Documenting Identity of a Civic Minded Graduate

Elizabeth Wall, Robert Bringle
Appalachian State University

Pathways to Achieving Civic Engagement Conference
“Why do we need more than a vocational education?”

In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it.

- D. Mathews
A Fundamental Question:

What is educationally-meaningful service?
Working Definition of a Civic Minded Graduate

A civic-minded graduate is one who
a) is formally educated and 

b) has the capacity and orientation to work with others

c) in a democratic way

d) to improve the community
Civic-Minded Graduates

Civic-Minded Graduate (CMG)

Identity

Educational Experiences

Civic Experiences

1

2

3

Cultural Norms and Social Context
Personal Identity

Educational Experiences
Personal Identity

Civic Experiences

2
Educational Experiences

Civic Experiences

3
Sample Student A

Personal Identity

Educational Experiences

Civic Experiences
Sample Student B

- Personal Identity
- Educational Experiences
- Civic Experiences
Sample Student C

- Personal Identity
- Civic Experiences
- Educational Experiences
Sample Student D

Personal Identity

Educational Experiences

Civic Experiences
Potential Factors Influencing Civic Mindedness

Norris, 2011

- Personal Identity
- Educational Experiences
- Civic Experiences

- Mentored Relationships
- Service Learning w/ Reflections
- Dialogue Across Difference
- Prior Experiences
The Civic Minded Graduate

• Personal Integration
• Academic Knowledge and Technical Skills
• Knowledge of Civil Society Knowledge of Contemporary Social Issues
• Listening and Communication Skills
• Diversity Skills
• Self-Efficacy
• Behavioral Intentions → Civic Behavior
Assessment: CMG Scale

- 30-item self-report scale measuring knowledge, skills, dispositions, and behavioral intentions
- Adaptable: course, major, or “My education at IUPUI” → “My education at college”; depends on the research question
- Paper, online administration
Study 1: Purpose

• Integration of the self with the identity of being a student correlated with CMG

• Integration of the self with civic identity correlated with CMG

• Further construct validation of CMG scale
Methods

• Participants (n = 132)

• Questionnaire
  – Student Identity (6 items)
    – “Many people think of me as being a student.”
    – “It is important to me that I continue my education.”
  – Civic Identity (7 items)
    • “I would feel a loss if I were to stop involving myself in their community.”
    • “The people I know think that community involvement is important to me.”
Methods Cont’d

• Questionnaire
  – Civic-Minded Graduate Scale
  – Volunteer Functions Inventory (VFI)—Clary & Snyder: Protective, Values, Career, Social Understanding, Enhancement
  – Morton Typology: Charity, Programs, Advocacy
  – Revised Empathic Anger (REA)— 8-item scale: Developed for this research
## Reliability

<table>
<thead>
<tr>
<th>Category</th>
<th>$\alpha$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic-Minded Graduate</td>
<td>0.95</td>
</tr>
<tr>
<td>Revised Empathic Anger</td>
<td>0.92</td>
</tr>
<tr>
<td>Civic Identity</td>
<td>0.97</td>
</tr>
<tr>
<td>Student Identity</td>
<td>0.86</td>
</tr>
<tr>
<td><strong>Morton’s Typology:</strong></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>0.80</td>
</tr>
<tr>
<td>Direct Service</td>
<td>0.80</td>
</tr>
<tr>
<td>Charity</td>
<td>0.64</td>
</tr>
</tbody>
</table>
## Reliability

<table>
<thead>
<tr>
<th>VFI</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protective</td>
<td>.81</td>
</tr>
<tr>
<td>Values</td>
<td>.88</td>
</tr>
<tr>
<td>Career</td>
<td>.85</td>
</tr>
<tr>
<td>Social</td>
<td>.91</td>
</tr>
<tr>
<td>Understanding</td>
<td>.82</td>
</tr>
<tr>
<td>Enhancement</td>
<td>.86</td>
</tr>
</tbody>
</table>
# Bivariate Correlations

<table>
<thead>
<tr>
<th></th>
<th>CMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Courses</td>
<td>.26**</td>
</tr>
<tr>
<td>Political Activities</td>
<td>.00</td>
</tr>
<tr>
<td>Campus Organizations</td>
<td>.28**</td>
</tr>
<tr>
<td>Community Organizations</td>
<td>.26**</td>
</tr>
</tbody>
</table>

* $p \leq 0.05$, ** $p \leq 0.01$
# Bivariate Correlations

<table>
<thead>
<tr>
<th></th>
<th>CMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Identity</td>
<td>.64**</td>
</tr>
<tr>
<td>Student Identity</td>
<td>.23**</td>
</tr>
<tr>
<td>Morton’s Typology:</td>
<td></td>
</tr>
<tr>
<td>Direct Service</td>
<td>.48**</td>
</tr>
<tr>
<td>Programs</td>
<td>.57**</td>
</tr>
<tr>
<td>Advocacy</td>
<td>.60**</td>
</tr>
</tbody>
</table>

*p ≤ 0.05, **p ≤ 0.01
# Bivariate Correlations

<table>
<thead>
<tr>
<th>VFI</th>
<th>CMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protective Values</td>
<td>.50**</td>
</tr>
<tr>
<td>Career</td>
<td>.31**</td>
</tr>
<tr>
<td>Social Understanding</td>
<td>.40**</td>
</tr>
<tr>
<td>Enhancement</td>
<td>.55**</td>
</tr>
</tbody>
</table>

*p ≤ 0.05, **p ≤ 0.01
Study 1

• Correlations of REA with CMG: .34**

• Correlations of REA with
  – Student Identity: .02
  – Civic Identity: .21*

• Correlations of REA with Morton’s Types
  – Direct Service: .14
  – Programs: .26*
  – Advocacy: .53**
Study 1

- Demonstrates that both identity as a student and civic identity are associated with CMG
- Civic identity is more salient than student identity
- First evidence that relates CMG to identity
- Need to better understand origins of the process that results in this
Developmental Models

• Deci and Ryan’s *Self-Determination Theory*

• *Intergroup Contact Hypothesis*

• Baxter-Magolda’s *Self-Authorship* and *Learning Partnerships* Models
  - Steinberg, Hatcher, & Bringle, *MJCSL*, 2011
Discussion

• How to make civic engagement more meaningful – incorporate into identity.
• Examples of CMG?
• Use of CMG as co-curricular model
  – Different types of services -
• Use of CMG as a curricular model
  – Increase civic identity through service-learning
  – Emphasis of educational-civic experiences
  – Thoughts on subject.
The importance of interpersonal relationships to civic development and particular relationship qualities that are important (e.g., the importance of norms and expectations about the nature of the relationships; connections; cooperative relationships that have common goals)
Study 1

• Provides additional construct validity evidence about the nature of CMG
• CMG related to a broad range of motives for service, functions of service, types of community involvement
• CMG becomes a unifying goal across curricular (service learning) and co-curricular community engagement programs
• CMG provides a basis for assessing outcomes across programs