

CIVIC SENSE

*engaging students in the civic
life of their communities*

Piedmont Virginia Community College

On-Site Review October 14-16, 2019

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Executive Summary

Civic Sense: Engaging Students in the Civic Life of Their Communities

PVCC's QEP topic selection and planning process included input from all constituencies and was informed by the literature review. This process demonstrated that higher education has a duty to teach students civic engagement knowledge, skills, and attitudes.

The goal of PVCC's Quality Enhancement Plan is that graduates will be more likely to be civically engaged as a result of their experiences at PVCC. This QEP is an immersive experience with curricular and co-curricular opportunities. Curricular strategies to achieve this goal include, but are not limited to, implementing a voting module in the required student development course; completing information modules in Introduction to Composition I (English 111); integrating civic engagement assignments into Introduction to Composition II (English 112); and implementing a civic engagement course in each degree program. Co-curricular experiences include: the *PVCC Votes!* Initiatives; the One Book Program for Civic Engagement; the college-wide Service Project; and the community-wide Deliberative Dialogue.

The student learning outcomes for the *Civic Sense* QEP are that graduates will: actively participate in civic life by voting in local, state, and federal elections; actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives; and evaluate multiple perspectives to think critically about issues of public consequence.

Civic Sense will use multiple formative and summative measures, including: a cross-sectional assessment of student perception at the beginning of a student's experience and at graduation, as well as external third-party reporting; course-embedded assessments; and co-curricular feedback surveys. PVCC's QEP Implementation Committee will monitor assessment results and make necessary adjustments to implementation.

I. Introduction and History

Piedmont Virginia Community College (PVCC) is a comprehensive, public, associate degree-granting institution serving the city of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa, and Nelson. PVCC began operations in 1972 and is one of 23 colleges in the Virginia Community College System (VCCS). The College operates under policies established by the State Board for Community Colleges and with the advice and support of a local college advisory board. The College's President is accountable to the local board and reports to the chancellor of the VCCS. Internally the College is administered under the direction of President's Staff, which includes: the vice president for instruction and student services; vice president for finance and administrative services; vice president of institutional advancement and development; chief information officer; and the director of institutional research, planning, and institutional effectiveness. The College employs 77 full-time faculty, 25 administrative faculty, 98 classified staff, and over 175 part-time instructional faculty each year (*Faculty and Staff*, 2019).

In 2018-2019, PVCC served 2,797 full-time equivalent students (FTEs) (an unduplicated headcount of 7,178 students). The student population taking classes for credit at PVCC is 58% female, 32% minority, 26% under the age of 18 and 29% age 25 and older, and 88% part-time (*PVCC Annual Student Enrollment Summary*, 2019). Eighty-four percent (84%) of students reside within the College's service region. Forty-nine percent (49%) of students are in transfer programs, 12% in occupational/technical programs, 30% in high school dual enrollment/dual credit programs, and 10% unclassified in an academic program (*PVCC Annual Student Enrollment Summary*, 2019). In 2018-2019, over 3,800 students took at least one course through distance learning (*Distance Learning Annual Report*, 2019). PVCC graduated 911 students in 2018-2019, and many PVCC graduates received multiple awards. Of the awards granted, 58 students graduated with an Associate of Arts, 353 with an Associate of Science, 149 with an Associate of Applied Science, 487 with Certificates, and 214 with Career Studies Certificates (*Graduate Award by Curriculum*, 2019). More than 2,000 students (including over 370 2017-18 graduates) transfer annually from PVCC to four-year institutions in the state and throughout the nation, many to the nearby University of Virginia.

PVCC's mission is to offer "accessible, affordable, high-quality educational programs that promote student success and community vitality." The College achieves this mission through: transfer programs that prepare students for admission to four-year colleges and universities and successful pursuit of a baccalaureate degree; workforce programs that prepare students for employment or promotion in a career and promote a skilled regional workforce by meeting the training and educational needs of employers; rigorous coursework and a full range of academic and student support services that assist students in achieving their educational and career goals; developmental studies courses that prepare students for college transfer and career and technical programs; and community service that promotes community involvement, educational access, and opportunities for residents of the region.

II. Process Used to Identify Topic

PVCC identified civic engagement as the QEP topic using a selection process that involved a wide range of constituents: students, faculty, staff, and College Board members. The topic was identified through ongoing, comprehensive institutional planning and evaluation that considered institutional needs and viability of the plan.

QEP Process

As PVCC approached its decennial reaccreditation, President Frank Friedman introduced the Quality Enhancement Plan (QEP) topic selection process in January 2018 during an All-College Meeting. This semi-annual mandatory meeting was attended by all full-time faculty and staff of the College as well some adjunct instructors. Dr. Friedman explained the SACSCOC reaffirmation process, defined the QEP project requirements, and discussed the timeline for the QEP process. This introduction was followed by a required QEP Kick-Off Meeting on March 2, 2018. The QEP Kick-Off Meeting focused specifically on the possible QEP topics that had emerged as a part of the College's ongoing, comprehensive strategic planning process. All full-time faculty and staff, adjunct faculty, board members, and part-time employees were invited; it was mandatory that all full-time faculty and staff attend. Following this meeting, the college sent out a survey that asked faculty and staff to suggest possible topics for the QEP; 67 people responded to the survey from which 27 unique topics were identified. Simultaneously, the office of institutional research, planning, and institutional effectiveness conducted a visioning session for the strategic plan with the Student Government Association (SGA). During this facilitated discussion, civic engagement emerged as a topic of importance among students, and this generated support for civic engagement as a potential QEP topic.

The list of possible QEP topics was sent to PVCC's shared governance bodies for input. The College Senate, the Faculty Senate, the Professional Association of Support Staff (PASS), and the Student Government Association (SGA) were asked to determine their top three choices. President's Staff chose the final ten topics which were then returned to the community for voting. On May 10, 2018, the president announced civic engagement as the final topic. The PVCC College Board unanimously supported the choice.

In fall 2018, faculty and students received a survey which asked them to provide definitions for civic engagement; to rate the current PVCC civic engagement initiatives; and to suggest additional opportunities that PVCC could provide to increase civic engagement among students. (See Appendix A for the results.) Students also had an opportunity that fall to provide feedback and suggestions via the Student Satisfaction Survey.

In the spring of 2019, the QEP Development Committee presented to the shared governance bodies about the QEP, specifically: the vision statement; possible student learning outcomes; and

implementation activities. At this presentation, the shared governance bodies provided feedback and stated their support of the topic.

Refer to the QEP Identification Process Timeline below for a summary of communications with the College community for the QEP selection process.

Table 1 QEP Identification Process Timeline

Communication	Audience	Date
All-College Meeting SACSCOC Reaffirmation Quality Enhancement Plan overview	All faculty and staff	January 2018
Email from Dr. Friedman requesting input on topics	Faculty, staff, and College Board	January 31, 2018
All-College QEP Kick-Off Meeting	All faculty and staff	March 2, 2018
Survey of possible QEP topics (67 responses)	Faculty and staff	Distributed March 2, 2018
Identify top three possible QEP topics (from each governance body)	College Senate, Faculty Senate, PASS, SGA	Due to Dr. Friedman on April 6, 2018
Facilitated discussion with students asking for input	Student Government Association (SGA)	Spring 2018
Identifying top ten topics by President's Staff	N/A	Spring 2018
Survey sent to the entire college community to choose a topic	Faculty, staff, and College Board	Results announced May 10, 2018
QEP Topic Announcement at All-College meeting	Faculty and staff	Fall 2018
Student Satisfaction Survey asking for a definition of civic engagement	Students	Fall 2018
A survey asking for a definition of civic engagement	Faculty and staff	October 2018
Shared governance organizations received QEP update presentations	College Senate, Faculty Senate, PASS, and SGA	Spring 2019

Institutional Planning and the QEP

As discussed below, the selection of the topic was determined by a representative process that arose out of institutional planning, specifically, the College's strategic plan, PVCC's mission, and legislative mandates.

PVCC Strategic Plan

Civic engagement was identified by the State Council of Higher Education for Virginia (SCHEV) and the VCCS as one of the six new general education competencies. PVCC's *Strategic Plan 2018* lists civic engagement under "Goal 1: Increase Student Success and Completion" and the strategy of "Implement the revised VCCS General Education Outcomes in all degree programs" and the critical task of "incorporate[ing] in all degree programs and assess[ing] student learning outcomes in **civic**

engagement...” (p.6) [*emphasis added*]. Civic engagement is an integral part of the institutional planning process.

PVCC Mission and Values

PVCC’s mission and values align with and provides support for the topic of civic engagement. As the community’s college, PVCC views civic engagement as an essential aspect of the College’s mission and vision. PVCC’s mission is to offer “accessible, affordable, high-quality educational programs that promote student success and **community vitality** [*emphasis added*].” Community vitality refers to the growth and prosperity of the communities where our graduates will live and work. PVCC’s community impact value statement is that “we develop innovative programs to meet the changing needs of our students and the business community, while contributing to the economic, **civic**, and cultural vitality of **our region, the Commonwealth of Virginia, our nation, and the world**” [*emphasis added*] (“Mission & Goals,” n.d.). Supporting and engaging with the community is foundational to PVCC; therefore, it is the College’s goal that graduates see this as important too.

Legislative Mandates

State legislation mandates that graduates be prepared for civic engagement. The “Goals of the Virginia Plan for Higher Education” (2014) Goal #2, requires that SCHEV provide a framework for student success by “[ensuring] that graduates are prepared with the competencies necessary for employment and civic engagement.” The 2017 SCHEV *Policy on Student Learning Assessment and Quality in Undergraduate Education* grew out of this goal and further mandates that institutions define each of the four SCHEV general education competencies, of which civic engagement is one, and determine assessment measures.

Conclusion

In summary, PVCC identified civic engagement as the QEP topic through a representative process that considered institutional needs and viability of the plan. This process included all constituent groups that were engaged in the development of the topic. It is clear that PVCC identified the topic of civic engagement through its ongoing, comprehensive planning and evaluation processes.

III. Literature Review

The times call for visionary leadership that locates education for democracy as a focal point of educational study, reflection, and practice. This moment in history calls on us to embrace a comprehensive and contemporary vision for civic learning.

--A Crucible Moment: College Learning and Democracy's Future

America isn't easy. America is advanced citizenship. You've gotta want it bad, cause it's gonna put up a fight. It's gonna say 'You want free speech? Let's see you acknowledge a man whose words make your blood boil, and who's standing center stage and advocating at the top of his lungs that which you would spend a lifetime opposing at the top of yours. You want to claim this land as the land of the free? Then the symbol of your country cannot just be a flag. The symbol also has to be one of its citizens exercising his right to burn that flag in protest. Now show me that, defend that, celebrate that in your classrooms.

--Andrew Shepard, The American President

The Importance of Civic Engagement

In the United States today, politics is infected with distrust, polarization, and antipathy. Only one in five Americans is willing to trust the government “most of the time”; “35% of millennials say they are losing faith in American democracy”; and just 25% are confident in the democratic system (“Beyond Distrust,” 2015; “Millennials Deeply Uncertain about Democracy,” 2017). Perhaps most disturbing is the number of Americans who “dislike, even loathe” members of political parties that differ from their own (Iyengar, Sood, & Lelkes, 2012).

The 2018 Democracy Project study, sponsored by the George W. Bush Institute, Freedom House, and the Penn Biden Center, looked at what is causing the disaffection with government and democracy. They found that alienation among young voters is rooted in problems such as “political polarization, racial inequality and discrimination, the influence of money in politics, and degradation of our civil discourse” (p.2).

Students are not only alienated from politics, but they are also lacking a foundation in civics. The 2014 National Assessment of Educational Progress reported that only 18% and 23% of eighth graders, the last grade in which students are required to take a civics course, are proficient in history and civics respectively (“2014 Civics Assessment”). The Brown Center Report on American Education indicated that there are significant knowledge gaps between racial and disparate income groups (Hansen, Levesque, Valant, & Quintero, 2018). Students are entering young adulthood unprepared for citizenship, and therefore unprepared for civic leadership. This lack of knowledge is concerning to many because, as Supreme Court Justice Sandra Day O'Connor points out, “the habits of citizenship must be learned . . . But we have neglected civic education . . . and the results are predictably dismal” (quoted in Robelen, 2011).

Recently the focus of higher education has moved away from educating for citizenship to fueling economic growth; Kingston (2016) calls it “Twenty-First Century Work Skills [rather] than Twenty-First Century Citizen Skills” (p. 22). These two values are not mutually exclusive. Many believe that it is time to refocus on civic education and action. A 2013 study commissioned by the American Association of Colleges and Universities (AAC&U) found that employers broadly agree that all students “should have educational experiences that teach them about building civic capacity, broad knowledge about the liberal arts and sciences, and cultures outside the United States” (*It Takes More Than a Major*, 2013, p. 9). The same study finds that employers also endorse practices that involve “collaborative problem-solving, research, senior projects, community engagement, and internships” (p. 12).

Research shows that many students are underprepared, apathetic, and disillusioned, resulting in less civic engagement, but there is room for growth and a desire from stakeholders for students to be more civically engaged.

Defining Civic Engagement

Even the most cursory review of the literature shows that there is no universally accepted definition of civic engagement. Definitions of the concept vary, ranging from community engagement or service learning, to a focus on voting, to training students for advocacy. Complicating the problem, terms like “democratic participation” and “citizenship” are often labeled as “community-based learning” or “service learning,” hiding aspects of engagement under overly broad phrases (Jacoby, 2009, p. 7).

Voicing frustration with the problem, Saltmarsh (2005) notes that

a lack of clarity about what is meant by the term ‘civic engagement’ is evident when, at almost every gathering convened for the purpose of furthering civic engagement in higher education, questions inevitably arise about what is meant by civic engagement and about how it relates to civic education, service learning, democratic education, political engagement, civics, education for citizenship or moral education (p. 2).

Levine and Battistoni voice concern that civic engagement is “value-laden and controversial” (as cited in Jacoby, 2009, p. 7) and that there are ideological barriers to defining civic engagement; and a tension between liberal and conservative faculty (Battistoni, 2002). Thus, in our hyper-polarized political climate, one of the first challenges faced by some communities is navigating and respecting the fears and concerns of both sides.

One attribute shared among the definitions is that students must *do* something, such as working with diverse groups of people to create knowledge. This requires students to work with others with whom they disagree; read the political and cultural dynamics of settings; learn how to act in open-

ended situations with no predetermined outcomes; respect others' capacities for self-directed action; and be responsible for one's actions and accountable to one's peers (Boyte, 2011).

Thomas Ehrlich, a leading educator, law professor, and editor of *Civic Responsibility and Higher Education*, offers a comprehensive definition of civic engagement that incorporates both community and democratic engagement and that synthesizes the disparate aims of the various definitions. Ehrlich (2000) writes that civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (p. vi). Ehrlich's expanded definition provides a framework for what civic engagement will look like at PVCC.

Best Practices for Increasing Student Civic Engagement

A Crucible Moment: College Learning and Democracy's Future (2012), from the National Task Force on Civic Learning and Democratic Engagement, is the seminal work on civic engagement in higher education. The report makes clear the importance of civic engagement and provides a blueprint for colleges and universities seeking to institutionalize it. The authors argue that civic engagement should be a priority, pervasive (i.e. throughout the curriculum), and expected for all students.

The report describes a "framework for twenty-first-century civic learning and democratic engagement," (p. 4) which highlights the necessary knowledge, skills, values, and collective actions for civically engaged students, including:

- critical inquiry, analysis, and reasoning
- integration of knowledge, skills, and examined values to inform actions taken in concert with other people
- public problem solving with diverse partners
- open-mindedness

Institutions seeking to instill the knowledge, skills, values, and collective actions described in the framework are provided with a list of characteristics of a civic-minded campus. The four characteristics are civic ethos (the infusion of democratic values into the customs and habits of everyday practices), civic literacy, civic inquiry, and civic action. *A Crucible Moment* "urges every college and university to foster a civic ethos that governs campus life, make civic literacy a goal for every graduate, integrate civic inquiry within majors and general education, and advance civic action as lifelong practice" (p. 14).

Surprisingly, voting is not a large component of the *A Crucible Moment's* (2012) framework, which states that voting is "insufficient to offset the civic erosion we are experiencing, (p. 6)" However, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) offers reasons why voting should be a priority in higher education. According to CIRCLE, if youth vote between

the ages of 18 and 29, “[they] are more likely to do so when they are older. If individuals have been motivated to get to the polls once, they are more likely to return. So, getting young people to vote early could be key to raising a new generation of voters” (“Youth Voting,” n.d.). Furthermore, Thomas, Brower, Connors, Gismondi and Upchurch (2018) view elections as teachable moments “for reinforcing or introducing important principles and practices of shared responsibility, inclusion and equity, respect for dissenting viewpoints, skilled controversial issue discussions, student voice and agency, transparency and collaborative decision-making, and standards of evidence and truth” (p. 5). The skills and knowledge obtained during these “teachable moments” directly align with the framework outlined in *A Crucible Moment*.

In fact, institutions seeking to create a culture of civic engagement are urged to have a civic mission that incorporates voting initiatives and practices that help remove barriers to voting for students. Fostering an environment conducive to increased voter participation includes both curricular and co-curricular events, such as: opportunities for dialogue and civic participation; forums; and courses that teach students about the history of voting rights (*Institutionalizing Voter Engagement*, 2018; Thomas, Brower, Connors, Gismondi, & Upchurch, 2018). Thomas et al. (2018) suggest connecting any voter registration drives to key campus programs or initiatives such as student development courses or registration for classes, while providing the means with which students can educate themselves on candidates or issues. Using those issues to teach media literacy and the importance of fact-checking prepares students to approach voting with the knowledge and information necessary to make informed decisions. In other words, in order to increase voter participation, civic engagement and voting initiatives should be pervasive, frequent, and varied, offering students a selection from which to choose, thereby instilling the desired behaviors and inclinations through repetition and reinforcement.

Embedding Civic Engagement in Courses

A Crucible Moment (2012) recommends that colleges incorporate civic engagement across disciplines and throughout the curriculum, thereby emphasizing seven essential skills of a civically engaged person:

- Critical inquiry, analysis, and reasoning
- Quantitative reasoning
- Gathering and evaluation of multiple sources of information and evidence
- Seeking, engaging, and being informed by multiple perspectives
- Written, oral, and multimedia presentation
- Deliberation and bridge building across differences
- Collaborative decision making
- Ability to communicate in other languages (p. 4)

Encouraging faculty to teach these skills requires professional development and instructional support. In *Civic Prompts* McTighe Musil (2015) poses questions to faculty and administrators as they consider integrating civic engagement into classes:

- What lines of civic inquiry best fit with their department/discipline/program?
- What big issues are commonly explored that lend themselves to civic inquiries?
- What pedagogies are suited to this area of specialization?
- What kinds of assignments generate more intentional civic outcomes?
- What forms of civic action are seen as appropriate to their disciplinary domain or could be incorporated more deliberately?

Adding civic engagement to courses does not have to be difficult nor done from scratch. Sample syllabi, rubrics, discussion topics, and other resources are easily available. The American Political Science Association has recently made *Teaching Civic Engagement Across the Disciplines* available free on their website (<http://web.apsanet.org/teachingcivicengagement/>). The fall 2017 issue of *Peer Review* magazine (<https://www.aacu.org/peerreview/2017/Fall>) offers ways in which civic engagement can be integrated into college majors.

Even with the availability of these materials, faculty may still be reluctant to add civic engagement to their courses because they equate it with difficult, political conversations. However, many scholars have suggested ways that educators can discuss controversial issues in class to encourage critical thinking and promote political engagement. In 2017, the Institute for Democracy & Higher Education (IDHE) conducted a study on five institutions entitled “The Politically Engaged Classroom” (Thomas & Brower). In this study, all five institutions embedded current events and policy debates in their curricula and included classroom discussions about cultural and ideological diversity and controversial political issues. These campuses had several things in common: faculty were trained to facilitate discussions; faculty developed a classroom dynamic conducive to discussion by building relationships among students, establishing ground rules and encouraging dissent, diversity was a pedagogical asset, and faculty introduced dissenting viewpoints by playing devil’s advocate. The study demonstrated that the integration of political learning is possible in every academic discipline and that faculty can turn any discussion into something civically relevant by providing an environment where respectful dissent is encouraged and where students are challenged to consider diverse points of view.

Civic engagement should not be considered the sole purview of political science. Van Camp and Baugh (2016) found that psychology students who engaged with social issues and current events reported greater confidence in their critical thinking skills and were more likely to report an increase in civic engagement and participation. The students debated controversial issues, evaluated multiple and diverse perspectives, and formed arguments in their class, and by doing so found that they considered themselves more open-minded and appreciative of diversity. Van Camp and Baugh

(2016) demonstrate that any course has the potential to “develop the knowledge, skills, and attributes that allow them to be engaged and active citizens” (p. 24).

Van Camp and Baugh’s findings reflect an earlier study by Stephenson (2010). That study concluded that the development of critical thinking skills has “the most powerful and consistent effect on civic engagement... and a significant and relatively powerful positive influence on both community involvement and political engagement” (p. 222).

Co-Curricular Support

Curricular interventions are not the only strategy to increase civic engagement on campus; a robust co-curricular environment is also important. Co-curricular supports such as Deliberative Dialogue (structured forums on difficult issues that promote discussion among participants), voting initiatives, and civic participation projects provide students and faculty with opportunities to learn civic skills, engage in civic life, and interact with diverse people and perspectives (Anft, 2018). Additionally, students who attend multiple co-curricular events, report a higher likelihood of solving problems in their community, signing petitions, and a greater desire to address global issues (Hoffman, 2016), demonstrating that these activities provide students with expanded opportunities to reinforce what they have learned in class.

Deliberative Dialogue

Deliberative Dialogue is defined as “considering multiple perspectives, surfacing and articulating competing values, identifying tensions and trade-offs, and looking for common ground for action” (Harriger, McMillan, Buchanan & Gusler, 2016, p. 1). This process of considering multiple perspectives is an important aspect of critical thinking that eventually leads to greater civic participation, according to Van Camp and Baugh (2016). To assess the impact of Deliberative Dialogue, Wake Forest University studied two cohorts of students. The Democracy Fellows (Wake Forest University students who learned the theory and practice of deliberation) had the advantage of four years of experience with Deliberative Dialogue. A decade later, the Democracy Fellows had a more nuanced understanding of democracy and politics, they were more aware that context mattered, and they placed a greater value on being informed than the other cohort (Harriger et al., 2016). Other researchers have reached similar conclusions (Makarov, 2017; Mehlretter Drury, Bammer, & Doherty, 2017; Gimenez & Molinari, 2017). Providing opportunities for students, faculty, and staff to engage in open, meaningful, and productive discussions can affirm or reaffirm an individual’s commitment to democracy, justice, and civic responsibility. Additionally, dialogue can reduce misunderstanding and promote problem-solving.

Voting Initiatives

Voting initiatives on campus such as voter registration drives, “Get Out the Vote” parties, and “pledge to vote” campaigns promote civic engagement skills and commitments that endure beyond

elections, especially when the initiatives are institutionalized (Thomas et al., 2018). Voting initiatives serve two important purposes: they help students who may have never voted or even watched anyone vote feel less intimidated about the process, and they result in a higher turnout, close to that of adult voters ("Youth Voting," n.d.).

Civic Participation

The goal of an institution's civic engagement effort is "to prepare individuals for effective democratic participation, which in turn promotes healthy communities, global economic vitality, social and political well-being, and democratic human interactions" (Brennan, 2017, p. 3). The hope is that students view themselves "as...active participant[s] in society with a strong commitment to work with others toward the public good" (Hatcher as qtd. in Steinberg, Hatcher, & Bringle, 2011, p. 21). Therefore, civic participation can be seen as the ultimate goal of any civic engagement initiative.

Students have a multitude of responsibilities outside of the classroom, and despite the importance of community involvement, time constraints are a concern (Hill, 2016). Community projects need not be outside class time; they can take place within the classroom as well. Hill (2016) argues that in-class community projects increase engagement and can become "an essential part of [students'] education" (p. 221). These educational opportunities to engage with the community may contribute to the development of students' civic identity, and as O'Leary (2016) summarizes, are "directly related to their development of pro-civic engagement attitudes and values" (p. 56). *A Crucible Moment* (2012) argues that "by teaching students to address real-world issues in concert with others,...colleges are helping students move from civic knowledge to civic action, thus better preparing them to serve their communities and the nation as informed, active citizens when they graduate" (pg. 8).

Higher Education Civic Engagement Initiatives

Colleges across the country are committed to improving the civic engagement of students. The James Madison Center for Civic Engagement at James Madison University (JMU) in Harrisonburg, Virginia is one of the leaders in this field. They define civic engagement as "advancing the legacy of James Madison, the Father of the Constitution, by preparing individuals to be active and responsible participants in representative democracy dedicated to the common good" (Pastor, 2018). The Center focuses solely on the political aspects of civic engagement (community engagement, or service learning, is overseen at another center) and has developed a significant set of learning outcomes for CE at the University. JMU's mission ("We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.") and vision statement ("To be the national model for the engaged university: engaged with ideas and the world") speak to their desire to increase civic engagement among students ("About JMU's Strategic Plan," n.d.).

The Center promotes programs such as: *Dukes Votes!*; opportunities and programming that prepare students for an active and informed role in democracy; and the Madison Vision Series, a lecture series honoring James Madison's conviction that cultivating an informed and educated citizenry is essential to the health of a democracy.⁰

Not only does the Center support co-curricular activities, but their Cluster Four Program, which consists of courses in which students are “to think critically about their own society and its relationship to the larger global community” (“Cluster Four Requirements, n.d.), integrates civic learning across the curriculum. In order to graduate, JMU students must take one American Experience course which provides students with an understanding of the major themes and concepts that structure American life today, and one Global Experience class which addresses global issues that affect the human community.

Another leader in civic engagement is the Brewer Center for Civic Engagement at Mt. Wachusett Community College in Gardner, Massachusetts. Their service learning is a major part of their civic engagement activities. The college offers capstone courses across the curriculum in which class members adopt a non-profit organization. Students must spend a minimum of 30 hours on the project and the work can be done both on- and off-campus. The focus is less on just volunteering and more about effecting change in the community. The Center also supports internships/co-ops and civic outreach. Other activities offered include alternative spring break, the United Way Day of Caring, and the Student Leaders in Civic Engagement (SLICE) program. In the SLICE program, students must be involved in civic engagement or service learning. They coordinate projects on campus like Valentines for Veterans, SOS, a peer mentoring program for students in crisis, and the food pantry.

Delta College near Bay City, Michigan is a good example of embedding civic engagement in courses. Delta requires all students to take a one credit civic engagement course (CEP 101). The course is offered as an add-on to a regular course and is available across the curriculum. CEP 101 “develops skills as active citizens in a democratic society through exploration of personal values, analyzing community problems, participation in a civic engagement community project and reflection on the civic engagement experience” (“CEP 101,” n.d.)

Students in a CE course must complete a civic engagement project (at least 15 non-classroom hours of public activity). Examples include:

- Assess a public problem or issue.
- Represent the public problem in course context.
- Identify one's own civic and cultural values.
- Formulate and implement a plan to address the public problem or issue.
- Reflect on issues encountered and insights gained from engagement in the public activity. (“CEP 101,” n.d.)

The one credit course is not the only civic engagement initiative on campus. Other programs supported by Delta include: *Delta Votes!*, Change Your World Week, Human Library, State Lobbying Day, and political forums.

Assessing Civic Engagement

There are a variety of methods and tools, including surveys and rubrics, available to institutions that need to assess civic engagement initiatives. These tools offer a solid blueprint for others seeking to adopt or adapt effective assessment measures. The three most widely used civic engagement assessment tools are the Community and Civic Engagement Survey, James Madison University Civic Engagement and Political Survey, and CIRCLE's Civic and Political Health of the Nation Survey.

Community and Civic Engagement Survey

The Community and Civic Engagement Survey was developed by De Anza College, a public community college in California, for use by The Democracy Commitment and The Center for the Study of Community Colleges. The survey, originally developed in 2015, was conducted annually until 2018 and examined civic behaviors, agency, and knowledge. In the area of civic behaviors, the Community and Civic Engagement Survey explored student participation prior to college and after entering college, as well as the frequency of political discussions, voting, and expressing opinions via social media. The survey asked specific questions about behaviors students would perform after college. For example:

1. If a student plans to “work with others to promote social or political change.”
2. If a student plans to “help others who may not be as well off as themselves.”

In the area of civic agency, the Civic Engagement Survey asks students how much a particular college influenced the student's ability to work across differences. Examples of questions on civic agency include:

1. The “ability to have a civic conversation about controversial issues with someone whose background or views are different.”
2. The “ability to voice their opinion on campus, at work, or in their community.”
3. If a college provided the student with “the tools to seek out information” or “communicate with someone whose views are different.” (*De Anza College*, 2018)

In the area of civic knowledge, the Civic Engagement Survey asked questions about how a particular college contributed to their knowledge about national and global issues. Survey respondents are asked basic civic knowledge questions, such as to name the three branches of government and to correctly identify the members of the Supreme Court.

In summary, the focus of the Civic Engagement Survey is political civic engagement including knowledge, agency, and behaviors. The survey asks for students to depict what they did previously, currently, and what they plan to do in the future.

JMU's Civic Engagement and Political Learning Assessment

James Madison University's Civic Engagement and Political Learning Assessment examines a student's knowledge, skills, attitudes, behavior, and level of participation in activities using a variety of institution-developed assessments, such as the American Experience Test (AMEX) and the Student Survey of Civic Learning, in addition to pre-existing assessments from NSLVE and the Political Engagement Project Survey (PEPS). This assessment is a part of an overall curriculum for social and cultural processes. For attitudes and behavior, a pretest/posttest design is used which was based on the work of Hatch (2008); Wang, Ye, Jackson, Rodgers & Jones (2005); and Moely, Mercer, Ilustre, Miron, & McFarland (2002).

CIRCLE's Civic and Political Health of the Nation Survey

Tufts University's Jonathan M. Tish College of Civic Life's the Center for Information and Research on Civic Learning and Engagement (CIRCLE) developed the Civic and Political Health of the Nation Survey. This survey examines political and community participation and "attitudes toward government and current issues" (Lopez, Levine, Both, Kiesa, Kirby, & Marcelo, 2006, p. 3). The survey criteria include civic, electoral, and political voice indicators. This survey is a combination of open-ended, Likert scale, and yes/no questions. The civic activities indicators ask questions about volunteering, community problem-solving, and monetary contribution. Electoral indicators ask questions about the frequency of reading the newspaper, voting, monetary contributions to campaigns, volunteering for political purposes, and having political paraphernalia displayed on a car, at home, or on a person. The political voice indicators ask questions about the frequency of outreach to officials, print and television media; signing petitions (e-mail and written); protesting, boycotting, and canvassing.

Conclusion

Research demonstrates that civic knowledge, skills, values, and collective actions are needed in today's society, and institutions of higher education are expected to teach students to be civically engaged; not only is it their philosophical duty, but in Virginia, state mandated. There are many possible interventions to increase civic engagement, both curricular and co-curricular, including civic engagement activities across the disciplines, Deliberative Dialogue, voting initiatives, and civic participation. Institutions that implement these interventions are more likely to see an impact on the civic engagement behavior of students.

IV. Civic Engagement at PVCC

Why Civic Engagement?

The need for civic engagement is supported by the data, aligns with PVCC's mission, and is legislatively mandated. PVCC is aware that, historically, one of higher education's responsibilities is to promote citizenship. After World War II, President Harry S. Truman convened the President's Commission on Higher Education. In its six-volume report *Higher Education for American Democracy*, the committee called for democratic values in education: "The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and process" (Zook, 1947, p. 407). PVCC is concerned that we have moved too far away from that core mission. When college funding is based on student retention and degree completion, colleges and universities gradually lose their focus on citizenship (Kingston, 2016).

Further, *A Crucible Moment* (2012) calls on the higher education community to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education, public and private, two-year and four-year. Reinforcing the need for CE in college, 81% of employers want colleges to place more emphasis on critical thinking and analytic reasoning; intercultural competence (71%); complex problem solving (75%); and civic knowledge, participation, and engagement (52%) (pg. 12).

Civic Engagement at PVCC

As discussed in the literature review, civic engagement means different things to different people in different contexts. The QEP Development Committee eventually determined that the following definition best fits PVCC's needs:

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Erlilch, 2000 p. vi).

The focus of the *Civic Sense* QEP considers pressing issues within our community and supports the College's mission for community vitality. The entire College community is dedicated to its success.

History of Civic Engagement at PVCC

Since 2016 PVCC has been increasing its civic engagement presence on campus. The college now offers multiple ways for students to be involved. However, these efforts have not been institutionalized. The *Civic Sense* QEP will institutionalize and prioritize the College's commitment going forward. Descriptions of the current programs follow.

PVCC VOTES!

In Virginia citizens vote in federal elections during even numbered years and state and local elections in odd numbered years. Thus, *every year is an election year*. Voter registration, voter education, and “Get Out the Vote” efforts never end.

PVCC’s democratic engagement efforts have been led by one faculty member. For the past three election seasons, Campus Vote Project has provided funding for two to three Democracy Fellows (student interns) who work 10 hours per week. They organize and provide leadership for the voter registration work, the “pledge to vote” campaign, the non-partisan voter guide project, and the “Get Out the Vote” party.

Voter Outreach. PVCC focuses registration efforts on and around National Register to Vote Day in late September. In fact, at PVCC, it is PVCC Register to Vote *Week*. Student clubs each take a day and register voters. Other college events such as the Student Success fair have voter registration events as well.

PVCC’s art students design voter registration and “Get Out the Vote” posters which they hang around campus.

In 2016 and 2018, a team of students assisted in the planning of a televised debate for candidates running for Congress in the 5th District of Virginia. PVCC students crowd-sourced questions on campus, then narrowed them down and refined them. One student was on the panel during the first hour and only PVCC students asked questions during the second hour. Students have also planned mock debates for presidential and gubernatorial elections.

Students in journalism and political science classes collaborate on a non-partisan voter guide that focuses on student issues relevant in the current year’s election. Copies are distributed in the Bolick Center (PVCC’s student center), Workforce Services, on the PVCC website, and via an all-campus email. In 2018, students handed out almost 500 paper copies. Several emails were sent to faculty, staff, and students containing a link to the guide.

In 2018, students designed and promoted a “pledge to vote” campaign, where 228 students pledged to vote. They also planned and implemented a “Get Out the Vote” project with funds provided by #VoteTogether and Campus Compact. The party included a band, ice cream and cookies, information about poll locations, voter guides, raffle prizes, and t-shirts.

Human Library™. The psychology department and the Betty Sue Jessup Library have hosted two Human Library™ events for Banned Books Week. This project involves students, faculty, and the community. This is an effort to encourage open dialogue about difficult issues and help students learn about people who have different backgrounds and/or challenges than they do. The response

to initial sessions has been positive, so the Human Library will be an annual event into the foreseeable future.

Constitution Day. Every year on or about September 17, PVCC hosts a Constitution Day speaker. Speakers have included Justin Reid from the Virginia Foundation for the Humanities, who discussed *Race and the Constitution*, and Stewart Harris and Doug Smith, hosts of NPR's *Your Weekly Constitutional*.

Free Speech Week. PVCC celebrates Free Speech Week every October. In the past, the college has hosted the Thomas Jefferson Center for the Protection of Free Expression's Mobile Free Speech Monument. Unfortunately, since the TJCenter disbanded in 2019, this will not be possible in the future. A speaker is also invited every year for Free Speech Week. In 2018, it was Hawes Spencer, author of *Summer of Hate: Charlottesville, USA*, whose talk was entitled *Should Free Speech Survive After August 12th?*

Lobbying at the VA General Assembly. PVCC President Dr. Frank Friedman leads an annual student lobbying trip to the Virginia General Assembly in January. This provides students with the opportunity to meet face to face with legislators and discuss issues of importance with them. Twenty to 30 students attend each year.

Civic Engagement Conference

Every spring since 2016, PVCC has hosted a Civic Engagement Conference for our students. The conference mission is to:

1. Encourage students to be civically and politically engaged.
2. Train students to become civic and political leaders on campus and in their communities.
3. Encourage faculty, staff, and students to participate in the political process.
4. Expose faculty, staff, and students to the local/state political processes and issues.
5. Help faculty, staff, and students make informed political choices.

Conference themes have been 2016 *Positive Action Conference: A Civic Leadership Experience*; 2017 *Civil Political Dialogue*; 2018 *What Unites Us, What Divides Us?*; and 2019 *Restoring our Civil Society*. The event includes dinner with speakers on Friday evening, and speakers and panels all day on Saturday. Conference panels have included "Guns in Schools," "Charlottesville's Racial Divide," "What to do about Charlottesville's Confederate Monuments," and "Religion in Politics." Speakers have included the executive director of The Democracy Commitment, Richmond's mayor, the secretary of the Commonwealth, and local legislators. The intent of the conference is to expose students to difficult discussions, multiple viewpoints, and civil dialogue. The last two conferences have also included a Deliberative Dialogue.

As discussed in the literature review, Deliberative Dialogue is a method of engaging students in civil discussions about difficult issues. This method of deliberation includes “considering multiple perspectives, surfacing and articulating competing values, identifying tensions and trade-offs, and looking for common ground for action” (Harriger, McMillan, Buchanan & Gusler, 2016, p. 1). PVCC has begun holding Deliberative Dialogues at the Civic Engagement Conference and as a part of classes. Topics have included the national debt, immigration, and climate change. Deliberative Dialogue will become a permanent feature of the CE Conference and the college.

Statewide Summit

PVCC also works to promote student civic engagement on a statewide basis. For example, in 2018 PVCC collaborated with Abe Goldberg from James Madison University, the Campus Vote Project, and Virginia21 to plan and execute a Statewide Campus Democracy Summit hosted at James Madison University. Three PVCC students attended. Planning for a 2020 state-wide summit to be held at PVCC is underway.

Collaborations

PVCC has participated in the All-In Campus Democracy Challenge since 2016. The All-In Challenge (<https://www.allinchallenge.org/>) recognizes campuses for their commitment to improving democratic engagement, increasing student voter participation rates, and graduating students with a lifelong commitment to being informed and active citizens. In 2018 PVCC received All-In’s Silver Certificate for student voter turnout between 70 and 80 percent and the Best Action Plan award.

In 2016 and 2018 PVCC received the Voter Friendly Campus (VFC) designation from the Campus Vote Project (<http://campusvoteproject.org/administrators/voter-friendly-campus-designation/>). The goal of the program is to help institutions develop plans to coordinate administrators, faculty, and student organizations in civic and electoral engagement. The Voter Friendly Campus designation helps colleges develop a strategy to engage in advance of upcoming elections. Colleges receive the VFC designation based on their voter outreach plans and subsequent self-evaluation. The 84 institutions that received the designation for 2017-2018 were selected because of their commitment to promoting democratic engagement on campus.

In summary, PVCC has an existing Civic Engagement program that will be expanded by the *Civic Sense* QEP. By institutionalizing CE at the college PVCC all students will have the opportunity to be civically engaged graduates.

V. Student Learning Outcomes

The goal of PVCC's Quality Enhancement Plan is that graduates will be more likely to be civically engaged as a result of their experiences at PVCC. What does a civically engaged college graduate look like? While definitions may vary across institutions, PVCC adopted Thomas Ehrlich's (2000) definition which states that civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (p. vi).

Ehrlich's definition is reflected in the College's QEP vision statement:

PVCC's Quality Enhancement Plan, *Civic Sense: Engaging Students in the Civic Life of their Communities*, seeks to build graduates who have a strong commitment to democracy, and who engage in the civic life of their communities through collaborative, creative, and critical problem-solving.

Informed by the literature review, the College's definition of civic engagement, and with input from the entire College community, the Quality Enhancement Plan Development Committee created student learning outcomes (SLOs) that are specific, measurable, and focused on student learning and student success. The SLOs are as follows:

SLO 1. Graduates will actively participate in civic life by voting in local, state, and federal elections.

SLO 2. Graduates will actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives.

SLO 3. Graduates will evaluate multiple perspectives to think critically about issues of public consequence.

Development of the SLOs

Out of the themes represented in the literature review, three stand out: voting, civic participation, and critical thinking. The QEP's student learning outcomes were created based on these important themes.

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) advocates that institutions of higher education register voters, explain the voting process, and provide students with the information necessary to make informed decisions. Thomas, Brower, Connors, Gismondi, & Upchurch (2018) believe elections are opportunities for students to learn shared responsibility, deal with conflicting points of view, and promote student agency. These points underscore the importance of voting and informed the creation of SLO 1.

The goal of any civic engagement program is to prepare individuals for civic participation, which leads to healthy communities and individuals who value working towards the common good (Brennan, 2017; Steinberg, Hatcher, & Bringle, 2011). The importance of this goal inspired the creation of SLO 2. For the purposes of SLO 2, civic life is defined as “the public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests” (*National Standards for Civics and Government*, 2014, section 9-12)

A Crucible Moment (2012) offers best practices for institutions seeking to increase student civic engagement and argues that civic engagement should be a priority, pervasive, and expected for all students. The report places emphasis on skills such as critical inquiry, analysis, and reasoning; seeking, engaging, and being informed by multiple perspectives; bridge building across differences; and others. This led to the development of SLO 3, which emphasizes evaluation of multiple perspectives and thinking critically about issues of public consequence. In a 1987 statement by Michael Scriven and Richard Paul, critical thinking was defined as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (“Defining Critical Thinking,” n.d.). Multiple perspectives may be defined as “a certain social phenomenon [where] people can recognize that an event may be viewed, defined or perceived in more than one manner, through several social focal points” (Wicklund, as qtd. in Wang, Dogan, & Lin, 2006).

SLO Alignment with PVCC’s Mission

These student learning outcomes are consistent with the emphasis on student success and community vitality that are at the core of PVCC’s mission. Student success refers to the ability of graduates to achieve their personal, academic, and professional goals. Community vitality refers to the growth and prosperity of the communities where our graduates will live and work. These ideas of student success and community vitality are also represented in the College’s value statements on community impact and student success (“Mission & Goals,” n.d.).

SLOs 1 and 2 support community vitality by increasing the number of citizens who are actively participating in their communities by either voting or participating in civic life, such as serving on a board of a local non-profit. SLO 3 supports student success by providing graduates with the skills to think critically and to evaluate multiple perspectives. These skills and attitudes make graduates academically strong and increase their employability.

Conclusion

In summary, the goal of PVCC’s QEP is that graduates will be more likely to be civically engaged as a result of their experiences. PVCC has established three student learning outcomes that are

supported by the literature review and align with PVCC's mission. The QEP is focused on outcomes that are specific and measurable and that are related to student success.

VI. Implementation

Introduction

The overall goal of PVCC’s Quality Enhancement Plan (QEP) is that graduates will be more likely to be civically engaged as a result of their experiences at PVCC. In order to achieve the desired student learning outcomes described in [Chapter V, Student Learning Outcomes](#), PVCC will implement curricular and co-curricular offerings that align with each outcome.

Table 2 Student Learning Outcome Alignment

	Student Learning Outcome 1: <i>Graduates will actively participate in civic life by voting in local, state, and federal elections.</i>	Student Learning Outcome 2: <i>Graduates will actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people’s lives.</i>	Student Learning Outcome 3: <i>Graduates will evaluate multiple perspectives to think critically about issues of public consequence.</i>
Direct Interventions (required across all degree programs)	<ul style="list-style-type: none"> Voting module in Student Development Course 	<ul style="list-style-type: none"> Civic Engagement (CE) Courses English Composition II, ENG 112 	<ul style="list-style-type: none"> Civic Engagement (CE) Courses Information literacy modules in English Composition I, ENG 111 Writing assignment in English Composition II, ENG 112
Indirect Interventions (voluntary participation)	<ul style="list-style-type: none"> <i>PVCC Votes!</i> initiatives 	<ul style="list-style-type: none"> College-wide service project One Book Program for Civic Engagement 	<ul style="list-style-type: none"> College-wide Deliberative Dialogue

Rationale

PVCC selected an immersive model where students may take courses or be involved in co-curricular activities. In developing an implementation strategy, the QEP Development Committee studied and considered scaffolded models that included capstone experiences or portfolio projects; these approaches were rejected because their relatively inflexible structure would impose additional barriers to graduation. This decision is in keeping with federal regulations for financial aid (*VCCS 2018-2024 Six-Year Plan*, 2017)) and with the Virginia Community College System’s (VCCS) adoption of meta majors (groups of majors that reflect areas of academic and professional interest), both of which streamline the path to graduation.

Brief Overview of Direct Interventions

Direct interventions consist of multiple opportunities throughout a student's degree program. As described in detail in Chapter X, Assessment, each of the direct interventions will be assessed individually on a continual basis. These formative measurements will provide early and ongoing feedback about the effectiveness of the Civic Sense QEP's interventions.

Direct interventions include the following curricular offerings:

- A module in the required student development course (SDV 100) that explains the voting process and the importance of voting
- Information literacy modules in English Composition I (ENG 111) where students learn how to evaluate sources, recognize fake news and bias, and incorporate multiple perspectives into their analysis and reasoning
- Civic Engagement (CE) designated courses that provide an opportunity for sustained examination of an issue of public consequence in a disciplinary context
- A writing assignment in English Composition II (ENG 112) where students examine a complex public problem or issue from multiple perspectives and describe ways in which they may participate in the solution

Brief Overview of Indirect Interventions

These curricular experiences will be complemented by indirect interventions (co-curricular activities) that promote civic engagement, including the *PVCC Votes!* Initiatives, the One Book Program for Civic Engagement, the college-wide service project, and Deliberative Dialogue. These indirect interventions will provide many opportunities for students to engage in civic life.

As described in Chapter X, Assessment, the impact of these indirect interventions will be measured using long-term, comprehensive analyses, such as the biennial report from the National Study of Learning, Voting, and Engagement.

Interventions to Achieve Student Learning Outcomes

Interventions for SLO 1 (*Graduates will actively participate in civic life by voting in local, state, and federal elections*)

There are two interventions for SLO 1: voting module in student development courses (direct) and *PVCC Votes!* initiatives (indirect). Both of these interventions prepare students to actively participate in civic life by voting in local, state, and federal elections.

Direct Interventions

Voting Module in Student Development Course

All associate degree-seeking students are required to take the student development course (SDV) in their first semester, and it is in this course that an introduction to the voting process will be provided via the Canvas learning management platform. The Canvas-based module will expose students to material about why voting matters, how to register to vote, and other important information regarding participating in elections. The college will assess learning with a short quiz in Canvas. A topical outline of the voting module can be seen in Appendix B.

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) emphasizes the need to encourage voting among people ages 18 to 29 (which are often traditional college age students) because the experience of voting increases the likelihood that they will continue voting in the future (“Youth Voting,” n.d.). The voting module provides students with the knowledge to register and eventually vote in elections, which directly aligns with and supports SLO 1.

For most SDV faculty, teaching about voting will be new, and so, in late fall 2019 five faculty members will receive training on the modules and will teach classes where the module will be piloted in spring 2020. After the pilots are evaluated and before full implementation in fall 2020, the SDV coordinator and members of the QEP Implementation Committee will provide a professional development session to all SDV instructors that covers the following:

- Why is voting important?
- Why and how can a student register to vote?
- How does voting connect to everyday life?

Indirect Interventions

The indirect interventions listed below will, individually and collectively, provide value to students by enhancing the skills and abilities learned in the voting module.

PVCC Votes! Initiatives

PVCC Votes! encompasses a broad range of co-curricular activities related to voting. From voter registration drives to candidate forums, the *PVCC Votes!* initiatives aim to increase the likelihood that graduates will actively participate in civic life by voting in local, state, and federal elections.

Voter Outreach

PVCC will continue to expand voter registration drives where information is made available to the entire college community. PVCC will hold a “Get Out the Vote” party, “pledge to vote” drives, and promote the use of absentee voting to increase student voter rates. Students will work with the art and marketing departments to design registration, “pledge to vote”, and “Get Out the Vote” posters to display around campus.

Voter Information on Civic Engagement Website

Voter information/registration information will be available to the College community through on the civic engagement website. Additionally, Election Day, absentee ballot deadlines, and last day to register to vote will be put on college calendars, including the academic calendar and the Canvas calendar. Faculty will be encouraged to include these dates on their syllabi. The College community will also receive registration and voting reminders through various forms of social media.

Voting Information

Voting registration forms, poll locations, ID requirements, and absentee ballots will be made available at the Bolick Student Center, division offices, Student Orientation and Registration (SOAR) events, the admissions and advising center, Betty Sue Jessup Library, cashier’s office, Workforce Services, the Jefferson School City Center, and the Eugene Giuseppe Center in Greene County.

PVCC Candidate Forums

The candidate forums will be actual or mock political debates. PVCC hopes to continue partnering with local TV station CBS 19 to host 5th district congressional debates as well as potentially a House of Delegates or State Senate debate.

Voter Guide

Every year students in political science and journalism courses will collaborate with the Betty Sue Jessup Library and the QEP director to develop a non-partisan voter guide. Political science students research candidates and issues while journalism students edit, proofread, and publish the guide. The Betty Sue Jessup Library provides instruction to students on how to avoid bias, where to find accurate information about the candidates, and how to develop a voter guide. (<https://libguides.pvcc.edu/PLS/voter-election-guide>).

Interventions for SLO 2 (*Graduates will actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people’s lives*)

There are four interventions for SLO 2: CE courses (direct), ENG 112, College Composition II writing assignment (direct), the college-wide service project (indirect), and the One Book Program for Civic Engagement (indirect). All interventions will be measured formatively, and professional development will be provided to faculty and staff involved with the interventions.

The Center for Civic Education defines civic life as “the public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests” (*National Standards for Civics and Government*, 2014, section 9-12). The QEP Development Committee has adopted this definition for SLO 2.

With this definition in mind, the QEP Development Committee has designed interventions that provide students with an opportunity to learn about civic life and how to engage in public service to improve communities and/or the quality of people’s lives.

Direct Interventions

CE Courses

Engaging with issues of public consequence in the context of one’s major or discipline provides both broader and more in-depth experiences for students. Additionally, teaching civic engagement across all disciplines provides powerful opportunities for students to become immersed in critical thinking while applying course curricula to a local problem (Stephenson, 2010). Civic Engagement (CE) courses will allow students to do just that and are the primary intervention for SLO 2.

CE courses will include a substantive civic engagement project representing at least a cumulative 25% of the course grade and will put an issue of public consequence into the context of the discipline. All CE courses will be required to address learning outcomes two and three (see explanation below). Each course will include the following components which are based on those used by Delta College.

- **Students will assess a public problem or issue related to their discipline.** They will do this by researching the causes of the problem and consider how it affects their community. They will use critical inquiry, analysis, and reasoning to identify the problem and consider solutions. The research will include multiple perspectives.
- **Students will place the public problem in the course context.** By focusing on the major, students will understand that they have a personal stake in the issue. By exposing students to current and important issues within their discipline, they will see themselves as part of a broader community.
- **Students will formulate and implement a plan to address the public problem or issue.** By considering diverse ideas, they will identify strengths and weaknesses in potential solutions. Then they will develop a viable plan to solve the problem.

- **Students will produce a written reflection that integrates new insights with pre-existing civic and cultural values.** Students will discuss their thoughts about and analysis of research and experience. A reflection should be a critical analysis of the problem that enables students to envision possible alternative solutions.

CE courses will be offered in every associate degree program and will not add credits to the total number required for a degree, nor are they a culminating experience; students make take CE courses at any time during their degree. General Education courses may be designated as CE course, but PVCC’s emphasis is that students take CE courses within their major, because every major is affected by public policy. Examples include prescriptive authority for nurses; mental health care in psychology; and the effects of climate change in a science course. These courses will tie a student’s work in college to their chosen career. After completing a CE course, students will have the knowledge and skills to actively participate in civic life.

Implementing CE Courses

CE courses will be implemented in three cohorts of ten representative faculty. Each cohort will be comprised of faculty who volunteer to participate. Cohorts are determined by which degree programs have the largest total enrollment and graduation rates. Faculty who participate in the cohort will train remaining faculty in their degree programs using a train-the-trainer model.

Table 3 CE Course Cohorts

Cohort 1	Cohort 2	Cohort 3
Business Administration, AS, 213	Accounting, AAS, 203	Culinary Arts, AAS 242
Engineering, AS, 831	Computer Science, AS, 246	Education, AS, 625
General Studies, AS, 699	Diagnostic Medical Sonography, AAS, 109	Fine Arts - Art, AA, 529-03
Liberal Arts, AA, 648	Emergency Medical Services, AAS, 146	Fine Arts - Music, AA, 529-01
Nursing, AAS, 156	Information Systems Technology, AAS, 299	Fine Arts - Theatre/Drama, AA, 529-02
Science - Specialization in Biotechnology, AS, 880-06	Information Systems Technology-Cybersecurity, AAS, 229-06	Industrial Electronics Technology (981)
Science 880	Management, AAS, 212	
	Police Science, AAS, 464	
	Radiography, AAS, 172	

Following their training, faculty will develop their courses. The QEP Implementation Committee will provide guidance and the QEP Director will approve all courses. Faculty will begin developing courses in spring 2020, and the first cohort will implement in fall 2020. CE courses will be a graduation requirement for new students beginning in the fall semester of 2020.

Most faculty are not trained to teach civic engagement. In order to ensure that faculty are comfortable and have the knowledge to engage with CE topics in their courses, PVCC will offer multiple opportunities for professional development. The first opportunity will be offered to the initial CE course cohort. The details of the training will be developed by the QEP Implementation Committee, but they will consider the questions posed by McTighe Musil (2015), which is discussed more thoroughly in the literature review.

Faculty will be allowed significant latitude in developing these classes. In some courses it will consist of one large project, in others the goals will be accomplished in smaller assignments. During the fall 2019 semester the QEP Implementation Committee will hold discussions with faculty and finalize the course requirements.

Civic Engagement Writing Assignment in ENG 112, College Composition II

In English 112, College Composition II, students will complete an assignment that requires them to: identify action steps that they could take to redress a problem of public consequence; explain the reasons for and the merits and drawbacks of those action steps; and anticipate some possible results of those action steps.

The English department will determine the specifics of this assignment in spring 2020, but the assignment will likely take one of the following forms:

- An informal post-argument reflection prompt
- An end-of-semester reflection prompt
- A presentation prompt
- A prompt to respond to a peers' presentation
- A final exam prompt

This assignment will help students think about and express how they might, at some future time, act to redress an issue of public consequence. The assignment provides students with the research and analysis skills to understand an issue of public consequence and take subsequent action. English faculty will provide instruction on how to conduct research that focuses on and models civic participation.

In order to assess if a student has accomplished SLO 2, the Civic Engagement Writing Rubric will be used as well as a feedback survey. The rubric and the survey will be placed in the learning management system to allow for ease of faculty use and ease of data collection. For more information on assessment, see Chapter X, Assessment.

In spring 2020, English faculty will modify an existing assignment or develop one for SLO 2; implementation is fall 2020. The development of the Civic Engagement Writing Rubric will be completed prior to fall 2020. After the development of the rubric, faculty will be trained on the application of the rubric, which will increase in inter-rater reliability and promote external consistency when the rubric is used for English 112.

Indirect Interventions

PVCC One Book Program for Civic Engagement

The One Book Program at PVCC is an institution-wide initiative, the goal of which is to bring together students, faculty, staff, and members of the community to read the same book and take part in activities inspired by the text. The program seeks to create a learning community that comes together around themes the book introduces. Through a variety of activities linked to the book and offered to the whole college, the One Book Program strives to increase engagement and interdisciplinary dialogue among participants. The One Book Program has committed to choosing books with civic engagement themes for the duration of the QEP. (Each year, the One Book Committee chooses three titles which are voted on by the College community.)

The College-Wide Service Project

In the fall of every academic year, the QEP director and Coordinator of Student Engagement and Student Life will develop and conduct a year-long service project. The Student Government Association (SGA) will develop three options for a community service project. In the spring semester, all PVCC students will be asked to vote on the potential projects. The project chosen in the spring semester will launch in the fall of the following academic year and will be overseen by SGA, Student Activities, and the QEP director. Additionally, before they can receive funding from the student activities budget, all clubs must agree to participate in the service project and explain how they will support it.

The college-wide service project directly relates to SLO 2 because students will be actively participating in civic life, discussing community needs, and weighing possible solutions to public problems. This will provide a holistic context to the project. Speakers will be invited to discuss the nature of the problem (e.g., poverty) and possible solutions. A panel at the annual Civic Engagement Conference will also be related to the service project.

The college-side service project will be assessed through the Student Satisfaction survey. For more information about how the college-wide service project will be assessed, see Section X, *Assessment*. Professional development for the College-wide service project will be developed based on the selected college-wide service project.

Interventions for SLO 3 (*Graduates will evaluate multiple perspectives to think critically about issues of public consequence*)

The literature review showed that a crucial component of civic engagement is thinking critically on an issue of public consequence using multiple perspectives (*A Crucible Moment*, 2012). The *Civic Sense* QEP will implement this component via the following interventions: information literacy module in ENG 111, College Composition I (direct); a civic engagement writing assignment in ENG 112,

College Composition II (direct); CE courses (direct); and Deliberative Dialogue (indirect). The courses in which the direct interventions occur were chosen because they are required in every degree program, thereby achieving maximum student exposure.

Direct Interventions

Information Literacy Tutorial in ENG 111, College Composition I

Information literacy is fundamental to critical thinking (Wertz, Fosmire, Purzer, Saragih, Sapp Nelson, & Dillman, 2013). In *Information Literacy Competency Standards for Higher Education*, The Association of College and Research Libraries (2000), defines an information-literate student as someone who determines the nature and extent of the information needed; accesses needed information effectively and efficiently; critically evaluates information and its sources; incorporates selected information into their knowledge base and value system; and understands many of the economic, legal, and social issues surrounding the use of information.

In ENG 111, College Composition I, students are required to complete the *Connect for Success* tutorial, which consists of a series of information literacy modules. Two of these modules align with SLO 3: *Web Resources* (Module 5) and *Evaluating Information Sources* (Module 6). These two modules will be expanded to align more closely with the QEP. *Module 5: Web Resources* covers searching for and locating credible information on the Web. *Module 6: Evaluating Information Sources* covers source evaluation using the standards of authority, currency, documentation, objectivity, relevance, and review process.

Two additional modules, one on media literacy and the other on multiple perspectives, will be developed by fall 2020 by the Betty Sue Jessup librarians. The media literacy module will cover the fundamentals of journalism, evaluating news sources, misinformation, propaganda, fake news, and media bias. The second new module will cover how to incorporate and evaluate multiple perspectives. For the current *Connect for Success* tutorial outlines, refer to Appendix C.

By completing the information literacy modules, students will have the knowledge and the tools to evaluate multiple perspectives to think critically about issues of public consequence.

Civic Engagement Writing Assignment in ENG 112, College Composition II

Before taking ENG 112, students are required to complete ENG 111 information literacy tutorial where they receive an introduction to evaluating sources and perspectives, as described above. In ENG 112, College Composition II, students will build upon this foundation and apply the concepts learned in ENG 111 by analyzing an issue or problem of public consequence using multiple perspectives as part of a written assignment designed by the course instructor. The assignment will be assessed using the Civic Engagement Writing Rubric. Refer to [Chapter X, Assessment](#) for more information.

As part of this assignment, students will be required to:

- Think critically and evaluate information about a complex issue of public consequence.
- Demonstrate the ability to incorporate different perspectives, accurately state those perspectives, and articulate their own perspective.
- Use language intentionally to engage a broad audience.

This assignment allows students to gain valuable experience with thinking critically using multiple perspectives, and according to Stephenson (2010), thinking critically, which includes the ability to evaluate multiple perspectives, is one of the biggest indicators of future civic engagement.

Professional Development for English Faculty

The English faculty will be trained on how to use the CE rubric. For more details, [refer to professional development for English Faculty in SLO 2.](#)

CE Courses

All CE courses will address SLO 3. Students will write about an issue of public consequence and think critically by incorporating and synthesizing multiple perspectives. Faculty may choose the type of assignment, but the assignment must include the following tasks:

1. Select an issue
2. Research the history of the issue
3. Research the current context of the problem (locally, nationally)
4. Propose a solution

Through this assignment, students will obtain experience with researching and analyzing multiple perspectives and proposing viable solutions in the context of their degree program, which McTigue Musil (2017) argues has a greater impact on their level of civic engagement (McTigue Musil, 2017)/ This assignment allows students to apply the knowledge, skills, and tools learned in the classroom to problems in their communities and future workplaces.

CE Course Professional Development

Faculty will receive professional development on how to incorporate this assignment into their CE courses, and the Betty Sue Jessup Library will offer all CE course faculty the opportunity to use an embedded librarian or request a face-to-face library instruction session, which would cover the research component of the assignment.

Indirect Intervention (students will voluntarily attend this activity)

Deliberative Dialogue

PVCC will develop a Deliberative Dialogue program that provides a way for students, faculty, and staff of diverse views and experiences to seek a shared understanding of complex, or “wicked” problems, and to search for common ground for action. Dialogues will be led by trained faculty, staff, and student facilitators, and use an issue discussion guide that presents the problem, followed by three or four broad approaches to solving the problem. The participants in this face-to-face interaction “exchange and weigh ideas and opinions about a particular issue in which they share an interest” (Guzman, 1999). The value of deliberation is for participants to begin to understand multiple perspectives, find common ground or shared values, and recognize that our most difficult problems necessitate compromise, which aligns with SLO 3.

Initially, PVCC plans to hold at least one college-wide Deliberative Dialogue per year. At the end of the dialogue, participants will complete a survey that allows us to measure the impact of this intervention. For more information on the assessment of Deliberative Dialogue, refer to [Chapter X, Assessment](#).

Deliberative Dialogue Professional Development

PVCC plans to train students and teaching faculty to be Deliberative Dialogue facilitators. This will allow for Deliberative Dialogue to be held in the classroom and for the entire college community. The training consists of a PowerPoint presentation, discussion, and time to both participate in and moderate mock Deliberative Dialogues. By the end of a Deliberative Dialogue faculty training session, participants will be able to:

- Define Deliberative Dialogue.
- Explain the benefits and the purpose of a Deliberative Dialogue.
- Identify an appropriate issue forum.
- Organize participants into groups.
- Set ground rules for the Deliberative Dialogue.
- Moderate a Deliberative Dialogue.

VII. Timeline

PVCC's timeline for implementation spans five years from spring 2020 to fall 2024. Implementation of the Plan will be led by the QEP Implementation Committee. In the third year, when the CE courses are fully implemented, the Implementation Committee will transition to a five-year reporting committee. At the culmination of the project, PVCC will open a Civic Engagement Center, which will oversee the continuation of these activities.

Fall 2019

- Offer *PVCC Votes!* Initiatives.
- Communicate and market QEP and civic engagement through posters, paraphernalia, social media, and the QEP video series.
- Launch the civic engagement webpage.
- Develop and implement the Virginia State Post-Election Survey.

Spring 2020

- Cohort One is trained for teaching CE courses.
- Develop ENG 112 writing assignment.
- Create Civic Engagement Rubric.
- Faculty teaching ENG 111, ENG 112, and SDV are provided professional development.
- Offer professional development opportunities for all faculty.
- Train faculty and students on how to moderate a Deliberative Dialogue.
- Convene a college-wide Deliberative Dialogue. Assess using the Deliberative Dialogue survey.
- Pilot Civic Engagement Survey (given to students at the beginning of SDV).
- Administer Graduate Exit Survey.
- Offer *PVCC Votes!* Initiatives.

Fall 2020

- Cohort Two is trained for teaching CE courses.
- ENG 111 begins using updated and modified information literacy modules.
- Implement ENG 112 writing assignment. Assess using Civic Engagement Writing Rubric.
- Implement pilot CE courses. Assess using the Feedback Survey.
- Deploy voting module in required Student Development Courses. Assess using the voting module quiz and Feedback Survey.
- Administer the Student Satisfaction Survey
- Plan for first college-wide service project.

- Offer the PVCC One Book for Civic Engagement program.
- Civic Engagement Courses begin to be required for graduation.
- Administer Graduate Exit Survey.
- Offer *PVCC Votes!* Initiatives.

Spring 2021

- Cohort Three is trained for teaching CE courses.
- Receive and analyze NSLVE data.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Convene a college-wide Deliberative Dialogue. Assess using the Deliberative Dialogue survey.

Fall 2021

- Administer the Virginia State Post-Election Survey.
- Administer the Student Satisfaction Survey.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Offer the PVCC One Book for Civic Engagement program.
- Implement college-wide service project and plan for next year's project.
- Offer *PVCC Votes!* Initiatives.

Spring 2022

- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Convene a college-wide Deliberative Dialogue. Assess using the Deliberative Dialogue survey.

Fall 2022

- Administer the Student Satisfaction Survey.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Offer the PVCC One Book for Civic Engagement program.
- Implement college-wide service project and plan for next year's project.
- Offer *PVCC Votes!* Initiatives.

Spring 2023

- Receive and analyze NSLVE data.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Convene a college-wide Deliberative Dialogue. Assess using the Deliberative Dialogue survey.

Fall 2023

- Administer the Virginia State Post-Election Survey.
- Administer the Student Satisfaction Survey.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Offer the PVCC One Book for Civic Engagement program.
- Implement college-wide service project and plan for next year's project.
- Offer *PVCC Votes!* Initiatives.

Spring 2024

- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Convene a college-wide Deliberative Dialogue. Assess using the Deliberative Dialogue survey.

Fall 2024

- Implement Civic for Civic Engagement.
- Administer Graduate Exit Survey.
- Gather and analyze rubric and feedback survey results.
- Offer the PVCC One Book for Civic Engagement program.
- Implement college-wide service project and plan for next year's project.
- Offer *PVCC Votes!* Initiatives.

VIII. Organizational Structure

In Spring 2018, the college president and the vice president of instruction and student services appointed assistant professor of political science, Connie Jorgensen, as Director of the QEP. In consultation with the vice president of instruction and student services, Professor Jorgensen selected faculty for the QEP Development Committee.

The QEP Director

The QEP Director, Connie Jorgensen, is an Assistant Professor of Political Science who holds a BA from the University of North Carolina and an MA from Old Dominion University. Under her leadership, PVCC received the Voter Friendly Campus designation in 2017 and 2018, and the College won the award for Best Voter Plan from the All in Campus Democracy Challenge in 2018. Having led the QEP Development Committee, Jorgensen will also chair the Implementation Committee and serve as Director of the QEP.

QEP Development Committee

The QEP Development Committee was comprised of both new and experienced faculty from all three academic divisions along with key administrators to provide advice and support. The faculty members were chosen based on their expressed interest in civic engagement. Since the QEP is a college-wide effort, they also represent multiple programs. The members included:

Faculty Members:

- Connie Jorgensen, Assistant Professor of Political Science, QEP Director
- Anne Allison, Professor of Biology
- Wendy Diment, Associate Professor of Nursing
- Jenny Koster, Professor of English
- Laura Skinner, Assistant Professor, Reference/Instructional Librarian
- Justin Storer, Instructor of Mathematics

Advisors:

- John R. Donnelly, Vice-President for Instruction and Student Services
- Jolene Hamm, Director of Institutional Research, Planning & Institutional Effectiveness (IRPIE)

The QEP Development Committee began meeting in September 2018. Using feedback from the topic identification process, the committee developed and wrote a plan to provide students with curricular and co-curricular civic engagement experiences across all degree programs that will

empower them to be civically engaged after graduation. The QEP Development Committee worked from August 2018-May 2019 when the task of completing the written document was handed over to a summer 2019 transition team comprised of four members from the Development Committee along with the Director of Library Services, Crystal Newell.

QEP Implementation Committee

The QEP Director will provide leadership and oversight for all aspects of the QEP implementation process. Connie Jorgensen will serve as PVCC's QEP director and will be responsible for the following:

- Scheduling and leading regular QEP Implementation Committee meetings
- Ensuring efficient and timely faculty professional development as outlined in the QEP, in collaboration with the vice president for instruction and student services
- Serving as a member of the Curriculum and Instruction Committee (which also reports to the vice president of instruction and student services)
- Managing QEP budget in collaboration with the vice president of instruction and student services
- Coordinating QEP data collection and analysis in collaboration with the director of institutional research, planning, and institutional effectiveness
- Continually evaluating and improving the QEP initiative, in collaboration with the QEP Implementation Committee
- Ensuring dissemination of QEP outcomes to all college constituents
- Co-authoring, with the director of IRPIE, the QEP five-year report

PVCC has created an Implementation Committee to ensure effective implementation of the QEP. This team is comprised of faculty, staff, administration, and a student representative. The members of the Implementation Committee are as follows:

- Connie Jorgensen, Assistant Professor of Political Science, QEP director
- Anne Allison, Professor of Biology, QEP Development Committee member
- Approximately six faculty members from across the three divisions of the College
- Crystal Newell, Director of Library Services
- Shawn Anderson, Coordinator of Student Engagement and Student Life
- One staff representative, selected by the Professional Association of Support Staff
- One student representative, selected by the Student Government Association
- John Donnelly, Vice President of Instruction and Student Services
- Jolene Hamm, Director of Institutional Research, Planning, and Institutional Effectiveness
- Leonda Keniston, Dean of Humanities, Fine Arts, and Social Sciences

Civic Engagement (CE) courses will cut across all disciplines, requiring a representative faculty member from each of PVCC's three divisions to serve on the QEP Implementation Committee. These faculty will facilitate the selection of CE courses and professional development in their respective divisions.

IX. Resources

PVCC is committed to providing sufficient human and financial resources for accomplishing the Civic Sense QEP. In total, approximately \$152,000 in new funds will be devoted to QEP-related activities over the next six years. The remaining \$368,600 is in kind. PVCC has clearly identified human and financial resources throughout the QEP plan, and institutional stakeholders have been involved and will continue to be involved in ongoing planning and evaluation to adjust resources as needed.

Budget Summary

Source of Funds

The source of funds for this Quality Enhancement Plan has been identified and will not adversely affect other programs.

New money

In order to ensure the success of the QEP, PVCC will commit a total of \$152,000 in new funds. The most significant expenditure is personnel. Each year the college will provide 50% release time (15 credits annually) for the QEP director, \$1,000 for an intern, and a \$1,500 summer stipend for the QEP Director.

The College will provide up to \$15,000 per year to support new civic engagement activities that will be led by the QEP Director. The QEP Director will be a central resource for faculty; manage *PVCC Votes!* initiatives; plan and execute an annual civic engagement conference for students; select and provide logistics for speakers; and develop new activities. This will culminate in the creation of the Civic Engagement Center, which will ensure that civic engagement is part of the PVCC college experience after the QEP is completed.

Successful implementation of the QEP will require professional development for faculty. The budget initially allocates \$12,500 annually for professional development, including training faculty to develop civic engagement courses; general civic engagement pedagogy; Deliberative Dialogue training; and ad hoc training as necessary. The budget also includes \$5,000 to ensure that the QEP director can attend relevant conferences.

In-kind

In order to ensure the success of the QEP, PVCC will commit \$368,600 in existing funds. The Office of Student Engagement and Student Life has committed \$12,400 per year in kind to support co-curricular civic engagement activities in the form of \$9,400 in staff time and \$3,000 to support the college-wide service project and other initiatives.

Assessment costs are covered by the Office of Institutional Research, Planning, and Institutional Effectiveness. Resources vary by year depending on the assessment schedule but range from \$11,900 to \$16,700.

Marketing will initially contribute \$17,500; the art department will provide \$1,000 annually; and the Betty Sue Jessup Library will contribute \$10,500 in staff time and \$8,000 in funds for the One Book Program.

The detailed budget on the following pages shows all resources committed to the implementation and assessment of PVCC's QEP over the next six years. This budget was reviewed and approved by the President on July 10, 2019 and is presented below.

QEP Proposed Draft Budget																		
Resource	Year 1 Spring 2020			Year 1 2020-2021			Year 2 2021-2022			Year 3 2022-2023			Year 4 2023-2024			Year 5 2024-2025		
	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total
Personnel	\$ 8,000.00		\$ 8,000.00	\$ 16,500.00		\$ 16,500.00	\$ 16,500.00		\$ 16,500.00	\$ 16,500.00		\$ 16,500.00	\$ 16,500.00		\$ 16,500.00	\$ 16,500.00		\$ 16,500.00
QEP director 15 credits release time	\$ 7,000.00		\$ 7,000.00	\$ 14,000.00		\$ 14,000.00	\$ 14,000.00		\$ 14,000.00	\$ 14,000.00		\$ 14,000.00	\$ 14,000.00		\$ 14,000.00	\$ 14,000.00		\$ 14,000.00
Summer stipend				\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00
Interns 1 per semester	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00
Professional Development	\$ 500.00		\$ 500.00	\$ 10,000.00	\$ 2,500.00	\$ 12,500.00	\$ 6,000.00	\$ 2,500.00	\$ 8,500.00	\$ 10,000.00	\$ 2,500.00	\$ 12,500.00	\$ -	\$ 2,500.00	\$ 2,500.00	\$ -	\$ 2,500.00	\$ 2,500.00
Speaker/trainer - Convocation week			\$ -	\$ 3,000.00		\$ 3,000.00	\$ -		\$ -	\$ 3,000.00		\$ 3,000.00	\$ -		\$ -			\$ -
Trainers for each cohort	\$ 500.00		\$ 500.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ -		\$ -			\$ -
Campus Compact dues					\$ 2,500.00	\$ 2,500.00		\$ 2,500.00	\$ 2,500.00		\$ 2,500.00	\$ 2,500.00		\$ 2,500.00	\$ 2,500.00		\$ 2,500.00	\$ 2,500.00
Deliberative Dialogue training				\$ 1,000.00		\$ 1,000.00	\$ -		\$ -	\$ 1,000.00		\$ 1,000.00	\$ -		\$ -			\$ -
Stipend for faculty in CE cohorts (10 per)				\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ -		\$ -			\$ -
Institutional Research, Planning, and Institutional Effectiveness		\$ 4,800.00	\$ 4,800.00		\$ 11,900.00	\$ 11,900.00		\$ 11,900.00	\$ 11,900.00		\$ 16,700.00	\$ 16,700.00		\$ 11,900.00	\$ 11,900.00		\$ 11,900.00	\$ 11,900.00
Staff					\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00
Survey Instrument					\$ 1,400.00	\$ 1,400.00		\$ 1,400.00	\$ 1,400.00		\$ 1,400.00	\$ 1,400.00		\$ 1,400.00	\$ 1,400.00		\$ 1,400.00	\$ 1,400.00
Third Party Assessment Cost		\$ 4,800.00	\$ 4,800.00								\$ 4,800.00	\$ 4,800.00						
Library		\$ 18,500.00	\$ 18,500.00		\$ 18,500.00	\$ 18,500.00		\$ 18,500.00	\$ 18,500.00		\$ 18,500.00	\$ 18,500.00		\$ 18,500.00	\$ 18,500.00		\$ 18,500.00	\$ 18,500.00
Staff time		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00
One Book		\$ 8,000.00	\$ 8,000.00		\$ 8,000.00	\$ 8,000.00		\$ 8,000.00	\$ 8,000.00		\$ 8,000.00	\$ 8,000.00		\$ 8,000.00	\$ 8,000.00		\$ 8,000.00	\$ 8,000.00
Advertising	\$ 3,500.00	\$ 14,000.00	\$ 17,500.00	\$ 500.00	\$ 12,000.00	\$ 12,500.00	\$ 500.00	\$ 8,000.00	\$ 8,500.00	\$ 500.00	\$ 6,000.00	\$ 6,500.00	\$ 500.00	\$ 4,000.00	\$ 4,500.00	\$ 500.00	\$ 4,000.00	\$ 4,500.00
Marketing	\$ 3,500.00	\$ 14,000.00	\$ 17,500.00	\$ 500.00	\$ 12,000.00	\$ 12,500.00	\$ 500.00	\$ 8,000.00	\$ 8,500.00	\$ 500.00	\$ 6,000.00	\$ 6,500.00	\$ 500.00	\$ 4,000.00	\$ 4,500.00	\$ 500.00	\$ 4,000.00	\$ 4,500.00
Art Department		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00
Civic Engagement Activities	\$ 4,000.00	\$ 10,000.00	\$ 14,000.00	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00
Voter registration/voter education/GOTV	\$ 500.00		\$ 500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00
Conference																		
Food		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00
Intern		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00
Speakers	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00
Misc/ swag, etc		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00
Faculty stipend to develop panel x4		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00
C-day, free speech speakers	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00		\$ 1,500.00
Conferences (CLDE,Campus Compact)		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00
Materials for Deliberative Dialogues and other events as needed	\$ 500.00		\$ 500.00	\$ 500.00		\$ 500.00	\$ 500.00		\$ 500.00	\$ 500.00		\$ 500.00	\$ 500.00		\$ 500.00	\$ 500.00		\$ 500.00
Office of Student Engagement & Student Life			\$ -		\$ 12,400.00	\$ 12,400.00		\$ 12,400.00	\$ 12,400.00		\$ 12,400.00	\$ 12,400.00		\$ 12,400.00	\$ 12,400.00		\$ 12,400.00	\$ 12,400.00
Staff time					\$ 9,400.00	\$ 9,400.00		\$ 9,400.00	\$ 9,400.00		\$ 9,400.00	\$ 9,400.00		\$ 9,400.00	\$ 9,400.00		\$ 9,400.00	\$ 9,400.00
Student Activities Support					\$ 3,000.00	\$ 3,000.00		\$ 3,000.00	\$ 3,000.00		\$ 3,000.00	\$ 3,000.00		\$ 3,000.00	\$ 3,000.00		\$ 3,000.00	\$ 3,000.00
Total	\$ 16,000.00	\$ 48,300.00	\$ 64,300.00	\$ 32,000.00	\$ 68,300.00	\$ 100,300.00	\$ 28,000.00	\$ 64,300.00	\$ 92,300.00	\$ 32,000.00	\$ 67,100.00	\$ 99,100.00	\$ 22,000.00	\$ 60,300.00	\$ 82,300.00	\$ 22,000.00	\$ 60,300.00	\$ 82,300.00
New	\$ 152,000.00	\$ 152,000.00																
In-Kind	\$ 368,600.00																	

X. Assessment

Introduction

PVCC has prepared a comprehensive assessment plan for the QEP with formative and summative assessments. The college will utilize direct and indirect measures of the three student learning outcomes (SLOs). The QEP assessment plan emphasizes multiple measures at different points in time throughout a student's experience at the College. The assessment plan is integrated with the College's overall institutional effectiveness and assessment plan as assessment results are reported to SCHEV as part of the general education assessment plan. The plan incorporates the National Study of Learning, Voting, and Engagement (NSLVE), the Civic Engagement Writing Rubric, as well as feedback and trend surveys. PVCC will be responsive to findings from assessments and will make appropriate adjustments as needed.

Assessment of Student Learning

The overall goal of the QEP is that *graduates will be more likely to be civically engaged*. The College will have met this goal when assessment results show that prospective graduates are achieving the targets set for each of the three QEP student learning outcomes:

- Graduates will actively participate in civic life by voting in local, state, and federal elections.
- Graduates will actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives.
- Graduates will evaluate multiple perspectives to think critically about issues of public consequence.

Formative assessment will be used to help the QEP team identify if students are having difficulty acquiring the skills necessary to achieve the student learning outcomes. These formative assessments will allow for the QEP team to make adjustments in instructional techniques or co-curricular activities. Summative assessments will also be used to evaluate if the students have achieved the student learning outcomes.

Comprehensive Assessment of All Student Learning Outcomes

The first component of the assessment plan will be a cross-sectional evaluation of all student learning outcomes at the beginning and at the end of a student's academic experience at PVCC. The same questions will be asked in the pre-assessment and post-assessment in order to analyze change over time. The table below provides a crosswalk between the student learning outcomes and the questions asked in both the pre-assessment and the post-assessment.

Table 4 Civic Engagement Pre/Post Crosswalk to SLOs

Civic Engagement Pre/Post Crosswalk to SLOs	
SLO	Questions
SLO 1	<ol style="list-style-type: none"> 1. Are you currently eligible to vote? (Y/N) 2. Are you registered to vote? (Y/N/Not applicable) 3. Did you vote in the most recent local, state, or national election? (Y/N) 4. Do you plan to vote in the next local, state, or national election? (Y/N) 5. Do you encourage your family and friends to vote? (Y/N) 6. To what extent has your PVCC education contributed to your ability to actively participate in civic life by voting in a local, state, or federal election? *Scale: Very Much-Somewhat-Very Little-Not At All
SLO 2	<ol style="list-style-type: none"> 1. How likely are you to participate in the following activities in the next five years? 2. How likely are you to participate in the following activities in 20 years? *Scale: Very Much-Somewhat-Very Little-Not At All <ol style="list-style-type: none"> A. Participate in a community group or organization B. Hold a leadership position or role in a community group or organization C. Encourage others to participate in a community group or organization activity. 3. To what extent has your PVCC education contributed to your ability to actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives. *Scale: Very Much-Somewhat-Very Little-Not At All
SLO 3	<ol style="list-style-type: none"> 1. To what extent has your PVCC education contributed to your ability to: *Scale: Very Much-Somewhat-Very Little-Not At All <ol style="list-style-type: none"> A. Incorporate multiple perspectives to think critically about issues of public consequences B. Reason logically C. Solve problems D. Think critically about complex issues E. Evaluate information of public consequence F. Listen to someone with a different perspective G. Based on a different perspective, change your viewpoint H. Respectfully discuss an issue with someone whose views were different from your own.

The pre-assessment will be administered to first-year students at the beginning of their student development (SDV) course. The post-assessment will be administered to all degree-earners as a part of the graduate exit survey which is completed in the semester of a student's graduation. The pre-assessment results will be compared to the graduate exit survey results for evidence that students will be more civically engaged after graduation. These results will be communicated using the percent change between the pre-assessment and the post-assessment. The summative assessment will examine the percent change of the initial year and compare this percent change to all years of the QEP.

Assessment of Student Learning Outcome One (SLO1): Graduates will actively participate in civic life by voting in local, state, and federal elections

Assessment of SLO1 will use indirect and direct measures for formative and summative assessment. Formative assessment will be the SDV voting module quiz and feedback survey, and a section of the annual student satisfaction survey. Summative assessment will be the [National Study of Learning, Voting, and Engagement](#) (NSLVE) and Off-Year Election Survey.

Formative Assessment

The formative assessment of SLO 1 will occur using the SDV voting module quiz and feedback survey, and a section of the annual student satisfaction survey.

Voting Quiz and Feedback Survey

After completing the voting module in the student development course, students will take a voting quiz. The voting quiz will be comprised of the following questions:

1. Can you register to vote online? Y/N
2. The next election in Virginia will be held in which year? 2019, 2020, 2021,2022
3. How can you learn about the candidates on the ballot?
 - a. BallotReady
 - b. Ballotpedia
 - c. PVCC Non-Partisan Voter Guide
 - d. All of the Above
4. In Virginia the only voting option is to vote in person on election day. T/F
5. Can DACA recipients vote? Y/N

This quiz relates to SLO 1 in that it is asking key questions to ensure that students understand the voting process. The quiz will be followed up by a feedback survey to gauge the efficacy of the intervention. The feedback survey will be provided at the end of the voting quiz and will include the following questions:

1. Was this voting module helpful? (Y/N)
2. Have you registered to vote? (Y/N)
3. Do you think that because of this module that you will be more likely to vote now or in the future? (Very likely to not at all likely)

The voting quiz and feedback survey will be administered through PVCC's learning management system (Canvas). The data from all SDV courses will be extracted at the end of each semester by the instructional designer and provided to the Office of Institutional Research, Planning, and Institutional Effectiveness for data analysis and reporting. The Office of Institutional Research, Planning, and Institutional Effectiveness will provide this report to the QEP director who will share it with the

Implementation Team, the vice president of instruction and student services, and shared governance (Faculty Senate, College Senate, PASS, President's Staff) and the College as a whole. Both the voting quiz and feedback survey will allow the QEP team to determine if the initial step in the QEP process is having the desired impact, which is that students will have knowledge of the voting process and thus be more likely to vote.

Student Survey Section for SLO 1

The student satisfaction survey is an annual survey conducted in the fall semester. It is a self-reported, anonymous questionnaire used to describe the perceptions of current students about College services. A part of the student satisfaction survey will ask questions about civic engagement on campus, specifically voting initiatives related to activities under the *PVCC Votes!* umbrella. Questions include:

1. Did you know there were voting/election events on campus (e.g. voter registration, mock debates, and debate watch parties)? (Y/N)
2. Did you participate in the voting/election events on campus (e.g. voter registration, mock debates, and debate watch parties)? (Y/N)
3. As a result of your participation in these events, are you more likely to vote? (Y/N)

The student survey is administered through PVCC's online survey application (KeySurvey) and is managed by the Office of Institutional Research, Planning, and Institutional Effectiveness. The student satisfaction survey has been used for institutional assessment purposes since 2006 and continues to be used for self-reported student perception data.

Table 5 below provides details on data collection procedures, frequency, baseline, performance targets, and the group/party responsible for data collection and reporting for all formative assessment measures for SLO 1.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
PVCC will administer a voting quiz during student development courses	Every semester	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	70% of students who have taken the voting quiz will score an 80% or better.	Instructional Designer Director (IRPIE), QEP Director
PVCC will administer a feedback survey during student development courses	Every semester	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	By the end of the voting module, at least 75% of students who took the feedback survey will respond "likely to very likely" that because of this module that they will be more likely to vote now or in the future.	
PVCC will administer the student survey including a section on voting to all students via the student listserv.	Annually in the fall	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	By the end of the project, at least 75% of students who took the student survey will respond "Yes" to the each of the following: <ul style="list-style-type: none"> • Did you know there were voting/ election events on campus (e.g. voter registration, mock debates, and debate watch parties)? • Did you participate in the voting/ election events on campus (e.g. voter registration, mock debates, and debate watch parties)? • As a result of your participation in these events, are you more likely to vote? 	Director (IRPIE), QEP Director

Summative Assessment

The summative assessment of SLO 1 will occur through the use of the National Study of Learning, Voting, and Engagement (NSLVE) and an Off-Year Election Survey. PVCC will use an external reporting agency, the Institute for Democracy and Higher Education, to access the [National Study of Learning, Voting, and Engagement \(NSLVE\)](#) (*click for more information about NSLVE*). This study provides aggregate information on whether voting-eligible PVCC students register to vote and if they voted in a national election. It does not indicate how the individual voted. PVCC has participated with NSLVE since 2014 and will obtain data for 2020, 2022, and 2024.

Due to the difference in percentage of students who vote in presidential elections and non-presidential elections, PVCC has two separate goals. For the 2020 elections, the goal is to increase the percent of students who voted to 67.5%. This is a five-percentage-point increase from the previous election results (NSLVE, 2017). PVCC will then examine the results for the 2020 election to provide a goal for 2024. For the mid-year 2022 election, the goal is to increase the voting rate as reported by NSLVE to 30%; this is a five-percentage-point increase from the previous election results (NSLVE, 2015). The data provided on both these goals will be used for formative and summative assessment.

NSLVE does not provide data for Virginia state elections, which are held in odd-numbered years. PVCC has developed the [Virginia State Post-Election Survey](#) (*click to view sample survey*) to capture students' self-reported data for 2019, 2021, and 2023 elections. This survey will be administered to all students for a two-week window on the Wednesday following the election. For 2019, 2021, and 2023 elections, PVCC will benchmark the results from the Virginia state and local post-election survey. This survey does not ask for students to disclose how they voted, merely if they voted (if eligible) or not in the most recent election.

Table 6 below provides details on data collection procedures, frequency, baseline, performance targets, and the party/group responsible for data collection and reporting for all summative assessment measures for SLO 1.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
<p>PVCC will participate in the National Study of Learning, Voting, and Engagement (NSLVE) https://idhe.tufts.edu/nslve. Data on all students will be provided to PVCC by the fall following the election i.e. 2020 election results will be received by fall of 2021.</p>	<p>2020, 2022, 2024 after elections</p>	<p>In 2016, PVCC's voting rate was 62.5, this was a presidential election. In 2014, PVCC's voting rate was 25%, this was a midterm election.</p>	<p>For the 2020 elections, PVCC will increase the percent of students who voted to 67.5%, PVCC will compare the results for the 2020 election to provide a goal for 2024. For the 2022 election, PVCC will increase the voting rate as reported by NSLVE to 30%.</p>	<p>Director, Institutional Research, Planning, and Institutional Effectiveness Director, QEP</p>
<p>PVCC will administer the Virginia state and local post-election survey (https://app.keysurvey.com/f/1416949/6af9/) to all students via student listserv email on the Wednesday following elections for a two-week timeframe</p>	<p>2019, 2021, 2023</p>	<p>No baseline data exists. The 2019 administration for the QEP will establish a baseline for subsequent years.</p>	<p>For 2021, there will be an increase of 5% from the 2019 results.</p>	

Assessment of Student Learning Outcome Two: Graduates will actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people’s lives.

Assessment of SLO2 will use indirect and direct measures for formative and summative assessment. Formative assessment will include a civic engagement writing rubric, feedback surveys, and a section of the student satisfaction survey to gauge participation in the One Book Program and the college-wide service project. Summative assessment will include the graduate exit survey.

Formative Assessment

Students in ENG 112 will have a written assignment that allows them to think about and express how they might act to redress an issue of public consequence. This assignment will be assessed by the instructor using a modified version of the [PVCC Writing Rubric](#) (*click to view*) entitled the *Civic Engagement Writing Rubric (CEWR)*. The CEWR will be developed during year one of implementation and will have a criterion specific to SLO 2 entitled “Civic Life.” (Criterion details are to be determined.) CEWR scores for the “civic life” criterion will be gathered during the fall and spring semesters. The goal is that 75% of students will score a 3 or better on the civic life criterion.

Feedback surveys will be used for the formative assessment of SLO 2 for the interventions in ENG 112 and the CE Courses. The feedback survey for English 112 and the CE courses will be provided at the end of the assignment/project and will include the following question:

1. Because of this assignment, how likely are you to do the following: (Scale: Very Much-Somewhat-Very Little-Not At All)
 - a. Participate in a community group or organization?
 - b. Hold a leadership position or role in a community group or organization?
 - c. Encourage others to participate in a community group or organization activity?

The annual student satisfaction survey is a self-reported anonymous questionnaire used to describe the perceptions of current students and is conducted in the fall. A part of the student satisfaction survey will ask questions related to the One Book Program and the college-wide service project. The questions on the student survey will include:

1. Did you know there was a One Book Program on campus? (Y/N)
2. Did you participate in the One Book Program events on campus? (Y/N)
3. As a result of your participation in the One Book Program, how likely are you to participate in civic life? [Likert scale]
4. Did you know there was a college-wide service project? (Y/N)
5. Did you participate in the college-wide service project? (Y/N)
6. As a result of your participation in the college-wide service project, how likely are you to participate in civic life? [Likert scale]

Table 7 below provides details on data collection procedures, frequency, baseline, performance targets, and party/group responsible for data collection and reporting for all formative measures for SLO 2.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
PVCC will administer the Civic Engagement Writing Rubric to one assignment in English 112.	Every Semester	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	75% of students will score a 3 or better on the civic life criterion.	Instructional Designer, Director (IRPIE), QEP Director
PVCC will administer a feedback survey in English 112 and CE courses	Every semester	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	75% of students who took the feedback survey will respond "very much to somewhat" that because of this assignment that they will be more likely to do participate in a community group or organization.	Instructional Designer, Director (IRPIE), QEP Director
PVCC will administer the student survey including a section on civic life to all students via the student listserv.	Annually in the fall	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	<p>By the end of the QEP, 80% of students who took the student survey will respond "very much to somewhat" that because of the One Book Program that they will be more likely to participate in civic life.</p> <p>By the end of the QEP, 80% of students who took the student survey will respond "very much to somewhat" that because of the College-Wide Service Project that they will be more likely to do participate in a civic.</p> <p>PVCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.</p>	Director (IRPIE), QEP Director

Summative Assessment

Ideally, students would be assessed on their level of civic participation many years after they graduate; however, this is not feasible. The most pragmatic approach, therefore, is to use a proxy to assess students’ attitudes towards participating in civic life after graduation.

Assessing how likely it is that they will do this behavior is the best indicator that the College has successfully achieved SLO 2 and will be done through the Graduate Exit Survey. The Graduate Exit Survey will collect data using the questions found in the table below.

Table 8 Civic Engagement Graduate Exit Survey Questions

Civic Engagement Pre/Post Crosswalk to SLOs	
SLO	Questions
SLO 2	<p>1. How likely are you to participate in the following activities in the next five years?</p> <p>2. How likely are you to participate in the following activities in 20 years?</p> <p>*Scale: Very Much-Somewhat-Very Little-Not At All</p> <p>A. Participate in a community group or organization</p> <p>B. Hold a leadership position or role in a community group or organization</p> <p>C. Encourage others to participate in a community group or organization activity.</p> <p>3. To what extent has your PVCC education contributed to your ability to actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives.</p> <p>*Scale: Very Much-Somewhat-Very Little-Not At All</p>

Table 9 below provides details on data collection procedures, frequency, baseline, performance targets, and group/party responsible for data collection and reporting for summative assessment of SLO 2.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
PVCC will administer the graduate exit survey including a section on civic life to graduating students via the graduate application.	Every Semester	No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.	By the end of the QEP, 80% of graduates who took the graduate exit survey will respond "very much to somewhat" that because of their PVCC education they will be more likely to actively participate in civic life by engaging in public service or other activities that improve the condition of communities and/or the quality of people's lives. PVCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Director, Institutional Research, Planning, and Institutional Effectiveness Director, QEP

Assessment of Student Learning Outcome Three: Graduates will evaluate multiple perspectives to think critically about issues of public consequence.

Assessment of SLO 3 will use indirect and direct measures for formative and summative assessment. Formative assessment will consist of information literacy module quizzes, Deliberative Dialogue feedback surveys, and the CE rubric. Summative assessment will include the Graduate Exit Survey.

Formative Assessment

As a component of English 111, students will complete four information literacy modules. Upon completion of each module students will take a module quiz. After every module quiz has been finished, students will complete a final quiz that covers all modules. The module quizzes and the final quiz are included in Appendix F. Each module quiz relates to SLO 3 in that they are asking key questions to ensure that students have the critical thinking skills to evaluate multiple perspectives. Data collection will occur in the fall and spring semesters. Currently there is no baseline data available for these modules. The goal for each module assessed is that 70% of students will score a 80% or better on the quizzes.

Feedback surveys will be used for the formative assessment of SLO 3 for the Deliberative Dialogue intervention and will allow the QEP to determine if the Deliberative Dialogue is influencing their ability to think critically using multiple perspectives. Student participants will take the feedback survey at the conclusion of the event, which will include the following questions:

1. To what extent has this experience contributed to your ability to incorporate multiple perspectives to think critically about issues of public consequence (Scale: Very Much to Not at All)
2. How likely are you to participate in a Deliberative Dialogue in the future? (Scale: Very to Not at All)
3. Please share the impact of this experience (Open-ended question)

Feedback from the open-ended question will be coded for emerging themes using qualitative assessment techniques.

Table 10 below provides details on data collection procedures, frequency, baseline, performance targets, and group/party responsible for data collection and reporting for all formative measures for SLO 3.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
<p>PVCC will administer a quiz for each information literacy module (n=4) and a post assessment in all English 111 courses</p>	<p>Every Semester</p>	<p>No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.</p>	<p>70% of students who have taken the module quiz will score an 80% or better.</p>	<p>Instructional Designer Director (IRPIE), QEP Director</p>
<p>PVCC will administer a feedback survey following the college-wide Deliberative Dialogue</p>	<p>Every semester</p>	<p>No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.</p>	<p>75% of students who took the feedback survey will respond "very much to somewhat" that because of this experience that they will be more likely to incorporate multiple perspectives to think critically about issues of public consequence.</p> <p>In addition to the above targets, PVCC will analyze the open-ended question for themes.</p>	<p>Director, Institutional Research, Planning, and Institutional Effectiveness Director, QEP</p>

Summative Assessment

The summative assessments for SLO 3 will occur in ENG 112 and the CE courses as well as through the graduate exit survey.

Beginning in the fall of 2020, students in English Composition II (ENG 112) will do a written assignment where students are asked to write about an issue of public consequence and think critically by incorporating and synthesizing multiple perspectives. This artifact is assessed by the instructor using a modified version of the [PVCC Writing Rubric](#) (*click to view*) entitled the [Civic Engagement Writing Rubric \(CEWR\)](#). The CEWR will be developed during year one of implementation by the QEP Implementation Committee and relevant faculty, and will have a criterion that aligns with SLO 3 entitled “Multiple Perspectives.” Assessment results from the CEWR will be gathered during the fall and spring semesters. The goal is that 75% of students will score a 3 or better on the “Multiple Perspectives” criterion.

The CEWR will also be used to assess the course project in CE courses. Similar to the assessment in English 112, data collection will occur in the fall and spring semesters, and the goal is that 75% of students will score a 3 or better on the “Multiple Perspectives” criterion. This rubric will be used to evaluate at least one aspect of the course project.

The final summative assessment is the graduate exit survey, which will collect data using the questions found in the table below. By the end of the QEP, the goal is that 80% of graduates will respond “very much to somewhat” that because of their PVCC experience they will be more likely to incorporate multiple perspectives to think critically about issues of public consequence.

Table 11 Civic Engagement Pre/Post Crosswalk to SLOs

Civic Engagement Pre/Post Crosswalk to SLOs	
SLO	Questions
SLO 3	<p>1. To what extent has your PVCC education contributed to your ability to:</p> <p>*Scale: Very Much-Somewhat-Very Little-Not At All</p> <ul style="list-style-type: none"> A. Incorporate multiple perspectives to think critically about issues of public consequences B. Reason logically C. Solve problems D. Think critically about complex issues E. Evaluate information of public consequence F. Listen to someone with a different perspective G. Based on a different perspective, change your viewpoint H. Respectfully discuss an issue with someone whose views were different from your own.

Table 12 below provides details on data collection procedures, frequency, baseline, performance targets, and group/party responsible for data collection and reporting for summative assessment of SLO 3.

Data Collection Procedures	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
<p>PVCC will administer the graduate exit survey including a section on civic life to graduating students via the graduate application.</p>	<p>Every Semester</p>	<p>No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.</p>	<p>By the end of the project, 80% of graduates who took the graduate exit survey will respond "very much to somewhat" that because of their PVCC education they will be more likely to incorporate multiple perspectives to think critically about issues of public consequence.</p> <p>PVCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.</p>	<p>Director (IRPIE), QEP Director</p>
<p>PVCC will administer the Civic Engagement Writing Rubric to one assignment in English 112.</p>	<p>Every Semester</p>	<p>No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.</p>	<p>75% of students will score a 3 or better on the multiple perspectives criterion.</p>	<p>Instructional Designer, Director (IRPIE), QEP Director</p>
<p>PVCC will administer the Civic Engagement Writing Rubric to a written assignment in CE course.</p>	<p>Every Semester</p>	<p>No baseline data exists. The 2020 administration for the QEP will establish a baseline for subsequent years.</p>	<p>75% of students will score a 3 or better on the multiple perspectives criterion.</p>	

Assessment Timeline and Personnel Support

The QEP Director is primarily responsible for executing the QEP implementation plan and assessing the effectiveness of the QEP. Project assessment will be a standing item on the agenda for regular QEP Implementation Committee meetings and will be used to make improvements to the initiative. The QEP Implementation Committee will also have a sub-committee dedicated to assessment. The QEP director will be assisted by the director of institutional research, planning, and institutional effectiveness (IRPIE). Data extraction out of Canvas will be done by the instructional designer for items such as the voting module quiz, the voting module feedback survey, the CEWR rubric data across all courses, as well as the English 111 information literacy modules quizzes and post-assessment. Data from the pre/post assessment, student survey, feedback survey for Deliberative Dialogues, and the graduate exit survey will be managed by the Office of Institutional Research, Planning, and Institutional Effectiveness. All data will be analyzed by IRPIE and provided in an annual report to the QEP Director. The QEP director and the QEP Implementation Committee will collaborate with the director of IRPIE and the instructional designer to incorporate changes to the evaluation tools and processes while the QEP is in progress. The QEP director, the director of IRPIE, and the Implementation Committee will collaborate to complete the required 5th year report for submission to SACSCOC.

The Implementation Team will annually track and report on the status of progress to the goal and achievement of the objectives. Reports will be submitted by the QEP director to the vice president of instruction and student services, the president, and President's Staff by October 15th of each academic year for years two to five of the QEP implementation. The status of the QEP will be presented by the Vice President of Instruction and Student Services to the PVCC College Board in November of each academic year. The annual report for the QEP will be posted to the QEP website by December 1st of each academic year. Finally, the status of the QEP will be presented at the January All-College Meeting each academic year.

Assessment Summary

PVCC has a robust plan to assess achievement. The outcomes are specific, measurable, and clearly related to student learning. The assessments are both formative and summative and directly assess the outcomes. PVCC has identified the institutional personnel responsible for gathering and analyzing assessment data. The College has also developed an assessment timeline for interim formative analysis and planned adjustments have been clearly outlined.

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XII. Appendices

QEP Section of 2018 PVCC Student Survey

What is your definition of being a civically engaged individual?

		Response total
#	Responses	
1	Knowing about and supporting your community.	
5	Be active in the community. Be a registered voter and vote.	
8	being involved in the community	
10	Helping the people around you.	
11	Being involved in your community	
16	Being willing and able to help your community.	
17	Someone who is actively involved in the betterment of their community.	
18	The desire to be involved in our community, whether it is at a local or national level.	
19	Engaging in things that help the community.	
20	Being a respectful student no matter the race or ethnicity, as well as actively participating in elections and politics.	
23	being apart of something and voicing yourself	
24	involevd in the community.	
25	Having an awareness of the world around you regarding politics/global issues that we as a people can fix just by BEING aware. Voting/community service/etc.	
26	A civically engaged individual is someone who is fully aware of the current events and issues facing his or her community and is acting on those events and issues accordingly.	
28	Being aware of current situations and issues and seeking to engage in areas to help.	
31	To interact with different individuals that have other background cultures.	
34	Voting, self-education on political climate	
35	You fulfill your civic duties as a citizen.	
36	Voting regulsrly	
37	Helping to make a difference in the school community.	
38	Engaging with the state and the areas of civil rights	
41	being involved with the community	
42	Having many acquaintances so more people feel more free to talk in a group	
43	When you are engaged in your community and are doing your duties as a citizen.	
44	Voting, volunteering, and supporting your community through your work.	
45	Joining clubs, Meeting new people, Taking advantage of all the resources available to you.	
47	To take active steps in living such as: Vote, go to town hall meetings & speak to local representatives, read up on topics that matter, know what is getting zoned in your neighborhood etc. joining the homeowner's association (if applicable) donate blood, hair, plasma, bone marrow, & be an organ donor, recycle, share resources, reduce consumption, reuse & repurpose items. keep up the education; once you get a degree take classes for knowledge, go to the library. Civically engaged doesn't just mean vote, it means live your life accordingly to how you vote, but also you have a civic duty to care for one another.	
49	Being aware of the issues at play in local politics & elections and having an informed opinion on those issues.	
53	Have a idea of what's happening around you	
54	Knowing what is going on in the government and being aware of all issues.	
61	Being mindful of the political word in which we live.	

#	Responses		Response total
63	This is something that a state funded college shiuld not participate in. I do not think politics should be part of the way this school should be operated. Education should be presented in a fare and factual way to all students without any "spin" from politicle view placed upon this education. If PVCC feels it should be involved in civis with the community, then it should become a private college and not one that excepts money for the state and federal government. Keep the politics out!		
67	One that keeps up with current political events		
68	doing the right thing to help the community		
70	someone who is engaged with the importance of improving the school as a whole. It can be from bringing all the students together and helping one another to making the learning environment better.		
71	Pariticipating in the community and voicing your opinion through voting.		
72	be more involved in activities		
73	A civically engaged individual votes after becoming informed about the candidates and issues. He or she also participates in his or her community, state, or nation.		
74	One who takes time to accept oppourtunities to be involved in the community, whether through leadership or general engagement in organized activities.		
75	being in the know of what's going on around you-engaged with the changes of society		
78	Being involved in organizations/clubs at school or even interacting with other students/faulty.		
79	where there is injustice I would like to be able to step in and advocate.		
82	Knowing about politics		
84	It means wanting to make a positive difference in the community by putting your resources to good use.		
86	A person who thinks for themselves and wants to make the world a better place.		
88	Be aware of what is going on not only in school but in the world in general whether its politics or world disasters.		
91	doing my part to make society better		
92	Interacting with others in the community in a positive way.		
93	Within the context of PVCC this question comes off as disingenuous.		
96	Being active in your community in any way that is helpful or constructive.		
99	Being aware of government. Being aware of your duties as a citizen.		
100	Someone who is active within the community		
101	A civically engaged individual makes a point to be aware and informed about relevant issues impacting our community and nation (healthcare, human rights, women's rights, immigration, LGBTQ rights, gun safety, etc.). A civically engaged individual cares about our community and is involved--attending events, supporting community members, advocating for improvements, volunteering, etc.		
105	being involved in clubs at pvcc		
106	communication with everyone		
109	Knowing what is going on in the community, being kind, being involved when needed.		
110	An registered and active voter that participates in the community through volunteerism and other means of meaningful contribution.		
111	Voting in all elections, having knowledge of candidates and where they stand on issues.		
112	always learning, asking questions, working with others		
114	clubs and volunteer		
115	Love to help and grow, learn, and teach people.		
120	Participate in events to help the community, vote in elections, and just be a decent human being.		
122	not much		
128	Paying attention		
132	Being aware of the greater community either locally or nationally and participating.		
133	Someone who cares about their community and strives to make it better.		
134	A person who is involved in society and the choices we make as a society (voting, rallying, supporting etc.)		
135	Someone who exhibits and encourages a positive flow in life.		
136	Being involved in issues		
138	Civically engaged means to be a registered voter and campaigning for the candidates that you like.		
140	I don't know		
141	Someone that volunteers frequently for community/humanitarian causes, someone well informed of both the wells and ills of society		
143	Someone who stays involved with the school and the betterment of such.		
144	Voting, volentiring		
145	engagedn the community		

#	Responses	Response total
149	To be a civically engaged student would be to be involved with everyone in every group at PVCC. Immerse yourself in clubs and activities around campus. Also, getting involved in politics and seeing peoples different views and ideas.	
151	Your definition above covers it	
152	Knowing what's going on in the world and doing something about what you don't approve of.	
156	Participating in larger so iety	
157	Someone who takes interest and participates in politically related activities to promote democracy.	
159	Involved in an active manner with organizations that better the community	
161	dont know	
165	Knowing your rights as a citizen of the United States.	
166	Interacting with others and involving yourself in activities.	
171	Participating in panels and going to speeches that involve local and national civic concerns, such as political debates of local candidates, panels that discuss environmental issues, and speeches that concern societal issues.	
173	Someone willing to devote their time to create programs/opportunities/activities that enrich the experience of others	
176	Have a general knowledge of current poltics. Voting and getting involved in local government or local programs if possible	
181	Helping others and participating in activities	
183	someone who is aware of whats going on in town, state and nationally and actively helps with rallies, polls, ect.	
184	A "civically engaged individual" pays attention to what is going on around them, and participates in voting of all kinds. Going further, they can be involved in rallies held to support candidates, or helping people register to vote, or simply talking about the importance of civic engagement with people around them.	
190	Aware	
192	You are active in your community as well as upholding all of your civic duties and responsibilities.	
197	Being a civically engaged individual to me means making a difference in order to help others.	
199	Being aware of what is around you and not being bias because of your own personal race and how you think it is because of only what you have seen.	
200	Having an awareness of local and state issues that need to be addressed and knowing where to participate in making those changes.	
203	Dont know	
205	Voter, volunteer, regular participant in educating oneself.	
207	?	
208	Being a responsible citizen.	
209	Attending political and civic events and oppurtunities	
210	Respect people and try to get along with everyone	
211	Being active and involved in the community around us.	
212	Voting	
215	Someone who volunteers, follows the law, votes, and is present.	
216	Having a job and going to school.	
217	Yes	
219	Being civically engaged means getting involved in the community and in government. This means volunteering, voting, etc.	
221	i don't know, making friends or connections?	
223	Someone who is present in their community and takes part in activities and gatherings.	
225	Participating in community service and the politically system.	
226	knowing your rights and responsibilities as a citizen and student at PVCC	
228	Contributing to society. Going to work, voting, paying your taxes, living without government assistance	
231	participating in the community for common good, taking responsibility for the place you live work and learn, voting	
235	Trying to make the world a better place to live by demonstrating good values	
237	someone who people consider a real school student	
242	To be a civically engaged individual, one must exercise their right to vote and stay informed about current events and politics. You must also actively volunteer.	
243	Someone who is aware of ongoing political, social, and community issues, and is doing something to change or support them (voting, protesting, community service, donations).	
244	I would think it means being able to be part of a civic group of people.	

#	Responses		Response total
247	I don't often discuss my political opinion in school. It's a private topic and should only be discussed with close family and friends. School and work are no place for political discussions.		
248	Getting along with my peers		
249	Keeping up with politics and news. Knowing about government issues		
251	A person who is continually engaged in their community through volunteering, voting, or spending useful time with those in need		
252	Being a positive, active part of your community.		
253	Doing what you can do in order to improve your environment or the people around you.		
257	Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.		
258	Being aware of local and national politics, and voting.		
260	No comments		
261	Voting, educating yourself about issues as much as possible.		
262	I don't know		
266	In touch with all types in the community		
267	Doing what I can to make a difference in my community and helping our community to move forward in a positive direction and a better community for our children.		
268	working or volunteering within the community you live		
270	Being aware, understanding, and addressing problems in our community.		
272	Helping within the community and staying active in the issues and concerns.		
274	It doesn't pertain to me		
276	Someone who is actively participating in improving the community as a whole.		
278	Going out of your way to aid those you feel need it		
282	An individual who is volunteering in the community.		
285	To offer the community and environment with needed support.		
287	Helping out in the community where you see needs.		
288	Being involved in the improvement of my community.		
289	Being involved with the community.		
290	Voting, petitioning for candidates. Communicating effectively with peers.		
291	participating in the community and making a difference		
294	Someone who is informed of the issues impacting their community, and the larger nation.		
296	Voting		
297	participating in community events such as fundraisers and voting. Caring about ALL members of your community and actively working to improve their quality of life. Speaking out against things that are wrong and hurtful or that cause groups of people to be at a disadvantage. Recognizing my own privileges and putting those resources back into my community.		
300	Someone who actively participated in campaigns, volunteer, and does things that promote the greater good in society.		
301	Being aware of what is happening around you and doing what you can to better your community.		
304	Be engaged with community		
305	Know what is happening in your community and be on top of issues and how to help or volunteer and engage in useful ways.		
308	My definition of being civically engaged as an individual means to make a difference in your community and support others with respect.		
309	Being aware of and helping others in need no matter what walk of life they are on. In addition, being someone who thinks of others in each situation that they encounter.		
312	Knowing what's going on in my community, voting, advocating for things I care about, supporting neighbors		
313	being a polite citizen who doesn't litter ...not the best definition but I tried		
316	Being civically engaged means showing to events, making your voice heard, realizing what's going on in America. Being involved politically		
317	Participating in community events and always being a helpful hand		
318	DOING things for the community!		
319	Making a difference in my community through my actions.		
322	Contributing my opinion to society.		
325	Get along and join in with everyone		
328	Actively participating in the community for self and community improvement.		
329	Taking note of one's community and seeing what you can do to make an impact in your community for a positive change		

#	Responses	Response total
330	if you have time	337
332	Someone who works with groups and the community to benefit the community in some way, be that issues that need correcting, services that need providing, or just general involvement and engagement with the community and its people	
333	Personally, I would see someone that is openly supportive of their community as a civically engaged individual. An individual who is willing to meet and interact with the people around them, and learn from other cultures and experiences with their fellow civilians, as well as support people in their concerns for their neighborhood.	
336	Not sure. For me, I would think someone who helps in ones local community through volunteer work and just interacting with it. Visiting local business areas is also a good idea. An example would be buying cider doughnuts at Carter's mountain rather than Kroger.	
337	Being civically engaged is doing your duty in the community- voting, paying taxes, community service, and helping those who need it most	
338	Voting and being up to date on what's happening with politics.	
341	Engaged in community and culture.	
342	Being aware of what's going on in your city	
344	Civically engaged is being Active in the community and being politically active	
346	Community participation	
350	Participating in my community.	
351	Everyone is able to attend pvcc programs that help them to engage in politics.	
352	Being involved	
353	Being aware of social, political, and economic issues in the community. Using my knowledge in those areas to try and vote for the people who are more likely to improve the local community.	
357	Someone who is aware of the political climate in their country and in the world around them and actively gets involved in either voting or campaigning or attempting to better the community around them.	
359	Being responsible	
363	Voting and paying attention to the news	
366	Participating in local politics. Participating in community events, programs. Being somewhat knowledgeable of local policy.	
368	a civically engaged individual is someone who is able to participate in organization or their community. Someone who has the freedom to make choices of serving others	
369	Participating in voting, helping my community and giving back	
371	Citizens participate in Social Affairs	
375	To interact with your community in a positive and thoughtful way	
376	working with others to combine everyones different skills.	
379	Somebody who works to make a world a better place.	
380	Someone who is engaged in class and is always trying to improve and ask questions.	
383	Being aware of the issues and events happening in your city state or country	
386	Staying informed and reading about current events. Voting. Attending political events when possible. Volunteering in your local community.	
387	Someone willing to help the community without expectation of immediate recognition or return	
388	A person who contributes to society and who can make informed decisions where it pertains to democratic processes.	
390	Not sure.	
391	Linked to the community at large.	
394	it is great	
395	Being civically engaged means to take care of your community and help make your community better by being involved and aware of how you can make it better.	
396	My definition of being a civically engages individual is to have knowledge and values about the civic life.	
399	I'm not sure. I've never put much thought into it.	
400	Being involved in school and the community	
403	An individual who helps out in the community	
404	Interacting more with clubs and fundraisers/charity.	
405	someone who cares about what is going on around them	
406	Doing your part in your school and community	
412	Encourage others to treat people with fairness and respect regardless of their religion, race, nationality, and sexuality.	
416	Understanding and being involved with community issues.	
417	Making a difference	
418	Involvement in my community to making it better. Encouraging for improvement for growth	

#	Responses	Response total
420	Civically engaged people participate in public events, both political and otherwise, and are overall active in their community.	
424	Being someone who actively tries to better their community.	
425	Doing the right thing and being part of a community	
426	Expressing opinions and feelings liberally without fear of judgement, with a level of respect for those who differ.	
427	involved through PVCC with the community	
432	To be a civilly engaged person you need to be involved--like being in clubs and doing service for the community.	
433	I define being civically engaged as participating in activities to improve our community and our joint lives together.	
434	It means having a voice in matters and actually being heard; being able to see the results of collaborative efforts to change or improve something.	
436	Making yourself and others aware of political issues that may have an affect on yourself or your community.	
437	Working with those around you to create an actively better environment	
438	being yourself in school around other people	
440	Being responsible	
443	Taking care of your own responsibilities	
451	being involved in things that are of public concern and try to make a difference in the community	
452	being a responsible, law abiding citizen, voting, doing community service	
458	vote, learn about how is running for office	
459	Being aware of the local social politics and how they are changing	
460	Civic engagement or civic participation is the encouragement of the general public to become involved in the political process and the issues that affect the community. Civic engagement can take many forms—from individual volunteerism to organizational involvement to electoral participation.	
462	Working to make a difference in our communities	
464	Being aware of the current issues, and being involved with my community in discussing/addressing those issues	
465	someone who is engaged and apart of the community and activities and/or functions that occur.	
466	Helping out around campus. Helping other people with any questions. Being a good person	
468	Voting, volunteering, donating	
471	one who engages with his/her community in a meaningful way	
474	Caring about your community and those around you through volunteerism.	
476	by voting	
479	Participating in community activities and service.	
480	Being proactive in creating relationships between students	
484	helping out in the community and doing your park to give back.	
492	A civically engaged individual interacts with his/her community and is involved in making decisions that benefit all people.	
494	Volunteer at work - Employee Resource Groups - Community based volunteers.	
497	Being a service to others who are in need and meeting those needs.	
498	Civically engaged to me means that a person is involved through their community that will increase the positivity weather it be politically or volunteering. This person is well area of their community.	
501	Being involved in student life. Being able to interact with others in a civil and enjoyable manner. Joining clubs and voting with other students.	
503	N/A	
504	Having time to participate in community organizing/ activities/ political activism/ volunteering etc.	
510	working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.	
516	Someone who educates from many different perspectives, helping others lead to their own conclusions.	
517	Being part of the ongoing discussion and work/group	
518	Keeping up to date on issues and voting	
521	Voting in every possible election, listening to public debate, and engaging in such debate.	
523	n/a	
524	Voting at every election, researching candidates, contacting representatives, staying up to date with affairs	

#	Responses	Response total
525	working to make a difference, even if it seems like a small gesture	
526	Caring about the community and others.	
530	being active in the community	
533	Someone who is concerned with what's going on in their community.	
534	being up to date and involved in current public affairs / news , etc.	
537	Wokring hard in classes and striving to succeed	
539	My definition of being a civically engaged individual is when you are involved in your community and take great action	
544	Voting	
547	Minding your own business but never turning a blind eye to others. Help when you can, but watch out for the obvious drug addicts and lunatics.	
549	Being present in your community, going to events, helping to solve problems.	
550	Working to make things right or better in you community.	
555	Dean current and active in everyday issues that affect my community/way of life. Being involved in organizations that could affect my life and way of living.	
557	When someone is doing things to better the community or the surrounding areas in which they are handling.	
558	Being civically engaged is working to benefit your community and not just yourself	
559	A civically engaged individual is someone that participates in the issues that are currently affecting students in the PVCC community, and working together to address those issues.	
561	Being part of the communtie and striving to make it better	
563	N/A	
564	Working towards making a community meet an individual's idea of being safe and beneficial.	
568	Paying attention and participating	
569	It is being a good citizen in whatever means you have available to you.	
570	a civically engaged individual is a person who takes part in the society as a citizen, like voting and doing community service, etc.	
578	Participating in community activities	
581	interested and actively participating in topics involving the community	
582	Being active in the community.	
585	there is this sign that says " what good will I do today". That seems like a fantastic reminder to think outside of oneself.	
587	To make a difference in your community.	
588	Voicing my opinion and doing actions that make the community into a better place.	
589	Someone that is aware of what is going on around them and is involving themselves in it where they see fit.	
591	Being a civil and morally good individual who holds the values of one's society dear to them. Being a fair and kind student and person.	
592	Being civically engaged is being active in your community. It's adding your voice in collaboration or engage with other to solve problems in a constructive way.	
596	What it would mean to me is that you would be involved in activities through the school and/or community to build character or experience.	
601	Being involved with your community about the people that run your country	
602	A person who pay attention to the world around them, forms their own opinions and actively participates in government in some form, even if it is only to vote.	
603	having knowledge of the events around you	
604	I would define being civically engaged as someone who helps to make a difference.	
607	Being civically engaged consists of participation in a variety of political and non-political activities that help address issues of public concern and make a difference in your community or the world.	
609	Working, collaborating, and reaching out to make a difference in the community. It means promoting the safety, well-being, and values a community can thrive on to make everyday life better. It can be through political or non-political means. It encompasses voting, volunteering, and listening to the needs of others.	
612	Having awareness of the issues that impact our community/world. You must use this awareness to evoke change for the betterment of those issues.	
615	N/a	
618	I don't know	
619	Someone who partakes in the community through positive organizations.	
625	I vote. I don't need your help being an adult or being aware of politics. But thank you.	
626	Being involved with communities and such	
627	Being an active member of community, voting in all elections and being a good steward of my resources to care for myself and others through civic agencies and in my neighborhood	

#	Responses	Response total
629	Voting	
632	Being a positive and productive member of a community or group	
633	Being involved	
639	Being active in your community and in politics	
647	Is a person who gets out to vote and become active in the community.	
648	Working hard to achieve your goals	
653	At this point in my life, if you are an informed voter and you can have intelligent conversations with people without judgement or ridicule, then you are a superstar.	
654	A person who is satisfied with their level of civic engagement	
655	One who is in-tune with the needs of the community. One who advocates for equality and peace within society.	
657	Participate in civic functions/causes that are important to me.	
659	Researching issues that are important to oneself and coming to a conclusion of your own accord.	
660	Someone who is involved in at least one activity.	
665	involved in improving positive change in your community	
669	Being a civically engaged individual means interacting with others by listening, understanding, and sharing your input in a non-judgemental way.	
671	Voting at the bare minimum, and knowing about and engaging in issues that matter to you otherwise.	
672	Community outreach	
677	Someone who is advocating and looking out for the best interests of the students at their current place of education.	
679	Being involved with your community.	
681	Being aware of local and national politics and engaging in conversation.	
682	no	
685	idk	
687	N/A	
690	Voting, political knowledge, etc	
691	Being yourself	
693	eeeeeeeeeeeeeeee	
694	Staying in the loop.	
695	engaging in activities that better the community	
696	Knowing the state of your general environment and contributing to what you consider to be good causes.	
698	Being an informed citizen, and also getting involved in things that are important to myself and my family on a political, social, and cultural level.	
699	Promoting the quality of life in your community.	
701	Someone that does something to help others, solely to help, not for underlying rewards or to further political/social/philosophical agendas.	
702	Awareness and activism.	
703	Voting and staying current with the news.	
705	Involved in their community	
707	To selflessly give back to society.	
708	Being aware of all angles of political, social, and economical platforms from more than just one "popular" source, but also being vigilant as to the location from where I obtain said information.	
709	Volunteering or attending community events.	
713	I am not interested in this topic, because I am not US citizen.	
715	Taking interest in your community at PVCC.	
718	Being aware of/educated about local issues, participate in voting.	
719	Someone engaged in the community	
721	Giving back to the community through service	
723	Being aware and educated about the challenges (and progress) made in our community and beyond. Interacting and discussing this with others.	

Statistics based on 337 respondents;

How are you civically engaged?

#	Responses	Response total
1	I engage with my neighbors and learn about the history of my area and vote.	
5	Voting.	
		75

#	Responses	Response total
8	through my school and through my church	
10	I am not as engaged as I should be.	
11	I volunteer	
16	I am not, but I would like to be through PVCC.	
17	I volunteer in my community. I build relationships with those who I don't see in my social circle. I go to events put on by the community.	
18	I vote, watch the news and try to stay current on issues, but I am not very engaged	
19	I am not.	
20	registered to vote, keeping up to date on all aspects of politics, and maintaining open mindedness and empathy	
23	no	
24	i vote	
25	I vote and encourage others to do so as well, regardless if our views clash or not.	
26	Very.	
28	Involved in a church with a mindset to being involved in the community.	
31	Talking to everyone whenever I have the chance.	
34	Voting, educating myself	
35	I am registered to vote and plan on doing so.	
36	Voting regularly	
37	I try to help people when they need it.	
38	Not really	
41	I am not	
42	I try to get involved in a much as possible why I am not in class or where it would jeopardize my studying.	
43	I am going to church and bible study. I am also registered to vote.	
44	I help teach and I try to encourage a sense of community.	
45	n/a	
47	I vote, attend town hall meetings, speak up and get my name in the paper for having opposing views with solutions to help, I meet local representatives, I know what my tax money is going, (even if I don't agree) I support libraries, hospitals, public roads, and water/ sewer infrastructure, I support public transit. For more, see above response; I live like I have to share the world with other people.	
49	I try to keep in touch with local issues by watching the news, reading the Daily Progress and researching local elections when applicable. I also follow local activist groups on social media.	
53	Watch the news every day	
54	I vote and listen to debates	
59	K	
61	I vote and keep up to date on local, state and national news.	
63	Yes, in some ways, but that is my own personal business and is of no concern of PVCC.	
67	Watching the news, planning to vote, etc	
70	I would not say that I am	
71	I vote.	
72	im not actually	
73	I am civically engaged by participating in community organizations.	
74	I am mostly engaged in Fluvanna County's educational programs, mainly the middle school.	
75	I keep up with what's changing- I get involved to make it my business to know how to do it and when or where- to help me reach my goal	
78	Sometimes.	
79	I volunteer at the Salvation Army and help them come in contact with others who may help further their cause.	
82	Voting	
84	As of right now im only civally engaged by going to school To expand my knowledge and contribute that knowledge to better my community	
88	I try to give to charities as much as I can.	
91	i vote and i'm not a jerk to other people, i constantly read about society, politics, culture, current events, and civil rights	
92	I interact with those at PVCC in a positive way.	
93	well afoot of current events, frequent discussion with peers. occasional small scale activism	
96	I'm not very civically engaged.	
99	I am aware. I vote.	
100	I'm not	

#	Responses	Response total
101	I volunteer at the Literacy Volunteers of Charlottesville-Albemarle, assisting a refugee student in the development of English speaking, reading, and writing skills. I participate in elections. I stay informed about issues and current events at the local, state, and national levels. Last year, I volunteered as an Election Official in Albemarle County. I have also volunteered as a Book Buddy at Clark Elementary School. I donate money to local organizations that are important to me (Shelter for Help in Emergency, Sexual Assault Resource Agency, Caring for Creatures, etc.).	
105	not at all	
106	Being outgoing	
109	I do event through my church and other service or community events with friends/family. I would not say I am at PVCC.	
110	I vote, pay taxes, volunteer, work and own a business.	
111	Really not at this point	
112	I'm a club president, on the executive board in SGA, and I work with children	
114	i volunteer when i can and stay involved in clubs	
115	Not at the moment	
120	Crowd-sourced student questions for the recent congressional debate held at PVCC.	
122	Being a good person	
128	I pay attention	
132	I try to stay up to date with politics and current events, I vote regularly, and volunteer occasionally.	
133	Educate myself on what's happening in cville and try to participate.	
134	I registered to vote and plan on voting this November in the Midterm elections.	
135	I speak out against wrongs I view & help those I can.	
136	Voting	
138	I do my research on officials in office.	
140	I don't know	
141	I am not as civically engaged as I'd like to be	
144	Voting	
145	I volunteer as well as get to know as many people as possible	
149	I am a voter and have very strong views. I one day hope to be President of the United States. I want to have a voice and influence people around me, but I'm not quite sure how.	
151	No	
152	I try to gather as many facts as I can and enjoy reasoned discussion.	
159	I work in healthcare, volunteer an average of 48 hours/month, shop locally, and vote.	
161	dont know	
165	I do vote and educate myself on political agendas. Other than that.....	
166	I try to communicate with new people in classes and speak to everyone around me.	
171	By attending these types of events whenever I can at PVCC.	
173	I volunteer in organizations that are important to me	
176	Voting Staying up to date with current issues	
181	Very	
183	I am aware of local issues and also act kind to all regardless of age race or religious affiliate.	
184	I am registered to vote, I will be voting November 6th, and I encourage everyone I know to register and vote themselves.	
190	I'm not	
192	I help out my community by volunteering at the animal shelter.	
197	I love to volunteer for the community with younger children. I volunteer with the school nurse at Greer elementary, and I coach a middle school field hockey team.	
199	I look at all sides of an argument, problem, or situation and look at many ways to create different outcomes.	
200	Voting and attending debates/civic functions are the two main ways that I am able to stay civically engaged without overextending myself.	
205	See above	
207	?	
208	I pay taxes, vote and obey the laws to the best of my ability.	
209	I attend candidate debates	
210	I am a kind person and always try to help people when they need it	
211	The place I work has been consistently on the frontlines of the many social issues that have plagued our city in recent years.	
212	I vote.	
215	I vote.	
216	Having a job and going to school	

#	Responses	Response total
217	Do resech on candidates. Advocate for voting/registering to vote.	
219	I am a volunteer firefighter and I vote whenever there's an election.	
221	i just talk to the people i know from my classes	
223	Not really at all.	
225	I am a volunteer firefighter and member of the Get Out To Vote party	
226	somewhat. I don't litter, I vote, I accept all people regardless of anything	
228	I work full time, go to school part-time, and vote every year	
231	I filled out this survey I contribute with feedback when possible I vote	
235	I stay updated on injustices and join the cause	
237	im not tbh i just come to school to get it done	
242	I vote in elections.	
243	I donate to non profits of my choosing, I attend protests of matters that are of great importance to me. I write to and call my senators and other representatives. I vote every chance I get. I sign petitions and try to perform services to make a difference in my community.	
244	Try my best to help out when I can.	
247	I'm not.	
248	Respecting others	
249	I cote	
251	Although I do not volunteer due to me schedule, I try to help those and need and vote when I can.	
252	I demonstrate common courtesy and respect to others, like holding the door or saying, "excuse me".	
253	I am not at PVCC but I try to set examples for my peers.	
257	I interact with my community through volunteer work. I have volunteered at many community projects--- Loaves & Fishes, Charlottesville; Crozet Park; YMCA; Crozet Senior Center, etc--- I have provided services to individuals in need. I have served as a personal friend/assistant to an older man in Crozet who is legally blind. He has helped me as a mentor and I help him with performing tasks [electrical wiring, yard work] that he can no longer do himself. He talks me through the task with his knowledge. I learn a new skill, and appreciate the opportunity to help my mentor and friend in the process. Another way I stay civically engaged is to spend time with friends discussing political and non-political processes. I think open-discussion brings people closer together. I'm 21 years old and my "circle of friends" includes an eclectic cross-section of the population [varying ages, ethnicities, genders, etc] In my opinion, the best way to become a civically engaged person is to openly engage in a respectful dialogue with those you may [very much] disagree with--as well as those you wholeheartedly align with. Often, a middle-ground can be established through peaceful communication.	
258	Voting.	
259	No	
260	Not at all	
261	I vote, and I educate myself about issues.	
262	I don't know	
266	Working with the public	
267	To be honest I could be more civically engaged but I help with all my kids activities, field trips and help coach youth sports.	
268	volunteering and helping others within our community, trying to bridge the gaps	
270	I try to engage in conversation about issues effecting our community to really see both sides of a particular dilemma	
271	I work at the election polls.	
274	I am not	
276	I vote, I volunteer with the community of Charlottesville.	
278	I used to do some volunteer work with people who are learning English but resently I have been busy with classes	
282	Participating in a blood drive.	
285	Even though I have only been in Virginia less than a year I try to learn as much as I can through SGA to support those in need around my area.	
287	I have been a foster mother and volunteered for different areas through my work.	
288	I volunteer with my church often.	
289	I volunteer at some after school programs of my local school district.	
290	I vote. I engage in provocative discussion regularly.	
291	volunteering	
292	N/A	
294	I stay informed and participate in politics and community activities.	
296	I vote	

#	Responses		Response total
297	I attended public school, I volunteer with a local abortion financial support group, I vote in every election, I call politicians to discuss important topics, I encourage difficult conversations with people, I read and travel to learn about and embrace other cultures, I support business that I hope will grow and succeed in Charlottesville - are they local, female owned, POC owned, family-owned?		323
300	Not really, but I wish I was more.		
301	I vote and do community service		
308	I am sickly engaged because I interact with the community and several ways. I help feed the homeless, I homeschool, and I spread the knowledge of what my teachers invest in me.		
309	I try to be aware of others needs. If someone seems to be struggling, I will offer assistance. Getting to know your classmates is a great way to begin.		
312	I work full time in social services with disadvantaged individuals in the community, advocate for their care.		
313	I volunteer at Red Cross		
316	Voting, participating in events at my church or outside of school		
317	I volunteer when needed at my local food pantry and I always try to be apart of community events or parades		
318	I serve PVCC students through tutoring; I serve by being a girl scout leader and my troop gives back to the community quite a bit.		
319	Voting, following the rules		
322	I voted, and I listen to local and national news, discuss it with my peers and mentors.		
325	I'm not		
328	I volunteer through various organizations and participate in and stay up to date on local events.		
329	Voting, paying attention to community events, etc		
330	im not		
332	For the most part, unfortunately, I am not. I am often occupied with working at my job and am unable to really engage in a productive manner.		
333	I volunteer at a local thrift store in my area, however, I don't really participate in any social activities in Charlottesville, where I spend most of my week.		
336	I have volunteered at local community theaters as a light and sound board operator primarily.		
337	I vote, volunteer at the food bank and UVA hospital		
338	yes		
341	Through CRU.		
342	I'm not		
344	I volunteer at a soup kitchen		
346	I'm not		
350	Lots of ways.		
352	I do community events for work		
353	I vote, I educate myself on the politicians running.		
357	I vote and I occasionally volunteer to help the community where I can.		
359	Being the person I am		
363	Voted		
366	I vote. I volunteer for local arts organizations.		
367	I participate in a debate class.		
368	I would really love to be civically engaged but most of the time I can't because I'm not allowed to spend too much time outside of my studies time		
369	By voting, volunteering and donating		
375	I do community service throughout different organization/programs		
376	I feel I work with many different people, whether it be on projects for school or at work		
379	I'm not.		
380	I always make it to class on time and try my hardest to never miss an assignment.		
383	By staying up to date on current events and listening to podcasts and by voting.		
386	I vote and read newspapers.		
387	help with my club		
388	I vote. I work in public healthcare.		
389	I help the art department with posters		
390	No.		
391	Very- spiritually and through my job.		
394	i don't know		
395	I vote in every single election and keep myself informed of what is going on in my community.		

#	Responses	Response total
396	I know a lot about the civic life.	
399	I'm not, I have too little time between classes, homework, job searching, and taking care of my younger brothers and my grandparents at home.	
400	I used to volunteer at UVA; currently looking for clubs to join	
403	I volunteer with the Medical Reserve Corps	
404	Not as much as I would like to be.	
405	filling out surveys	
406	I wish that I had time to be more civically engaged	
412	I keep to myself but if approached I'll give that person something to think about.	
416	Voter, volunteerism.	
418	I do my share but I don't expose	
420	I participate in school and community activities.	
424	I don't litter when I have trash to throw away, I donate unwanted clothing to collection boxes, and I vote.	
425	I'm not	
426	I feel it is very difficult to do so at school, because of the clear political statements the school makes. I personally find it hard to stand up for what i believe because i am a minority in that sense.	
427	Not much these days.	
432	At my high school I am extremely active in the drama club. I also volunteer at the local Christian Academy. And I am very involved in youth activities at my church.	
433	I am civically engaged through church activities and volunteering and participating in my children's schools. I am also civically engaged by teaching my children and encouraging their civic engagement.	
434	I feel that I do have a voice in some things, but not all, at PVCC	
436	I vote and educated myself on those who are running for office.	
437	I am not really unless it is working or studying with friends	
438	all the time	
440	By be responsible	
451	i put out my opinion on things sometimes and am accepting of other people and try to make others feel more comfortable	
452	I vote and try to help my community when possible	
458	yep, I vote.	
459	I (at least was) active in several clubs and organizations that allowed me to be closer to the heart of the community and help people.	
460	Not really	
462	I am Volunteer Fire Fighter/First Responder	
464	To a degree. Perhaps more so through my full-time job than in my role as a student at PVCC	
465	not at all	
466	Everyday to the people around me. Although I have little time to include myself in clubs or events on campus. I am able to answer questions and engage in daily conversations	
468	somewhat	
471	vote; volunteer	
474	I volunteer with the American Diabetes Association, the Juvenile Diabetes Research Foundation, and as an election page on election day.	
476	n/a	
479	I work weekly at Loaves and Fishes, monthly at Salvation Army; I participate in events in support of organizations like SHE. I also participate in church-related activities both at my church and in the community. Our family spends a week doing work in SW VA every summer.	
480	I am willing to talk with new people, however I have not been able to make solid connections with students I did not know prior to enrolling in PVCC. I am only on the main campus on Tuesdays and Thursdays so I have not had the opportunity to fully engage with my fellow students.	
484	i do volenterring and stay active with activities i. the community.	
492	I communicate and work with other students in my program. I also give my professors feedback about what I think works best for the class.	
494	Somewhat	
497	Church and in everyday opportunity.	
498	I am somewhat civically engaged. I tend to take notice to things in my community that could use a caring hand our a topic that can have more attention brought to the light.	
501	I am friendly with the students and professors around me, but often don't have time for clubs.	
503	N/A	

#	Responses	Response total
504	I work full time and am a 3/4 time student. I have no free time for such en devours.	
510	My club, Cru	
517	Discussions	
518	I keep up to date with the issues and vote	
521	I vote in every possible election.	
523	n/a	
524	Currently through news media as I am under voting age	
525	doing right, thinking of others feeling, putting in my work as expected, and always lend a helping hand because you never know when the good karma comes back around (:	
526	I am not as involved in this at PVCC yet. But I plan to be next semester.	
530	Voting, volunteering	
533	No	
534	I'm not so much at this time .	
537	Professors help me when I need it	
539	I don't think i am since i am not involved in student activities	
544	Voting	
547	I talk with my neighbors and respect the people I interact with every day, and I don't bite people's heads off when they act inconsiderately. Being civically engaged, for me, is disregarding when people say "thank you" in that lilted and insincere tone, as though flaunting that they are no more obliged to show real thanks than they are to flush the toilet after themselves when leaving a restroom, let alone wash their hands. I flush and wash my hands.	
549	Not really	
550	not really , dont have the time	
555	Staying current in the news shoes that effect my way of living as well as international.	
557	The work I do as a CNA I am civically engaged everyday. I try to better myself and the people around me everyday and do things to help people see what can done around us.	
558	I try to help everyone I can in any way I can	
559	I am not	
561	I wasnt i just attended class and was trying to pass	
563	N/A	
564	Prefer not to answer.	
568	somewhat	
569	With a small child at home, my sole focus right now is making sure I am providing him all he needs especially in the understanding of being a good person and treating others respectfully.	
570	I am civically engaged because I do community service.	
578	Volunteer work with HOWS Project	
581	I vote	
582	I really am not, besides having a job, I guess.	
585	Vote	
587	I don't feel like I have.	
588	Never enough.	
589	I try to be civically engaged by keeping myself in-the-know about news and events happening around me, as well as voting whenever there is an opportunity to do so.	
591	I treat people as people and I listen to their opinions and concerns, encouraging them to voice their opinions, opening them to discourse.	
596	no	
601	I discuss politically things with the people in my community	
602	I've only been in this state for a year, but I've been sure to learn the local politics and have an understanding of how the area where I live is run/organized. And I always vote.	
603	Not really	
604	I reduce, reuse, and recycle.	
607	In addition to common activities of civic engagement such as voting and paying taxes, I regularly volunteer in my community, schools, and neighborhood.	
609	Voting	
612	No	
615	N/a	
619	Honestly, I'm not but seek to be and get more engaged next semester.	
626	I'm not lol	
627	I volunteer at the SPCA, run a charity facebook page in my community including an Angel Tree at Christmas and backpacks for kids when school starts, I volunteer with Mason's Toy Box at Christmas and volunteer within my church	

#	Responses	Response total
629	I vote	
632	Im not really	
639	Community service thorough boy scout and other organizations	
647	voting during elections and engaged in the SGA.	
648	Put my studies first before anything else	
653	I do my own research on candidates for political offices and I share my viewpoints and defend them when questioned. I am also open minded and admit when I am wrong.	
654	Speak with my classmates of criticisms of class professors and content and I vote	
655	I make sure that I am engaged with events within my community. I use my talents and skills to serve others. I am involved with various non-profit organizations, and always seek to help enhance my community.	
659	See above.	
660	I'm not.	
669	I interact with a lot of faculty and students on campus.	
671	I voted!	
672	Community emergency services	
677	I am not	
679	Participating in events of the community.	
681	I attempt to be up to date in current even knowledge	
682	not	
685	idk	
687	N/A	
690	Voting	
691	I am myself	
693	eeeeeeeeeeeeeeee	
694	I keep informed via the news.	
695	I watch the local news	
696	I run a club that makes recreational hobbies more affordable.	
698	Being involved on a local level with political candidates, marches and activist type activities.	
699	NO	
701	No	
702	Keeping up with current events and local news.	
703	Voting	
705	NA	
707	I am not currently, but I will be	
708	I vote.	
709	I attend community hosted events.	
713	Not at all.	
715	I pay my tuition and I am taking the time out of my day to do this survey.	
718	I've attended a few public meetings, I always vote, I've canvasses in the past	
719	I am not much	
721	I volunteer through BETA, NHS, and sometimes Football	
723	I am part of a number of volunteer organizations that help with educating about political challenges in Virginia, and bringing access to public areas to all people of Charlottesville and surrounding area	

Statistics based on 323 respondents;

What can PVCC do to help you be civically engaged?

#	Responses	Response total
1	Nothing for me personally but just making sure it is easy to navigate and affordable for people in the community, unlike UVA. Also, have voting registration available at PVCC if you don't already do this.	
5	Create more opportunities to learn about civil engagement and how to get involved.	
8	stop being so politically correct	
10	Help students get involved in things like soup kitchens together.	
16	I would like community service opportunities to be available more often and for more hours throughout the day.	
17	Send out emails that list community events in the area, if not already happening.	

#	Responses	Response total
18	i think it is a personal issue and choice to be engaged and not one that the college should be involved in.	
19	I do not know.	
20	offering voter registration, teaching professionalism and ethics and political courses	
23	not sure	
24	i dont know	
25	Already do a good job with advertising Nov. 6th on Blackboard etc.	
26	Nothing.	
28	Continue my excellent nursing education.	
35	There are posters on bulletin boards encouraging people to register to vote	
36	Not playing favorites	
38	Further inform me on how to be engaged as a citizen	
41	Not sure	
43	PVCC has a lot of clubs that are available to a student to take part in.	
44	More quiet places to get work done and easier transportation for people who don't drive. Walking or riding a bike to PVCC is very dangerous and the bus can be very inconvenient.	
47	Support small groups with causes; for example: NAACP dinner, Cybersecurity talks, early education, LGBTQ, racial advancements, support of transplant centers and NIC unit. PVCC is part of the community and the community has needs, showing PVCC students to stand up for what the believe in, without any type of violence or anger.	
49	Offering a variety of community engagement opportunities.	
53	I don't know	
63	Disingauge from civics.	
67	N/A	
70	I would not know where to start	
72	just have no time	
73	PVCC can continue to provide avenues for community participation.	
74	PVCC is doing a fine job, it is mostly my schedule that keeps me too busy to become more involved in the community.	
75	offer more grants	
78	None.	
79	I belong to the SGA and will become even more involved in civic duty.	
83	Promote people to vote and set up places to help people register.	
84	Give me the knowledge, support and resources to make a difference	
88	Have activities to help the homeless of advertising important things as much as possible to get more people to engage.	
91	i honestly don't know	
92	More room to study and hangout.	
93	piss off with your commie crap. hire more balanced and conservative faculty.	
99	Provide relevant education.	
100	on site child care	
101	Provide incentives to students to volunteer in the community. Have more events related to civic engagement, like the debate PVCC hosted for Leslie Cockburn and Denver Riggleman.	
105	nothing, i ma not interested becuase I have no time becuase of homework.	
106	Nothing	
109	Giving options for service work.	
110	Continue to offer opportunities to participate and be involved.	
111	Nothing	
112	interact and volunteer with the community	
114	accessible club times and areas	
115	It is not pvcc it's my time management	
120	Make an intro level Political science class a requirement.	
122	Not much	
128	Helping me pay attention	
132	I think PVCC does a good job of encouraging participation, debate, and understanding.	
134	Maybe have a club -feminists, political justice etc. for students that are interested.	
136	Encourage more voting and send out more info on current events	
138	Nothing much except maybe create a political club	
140	I don't know	

#	Responses	Response total
143	Provide opportunities that are available throughout the semester to be civically engaged.	
144	Promoting voting and volunteering more	
149	Hold elections or have like a cultural fair or political views fair.	
151	Nothing	
156	Host more public debates.	
159	Nothing that I'm not already doing. I want to use PVCC to grow professionally in my healthcare career and you're already facilitating that.	
161	don't know	
165	Nothing really	
171	Continue to offer these types of events!	
173	Programs through classes, such as the Voter Registration/Pledge to Vote Campaigns that the Government class put on this semester Host clubs such as Virginia 21, or the Volunteering Club Continue to host talks/debates/art shows	
181	Nothing	
183	Have an area where people can discuss politics in a civil manner, a place where people can go to learn on how to sift through all the political BS and find out the true facts.	
184	I think PVCC is doing a fine job helping students engage in their civic duties.	
190	More emails. More times for your meetings	
191	Give knowledge!!!	
192	PVCC can make future activities more widely broadcasted.	
197	The career services was able to help me be civically engaged.	
199	Find ways for people from Greene to Charlottesville to get more experience.	
200	Service projects are always a good option.	
205	Nothing for me personally, but I am not the typical PVCC student	
207	?	
208	Nothing.	
209	Offer more political events (such as informational sessions about any/all candidates)	
210	conferences	
212	Nothing	
219	Promote more get out the vote activities and encourage fun volunteer opportunities.	
221	nothing really, it's just who I am	
226	continue with the email and posters regarding upcoming events. Do not take sides, just present the info	
228	Lay off the left-leaning lobbying emails about climate change and stuff. Has zero to do with my college needs and is honestly just spam all day every day.	
231	nothing	
235	Make fliers/ announcements to keep everyone updated on the current climate- the email I received from the President, Frank Friedman, was nice. So things like that	
237	nothing I like how I am	
242	N/A	
243	Donate to charities of student choosing. Let us speak to our political representatives. Give free food to kids with "I voted" stickers next week. Enable more community service (if you do! I just haven't heard about it. Sorry!)	
244	Support students anyway they can, and offer diverse events. Example: Voting event, Halloween, etc. ***They did not have a Spanish heritage event which would've been really awesome!	
247	They can't.	
248	Nothing.	
249	Educate more about candidates running for office	
251	There should be more channels for free discussion amongst both political parties. There should also be an equal focus on democratic/republican viewpoints in seminars/discussions, as learning both sides views can help better formulate an opinion	
252	To increase the time I spend at PVCC, I would ask that some sort of indoor basketball center be built.	
253	It isn't PVCC it is me. Sometimes I just don't feel like wanting to.	
257	PVCC class discussions are engaging. Several class discussions have awakened me to the vastly different life experiences and perspectives of the students. PVCC can help its ' students become civically engaged by encouraging students to participate in volunteer work. Possibly, a certain amount of volunteer hours [to worthy community causes] might be added as a requirement for graduation?	
258	Newsletters about local government.	
259	More republicans to help spread the word	
260	I am ok	

#	Responses	Response total
261	Be informative on issues in an unbiased way. Other than that, please stop talking and let people form their own opinions.	
262	I don't know	
267	At this point in my life there's not much PVCC can do to help me be more engaged but I do think the campus and the students care about the community and about getting a better education and making PVCC and Charlottesville a better place	
268	more networking among the community. college schools working together and more community information provided to all students to better inform for participation	
270	I think what PVCC is doing now with civic engagement is fine.	
274	Give me a car so I can get there haha	
282	I don't know.	
285	Not much, the SGA is already taking initiative to create a program.	
288	I'm not sure.	
291	more volunteer opportunities	
292	N/A	
294	They're doing a great job, I think.	
297	PVCC does an amazing job encouraging students to be civically engaged. More evening or weekend events would be great - i can never attend day-time events. In college we had required summer reading (books were provided) - might be interesting to do with students enrolled in programs not people who are here just taking a class or two.	
300	On club day have a table for people who want you to get engaged.	
301	Advertise more opportunities for students to volunteer in community.	
305	Not looking to PVCC for this. Very part time student	
308	N/A	
309	Foster new traditions that will encourage this behavior. For example, my daughter goes to JMU and their motto is "Dukes hold doors". So if someone is walking in a door behind you, you stay and keep the door open. By implementing these small changes, they will eventually add up.	
312	educating more on local issues (I'm new to the area)	
316	Volunteer for shelters, school events	
317	I would like to get my RN at PVCC and I will be able to work at my local free clinic	
318	Opportunities to sign up and actually serve the community of Charlottesville and surrounding areas. For example, could we host a thanksgiving meal for those who do not have the opportunity? (Realistically, I know there are people who attend PVCC that do not have family or friends for Thanksgiving, either.)	
319	Involve more politics for student knowledge	
325	I'm not sure	
328	Continue to present opportunities for civic engagement.	
330	nothing	
332	Honestly nothing. All the clubs, programs, and email lists are very informative and helpful but I just don't have the time right now to be engaged in anything other than my classes and my job.	
336	I kinda do that on my own when I can I think. PVCC cannot help me with time, transport and money woes that I would expect. I guess class credit or other incentives could be possible.	
337	Voting efforts this year were amazing! More of that!!	
338	I liked the pdf sent before voting date with information about each candidate. It's a safe and neutral source of info. Very rarely found out there. Kuddos	
341	Starting a competitive debate team.	
342	Help me get a job I can enjoy	
344	It doesn't	
346	Stop sending voting emails	
353	I don't know.	
357	Maybe have open discussions about current politics and events?	
359	Be more successful	
363	They are very supportive of jt	
368	if the hours of those organization would be during the morning and afternoon would help me to participate more	
371	Complete my studies and find a good job	
376	I wish I could join a committee or organization but I have a hard enough time between class work and home life to be doing anything extra	
379	Teach me how to talk to people? I don't know.	
380	Encourage students to make it to class more often and be engaged in class.	
383	I'm not sure	

262

#	Responses	Response total
386	It would be nice if community volunteering events were held so that students can come and participate when they are able.	
387	more diverse activities	
390	Not sure.	
391	Engage in more around town and with other schools.	
394	n/a	
395	I am not on campus very much so I'm not sure what PVCC can do to encourage people to be more civically engaged.	
396	Teach me more about it.	
399	N/A	
400	Offer more clubs with better meeting times	
403	N/a	
404	I really don't know if they can	
405	nothing. I believe it is a personal decision.	
406	I think PVCC could offer more options to help the community.. ie; toy or coat drives	
412	Nothing, I'm not at school much to really care.	
425	Nothing	
426	Please allow just as much free speech from the republican students and staff as what is allowed from the democratic side. I feel as though right winged views go undetected or even ignored because of the large amount of disrespect toward it. For example previous art at the Dickenson building disrespected our country's leaders, and certain laws that our country stands for. I feel that that is completely inappropriate. it is not standing for a certain belief and view, it is disrespect for the ground we walk upon and the people who gave it to us. Politics should not be involved IF it is so directly one sided. Open minded and dual sided opinions are what allows a student to think for themselves and become better individuals by having at least two options to moral out and choose from. Please allow respect on all sides of the political spectrum.	
427	I would need to get involved in clubs that do volunteer services. Honestly, right now with work and school equaling 80 plus hours a week it isn't likely I would find time to volunteer. Before school started I would independently volunteer about once a twice a year but I have no free time right now. I think adding extra credit or volunteer requirements to some classes might help.	
432	I'd love to be in the board game club but their meetings are on Mondays and I'm only there on Tues/Thurs. It would also be fun to have a student clean up day where students could get together and beautify the school. I also wish the art classes were available on Tuesdays and Thursdays.	
433	I am an older student and have many opportunities to be engaged in our community through the city public schools, through our church, through assisting people in our neighborhood, through being involved in local issues. I don't feel that I need help from PVCC to be civically engaged. I do think this is an important issue though! I would welcome opportunities to support civic engagement through PVCC or to help younger people be more civically engaged.	
434	Take into consideration student opinions of certain topics such as those discussed in this survey	
437	Have games like escape room on campus to have students intermingle more, flyers of major political topics and consequences of each side if those were to be passed or chosen.	
438	more teacher	
440	By teaching more about what's in the outside world	
444	I don't think this is something PVCC should focus on. Society is not built for this anymore.	
458	i don't know	
459	Helping clubs communicate with each other and cooperate on more projects would likely help.	
460	Not sure just finding the time to do it.	
462	Not sure	
464	I like when you have speakers at the school to discuss relevant issues in the community and beyond. Keep that up!!!	
465	inform.	
466	N/A	
468	make it easy to do these types of activities and send emails about them	
474	Provide more volunteer opportunities.	
476	n/a	
479	I think I have enough engagement! But I did think it was great that a voter guide was available right before the election; both my son and I used it.	
484	help clean up in the lobby and help other students with learning.	
492	PVCC could give me more opportunities to vote on decisions made in the school.	
494	?	
497	Advertise what activities are taking place around the community.	

#	Responses	Response total
501	N/A	
503	N/A	
504	I don't think that is possible.	
510	Give my club more money to reach out to more people	
516	Stop being so one sided with their forced progressive political position. Almost every speaker talk is from a democrat/blue position, none of the speakers (when speaking of a political subject) are republican, or have no bias at all.	
517	Provide information ahead	
521	Having more debates held in or around Piedmont just like the one held for the Congress race this year.	
523	n/a	
524	Provide non biased candidate stances and reports of affairs in the government	
525	i think PVCC does a great job at creating a civically engaged environment	
526	Just keep offering ways for students to be involved. Continue to talk about the value behind civic engagement	
530	provide more opportunities for civic / community engagement	
533	nothing	
534	not sure	
537	Offers services	
539	nothing. my schedule is just fully	
544	Encouraging students to pay attention to the news and politics. Reminding them to vote.	
547	Put up signage in the bathroom to remind these adult children to flush the toilet and wash their hands. From there, there's room for progress that doesn't involve offering pizza for getting stamps on a slip of paper.	
549	I'm good	
550	nothing	
555	Have political leaders attend the campus.	
557	Nothing. I choose not to do anything while I'm at school since I'm so busy outside of my classes. I don't like to overcrowd my schedule but I tend to do that already.	
558	PVCC helps me meet new people	
559	They can't because im too busy. Unfortunately	
561	Push for things people could enjoy to have a better understanding of what civically engaged means	
563	N/A	
564	PRefer not to answer.	
568	Information sessions, booths, lectures, flyers...	
569	Perhaps offering some volunteering events in which a busy person can participate.	
570	Maybe more club opportunities to encourage community service?	
581	send out information about elections and candidates	
582	Send more emails about things going on.	
585	Hold civil debates, have a permanent soap box	
588	Educate the students with facts and let them know how to respectfully and responsibly be civically engaged.	
589	Perhaps include more information about the world outside of PVCC.	
591	Encourage more votes for policies on campus or in the community.	
596	Give me a paycheck so I don't have to work full-time.	
601	They don't need to help me	
603	Well they did a lot already, I am just indifferent	
612	Nothing at this time due to not being able to spend time on other issues.	
615	N/a	
619	Provide me with community organizations to join other than the student activities that are always advertised. Display more community organizations.	
625	I do that just fine on my own.	
626	Encourage people to get involved	
627	I am a mostly online class student....I am not on campus much and also work full time so my lack of civil engagement has nothing to do with opportunities PVCC provides	
629	Educate	
632	Hire teachers/instructors that are motivated, positive and energetic. Not those that sit in a chair and read a powerpoint at me for 2 hours.	
647	you're doing it already through the SGA.	
648	Give different tips	
653	Remain neutral and present facts not opinions. I find the bipartisan information that PVCC provides is helpful.	

#	Responses	Response total
655	Offer more interaction with the community. Like projects off campus where we can learn but also better our city and serve others.	
657	Just keep the students posted of any and all opportunities.	
659	Encourage free thought & opposing viewpoints.	
660	Incorporate or discuss this in SDV class.	
669	Participate in more events.	
671	The information book handed out prior to the elections was really helpful.	
672	College awareness program for grade school parent guidance.	
677	Information about opportunities	
679	Requiere students to enlist in a club for credits or to be active socially playing for a sport team .	
682	no	
685	hhahah	
687	N/A	
690	Being up to date with events in the hallway	
691	Encourage you to be yourself	
693	eeeeeeeeeeeeeeeeeeee	
695	promote volunteer activities	
699	Organize a department where students can be more civically engaged. Make sure students know what they can participate in.	
701	Provide opportunities for those that aren't liberal/progressive I don't understand what the question below is asking (How we'll do you do that following). Even given leeway for typos, that=the, the possible choices for answers don't make sense. If you're asking about How I personally do each of these thing, it's weird. If your asking about how well some aspect of PVCC does at helping me with each of these, then I'm appalled that you're even asking. It's not your job to help me meet racially/culturally diverse people, guide me on social/political polices and movements, help me develop political opinions, or anything else political or opinion based. What I've said about PVCC and politics etc. throughout this questionnaire is exemplified in some of the question here, specifically given the latter interpretation of the poor question, and in some previous aspects as well. It's not your job to create civically engaged students (previous question). It's your job to educate them, give them information and then get out of their way. Drop the politics and focus on education!!!! Facts and figures should be your bread and butter, not opinions and feelings.	
702	Provide links to current events and information.	
705	NA	
707	Encourage my use of the honor society.	
708	Provide truly unbiased reporting on political candidates/platforms/etc. I do appreciate those booklets that are printed and handed out to students around election time, but I do think they only scratch the surface. However, I do understand you can only put down so much before some people get bored or overwhelmed with information.	
709	Host more students debates on current issues; post links to organizations looking for volunteers; collect for food drives, etc.	
713	I am not interested in this topic, because I am not US citizen.	
715	Nothing. I am never on campus so it is really on me.	
718	I'm not sure I need extra motivation from PVCC.	
723	educate me so I can go out into the world and confidently express what I know	

Statistics based on 262 respondents;

Appendix B

Canvas Voting Module Outline

Voting Information

How to Vote (PowerPoint)

Why Voting Matters (PowerPoint)

Voting Module Document (Word document)

Appendix C

Information Literacy Module Outlines (Modules 5 and 6)

Module 5: Web Resources

1. What Are the Internet and the Web?
2. Sources of Reliable Information on the Web
3. Tools for Locating Information on the Web
4. Comparison of Library Databases and Internet Search Engines
5. Web Search Techniques
6. CFS Module 5 Quiz

Module 6: Evaluating Information Sources

1. Why Evaluate?
2. Authority
3. Currency
4. Documentation
5. Objectivity
6. Relevance
7. Review Process
8. Websites
9. Wikipedia
10. CFS Module 6 Quiz

Appendix D

PVCC Writing Rubric	Excellent (4)	Proficient (3)	Developing (2)	Poor (1)	Grade:
Purpose and Audience 4 3 2 1	<ul style="list-style-type: none"> There is a clear and effective thesis. The essay addresses an issue of public importance in an interesting, new, and/or thought-provoking way. The main idea is consistent throughout the paper. Language, style, and tone are consistently sophisticated, well-considered, and effective for the audience and context 	<ul style="list-style-type: none"> There is a thesis, but it could be worded more precisely or placed more effectively. The essay addresses an issue of public importance in reasonably challenging way. Most of the paper ties in to the main idea. Language, style and tone are appropriate for the audience and context. 	<ul style="list-style-type: none"> The thesis is somewhat hard to understand or could be more focused or more specifically address the topic. The essay may not adequately address or may oversimplify a topic of public importance. Sections of the paper do not tie into the main idea. Language, style and tone are sometimes inadequate or imprecise for the audience and context. 	<ul style="list-style-type: none"> The thesis is unclear, ineffective or absent. This paper does not address a topic of public importance. The topic shifts without maintaining a clear focus. Language, style and tone are inappropriate for the audience and context. 	_____ Writing Center Required <input type="checkbox"/> Writing Center Recommended <input type="checkbox"/> Does not fulfill assignment requirements <input type="checkbox"/> Additional Comments:
Idea Development and Support 4 3 2 1	<ul style="list-style-type: none"> There is an engaging introduction and conclusion. There are thought-provoking points to support the main ideas. There are specific, relevant information or examples to support each point. There are sufficient, well-chosen and well-integrated quotations and paraphrases from carefully-selected sources, as appropriate. 	<ul style="list-style-type: none"> The introduction and conclusion are appropriate but could be more engaging or specific. There are several good points to support the main ideas. Most points are well-supported and explained, but others remain underdeveloped. Most quotations and paraphrases, are from acceptable sources and are sufficient, effective and integrated. 	<ul style="list-style-type: none"> The introduction and conclusion are incomplete. Supporting points are present but are often ineffective or lacking complexity. Information is lacking; explanations are vague, underdeveloped, unclear or not adequately tied to the main idea. Quotations and paraphrases, though present, may be insufficient, from questionable sources and/or not integrated appropriately. 	<ul style="list-style-type: none"> The introduction and conclusion are missing or inadequate. The points/reasons in the paper do not effectively support the paper's main ideas. Supporting information and explanations are undeveloped, missing or incorrect. There are no quotations and paraphrases, or these are from unacceptable sources. 	

	<ul style="list-style-type: none"> The essay effectively synthesizes multiple perspectives to draw valuable conclusions 	<ul style="list-style-type: none"> The essay includes and adequately discusses multiple perspectives on the topic. 	<ul style="list-style-type: none"> The essay briefly mentions an opposing view without adequate discussion. 	<ul style="list-style-type: none"> The essay represents one perspective on this topic without considering other significant views.
Organization 4 3 2 1	<ul style="list-style-type: none"> Ideas are presented in a logical order with well-chosen transitions to connect ideas. The topic of each paragraph is explicit and clear. 	<ul style="list-style-type: none"> Most ideas are presented in a logical order; transitions, though simplistic, connect ideas in most cases. The topic of each paragraph is somewhat clear but could be more explicit. 	<ul style="list-style-type: none"> Ideas are presented in a somewhat illogical order, and /or transitions are ineffective to connect ideas. It is difficult, at times, to pin down what each paragraph is about. 	<ul style="list-style-type: none"> Ideas are not presented in a logical order, and transitions are often missing, making ideas seem disconnected. There is little sense of paragraph division or order; sentences are randomly placed in paragraphs.
Grammar and Conventions 4 3 2 1	<ul style="list-style-type: none"> This paper is practically error-free. Sentence construction is sophisticated, varied and interesting. 	<ul style="list-style-type: none"> There are only a few minor proofreading or punctuation errors; major grammatical errors, if present, do not interfere with ideas. Sentences are clear. 	<ul style="list-style-type: none"> There are consistent problems with punctuation, spelling or capitalization, or there are major grammatical problems Occasional sentences are too wordy, repetitious, awkward or confusing. 	<ul style="list-style-type: none"> Poor grammar and mechanics make it difficult to understand this paper. Sentences are often difficult to understand.
Presentation and Documentation 4 3 2 1	<ul style="list-style-type: none"> Proper documentation is used with virtually no error. The paper is formatted correctly. 	<ul style="list-style-type: none"> Documentation contains minimal, minor errors. The format is sometimes incorrect, needing a few minor adjustments. 	<ul style="list-style-type: none"> Documentation is consistently problematic. The format is consistently problematic. 	<ul style="list-style-type: none"> Documentation is either missing or incorrect. The paper does not follow a correct or recognizable format.

Appendix E

Information Literacy Post Test

Answers in bold

[1] What does this citation represent, and what style is it?

Kurlansky, Mark. *Salt: A World History*. Penguin Books, 2003.

1. An article / MLA
2. **A book / MLA**
3. An article / APA
4. A book / APA

[2] To find whether a library owns a book you need, what resource do you search?

1. Research database
2. **Online library catalog**
3. Search engine
4. EBSCOhost

[3] To find information written by an expert or scholar working on a specialized topic, you should look for articles in a

1. Newspaper
2. Magazine or journal
3. Magazine
4. **Journal**

[4] Your assignment requires you to use primary and secondary sources. What is the difference?

1. **Primary sources are original works and documents (diaries, letters, birth certificates, original works of art, etc.). Secondary sources report on or analyze primary sources.**
2. A primary source is your main source of information. Secondary sources are other sources you will use in your essay.
3. Primary sources (for example, encyclopedias and textbooks) provide data but no analysis, and secondary sources provide direct information (for example, an interview with a war veteran)
4. Primary sources report on or analyze secondary sources. Secondary sources are original works and documents (diaries, letters, birth certificates, original works of art, etc.)

[5] Step 1 in the research process is to select a topic. What comes next?

1. Narrow the topic
2. **Search for and read background information**
3. Search for information sources to support the topic

4. Read and synthesize

[6] You found a book using the library's online catalog. What element of the book's record do you need to physically find the book in the stacks?

1. The subject heading
2. The ISBN
- 3. The call number**
4. The title

[7] In the following citation, what does the number 15 refer to?

Iwasaki, F., & Imamura, H. (2015). A robust recognition method for occlusion of mini tomatoes based on hue information and the curvature. *International Journal of Image & Graphics*, 15(2), 1-16. doi:10.1142/S0219467815400045

1. Issue number
2. Number of citations
- 3. Volume number**
4. Number of pages

[8] Which of these searches would retrieve the most results in a research database?

1. Depression AND mood AND disorder
2. Depression NOT mood disorder
- 3. Depression OR mood disorder**
4. Depression AND mood disorder

[9] How are journals different from magazines?

1. Journals are available by subscription
2. Journals have volume numbers
3. Journals are published periodically
- 4. Journals provide academic materials intended for a scholarly audience**

[10] Which of the following is not a search engine?

1. Yahoo
- 2. EBSCOhost**
3. Ask.com
4. Bing

[11] Which type of search usually gives you the most results, whether they are relevant or not?

1. A title search
2. An author search
3. A subject search
4. A keyword search

[13] You are looking for a book of literary criticism about *The Glass Menagerie*, by Tennessee Williams. What type of search would you conduct in the library's online catalog?

1. An author search for Williams, Tennessee
2. A subject search for Williams, Tennessee
3. A title search for *The Glass Menagerie*
4. **A subject search for *The Glass Menagerie***

[13] What is the best place to find a scholarly article?

1. The Internet
2. Magazines
3. Books
4. **An online research database**

CFS Module 5 Quiz

Answers in bold

[1] When using a search engine, this strategy helps reduce the number of results

1. Enter full sentences into the search box
2. **Enter descriptive, subject specific terms into the search box**
3. Use an index
4. Find terms using a dictionary

[2] Google searches the entire Web for information

1. True
2. **False**

[3] The worldwide network of computers is called

1. **Internet**
2. WWW
3. Commercial network
4. Web
5. Deep web

[4] To search for specific phrases, use this strategy

1. Put the terms in parentheses
2. Put the terms in square brackets
3. **Put the terms in quotation marks**
4. Use asterisks between words

[5] The .gov suffix identifies this type of website

1. Educational

2. **Government**
3. Non-profit
4. Military
5. For profit

[6] Sites on the Web never disappear, so once you have the link for a Web page, you can always go back to the site and review the information

1. True
2. **False**

[7] Relevancy ranking by search engines does not guarantee authoritative results will be retrieved

1. **True**
2. False

[8] A search engine requires skills in evaluation and critical thinking

1. **True**
2. False

[9] Which of the websites below provides the most neutral point of view?

1. **American Red Cross**
2. People for the Ethical Treatment of Animals
3. Planned Parenthood
4. The National Rifle Association

[10] A library database

1. Has ads and sponsored content
2. Retrieves mostly websites
3. **Focuses on articles from newspapers, magazines, and peer-reviewed journals**
4. Is best for personal information needs
5. Is useful for entertainment or shopping needs

CFS Module 6 Quiz

Answers in bold

[1] Evaluation of information found in Wikipedia is important because

1. **The site is subject to vandalism**
2. The site is an electronic encyclopedia
3. The site is collaboratively written

[2] If a website has broken links, this may be evidence of

1. Careful design
2. Purpose
3. Timeliness
4. **Lack of updating**

[3] Something found in a library database is more likely to be ----- than something found on a blog or a company's website.

1. **Trustworthy**
2. Developed
3. Well designed
4. Organized

[4] Information provided by a ----- may be biased and should be taken with a grain of salt.

1. **Special interest group such as the National Rifle Association**
2. Government agency such as The Centers for Disease Control

[5] One way to determine the quality of a book or movie is to read this type of assessment

1. Trailer
2. Plot
3. Site
4. **Review**

[6] Science, technology, business, and medicine give particular importance to

1. Citations
2. Purpose
3. Design
4. Review process
5. **Timeliness**

[7] Which of the choices below is usually not a criterion for evaluating the credibility of a resource?

1. Review process
2. Purpose/bias
3. Timeliness/currency
4. Authority
5. **Design/layout**

[8] This type of information is useful when trying to learn about a person.

1. Local
2. Governmental
3. **Biographical**
4. Elementary

5. Geographical
6. Personal

[9] All websites have similar purposes

1. True
2. **False**

[10] Citing an encyclopedia in an essay is generally acceptable.

1. True
2. **False**

[11] You need to be even more alert to the possibility of bias when you

1. **Agree with the information**
2. Disagree with the information

[12] Which of these sources of information on the Web usually goes through some kind of official review process?

1. Professors' websites
2. Blogs
3. Social media sites
4. **Government agency sites**
5. Personal sites

[13] A scholarly journal

1. Contains mostly short articles and a lot of full-color photos
2. Contains ads
3. **Contains articles that have gone through peer review**
4. Contains articles written for the general public

[14] Articles in popular magazines

1. **Are not peer reviewed**
2. Report on research
3. Are usually written by scientists
4. Are considered scholarly