

# **The Citizenship Project: Commitment to Community**

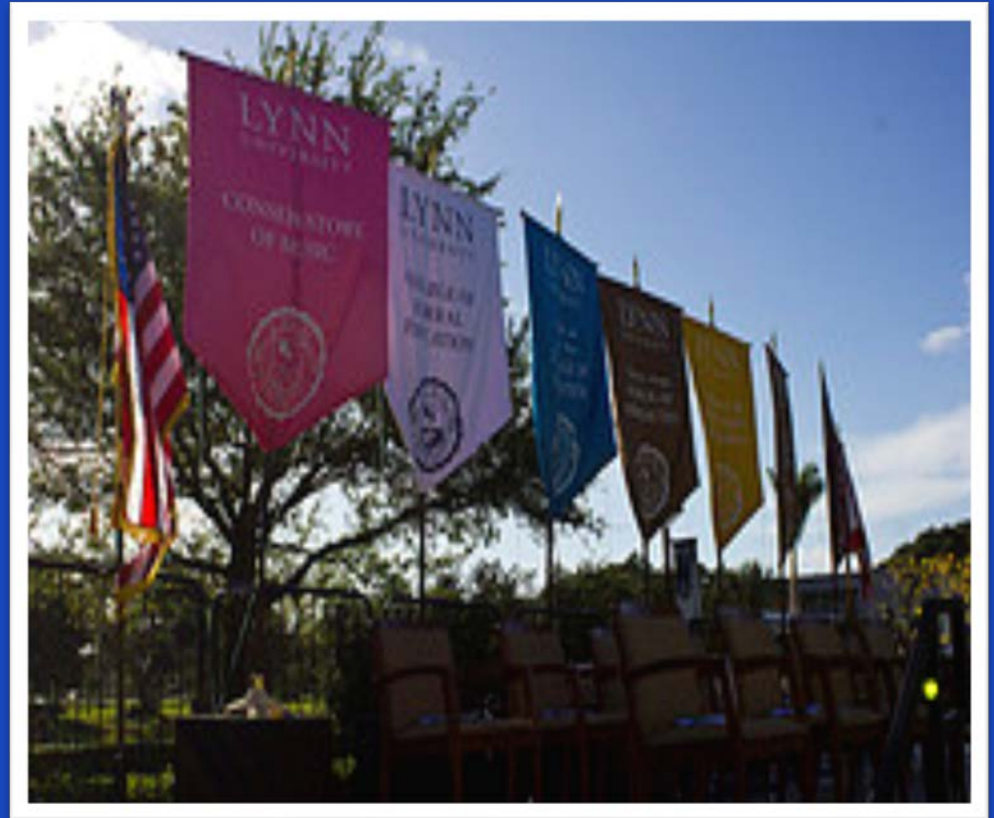
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**Lynn University**

# Lynn University J-Term

- ❖ 3 week educational program: 2 credits
- ❖ Mission: to provide intensive & innovative learning opportunities outside traditional academic setting
- ❖ Experiential learning



# J-Term: Citizenship Project

- ❖ Provide all first-year students with a highly structured, integrated learning experience
- ❖ 2013: 215 students  
2014: 372 students  
2015: 350 students
- ❖ Citizenship-related thematic areas
- ❖ Intellectual learning experiences linked directly to service learning projects within local community

# Preparation For Citizenship

## What Does it Mean to be a Citizen in the 21<sup>st</sup> Century?

- ❖ “Now undergraduates in America make up a large share of a generation in which civic apathy is the norm.”
- ❖ “A majority of young Americans turning 18 will have grown up in a home in which no parent has ever voted.”

Bok, Derek. *Our Underachieving Colleges*. Princeton, 2006, 73.

# Active Citizenship

- ❖ “An effective active citizen is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems.”

Tufts University Jonathan M. Tisch College of Citizenship and Public Service

- ❖ Knowledge about economic, political and social issues
- ❖ Fully understand roles and responsibilities as active participants at local and global levels

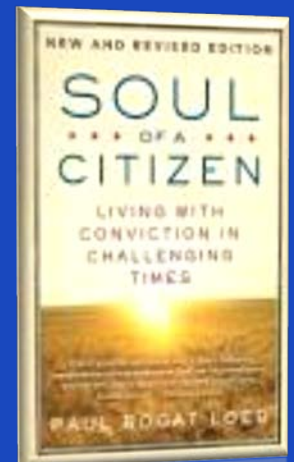


# Lynn University J-Term Goals

- ❖ **Develop leadership skills**
- ❖ **Demonstrate greater global understanding**
- ❖ **Become civically engaged**
- ❖ **Become socially responsible citizens**

# Common Readings

- ❖ Graham, Bob. *America, The Owner's Manual: Making Government Work for You*. Washington D.C.: CQ Press, 2010. Print.
- ❖ Bok, Derek. "Preparation for Citizenship" in *Our Underachieving Colleges*. Princeton: Princeton U.P., 2006. Print.
- ❖ Loeb, Paul. "Making our Lives Count" in *Soul of a Citizen: Living with Conviction in Challenging Times*. St. Martin's, 2010. Print.



# Optional Readings

Additional Documents our faculty have utilized include:

- ❖ U.S. Constitution
- ❖ Declaration of Sentiments and Resolutions
- ❖ Gettysburg Address
- ❖ Letters from Birmingham Jail
- ❖ *What We Don't Talk about When We Talk about Service*, Adam Davis
- ❖ *The Lovers of the Poor*, Gwendolyn Brooks
- ❖ *The Sweetness of Charity*, Maya Angelou
- ❖ *The Lamb and the Pinecone*, Pablo Neruda
- ❖ Nobel Lecture, Wangari Matthai
- ❖ *We Say No*, Eduardo Gaelano
- ❖ *Letter to Deng Xiaoping*, Wei Jingsheng
- ❖ *My Forbidden Face*, Latifa



# Common Lectures and Activities

- ❖ Senator Bob Graham
- ❖ Dr. Robert Watson: *“Can One Person Make a Difference?”*
- ❖ Voting Registration Drive
- ❖ TOMS Shoes Party: Blake Mycoskie
- ❖ *“Our Green Future,”* Panel Presentation

# Experiential Learning Component

**Citizenship-Related Thematic Areas with Community Partners**

**Habitat for Humanity**

- ❖ Poverty, social inequality, social justice



**Gumbo Limbo**

- ❖ Environmental justice, stewardship and sustainability

**Solid Waste Authority, Delray Beach Police Dept., and Boca Helping Hands**

- ❖ Building community, service and social justice as well as urban and community politics



# Community Policing: Course Description

Provide students with basic understanding of philosophy behind community policing

Students work side by side with community police officers on service projects

1. Picking up trash on beach
2. Removing graffiti off walls on storefronts & public areas
3. Painting & landscaping homes

Course illustrates significance of relationship building between police officers and its neighborhood citizens



# Why Community Service?

## ❖ Staff: Laurie & Tammy: “Make a Wish” Foundation

- Wishes for terminally ill children

## ❖ Peer Mentor: Tom: Students For The Poor, Haiti

- Journey of Hope: survived 2010 Haiti earthquake

## ❖ Prof. Kerker: Food For The Poor, Nicaragua

- Knights Unite: Day of Caring



# Student Learning Outcomes

**SLO 1: Evaluate a civic issue from multiple perspectives**

**SLO 2: Identify and describe examples of civic engagement and articulate the relationship between service and citizenship**

**SLO 3: Demonstrate a positive shift in attitude toward the value of citizenship**

**SLO 4: Show an increased desire to understand and to be engaged in the political processes that shape the larger community**

# Measurement

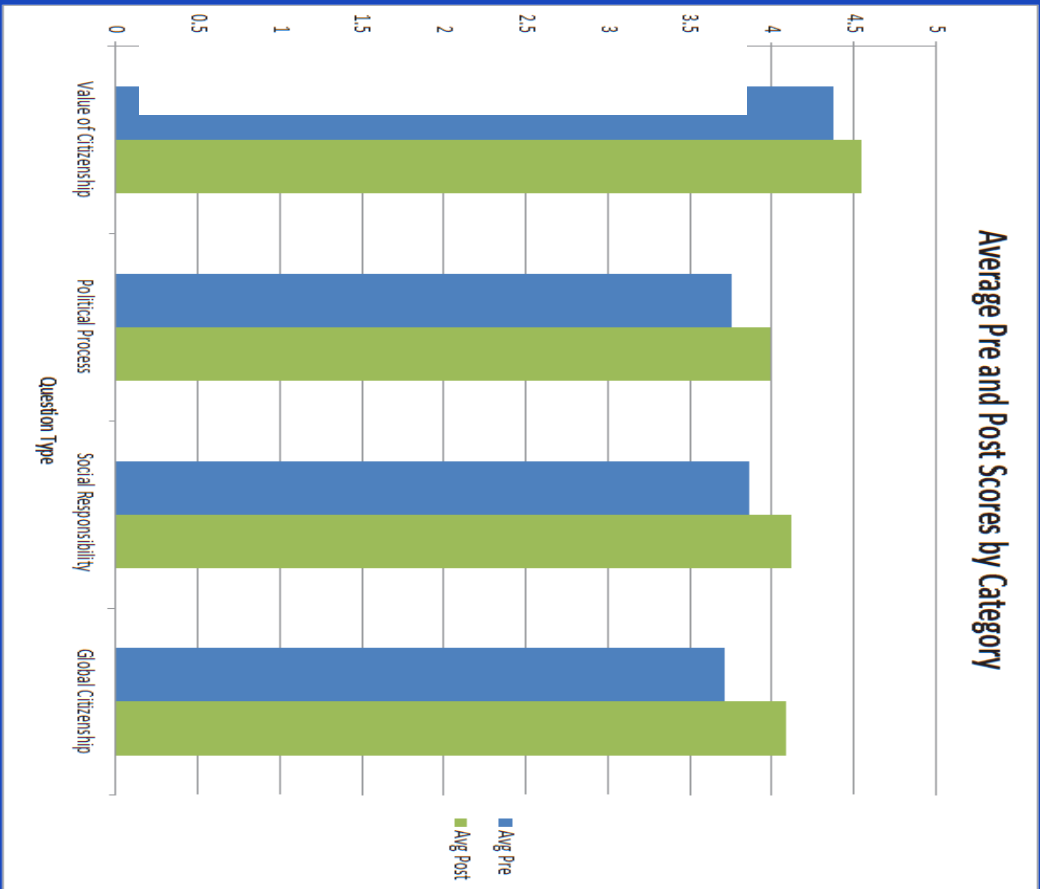
- ❖ Demonstrate whether the integrative structure of classroom and experiential learning increases student learning relative to citizenship and the impact of January Term within the first-year experience
- ❖ Embedded assessments include a prepared survey instrument (Global Perspective Inventory) and common essay assignments based on common measurements administered prior to and at the conclusion of the Citizenship Project
- ❖ Pre-and post-test survey linked to content-based SLO 1 and 2 (two essay prompts: 150-200 words)
- ❖ Pre- and post-test 22-item survey using 5-point Likert scale linked to SLO 3 and 4 (measures allow for internal comparisons of students before and after their experience)

# Global Perspective Inventory (GPI)

The GPI consisted of 22 questions associated with 4 factors of citizenship:

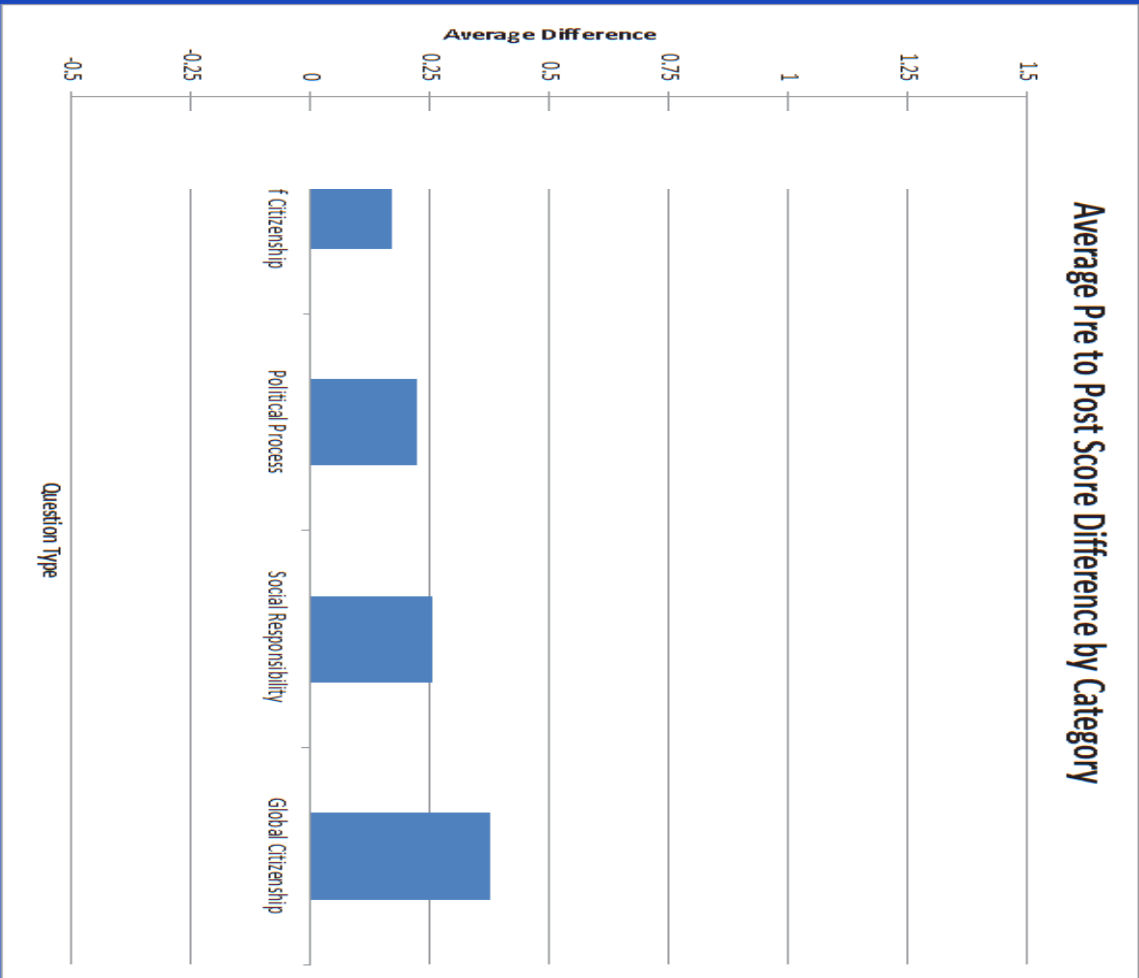
- ❖ Value of Citizenship
- ❖ Desire to Understand and be Engaged in the Political Process
- ❖ Social Responsibility
- ❖ Global Citizenship

# 2013: Average Pre and Post Scores by Category

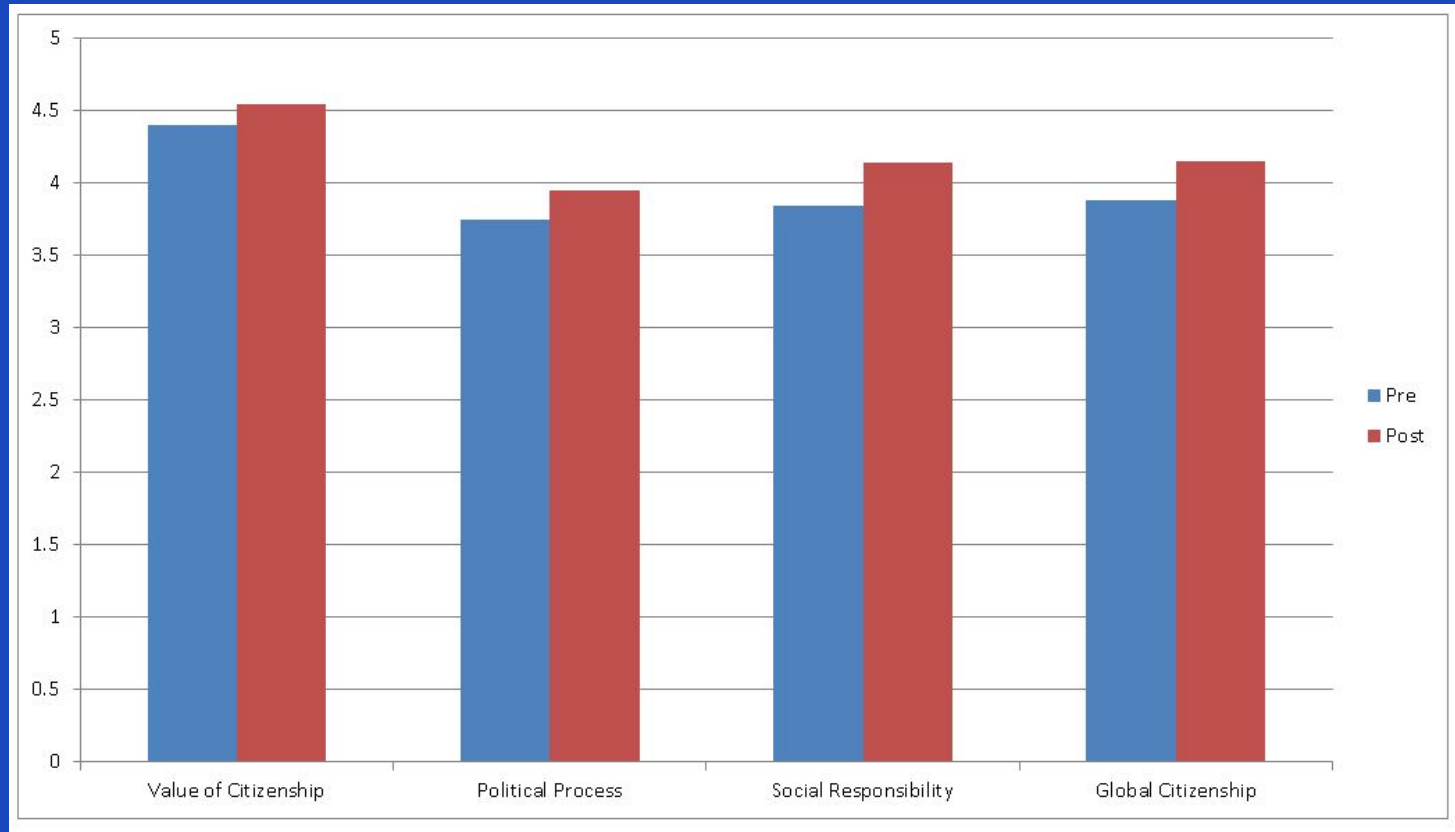




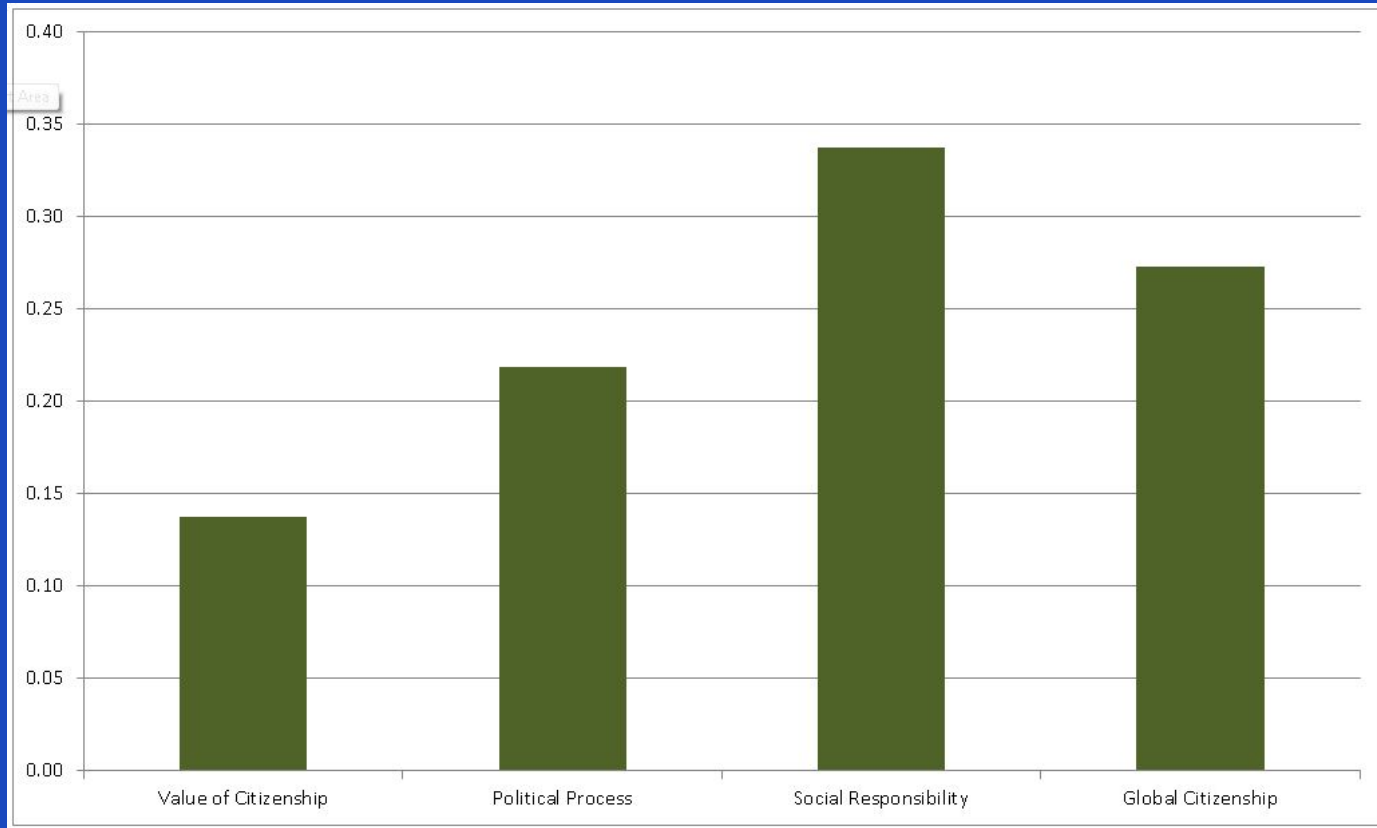
# 2013: Average Difference Pre-Post by Category



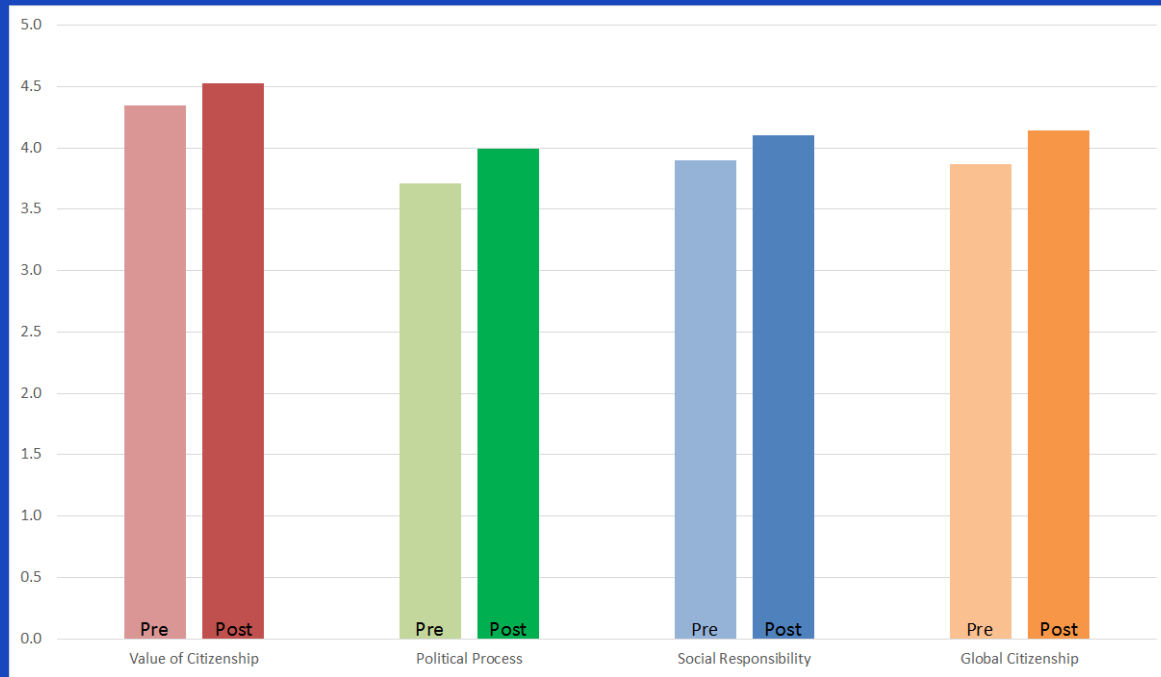
# 2014: Average Pre and Post Scores by Category



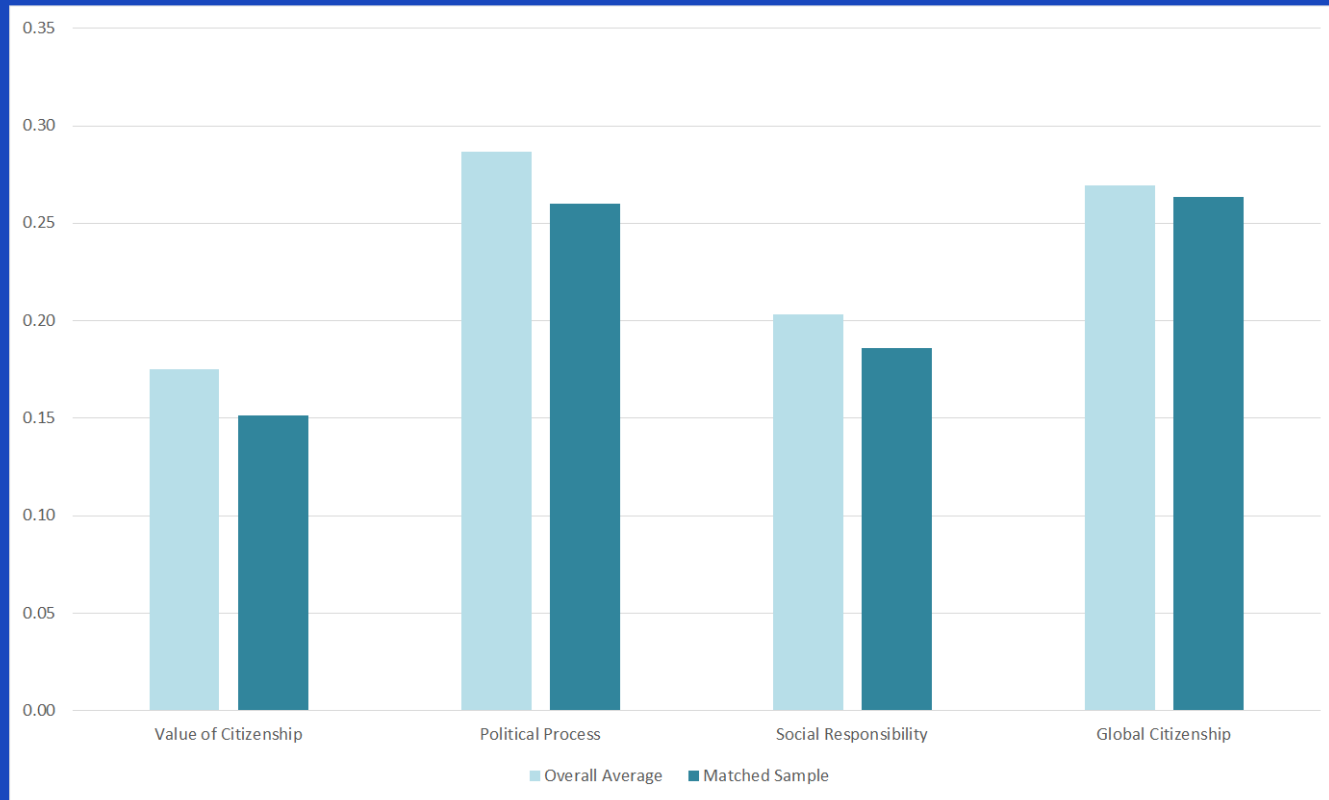
# 2014: Average Difference Pre-Post by Category



# 2015: Average Pre and Post Scores by Category



# 2015: Average Difference Pre-Post by Category



# Results

- ❖ GPI was administered to all freshmen: 2013: 215 students, 2014: 372 students, 2015: 350 students
- ❖ The average post-survey scores for each question were higher than the pre-survey scores.
- ❖ Similar hypothesis tests of the pre/post difference data (student by student) and overall means were conducted. There were significant pre/post differences across all 4 factors at the 5% level.
- ❖ The Citizenship Project is making a positive difference in the students' attitudes and perceptions towards the value of citizenship, desire to be involved in the political process, social responsibility, and global citizenship.



# THE CITIZENSHIP PROJECT

QUALITY ENHANCEMENT PLAN

commitment to community

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