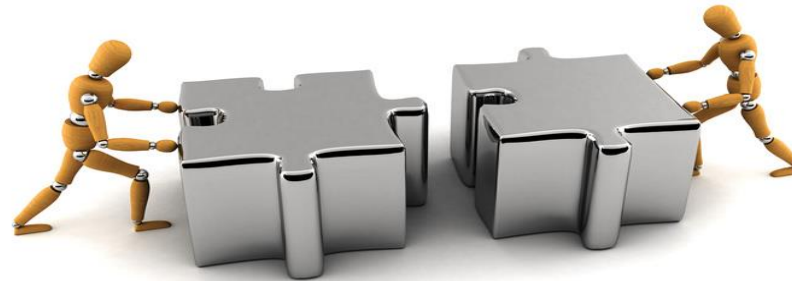


Civic Engagement, Education, and Employment: *Examining Linkages and Leveraging Outcomes*

Judy Hutchinson
Elaine Ikeda
Judy Botelho
Christine Cress



Community and Reciprocity in Hana, Maui, Hawaii

- Luaus
- Lobster
- Palm trees &
- Pidgin



“What should matter most is what students know, and what they are able to do with their degree...I am agnostic about where you went to school. I want to know whether or not you have those outcomes that are going to prepare you for work and for life.”

Jamie P. Merisotis, President and CEO of the Lumina Foundation

(Business and Academic Leaders Disagree on Quality of College Graduates, Surveys Find Mark Keierleber, The Chronicle of Higher Education)

Wide divergence of Opinion:

Are graduates prepared for the Work Place?

Gallup Poll in Partnership with the Lumina Foundation:

- **Business Leaders, 11%**
- **College and University Chief Academic Officers, 96%**
- **Population at Large, 14%**
- *(Business and Academic Leaders Disagree on Quality of College Graduates, Surveys Find Mark Keierleber, The Chronicle of Higher Education)*

Elaine Ikeda, CEO California Campus Compact



California | **Campus Compact**
Educating Students to Change Our World

Job Growth and Education Requirements through 2020

- By 2020, 65% of all jobs in the economy will require postsecondary education and training beyond high school

by Educational Attainment

- 35% of the job openings will require at least a bachelor's degree;
- 30% of the job openings will require some college or an associate's degree;
- 26% of the job openings will not require education beyond high school

Job Openings in Healthcare, Community Services, and STEM

- Fastest growing among occupational clusters.
- Careers have the highest demand for postsecondary education and training.

Skills Most Valued in the Economy

- Leadership, communications, and analysis.
- Of all occupations, 96% require critical thinking and active listening to be either very important or extremely important to success.

Knowledge and Abilities Most Valued in the Economy

- **Knowledge Domains:**
 - Communications
 - Coordination
 - Analysis
- **Abilities:**
 - Communications
 - Analysis

HEA Reauthorization

- Postsecondary Institutional Rating System (PIRS)
 - Institutions rated on:
 - Affordability (cost and debt),
 - Graduation rates,
 - Earnings
 - Access

Workforce Development and Civic Engagement

At a time when graduates are having trouble getting a job – service-learning can be promoted as a way to assist students in several ways:

- 1. Experience*
- 2. Workforce Ethics*
- 3. Making Connections – Networking*
- 4. Retention of Knowledge*
- 5. Leadership Gains*



STUDENT SUCCESS SCORECARD



San Diego Mesa College

Make a selection

Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 112 community colleges.

This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state's economy.

Please contact us at scorecard@cccco.edu if you have questions about the data or [documentation](#) used to develop the Student Success Scorecard.



College of the Desert
Renewable Energy Training

Select a Program of Study ▼

Salary Surfer

As students and their families make important decisions about investing their time and money in pursuing a college education, the California Community Colleges Chancellor's Office is making available for the first time comparative information about the earnings of recent graduates who received an award in a specific program area at California community colleges.

The Salary Surfer uses the aggregated earnings of graduates from a five year period to provide an estimate on the potential wages to be earned two years and five years after receiving a certificate or degree in certain disciplines. This tool also provides information on which colleges offer programs in those specific disciplines. The Salary Surfer does not contain information about wages earned by community college students who transfer to a four-year institution.

While it is useful to know the potential earnings after receiving a certificate or degree, other important considerations, such as personal interest and skill, should be used in selecting an educational program.

Information about the data and the methodology used to develop the Salary Surfer is available in the [documentation](#). Please contact us at salariesurfer@cccco.edu if you have additional questions.

**Christine Cress, Professor, Educational
Leadership & Policy Director of the
Master's Degree in Service-Learning
and Community-Based Learning**

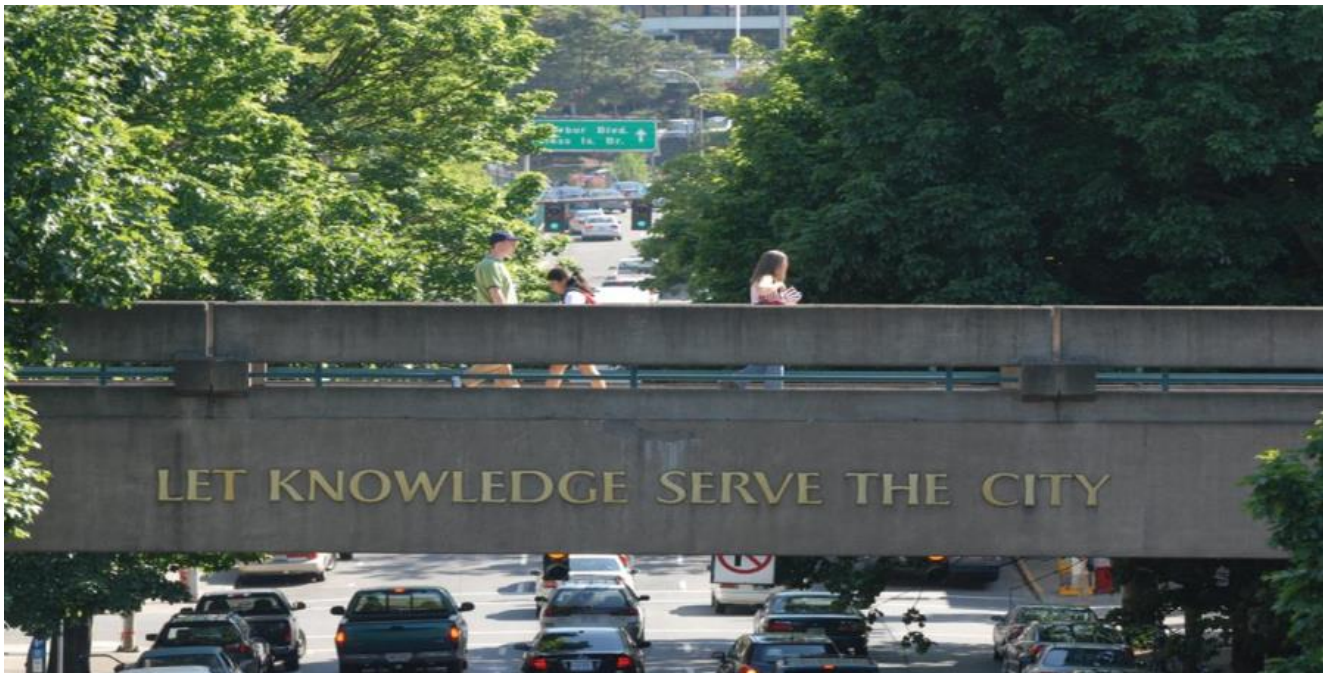


Portland State
UNIVERSITY

PSU Educational Engagement and Employment Alignment

Motto: *Let Knowledge Serve the City*

“Let Knowledge Serve the World”



Civic Engagement

What's the research evidence?



A PROMISING
connection

Increasing College
Access and Success
through Civic Engagement

**[http://www.compact.org/
resources-for-presidents/](http://www.compact.org/resources-for-presidents/)**



Campus Compact

Service-Learning: Research Evidence— K-12 Education



- **Greater impact on lower-income, ethnic minority, and at-risk youth**

(Cress, Stokamer, & Drummond Hays, 2010; Melchior & Bailis, 1999; Scales, 2005)

- **“Civic engagement is one way to insure that no child is left behind.”** (Gent, 2007)




Civic Engagement: Research Evidence— Higher Education



- **Critical Thinking** (Bowden & Marten, 1998; Cress, 2003; Pascarella & Terenzini, 2005)
- **Academic Engagement, Retention, & Graduation** (Astin, 1996; Astin & Sax, 1996; Bringle & Hatcher, 2010; Gallini & Moely, 2003; Kielsmeier, 2009; Prentice & Robinson, 2010; MC3-- The Midwest Campus Compact Citizen-Scholar, 2010; Vogelgesang, Ikeda, Gilmartin, and Keup, 2002)
- **Identify as Future Agents of positive community change** (Battistoni, 1997; Cress, Yamashita, Duarte, & Burns, 2010; Colby, Ehrlich, Beaumont, & Stephens, 2003, Eyler & Giles, 1994; Moely, McFarland, Miron, Mercer, & Ilustre, 2002; Gallini & Moely, 2003)
- **Enhanced Leadership Skills** (Cress, Astin, Zimmerman-Oster, and Burkhardt, 2001; Moely et al., 2002).

Civic Engagement: Research Evidence Summary



- **Academic Content**
 - **Critical Thinking**
 - **Writing**
 - **Verbal Communication**
 - **Mathematics**
 - **Problem-Solving**
 - **Leadership**
 - **Interpersonal Skills**
 - **Cultural Competence**
 - **Civic Dispositions**
- 
- **Retention**
 - **Degree Aspirations**
 - **H.S. Graduation**
 - **College Enrollment**
 - **College Degree**
 - **Future Engagement**
 - **Faculty Research**
 - **Community Improvement**

What Qualities and Skills are Important to Employers?



According to the 2012 National Association of Colleges and Employers (NACE) Job Outlook Survey, the top 10 qualities/skills employers seek are Transferable Skills:

- 1. Ability to work in a team structure**
- 2. Ability to verbally communicate with persons inside and outside the organization**
- 3. Ability to make decisions and solve problems**
- 4. Ability to obtain and process information**
- 5. Ability to plan, organize and prioritize work**
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others

Transferable Skills

Human Relations	Communication	Design & Plan
Advocate	Speak Effectively	Analyze
Empathize	Write Concisely	Problem-Solve
Active Listening	Express Ideas	Conceptualize
Coach	Facilitate Discussion	Anticipate
Motivate	Provide Feedback	Brainstorm
Facilitate Group Process	Persuade	Demonstrate
Convey Feelings	Perceive Nonverbals	Compose

Cultural and Emotional Intelligence



*Linking my Skills, Knowledge, and Values
with Others to Make a Difference*

Defining *Civic & Global Learning*



- **Civic Learning:** more than “voting” or “civics education”; understanding one’s *civil responsibility* in relationship to local and national communities.
- **Global Learning:** more than awareness of economic and environmental interdependence; understanding one’s *accountability* for making choices and *taking action* for the betterment of humanity.



- **Public University**
- **30,000 Students**
- **95 countries**
- **400 community-based learning courses**
- **Student service: 1.54 million hours**



Learning Outcome Frameworks

- **AAC&U VALUE Rubrics (16 different rubrics)**
 - Civic Knowledge and Engagement
 - Ethical Reasoning
 - Global Learning
 - Integrative and Applied Learning
- **Lumina Foundation: Degree Qualification Profile**
 - KNOWLEDGE
 - INTELLECTUAL SKILLS
 - APPLIED LEARNING
 - CIVIC LEARNING

Lady Doak College, Madurai, India & PSU



Adjectives

good	bad	Happy	nice
great	naughty	terrible	superb
brilliant	horrible	comely	sweet
fantastic	spiral	lovely	awesome
amazing	swell	kind	lovely
incredible	evil	caring	kind
pretty	Kind	Tasty	Angry
beautiful	cardboard	funny	mad
delicious	Level	Furious	amused
friendly	generous	stuffy	stuffy

Japan





Transformational Learning

- **Dis-equilibrium**: feeling unbalanced because it is *unfamiliar*.
- **Disorienting Dilemma**: not knowing how to act or what to say because the situation is causing *fear* and *stress*.
- **Discovering Learning** through *Focus*—by understanding issues of:
 - *Cultural Surprise*
 - *Cultural Stress*
 - *Cultural Shock*



Turkey

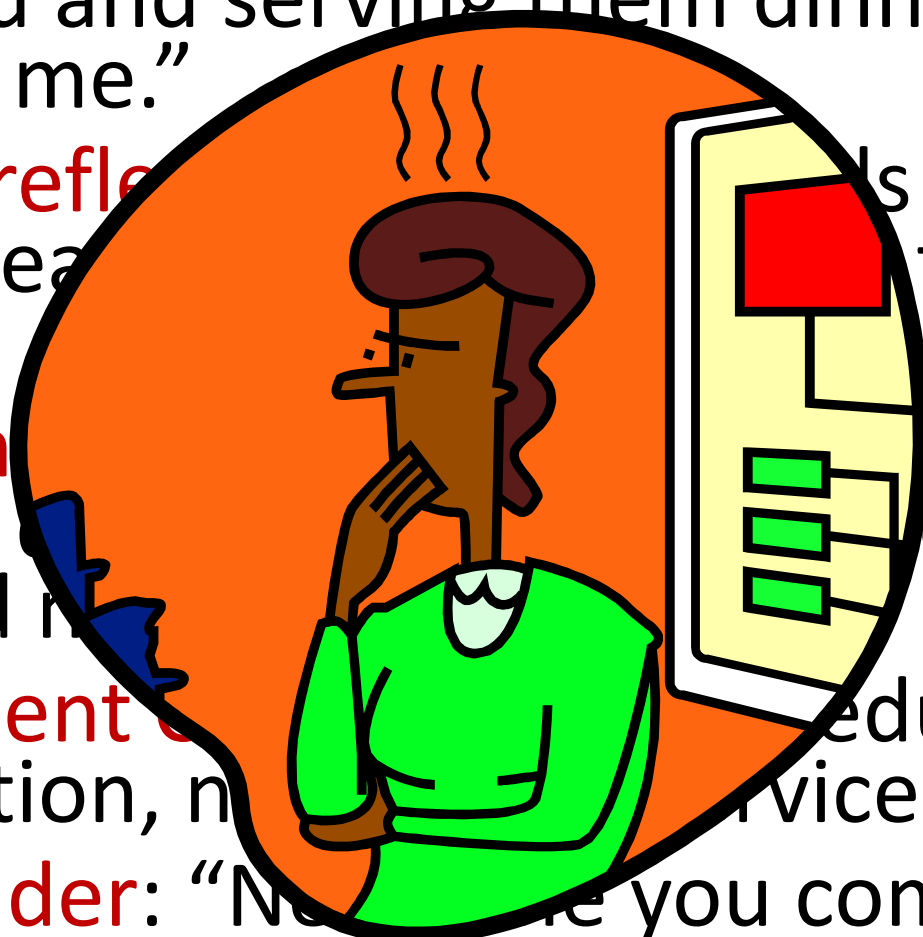






Civic Engagement Challenges

- **Student comment:** “Homeless people smell bad and serving them dinner is scary for me.”
- **Student reflection:** “Some students don't want to learn from people who don't want to learn from them.”
- **Community feedback:** “Some students don't want to learn from people who don't want to learn from them.”
- **Department challenge:** “Some students don't want to learn from people who don't want to learn from them.”
- **Village Elder:** “Now that you come, please bring us a laptop computer.”



EXPANDED 2ND EDITION

LEARNING THROUGH SERVING



**FREE Instructor
Manual**

Christine M. Cress, David M. Donahue, and Associates

Democratic Dilemmas of Teaching Service-Learning

CURRICULAR
STRATEGIES
for SUCCESS

FOREWORD BY THOMAS EHRLICH

Portland State University

Civic Engagement Summer Institute

Earn a PSU Civic Engagement Certificate

Friday, June 27, 2014

8:30 a.m. - 4:30 p.m.

- Non-Credit Option
- 1 Credit Option
- Stephanie Stokamer, Pacific University
- Christine Cress, Portland State University

Masters Specialization & *Graduate Certificate* in
Service-Learning and Community-Based Learning
fully on-line:

www.pdx.edu/elp/service-learning



**Judy Botelho, Director, Center for
Community Engagement in the
California State University Office of the
Chancellor**





- **23 Regional Comprehensive Institutions**
- **437,000 students**
- **44,000 faculty and staff**
- **draws its students from top third of high school graduates.**
- **gives priority to upper-division transfer students from California's community colleges.**

CSU's Mission:

To provide California's students with accessible, affordable higher education so they can successfully enter the workforce.



Service Learning in the CSU

- Supported by the CSU Center for Community Engagement, established as the first systemwide office of community service learning in 1998
- More than 63,000 students participate in nearly 3,000 service-learning courses annually with 2,985 community organizations

- **Chancellor's Roundtables with Industry Leaders**
 - Agriculture, BioTechnology, Education, Entertainment, Hospitality,
- **Teacher Preparation**
- **General Education Course Revision**
- **Increased Support for High Impact**






The educational outcomes of employability are looking more and more like those of civic engagement. Employers tell us they want graduates who can think independently and express themselves originally, but who can also work with colleagues from across disciplinary cultures and around the world. For many, the new emphasis on collaboration departs from an approach to intellectual development as solitary. Constantly connected, we're increasingly expected to solve problems, build businesses, and even invent and learn as members of teams.

-Ken O'Donnell, Senior Director, Student Engagement, Academic Initiatives & Partnerships ,
CSU Chancellor's Office, September 2012
diffusionoflight.wordpress.com

From the CSU-CACC sponsored webinar: **Separated at Birth? The Twin Proficiencies of Work and Civic Engagement , March 1, 2012 -**

http://www.calstate.edu/cce/resource_center/presentations/

A photograph of Chancellor Timothy White of California State University, shown in profile from the chest up. He is wearing a dark suit jacket and is gesturing with his hands as if speaking. The background is blurred, showing other people in a meeting room.

“We will invest to further implement high-impact practices including service learning, undergraduate participation in applied research, internships, study abroad, and first-year student learning communities.”

“A better learning experience for students -- engaged, contextualized, rigorous and experiential -- supports persistence to degree completion.”

Chancellor Timothy White, California State University
“State of the CSU”
January 29, 2014



High-Impact
Educational Practices



3 High Impact Programs to Support Workforce Preparation and Life-Long Civic Engagement

- Give Students a Compass
(Office of Student Engagement)
- (STEM)2 – Service Learning Transforming Educational Models (CCE)
- CSU STEM VISTA (CCE)





Give Students a **COMPASS**

- **General Education as Preparation for Career Service**

Wicked Problems are:

- “complex dilemmas that are difficult to define,
- can’t be solved by subdivision into parts,
- have no right answers and no immediate or ultimate test of solutions,
- and involve ethical decisions”

Dr. Herb Childress,

Co-Founder; Director of Metaphor at Teleidoscope Group





California State University



Science Math **(STEM)²** Engineering Technology

Service learning Transforming Educational Models

- STEM C3 Institutes

Modeled after CSU San Bernardino's CoyoteCareers Program which includes

- academic tutoring
- Mentoring
- Alumni Involvement
- Paid Service Learning Internships
- soft skill support



CSU STEM VISTA

LIFE IS AN EXPERIMENT. CULTIVATE THE SOLUTION.



- First systemwide AmeriCorps*VISTA (Volunteers in Service to America) program, ***CSU STEM VISTA: Building Institutional Capacity for a Stronger Baccalaureate.***
- 15 individuals will serve in CSU STEM departments or colleges to increase student success at the college and K-12 level, particularly among traditionally underrepresented students.
- Collaborate with industry partners, local community organizations, and schools to increase hands-on learning experiences.
- Hands-on experiences lead to increased graduation rates and enhanced job-ready skills.

Judy Hutchinson

**Executive Director, Center for Academic
Service-Learning & Research**



AZUSA PACIFIC
UNIVERSITY

**What Linkages?
For What Outcomes?
Beginning to Assess and
Promote Workforce
Development
at a Private College**

2012-2013 Year in Review

Academic Service-Learning at APU



APU Service-Learning by the Numbers

-
- **18** Departments participating in Service-Learning
- **145** Service-Learning Classes/Sections
- **3,074** Students engaged in Service-learning
- **44,685** Hours of service to the community
- **\$1,105,953** Monetary value of student service-hours*
- **12,312** Hours of service through Community-based Federal Work Study (C-bFWS)
- **\$304,722** Monetary value of C-bFWS Programs*
- *Based on 2013 calculation from the Independent Sector

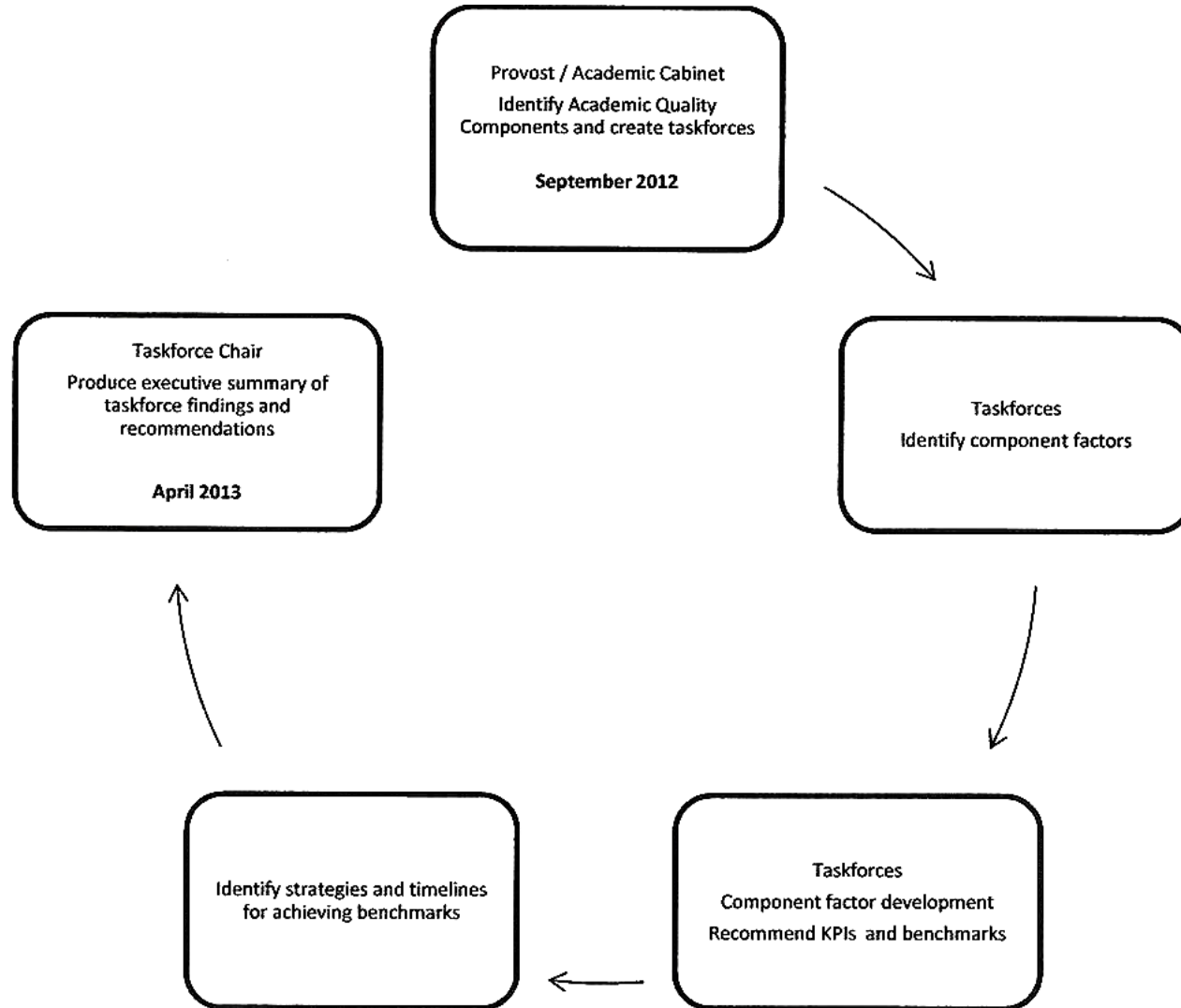
Academic Quality and Reputation Initiative

Provost's Taskforce Project Management Handbook

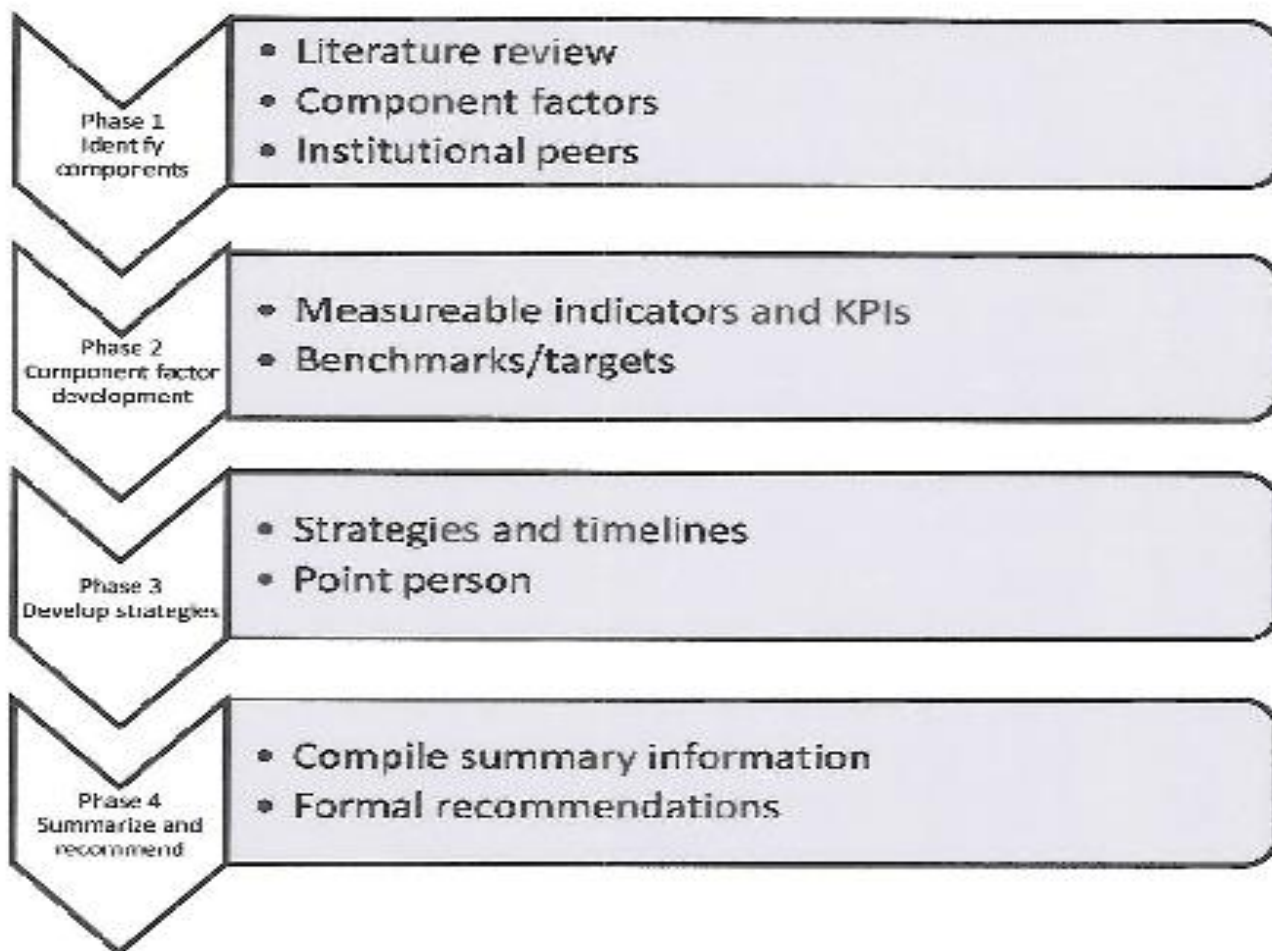
Mark Stanton, Ph.D., Provost
Office of Institutional Research and Assessment
Center for Teaching, Learning and Assessment

2012-2013

Overview of Academic Quality and Reputation Initiative



Taskforce and Handbook Flow



Linkages: Collaborative and Multidisciplinary Research Efforts

Chairs, Program Managers, Research Coordinators, Graduate Assistants and Consultants collaborated across numerous offices and fields of academia.

Center for Academic Service-Learning
and Research

Office of Career Services

University Libraries

Institutional Research

School of Behavioral/Applied Sciences
(Graduate Social Work)

School of Behavioral/Applied Sciences
(Graduate CCSD)

School of Education (Special Education)

School of Education (Teacher Education)

School of Behavioral/Applied Sciences
(Graduate Social Work)

College of Liberal Arts/Sciences
(Communications)

School of Theology (Biblical Studies)

School of Education (Teacher Education)

School of Nursing (Graduate Nursing)

College of Liberal Arts/Sciences
(Global Studies and Sociology)

School of Business & Management

College of Liberal Arts/Sciences
(Biology/Chemistry)

College of Liberal Arts/Sciences (Modern
Languages)

College of Liberal Arts/Sciences (Theater)

School of Behavioral/Applied Sciences
(Undergraduate Social Work)

Center for Student Action

School of Behavioral/Applied Sciences
(Physical Therapy)

Effective Steps in Identifying Academic Quality and Reputation

- Identify and Develop Component Factors
- Select Key Performance Indicators (KPI) related to Component Factors
- List recommended assessment instruments for each component factor indicator
- Establish benchmarks for improvement
 - Develop strategies and timelines for successful implementation

Our Selected Component Factors

- Institutional Commitment through Mission Statements and Strategic Planning Priorities
- Number of Courses, Hours and Students
- Clarity of Definitions and Expectation for Mutual Benefit
- Theory to Practice
- Internal Assessment
- External Evaluation/Community Voice
- Faith Based Outcomes

Critiqued by three schools: Lipscomb University, Michigan State University and IUPUI (Indiana University, Purdue University at Indianapolis)

Provost Priorities

1. Number of Courses, Hours and Students
2. Theory to Practice
3. External Assessment

All related to **Employability** as an emerging key category for measuring academic quality

Number of Courses, Hours and Students

- If Service-Learning is a recognized High Impact Practice and a key to employability, how many of our students have the experience?
 - Through what percentage of our disciplines?
 - At what levels?
 - With what outcomes (short and long-term)

Theory to Practice

- How do we know that the service-learning experience
 - Truly enhances their understanding of theory?
 - Prepares them for their vocation?
 - What do we measure?
 - How do we measure it internally?

External Assessment

- How do we demonstrate relationship to employability?
 - Who else can verify their progress and its relationship to employability?
 - What are the best sources for this information?
 - What kinds of norms do we measure against?
 - What kinds of tools can we use?
 - What is the reciprocal value to all parties?

Why should they bother? Leveraging Assets for Implementation

Faculty Fellows Research Team includes:

- Service-Learning Lead Scholar (Scholarship)
- Undergrad and Grad Faculty (represent disciplines)
- Department Chairs (required for Program Review)
- Career Services (resume building, assist in job search, higher student success in gaining desired positions)
- University Assessment (Research, Data Collection, Survey Functions to represent the university)
- Alumni Association (keeping up with alumni, leverage for fund raising)
- University Admissions and Advancement (outcomes vital for and recruitment fund raising)

Challenges to Overcome

1. Getting all of these functions to work together: Finding the win-win for all of them
2. Success in reconnecting/maintaining connections with alumni
3. Success in working with partners to gain job-related evaluation information
4. Getting faculty across disciplines to factor employability into their thinking and their service-learning reflection activities

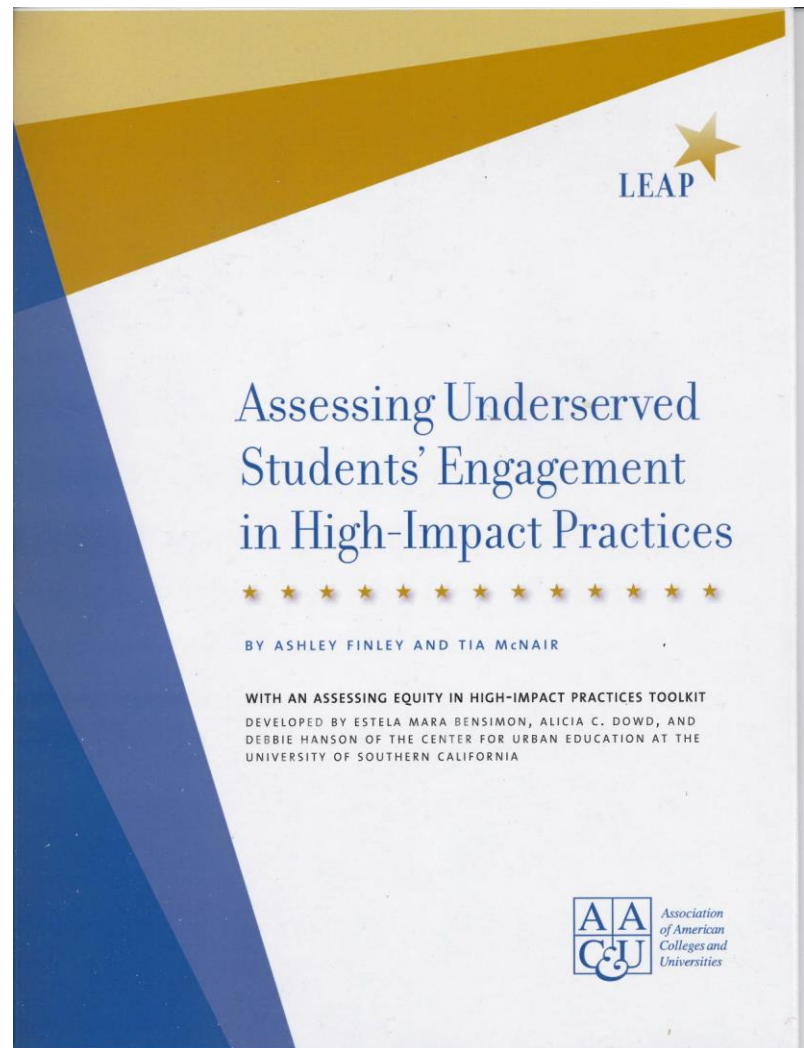
Sample Resources

Please sign up to receive outcomes of this session and a digital resource packet

- A Stronger Nation through Higher Education: A policy brief from Lumina Foundation (June 2013) http://www.luminafoundation.org/state_work.html
- Business and Academic Leaders Disagree on Quality of College Graduates, Surveys Find Mark Keierleber, *The Chronicle of Higher Education*
- Carnevale, A.P., Smith, N., Strohl, J. (2013) Recovery: Job Growth and Education Requirements Through 2020 (Executive Summary). Georgetown Public Policy Institute, Center on Education and the Workforce. [Cew.georgetown.edu/recovery2020](http://cew.georgetown.edu/recovery2020)
- 21st Century Skills and the Workplace: a 2013 Microsoft Partners in Learning and Pearson Foundation Study (May 2013). <http://www.gallup.com/strategicconsulting/162821/21st-century-skills-workplace.aspx>

Assessing Underserved Students' Engagement in High-Impact Practices

Ashley Finley and Tia McNair



Administrative

Global

Four Tables, One Conversation

Public
Universities

Smaller Private
Schools

Table Discussions

1. What challenges will you face in putting a greater emphasis on Employability?

Suggested questions:

- What do we need to do better with our students to articulate the skills they gain from service-learning on their resumes, job interviews, etc.?
- How can we help our Career Center staff to understand the benefits of service learning and its application to real life work skills and experiences?
- How might we work with our Community Partners, Alumni Associations and Advancement or others to assess our success in Workforce Preparation?
- Partnering with your faculty development center, what one workshop might you initiate on your campus to better deal with the issue of employability?
- Other?

3,2,1

- Can you fill in the 3-2-1 sheets at your table?
- 3 things you will share with others following this session
- 2 areas of exploration /curiosity that you now have (what more do you want to know?)
- 1 action you will take when you get back to campus/home.

Mahalo

