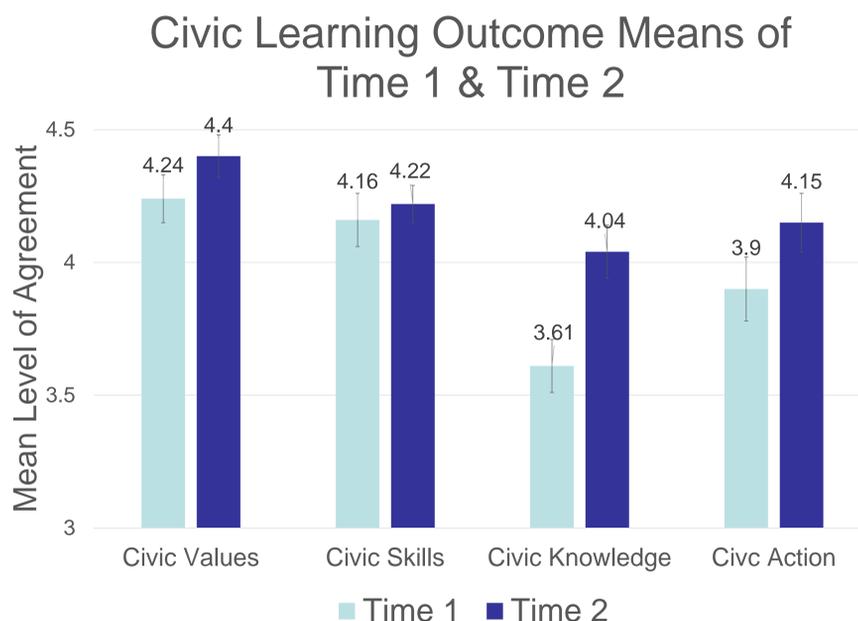


Figure 1.

Results

- Time 1: A repeated measures ANOVA between the four civic outcomes showed significant differences, $F(2.35, 77.54)=18.50$, $p < 0.001$. Post hoc tests showed civic knowledge ($M=3.61$, $SD=0.60$) had less agreement than civic skills ($M=4.16$, $SD=0.56$) or civic values ($M=4.24$, $SD=0.54$). Civic values ($M=4.24$, $SD=0.54$) also had higher agreement than did civic action ($M=3.90$, $SD=0.72$).
- Time 2: A repeated measures ANOVA between the four civic outcomes showed significant differences, $F(2.36, 56.61)=6.81$, $p < 0.001$. After a post hoc test, civic values had more agreement ($M=4.40$, $SD=0.39$) than civic skills ($M=4.22$, $SD=0.36$), knowledge ($M=4.04$, $SD=0.50$), or action ($M=4.15$, $SD=0.57$).

- The graph displays the means for each civic outcome for Time 1 and Time 2. Each civic learning outcome increased from Time 1 to Time 2 with a significant increase in civic knowledge. See Figure 1.

Discussion

- Civic learning outcomes were measured against Engaged Leaders across two surveys to determine if being an engaged leader influences their civic mindedness. Results suggest that these outcomes did show an increase in agreement over time, particularly in civic knowledge.
- The civic learning outcomes showed a marked increase from Time 1 to Time 2. Overall, engaged leaders showed the strongest increase in agreement to civic knowledge. Civic knowledge incorporates the understanding of volunteer opportunities in the community and ways to contribute. It is also confidence in applying academic knowledge and the understanding of contemporary social issues.
- These increases in agreement for all of the civic learning outcomes shows that engaged leaders report learning and experiencing more the longer they are in their position. The significant increase in civic knowledge specifically demonstrates that leaders are learning about opportunities in the community to volunteer and that they believe they can contribute to changes in their community.
- Time 3 data is currently being administered. All three times will be compared to understand the change in civic attitudes of engaged leaders from the beginning of the year to the end of their leadership period.

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