THE CITIZENSHIP PROJECT: INCORPORATING CIVIC RESPONSIBILITY INTO THE CURRICULUM THROUGH COMMUNITY POLICING

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Lynn University J-Term

- Dialogues of Innovation: 2009
- 2 ½ week educational program
- Mission: to provide intensive & innovative learning opportunities outside traditional academic setting
- Experiential learning
Lynn University J-Term Goal

- Develop leadership skills
- Demonstrate greater global understanding
- Become civically engaged
- Become socially responsible citizens
Preparation For Citizenship

What Does it Mean to be a Citizen in the 21st 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.”

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
Citizenship Project: J-Term 2012

- Provide all first-year students with a highly structured, integrated learning experience
- 21 two-credit hour courses - 420 students
- Citizenship-related thematic areas
- Intellectual learning experiences linked directly to service learning projects within local community
Student Learning Outcomes

Upon completion, students will be able to:

- Evaluate a civic issue from multiple perspectives
- Identify and describe examples of civic engagement and articulate the relationship between service and citizenship
- Demonstrate a positive shift in attitude toward the value of citizenship
- Show an increased desire to understand and to be engaged in the political processes that shape the larger community
Common Readings


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

Palm Beach County Sheriff’s Department and United Way
- 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 store fronts & public areas
3. Painting & landscaping homes

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

Upon completion, students will be able to:

- Summarize Theories of Community Policing

- Evaluate Community Policing Programs
  Palm Beach Sheriff’s Office (PBSO)
  Coral Springs Police Department
  Delray Beach Police Department

- Identify Strategies for Engaging Communities in Community Policing

- Become Civically Engaged and Realize Involvement in Community can Make a Lasting Difference
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
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 and common essay assignments based on common measurements.

- Pre- and post-test survey linked to content-based SLO 1 and 2 (two essay prompts: 150-200 words).

- Pre- and post-test 23-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).
## THE CITIZENSHIP PROJECT ASSESSMENT ACTIVITIES

<table>
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<tr>
<th>SLO</th>
<th>MEANS OF ASSESSMENT</th>
<th>ASSESSMENT SCHEDULE</th>
<th>ADMINISTERED &amp; ANALYZED:</th>
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</table>
| SLO1: Evaluate a civic issue from multiple perspectives | Content Based SLO: Pre- and Post-Test  
• Two essay prompts (150-200 words) | Pre-Test: 1/4/12  
Post-Test: 1/20/12 | Office of Academic Affairs  
• Review Team of 2 or 3 select Citizenship Project faculty & OAA  
• Qualitative review of 25% of writing samples.  
• Analyzed for prevalent or recurring themes |
| SLO2: Identify and describe examples of civic engagement and articulate the relationship between service and citizenship | Content Based SLO: Pre- and Post-Test  
• Two essay prompts (150-200 words) | Pre-Test: 1/4/12  
Post-Test: 1/20/12 | Office of Academic Affairs  
• Review Team of 2 or 3 select Citizenship Project faculty & OAA  
• Qualitative review of 25% of writing samples.  
• Analyzed for prevalent or recurring themes |
| SLO3: Demonstrate a positive shift in attitude toward the value of citizenship | Attitudinal SLO:  
• Pre- and Post-Test 23-item survey-5-point Likert scale  
• Includes measures for attitude (SLO 3) created internally (5 items)  
• Includes two constructs Interpersonal Social Responsibility (6 items) & Global Citizenship (7-items), taken from the Global Perspectives Inventory (GPI) (Braskamp et. al.) | Pre-Test: 1/4/12  
Post-Test: 1/20/12 | Office of Academic Affairs  
• Data Collection, Analysis and Interpretation  
• Measures allow for internal comparisons of students before and after the experience  
• GPI scales allow for comparisons of Lynn University students to those from other institutions. |
| SLO4: Show an increased desire to understand and be engaged in political processes that shape the larger community | Attitudinal SLO:  
• Pre- and Post-Test 23-item survey-5-point Likert scale  
• Includes measures for attitude (SLO 4) created internally (5 items)  
• Includes two constructs Interpersonal Social Responsibility & Global Citizenship (13 items), taken from the Global Perspectives Inventory (GPI) (Braskamp et. al.) | Pre-Test: 1/4/12  
Post-Test: 1/20/12 | Office of Academic Affairs  
• Data Collection, Analysis and Interpretation  
• Measures allow for internal comparisons of students before and after the experience  
• GPI scales allow for comparisons of Lynn University students to those from other institutions. |
Citizenship Project Impact

- Five Year Plan

- Completed Year Two

- Preliminary Results
  - Attitudinal change toward value of citizenship
  - Increased interpersonal social responsibility
  - Increased interpersonal global citizenship

- Community Policing Students
  - Benefit Concert: Nicaragua: Feb 2012
  - Curb Appeal by the Block: Delray Beach, Florida March 2012 & April 2013