

Dear ISU Instructor and/or Staff member,

This survey comes from the Illinois State University, Carnegie Academy for the Scholarship of Teaching and Learning Team on Civic Engagement/Service Learning. The purpose of our team is to encourage and support ISU instructors in formal reflection and studies of the ISU student learning and development outcomes of participating in Civic Engagement/Service Learning opportunities via an ISU class or program or co-/extra-curricular activity connected to ISU. The purpose of this voluntary and anonymous formative survey is to gather data on your attitudes about, use of, and needs for assignments, classes, and opportunities that involve our students in Civic Engagement/Service Learning and your studies of those experiences. We would greatly appreciate your assistance. The survey should take only about 10 minutes to complete.

Thank you,
Kathleen McKinney (Team Chair), Tom Gerschick, Derek Herrmann, Steve Hunt, Phyllis McCluskey-Titus, and Erin Pearce

Questionnaire on Civic Engagement and Service Learning

What is your position or rank at ISU? (Choose the one best response.)

1. Non tenure track faculty
2. Assistant Professor
3. Associate Professor
4. Full Professor
5. Administrative/Professional
6. Other (please specify) _____

How many years have you been teaching at the college level and/or working with students in a college setting? _____

What is your department or unit? _____

What is your sex?

1. Male
2. Female

What is your current age? _____

At ISU, we define civic engagement as “working to make a difference in the public life of our communities and developing the combination of knowledge, skills, values, and motivation needed to make that difference. It means promoting the quality of life in a community through both political and non-political processes.” We define service learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.” Civic engagement is the broader concept and encompasses service learning as one form of civic engagement. As you complete the remainder of the questionnaire, please keep these definitions in mind.

	Not at all Important				Very Important
Civic Skills					
Students compare the value of multiple perspectives to that of a single perspective while working collaboratively	1	2	3	4	5
Students practice working effectively with others to solve a problem or address a community need	1	2	3	4	5
Students communicate effectively with others to solve a problem or address a community need	1	2	3	4	5
Students develop effective strategies and tactics for acting on a problem or addressing a community need	1	2	3	4	5
Students sustain group action and positive community relationships over time	1	2	3	4	5
Students demonstrate both leadership and followership skills	1	2	3	4	5
Students recognize the reliability and validity of information and media for sparking and maintaining collective action	1	2	3	4	5
Students use a variety of information and media sources, including traditional and non-traditional ways of disseminating information for learning and action	1	2	3	4	5

	Not at all Important				Very Important
Civic Values					
Students respect a diversity of opinions, agendas, and ideas	1	2	3	4	5
Students incorporate different positions, solutions, and ideas into projects	1	2	3	4	5
Students interact with other citizens to promote and pursue common interests	1	2	3	4	5
Students influence policy decisions on public issues	1	2	3	4	5
Students recognize the rights and dignity of the members of a diverse community	1	2	3	4	5
Students see themselves as agents of change	1	2	3	4	5
Students demonstrate a sincere desire to be of service to others	1	2	3	4	5
Students recognize the benefits of voting and being politically active	1	2	3	4	5
Students believe they can make a difference and that having an impact on community problems is within their reach	1	2	3	4	5
Students use the knowledge they have gained to serve others	1	2	3	4	5
Students address issues or problems that are beyond their own self-interest	1	2	3	4	5
Students acknowledge the importance of balancing civic duty and career for the betterment of society	1	2	3	4	5

In the last 3 years, how many times have you required students to engage in a civic engagement and/or service learning activity as a part of an ISU class? _____

In the last 3 years, how many times have you helped students to engage in a civic engagement and/or service learning activity related to an co- or extra-curricular activities such as through an ISU RSO, department club or similar situation? _____

What resources or support would help you incorporate or incorporate more often civic engagement and/or service learning activities into classes or co-/extra-curricular experiences?

If you have students involved in civic engagement/service learning, how do you gather information to measure the developmental or learning outcomes from these experiences and evaluate students?
(check all that apply)

- Exam questions
- Papers
- Quizzes
- Group projects or tasks
- Presentations
- Creation of other products (e.g., poster, video, web page...)
- Student reflections or journals
- Other (please specify) _____

Have you ever engaged in any informal/formative assessment of the developmental or learning outcomes for students of civic engagement/service learning experiences to gather data for your use to improve the experience (e.g., use of student reflections or a classroom assessment technique)?

1. Yes
2. No

Have you ever engaged in any formal scholarship of teaching and learning (SoTL) reflections or studies (evidence-based and made public) on the developmental or learning outcomes for students of civic engagement/service learning experiences?

1. Yes
2. No

In the last 3 years, how many times have you presented the results of any such SoTL projects on this topic? _____

In the last 3 years, how many times have you published the results of any such SoTL projects on this topic? _____

In the last 3 years, how many times have you made public the results of any such SoTL projects on this topic in ways other than a presentation or publication (e.g., a web representation or a video...)?

If you have not engaged in and/or made public SoTL projects on the developmental or learning outcomes for students of civic engagement/service learning experiences, why not? What has kept you from doing so?

What resources or support would help you do or do more SoTL projects on this topic, including presenting and publishing?