

Voice, Agency, Action:

Infusing Civic Inquiry and Projects Across General Education & Career Studies

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Intentional Pathways for Civic Engagement

Set the tone in the first year

Build engagement *skills* across
the years and disciplines

Integrate experiences into
existing curriculum

Culminate in a meaningful
engagement





Building Support and Scaling Up

Help students see connections
to their communities, careers,
and lives

Identify and celebrate what's
already happening on campus

Create a community of practice

Build sustainable community
partnerships



METRO COLLEGE SUCCESS PROGRAM

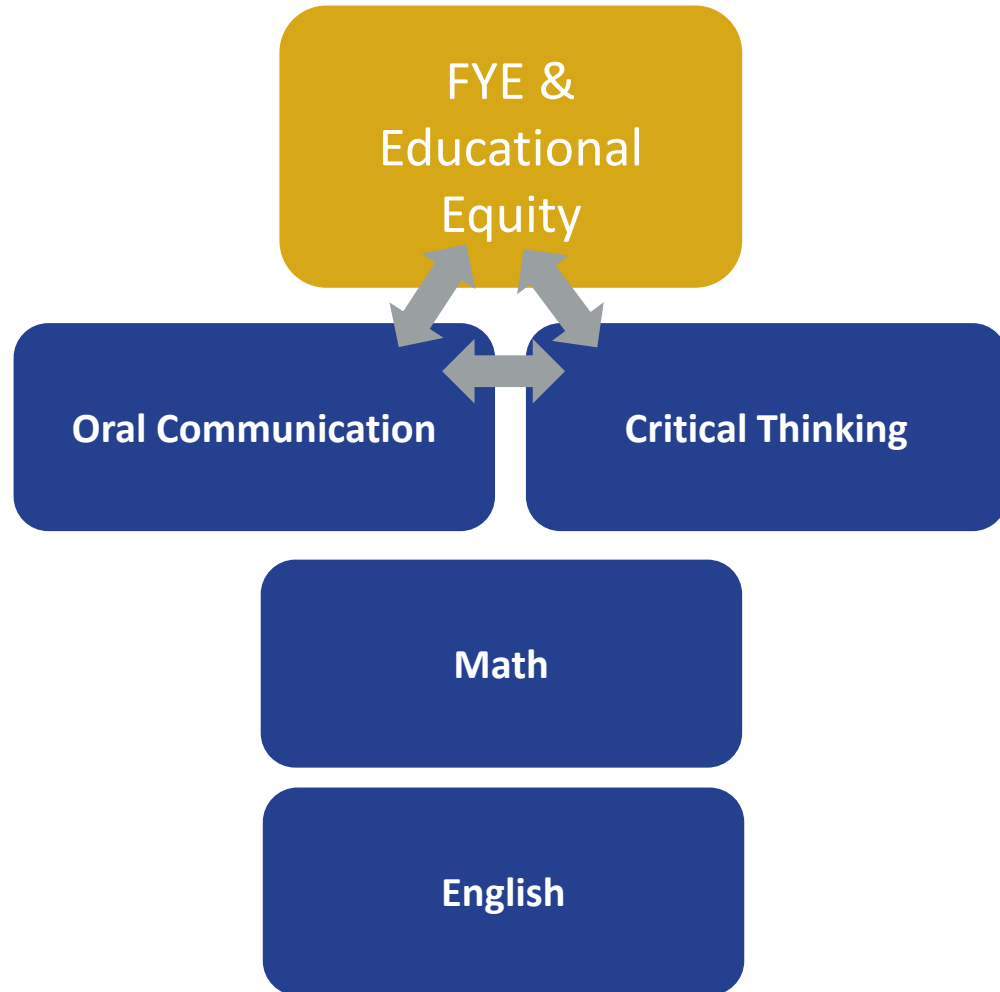
Graduation with Equity and Excellence

Our mission is to increase *equity* and *excellence* in college completion through engaging, supportive, rigorous, and socially responsive education.



Metro cohorted learning community

First year courses



Second year courses



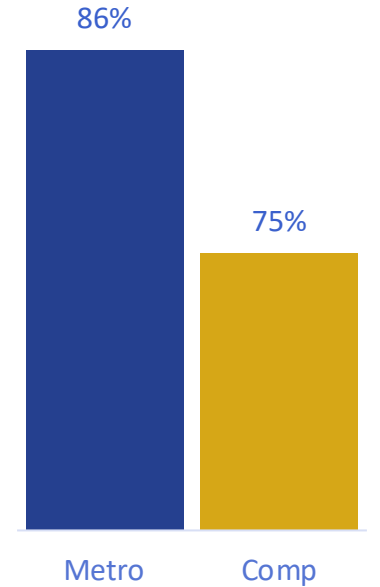
Curriculum and pedagogy for CLDE





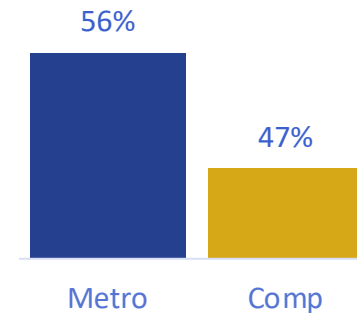
Retention

86% of Metro students persist into their second year*



Graduation

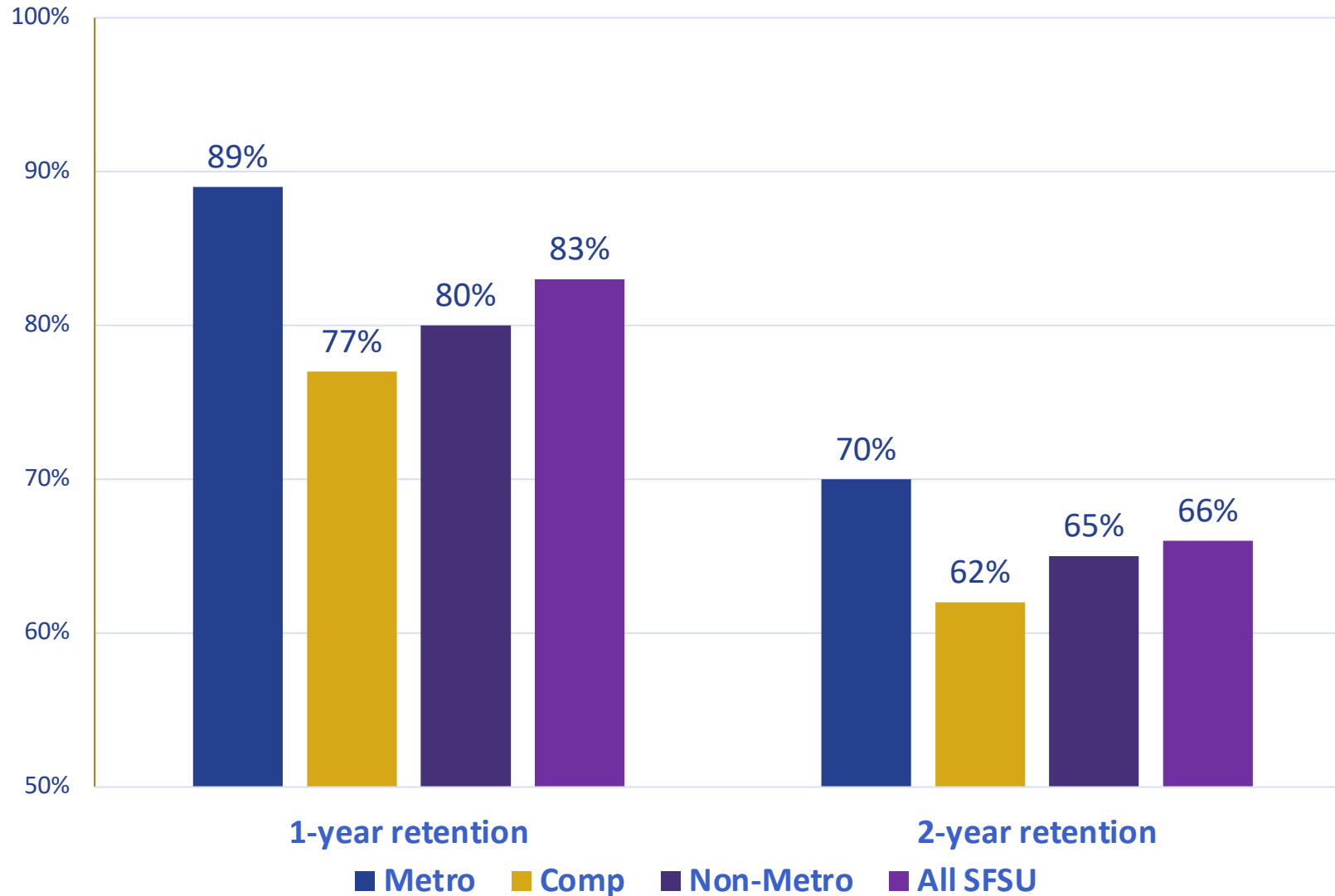
within 6 years,
Metro students consistently graduate at a significantly higher rate than their peers**



Each year, Institutional Research creates a comparison group matched on admit term, ethnicity, income, English/math pathway, first-gen, and calc vs. stats requirement.

*Weighted average of four years of data.
** Weighted average of two years of data.

Campus-wide retention rates



Metro students' retention is consistently several percentage points higher than their peers.

Metro's retention raises SF State's overall rates.

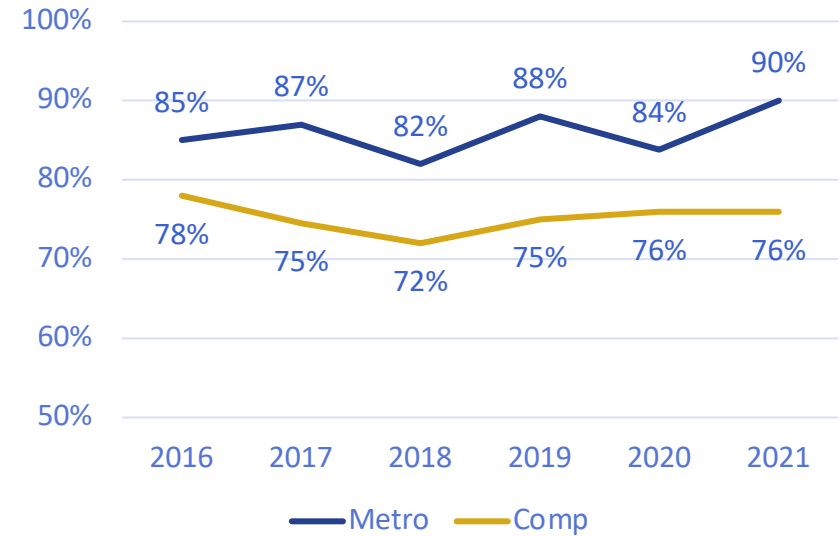
Most recent year of data as of fall 2022

Closing the equity gap

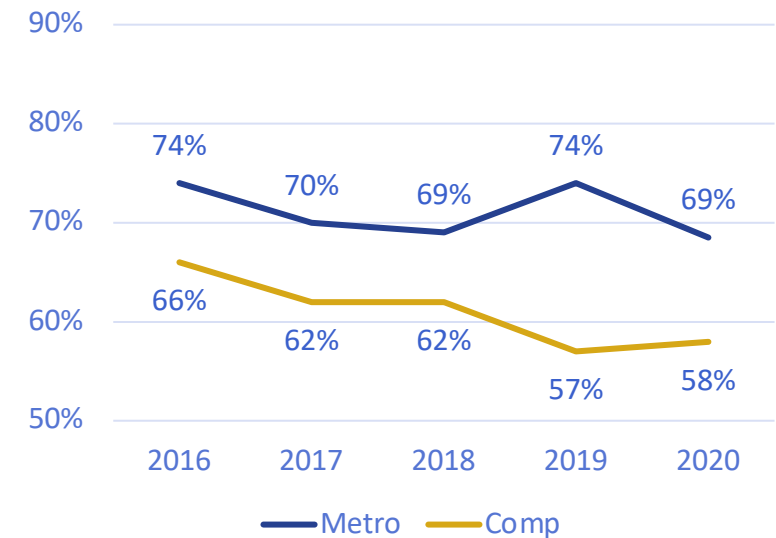
URM students in Metro consistently outperform their matched comparison groups



1-year retention of URM students



2-year retention of URM students





SACS  COC™

 STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA

**CIVIC
SENSE**
*engaging students in the civic
life of their communities*

 **Virginia's**
Community Colleges

A large, vibrant blue collage featuring various images and text related to social and political activism. The central focus is a large, stylized letter 'V' composed of several smaller images and text snippets. To the left of the 'V' is a circular graphic with the text 'More Powerful Than You Think' and 'A CITIZEN'S GUIDE TO MAKING CHANGE HAPPEN'. To the right is another circular graphic with the text 'HOW TO RESIST' and 'ACTIVISM AND FOR A NEW GENERATION'. The collage also includes a book cover titled 'HOW TO START A REVOLUTION', a book cover titled 'HOW THE IS CHANGING PEOPLE AND THE OF AMERICAN REN', and a book cover titled 'HOW TO RESIST'. The background is filled with various text elements, including 'HOW TO START A REVOLUTION', 'HOW THE IS CHANGING PEOPLE AND THE OF AMERICAN REN', 'HOW TO RESIST', 'ACTIVISM AND FOR A NEW GENERATION', 'A CITIZEN'S GUIDE TO MAKING CHANGE HAPPEN', 'HOW TO START A REVOLUTION', 'HOW THE IS CHANGING PEOPLE AND THE OF AMERICAN REN', and 'HOW TO RESIST'. The overall theme is civic engagement and social activism.

ENGAGEMENT

As a result of implementing the QEP, students 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 Engagement courses



1

Students will assess a public problem or issue related to their discipline.

2

Students will place the public problem in the course context.

3

Students will formulate and implement a plan to address the public problem or issue.

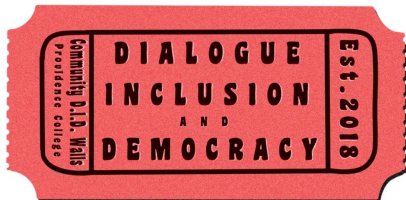
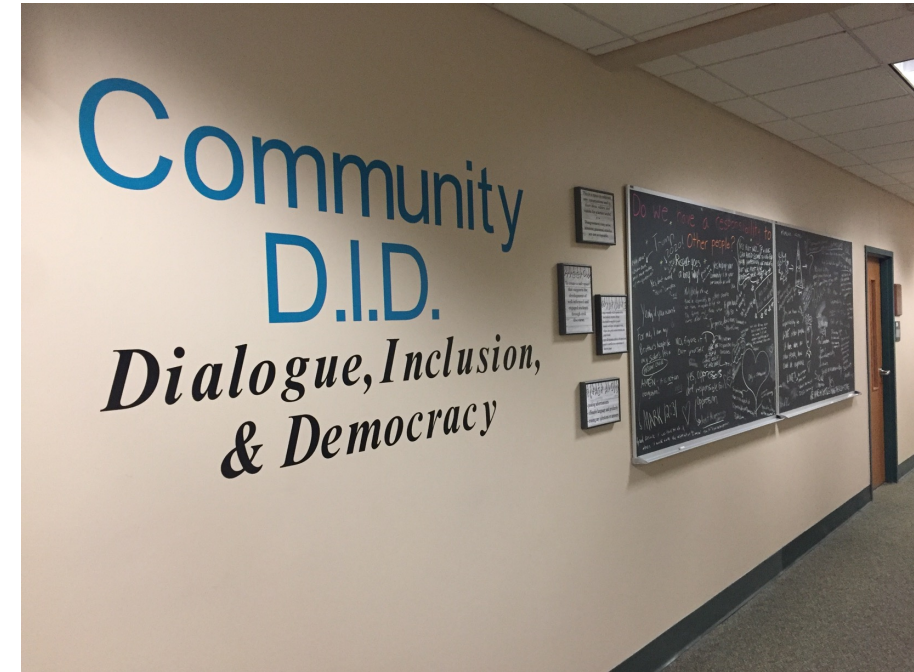
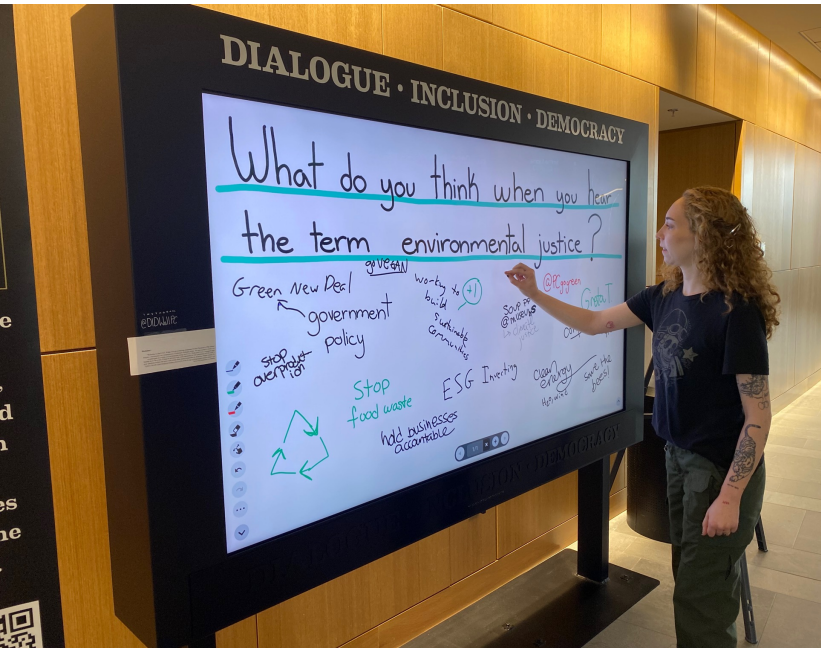
4

Students will produce a written reflection that integrates new insights with pre-existing civic and cultural values.



PROVIDENCE
COLLEGE

Empowering Student Voice.



Dialogue, Inclusion & Democracy (DID) Walls



PROVIDENCE
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Faculty Learning Communities.

Bridging Divides
by Integrating Civil
Discourse into the
Curriculum





PROVIDENCE
COLLEGE

Engaging Community.

Dialogue, Collaboration &
Action thru **Third Spaces**
and Reciprocal Community
Partnerships



Breakout Conversations

Group 1: How do we get buy-in for civic learning in **general education**?

Group 2: How do we **create purposeful pathways** for civic learning?

Group 3: How to go deepen civic engagement thru **faculty development and curriculum integration**?

Group 4: How do we create spaces to talk **bridge divides and talk across differences**?