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COMMUNITY COLLEGE FACULTY AND ADMINISTRATORS' PERCEPTIONS OF

CIVIC ENGAGEMENT IN GENERAL EDUCATION

by

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ABSTRACT

COMMUNITY COLLEGE FACULTY AND ADMINISTRATORS' PERCEPTIONS OF
CIVIC ENGAGEMENT IN GENERAL EDUCATION

Eric Thomas Vanover
Old Dominion University, 2020
Chair: Dr. Mitchell R. Williams

The President's Commission on Higher Education (1947) firmly established civic

engagement as a principle function of higher education. The report emphasized college-level

learning as a democratic function by producing informed, active citizens essential to the future of

American democracy. Chickering (2008) argued the United States faced a critical lack of

engaged citizenship and in *A Crucible Moment* (2012), this concern was declared an outright

emergency. In recent years many colleges and universities have re-embraced civic engagement

as an important component of general education. Although the establishment of community

colleges was a direct result of the Truman Commission's report, the literature concerning civic

engagement in general education at community colleges is limited. As community college

leaders develop strategies for implementing civic learning in general education, understanding

faculty and administrators' perceptions of civic engagement in general education is imperative.

This preliminary and exploratory study examined community college faculty and

administrators' perceptions of civic engagement in general education. A multi-methods research

design was utilized to combine both quantitative and qualitative methods to more

comprehensively explore the educational phenomenon under study. For the quantitative inquiry,

a non-experimental survey was employed to describe current trends in community college

faculty and administrators' perceptions of and attitudes toward civic engagement in general

education. A total of 274 respondents completed the survey. The distribution included 88 part-

time faculty, 128 full-time faculty, and 58 administrators. For the qualitative inquiry, the phenomenological research tradition was utilized to explore participants' lived experiences with civic engagement and civic learning in general education. A total of 30 interviews were conducted. The sample included 15 faculty participants and 15 administrators from a diverse set of disciplines and administrative positions. Survey respondents and interview participants belonged to a single statewide community college system recently adopting civic engagement as a core competency in general education.

Survey results and interview findings indicated faculty and administrators perceived civic engagement to be an important component of general education. Particularly, interview participants suggested community colleges have the responsibility to produce informed, active citizens prepared to effectively engage in a democratic society. Additionally, based on the results of a series of one-way ANOVA statistical tests conducted from the survey data, there were no statistically differences between part-time faculty, full-time faculty, and administrators in their perceptions of and attitudes toward civic engagement in general education. Major implications in the current study suggest community college leaders should focus on prioritization and intentionality, student accessibility, leadership, community outreach, and professional development when strategizing for civic engagement in general education.

Keywords: civic engagement, community college, general education, civic learning, service-learning

This dissertation is dedicated to my remarkably supportive best friend and wife, Brandi Evelyn Bailey. She has never ceased to encourage and support me during this challenging journey. In humbled appreciation, my gratitude, too, shall never cease.

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CHAPTER I

INTRODUCTION

Community colleges traditionally embrace civic responsibility as a function of their overall mission and an essential component of the education they offer to students (Cohen & Brawer, 2008). Civic action and democratic engagement form the basis of effective citizenship (Chickering, 2008; Mathews, 2017; Theis, 2016). These concepts most often resonate in discipline-based courses, such as those in the humanities and social sciences, which are required as core courses in degree and certificate programs at community colleges and in co-curricular activities such as community service activities and service-learning projects (Butin, 2007; Cohen & Brawer, 2008; Theis, 2016; Turner 2016). Since community colleges are often central to meeting community educational and training needs, fostering civic engagement at the community college has the potential to emerge in the curriculum, the co-curriculum, and in community partnerships and improve student learning experiences while engaging with community issues, problems, and needs (Boggs, 2007; Hicks & Jones, 2011; Hoffman, 2016).

Community colleges now serve nearly half of all students in American higher education providing services to approximately 8.5 million students during the 2017-18 academic year (Community College Research Center, 2020). Recently, an emphasis has been placed on community colleges as a major solution to meeting rapidly developing economic needs and social challenges. Indeed, community college graduates of skill-focused certificates and applied degrees can enter the workforce more rapidly and earn competitive entry salaries compared to their bachelor's degree counterparts, especially in consideration of time to program completion and overall cost (Boggs, 2007; Chen, 2018; Mathews, 2016). Similarly, the concept of community colleges as democratizing institutions providing opportunities for upward economic

mobility by closing the skills gap is also often paired with the notion that graduates will obtain

the civic skills essential to become active citizens and contributors in a democratic society

(Boggs 2007; Evans, Marsicano, & Lennartz, 2019; Kisker, Weintraub, & Newell, 2016).

Community colleges and the students graduating from them are often viewed as

producers, both economically and civically. These institutions play a vital role in keeping the

American economy competitive by providing education and training as solutions to skill gaps

resulting in barriers to employment and economic production (Boggs, 2007; Cohen & Brawer,

2008; Matthews, 2016). However, a community college education is also expected to produce

civically responsible graduates who are "more than informed recipients of services and more

than voters" (Matthews, 2016, p. 34). These graduates are, or will become, the producers of the

services realizing the common public good in a community through their sense of civic

responsibility. For example, community members may unite to build an open and safe nature

trail or initiate a food drive campaign to address issues of local poverty-driven hunger.

Therefore, it reasonable to suggest civic-minded community college graduates have great

potential to be among the participants effecting change and leading civic initiatives in their

communities (Harbour, 2016; Matthews, 2016).

Much of the scholarship exploring civic engagement in higher education points to a

decline in political participation, or democratic engagement, but indicates an increase in

community service (Flanagan & Levine, 2010; Harbour, 2016; Matthews 2016; O'Connor, 2007;

Theis, 2016). A survey administered by the Higher Education Research Institute suggested

undergraduate faculty at four-year institutions placed an increased importance on promoting a

commitment to community service (DeAngelo, Hurtado, Pryor, Kelly, Santos, & Korn, 2009).

Community colleges across the United States are also embracing their potential to produce civic-

minded, democratically engaged graduates and have demonstrated a commitment to civic engagement as core learning outcome of the educational experiences provided to students (Hoffman, 2016; Kisker et al., 2016; Turner, 2016).

Hatcher (2011) suggested the responsibility to form a definition of civic engagement most appropriate for an institution rest with the faculty because the faculty will be the predominant force conceptualizing, facilitating, and assessing civic learning. Administrators and community college staff professionals also play a role in promoting civic engagement, especially in the co-curricular atmosphere. Faculty and administrators, especially academic affairs and student services administrators, often share in the responsibilities of implementing, assessing, and reporting student performance pertaining to general education student learning outcomes within the institution (Newball, 2012). As a result, community colleges embrace the notion that "they must be committed to doing their work in ways that align with or reinforce the work…citizen producers do" (Matthews, 2016, p. 34). An example of assuming this responsibility is the incorporation of civic engagement as a core competency in general education, embedded in both the curriculum and the co-curriculum, and formally assessed at multiple levels across the institution.

Currently, much of the research focused on civic engagement in higher education explores civic engagement from a student-centered perspective. Recent research suggested civic engagement activities embedded in the classroom or as co-curricular programming positively impact student educational experiences by improve academic achievement learning experiences, social awareness, retention, and degree attainment (Crisco, 2016; Desmond, Stahl, & Graham, 2011; Harbour, 2016; Hoffman, 2016; Prentice, 2011). Other research studies have explored civic engagement in higher education by institutional type. Several scholars have suggested

community colleges are especially suited for civic engagement considering a focus of their mission is to address educational inequities with in a local population and provide services to the local community, in essence an act in itself of civic engagement (Kisker et al., 2016; Persell & Wenglinsky, 2004; Prentice, 2011). Prentice (2011) argued community colleges have a unique opportunity to incorporate service-learning as a key strategy of civic engagement because community college students are representatives of the communities in which they would engage as par to of the experience. Thus, on several levels, community colleges are distinctively equipped to promote meaningful civic engagement in ways that other institutions of higher education simply are not by the very nature of their purpose, their student populations, and their centrality within their respective service regions (Persell & Wenglinsky, 2004; Prentice, 2011).

The complexity of civic engagement as a central focus in higher education presents challenges to community colleges attempting to formally incorporate civic engagement as a general education learning goal. Kisker (2016) suggested community colleges across the country exhibit efforts to promote civic engagement as a core focus of general education at their institutions. However, localized differences in defining civic engagement, determining what constitutes civic learning, diverse experiences and practices of civic learning, and issues of quality assessment methods all present challenges to all institution types (Hatcher, 2011; Kisker et al., 2016; Noel & Earwicker, 2015).

This study seeks to build on the conversation surrounding civic engagement at the community college by exploring faculty and administrators' perceptions of civic engagement in general education. By exploring community college faculty and administrators' perceptions of including civic engagement in general education as it pertains to civic learning on the fundamental concepts, priorities, stakeholder roles, challenges, and potential consequences, this

study seeks to create what Hatcher (2011) called a "civic engagement spiral" (p. 90). A deeper understanding of faculty and administrators' perception of civic learning in general education offered in this study provides community college leaders valuable insight beneficial to their efforts in conceptualizing, developing, and implementing civic engagement strategies and programs in general education.

Purpose of the Study

The purpose of this study was to explore faculty and administrators' perceptions of civic engagement in general education at the community college.

Research Questions

This study focused on faculty and administrators' perceptions of civic engagement in general education at the community college. The research questions that guided this study are as follows:

1. What are faculty and administrators' perceptions of civic engagement at the community college?

    a. In what ways do faculty and administrators believe civic engagement experiences occur currently at their community college?

    b. What impact do faculty and administrators believe civic engagement experiences have on students?

    c. What are faculty and administrators' perceptions of service-learning as a strategy of civic engagement at the community college?

2. What do faculty and administrators perceive as the impact of including civic engagement as a core competency of general education at the community college?

  a. What do faculty and administrators perceive as their role in including civic

    engagement as a core competency of general education?

  b. What do faculty and administrators perceive as challenges for including civic

    engagement as a core competency of general education?

Background of the Study

   The State Council of Higher Education for Virginia (SCHEV) serves as the coordinating body for higher education in the state of Virginia. Commissioned by the governor and the Virginia General Assembly in 1956, SCHEV is responsible for statewide strategic planning and review of individual institutional performance for higher education in Virginia. This includes all two-year, public community colleges in the Virginia Community College System (VCCS) (State Council of Higher Education for Virginia, 2017a; SCHEV, 2017b). The Academic Affairs staff from SCHEV serves as consultants on academic policy, including general education, for member institutions. Under the guidance of SHEV are the 23 colleges in the VCCS. This single statewide system serves a student body composed of almost entirely Virginia citizens, which make up some 96 percent of the student population. During the 2015-16 academic year, SCHEV member institutions awarded some 19,017 associate degrees, most of them through the VCCS. In the 2018-19 academic year, the VCCS served 228,135 students in Virginia and awarded at total of 32,617 degrees, diplomas, and certificates (SCHEV, 2017a; VCCS, 2020).

   In July 2017, SCHEV approved an updated Policy on Student Learning Assessment and Quality in Undergraduate Education (PSLAQU) identifying civic engagement as a priority for undergraduate education. Goal #2 of the policy specifically states students in Virginia should be "prepared with the competencies necessary for employment and civic engagement" (SCHEV, 2017c, p. 1). Influenced by the Liberal Education and America's Promise (LEAP) initiative and

the *LEAP Employer-Educator Compact* published by the Association of American Colleges & Universities (AAC&U), the concept of civic skills achieved through a college education in Virginia is grounded in the following aspiration:

> Personal and social responsibility, including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the capacity to work productively with diverse people and perspectives. (SCHEV, 2017c, p. 2)

As a result, all Virginia institutions of higher education are now responsible for assessing and reporting student achievement civic engagement as a core competency.

According to this new SCHEV policy, civic engagement is one of four core competencies to be assessed by all institutions and is defined as follows:

> Civic engagement – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern. (SCHEV, 2017c, p. 4)

Civic engagement as a core competency is new to the policy, and each institution must identify student learning outcomes relative to each institution's local culture and values. Institutions are also expected to establish rigorous strategies for assessing achievement of selected student learning outcomes across the general student population. Although direct measures are the standard for assessing the remaining three core competencies (critical thinking, written communication, quantitative reasoning), assessing civic engagement is open to other strategies such as proxy indicators and indirect measures from self-selected groups (SCHEV, 2017c).

The new SCHEV policy also provides institutions with the ability to "tailor the description of civic engagement…to align more closely with the mission and curriculum of the institution" (SCHEV, 2017c, p. 5). This has provided a unique opportunity for colleges to localize civic engagement to the campus community and, for community colleges especially, to align civic engagement with individual institutional mission and services provided to the local community. The VCCS used the policy update as an opportunity to align their system's General Education Goals and Student Learning Outcomes Policy with these SCHEV requirements. Like all Virginia institutions of higher education, community colleges are now responsible for the core competency of civic engagement in general education. The new VCCS general education policy including civic engagement as a core competency was finalized in the VCCS through shared governance process in early 2019.

The situation described above presented a unique opportunity to explore faculty and administrators' perceptions of civic engagement at community colleges as they navigate the process of alignment by building, or reaffirming, a culture of civic engagement on their respective campuses. In most cases, this process will include embedding civic learning outcomes in the general education curriculum and co-curricular activities. Though the VCCS provided a systemwide definition of civic engagement and a series of possible broad learning outcomes, each college will have developed specific student learning outcomes for civic engagement under the directive of SCHEV which requires "each institution – regardless of their size, location, or mission – attend thoughtfully to this vital aspect of student learning" (SCHEV, 2017d, para. 5). Community college faculty and administrators are the driving force in meeting this new challenge as the key facilitators of organizational change. The development of a foundational understanding concerning community college faculty and administrators'

perceptions of civic engagement in general education is imperative for meeting this new challenge successfully.

Significance of the Study

The majority of the literature concerning civic engagement in higher education focuses on the impact of including civic learning pedagogies and practices, such as service-learning, on students' achievement of learning outcomes and the overall educational experience of students (Bringle & Hatcher, 2002; Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, 2013; Eppler,, Ironsmith, Dingle, & Erickson, 2001; Flinders, 2013; Natale, London, & Hopkins, 2010; Tannenbaum & Brown-Welty, 2013). Several studies have focused on service-learning at the community college by specifically exploring issues such as student learning outcomes, student perceptions of service-learning projects, and the required efforts and resources to successfully incorporate service-learning into curriculum (Prentice, 2011; Vaknin & Bresciani, 2013; Weglarz & Seybert, 2004). Prentice (2011) examined service-learning at the community college and found that service-learners experienced increased levels of civic knowledge and demonstrated a continued commitment to civic learning compared to nonservice-learners at the community college. The author utilized a pretest-posttest method of surveying students from four introductory psychology courses in which two courses were engaged in service-learning and two courses were not (Prentice, 2011).

Recent empirical research suggested civic engagement positively impacts students' success as part of general education at institutions of higher education (Maloyed, 2016; Richards, 2017; Schamber & Mahoney, 2008; Spiezio, Baker, & Boland, 2005; Wild, 2015). Students enrolled in general education courses embedded with civic learning demonstrated a greater appreciation for active citizenship while students involved in short-term, community-based

learning initiatives offered in general education courses experienced growth in political knowledge and a stronger sense of democratic and social justice awareness (Schamber & Mahoney, 2008; Spiezio et al., 2005). Wild (2015) argued for utilizing the analogical model for guiding and assessing civic learning outcomes in general education history courses. He found students viewed this model to be a more desirable and challenging mode of experiencing civic learning (Wild, 2015).

Although community colleges are likely to embrace civic learning and democratic engagement as part of their mission, the methods for including these activities are widely diverse (Kisker & Ronan, 2016). In general, approaches to civic engagement tend to be focused in either the curricular or co-curricular realms, rather than fully merged, but motives and strategies vary depending on the conceptualization of civic engagement at each community college (Kisker, 2016). The duality of general education at community colleges, the simultaneously responsibility to serve students in both vocational training programs and transfer education programs, further complicates where and how to conduct civic learning in the general education curriculum (Lundberg, 2008). Additionally, various perspectives between numerous stakeholders, particularly faculty and administrators, exist about the purpose and necessity of including civic engagement in general education. This complication, along with sometimes divergent philosophies on how it should be embedded and assessed in the curriculum and co-curriculum further confounds the matter (Carol, 2002; Hatcher, 2011, Kisker & Ronan, 2016).

The exploration of faculty and administrators' perceptions of civic engagement and the role it serves in the general education at community colleges is a relatively uninvestigated area of research. The findings of this study enhance the literature concerning civic engagement at community colleges and are useful to community college leaders attempting to incorporate civic

engagement as a core competency of general education. With a better understanding of faculty and administrators' perceptions regarding civic engagement, community colleges will be better prepared for including civic engagement as part of general education across degree and certificate programs and improve the overall quality of the student learning experiences at these colleges.

Conceptual Framework

The conceptual framework, or lens, for this study was constructed from the current literature on civic engagement in higher education emphasizing civic engagement, general education, and organizational change at community colleges. For this study, the process of including civic engagement in general education was viewed as process of major organizational change. Kezar (2008a) suggested change in higher education "is a complex and multi-faceted process that often requires various theories of change in order to properly understand…particularly deep or complex changes" (p. 1). In exploring community college faculty and administrators' perceptions of civic engagement in general education, the researcher utilized aspects of several theoretical models to inform the complex and multi-dimensional nature of organizational change (See Figure 1).

The foundation for the conceptual framework of this study was grounded in the teleological model. Most importantly, this study embraced the assumption that organizations strategize, plan, act, assess, and restructure in decisive processes with consider given to the need for possible adaptation of strategy (Kezar & Eckel, 2002b; Rajagopalan & Spreitzer, 1996). In other words, major organizational change, such as including civic engagement as a core competency of general education, is purposeful and produces assessable results leading to future redevelopment or refinement for continuous improvement. The conceptual framework for this

study also utilized aspects of Tierney's framework for examining the effect of institutional culture on change processes (Tierney, 1991). Lastly, Kuh's six principles for guiding institutions in merging the curriculum and the co-curricular was also influential in constructing the framework for this study (Kuh, 1996).
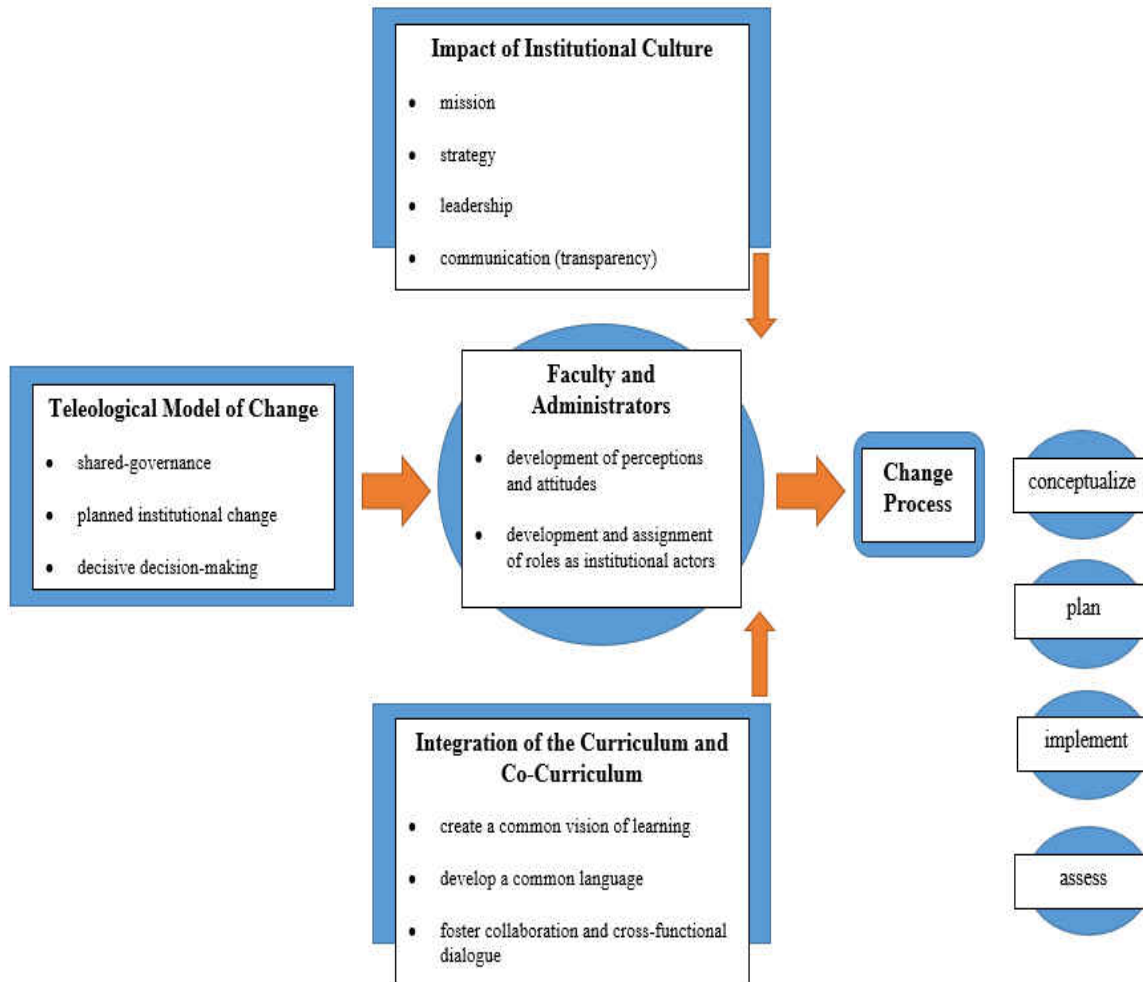
Figure 1. Conceptual framework.

Kezar (2008a) suggested the current research concerning change processes in higher education points to three main phases of change including mobilization, implementation, and institutionalization. A host of categories and subcategories for reviewing aspects of

organizational change exist, particularly in higher education, but for the purposes of this study, the researcher narrowed down specific factors influencing community college faculty and administrators' perceptions of civic engagement in general education. Kezar and Eckel (2002a) described two general methods for examining organizational change: through the backgrounds and ramifications of change as well as through a focus "on the role of actors in the change process" (p. 297). The conceptual framework for this study focused on community college faculty and administrators' perceptions of civic engagement as the background for implementation in general education and assumed faculty and administrators are the key actors in conceptualizing, planning, implementing, and assessing this change.

Assuming organizations make purposeful decisions about programs, policies, and overall strategic goal with specific purposes in mind, community college faculty and administrators' perceptions of civic engagement are likely to be influenced by these aspects of organizational culture. For example, an organization may have developed a culture of assessment in general education. Therefore, when thinking about civic engagement as part of general education, assessment would likely be a major influence on attitudes and perceptions of key actors. Tierney (1991) provided a basis for examining the influence of institutional culture on change processes at institutions of higher education. From Tierney's framework, this study drew on fundamental institutional characteristics of identity, such as mission, strategy, leadership, and communication, as influential factors in major organizational change.

In reviewing the current literature concerning civic engagement in higher education, it is clear varying forms of civic learning commonly occur in both the curriculum and co-curriculum. Kuh's principles of integrating the curriculum and co-curriculum focused on issues such as the development of a common vision of learning at an institution and the use of common language

when discussing and debating institutional initiatives informed the conceptual framework of this study (Kezar, 2008b; Kuh, 1996). Kuh's emphasis on inter-institutional collaboration established the foundation for the development of a common dialogue, collective conceptualization of a key idea, and a shared vision of learning. When these recognized and addressed, the result is a seamless learning environment between the curriculum and co- and extra-curricular activities (Kezar, 2008b; Kuh, 1996).

Overview of Methodology

This study was a multi-methods research design intended to gather multiple forms of data in two separate inquires to better understand a phenomenon. Comparatively limited research exists concerning community college faculty and administrators' perceptions of civic engagement as a core competency of general education at the community college. Therefore, this preliminary and exploratory study was designed to comprehensively investigate community college faculty and administrators' perceptions of and attitudes toward civic engagement in general education by integrating a quantitative inquiry and qualitative inquiry into a single study (Creswell, 2003; Hayes & Singh, 2012). Given the key concepts included in the conceptual framework for this study – the complexity of change processes, the intentionality of organizational change, the role of key actors in change processes, the impact of institutional culture, and the merging of the curriculum and co-curriculum – the collective approach of including both faculty and administrators as participants was essential to this study.

The quantitative inquiry for this study was a non-experimental, descriptive survey design developed to offer complementarity with the qualitative inquiry by exploring the current trends in the overall population. The qualitative inquiry for this study was grounded in the phenomenological research tradition. The study involved semi-structured, in-person interviews

including 21 open-ended questions to provide a more thorough and detailed understanding of civic engagement and its place in the community college general education.

The population for this study included employees at community colleges who are classified as either teaching faculty, both part-time and full-time, or administrators. These faculty and administrators are employed at colleges with civic engagement as a core competency of general education. For this study, the sample for collecting both qualitative and quantitative data was limited to faculty, both full-time and part-time respectively, and administrators within a single, large statewide community college system.

The sample for the quantitative inquiry included all faculty (full-time and part-time) and administrators employed at one of eight different community colleges in the selected statewide community college system. At total of 2,990 requests for survey participation emails were sent out to potential respondents. A total of 274 participants fully completed and submitted the survey including 88 part-time faculty, 128 full-time faculty, and 58 administrators. The sample for the qualitative inquiry consisted of 30 total participants including 15 full-time faculty and 15 administrators employed at one of six different community colleges in the selected statewide community college system. The sample for the qualitative inquiry was based on participant employment position and experience self-reported experience with civic engagement, civic learning, service-learning, or democratic engagement. Interview participants were selected from community colleges within the statewide system identified as having implemented either successful civic engagement strategies at either the college, program, discipline, or course level either formally or informally. The strategies included such activities as civic learning embedded in a general education course, service-learning, or collegewide co-curricular activities and projects grounded in civic learning or community engagement.

Delimitations

As with all research, the researcher established several delimitations for this study. For transparency, the delimitations for this study are described below:

- Data collection for this study was conducted between December 2018 through May 2019 to capture faculty and administrators' perceptions and attitudes toward civic engagement in general education in the early to beginning stages of grappling with its official inclusion as a core competency systemwide.

- The researcher selected the multi-methods research design based on the preliminary and exploratory nature of this study. The quantitative inquiry utilizing the non-experimental survey served the purpose of providing much needed descriptive data concerning civic engagement from the current population. The qualitative inquiry utilizing semi-structured, in-person participant interviews holds priority in this study and was employed to provide rich, thick descriptive data of participant lived experiences. The purposeful pairing of these two inquiries provided deeper insight into the research foci at the points of their integration.

- In total, eight different community colleges from a single, statewide community college system consisting of 23 total community colleges provided the sample in this study. The statewide system, the Virginia Community College System (VCCS) was chosen based on the unique occasion to study this phenomenon at an opportune time. Each community college in the system was beginning to grapple with conceptualizing civic engagement as a core competency of general education on their respective campuses. Most were already in the midst of developing new or adapting recent strategies and designs for assessing civic engagement in general education.

- Participants for this study only included those designated as part-time teaching faculty, full-time teaching faculty, or full-time administrators. Part-time faculty were included in the quantitative inquiry and excluded from qualitative inquiry. The researcher based this decision on principles from the guiding conceptual framework concerning key actors in conceptualizing and planning for organizational change. Part-time faculty at community colleges hold primarily teaching-oriented roles at community colleges and institutional responsibilities other than teaching vary from college to college.

Assumptions of the Study

The researcher established the following assumptions concerning the single statewide community college system, the participating community colleges, and the participant from each college:

- Including civic engagement as a core competency of general education at each of the participating community colleges is viewed as a process of major organizational change.

- Organizational change at community colleges is both complex and multi-dimensional and must involve numerous stakeholders during the change process. Therefore, it must be investigated within this context.

- Community colleges, as organizations, experience change teleologically through decisive processes with desired target goals relative to a specific purpose.

- The findings of this study have limited generalizability to other community colleges and generalizability must be determined by the reader.

- Participants in both the quantitative inquiry (survey) and qualitative inquiry (interviews) responded honestly and openly.

Definitions of Key Terms

Administrator: full-time employee serving in a leadership role; includes community college presidents, vice-presidents, deans, directors, and coordinators; provides significant input and guidance in shared-governance decision-making and is responsible for oversight in developing, implementing, and assessing new programs and initiatives. *Civic Engagement*: active participation in and personal reflection on local, national, and/or global civic life for the purpose of exploring the knowledge and values that produce active and informed citizens in a democratic society.

Civic Engagement Spiral: the concept suggesting forms of civic engagement occurring on college campuses depends heavily on "campus mission and climate, administrative support, faculty disciplinary perspectives, student leadership, political climate, and community context" (Hatcher 2011, p. 90).

Core-Competency: essential knowledge and/or a set of skills and abilities in which graduates of an institution are expected to demonstrate proficiency through performance in the curriculum and/or co-curricular activities in pursuit of a post-secondary degree.

Full-Time Faculty: a major portion of an institution's labor force who are content experts in their respective disciplines, are teaching experts, and provide significant input in shared-governance decision-making; "their work is an extension of institutional goals, institutional power, and institutional identity" (Levin, Cater, & Wagoner, 2006, p. vii).

Part-Time Faculty: the major teaching labor force at community colleges comprising approximately 60 percent of the teaching workforce (Cohen & Brawer, 2008; Levin, Carter, & Wagoner, 2006); thus, likely to be a significant portion of the instructors for courses with

embedded civic learning outcomes to meet the requirements of formally assessing civic engagement.

General Education: common learning curriculum or competencies guiding student learning outcomes; achievement of proficiency expected by recipients of degrees or certificates; emphasize broad categories of foundational knowledge, skills; preserve a commitment to life-long learning; determined within an institution of higher education.

Perception: lived experiences influencing and shaping comprehension and interpretation; serve as the foundation of knowledge for an individual.

Service-Learning: an active learning process pairing classroom learning with co-curricular civic learning and service to create reflective learning opportunities for students; learning experiences are designed to focus on local, national, and/or global community issues and problems through civic lens.

Summary of the Chapters

The current chapter introduced important concepts of civic engagement and the role it plays in higher education, specifically at community colleges. This chapter also provided a brief introduction to the literature concerning civic engagement, an overview of the study, a discussion of important delimitations and assumptions, and a list of import terms associated with this study. Chapter II is a comprehensive review of the literature particularly focused on civic engagement, general education, community colleges, organizational change, civic learning, and assessment. Chapter III includes a complete explanation and detailed description of the methodology used in this study. Chapter IV provides the reader with the findings of this study. Chapter V provides a brief overview of the study and a summary of major findings. This chapter also discusses the

major implications and recommendations derived from this study and offers a brief consideration

for future research.

CHAPTER II

LITERATURE REVIEW

This chapter presents a comprehensive overview of the literature concerning civic engagement in higher education. This literature review explores the findings of previous studies contributing to key issues associated with faculty and administrator perceptions of civic engagement in general education. Themes of this literature review include civic engagement in higher education, organizational change, general education, assessment, service-learning, and faculty and administrators at the community college. The literature review focuses heavily on the impact of service-learning in higher education because practice has been the historically dominant strategy in civic engagement. Other relevant issues such as organizational change in higher education and the major challenges facing community colleges are addressed in order to better understand the impact and implications of including civic engagement as a core competency of general education. Finally, the chapter ends with a summary of the literature review and a discussion of the significance of the current study.

Civic Engagement and Higher Education

Chickering (2008), reflecting on an extensive career working in higher education, argued the United States was in danger of suffering from a lack of engaged, active citizens. He also argued American higher education could provide a remedy for diminishing civic engagement among young people in the nation (Chickering, 2008). Chickering (2008) suggested pedagogical practices grounded in "collaborative and problem-based learning, case studies, learning teams and research teams, socially responsible learning contracts, [and] criterion-referenced evaluation" (p. 93) could help reverse the trend of civic apathy. His proposition that civic engagement has an important role to play in higher education is not a new concept. In the 1990s,

the National and Community Service Act of 1990 and the National and Community Service Trust Act of 1993, signed by President George H. W. Bush and President Bill Clinton respectively, exemplified the interest of the federal government in promoting community service, volunteerism, and service-learning various levels of education in the United States (Kozeracki, 2000; NCSA, 1990; NCSTA, 1993).

In 2006, a collaboration between the Corporation of National and Community Service (CNCS), the U.S. Department of Education, and the U.S. Department of Housing and Urban Development began awarding the Higher Education Community Service Honor Roll award. Additionally, the Presidential Award is reserved for four exceptionally performing institutions and "is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement" (Corporation for National & Community Service, 2018, para. 3). Making the Honor Roll requires institutions participate in the Federal Work-Study (FWS) program and meet the seven percent FWS community service requirement during the previous year. In 2015, 35 community colleges were recognized on the Honor Roll in the General Category, five in the Economic Opportunity Category, 12 Education Category, and three in the Inter-Faith Category (Corporation for National & Community Service, 2018).

Institutions of higher education have also re-evaluated the idea of community involvement, as well as concepts such as service and volunteerism, to construct a broader characterization of civic engagement. O'Connor (2006) highlighted the experience of students who spent their spring break volunteering in the destroyed communities of New Orleans after Hurricane Katrina, membership numbers in and the extensions of the American Democracy Project, and the achievements of Campus Compact as examples of the civic engagement phenomena in higher education. He argued the term civic engagement "has become the catchall

for both individual and institutional activities that connect the campus to the community" (p. 52).

Newball (2012) suggested civic engagement "is the umbrella under which service and

community involvement have a place" (p. 15) in higher education. However, the ambiguity

fostered by the "umbrella" interpretation of civic engagement activities can dilute the meaning of

the term in the context of varying constructs, behaviors, and expected outcomes associated with

civic learning for college students (Hatcher, 2011; O'Connor).

Beginning in 2010, the Carnegie Foundation began offering institutions of higher

education the Community Engagement Classification. The classification is based on voluntary

participation. However, it requires institutions pursuing the classification to provide substantial

evidence their commitment to community engagement through documentation and assessment

reporting. The definition of community engagement provided for the classification is as follows:

> Community engagement describes collaboration between institutions of higher education
>
> and their larger communities…for the mutually beneficial exchange of knowledge and
>
> resources in a context of partnership and reciprocity. (College & University Engagement
>
> Initiative, 2019, para. 1)

In this definition, the major emphasis is placed on the collaborative relationship between higher

education and the communities they serve. The aspects most associated with learning and

knowledge experienced by students enrolled at these institutions is highlighted by the purpose

stated below:

> The purpose of community engagement is…to enrich scholarship, research, and creative
>
> activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens;
>
> strengthen democratic values and civic responsibility; address critical societal issues; and

contribute to the public good. (College & University Engagement Initiative, 2019, para.

2)

Currently, 361 campuses have earned the Community Engagement Classification. However, since 2010, only nine community colleges have earned the classification bringing the total number of these types of institutions up to 17, or about five percent (Carnegie Foundation for the Advancement of Teaching, 2016).

Much of the conversation about civic engagement outside of community involvement and service-learning focuses on issues of democracy and declining civic participation among younger generations. Campus Compact was one of the first national organizations established to address this concern in higher education. Formed in 1985 by the presidents of Brown, Georgetown, and Stanford Universities, as well as the president of the Education Commission of the States, member-presidents settled on the following five basic principles pertaining to civic engagement in 1996: (1) students, faculty and staff of higher education should participate in public and community service, (2) a commitment to influence the quality of civic discourse by promoting fair and impartial forums to discuss key issues of civic concern, (3) promotion of collaboration between colleges and communities, (4) development of opportunities to increase student, faculty, staff, and alumni involvement in citizenship-building activities, (5) and support for service learning as a way of enabling integration of academic study with service to the community (Campus Compact, 2016a; Waters & Anderson-Lain, 2014).

Campus Compact reiterated its commitment to civic engagement with the release of the Presidents' Declaration on the Civic Responsibility of Higher Education. In the document, the presidents challenged all institutions of higher education to become more engaged with their communities in pursuit of democracy (Campus Compact, 2016b). Since then, the organization

expanded to include over 1,000 member colleges from all types in higher education and continues to provide resources and tools for colleges attempting to "build democracy through education and community partnerships" (Campus Compact, 2016c).

Of over 1,000 colleges and universities currently listed as members of Campus Compact, only around 130 community colleges are listed. Currently, only five of 23 community colleges in the Virginia Community College System are listed as members of Campus Compact (Campus Compact, 2016d). The organization also places heavy emphasis on community partnerships as a core component of civic engagement. Based on 2016 survey results, the organization reported 59 percent of the 396 responding institutions (about 39.5 percent responding) had "developed shared outcome goals with one or more community partners" (Campus Compact, 2016e, p. 3). Additionally, some 58 percent of respondents indicated community-based learning courses were completed by some of their graduates and 51 percent had identified specific student learning outcomes for community engagement (Campus Compact, 2016e).

The Association of American Colleges & Universities (AAC&U) has also embraced the issue of democracy education as one of the organization's core goals. The AAC&U holds about 1,400 members, including over 80 community colleges, and lists as one of its strategic goals for higher education as to "lead institutions and communities in articulating and demonstrating the value of liberal education for work, life, global citizenship and democracy" (Association of American College & Universities, 2018, para. 2). In 2009, the organization released the Civic Engagement VALUE Rubric constructed by faculty experts in higher education from across the country. The rubric offers a set of civic learning outcomes and recommended scoring criteria for work submitted or performed by undergraduate students (AAC&U, 2009).

The AAC&U also partnered with the National Task Force on Civic Learning and Democratic Engagement in publishing *A Crucible Moment* in 2012. The report assessed the progress made by colleges and universities in civic learning and democratic engagement. Most importantly, the report challenged the notion that higher education was bounded to job training and suggested colleges and universities take the lead in civic learning and democratic engagement (National Task Force on Civic Learning and Democratic Engagement, 2012). The U.S. Department of Education followed the report in *A Crucible Moment* with its own rededication to civic learning in education publishing the Advancing Civic Learning and Engagement in Democracy report outlining steps it would take in advancing the work set forth in *A Crucible Moment* (U.S. Department of Education, 2012).

Many of these organizations and awards were established as a direct result of a renewed interest in civic engagement among institutions of higher education in the 1990s (Noel & Earwicker, 2015; O'Connor, 2006; Pike, Bringle, & Hatcher, 2014). Four-year colleges and universities have especially embraced the trend towards more community engagement, most notably through service-learning. In the late 1960s, administrators began advocating for service-learning courses at their institutions and popular initiatives by the federal government like the Learn and Serve America program signed into effect by President Bill Clinton further encouraged the practice (Newball, 2012). By the 2010, Campus Compact reported 93 percent of member-institutions offered service-learning programs (Campus Compact, 2010). Long after President Harry Truman's Commission on Higher Education released the *Higher Education for American Democracy* report in 1947, commitment to civic learning and democratic engagement has experienced a rebirth of sorts in higher education across the last three decades (President's Commission on Higher Education, 1947).

Civic Engagement at the Community College

Community colleges are organizations designed to meet the diverse educational and training needs of local communities; a mission inherently civic in nature by design. However, these institutions have also begun answering the renewed emphasis on civic engagement in higher education, most often by incorporating service-learning programs (Cohen & Brawer, 2008). The concepts of civic engagement and community involvement have been imbedded in the functions of community colleges since their inception (Blocker, Plummer, & Richardson, 1965; Cohen & Brawer, 2008; Cohen, Brawer, & Lombardi, 1971; Gleazer, 1969; Kelly & Wilbur, 1970). The initial creation of community services programs functioned as a branch of adult and leisure education designed to engage, enhance, and build strong relationships with the surrounding community (Cohen & Brawer, 2008; Gleazer, 1969).

Kelly and Wilbur (1970) argued both urban and rural community colleges served as the epicenter of the community, the "hub of activities…generally enriching and serving the community" (p. 16). Early conceptions of the community college revolved around the idea that, in terms of community services, the intuitions were responsible for becoming "a catalyst in community development and self-improvement…the college provides leadership, coordination, and cooperation to stimulate action programs" (Gleazer, 1969, p. 86). Embracing this expanded view of education as a life-long process meant increasing the overall potential of community colleges to serve as a community-enriching mechanism (Blocker et al., 1965; Cohen et al., 1971).

A study to assess the state of service-learning at community colleges throughout the United States published in 1996 found among the 1,100 community colleges surveyed, 75 percent of respondents believed community service was part of their organizational mission.

Rural community colleges indicated a greater likelihood of having service-learning programs than urban community colleges. Moreover, most of these community colleges "relied heavily on institutional funds to implement service-learning programs" (Robinson & Barnett, 1996, p. 10). Service-learning at community colleges continued its upward trend with organizations such as the AAC&U and Campus Compact providing valuable assistance in terms of program implementation strategies, service-learning curricula, and resources to help community colleges and other institutions of higher education with civic engagement and service-learning.

In recent years, the definition of community services at the community college began to acknowledge the institutions as agents of local, national, and global social action and meaningful community change through curriculum-based civic engagement (Fiume, 2009; Prentice, 2007; Taggart & Crisp, 2011). Across the United States, 60 to 70 percent of community colleges, or nearly two-thirds, have incorporated service-learning of some manner into their academic programs (Patton, 2012). For example, the national coalition of Campus Compact emphasizes the organizations mission of civic engagement through supporting the "public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility" (Campus Compact, 2014a, para. 1). Of the 1,100 college presidents associated with Campus Compact, approximately 200 of them are community college presidents (Albert, 2004). Over a course of 18 years, the Community Colleges Broadening Horizons through Service-Learning national initiative involved 32,000 community college students participating in 496,000 hours of service and learning in their local communities (AACC, 2014).

The Democracy Commitment (TDC) was established in 2011 by community college leaders to model what the American Association of State Colleges and Universities (AASCU)

had created in its American Democracy Project (ADP) initiative. The mission of the TDC

echoes the notion put forth in *A Crucible Moment* by challenging the idea that the main function

of community colleges is job training. The organization also offers a national platform for

community colleges to engage in civic work. Originally, some 50 community college presidents

and chancellors committed to the TDC in 2011, but the organization has since grown to include

100 community colleges and 200 campuses serving more than 2.5 million community college

students (Kisker & Ronan, 2016; Mathews, 2016; The Democracy Commitment, 2017).

      Kisker (2016) surveyed community colleges listed as members of the TDC and

discovered civic engagement is defined broadly between institutions and the curriculum and

student activities designed for civic learning are, in turn, diverse from college to college. For

example, Harbour (2016) suggested a commitment to civic engagement at one community

college fostered "cosmopolitan leadership" among faculty, staff, and students and emphasized

diversity as a strength of democratic engagement. Hoffman (2016) found rural community

college students benefit from numerous co-curricular opportunities to engage in civic learning.

      Kisker, Newell and Weintraub (2016), found community college students are engaged in

civic activity at relatively high rates with little difference in levels of civic engagement between

fulltime and part-time students. Most importantly, recent research suggests community colleges

expressing their intentionality towards civic engagement, such as in a mission statement, have

higher numbers of students exhibiting civic capacity and behavior at higher levels (Kisker, 2016;

Kisker, Newell, & Weintraub, 2016; Kisker, Weintraub, & Newell, 2016). However, Kisker

(2016) suggested "for institutionalization to occur, these [community] colleges…will also need

to recruit a wide swath of faculty and administrators to the cause" (p. 21). Thus, it is important

for researchers to become familiar with faculty and administrators' perceptions of civic

engagement and civic learning to appropriately develop, implement, and assess civic engagement programming at community colleges.

Civic Engagement in General Education at the Community College

General education curriculum, especially one grounded in the liberal arts, often comes under some scrutiny in higher education. Plainly put, "People are questioning the value of broad-based liberal arts training in history, philosophy, and literature as our society moves increasingly toward a technocratic expert-driven culture" (Theis, 2016, p. 42). Community colleges have excelled in providing quality, expedient workforce training. This success has often led to an emphasis of the workforce function over the transfer education function in more recent. However, Dassance (2011) argued even the transfer education function of the community college is multi-faceted and is perhaps "much more important in the future: the liberal arts/general education function embedded within the transfer function" (p. 35).

Courses most commonly associated with transfer or general education at community colleges, those such as political science, history, literature, other humanities courses, and even study-abroad courses, have served as well-suited conduits for offering course-embedded civic learning and service-learning (Bradshaw, 2014; Surak & Pope, 2016; Theis; 2016; Turner, 2016). However, Theis (2016) argued, "a few extracurricular opportunities for political involvement and volunteering will have to give way to a more holistic notion of civic education" (p. 48), and general education curriculum may be the best means of achieving this aspiration.

As part of their mission, college and universities expect their graduates to be informed and active citizens (Hatcher, 2011; Mathews, 2016). Some four-year institutions have incorporated civic learning either into specific courses within degree programs found within the general education curriculum or have considered infusing civic engagement throughout the entire

general education curriculum. For example, Willamette University, a private liberal arts school in Oregon, designed its Civic Communication and Media major with a framework of civic learning engages with and debates public problems (Richards, 2017). At another four-year institution, service-learning was infused into an introductory general education course and required students to combine "elements of community-based research, action research, and service-learning" (Maloyed, 2016, p. 115) to form or change policy on campus. In surveying participating students, the researcher found students indicated an increase in political interest and recognized skill development during the project (Maloyed, 2016).

Disciplines in the Humanities such as English and history are often selected as potential general education courses to facilitate civic and service-learning. California State University developed an analogical model grounded in reflective practices on case studies to implement service-learning into a general education history and politics course (Wild, 2015). The same university also established the Expository Reading and Writing Course for high school seniors and future enrollees to better prepare them for college-level writing. As part of the course, these future college students engage in "activist literacy" to connect academic writing to civic and community issues (Crisco, 2016). Spiezio, Baker, and Boland (2005) found it was possible to introduce civic engagement into almost all general education disciplines generally represented at colleges. The researchers also found student attitudes about civic engagement were significantly changed as a result of civic learning experiences in the classroom (Spiezio et al., 2005).

With an emphasis on workforce training at today's community college, Cohen and Brawer (2008) argued the "rationale for general education in the community college is the freedom enjoyed by the informed citizen" (p. 376). Indeed, the first junior college, Joliet Junior College, was established in 1901 to give a broad general education as preparation for the rigors

of coursework at the university. However, the shift toward technical and workforce training after World War II resulted in the view of general education at community colleges as holistic and grounded in the liberal arts toward a view of distribution requirements across an array of academic disciplines (Cohen & Brawer, 2008; Dassance, 2011).

In the last two decades, many community colleges have reevaluated general education on their campuses, especially through the lens of assessment (Bers, Davis, & Mittler, 2001; Christenson, 2006; Wong, Campos, & Buxton, 2008; Ohlemacher & Davis, 2014). A common difficulty among community colleges is developing meaningful assessment strategies for student learning outcomes in general education. Despite this challenge, some community colleges across the country incorporate civic learning terminology in their general education learning outcomes. For example, Oakton Community College assesses the general education objective for undergraduates to "apply ethical principles to local, national, and global issues" (Bers et al., 2001, p. 6). In another example, Suffolk County Community College assesses the following learning outcome in American history courses: student "demonstrates knowledge of common institutions in American society" (Christenson, 2006, p. 7).

At Borough of Manhattan Community College, a main general education goal is "to provide all students a general education that fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society" (Wong, Campos, & Buxton, 2008, p. 2). Despite the differing language, there is a common theme of civic learning embedded in each of these general education learning outcomes. In developing assessment strategies, most of these community colleges point to faculty ownership of general education assessment but also suggest a broad-based inclusion of other positions across the college from administrators to shared governance groups. Several of these colleges emphasized

the difficulty in moving away from a distribution list of courses across academic disciplines as the general education curriculum during the move to a common set of general education student learning goals and outcomes. Moreover, there is a lack of consensus in the discussion among faculty about what exactly these learning outcomes mean in the classroom (Bers et al., 2001; Christenson, 2006; Wong, Campos, Buxton, 2008; Ohlemacher & Davis, 2014). Wong, Campos, and Buxton (2008) likened creating a culture of general education assessment at the community college to the story of Sisyphus – a continuous struggle without a reasonable expectation for achieving the goal.

At the community college, general education must serve two main student groups: the transfer population moving on to four-year institutions and those students seeking technical or professional training for entry or advancement in the workforce (Cohen & Brawer, 2008; Richart, 2004). Regardless of these students' educational direction, the general education portion of their educational experience should "prepare them for their next career and enable them to move between careers and be proficient in civic and personal matters as well" (Richart, 2004, p. 55). According to Lundberg (2012), learning at the community college in the twenty-first century centers on both knowledge acquisition and skills development. This often requires teaching approaches conducted "outside traditional courses and classrooms, in learning communities, service-learning experiences, and internships" (p. 84). Community college learners need "to be prepared to produce results while they [are] learning new knowledge and skills" (p. 87). An emphasis on civic engagement and civic learning in general education can achieve this type of desirable result (Cohen & Brawer, 2008; Lundberg, 2012).

The notion of the skill-seeker in a global economy is sometimes seemingly at odds with the more traditional liberal arts-based approach to general education. Some still advocate for a

common learning experience, such as a Great Books curriculum, to counterbalance the emphasis on specific skill training at community colleges (Anderson, 2013). The fundamental argument for such a strategy is that it provides a diverse knowledge base for different ways of thinking often sought out by employers. Indeed, even those more focused on global workforce preparation highlight the necessity for multicultural understanding. Some have suggested general education at community colleges can no longer ignore the role of internationalism in the global marketplace and faculty-led service-learning abroad may provide a method for meeting this twenty-first century need (Anderson, 2013; Bradshaw, 2013; Richart, 2004). For example, Kingsborough Community College was in line with this thinking when it established a general education goal and graduate requirement dedicated to providing civic engagement experiences for all students with significant emphasis on global learning (Turner, 2016).

Vaughn (1988) argued the uniqueness and rapid adaptability of the community college allows it to "push and pull on the mission to make it conform to community need" (p. 26). For example, the Accrediting Commission for Community and Junior Colleges in California released an updated set of general education goals reflecting the larger national attention placed on civic learning and civic engagement in high education (Cohen & Brawer, 2008). Cohen and Brawer (2008) suggested civic engagement through service-learning was a critical aspect of rethinking the general education at community colleges to better prepare informed and engaged citizens. Dassance (2011) perhaps best identified the potential for civic engagement through the general education curriculum when reflecting on the future of general education at community colleges:

> There is no reason community colleges could not lead a renaissance in reconsidering the
> purposes of the general education function and restructuring the curriculum to ensure that

students gain the knowledge and sense of common culture to be truly productive citizens.

(p. 37)

Considering the culture of assessment in higher education, selecting civic engagement as a core competency in general education is a major step in achieving this vision.

Civic Engagement and Community College Faculty

Higher education has more actively embraced civic engagement as a core responsibility in the last two decades and much of the responsibility for facilitating civic learning has rested with the faculty. For the most part, faculty agree their institutions should enable community engagement and civic learning (Butin, 2007; Pike, 2009; Pike, Bringle, & Hatcher, 2015; Waters & Anderson-Lain, 2014). Although faculty at institutions of higher education generally see civic engagement and service-learning as positive for the learning environment on their campuses, they also often express reservations introduce civic learning in their own courses (Kaufman, 2016; Surak & Pope, 2016; Zlotkowski & Williams, 2003). Hatcher (2011) expressed the necessity for faculty to lead the discussion about local definitions of civic engagement and how civic learning is most applicable in academic programs and other institutional frameworks. Developing a successful culture of civic engagement requires understanding faculty perspectives of civic engagement and an institutional commitment to preparing and supporting faculty attempting to integrate civic learning both in and out of the classroom (Kaufman, 2016; Surak & Pope, 2016).

Although faculty tend to support service-learning initiatives and sometimes utilize at least some aspects of the pedagogy in the classroom regularly, many faculty members are not encouraged or professionally rewarded for service-learning initiatives, especially at four-year institutions where many faculty seek tenure (Frank et al., 2010; Weglarz & Seybert, 2010).

Gelmon, Holland, Driscoll, Spring, and Kerrigan (2001) developed seven concepts for faculty assessment pertaining to service-learning ranging from motivation to pursue it to the impact of it on teaching and scholarship. The emphasis for this assessment was on faculty satisfaction with using service-learning. Waters and Anderson-Lain (2014) found among Campus Compact institutions, summative closed questions were utilized most in assessing faculty experiences with service-learning while formative open-ended questions were used the least. Perhaps most alarming was that concepts such as appeal, incentive to utilize service-learning, relationship to professional development, or impact on scholarship were absent in the coded themes of the reviewed surveys (Waters & Anderson-Lain, 2014).

Some four-year institutions have included community and civic engagement as a core aspect of their mission, but questions have been raised about how this emphasis has impacted faculty activity (Brukardt, Holland, Percy, & Zimpher, 2004; O'Meara, 2005). Given these questions, some researchers have paid closer attention to faculty attitudes toward civic engagement and service-learning, particularly at four-year institutions (Pike, 2009; Pike, Bringle, and Hatcher, 2014). At Indiana University – Purdue University Indianapolis (IUPUI), civic engagement and accompanying performance objectives were added to the revised mission of the college (Pike, Bringle, & Hatcher, 2011). Pike (2009) argued understanding "what works in promoting service learning and civic engagement" (p. 14) requires understanding faculty attitudes in relation to these two concepts. One key finding when testing the survey administered to IUPUI faculty was attitudes toward civic engagement and service-learning rely on extrinsic values associated with institutional support (Pike, 2009). Early results of the study indicated perceptions of institutional support for civic engagement and service-learning varied significantly among different schools within the university (Pike, Bringle, & Hatcher, 2011).

The president of Western Nevada Community College argued the administrative atmosphere of the college should reflect decision-making processes emulating "the best qualities of engagement in a democratic society" (Lucey, 2002, para. 6). A key group in this decision-making process through shared governance is the faculty at community colleges (Hatcher, 2011; Levine, Kater, & Wagoner, 2011). Community college faculty, including part-time faculty, constitute some one-third of faculty educators in higher education across the nation. While their primary duties are focused on teaching, in an overload capacity in many cases, community college faculty also take on administrative or managerial work as part of their contracts. Despite the multifaceted roles of community college faculty, they are sometime in the periphery or excluded altogether from decision-making when it comes to major institutional change. Given the faculty's role as core facilitators of policy this scenario is problematic when it occurs (Levine, Kater, & Wagoner, 2011).

Community college faculty responsibilities do not normally focus on research and writing, rather the focus is on teaching and learning (Cohen & Brawer, 2008). This focus aligns well with the idea of service-learning. Community college faculty are in a position dedicated, for the most part, primarily to teaching responsibilities and facilitating positive student learning outcomes. Therefore, utilizing faculty as a resource for program planning and assessment is an important factor for successful service-learning programs community colleges. Faculty must not be neglected in the planning process. In addition, if the community college administration intends to incorporate civic engagement across the institution, including guidelines for professional expectations in faculty contracts, as well as a system of professional recognition and reward for scholarly contributions as they pertain to the service-learning initiatives may be an overall beneficial policy (Becket, 2012; Frank et al., 2010).

Mathews (2016) argued, "The most fundamental challenge that institutions of higher education face is to reestablish their public mandate" (p. 39). In other words, colleges and universities must demonstrate their direct benefit to the public, not just to the economic well-being of recipients of job training. He further suggested community colleges are very well-suited for addressing what he called "wicked" problems (problems that persist over time) in communities because they are a constant in the community and have firsthand knowledge of how democracy occurs in that community (Mathews, 2016). But a marginalization of the citizen as a result of polarized and pretentious politics has, in some cases, created a stigma for addressing "wicked" problems on college campuses. In other words, the emphasis on workforce development and skill-based training for employment among all institutions of higher education, but especially community colleges, has sometimes resulted in a neglect of civic learning and deemphasized the public mandate, either out of apathy or fear of controversy (Kaufman, 2016; Mathews, 2016; Surak & Pope, 2016; Theis, 2016). In this sense, community colleges are also directly vulnerable as they often have greater visibility in the communities with which they partner and from which they draw significant public support and even enrollment.

Some research into faculty perceptions of civic engagement has emerged from this sense of anxiety about how to engage with the public. Finley (2011) suggested many of the civic engagement initiatives at institutions of higher education intentionally avoid politically charged activities. These activities still address issues of civic life but neglect core aspects of democracy. One obvious reason for this is economic pressures which can be particularly relevant for community colleges already faced with rapidly decreasing financial support (Finely, 2011; Levine, 2014).

Two studies highlighted how this phenomenon impacts faculty. At a four-year, liberal arts university, Surak and Pope (2016) found faculty demonstrated concerns about differing types of citizenship, noted as "colonization of the mind" (p. 155), inadvertent moral judgement, and interactions with the potential to offend community members when considering civic learning in classroom environment. At one community college, a researcher identified "Internalized McCarthyism" (Kaufman, 2016, p. 73) among faculty surveyed and among those who took part in in-depth discussion groups. Essentially, faculty did not feel safe or supported in engaging in civil discourse with their students or in the community (Kaufman, 2016).

Other themes have emerged from exploring faculty attitudes toward civic engagement at four-year and two-year institutions. Several researchers have suggested at four-year college and university faculty believe incentives such as release time and funding are necessary to encourage faculty to design civic learning-based courses. However, tenure possibilities at these institutions was of minor concern as faculty participation was reliant on how civic learning activities related to the overall mission and goals of the institution (Abes, Jackson, & Jones, 2002; Bringle, Hatcher, Jones, & Plater, 2006).

Surak and Pope (2016) argued the success of civic engagement activities in the classroom at four-year institutions depended heavily on significant commitment to faculty preparation. The researchers identified five themes pertaining to four-year faculty attitudes toward civic engagement: (1) creating a safe space for discussing civic engagement (2) maintaining disciplinary literacy and reflection on social responsibility (3) recognizing different expectations based on course level (4) moving beyond concerns and into practice (5) and addressing challenges of concepts of citizenship and the role of faculty in addressing values in the classroom (Surake & Pope, 2016). The above represent a diverse set of faculty needs and are particularly

focused on ideological concepts of citizenship and the role faculty should play in facilitating civic learning. The emphasis on shared-input and commonly agreed upon concepts are at the core of faculty professional development for civic engagement (Surak & Pope, 2016).

Exploration of community college faculty attitudes specifically toward civic engagement is limited. One study, however, suggested community college faculty are apprehensive about the work necessary for incorporating civic learning in their classrooms believing "it can be inappropriate or even dangerous" (Kaufman, 2016, p. 1). Kaufman (2016) identified four categories of faculty fears about embracing civic engagement: (1) fear of abusing one's power as a faculty member (2) fear of being inappropriate (3) fear that civic discourse is dangerous in the classroom (4) and fear that civic discourse trains students to act in ways that will endanger them (Kaufman, 2016). Some faculty even suggested engaging in civic discourse about elections, politics, or politically charged issues in the classroom was illegal. As a result, the author argued there was a sense of what she called "Internalized McCarthyism" (p. 73) among faculty at this community college. To prevent this type of atmosphere and anxiety about civic engagement among faculty, the author suggested "faculty need to hear from administrators, in ways that are believable, that there is an expectation that we engage in civic dialogue and that we show our civic selves" (p. 75).

The research outlined above further supports similar findings among four-year faculty insomuch as it identified the need for a safe space to discuss civic engagement and revealed a tendency by some faculty to only engage civic activities deemed apolitical (Finley, 2011; Surak & Pope, 2016). These findings also reinforced a larger problem in American culture and among younger people who make up the largest portion of students enrolled in higher education – a low confidence in U.S. democratic institutions resulting in low participation. Theis (2016) noted

only 37 percent of respondents expressed confidence in the presidency or the Supreme Court in

2012. Kisker, Newell, and Weintraub (2016) noted only 47 percent of community college

students voted in an election at either the federal, state, or local level. Even fewer students had

contacted public officials or participated in a public march or protest (Kisker et al., 2016). If

faculty of colleges and universities have reservations about teaching the knowledge and skills

necessary for these types of civic behaviors, it is less likely these institutions can lay claim to any

public mandate for graduating informed and active citizens committed to doing civic work in

their communities (Mathews, 2016).

      Faculty involvement and engagement must be supported, encouraged, and assessed when

incorporating civic engagement at the community college (Fiume, 2009; Kaufman, 2016; Surak

& Pope, 2016). Fiume (2009) argued recognizing the faculty role was pivotal in understanding

and supporting service-learning at the community college. The author suggested incorporating

service-learning "requires faculty to be responsible not only for academic course content but also

for assuming a leadership role in directing service-learning programs across the curriculum as

well" (p. 82). The author concluded faculty are imperative to service-learning because the

objective of such programs is student learning, which is fundamentally and traditionally the

responsibility of the faculty at institutions of higher education (Fiume, 2009). Yet, for the most

part, community college faculty have not been the focus of similar research concerning

perceptions of civic engagement and civic learning at their institutions.

      Another major consideration is the role of part-time faculty at community colleges.

Although community college faculty (full-time and part-time) may make up one-third of faculty

in higher education, part-time faculty make up nearly two-thirds of the faculty at community

colleges (Cohen & Brawer, 2008; Levin 2013; Levin, Kater, & Wagoner, 2006). In general, the

use of part-time faculty is a cost-efficient method for offering a diverse curriculum without long-term commitment in time and money on the part of the institution (Cohen & Brawer, 2008). Levin (2013) reported although full-time faculty construct their professional identity from the perspective of their departments and the institution, part-time faculty do so within their teaching discipline within the department. This suggests the existence of two distinct classes of faculty at community colleges. Thirolf (2017) suggested current faculty engagement models do not take these differences in professional identity into account and, overall, they do not fit well with identities of community college faculty.

For a collegewide initiative such as including civic engagement as a core competency of general education, part-time faculty inevitably impact the success of such an undertaking. If, as Levin (2013) described, the dual faculty position atmosphere at community colleges "suggests a fractured or incomplete professional body" (p. 239), it must be considered that major initiatives involving classroom teaching and student success are at risk of not reaching their greatest potential as a result. Thirolf and Woods (2018) reported low pay, paired with lack of engagement and professional development, were significant challenges for part-time faculty at community colleges. However, Pons, Burnett, Williams, and Paredes (2017) indicated working with students was the most significant motivational factor in part-time faculty who sought employment at community colleges. As part-time faculty have become the major teaching labor force at community colleges, their roles, challenges, and motivations may have an impact on the success of major college-wide initiatives.

Service-Learning

Chickering (2008) suggested the challenges facing the United States in the twenty-first century require a civically engaged and reflective citizenry active in strengthening democracy.

This perspective suggests a strong need for a higher education system that embraces the concepts of service and community-based learning. The author argued, "Service learning is one avenue to help students engage in encounters with authenticity, empathy, and respect" (Chickering, 2008, p. 93). Thus, service-learning present the opportunity to facilitate the character development of responsible citizens and increase their awareness of social justice issues (Prentice, 2011).

As civic engagement has become an important aim of higher education, colleges and universities have turned to their local communities as resources for providing volunteer, community service, and service-learning opportunities for their students (Bringle & Hatcher, 2002; Littlepage, Gazley, & Bennett, 2012, Taggart & Crisp, 2011). Littlepage et al. (2012) suggested community-based service-learning initiatives in higher education have surged, thus increasing the academic conversation about the theory and practice of civic engagement through service learning. One important issue to emerge from this discussion is the recognition of the local community's role and support capacities in these service-learning initiatives. Bringle and Hatcher (2002) highlighted the importance of understanding that the actions and benefits of service learning must be representative of both entities, the college and the community. The college's understanding of the community's capacity to provide service-learning opportunities is particularly important to rural community colleges, which are often located in less populated and less-commercial areas (Bringle & Hatcher, 2002; Littlepage et al., 2012).

Fiume (2009) recognized the "complexity which results from dual goals of student learning and civic engagement interacting in (and out) of the classroom" (p. 78). Pedagogical emphasis in service-learning ranges from "transmissive pedagogy" (p. 80) to collaborative and transformative processes for all stakeholders. Therefore, in defining service-learning, it is important to recognize service-learning is a pedagogical construct and these learning initiatives

should be connected to course learning outcomes. Furthermore, service-learning programs are generally one initiative among many other organizational initiatives occurring at any given time within a constantly shifting and changing institution.

Influential Definitions of Service-Learning

Community colleges have become more and more involved in service-learning initiatives in the past two decades prompting the need for further study. Campus Compact, a national organization with more than 1,100 college and university member institutions, focuses on assisting in the planning and facilitation of civic engagement in higher education. Campus Compact defined itself as an organization dedicated to the advancement of the "public purpose of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility" (Campus Compact, 2014a). The organization provides resources for the implementation and facilitation of academic and civic engagement programs to colleges and universities across the United States. Campus Compact defines service-learning as a learning process that "incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community" (Campus Compact, 2014b).

The American Association of Community Colleges (2014) defined service-learning as "the combination of classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility" (Jeandron & Robinson, 2010, p. 4). Other higher education-based organizations have provided similar definitions of service-learning. The Virginia Community College System's Center for Teaching Excellence (CTE) identified several elements contributing to its definition of service-learning including: taking knowledge learned in the classroom into the community, the notion of reciprocal learning

between the student and the community, tactile, or hands on learning, active participation in and reflection on the service-learning experience (VCCS Center for Teaching and Learning, 2014.)

Reed and Marienau (2008) defined service-learning as "experiential learning" consisting of college students and community nonprofit organizations who "partner to promote the growth and development of both students and community residents" (p. 1). In this definition, an important pedagogical emphasis is placed on the ability of students and campus personnel to build dyadic, productive relationships through campus-community partnerships (Bringle & Hatcher, 2002). Building these relationships with the community and community organizations through service-learning creates a method of civic engagement providing an opportunity for multidirectional, or collaborative, learning between students, faculty, and the community (Bertaux, Smythe, & Crable, 2012; Fiume, 2009). Fiume (2009) suggested traditional pedagogical methods are generally transmissive, or knowledge passed from the professor to the student. Service-learning, however, transforms learning processes into a collaborative approach. The service-learning paradigm creates a mutually beneficial and multidirectional relationship between providers and recipients of services from the student-teacher, student-community, and college-community perspectives (Fiume, 2009).

Service-Learning at the Community College

The idea of service learning as a specific strategy for civic engagement emerged in the community college in the 1990s. The early focus of service-learning centered on modifying and making relevant traditional liberal arts courses by adding a civic engagement associated learning opportunities to connect students with social problems. Service-learning pedagogy focused then on creating academic learning experiences infused with an aspect of community service (Cohen & Brawer, 2008). The number of community colleges in the United States with active service-

learning courses doubled between the years of 1995 and 2003. However, the practice mostly occurred on a course by course basis and lacked program longevity due to temporary funding sources (Cohen & Brawer, 2008).

Service-learning in higher education has been specifically associated with civic engagement as a means of teaching and practicing community involvement and responsible, productive citizenship (Prentice, 2007; Prentice, 2011). In assessing service-learning as an effective mode of civic engagement, particularly at the community college, the benefits and challenges of such pedagogy must be identified and evaluated. In an era of ever-decreasing funding at community colleges, administrators seek to invest funds into programs and policies presenting clear, quantifiable benefits for students, the college, and the community. For example, Western Community College in California was cited as successfully implementing a quality service-learning program based on several criteria including the ability to connect curricular and co-curricular goals, stable funding, and providing necessary resources (Vaknin & Bresciani, 2013).

Fiume (2009) asserted the community college directive for civic engagement as a learning objective places the community college in a unique and capable position of utilizing service-learning in the classroom to promote civic engagement. The author suggested service-learning requires more faculty involvement. Particularly, faculty must be responsible for covering the traditional course content as well as assuming leadership roles in organizing service-learning programs relevant to the diverse traditional curriculum agendas across disciplines (Fiume, 2009).

Taggart and Crisp (2011) evaluated program outcomes of service-learning as a method of civic engagement at the community college. The authors suggested service-learning strategies

must both promote meaningful learning opportunities and align with academic curricular requirements in the community college. According to Taggart and Crisp (2011), "it is not appropriate to assume that a service-learning experience will impact students attending two-year colleges and four-year institutions in the same way" (p. 26). By focusing on the outcomes of empirical studies about service-learning at the community college, the authors highlighted several areas of assessment when analyzing service-learning programs including student success, attitudes and perceived personal benefit, participants' satisfaction, application of knowledge, and program challenges (Taggart & Crisp, 2011).

Fiume (2009) indicated allowing the community to identify need areas eliminates the often utilized "practice of using the community to serve its [community college] own needs…[and] acknowledges the validity of the community's own expertise and skills gained through living with an issue or condition for extended periods" (Fiume, 2009, p. 85). The last necessity the author described for successful service-learning incorporation is the fusion of "academic and experiential knowledge" in the promotion of civic engagement in terms of meaningful reflection and discussion in the classroom (Fiume, 2009). However, Gottschalk (1978) cautioned participating in civic engagement as social action required the facilitators of these educational experiences to differentiate between problems and issues. The author suggested community colleges are better suited for providing educational solutions to community problems (Gottschalk, 1978). Other scholars have argued, however, service-learning can, and should, be used to promote understanding of diversity, social change, and social justice in the community as it relates to curricular initiatives (Desmond, Stahl, & Graham, 2011; Lee & Espino, 2010; Prentice, 2007).

The incorporation of service-learning can meet several goals of the community college mission including the promotion of civic engagement and the commitment to service within the community (Cohen & Brawer, 2008; Fiume, 2009). However, service-learning is often not fully incorporated into the overall institution. The result is service-learning initiatives occurring on a short-term, course by course basis with limited financial support, little institutional guidance for faculty and staff, and limited connection to professional reward (Cohen & Brawer, 2008; Frank et al., 2010). Any one of these issues could limit the success of a service-learning program.

Service-learning as pedagogical practice has received much attention from scholars of secondary and post-secondary education, specifically at the community college. Prentice (2011) suggested the incorporation of service-learning in the classroom environment increased civic engagement awareness and commitment in learners. Albert (2004) argued, "Community college trustees, administrators, faculty, and students want their graduates to do well while simultaneously giving back to their communities," (p. 46) but many programs may suffer from a disconnect between community service initiatives derived from within the community college and the community's actual needs (Fiume, 2009; Littlepage et al., 2012).

Several studies indicate the exceptional compatibility between the community college and service-learning (Prentice, 2011; Prentice 2007; Taggart & Crisp, 2011). Taggart and Crisp (2011) suggested service-learning was well-matched for the community college because the practice serves the essential mission of serving the community. Prentice (2011) argued community colleges represent a unique situation in terms of service learning because community college students are representatives of the communities which they engage. Moreover, due to the diverse nature of the different curricula across the community college, service-learning offers an

adaptable pedagogy for initiating the enhancement of civic learning for community college students enrolled in various academic programs (Prentice, 2011).

Diversity and Social Justice Awareness in Service-Learning

Cohen and Brawer (2008) pointed to the increase in student population at the community college from underrepresented segments of society as a result of consistent and continued recruiting throughout the community. Consequentially, the community college student population is often very diverse (Cohen & Brawer, 2008). Prentice (2007) suggested the inclusion of underrepresented and non-traditional students results in a student body representative of the "marginalized groups that are most often affected by the institutional inequities that service-learning attempts to mitigate" (Prentice, 2007, p. 272). The author suggested service-learning at the community college may in fact be more effective than at other institutions because the students may be representatives of the communities receiving the services (Prentice, 2007).

Several scholars have pointed to the capabilities of service-learning to promote social justice and inequity awareness through diversity education and learning projects in local communities (Desmond, Stahl, & Graham, 2011; Prentice, 2007, Cipolle, 2004). Bertaux, Smythe, and Crable (2012) suggested many service-learning practitioners have transcended the simple helping dynamic of service-learning to refocus on community partnerships and civic engagement rather than "a hierarchical, charity model" (p. 34) of service-learning. Lee and Espino (2010) found such a focus on diversity education heightened participant awareness of diversity and participants were able to reflect on the experiences of service-learning in ways indicating increased social awareness. The researchers utilized qualitative research methods to explore the effects of service-learning on student perspectives of diversity and social justice.

The authors found students involved in service-learning experiences were able to explain their perspectives and contextualize their experiences in more detail in the context of their own lives more so than those students not involved in service-learning projects (Lee & Espino, 2010).

Other scholars have suggested service-learning can promote diversity awareness learning experiences and assist in diversity education (Desmond et al., 2011; Lee & Espino, 2010). Desmond et al. (2011) suggested pairing service-learning with multicultural education can increase positive leaning outcomes in the classroom cognitively and outside the classroom behaviorally. Prentice (2007) suggested the incorporation of service-learning into curriculum stimulates "academic learning while increasing students' civic engagement and social justice awareness" (Prentice, 2007, p. 267).

Fiume (2009) argued service-learning was a pedagogical means for introducing civic engagement into the community college curriculum but suggested a theoretical grounding in "transmissive" learning and reflection was necessary for successful implementation of service-learning. Likewise, Prentice (2007) suggested research into the relationship between social justice and service-learning has focused on civic engagement through awareness with little theoretical grounding or consideration for student demographics. The author found an "ethical foundation based on a concept of community" provided the best opportunity for transformative learning (Prentice, 2007, p. 272). Thus, for service-learning to effectively highlight issues of social justice, service-learning programs must intentionally be transformative for the student, the instructor, and the community. The program must focus on reflective analysis of the learning outcomes and student experiences routinely throughout the project (Prentice, 2007).

Several scholars have argued service-learning in higher education is a more complex and dynamic issue than simply being described as community service (Bertaux et al., 2012; Fiume,

2007; Heislet & Briley, 2010). Bertaux et al., (2012) explored the issue of power in the traditional perspective of community service learning as a service to the "poor" (p. 34). The authors suggested community service-learning should be re-framed from a "helping dynamic" that focuses on the construct of experience and effectiveness in areas such a social wealth, civic engagement, and citizenship (Bertaux et al., 2012, p. 34).

Heislet and Briley (2010) examined service-learning at Mississippi State University's Day One Leadership Community which framed the community service issue under the construct of domestic and international hunger, rather than from the traditional perspective of assisting the "poor" (Bertaux et al., 2012, Heislet & Briley, 2010). The authors found students were able to engage and provide a service to their local community, but the learning outcome embraced the issue in a global context creating a learning environment centered on a particular issue rather than a particular community (Heislet & Briley, 2010). Cipolle (2004) suggested service-learning may have the ability to serve as a method for identifying and countering hegemonic practices. Therefore, service-learning could serve as a tool to identify need areas and usher in positive social change through educational programs (Cipolle, 2004).

Service-learning at the community college is a type of educational programming designed to link academic initiatives with social and civic responsibility. Ayers and Ayers (2013) defined educational programming as "an event or series of events developed within an institutional context and intended to promote learning" (p. 107). The authors suggested the importance of identifying learner needs in educational program planning, citing the need to evaluate program initiatives based on a local cultural and social context. In doing so, community college educational program developers can identify and avoid negative power dynamics

between learners, educators, and employers as well as the influence of hidden curriculum (Ayers & Ayers, 2013).

Student Learning Potential with Service-Learning at the Community College

Several scholars have conceded that, with the exception of the Presidential Election of 2008, civic engagement, particularly in young people, has declined in American civic culture (Fiume, 2009; Taggart & Crisp, 2011). Community colleges can embrace civic engagement through community services and service-learning can provide civic activities allowing for the application of learning objectives in the context of local community needs (Bringle & Hatcher, 2002; Cohen & Brawer, 2008). The examination of service-learning has extended from secondary education into higher education as a socially meaningful tool for achieving positive student learning outcomes (Flinders, 2013; Natale, London, & Hopkins, 2010; Tannenbaum & Brown-Welty, 2006). Several studies have indicated service-learning can have a positive effect on student learning outcomes achievement, civic learning experiences, and civic engagement cognizance (Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, 2012; Prentice, 2011; Weglarz & Seybert, 2010; Yeh, 2010).

In 1994, the American Association of Community College began to advocate for service-learning as an institutional objective for many community colleges (Weglarz & Seybert, 2004). Several studies have focused on service-learning at the community college by exploring issues such as student learning outcome achievement, student perceptions of service-learning projects, and the required efforts and resources to successfully incorporate service learning into curriculum (Prentice, 2011; Vaknin & Bresciani, 2013; Weglarz & Seybert, 2004). Prentice (2011) suggested community college students are just as likely exhibit successful achievement of learning outcomes through service-learning as students enrolled at four-year institutions.

In terms of student academic success, service-learning has demonstrated potential for increasing positive learning outcomes for diverse student population and learner needs (Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, 2013; Prentice, 2009; Yeh, 2010). Prentice (2009) reported faculty teaching developmental courses at community colleges found the incorporation of service-learning practices beneficial for their teaching practices and overall student learning outcomes. Yeh (2010) suggested service-learning positively impacted college persistence rates among low-income and first-generation college students. Another study found service-learning programs positively impacted the career decision-making skills of participants (Coulter-Kern et al., 2013). In exploring the literature on the effects of service-learning, the current trend in the literature suggests service-learning can have a positive impact on student development, social awareness, academic learning, and civic engagement (Yeh, 2010).

Since service-learning is often identified as experiential learning, investigations into exactly what and how students learn by participating in service-learning programs has been an important area of study. Natale et al. (2010) suggested service-learning promotes "generative learning," which the authors described as learning and utilizing knowledge and behavior skill sets through transformational processes (p. 3). Other scholars have argued service-learning boosts social skills of students across all levels of education (Flinders, 2013; Tannenbaum & Brown-Welty, 2006). Tannenbaum and Brown-Welty (2013) suggested students in learning communities engaged in service-learning projects benefited from perceptions of team membership, critical thinking, professional development, and personal satisfaction. The latter two beneficial outcomes are particularly useful to community colleges which enroll larger numbers of adult learners who could potentially benefit from these types of learning outcomes as marketable skills (Cohen & Brawer, 2008; Tannenbaum & Brown-Welty, 2013).

Students engaged in service-learning experiences reported an increase in personal satisfaction (Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, 2013; Eppler, Ironsmith, Dingle, & Errickson, 2011; Tannenbaum & Brown-Welty, 2013). Flinders (2013) suggested students gained personal satisfaction in service-learning because it provided them the opportunity for critical thinking and hands-on application not always present in traditional observation and reflection activities in the classroom. The authors used both quantitative and qualitative methods exit surveys to examine students' feelings of personal satisfaction among other measurable learning outcomes (Flinders, 2013). Eppler et al. (2011) found similar results with first-year college students when utilizing a pretest-posttest methodology to assess the possible benefits of service-learning. The results of this study demonstrated positive increases in personal perspective, self-esteem, and in dealing with personal problems (Eppler et al., 2011). Service-learning may benefit participating students' increase in self-awareness, the awareness of diversity, and increase motivational factors such as self-esteem and personal satisfaction among college-level students and in adult learners (Eppler et al., 2011; Flinders, 2013).

Service-learning may also provide a method for improving communication skills between students and others in their local community (Hoffman, 2011). Bringle and Hatcher (2002) suggested the campus-community partnerships resulting from civic engagement initiatives offer opportunities for relationship-building through communication from two very different institutional levels. The authors suggested the building of these relationships occurs on both institutional and individual levels. On the individual level, the social interactions between individuals during civic engagement such as service-learning projects influences participant perceptions about a diverse number of issues through the communication occurring during these experiences (Bringle & Hatcher, 2002).

One author suggested service-learning as a form of civic engagement is designed to be to collaborative by nature (Fiume, 2009). Hoffman (2011) described this process as the forming of a "psychological link" between individuals and the community (p. 2). Although civic engagement can be considered a socially and morally positive contribution to the community, for civic engagement to hold a strong standing in higher education experiences' learning outcomes must be interrelated with the academic curriculum (Fiume, 2009). The primary support for service-learning stems from the dual capability it offers to reinforce interpersonal and community relationships and the curriculum related learning outcomes derived from the process (Fiume, 2009; Hoffman, 2011). For example, Rochford (2013) studied the effects of service learning on 15 remedial reading and writing courses at an urban community college in the Northeast. The results suggested the incorporation of service-learning in these courses resulted in higher GPAs, improved retention, and the successful completion of college credits (Rochford, 2013). Aside from traditional academic successes, service-learning has also been linked to student development in career exploration and community need recognition (Goomas & Weston, 2012).

Coulter-Kern et al. (2013) suggested college students who participate in service learning gain a significantly stronger understanding of the subject matter than students who do not engage in service-learning projects. The authors utilized a quasi-experimental design with two advanced level psychology classes in which participating students attended sessions on career decision-making. Half of the students in the two classes participated in a service-learning project designed to help high school students with career decision-making. Students who participated in the service-learning project scored significantly higher on the Career Knowledge Questionnaire used for the study (Coulter-Kern et al., 2013). The authors' study indicated the potential of

service-learning as a tool for merging civic learning strategies and curriculum requirements to produce positive learning outcomes in a higher education environment (Coulter-Kern et al., 2013, Fiume, 2009; Hoffman, 2011).

Weglarz and Seybert (2004) explored participant perceptions of service-learning programs at the community college. The authors examined 204 survey responses from community college students who participated in an international service-learning project and found 85 percent of students surveyed were satisfied with their experiences. Some of the organizations selected as partners for the service-learning project included community service, education, and government agencies (Weglarz & Seybert, 2004). As Fiume (2009) suggested, service-learning requires synthesizing the academic and social knowledge gained from the activity. Some of the most common forms of academic synthesis included reflection papers, class discussion, and journals. Other options for synthesis included oral presentations, research papers, and group projects. The authors also reported satisfaction with the service-learning experience increased as the average number of hours spent on the project increased (Fiume, 2009; Weglarz & Seybert, 2004).

Preparing Faculty and Staff for Service-Learning

Vaknin and Bresciani (2013) explored the institutional issues of creating and sustaining a successful service-learning programs at community college. The researchers examined service-learning programs at a community college and a four-year college in a cross-case comparative analysis. The authors described five areas of importance for maintain a successful service-learning program at the community college including:

(a) incorporating strong collaborative partnerships, (b) connecting curricular and co-

curricular experiences, (c) featuring reflection, (d) including feedback and assessment,

and (e) promoting sustainability (Vaknin & Bresciani, 2013, p. 982).

The authors suggested these practices and policies can serve as a successful model for

incorporating service-learning programs at other community colleges and other institutions of

higher education.

The success of service-learning programs depends heavily on aspects such as institutional

support and community relationship building. However, there is also an increased workload and

commitment required from participating faculty (Fiume, 2009; Hoffman, 2011). Regardless of

the institutional type in which service-learning takes place, the faculty role inside and outside the

classroom must be reexamined (Fiume, 2009). Frank, Malaby, Bates, Coulter-Kern, Fraser-

Burgess, Jamison, Prokopy, and Schamleffel (2010) explored the issue of faculty involvement

with service-learning in relation to promotion and the tenure process at four-year institutions.

The authors examined faculty members' perceptions of service-learning from five large, state

four-year institutions. Some 83 percent of surveyed faculty members agreed service-learning

was a valuable methodology. The majority of those surveyed agreed the time and effort used for

creating service-learning programs was appropriate and was considered a scholarly endeavor.

However, less than half indicated they utilized service-learning and only 37 percent indicated

administrators had encouraged pre-tenured faculty to incorporate service-learning (Frank et al.,

2010).

Similar results were collected concerning community college faculty (Weglarz &

Seybert, 2004). Faculty members at community colleges were surveyed to gather data on their

perceptions of offering service-learning options to students. Results indicated faculty perceived

benefits to social skills, career decision-making, intellectual development, and civic engagement were significantly high (Weglarz & Seybert, 2004). Limited research has been produced concerning community college administrators' perceptions of service-learning except from large, encompassing associations that advocate the policy of service-learning (Weglarz & Seybert, 2004). It may be fair to hypothesize administrative attitudes toward service-learning program development, implementation, and academic credit at the community college may be similar to those of the four-year institutions. Further investigation is needed.

Organizational Change in Higher Education

Kezar (2008b) suggested organizational change does not occur in isolated incidents and therefore cannot be evaluated as such. Analyzing organizational change requires analyzing the "various organizational subsystems" of an organization (Kezar, 2008b, p. 7). Without understanding the processes of change within an organization, it is difficult to fully understand the process of implementing individual program initiatives at an institution of higher education (Kezar, 2009).

Kezar (2008b) suggested "change in higher education is unique and needs to be contextualized to the institutional setting" (p. 1). In the setting of higher education, change process are often slow to develop and can be hindered, if not completely staled, by the onset of many different stakeholder perspectives and interests. Kezar (2009) suggested higher education has developed a reputation for resistance to change because of the multi-structured and complex systems of governance necessitated by diverse and active stakeholders. This, coupled with an organization's competitive attempt to embrace the overwhelming and regular introduction of new change initiatives can "destroy the capacity to implement meaningful change" (p. 19). Moreover, the emphasis on individual achievement resonating in higher education, especially

from the faculty perspective, can hinder the collaboration necessary for organizational change (Kezar, 2009).

One way of combating the sometimes-overwhelming nature of organizational change initiatives in higher education is the development of synergy, or collaboration. The merging of related departments or administrative roles creates the possibility of pooling resources in the context of financial capacity and administrative efforts to reduce institutional spending and enhance organizational efficiency (Kezar, 2009). However, this reorganization of institutional resources requires an understanding of the campus and community culture from the perspective of different internal and external stakeholders (Kezar & Eckel, 2002a). Kezar and Eckel (2002b) suggested studying change initiatives in higher education, such as redesigning the core competencies of general education, can be studied from two important perspectives: the results of change initiatives through statistical analysis or through a strategy "focused on the role of actors in the change process" with a specific emphasis on "how the process of a particular type of change occurs" (p. 297). This research study falls into the second category. The restructuring of general education to include civic engagement at community colleges represents a process of organizational change altering the utilization of organizational resources and having significant implications for the overall culture of the college.

Challenges Facing Community Colleges

As suggested by Cohen and Brawer (2008) and Hicks and Jones (2011), community colleges are expected to offer a comprehensive curriculum to meet the diverse and evolving educational needs within their service regions. Community colleges face a host of challenges at the institutional level in meeting this challenge. Some of these challenges include receiving and maintaining sustainable funding, maintaining open-enrollment, and rapidly embracing new

technologies and workforce training demands (Cohen & Brawer, 2008). Relatively recent trends in the challenges facing community colleges suggest declining financial support and an increase demand for services, both in enrollment increase and diverse curriculum, has placed a strain on the organizational structure of the community college. Community college leaders have been forced to raise tuition rates, cut spending on faculty and staff costs, and set enrollment caps. These types of actions are in direct contrast with fulfilling the mission of the community college but necessary to keep the organizations operational (Boggs, 2004).

Providing a comprehensive curriculum and implementing new programs can be especially challenging for rural community colleges. Rural community colleges are often confronted with additional challenges that may not be felt as severely at larger, more urban community colleges. These challenges include issues such as small population, geographic isolation, decreased state funding paired with limited non-governmental financial support, and the inability to find and keep highly qualified faculty and staff members (Hicks & Jones, 2011; Pennington, Williams & Karvonen, 2006; Williams, Pennington, Couch & Dougherty, 2007). Therefore, rural community college leaders often are faced with reviewing and implementing new initiatives through a lens that offers very little margin for error (Hicks & Jones, 2011).

Summary of the Literature Review

The literature review examines key components necessary for appropriately exploring community college faculty and administrators' perceptions of civic engagement in general education. Most of the research pertaining to faculty perceptions of civic engagement have focused primarily on four-year faculty and specifically addressed perceptions of campus civic culture and service-learning experiences (Beckett, Refaei, & Sukutar, 2012; Forestiere, 2015; Pike, 2009; Pike, Bringle, & Hatcher, 2015; Surak & Pope; 2016; Waters & Anderson-Lain,

2014). Research concerning civic engagement and the community college has also examined extensively the benefits of civic engagement on student success, particularly through exploring service-learning (Bradshaw, 2013; Prentice, 2011). Despite these benefits, Theis (2016) argued many institutions of higher education, including community colleges, emphasize job training and workforce skills over liberal-based general education. The result is a move away from democratic-principled and broad educational experiences associated with higher education's public mandate to produce good citizens (Matthews, 2016; Theis, 2016).

Some researchers have argued community colleges are particularly suited for providing quality civic learning experiences teaching students how to be the producers of the common good within a given community (Kisker, 2016; Kisker & Ronan, 2016; Kisker et al., 2016; Matthews, 2016). Kisker et al., (2016) used an institutional questionnaire for personnel paired with a civic outcomes survey for students to explore the relationship between student civic learning and institutional intentionality at community colleges. The researchers found institutions making clear and measurable commitments to civic learning results in more student involvement (Kiser, Weintraub, & Newell, 2016).   Other research suggested size of the community college is not necessarily a barrier to embracing civic engagement (Hoffman, 2016)

Some community colleges, like Kingsborough Community College (KCC) in New York, implemented civic engagement as a graduation requirement to ensure the majority of students experience civic learning (Turner, 2016). Bradshaw (2013) argued community college must embrace the notion of global citizenship, or internationalization, as part of general education in meeting the mission of preparing transfer students for four-year institutions. The author suggested service-learning abroad could meet this new challenge (Bradshaw, 2013).

One study particularly stands out in its contribution to civic engagement as core

competency of general education and faculty perceptions of civic learning implications at a community college. Kaufman (2016) explored faculty perceptions of civic engagement at De Anza College in California, a college that recognizes civic capacity as a core competency of their general education. Using a survey and focus groups, the researcher found that faculty recognized strategies that would increase student civic capacity but demonstrated apprehension about "taking on the work of developing students' civic capacity as one's own" (Kaufman, 2016, p. 71). The findings of this study further support other research suggesting institutional and administrator support is necessary in encouraging faculty at institutions of higher education to embrace civic learning in their courses (Frank et al., 2010; Fiume, 2009; Hoffman, 2011; Surak and Pope, 2016; Zlotkowski & Williams, 2003).

As more community colleges began to embrace civic engagement as a core competency of general education, it is paramount for leaders at these institutions to develop a robust understanding of faculty and administrators' perceptions of civic engagement and its role in general education. Thus, this study filled an important gap in the current literature by focusing on community college faculty and administrators as the main population of institutional actors in conceptualizing, implementing, and assessing civic engagement in general education. By using both qualitative and quantitative methods, this study focused on understanding the place of civic engagement in general education, specifically at the community college, from those who have significant roles or serve as leader in developing curriculum for degree programs, offering enriching co-curricular activities, assessing student learning outcomes, and reporting institutional performance. This study resulted in an important contribution to building the "civic engagement spiral" (Hatcher, 2011, p. 90) for community colleges.

CHAPTER III

METHODOLOGY

The following chapter describes the methodology utilized to explore community college

faculty and administrators' perceptions of civic engagement in of general education. This

chapter revisits the purpose of the study as well as the research questions. The researcher

justifies and explains in detail the selected research design and methodological decisions

determined to best serve the preliminary and exploratory nature of this study. The researcher

also discusses the appropriateness of the selected research traditions in the contexts of the

paradigm framing this study and provides a detailed account of the researchers' biases. This

chapter also includes a comprehensive description of population, sampling and participants, data

collection instruments and procedures, data analyses, delimitations, and limitations for both the

quantitative and qualitative inquiries included in this study.

Purpose of the Study

The purpose of this study was to explore faculty and administrators' perceptions of civic

engagement in general education at the community college.

Research Questions

The research questions guiding this exploration of community college faculty and

administrators' perceptions of civic engagement in general education were as follows:

1. What are faculty and administrators' perceptions of civic engagement at the community

   college?

   a. In what ways do faculty and administrators believe civic engagement experiences

      occur currently at their community college?

b. What impact do faculty and administrators believe civic engagement experiences have on students?

c. What are faculty and administrators' perceptions of service-learning as a strategy of civic engagement at the community college?

2. What do faculty and administrators perceive as the impact of including civic engagement as a core competency of general education at the community college?

a. What do faculty and administrators perceive as their role in including civic engagement as a core competency of general education?

b. What do faculty and administrators perceive as challenges for including civic engagement as a core competency of general education?

Research Design

This study was a multi-methods research study designed to gather multiple forms of data through two separate inquiries in a single study to better understand the phenomenon. There is limited research concerning community college faculty and administrators' perceptions of civic engagement in general education at the community college. Therefore, this preliminary study was designed to explore community college faculty and administrators' perceptions of and experiences with civic engagement by collecting and analyzing both qualitative and quantitative data from separate inquiries in a single study (Creswell, 2003; Hayes & Singh, 2012).

The researcher utilized an exploratory strategy as described in Figure 2. Data collection occurred in one concurrent phase between December 2018 and May 2019. Quantitative data were collected via a survey instrument and qualitative data were collected through semi-structured, in-person interviews. Integration of the data occurred during interpretation phase and utilized to offer implications for action and recommendations for community college leaders.

Priority was given to the qualitative inquiry in this study the sample included participants with greater potential to provide rich, descriptive data addressing the research questions. However, the quantitative data collected via the survey instrument provided valuable insight concerning community college faculty and administrators' attitudes about civic engagement through descriptive analysis and a series of one-way ANOVA statistical tests (Creswell, 2003; Hayes & Singh, 2012; Loeb, Daynarksi, McFarland, Morris, Reardon, & Reber, 2017).
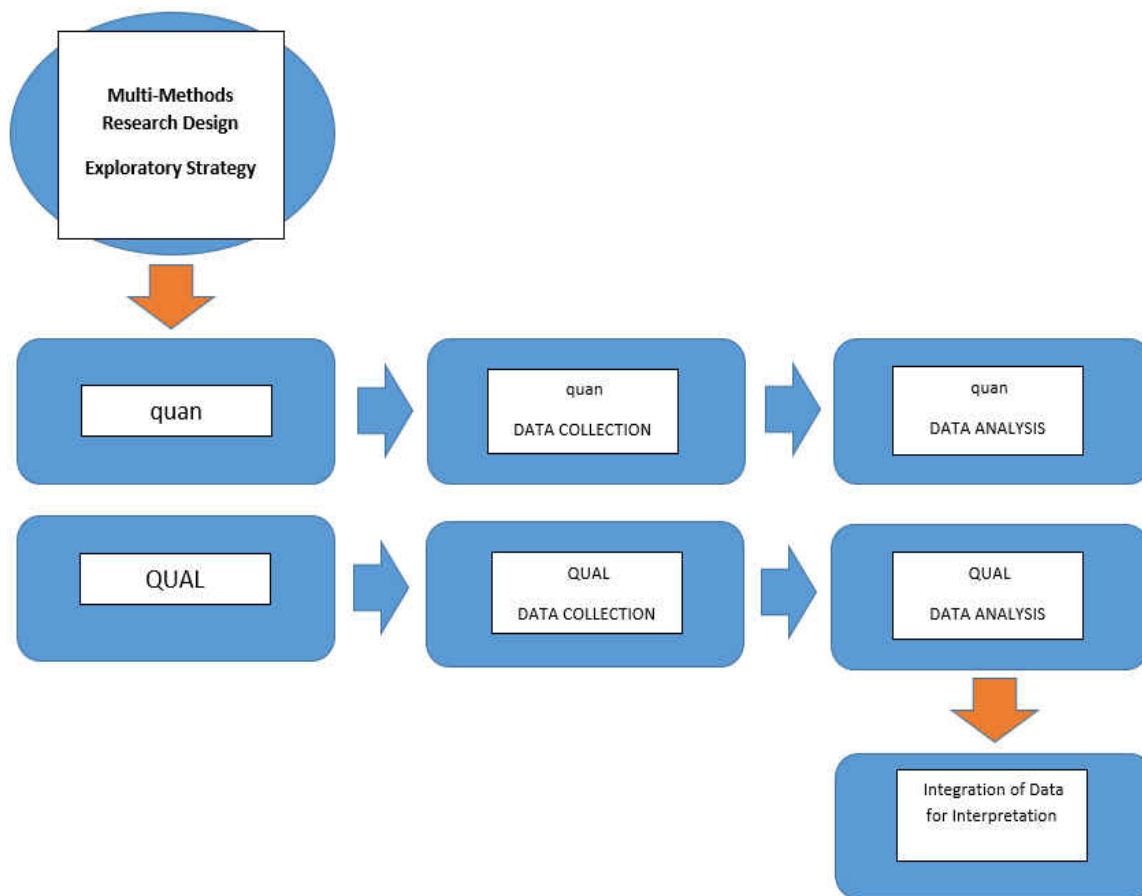
Figure 2. Research design and strategy.

Rational for the Multi-Methods Research Design. Ponce and Pagan-Maldonado (2015) suggested education research presents significant difficulty in determining effective

strategies for capturing educational phenomenon. For this study, the researcher believed education is defined as a cultural phenomenon best understood through inductive analysis with an emphasis on context when exploring a phenomenon in higher education. Purposive sampling and thick, rich description are key aspects of qualitative research models designed to explore educational phenomena from this perspective, and qualitative methods are generally dominant when exploring experiences, values, and change processes (Hayes & Singh, 2012; Ponce & Pagan-Maldonado, 2015).

One outcome of what Ponce and Pagan-Maldonado (2015) called the "paradigm war" during the 1970s was that qualitative research models established more relevancy and both quantitative and qualitative methods were deemed important in understating the complexity of educational research. For the most part, educational researchers agree quantitative methods are suited for issues of measuring the value of educational programs while qualitative methods are suited for understanding "the context of educational phenomenon and the humane and social aspect of education" (p. 113). However, the complexity of educational research suggests the need to merge both qualitative and quantitative methods for a more comprehensive understanding of educational phenomena.

One answer to the complexity issue of educational research has been the increase in mixed-methods research designs as a method for establishing the importance of qualitative methods. Mixed-methods research designs pair both quantitative and qualitative methods, sometimes in the same data collection instrument, in a single study to better understand an educational phenomenon (Creswell, 2003; Hayes & Singh, 2012; Ponce & Pagan-Maldonado, 2015). A benefit of the mixed-methods research design is the ability to gather and analyze both quantitative and qualitative data and provide a more holistic understanding of the phenomenon.

In these designs, data are collected sequentially or concurrently and are integrated at one or more points during the study (Creswell, 2003; Ponce & Pagan-Maldonado, 2015). Research questions drive the research design and the purpose of this study was to explore the relatively uninvestigated area of faculty and administrators' perceptions of civic engagement in general education at the community college. As the literature is limited on this subject, an exploratory study collecting both qualitative and quantitative data in a multi-methods design was determined to be most suitable for this study.

Context of the Study and Discussion of Researcher Bias. The research questions for this study were developed over the course of several years by examining literature concerning civic engagement and service-learning in higher education with an emphasis their roles in learning at the community college. The researcher held the position of full-time faculty member and mid-level administrator at a community college in the Virginia Community College System (VCCS) during the time this study was conducted and completed. In the summer of 2017, the State Council of Higher Education for Virginia (SCHEV) released a new set of student learning expectations in general education requiring member institutions to implement and assess four core-competencies, including civic engagement as new competency of general education (SCHEV, 2017c, p. 1). The researcher was selected by his employing institution's president to serve on a newly organized systemwide taskforce for the redevelopment of general education beginning in the fall 2017.

The VCCS organized the taskforce to develop a redesigned General Education Goals and Student Learning Outcomes Policy to align with the new SCHEV requirements effective as of January 2019. Early experiences serving on this taskforce greatly influenced the development of the research questions for this study. As the researcher engaged with a diverse group of faculty

and administrators from across the statewide system, he often encountered some reservations and apprehensions about what constitutes civic engagement, how to develop and implement civic learning across the curriculum and co-curriculum, and how to establish quality assessment for a competency of this nature. This insight led the researcher to begin an initial exploration of recently published research concerning community college faculty and administrators' perceptions of civic engagement in general education. The literature on the subject was limited. The researcher discovered only a few recent qualitative studies, both conducted at single institutions (one four-year college and one community college), addressing slightly similar questions (Kaufman, 2016; Surak & Pope, 2016).

From this preliminary investigation followed by an extensive review of literature published in the last two decades, the researcher developed the research questions for this study. Initially, the researcher selected a qualitative phenomenological design using semi-structures, in-person interviews involving open-ended questions to collect thick, rich descriptive data from community college faculty and administrators identified as having experience with developing, implementing, or assessing civic learning. After substantial consideration, the researcher determined a multi-methods research design would a more valuable approach for developing a comprehensive understanding of the current preliminary and exploratory research questions. Thus, two independent inquiries were developed to explore the research questions. A qualitative phenomenological study was designed to explore participant perceptions of community college full-time faculty and administrators' perceptions of civic engagement in general education and provide a thick, rich description of this educational phenomenon. A quantitative non-experiential survey design was developed to explore the research questions on a broader scale using descriptive statistical analysis to identify trends in the population and characteristics of the

educational phenomenon. Part-time faculty, full-time faculty, and administrators were sampled (Creswell, 2003; Hayes & Singh, 2012; Loeb, 2017; Ponce & Pagan-Maldonado, 2015).

The opportunity presented by the VCCS general education redesign provided a unique context to explore the current research questions more comprehensively. During the time this study was conducted, the issue of civic engagement and its role in general education was at the forefront of institutional and systemic conversations. For a preliminary, exploratory study focused on a relatively new educational phenomenon, this was a prime opportunity to collect and analyze insightful data helpful for community college leaders. The qualitative and quantitative inquiries were originally planned to be conducted sequentially with the non-experimental survey inquiry conducted first and the qualitative phenomenological interview inquiry conducted second. However, higher than anticipated levels of interest in participating in both inquiries during this early phase prompted the researcher to transition to concurrent data collection to take advantage of the opportunity to enhance data collection.

In total, eight community colleges from the single statewide system participated in this study. At total of eight community colleges participated in the quantitative inquiry involving the non-experimental survey. Of these eight community colleges, the researcher conducted participant interviews for the qualitative inquiry at six of these community colleges. While more than eight colleges expressed interest in participating in both inquires included in this study, each of the participating colleges selected for this study was determined to have fostered civic learning in the capacity of a collegewide, departmentwide, or individual faculty effort either in the curriculum, co-curriculum, or both.

For this study, the researcher chose to identify statewide system as the Virginia Community College System (VCCS). The researcher and his dissertation chair agreed the

findings of this study are most valuable to this specific system. The VCCS includes 23

community colleges spread across the diverse regions of the state and served 228,135 students

with unique local academic and workforce needs in the 2018-2019 academic year (Virginia

Community College System, 2019). Therefore, given the size and diversity of the system and

the community colleges selected for participation, the findings of this study may also be

applicable to other statewide community college systems as well as individual community

colleges. Community college leaders interested in faculty and administrators' perception of civic

engagement in general education will find the results of this relevant and informative.

Despite identifying the statewide system, each of the eight participating community

colleges were assigned a pseudonym for confidentiality purposes. The colleges selected for this

study include: Doubleday Community College (DCC), Buford Community College (BCC),

Chamberlain Community College (CCC), Hancock Community College (HCC), Sherman

Community College (SCC), Mead Community College (MCC), Pope Community College

(PCC), and Lincoln Community College (LCC). All eight of the above colleges participated in

the non-experimental survey quantitative inquiry. Only Buford Community College (BCC) and

Hancock Community College (HCC) did not offer participants for the semi-structured interviews

of the qualitative inquiry. The participating community colleges for this study represent all five

geographical regions of the state. As indicated in Table 1, the colleges represent rural, suburban,

and urban locations as well as both single and multi-campus colleges. Student population sizes

ranged from 2,387 to 10,144 students in 2018. Total faculty headcount ranged from 126 to 446

in 2018. The student-to-faculty ration ranged from 17:1 to 23:1 in 2018.

Table 1

Participating Community Colleges' Demographics

Name	Size-Setting	Student Population	Total Faculty	Ratio
DCC	Small-Rural	2,506	126	20:1
BCC	Small-Suburban	2,387	150	17:1
CCC	Small-Rural	3,430	165	21:1
HCC	Small-Rural	4,099	183	20:1
SCC	Medium-Urban	7,685	446	18:1
MCC	Large-Suburban	10,144	404	23:1
PCC	Medium-Suburban	7,207	333	22:1
LCC	Large-Suburban	8,737	320	18:1

Note. All participating community colleges names are labeled by pseudonyms selected by the researcher. The above information was gathered using College Navigator of the National Center for Education Statistics and represents data from the Fall 2018.

The researcher established contact with each community college's institutional effectiveness or research representative and completed all necessary institutional review processes to receive permission to access the faculty and administrators of each college. Once granted access, survey participants were prompted for participation via their official community college email. Each college's institutional effectiveness or research contact assisted the researcher in identifying potentially information rich interview candidates. Interview candidates were contacted through their official college email to discuss interest and to schedule the in-person interview. Data collection was conducted concurrently during the predetermined timeline of December 2018 through May 2019.

Quantitative Inquiry: Non-Experimental Survey Design

The quantitative inquiry in this study was designed to address the "what is" in a population concerning the educational phenomenon under study (Loeb, et al., 2017). In other words, the quantitative inquiry of this study was designed to provide data indicating perceptions and attitudes from community college faculty and administrators about civic engagement and its place in general education as they currently exist. Therefore, the researcher utilized a non-experimental survey design to explore community college faculty and administrators' perceptions of civic engagement in general education.

The non-experimental survey design for the quantitative inquiry lent itself well to the purpose of this multi-methods study as it aided in characterizing the world in which the phenomenon exits. This non-experimental survey design described trends in the current population and provided a broader context for the characteristics vital to understanding the educational phenomenon (Loeb, et al., 2017). Gunasekare (2015) argued, "The flexibility inherent in mixed method studies can result in a more holistic and accurate understanding of the phenomena under study" (p. 363). Accordingly, the quantitative inquiry portion of this study was designed for complementarity and expansion. The results of the non-experimental survey expand, enhance, and elaborate on a broader scale the results from the semi-structured interviews in the qualitative inquiry portion of this study (Gunasekare, 2015).

Creswell (2003) defined surveys as "cross-sectional and longitudinal studies using questionnaires…with the intent of generalizing from a sample to a population" (p. 14). The survey instrument used to collect data for this project was created by the researcher and titled the Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey Instrument (See Appendix F). Paired with the data collected in the qualitative inquiry of this

study, the non-experimental survey design provided a numeric description of trends and attitudes in the same population using descriptive analysis and one-way analysis of variances (ANOVA) to strengthen the overall findings of this multi-methods study via complementarity and expansion (Creswell, 2003; Gunasekare, 2015; Loeb et al., 2017). Therefore, data collection for this inquiry consisted of a self-administered questionnaire survey created in the Qualtrics web-based software system and distributed to participants through their corresponding college email.

Population and Sample. The population for the quantitative inquiry consisted of all community college faculty and administrators at community colleges with civic engagement embedded in general education either formally or informally across the United States. This project was exploratory by nature with the goal of collecting larger amounts of data concerning the perceptions, attitudes, and trends within the population for generalizability and to perhaps identify key variables that may impact these perceptions and attitudes. For this reason, the researcher decided to include part-time faculty in the sample to establish a broader picture of characteristics among the population under study. Part-time faculty were excluded from the qualitative inquiry because their responsibilities are traditionally associated mainly with teaching at most community colleges.

However, part-time faculty perceptions and attitudes about civic engagement in general education were of significant interest for the quantitative inquiry specifically because they represent the majority of instructors at community colleges. While the use of part-time faculty has increased at all types of institutions of higher education, Levin, Kater, and Wagoner (2006) pointed out that in the past three decades, part-time faculty have become the major teaching labor force at community colleges. These part-time faculty have similar teaching credentials to their full-time counterparts and often take on heavy teaching loads at the lecturer or instructor level.

As Cohen and Brawer (2008) suggested, part-time faculty also cost less, are hired to teach with little other institutional responsibilities, and often have capabilities absent from the full-time ranks such as teaching developmental courses. Community colleges have increased the use of part-time faculty to include some 60 percent, or a ratio of full-time/part-time ration of 1:3, over the past three decades (Cohen & Brawer, 2008). Therefore, given the nature of the community college faculty labor force and the desire to develop more generalizability concerning community college faculty and administrators' perceptions and attitudes about civic engagement, part-time faculty were included in the sample for the quantitative inquiry.

The sample for the quantitative inquiry was a non-probability sample, or convenience sampling, particularly through purposive sampling, insomuch that it included only faculty (both part-time and full-time) and administrators employed in a preselected statewide community college system (Creswell, 2003). A random sample of all community college faculty and administrators across the United States would have provided a broader basis for generalization across the population. However, the specificity of the overall research question of this study and the unique opportunity to collect descriptive data during a time of systemic change concerning civic engagement and general education in a reasonably diverse community college system warranted the use of non-probability, purposive sampling in quantitative inquiry. In 2013, the statewide community college system for this study reported 2,530 full-time, 8,009 part-time faculty, and 1,564 administrators and managers for approximately 12,000 total possible participants (Report of the Chancellor's Task Force on Diversity, 2014).

The researcher preestablished two methods for accessing a sizeable sample. The primary method focused on contacting institutional effectiveness or research professionals at each of the 23 community colleges in the statewide system to gauge interest in participating in this study.

The secondary method focused on using large organizational gatherings open to all 23 community colleges to inquire about interest on an individual participant level and construct an email list from these contacts. Only the primary method proved necessary. The researcher contacted a total of 10 community colleges, eight of which were selected for the study and approval to conduct administer the survey was granted after completion of the official institutional review processes. The targeted potential sample size of about 23 percent, or approximately 3,000 potential respondents, was achieved with the participation of these eight community colleges. Each participating community college's institutional effectiveness or research contact received a copy of this dissertation as an incentive for facilitating the college's participation in this study. Individual survey respondents received no incentives for participation.

Instrumentation. The survey instrument used to collect data in this study was designed specifically for the quantitative inquiry and was titled the Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey. Each item on the survey corresponded with one or more of the research questions for this study as indicated in Table 2. Elements of the survey instrument were constructed for the purpose of gathering demographic information with the potential to identify categorical variables that may impact participants' perceptions and attitudes. These potential categorical variables represented 10 survey items and included: Gender, Age, Race, Educational Attainment, Undergraduate Degree Discipline, Community College Experience (as an undergraduate), Civic Engagement Experience (as an undergraduate), Employment Position Type, Years of Service at the Community College, and Geographic Location of the Community College. The survey items developed to measure participants' perceptions and attitudes were created through rigorous examination of the current

literature concerning civic engagement, general education, and community college faculty and administrators.

Table 2

Survey Items Data Collection Matrix

Research Foci	Data Type	Survey Items
Demographic Questionnaire	Nominal	1 – 10
Question #1	Ordinal	11, 12,13, 14, 15
Question #1-A	Ordinal	18, 19, 21, 22, 23
Question #1-B	Ordinal	41, 42, 43
Question #1-C	Ordinal	20, 24, 26
Question #2	Ordinal	29, 30, 31
Question #2-A	Ordinal	16, 17, 25, 27, 28, 32, 33, 34, 39, 40
Question #2-B	Ordinal	35, 36, 37, 38

The work of Pike (2009) and Pike, Bringle, & Hatcher (2014) particularly influenced the creation of the survey instrument items. The researchers' emphasis on both the intrinsic and extrinsic nature of the factors related to faculty attitudes at four-year institutions provided a solid foundation for conceptualizing a survey instrument to measure faculty and administrators' perceptions and attitudes toward civic engagement at community colleges. The researchers indicated the need to explore intrinsic and extrinsic factors and their relationship to a phenomenon under study (Abes, Jackson, & Jones, 2002; Pike, 2009; Pike, Bringle, & Hatcher, 2014).

The survey constructed for the quantitative inquiry included 19 intrinsic items and 14 extrinsic items.   Examples of intrinsic factors accounted for in this survey instrument include items such as each participant's viewpoint on the overall importance of civic engagement at the community college or their belief in civic engagement's inherent nature in the community college mission. Examples of extrinsic factors accounted for in this survey included perceptions of institutional support for civic engagement and viewpoints on the frequency civic learning occurs at a participant's respective community college (See Table 3). Paired with 10 demographic items, the survey included a total of 43 items. All items included in the survey were closed-ended, scaled questions. Respondents to the survey were asked to rate each survey item in a 5-point Likert scale format ranging from a *5 – Strongly Agree* to *1 – Strongly Disagree* and with a rating of *3 – Uncertain* to represent a neutral marker (See Appendix F).

The survey items are predominantly intrinsic in nature (19 intrinsic items, 14 extrinsic items) for two main reasons. First, the research questions for this study were mainly intrinsic in nature as they were designed to explore community college faculty and administrators' personal perceptions of and attitudes toward civic engagement in general education. Second, the decision to include civic engagement as a core competency of general education in the statewide community college system from which this study's sample came is a relatively new inclusion. While some of the included community colleges may already have established civic learning in various ways, most were in the early stages of formalizing civic engagement in general education for assessment purposes

Table 3

Examples of Intrinsic and Extrinsic Survey Items

Corresponding Research Question	Survey Item Example
Question #1	Item 11 – Intrinsic: Civic engagement is an important aspect of the community college mission.
Question #1-A	Item 16 – Intrinsic: Community college faculty should play an important role in developing and facilitating civic learning opportunities for students.
Question #2	Item 41 – Intrinsic: Including civic engagement as a core competency of general education for all degree graduates at my community college will positively impact student learning experiences.
Question #2-A	Item 25 – Extrinsic: Faculty regularly facilitate civic learning opportunities for students at my community college.

Validity and Reliability of the Instrument. The survey instrument utilized for the quantitative inquiry was created by the researcher. Thus, it was necessary for the researcher to establish some measures of instrument content validity and reliability before administering the survey to participants. To ensure content validity, the researcher utilized a process of expert review. Three experts were selected for their background in higher education research, community college work experience, and experience with general education at the community college. The researcher developed a review packet for each expert reviewer including the purpose statement of the study, the research questions, a summary of the research design, a data collection matrix for the survey items, and the survey instrument. The experts were asked to review the 10 demographic questions report on the following:

- any ambiguous or confusing phrasing or words that might be unclear to a participant

- any potentially offensive or intrusive language that may unintentionally cause the participant to become uncomfortable or cautious in responding

- estimated time it took to review demographic questions and estimated time to complete the demographic questionnaire

The expert reviewers were encouraged to provide any specific feedback on the demographic questionnaire they deemed necessary for improvement. Expert reviewers reported overall satisfaction with the demographic questionnaire and time for review ranged from 20 to 30 minutes. Questionnaire completion rates ranged from two to five minutes.

The experts were next asked to review the survey items in the context of the overall research questions for this study. Experts were tasked with completing the following process:

- Please rate each survey item on a scale from *1 – Least Appropriate* to *3 – Most Appropriate* as they relate to their assigned research question and provide feedback on any item as you see fit.

- Please identify any ambiguous or confusing phrasing or words that might be unclear to a participant.

- Please identify any potentially offensive or intrusive language that may unintentionally cause the participant to become uncomfortable or cautious in responding.

- Estimated time it took you to review the survey items and estimated time to complete the survey

All three experts rated each question a *3 – Most Appropriate* in correlation to each item's corresponding research question. Experts reported spending between 60 and 180 minutes

reviewing the survey items. In addition, experts reported an average time of approximately 10 to 15 minutes to complete the survey items.

Two key themes emerged in the feedback. (1) Expert Reviewer #2 suggested several items would benefit from being split into two separate items. The result of this feedback included the splitting of two items to enhances specificity of the statement. (2) Expert Reviewer #3 suggested the researcher should consider including the survey items pertaining to service-learning. Expert Reviewer #3 stated, "I would recommend some serious consideration of whether you want these service-learning questions to be included because this study is already a rich, tightly designed study, and service-learning appears to bring in an entirely new research angle." The same issue arose in the proposal defense for this study and prompted in-depth discussion and consideration. The researcher and the committee determined due to the exploratory nature of this study, taking the opportunity to collect data concerning faculty and administrators' perception of service-learning was an important inclusion as service-learning is the most commonly identified strategy of civic engagement (Littlepage et al., 2012).

The researcher sent the updated survey instrument complete with the suggested revisions and an explanation for the inclusion of service-learning items to the expert reviewers for a final review. All three expert reviewers approved the updated survey instrument with no suggestions for additional revisions or further commentary. Expert reviewers participated as volunteers and received no benefits or incentives for completing the review.

To measure reliability of the survey instrument, the researcher utilized a pilot study method. To perform the pilot study, the researcher recruited 10 volunteer participants eligible to participate in the study based on the sample criteria. The participants were either part-time faculty, full-time faculty, or administrators at community colleges in the selected statewide

system. In total, the researcher recruited 15 potential pilot study participants and 10 were selected to complete the pilot. The pilot study sample included five full-time faculty, two part-time faculty, and three administrators. Participants completed the pilot on a volunteer basis and received no benefits or incentives for completing for participating.

The original survey of 10 demographic questionnaire items and 30 research question focused items was created using Qualtrics. The survey was administered to the 10 pilot study participants via email including the Survey Participation Inquiry Email Transcript and a link to the survey. The link to the survey for each participant was designated by email and not anonymous since the purpose of this pilot study was to review consistency in responses over time. Participants were made aware of this circumstance before agreeing to participate and were informed that the finalized link for the survey in the formal study would be designed for anonymous participation. Participants were given one week to respond to the survey. Pilot participants were also asked to detail any item they deemed to have confusing wording, wording that might offend a potential participant, and record their time to complete the survey. Once the deadline passed, the researcher recorded the participant responses for future comparison. No participant reported any confusing or potentially offensive wording and average time to complete the survey was approximately eight minutes.

A resting period of two weeks was selected. Once the resting period ended, the same survey was administered to the same 10 participants for a second time. Participants were again given one week to respond. Participant responses to the second survey attempt were recorded alongside the initial attempt. The researched established a consistency coefficient of 0.7, or 70 percent. The results of the pilot study proved promising. Of the 30 total research question-

oriented survey items, 26 reached the established consistency coefficient while only four items fell below the established level (See Figures 3 – 5).

From the pilot study, the researcher determined that survey items 26, 36, 38, 39 fell below the established consistency coefficient of 70 percent. The researcher determined some solutions based on discussions of these items with the researcher's dissertation committee. For survey Item 26, two of the responses changes resulted in a change to *Uncertain*, which was closely consistent with the responses of those participants who did not change from their original response. Given the importance service-learning to the overall study and backed by the expert reviewer results, the researcher determined that Item 26 would remain in the survey instrument. For Item 36, using pilot participant feedback the issue was resolved by dividing this item into two separate items. One item addressed faculty specifically and one item addressed administrators specifically.

For Items 38 and 39, the researcher determined the issue of attitudes toward self-preparedness and overall impact on student learning experiences and outcomes for both faculty and administrators were significant data points to the overall research questions. The researcher determined Items 38 and Item 39 would remain in the survey instrument. Item 39 was divided into two items to specifically address impact on student experience in one item and impact on student learning outcomes in a separate item. An additional item was added similar to Item 37 but was written to specifically address administrators. The suggestions from the expert reviewers and the results from the pilot processes were similar and centered on issues with the same survey items. The final survey instrument included 10 demographic questionnaire items and 33 survey items for a total of 43 items (See Appendix F). The finalized survey instrument was titled the Community College Faculty and Administrators' Attitudes Toward Civic

Engagement and created in Qualtrics for distribution to potential respondents at each

participating community college.

	P 1		P 2		P 3		P 4		P 5		P 6		P 7		P 8		P 9		P 10		TOTALS
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Q11	SA	SA	A	A	A	A	SA	SA	SA	SA	SA	SA	A	A	A	A	SA	SA	SA	A	10/10 (100)%
Q12	SA	A	A	A	SA	SA	SA	A	U	SA	SA	SA	A	A	A	SA	SA	SA	SA	A	9/10 (90%)
Q13	SA	A	A	A	SA	SA	A	A	U	A	A	A	A	A	SA	A	SA	SA	SA	SA	9/10 (90%)
Q14	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	A	A	A	A	SA	SA	SA	SA	10/10 (100%)
Q15	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	A	A	A	A	A	SA	SA	SA	SA	10/10 (100%)
Q16	A	A	SA	SA	SA	SA	A	A	SA	SA	A	A	A	U	A	A	SA	SA	SA	SA	9/10 (90%)
Q17	A	A	A	A	SA	SA	SA	A	SA	SA	A	SA	A	U	A	A	SA	SA	SA	SA	9/10 (90%)
Q18	A	A	A	A	SA	SA	SA	SA	SA	SA	SA	SA	U	D	A	SA	SA	SA	SA	A	9/10 (90%)
Q19	SA	SA	A	A	A	A	SA	SA	SA	SA	U	A	A	A	A	SA	SA	SA	SA	SA	9/10 (90%)
Q20	SA	A	SA	SA	A	A	SA	SA	SA	A	A	SA	A	A	SA	SA	SA	SA	A	SA	10/10 (90%)
Q21	U	U	U	U	U	U	U	U	D	U	U	U	U	U	A	U	A	A	A	SA	8/10 (80%)
Q22	U	U	A	U	U	U	A	U	U	U	U	U	U	D	U	U	A	A	SA	A	9/10 (90%)
Q23	A	A	A	D	D	D	A	U	U	U	U	U	U	D	U	A	U	U	A	SA	8/10 (80%)
Q24	A	U	U	U	U	U	U	U	D	D	U	U	U	D	A	A	U	U	SA	A	9/10 (90%)

Figure 3. Survey instrument pilot study results for survey items 11 – 24. Responses highlighted in orange represent a change in response from Round 1 to Round 2 of the survey completions.

	P 1		P 2		P 3		P 4		P 5		P 6		P 7		P 8		P 9		P 10		TOTALS
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Q25	U	U	U	A	U	U	U	U	U	U	U	U	U	U	A	U	U	U	D	A	7/10 (70%)
Q26	D	U	D	A	U	U	U	U	U	D	U	U	U	D	D	U	U	U	A	A	5/10 (50%)
Q27	D	U	D	D	U	U	SA	A	SD	D	U	U	D	D	A	A	U	U	U	A	8/10 (80%)
Q28	D	U	U	D	U	U	A	A	SD	D	U	U	D	D	A	A	U	U	U	A	7/10 (70%)
Q29	A	U	A	A	SA	SA	SA	A	SA	U	A	SA	A	U	A	A	SA	SA	SA	SA	7/10 (70%)
Q30	A	A	A	A	D	D	A	SA	SA	SA	A	A	A	U	A	A	SA	SA	SA	SA	9/10 (90%)
Q31	A	SA	A	A	D	D	U	SA	SA	SA	A	A	D	D	U	A	SA	SA	A	A	8/10 (80%)
Q32	U	A	A	A	D	D	D	A	SA	SA	A	A	U	D	A	A	SA	SA	A	A	7/10 (70%)
Q33	U	A	A	A	D	D	D	A	A	SA	A	A	D	D	A	A	SA	SA	D	A	7/10 (70%)
Q34	SA	A	SA	SA	D	D	SA	SA	SA	SA	SA	SA	A	U	SA	SA	SA	SA	A	SA	9/10 (90%)
Q35	U	U	A	A	U	U	U	U	U	U	D	U	D	D	A	A	U	U	A	A	9/10 (90%)
Q36	A	U	D	U	D	D	U	A	D	U	U	D	U	D	U	A	U	U	D	U	2/10 (20%)
Q37	A	A	A	A	D	D	A	SA	SA	SA	U	U	U	D	U	U	A	A	SA	SA	9/10 (90%)
Q38	D	D	U	A	D	D	U	U	D	U	SA	U	D	D	U	U	U	U	D	A	6/10 (60%)

Figure 4. Survey instrument pilot study results for survey items 25 – 38. Responses highlighted in orange represent a change in response from Round 1 to Round 2 of the survey completions.

	P 1		P 2		P 3		P 4		P 5		P 6		P 7		P 8		P 9		P 10		TOTALS
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
Q39	D	D	U	D	D	D	A	U	SD	U	SA	U	D	D	U	U	A	A	D	U	5/10 (50%)
Q40	A	A	A	A	D	D	SA	SA	SA	SA	SA	SA	U	A	A	A	SA	SA	A	A	9/10 (90%)

Figure 5. Survey instrument pilot study results for survey items 39 – 40. Responses highlighted in orange represent a change in response from Round 1 to Round 2 of the survey completions.

Data Collection. Data collection from the survey instrument began in December 2018 and continued through April 2019. In total, eight community colleges from the selected statewide system participated in the survey. Each college was assigned its own anonymous link to the survey to record participation levels. Participants were contacted via their official college email. Email listservs were provided by the institutional effectiveness or research contact in the cases of SCC, MCC, PCC, and RCC. The researcher emailed these potential participants inquires via his official Old Dominion University email account. In the case of DCC, BCC, CCC, and HCC, the inquiry email and anonymous link were sent to potential participants' email addresses by the institutional effectiveness or research contact per their request as a method to prompt more participation. All emails sent to potential participants included the Survey Participation Inquiry Email Transcript content (See Appendix F) and an anonymous link to the survey assigned to each participating college. Participation in the survey was completely voluntary and respondents were anonymous. Only the responses to the survey instrument items and the participants' corresponding college were recorded as data during the process.

A total of 2,990 emails were sent to potential respondents. A total of 296 participants responded. Of these 296 respondents, 22 surveys were excluded from the final count due to incomplete data. Respondents who only completed the 10 demographic questionnaire items or fewer, or participants who completed fewer than five of the core survey items following the demographic questionnaire were removed from the final sample. The researcher deemed participants responding at these levels were either unfamiliar with civic engagement, distracted during their attempt to compete the survey and failed to complete it, or were not committed to completing the survey in general. As a result, the final participant response count totaled 274 fully completed surveys as indicated in Table 4.

Table 4

Survey Response Counts

College	Total Emails Sent	Total Responses	Final Response Count
DCC	244	18	16
BCC	146	24	23
CCC	276	24	18
HCC	81	14	11
SCC	580	38	36
MCC	408	59	57
PCC	550	65	62
LCC	705	54	51
Totals	2,990	296	274

The survey response rate exceeded the predetermined desirable response rate of five percent. Of the 2,990 emails sent to potential respondents, approximately 23 percent of the possible sample from the statewide system. Some 274 participants fully responded to the survey and were included in the final sample. The result was a response rate of 0.092 or nine percent. The respondent breakdown by employment position included 88 part-time faculty, 128 full-time faculty, and 58 administrators. Given variety represented in the community colleges included in the quantitative inquiry, the higher than expected response rate percentage, and the distribution of employment positions, the researcher determined the sample to be acceptably representative of the overall population.

Data Analysis. Data collected from the Community College Faculty and Administrator Civic Engagement Perceptions Survey for the quantitative inquiry were first analyzed using descriptive analysis. According to Loeb et al. (2017), "descriptive work can identify the characteristics of the population…and the nature of the setting that is most relevant to interpreting the findings. When properly applied, description can help researchers understand a phenomenon of interest" (p. 1). In other words, using simple statistics, descriptive analysis was used to analyze the data to identify trends, or tendencies and variations, in the population to provide a broader, complementary context for the findings of the qualitative project.

Descriptive analysis was used to organize, describe, and summarize characteristics of the current population from the sample ($N = 274$) under study concerning community college faculty and administrators' perceptions of civic engagement and its place in general education. The demographic items were verbally described by noting frequency of occurrences to better characterize the sample and visibly described in a series of detailed graphs. Central tendencies and variations for item ratings among participants were described using basic statistical calculations such as means, standard deviations, medians, kurtosis, and skewness to characterize patterns in the data. For survey items resulting in overall averages ($M \leq 3.99$), the researcher provided descriptive statistic for each survey item by Employment Position as socially meaningful independent variable for the purposes of this study.

Both inquires in this study focused heavily on the independent variable Employment Position. The researcher determined it to be socially meaningful to investigate for any differences between groups, in this case between part-time faculty, full-time faculty, and administrators in the quantitative inquiry of this study. Given the total number and diversity of items includes on the Community College Faculty and Administrator Civic Engagement

Perceptions Survey, the researcher created scales of average means scores across items grouped by constructs derived from this study's research questions. Constructs were derived from the research questions and organized according to the Survey Items Data Collection Matrix presented in Table 2. Each survey item was specifically developed as a method for addressing a specific research question. Survey items were constructed based on comprehensive review of the literature. Based on a review of the literature as presented in the previous chapter, the researcher was confident the items were grouped appropriately to organize constructs for the scales.

In total, seven constructs were developed to reflect the seven research questions in this study by averaging mean scores by survey item groups, or ordinal variable, to create an approximate continuous variable (Sullivan & Artino, 2013; Zumbo & Zimmerman, 1993). A Cronbach's alpha was calculated for each of the constructs. Five of the seven constructs resulted in high levels of internal consistency as determined by a Cronbach's $\alpha > .7$. Two constructs, both "CE Available Opportunities" and "CE Service-Learning" resulted in lower levels of internal consistency as indicated in Table 5. However, Fields (2013) suggested in the preliminary phases of research, Cronbach's $\alpha > .5$ were acceptable. The current study was designed as both preliminary and exploratory due to limited current literature focused on faculty and administrators' perceptions of civic engagement in general education. Therefore, the researcher determined there was reasonably high levels of internal consistency as determined by Cronbach's alpha for each construct.

Six assumptions must be considered in order to perform a one-way ANOVA (Fields, 2017; Laerd Statistics, 2017). Each dependent variable was measured on the same Lickert scale ranging from *5 – Strongly Agree* to *1 – Strongly Disagree* considered on an interval scale. The independent variable Employment Position included three independent groups (part-time faculty,

full-time faculty, and administrators) and there was independence of observations. The

researcher determined there were no significant outliers in the individual Employment Position

groups by boxplot.

Table 5

Description of Scaled Constructs and Cronbach's alpha Reports

Research Question Construct	Survey Items Included	Cronbach's α
RQ1 – CE Civic Responsibility	11, 12, 13, 14, 15	0.871
RQ1A – CE Available Opportunities	18, 19, 21, 22, 23	0.679
RQ1B – CE Student Impact	41, 42, 43	0.934
RQ1C – CE Service-Learning	20, 24, 26	0.644
RQ2 – CE GE Core Competency	29, 30, 31	0.785
RQ2A – CE Perceived Roles	16, 17, 25, 27, 28, 32,	
	33, 34, 39, 40	0.804
RQ2B – CE Perceived Challenges	35, 36, 37, 38	0.830

One-way analysis of variances (ANOVA) is often described as a robust statistical test in

discussions concerning the assumption of normality. According to Fields (2013), the central

limit theorem "tells us that as samples get large (usually defined as greater than 30), the sampling

distribution has a normal distribution…" (p. 54). Furthermore, with sample sizes over 100, the

likelihood of an approximate normality increases (Fields, 2013). The sample size for this study

included a total of 274 participants. Within groups, sample sizes each resulted in over 30

respondents including 88 part-time faculty, 128 full-time faculty, and 58 administrators. The

researcher deemed the sample distribution to be approximately normal based on the central limit

theorem criteria noted above. The researcher utilized one-way analysis of variance (ANOVA) to test for differences between groups by the independent variable Employment Position. The results are presented in the following chapter.

Limitations of Quantitative Inquiry

There exist some limitations in the quantitative inquiry of this study. These are discussed below:

- One main limitation is overall generalizability. This sample in this study came from a single statewide system in the early phases of formally including civic engagement as a core competency of general education. The findings from this preliminary, exploratory inquiry are limitedly generalizable only within the single statewide system selected as the population for this inquiry.

- The non-experimental descriptive design of this study means no causal relationships can be inferred in terms why participants responded the way they did to items on the survey. The survey results and any relationship between variables inferred by comparing similarities in and differences between groups are not fully generalizable among the population.

Qualitative Inquiry: Semi-Structured Participant Interviews Design

For the qualitative inquiry in this study, the researcher chose to ground the research in the phenomenology tradition. This decision was the result of two major perspectives held by the researcher. First, the researcher's worldview is heavily influenced by social constructivism. In the opinion of the researcher, context, perspective, and experience greatly influence how one constructs knowledge. The researcher believes understanding how individuals construct knowledge and meaning is an important and effective way to explore and begin to understand an

education phenomenon. Moreover, as suggested in the conceptual framework for this study, the researcher assumes change processes at institutions of higher education, particularly community colleges, are complex, deliberate, and informed by experiences of the individuals involved in organizational decision-making. Therefore, programs and policies at any given institution are heavily influenced by individual experience and by social, political, cultural, geographic, and economic characteristics of that institution (Hayes & Singh, 2012; Kezar & Eckel, 2002; Kuh, 1996; Tierney, 1991).

Secondly, given the researchers social constructivist worldview, the phenomenology research tradition is aligned both with this perspective and the purpose of this study. The purpose of this study was to explore community college faculty and administrators' perceptions of civic engagement as in general education. The researcher desired to know more about how community college faculty and administrators conceptualize civic engagement at the community college and how they believe including civic engagement as a core competency of general education might impact their work, their students, their colleges, and their communities. Thus, the overall goal of this study was to explore and interpret the basic structure of participants' perceptions of, attitudes toward, and experiences with civic engagement at the community college (Hayes & Singh, 2012; Merriam, 1998).

Hayes and Singh (2012) suggested, "the purpose of phenomenology is to discover and describe the meaning or essence of participants' lived experiences, or knowledge as it appears to consciousness" (p. 50). Utilizing the phenomenological research tradition provided the researcher with the ability to capture the essence of participant experiences with civic engagement and their perceptions of its role in general education at the community college. Another benefit of utilizing the phenomenological research tradition was the tradition required

the researcher to approach "the phenomenon with a fresh perspective, as if viewing it for the first time, through the eyes of participants who have direct, immediate experience with it" (Hayes & Singh, 2012, p. 50). Granted, this required a significant effort on the part of the researcher to bracket preconceived notions and the influence of personal experiences but was most suitable to the purpose of this study.

As a result of utilizing the phenomenological research method, the researcher was able to analyze thick, rich data concerning participant experiences collected through semi-structured, in-person interviews involving 21 open-ended questions. The researcher was able to identify themes and patterns of meaning in participants' experiences with civic engagement and civic learning in general education at the community college. In the process of conducting the interviews and analyzing participant transcript data, participants were considered co-researchers because of their wide-ranging experience with the phenomenon under study. This consideration justified the semi-structured and open-ended nature of the interview questions. This process also maximized the potential for collecting rich, reliable data leading directly to a more thorough understanding of the phenomenon (Creswell, 2003; Hayes & Singh, 2012; Merriam, 1998; Moustakas, 1994; Chan, Fung, & Chien, 2013).

Population and Sample. The population for the qualitative inquiry consisted of all community college faculty and administrators at community colleges with civic engagement embedded in general education either formally or informally. However, for this inquiry, the researcher chose to reduce the population to employees at community colleges in the Virginia Community College System who were classified as either full-time faculty members or administrators. The unique situation presented by the statewide system's incorporation of civic engagement as a core competency of general education steered this decision. In 2013, the VCCS

reported over 4,000 full-time teaching faculty and full-time administrators and manager as employees (Report of the Chancellor's Task Force on Diversity, 2014). Adjunct faculty make up the major portion of the teaching faculty in the VCCS. However, full-time faculty and administrators are most likely to be required to fulfill institutional responsibilities such as conceptualizing, developing, implementing, assessing, and reporting when it comes to general education programming and other collegewide initiatives. They are also more likely to serve on shared-governance committees developing and reviewing organizational policy.

Hayes and Singh (2012) suggested participants in qualitative research should have extensive experience with the particular phenomenon understudy and thus should be considered co-researchers throughout the process. As a result, in qualitative research sampling is purposive and sample sizes are generally smaller but centered on collecting data from information-rich cases (Creswell, 2003; Hayes & Singh, 2012; Merriam, 1998). Creswell (2003) suggested a sample size of 10 participants in phenomenological research while Merriam (1998) suggested an adequate sample is one large enough to answer the questions posed by the initial study. Considering these suggestions, the researcher selected a sample size based two considerations. First, this is a preliminary and exploratory inquiry. Second, the opportunity offered to study the phenomenon in selected statewide system was unique given the opportune timing.

Therefore, the sample for this study was purposefully and participants were selected based on specific criteria related to employment position and civic learning experience as identified in Table 6. The final sample consisted of 30 total interview participants from six different community colleges in the statewide system. Initially, sample size was capped at 20 participants. However, sampling for this study was ongoing during the predetermined data collection period of December 2018 through May 2019. The researcher utilized network

sampling, or snowball sampling, to identify additional information rich cases. This sampling

strategy resulted in fully conducted interviews with 30 total participants, including 15 full-time

faculty and 15 administrators from across the six participating community colleges.

Table 6

Participant Selection Criteria for Semi-Structured Interview Participation

Participant Demographics	Selection Criteria
Faculty	full-time, nine- or twelve-month teaching faculty; teaching discipline offers general education courses transferable to four-year institutions; self-identified as incorporating civic learning strategies as part of one or more courses taught; sponsorship of or leadership role in co-curricular civic learning activities; service on committees or work groups focused on general education
Administrators	full-time, nine- or twelve-month administrative or professional faculty; supervises full-time faculty meeting one or more of the criteria above; responsible for developing, implementing, and assessing academic and co-curricular programs with direct student impact; serves in a leadership role in shared-governance concerning general education planning and/or student learning outcomes assessment

As presented in Table 6, specific criteria were selected for identifying information-rich

participants for interviews. For faculty participants, the key criteria required for interview

included full-time status and either civic learning teaching experience, leadership in civic

learning focused co-curricular activities, or service on a collegewide general education

committee. Of the 15 full-time faculty participants, all self-identified as having civic learning

teaching experience confirmed by the researcher. Key specific criteria for selected administrator

participants include full-time status, supervision of full-time faculty, or service in leadership

roles concerning general education planning and assessment. Of the 15 administrator

participants, all were full-time and either supervised full-time faculty who met the selected

faculty participation criteria or served in leadership roles in general education at their respective

colleges. In most cases, participants qualified under both these criteria.

The researcher used several strategies for identifying potential qualified participants. The

initial strategy relied on the researcher's role as a member of the system's statewide task force

for redeveloping the General Education Goals and Student Learning Outcomes Policy. In this

role, the researcher facilitated multiple information session concerning the new civic engagement

core competency at the annual professional meetings attended by faculty and administrators from

across the statewide system. The purpose of these information session was to briefly define and

describe the civic engagement core competency and to prompt attending faculty and

administrators to discuss programs and initiatives currently in place at their respective colleges.

The sessions also served as brainstorming opportunities for faculty and administrators to

consider new ways their respective colleges might address civic engagement as a new core

competency in general education.

With permission obtained from the Vice Chancellor of Institutional Effectiveness for the

system, the researcher was able to identify potential information-rich cases and contact points for

reaching out to their respective colleges. From this potential participant list, the researcher

identified and contacted the responsible institutional effectiveness or research personnel for each

college first to inquire about the potential of conducting this study. Discussions with the

institutional effectiveness or research contact at each institution proved most helpful in

identifying additional information rich potential participants. Lastly, networking sampling

greatly assisted in identifying additional participants. As participants completed the interview

and became familiar with the content of the protocol, several participants suggested colleagues who they believed met the criteria and would possibly be interested in participating. This method proved more helpful for identifying full-time faculty participants with civic learning teaching experience.

A total of ten community colleges were contacted about participating in this study. After completing each colleges' respective institutional research review processes, eight colleges granted the researcher approval to conduct the study. Of these eight colleges, all participated in the non-experimental survey of the quantitative inquiry but only six participating colleges produced information rich interview participants for the semi-structured interviews required of the qualitative inquiry. The participating community colleges included (listed by pseudonym): Doubleday Community College (DCC), Chamberlain Community College (CCC), Sherman Community College (SCC), Meade Community College (MCC), Pope Community College (PCC), and Lincoln Community College (LCC). From each of the above participating community colleges, the researcher was able to identify and interview at least one qualifying full-time faculty participant and one qualifying full-time administrator participant.

Instrumentation. The researcher utilized semi-structured, in-person interviews involving 21 open-ended questions designed to draw out in-depth, information-rich responses from the participants. The interview questions were organized into a single interview protocol used for both full-time faculty and full-time administrator participants for the purposes of comparative analysis during the data analysis phase. A rigorous review of the literature formed the base of knowledge utilized to construct the interview protocol instrument. After a comprehensive review of the literature, the researcher determined there was no established interview protocol instrument for collecting data concerning community college faculty and

administrators' perceptions of civic engagement in general education at the community college. As a result, the researcher created the interview protocol instrument necessary for conducting this inquiry. Each interview question derived from and specifically mapped to one or more of the research questions to establish initial content validity as indicated in Table 7. A detailed interview protocol was developed to maintain a reasonable level of consistency, or reliability, between interview participants despite the semi-structured design (See Appendix D).

Table 7

Interview Protocol Data Collection Matrix

Research Foci	Interview Questions
Question #1	1, 2
Question #1-A	3, 4, 6
Question #1-B	5, 6a, 7
Question #1-C	13, 13a, 13b
Question #2	8, 9
Question #2-A	10, 11, 15, 16
Question #2-B	12, 14, 17, 18

In total, 21 open-ended questions were included in the interview protocol instrument. The development of the interview questions was guided by the research questions. The researcher em0ployed four specific question types to prompt participants to more thoroughly discuss their perceptions and experiences. The interview protocol instrument included at least one of each of the following question types: "*hypothetical, devil's advocate, ideal position,* and *interpretive* questions*" (Merriam, 1998, p. 76). These questions were designed to solicit

responses centered on personal reflections concerning the phenomenon under study in order to facilitate a deeper understanding of the participant's perceptions of and experiences with civic engagement and civic learning in general education at the community college (Merriam, 1998). Table 8 provides examples of interview questions within category types.

Content Validity and Reliability of the Instrument. To strengthen the credibility of the qualitative inquiry, a pilot study was conducted to review content validity and reliability of the interview protocol instrument. The researcher selected two expert reviewers based on their experience with qualitative research, community college experience, and understanding of civic engagement in higher education. The two participants included one full-time faculty member and one full-time administrator for consistency. Expert reviewers participated in a volunteer capacity and received no benefits form their participation. Each participant agreed to conduct a formal interview using the interview protocol and then conduct an expert review of the instrument with the researcher after the interview experience.

Table 8

Example of Interview Questions

Research Foci	Question Category	Interview Question Example
Question #1-B	Interpretive	From your perspective, what benefits do you think students might receive from experiencing some form of civic learning before graduating?
Question #2	Devil's Advocate	Some might say that it is impractical to include civic engagement as a core competency expected of all students graduating from your college. How would you respond to them?
Question #2-A	Hypothetical	Suppose I was a faculty member or administrator with an idea about a new civic learning program to employ across the campus? What would the process for making that program a realization look like in your opinion?
Question #2-B	Ideal Position	If you could design the ideal civic learning experience for community college students at your college, describe what that experience would involve?

Note. Adapted from *Qualitative Research and Case Study in Education*, by S.B. Merriam, 1998.

The two expert reviewers were provided the Interview Participation Inquiry Email for Faculty and Administrators Transcript (See Appendix B) and the Informed Consent Form (See Appendix C). The researcher and the participants conducted each interview separately and privately using the Interview Protocol for Faculty and Administrator Participants (See Appendix D). The interviews averaged approximately 45 minutes each including some discussion about the instrument between questions from the reviewers. Afterwards, each participant provided feedback about the email inquiry, the informed consent form, and the interview protocol language. Each participant also was given the opportunity to comment on the overall clarity and efficiency of the interview process. Feedback was overall positive, and the participants reported the interview process was clear, informative, and efficient. Each participant provided some suggestions for minor changes in language and phrasing for clarity in the case of a few questions. Lastly, each participant reviewer was provided a copy of the Interview Protocol Data Collection Matrix (See Table 7) and the participants and researcher reviewed each interview question to discuss each question's relevancy to the corresponding research questions and the language used to construct each question. No change in alignment for any question was recommended by either participant. Some minor suggestions were provided by the reviewers concerning question language or clarity.

Merriam stated, "the term *reliability* in the traditional sense seems to be something of a misfit when applied to qualitative research" (p. 206). As a result, for this pilot study and expert review of the interview protocol instrument, the researcher focused on consistency between participant reviewer experience and feedback. Based on the pilot study results, the researcher felt that the interview protocol consistently facilitated data collection and collected data relevant to the research questions for both full-time faculty and administrator participants.

Data Collection. Qualitive inquiry data collection occurred between December 2018 and May 2019. A total of 30 participants, 15 full-time faculty and 15 full-time administrators, were interviewed from across eight community colleges in the statewide system. The researcher worked with each college's institutional effectiveness or research contact to identify potential participants and acceptable procedures for coming to each campus to conduct the in-person interviews. The researcher sent potential interview participants an email including the Interview Participation Inquiry Email for Faculty and Administrator Participation Transcript content (See Appendix B) from the researcher's official university email account. Once a potential interview participant agreed to participate, the researcher corresponded with the participant to establish a convenient day and time to conduct the interview in-person and privately at the participant's respective college.

All interviews were conducted in-person and in a private location selected by each participant on their respective campuses. Usually the location selected was the participant's personal office space. The researcher arrived early to each interview appointment to introduce himself and to informally provide context to the study, discuss the interview process, and field any questions at the request of the participant. The researcher asked each participant if they preferred to select their own pseudonym to protect their identity. None of the participants chose this option and the researcher selected a pseudonym for each participant from a list of first names. None of the first or last name pseudonyms matched the first or last name of any of the 30 interview participants. At the end of this informal process, the researcher interviewed each participant following the official interview process described below:

- Each participant was provided the Interview Informed Consent Form (See Appendix C).
  The researcher offered to read the form to the participant or allow the participant ample

time to read it for themselves. If the participant chose to read it for themselves, the

researcher took the time to point out key points about participant privacy, protection and

use of the data, and other participant rights before both the researcher and the participant

signed the form.

- The researcher read allowed the Opening Script in the Interview Protocol for Faculty and

    Administrator Participant and asked for permission to record the interview using a small

    digital recorder. If permission was granted, the researcher asked if the participant had

    any questions before beginning the interview.

- The researcher activated the digital recorder and proceeded with the interview questions.

- At the conclusion of the interview, the participant was again asked if they had any

    questions or had any additional comments they would like to make before the interview

    was concluded.

- At the conclusion of the interview, the researcher explained an official transcript of the

    interview would be recorded by the researcher and provided to the participant via email

    to approve, amend, or reject. The interview process was then concluded, and the

    participant thanked once again for participating.

All participants were asked each of the 21 open-ended questions on the interview protocol

instrument in the same order. The interview lengths averaged approximately 55 minutes. The

shortest interview lasted approximately 30 minutes and the longest interview lasted

approximately 105 minutes. In total, nine academic disciplines were represented among the 15

full-time faculty participants. A total of six different levels of administrator were represented

among the 15 full-time administrator participants. These included two college presidents, three

vice presidents, five academic deans, one student services dean, three office/program

coordinators, and one office/program director as indicated in Figure 6.

Interview Participant Categories and Frequencies	

Participating Community Colleges	• Doubleday Community College
	  o 3 faculty
	• Chamberlain Community College
	  o 1 faculty
	  o 1 administrator
	• Sherman Community College (SCC)
	  o 3 faculty
	  o 3 administrators
	• Meade Community College (MCC)
	  o 1 faculty
	  o 1 administrator
	• Pope Community College (PCC)
	  o 6 faculty
	  o 9 administrators
	• Lincoln Community College (LCC)
	  o 1 faculty
	  o 1 administrator

Faculty Teaching Disciplines Represented	• Business (2) • Chemistry (1) • English (3) • Geology (1) • History (2) • History and Political Science (2) • Humanities (1) • Philosophy (1) • Political Science (1) • Sociology (1)

Levels of Administration Represented	• President (2)
	• Vice President (3)
	  o Academic
	  o Student Services
	  o Institutional Effectiveness
	• Academic Dean (5)
	• Student Services Dean (1)
	• Director (1)
	  o Institutional Effectiveness
	• Coordinator (3)
	  o Student Engagement
	  o Institutional Effectiveness
	  o Instructional Design/Librarian

Figure 6. Interview participant categories and frequencies. Listed by college, teaching discipline, and levels of administration represented in the qualitative inquiry.

Data Storage. All participants' informed consent forms and researcher memos, reflexive journals, and the digital recorder were transported to the researcher's private office in a locked carrying case. The researcher stored the items in a locked filing cabinet throughout the research process. The researcher stored all digital files of audio recordings, interview transcripts, or any other identifying content in a digital format on a password protected computer throughout the research process.

Memoing and Reflexive Journaling. Both Merriam (1998) and Hayes and Singh (2012) suggested data analysis in a qualitative research should occur simultaneously during data collection. As a result, the researcher employed two methods of initial analysis during the data collection process. First, the researcher utilized memoing as the first level of analysis during the interviews. The researcher chose to focus his memos on three strategies including recording brief observer comments, recording brief notes about what the researcher perceived he was learning for later researcher bracketing, and noting ideas about potential themes for future coding. Secondly, the researcher consistently used reflexive journaling. The purpose of reflexive journaling during data collection is to record "thoughts about how the research process was impacting the researcher (Hayes & Singh 2012, p. 205). This process was especially helpful in assisting the researcher bracket preconceived notions of participant experience with civic engagement and potential analyses filtered through the researcher's own experiences and biases rather than from the participants' experiences (Chan, Fung, & Chien, 2013). The researcher also referred to and edited these memos and reflexive journal entries during the interview transcription process.   The researcher used these revisions and updates to establish a foundation for initial analyses for later use during deeper levels of coding.

Data Analysis. Merriam (1998) suggested the collection and analysis of data occurs simultaneously throughout the qualitative research process. However, with phenomenological studies, a core aspect of this tradition is to approach the research questions and the data with a fresh, new perspective (Hayes & Singh, 2012). Merriam (1998) argued, "all qualitative data analysis is content analysis in that it is the *content* of interviews, field notes, and documents that is analyzed" (p. 160). For this phenomenological qualitative inquiry, the researcher utilized content analysis framed within the tradition of phenomenology to "arrive at structural descriptions of an experience" (Merriam 1998, p. 159). From memos, reflexive journals, and the transcriptions of interview participants, the researcher attempted to provide an understanding of participants' lived experiences with civic engagement and civic learning in general education at the community college.

To reach the level of structural description as prescribed in phenomenological research tradition, the researcher utilized a multi-level coding approach for reduction of the data into identifiable and meaningful themes and patterns. The initial level of data analysis began with researcher memoing during the participant interviews. These noted words and phrases served as an initial, if rudimentary, codebook referred to and refined during the transcription process. The participant interview transcription process also served as part of the initial data analysis. In total, the researcher completed approximately 300 single-spaced pages of interview transcription data totaling approximately 150 hours of researcher transcription time. Given the extensive time spent transcribing the participant interviews, the researcher utilized this process to begin to map out potential themes and patterns from the researcher's initial observations of the data. These observations became their own set of informal memos and served as initial interpretation for

identifying patterns and themes in the data (Chan et al., 2013; Hayes & Singh, 2012; Merriam, 1998).

Admittedly, attempting to maintain a fresh perspective toward civic engagement and civic learning proved to be challenging for the researcher. However, the strategy of memoing these initial interpretations during the transcription process proved to be useful tool in assisting the researcher bracket potentially biased analyses and helped to ensure participant experiences guided the findings in later levels of coding (Chan et al., 2013; Creswell, 2003; Hayes & Singh, 2012; Moustakas, 1994). In summary, this initial level of analysis involved transcribing, memoing, organizing, and summarizing the data. The researcher also utilized member checks by allowing participants to review the final transcriptions of their interviews before the moving on to the secondary analysis (Hayes & Singh, 2012; Merriam, 1998). The member check process and the outcome are explained in more detail in the *Trustworthiness* section of this chapter.

The last process utilized by the researcher in the initial level of analysis was horizontalization. According to Hayes and Singh (2012), during horizontalization, the researcher, "begins to identify nonrepetitive, nonoverlapping statements in the participants' transcripts" (p. 354). For each of the 30 participant interview transcriptions, the researcher completed horizontalization. The researcher conducted the horizontalization process with four participant interviews initially to develop a more refined codebook. At this point in the data analysis process, the researcher opted to use an expert review process to ensure the researcher's horizontalization practices were thorough and consistent. The expert review process is explained in more detail in the *Trustworthiness* section of this chapter. In summary, the two expert reviewers found the researcher's horizontalization work to be thorough and consistent. The initial codebook was created from the horizontalization of the first four interviews with expert

review. This codebook was refined with the completion of horizontalization for the remaining 26 participant interview transcriptions. Merriam (1998) identified this strategy as the constant comparative method of analysis.

Secondary data analysis focused on developing a deeper understanding of meaning in participant experiences. Hayes and Singh (2012) argued, for the phenomenological research tradition, "'*Saturation, common in other traditions, is irrelevant*'" (p. 356). Although the researcher strove to identify themes, and ultimately patterns, in the data, the analytical emphasis at this level of analysis was on categorizing participant experiences to organize and present them to the reader as textural description. The data were organized into categories and subcategories by research question, paying close attention to the notes and memos from earlier analytical processes to identify any potential need for researcher bracketing at the textural description level of coding (Chen et al., 2013Hayes & Singh, 2012).

The last level of data analysis focused on the identification of patterns from among the identified themes. The purpose of this level of analysis was to establish structural description of the participants' experiences. Merriam (1998) described this purpose concisely stating, "The aim is to arrive at structural descriptions of an experience, the underlying and precipitating factors that account for what is being experienced" (p. 159). The researcher utilized comparative pattern analysis to identify patterns in experience across participants and to construct the narrative pertaining to participants' essence of experience. In particular, the researcher focused on the categorical factor of employment positions – full-time faculty or administrator – to identify similarities and differences in experiences and perceptions. The development of structural description utilizing comparative pattern analysis resulted in the implications for action and recommendations for community college leaders presented in the final chapter.

Trustworthiness and Credibility

According to Hayes and Singh (2012), regardless of the number of strategies used to maximize validity and reliability, it is implausible to fully guarantee the rigor of a study in qualitative research. Nevertheless, the researcher enlisted several measures to address the trustworthiness of the findings in the qualitative inquiry included in this study. The researcher attempted to address trustworthiness from the general concepts of validity and reliability validity. Merriam (1998) argued validity and reliability in qualitative research "can be approached through careful attention to a study's conceptualization and the way in which the data were collected, analyzed, and interpreted, and the way in which the findings are presented" (p. 199-200).

The basis for trustworthiness in the qualitative inquiry was established initially by thorough explanation of the research design, data analysis, data collection, approaches to researcher interpretation, and presentation of the findings. Furthermore, the thick description of the entire research process of conducting the qualitative inquiry was intentional as an effort to create a sense of shared responsibility between myself, the participants, and the reader in determining overall rigor (Hayes & Singh, 2012; Merriam, 1998).

The researcher addressed internal validity in this study through the strategies of member checks, peer examination, and the revealing of the researcher's biases (Hayes & Singh, 2012; Merriam, 1998). The strategy of member checking involved providing the final transcription of participants' interviews to each participation via email and given each participant the opportunity to confirm accuracy, make revisions, and provide additional elaboration on any given interview question (Hayes & Singh, 2012; Merriam, 1998). Of the 30 interview participants, 27 responded to member checks emails by confirming their accuracy. Given the thoroughness of the interview

questions, no participant provided additional elaboration on any question. Three participants did

not respond to the initial email prompting the member check process. The researcher attempted

to contact these participants twice more by email but did not receive a response. Although these

three participants did affirm or refute the transcriptions, the data from these participant

interviews remained as part of the larger data set.

The researcher also used the strategy of peer examination, or expert review, to address

validity concerns. The researcher recruited two trained professionals with extensive experience

in qualitative research methods to review the initial data analysis. The researcher provided each

expert reviewer with a review package including information about the study (purpose statement,

research questions, data collection matrix, summary of methodology), four participant interview

transcripts (two full-time faculty and administrators), a copy of the corresponding

horizontalization for each transcript, and Codebook One with the textural description of the first

four participant interviews (See Appendix E). The expert reviewers reviewed the researcher's

identification of themes emerging from the data for overall accuracy and consistency. Both

expert reviewers determined the researcher's analyses were accurate, thorough, and consistent.

Lastly, the researcher addressed validity by revealing researcher biases by detailing his own

worldview of knowledge, the conceptual framework that guides this study, and his personal and

profession experiences and roles related with the phenomenon (Merriam, 1998).

According to Merriam (1998), reliability in qualitative research is determined by how

well the researcher makes the case their "results are consistent with the data collected" (p. 206).

In this study, the researcher attempted to address reliability through the strategies of revealing

the investigator's position and creating a detailed audit trail through thick description of the

research context, design, and the data collection and analysis processes. The researcher

extensively outlined his own research positions, contextual relationships relevant to the study, and the decision-making processes for designing, conducting, and presenting the findings of the study. Through this detailed process, the researcher created an audit trail which other researchers may follow as the means for coming to their own conclusions about the rigor and relevance of this qualitative inquiry (Hayes & Singh, 2012; Merriam, 1998).

Finally, the researcher attempted to address external validity in the qualitative inquiry. The issue of establishing external validity, or generalizability, in qualitative research is a challenging one as often the educational phenomenon under study is unique and specific. The researcher designed this qualitative inquiry grounded in the phenomenological research tradition to "describe participant experiences and views, provide practical information for the practitioner…" (Hayes & Singh, 2012, p. 193). However, the result of this decision dictates that the research does "…not necessarily provide…generalizable findings" by the nature of its design (p. 193). As a result, the researcher assumed the stance of "*reader or user generalizability*" (Merriam, 1998, p. 211) as a method of establishing external validity. Reader generalizability allows the reader to determine the applicability of the findings and implications of this study to their own situations. To ensure readers were provided with appropriate understanding necessary for reader generalizability, the researcher made every effort to provide comprehensive description of the research process, researcher decision-making, data collection, data analysis, and overall findings to create an audit trail for readers and future researchers (Merriam, 1998).

Therefore, the overall trustworthiness of the qualitative inquiry portion of this study was supported by credibility, confirmability, authenticity, coherence, and ethical validation. Thick, rich description of the research process and in presentation of the findings both assisted in addressing the plausibility of the study. Confirmability was established by methods such as

memoing and reflexive journaling during data collection, bracketing during data analysis, and the revealing of researcher biases. Authenticity was established by the measures taken to ensure participants' experiences were authentically reported. Coherence was established by the expression of the researcher's own worldview and concepts of knowledge as well as the appropriateness of the phenomenological tradition for this qualitative inquiry. Ethical validation was established first through ethical practices such as participant informed consent, participant confidentiality, safety measures for data transportation and storage, and the researcher's human subject research training. Furthermore, the purpose of this study aligned well with the ethical principle that "we should only engage in research that provides insights into practical and real-world problems" (Hayes & Singh, 2012, p. 202).

Delimitations

As with all research, this qualitative inquiry involved some delimitations. This study included participants from only one statewide community college system currently introducing and implementing civic engagement as a core competency of general education. Participants for this study only included those designated as full-time teaching faculty or administrators. This excluded adjunct faculty and certain classified staff position as possible participants. Although the researcher made every attempt to collect a diverse sample of faculty and administrators from diverse institutions, the use of purposive and snowball sampling strategies meant the researcher was restricted to information rich cases as predetermined by the selection criteria.

Limitations

The qualitative inquiry also posed some limitations. First, the brunt of this project was conducted by a single researcher. Second, as with most qualitative research, the sample size was small, but it was also diverse and associated with information-rich cases. Therefore, the overall

generalizability of this study is somewhat limited. However, the researcher's use of thick, rich description of the overall research design, data collection, data analysis, and presentation of the findings was intentional and conducted to guide readers and future researchers through the process of completing this study as thoroughly as possible. As mentioned before, the researcher holds the assumption of reader generalizability allowing for those who encounter the information produced in this study to determine for themselves the applicability of the findings to their own situations.

Summary of Methods

In summary, this study was a multi-methods research study designed to gather multiple forms of data through separate inquiries in a single study. This methodology was selected to more comprehensively explore the phenomenon under study. The researcher designed two independent inquiries to provide both qualitative and quantitative data for addressing the research questions in this study. First, a non-experimental survey design utilizing descriptive analysis provided a broader characterization of trends in the population. The researcher also conducted a series of one-way ANOVA tests to explore differences between group in the independent variable of Employment Position. Second, a qualitative inquiry utilizing a phenomenological design provided rich, thick description of community college faculty and administrators' perceptions of, attitudes toward, and experience with civic engagement and civic learning. Given the limited research on civic engagement in general education at the community college in the current literature, the multi-methods design offered the means for a broader and more comprehensive exploration of community college faculty and administrators' perceptions of civic engagement in general education at the community college.

CHAPTER IV

FINDINGS

The purpose of this study was to explore faculty and administrators' perceptions of civic engagement in general education at the community college. Given the relatively limited literature regarding civic engagement in general education at the community college, a multi-methods research design was chosen to explore the research questions for this study. For the quantitative inquiry, a non-experimental survey design was selected to identify characteristics, attitudes, and patterns in the population through surveying a representative sample. For the qualitative inquiry, a semi-structured, in-person interview design grounded in the phenomenology research tradition was selected. A single statewide community college system currently revising the general education policy and requirements to include civic engagement as a core competency of general education for was selected for sampling in both inquires. The researcher designed the respective data collection instruments in each inquiry to address the research questions for the overall study and all elements of each instrument were mapped accordingly in data collection matrices.

The findings of each of the inquires conducted as part of this multi-methods study are presented in this chapter. The quantitative inquiry findings are presented first, followed by the findings of the qualitative inquiry. A description of the participant demographics is provided for each inquiry. In both inquires, the findings are organized and presented by research question and in the order designated in the data collection matrices for each inquiry. Findings from each inquiry were merged in the final chapter of this study to comprehensively discuss community college faculty and administrators' perceptions of civic engagement in general education.

Quantitative Inquiry Findings

The Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey was administered to participants on a voluntary basis. The Demographic Questionnaire (Items 1-10) was constructed for the purpose of gathering demographic information with the potential to identify socially significant categorical variables that may impact participants' perceptions and attitudes. The Attitudes Survey Items (Items 11-43) were constructed to measure respondents' perceptions of and attitudes toward civic engagement at the community college and its place in general education. These items were considered dependent variables in data analysis. Both categorical variables (Demographic Questionnaire) and dependent variables (Attitudes Survey Items) were identified for their potential to describe the population under study by descriptive analysis. The findings from the Demographic Questionnaire (Items 1-10) are presented below, followed by the findings from the Attitudes Survey Items (Items 11-43).

Demographic Questionnaire

The Demographic Questionnaire was constructed for the purpose of gathering demographic information with the potential to identify socially significant categorical variables impacting participants' perceptions and attitudes. These potential categorical variables included the following: Employment Position, Gender, Race, Age, Educational Attainment, Undergraduate Degree Discipline, Undergraduate Community College Experience, Undergraduate Civic Engagement Experience, Years of Service at the Community College, and Community College Geographic Location. The researcher used responses to these demographic items to describe the sample of participants who completed the survey. In total, 274 respondents completed the Demographic Questionnaire portion of the survey from a potential sample of

2,990 respondents.

Key Analytical Demographics

For the purposes of this study, Employment Position served as the main categorical variable of interest. Thus, the researcher described the Employment Position distribution in significant detail. Each of the Attitudes Survey Items (Items 11-43) served as dependent variables. Using descriptive analysis, the researcher described respondent characteristics and trends in the responses for each of the Attitudes Survey Items between part-time faculty, full-time faculty, and administrator participants. Given greater conversations concerning gender and race in higher education broadly, particularly as it pertains to diversity in employee demographics and student demographics at community colleges, the categorical variables of Gender and Race were determined to be of key relevance to this inquiry, and their distributions were described in significant depth. Of important note here is the distributions for both Gender and Race exhibited significantly higher frequencies in the individual categories. For example, women responded at approximately twice the rate of men and those respondents identifying as Caucasian represented 84.3 percent of the distribution.

Employment Position. For the purpose of this study, the key demographic question centered on identifying Employment Position. The corresponding survey Item 8 – *Which best describes your current employment position at a community college?* – asked participants to self-identify their employment position at the community college. Respondents were provided the three selection options of *part-time faculty*, *full-time faculty*, and *administrator*. Of the 274 respondents, 32 percent ($n = 88$) identified as part-time faculty. Full-time faculty accounted for 47 percent ($n = 128$) of the distribution. Administrators accounted for 21 percent ($n = 58$) of the distribution (See Figure 7).
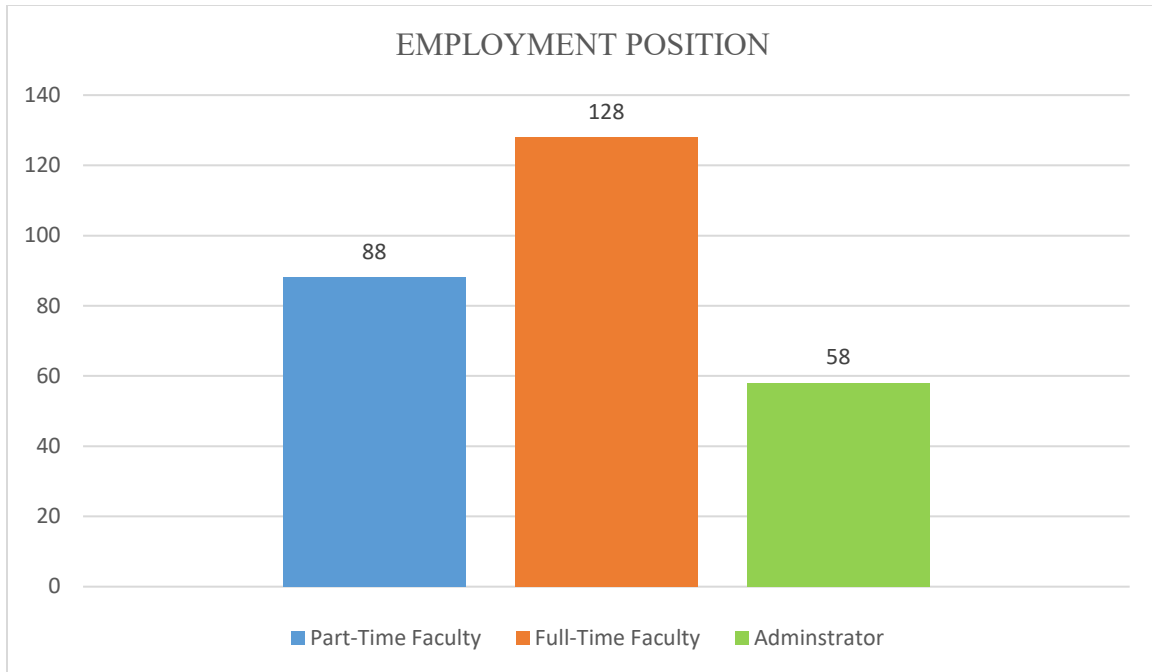
Figure 7. Frequency distribution for Employment Position.

Gender. Survey Item 1 – *With which of the following do you most identify?* – addressed

the categorical variable of Gender. Respondents were provided five potential selections

including *Male*, *Female*, *Transgender*, *Gender Non-Conforming*, and *Identity Not Listed Above*.

Of the 274 respondents to this survey item, 32.8 percent ($n = 90$) of respondents identified as

Male. Those respondents who identified as Female accounted for 66.0 percent ($n = 181$) of the

distribution. Only 0.7 percent ($n = 2$) of respondents identified as Gender Non-Conforming, and

only 0.3 percent (n = 1) respondents indicated their identity was not listed. No respondents

identified as transgender (See Figure 8).
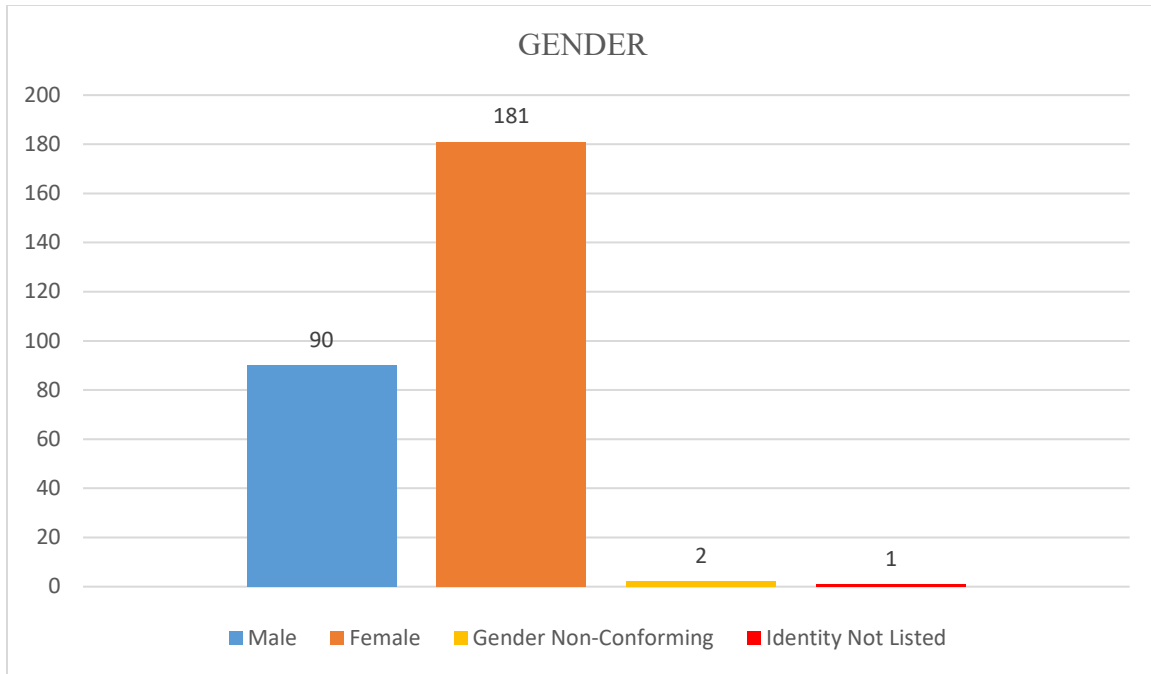
Figure 8. Frequency distribution for Gender.

When analyzing the distribution for Gender by Employment Position from the current survey, some disparity exited. For the category of part-time faculty, female respondents accounted for 62.5 percent (*n* = 55) while male respondents accounted for only 35.2 percent (*n* = 31). Included in the distribution were also one respondent identifying as *Gender Non-Conforming* and once respondent selecting *Identity Not Listed* for a combined 2.3 percent (*n* = 2) of the distribution. In the category of full-time faculty, a similar distribution occurred. Female full-time faculty represented 68.8 percent (*n* =88) of the distribution while male full-time faculty represented 30.5 percent (*n* = 39). Only one respondent (0.7 percent; *n* = 1) identified as *Gender Non-Conforming* among the full-time faculty. For the category of administrator, female respondents accounted for 65.6 percent (*n* = 38) while male respondents accounted for only 34.5 percent (*n* = 20).

Race. Survey Item 3 – *With which of the following do you most identify?* – addressed the categorical variable of Race. Of the 274 total respondents, 84.3 percent (*n* = 231) identified as

Caucasian. The second largest group identified as African American making up 9.8 percent (*n* = 27) of the distribution. Those respondents identifying as Multi-Racial accounted for 1.8 percent (*n* = 5) of the distribution. Only 1.4 percent (*n* = 4) of respondents identified as Asian/Pacific Islander and only 0.7 percent (*n* = 2) of respondents identified as Hispanic. No respondent identified as Native American in the distribution (See Figure 9).
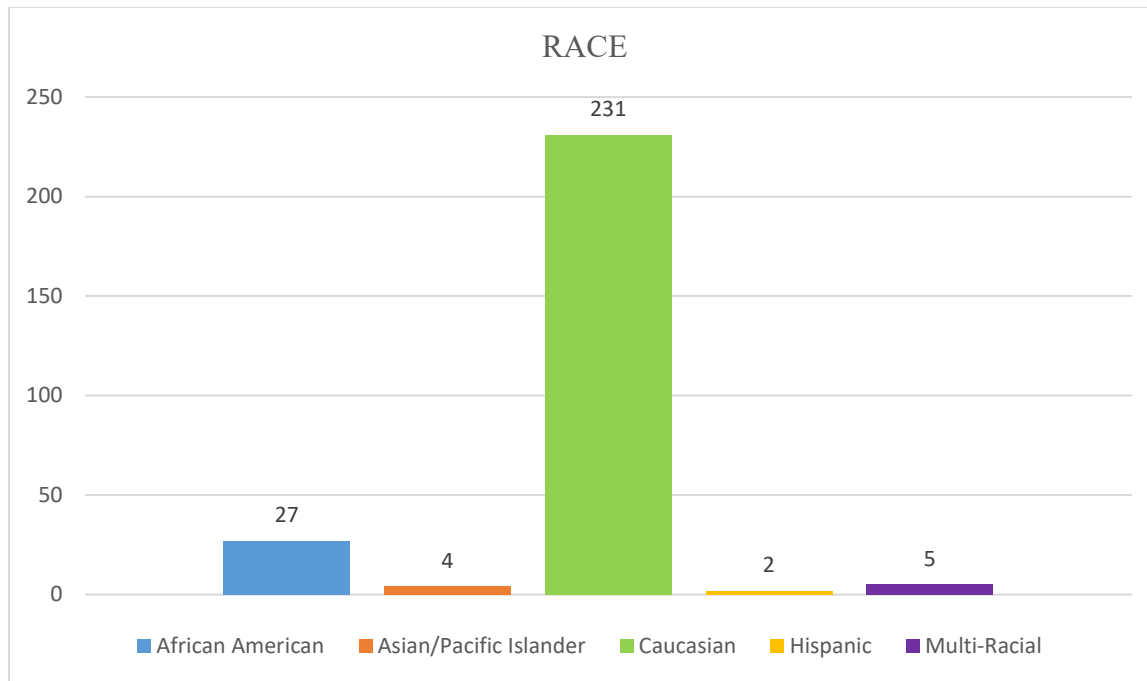
RACE

Figure 9. Frequency distribution for Race.

When analyzing the distribution for Race by Employment Position from the current survey, some disparity reflective on national trends existed. For the category of part-time faculty, only 15.9 percent (*n* = 14) identified as non-white minorities compared to 84.1 percent (*n* = 74) who identified as White. Of those identifying as a minority in the part-time faculty distribution, African Americans represented 9.1 percent (*n* =8), Other represented 3.4 percent (*n* = 3), and Asian/Pacific Islander, Hispanic, and Multi-Racial each accounted for 1.1 percent (*n* = 1) of the distribution. In the category of full-time faculty, similar disparities resulted. Only 13.2 percent (*n* = 17) identified as non-white minorities. Of those identifying as a minority, African

Americans accounted for 7.8 percent ($n = 10$), Multi-Racial represented 2.3 percent ($n = 3$), and Asian/Pacific Islander, Hispanic, and Other each accounted for 1.1 percent ($n = 1$) of the distribution. For the category of administrator, some 20.7 percent (n = 12) of the distribution represented minorities. Of those identifying as a minority in the administrator distribution, African Americans represented 15.5 percent ($n = 9$), Asian/Pacific Islander represented 3.4 percent ($n = 2$) and Multi-Racial represented 1.7 percent ($n = 1$).

When analyzing the distribution by Gender and Race higher percentages of minorities identified as female. For the administrator category, minorities represented 21.1 percent ($n = 8$) of all female respondents and 20.0 percent ($n = 4$) of all male respondents. However, when conducting the same analysis for part-time faculty and full-time faculty respondents, these numbers were significantly disparate. For part-time faculty respondents, minorities accounted for 16.4 percent ($n = 9$) of all female respondents while minorities accounted for only 3.4 percent ($n = 3$) of all male respondents. Similarly, in the full-time faculty category, minorities represented 17.1 ($n = 15$) percent of all female respondents and only 5.0 percent ($n = 2$) of all male respondents. In the current distribution, minorities represented an expressively smaller portion of the distribution and were more highly represented among women than men.

Key Descriptive Demographics

The categorical variables of Age, Educational Attainment, Undergraduate Degree Discipline, Undergraduate Community College Experience, Undergraduate Civic Engagement Experience, Community College Years of Service, and Community College Geographic Location were included specifically to better describe the sample of respondents. As this is a preliminary study, the goal was to capture a robust and diverse sample of community college faculty and administrators to better understand their perceptions of and attitudes toward civic

engagement in general education. Furthermore, this quantitative inquiry served as a complementary method for more broadly describing the sample population from which interview participants were selected to better inform the reader. Although categorical variables such as Undergraduate Civic Engagement Experience could have easily served as explorable independent variables, doing so would require some adjustment of the current survey instrument and was beyond the scope of this inquiry. The distribution frequencies for each of the categorical variables listed above are briefly described below to make transparent to the reader the descriptive characteristics of the current sample.

Age. Survey Item 2 – *Which best describes your age?* – addressed the categorical variable of Age. Respondents were provided six age ranges to choose from with the youngest group labeled *21 – 29* and the oldest group labeled as *60 or older*. A clear trend was observed in the response distribution for this survey item. Response frequencies increased by age groups. Only 0.7 percent ($n = 2$) of respondents self-identified in the *21 – 29* age group. Respondents self-identifying in the *60 or older* category accounted for 31.0 percent ($n = 85$) of the distribution. Those identifying in the *30 – 39* age group accounted for 16.8 percent ($n = 46$) of the distribution. The age groups *40 – 49* and *50 – 59* accounted for 24.5 percent ($n = 67$) and 27.0 percent ($n = 74$) respectively. Response frequencies between the age groups *21 – 29* and *30 – 39* increased by 44 respondents and responses rates steadily increased by age group.

Educational Attainment. Survey Item 4 – *Which best describes your overall level of educational attainment?* – addressed the categorical variable of Educational Attainment. The current distribution frequencies proved somewhat different than the national percentages at two-year public institutions. Respondents selecting *Bachelor's degree* accounted for only about 4.7 percent ($n = 13$) of the sample compared to 18.5 percent nationally. *Master's degree* selections

represented 60.9 percent (n = 167) of the distribution and *Doctoral degree* accounted for 31

percent (n = 85) compared to 55.1 percent and 11.6 percent nationally (Provasnik & Planty,

2008). Those respondents selecting *Educational Specialist* represented 2.9 percent (n = 8) and

only one respondent (0.4 percent; (n = 1) selected *Juris Doctor* as their degree type.

   Undergraduate Degree Discipline. Survey Item 5 – *Which best describes the area of*

study in which you obtained your undergraduate degree? – addressed the categorical variable of

Undergraduate Degree Discipline. Education and Liberal Arts/Humanities were the most

frequently selected categories by respondents. Education accounted for 26.3 percent (n = 72) of

respondents while Liberal Arts/Humanities accounted for 21.9 percent (n = 60). Sciences

represented the third highest frequency with 11.7 percent (n = 32). Frequencies for Business

(10.6 percent; n = 29), Social Sciences (10.2 percent; n = 28), and Health Sciences/Medical

Professional (9.5 percent; n = 26) occurred at similar rates. The frequency for Math accounted

for 5.5 percent (n = 15) of the distribution while both Engineering (n = 6) and Human Services (n

= 6) accounted for 2.2. percent of the distribution each. The higher levels of those respondents

selecting Education as their degree discipline and graduate pathways accounted for a high

percentage of those who also identified as an administrator. For example, 63.8 percent (n = 37)

of administrators had went on to obtain either a doctoral degree, master's degree, or education

specialist certification in Education.

   Undergraduate Community College Experience. Survey Item 6 – *Which best describes*

your own educational experience at a community college? – addressed the categorical variable of

Undergraduate Community College Experience. Surprisingly, the frequencies of those selecting

no courses or training completed at a community college (40.5 percent; n = 111) and those

selecting *some courses or training completed at a community college* (39.8 percent; n = 109)

were in proximity.   Slightly less than 20 percent ($n = 54$) of the distribution selected *certification or degree earned at a community college* to describe their own undergraduate experience at the community college. Combined, those with *Some* and those with *Extensive* undergraduate experience at the community college represented over half the distribution (59.5 percent; $n = 163$). The indication here was that the majority of respondents were likely to draw own their experience, both as an employee and as a student at the community college, and could serve as effective internal resources with unique perspectives for conceptualizing, framing, and facilitating civic engagement opportunities for students at these institutions.

Undergraduate Civic Engagement Experience. Survey Item 7 – *Which best describes your overall experience with civic engagement while you were an undergraduate student? –* addressed the categorical variable of Undergraduate Civic Engagement Experience. In this case, only 11 percent ($n = 30$) of respondents indicated *extensive experience with civic engagement* as an undergraduate. However, 54 percent ($n = 148$) of respondents indicated that they had *some experience with civic engagement* as an undergraduate. Inversely, only 35 percent ($n = 96$) indicated that they had *no experience with civic engagement* as an undergraduate. Holistically, 65 percent ($n = 178$) of respondents affirmatively indicated at least some experience with civic engagement. This was an important characteristic of the sample distribution for the purposes of this inquiry. With most respondents indicating at least some experience with civic engagement, respondents were more likely to be familiar with civic engagement and participants' attitudes were likely to be influenced by experience as well as general stance on civic engagement in higher education. Similarly, to Undergraduate Community College Experiences, respondents from this demographic could serve as effective internal resources with unique perspectives for conceptualizing, framing, and facilitating civic engagement opportunities for students at these

institutions.

   Years of Service at the Community College. Survey Item 9 – *Which best describes your*

years of service working at a community college? – addressed the categorical variable of

Community College Years of Service. A plurality of respondents indicated 6 – 10 years of

service working at the community college (30.0 percent; $n = 82$). Those with 0 – 5 years of

experience accounted for 23.0 percent ($n = 63$) of the distribution. Respondents who indicated

20 or more years of service (18.2 percent; $n = 50$) and 11 – 15 years of service (17.9 percent; $n =$

49) were in proximity. The smallest group represented in the distribution was the 16 – 20 years

of service group accounting for only 10.9 percent ($n = 30$) of the sample. As a result,

approximately half the distribution (52.9 percent; $n = 145$) were in their first decade of

employment at the community college and the other half (47.1 percent; $n = 129$) were in at least

their second decade of employment at the community college.

   Community College Geographic Location. Survey Item 10 – *Which best describes the*

community college at which you are employed? – addressed the categorical variable of

Community College Geographic Location. Most respondents indicated that they were employed

at a *suburban* community college location (52.2 percent; $n = 143$). Those that indicated *rural*

community college locations accounted for 30.3 percent ($n = 83$) of the distribution. The

smallest group represented were those that indicated *urban* as best describing their community

college locations and accounted for 17.5 percent ($n = 48$) of the distribution.

Summary of Respondent Demographics

   The above content described the sample distributions in extensive detail to provide the

reader with a greater sense of the participants who responded to the survey. These demographic

characteristics provide the reader with a greater context for the demographics of the single

statewide system from which the interview participants in the qualitative inquiry were likely to be selected. To protect the identities of the interview participants, these demographic characteristics were not provided for the 30 interview participants. The quantitative inquiry respondents' demographics serve as a substitute for the reader. The emphasis of this quantitative inquiry was placed on the key categorical variable of Employment Position for the overall purpose of this study. However, the researcher also emphasized the categorical variables of Gender and Race as influential to conceptualizing, developing, facilitating, and assessing civic engagement opportunities for students at community colleges. The respondents' demographics of Gender and Race are discussed further in the final chapter of this study as they relate to current trends and recent literature.

Results of Descriptive Analysis

Loeb et al. (2017) argued, "Good descriptive research relies primarily on low-inference, low-assumption methods that use no or minimal statistical adjustments" (p. 22). The following sections provide the descriptive analyses of the survey responses organized by research question. The results are further organized by descriptive statistics of the distribution by all respondents and descriptive statistics of distribution presented by Employment Position (part-time faculty, full-time faculty, and administrator) when $M \leq 3.99$, when $SD \geq 0.99$, or both occur. All means were calculated with a 95 percent confidence level.

These criteria were selected for several main reasons. First, the survey instrument measured respondents' perceptions and attitudes via Likert-type scale ranging from *5 – Strongly Agree* to *1 – Strongly Disagree* with $M < 3.99$ indicating an overall uncertain or negative perception or attitude concerning the content of individual survey items. Second, a $SD \geq 0.99$ indicates a high variation among respondents. Given the overall purpose of this study, analyzing

average responses by Employment Position for items reflecting uncertain and negative (disagreement) perceptions and attitudes accompanied by the presence of high variations was a socially meaningful analysis for this study.

Research Question #1

The first research question for this study stated: *What are faculty and administrators' perceptions of civic engagement at the community college?* Survey Items 11-15 were designated as addressing this research question, specifically in the quantitative inquiry. The item statements are provided below:

- Item 11 – *Civic engagement is an important aspect of the community college mission.*

- Item 12 – *Community colleges share in the responsibility of preparing students for engaged citizenship in their local communities.*

- Item 13 – *Community colleges share in the responsibility for preparing students for citizenship in an international community and global economy.*

- Item 14 – *Community colleges share in the responsibility for providing civic learning opportunities concerning issues of democracy.*

- Item 15 – *Community colleges share in the responsibility for providing civic learning opportunities that identify and address social problems.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree).

As indicated in Table 9, the results show positive perceptions and attitudes concerning civic engagement and its place at the community college. Item 12 represented the highest average ($M = 4.26$) and indicated respondents felt in agreement community colleges should prepare their students for engaged citizenship, specifically in their local communities. Additionally, respondents indicated agreement with civic engagement as central to the

community college mission (*M* = 4.09). Respondents also indicated community colleges should

provide students with civic learning opportunities addressing issues of democracy (*M* = 4.12) and

social problems (*M* = 4.09) at similar levels.

Table 9

Items 11-15 Survey Responses

Item	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 11	274	4.09	0.87	4	1.45	-1.06
Item 12	274	4.26	0.81	4	3.26	-1.49
Item 13	274	3.81	0.93	4	0.90	-0.94
Item 14	274	4.12	0.85	4	1.88	-1.17
Item 15	274	4.09	0.89	4	1.78	-1.19

Item 13 represented the only item associated with Research Question #1 to result in an

average response rating below 3.99 but with a relatively low variation in the distribution (*M* =

3.81; *SD* = 0.93). As a result, the researcher explored the descriptive statistics of the distribution

by the categorical variable of Employment Position. These results are presented in Table 9. The

average rating scores between part-time faculty (*M* = 3.86), full-time faculty (*M* = 3.80), and

administrators (*M* = 3.78) were in proximity with administrators accounting for the lowest

average rating scores as indicated in Table 10. With similar mean rating scores, respondents

were overall or uncertain or less inclined to agree community colleges should prepare their

students for citizenship issues relating to the international community and the global economy.

Again, given the highest average rating scores occurred with Item 12, local community issues

held relatively more importance at the community college among respondents than did

international and global considerations.

Table 10

Item 13 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 13						
PT Faculty	88	3.86	0.94	4	0.74	-0.84
FT Faculty	128	3.80	0.91	4	0.62	-0.83
Administrator	58	3.78	0.99	4	1.71	-1.31

Research Question #1-A. The first research sub-question for Research Question #1

stated: *In what ways do faculty and administrators believe civic engagement experiences*

currently occur at their community college? Survey Items 18, 19, and 21-23 were designated as

addressing this research sub-question specifically in the quantitative inquiry. The item

statements are provided below:

- Item 18 – *Civic learning opportunities should be provided to students in the classroom at the community college.*

- Item 19 – *Civic learning opportunities should be provided to students through co-curricular programming at community colleges*

- Item 21 – *Civic learning occurs regularly at my community college.*

- Item 22 – *Civic learning occurs regularly in the classroom at my community college.*

- Item 23 – *Civic learning occurs regularly in co-curricular programming at my community college.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree).

As indicated in Table 11, respondents felt most strongly that civic learning opportunities for students should occur in the co-curriculum ($M = 4.15$, $SD = 0.75$) with low variation as demonstrated by the average ratings score for Item 19. Respondents demonstrated less certainty about whether civic learning opportunities for students should be provided in the classroom ($M = 3.91$, $SD = 0.87$) with low variation in Item 18. Respondents expressed greater uncertainty when considering whether civic learning occurs in general at their respective community colleges, specifically in general at their community college, in the classroom, and in the co-curriculum as expressed in the low average ratings scores for Items 21-23. Of the items associated with Research Question #1-A, Items 18 and 21-23 resulted in average response ratings below 3.99. However, all

Table 11

Items 18, 19, and 21-23 Survey Responses

Item	n	M	SD	Mdn	Kurtosis	Skewness
Item 18	274	3.91	0.87	4	1.30	-0.96
Item 19	274	4.15	0.75	4	2.54	-1.08
Item 21	274	3.19	0.84	3	0.26	0.07
Item 22	274	3.12	0.83	3	0.26	0.14
Item 23	274	3.31	0.81	3	0.09	-0.12

three items produced distributions with standard deviation representing low variations ($SD \leq$ 0.99). As a result of these scores, the researcher explored these three items by Employment Position groups as indicated in Table 12.

For Item 18, part-time faculty ($M = 3.77$) were less likely to believe civic learning opportunities should be provided to students in the classroom followed by full-time faculty ($M = 3.91$) with low variation in both distributions. However, administrators ($M = 4.10$) indicated agreement with the idea that civic learning should be a part of the classroom experience for students with the lowest variation ($SD = 0.79$) among all three groups. Results for Items 21-23 indicated faculty and administrators were less confident that civic learning occurs at their community college, either in the classroom or in co-curricular programming. For Item 21, full-time faculty accounted for the highest average rating score ($M = 3.28$) while part-time faculty represented a lower average rating score ($M = 3.18$). Administrators accounted for the lowest average rating score ($M = 3.01$). For Item 22, part-time and full-time faculty represented the highest average ratings scores once again at $M = 3.17$ and $M = 3.14$, respectively. Administrators again represented the lowest average ratings score ($M = 2.95$). Administrators were less likely to indicate civic learning was occurring regularly in the classroom compared to both part-time and full-time faculty.

As indicated in Table 12, Item 23 produced the highest average ratings scores in this category among all three Employment Position types but still indicated a general perception of uncertainty among all groups or respondents. Part-time faculty, full-time faculty, and administrators all indicated they believed civic learning was occurring in the co-curriculum at higher averages than in at their community college overall and in specifically in the classroom.

However, administrators again accounted for the lowest average rating scores ($M = 3.21$) concerning perceptions of civic learning occurrences in the co-curriculum.

Table 12

Items 18 and 21-23 Survey Responses by Employment Position

Item Position Type	n	M	SD	Mdn	Kurtosis	Skewness
Item 18						
PT Faculty	88	3.77	0.87	4	1.37	-0.94
FT Faculty	128	3.91	0.90	4	1.59	-1.09
Administrator	58	4.10	0.79	4	0.11	-0.63
Item 21						
PT Faculty	88	3.18	0.74	3	2.24	-0.14
FT Faculty	128	3.28	0.89	3	-0.39	0.17
Administrator	58	3.01	0.87	3	-0.05	-0.03
Item 22						
PT Faculty	88	3.17	0.76	3	1.43	-0.30
FT Faculty	128	3.14	0.91	3	-0.43	0.35
Administrator	58	2.95	0.74	3	1.20	-0.19
Item 23						
PT Faculty	88	3.32	0.70	3	1.03	0.07
FT Faculty	128	3.34	0.82	3	-0.20	-0.04
Administrator	58	3.21	0.93	3	-0.32	-0.30

Research Question #1-B. The second research sub-question for Research

Question #1 stated: *What impact do faculty and administrators believe civic engagement*

experiences have on students? Survey Items 41-43 were designated as addressing this research

sub-question specifically in the quantitative inquiry. The item statements are provided below:

- Item 41 – *Including civic engagement as a core competency of general education for all*

  degree graduates at my community college will positively impact student learning

  experiences.

- Item 42 – *Including civic engagement as a core competency of general education for all*

  degree graduates at my community college will positively impact student learning

  outcomes.

- Item 43 – *Including civic engagement as a core competency of general education for all*

  degree graduates at my community college will positively impact the communities in

  which these graduates live and work.

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strong Disagree).

As indicated in Table 13, both Items 41 and 42 produced average ratings scores below

3.99 with low variation from respondents. The researcher explored these two items by

Employment Position. Overall, respondents indicated a positive attitude, or overall agreement,

toward the notion that including civic engagement as a core competency of general education

would have a positive impact on the communities in which students live and work. Specifically,

in Item 43 respondents indicated the highest average rating scores towards the notion that civic

engagement would positively impact the communities of graduates from their community

college ($M = 4.04$). Average ratings scores were somewhat lower, however, resulting in relative

uncertainty for items centered on student overall educational experiences and achievement of

learning outcomes while attending the community college. Particularly, respondents expressed uncertainty with the idea that including civic engagement in general education would positively impact students' overall achievement ($M = 3.78$).

Table 13

Items 41-43 Survey Responses

Item	n	M	SD	Median	Kurtosis	Skewness
Item 41	274	3.85	0.95	4	0.56	-0.83
Item 42	274	3.78	0.96	4	0.11	-0.59
Item 43	274	4.04	0.89	4	1.53	-1.07

As indicated in Table 13, both Items 41 and 42 resulted in average responses below 3.99. For Items 41 and 42 full-time faculty accounted for the highest average scores for both ($M = 3.91$; $M = 3.83$). For Item 41, part-time faculty ($M = 3.80$) and administrators (M = 3.83) were in proximity. Similarly, for Item 42, part-time faculty ($M = 3.73$) and administrators ($M = 3.74$) were in proximity. For both items, part-time faculty exhibited the lowest confidence in a positive relationship between civic engagement, student learning experiences, and student learning outcomes in low variation as indicated in Table 14.

Table 14

Item 41 and 42 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 41						
PT Faculty	88	3.80	0.96	4	0.53	-0.85
FT Faculty	128	3.91	0.94	4	0.82	-0.90
Administrator	58	3.83	0.94	4	0.37	-0.70
Item 42						
PT Faculty	88	3.73	0.93	4	0.33	-0.56
FT Faculty	128	3.83	0.99	4	0.07	-0.64
Administrator	58	3.74	0.95	4	0.15	-0.61

Research Question #1-C. The third research sub-question for Research Question #1 stated: *What are faculty and administrator perceptions of service-learning as a strategy of civic engagement at the community college?* Survey Items 20, 24, and 26 were designated as addressing this research sub-question specifically in the quantitative inquiry. The item statements are provided below:

- Item 20 – *Service-learning is an important strategy for providing civic learning opportunities to students at the community college.*

- Item 24 – *Service-learning opportunities are regularly available to students at my community college.*

- Item 26 – *Faculty regularly facilitate service-learning opportunities for students at my community college.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strong Disagree).

Respondents indicated an overall positive attitude concerning service-learning as an important strategy of civic learning at the community college ($M = 4.11$). However, the average ratings scores from respondents significantly declined when asked about their perceptions of service-learning opportunities being regularly available and faculty regularly facilitating these occurrences. For Item 24, respondents indicted less certainty that service-learning opportunities were regularly available to students at their community college ($M = 3.27$). Likewise, respondents indicated even less confidence faculty regularly facilitated service-learning opportunities at their community college ($M = 3.12$). These results are presented in Table 15. The result of uncertainty indicated in the low mean scores led to further exploration of these items by Employment Position. These results are presented in Table 16.

For Item 24, both part-time faculty ($M = 3.36$) and full-time faculty ($M = 3.31$) indicated similar levels of uncertainty that service-learning opportunities were occurring at their respective community colleges and both were at higher averages than the average for administrators. Administrators accounted for the lowest average ratings score ($M = 3.02$) for this item indicated perception leaning toward disagreement. For Item 26, average ratings scores were lower than Item 24 for both part-time faculty ($M = 3.08$) and full-time faculty ($M = 3.18$). Again, administrators accounted for the lowest average ratings scores ($M = 3.05$) for Item 26. Among the three Employment Position types, all three exhibited low levels of certainty and nearing disagreement that faculty regularly facilitated service-learning opportunities for students at their respective community college.

Table 15

Items 20, 24, and 26 Survey Responses

Item	n	M	SD	Mdn	Kurtosis	Skewness
Item 20	274	4.11	0.82	4	2.34	-1.13
Item 24	274	3.27	0.86	3	0.19	-0.33
Item 26	274	3.12	0.83	3	0.31	-0.15

Table 16

Items 24 and 26 Survey Responses by Employment Position

Item Position Type	n	M	SD	Mdn	Kurtosis	Skewness
Item 24						
PT Faculty	88	3.36	0.73	3	1.41	-0.51
FT Faculty	128	3.31	0.89	3	-0.07	-0.24
Administrator	58	3.02	0.95	3	-0.45	-0.16
Item 26						
PT Faculty	88	3.08	0.68	3	1.93	-0.10
FT Faculty	128	3.18	0.86	3	-0.08	-0.13
Administrator	58	3.05	0.98	3	-0.21	-0.22

Research Question #2

The second research question for this study stated: *What do faculty and administrators perceive as the impact of including civic engagement as a core competency of general education at the community college?* Survey Items 29-31 were designated as addressing this research question specifically in the quantitative inquiry. The item statements are provided below:

- Item 29 – *Civic engagement is an important part of general education at the community college.*

- Item 30 – *Civic engagement should be an expected competency achieved through general education requirements for degree graduates at the community college.*

- Item 31 – *Most courses identified as part of the general education core curriculum at the community college should include civic learning outcomes.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strong Disagree).

Items 29-31 explored respondents' attitudes toward the inclusion of civic engagement as a core competency of general education. All three items produced ratings scores $M = 3.99$ indicating lower confidence in the statements. Item 29 produced the highest average ratings score ($M = 3.77$), with the low variation indicating a slightly more agreement and less uncertainty with the notion that civic engagement is an important aspect of general education at community colleges. As indicated by Table 17, however, respondents were less confident with the idea civic engagement should be a general education competency for all degree graduates. Respondents were even less confident and learning toward disagreement with the idea civic learning outcomes should be embedded in most general education courses as demonstrated in responses for Items 30 and 31.

Table 17

Items 29-31 Survey Responses

Item	n	M	SD	Mdn	Kurtosis	Skewness
Item 29	274	3.77	0.90	4	0.46	-0.76
Item 30	274	3.61	1.07	4	-0.38	-059
Item 31	274	3.31	1.05	3	-0.48	-0.27

The emphases for Items 30 and 31 were placed on the notions of civic engagement, or civic learning, as a degree requirement embedded in learning outcomes among courses required for all degrees. Item 30 ($M = 3.61$, $SD = 1.07$) indicated slightly positive attitudes but still within the range of uncertainty among respondents but with relatively high variation. Similarly, Item 31 ($M = 3.31$, $SD = 1.05$) indicated uncertainty learning toward slightly negative respondent attitudes but, again, with high variation. Although respondents were relatively confident civic engagement is important to general education at community colleges, they were less confident it should be considered a graduation requirement and even less confident civic learning outcomes should be embedded in core general education courses necessary for obtaining degree. Given these lower averages, these items were further explored by Employment Position. The results are presented in Table 18.

Again, the average ratings scores across groups indicated more confidence in the notion civic engagement is an important part of general education. Part-time faculty produced the lowest average ratings score for Item 29 ($M = 3.67$) with low variation. For Item 30, part-time faculty again produced the lowest average ratings score ($M = 3.48$) but with a relatively high

variation. In Item 31 administrators demonstrated less certainty than part-time and full-time faculty that civic learning outcomes should be embedded in most general education courses ($M =$ 3.22). However, there was a relatively high variation in respondent ratings among administrators.

Table 18

Items 29-31 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 29						
PT Faculty	88	3.67	0.83	4	0.41	-0.44
FT Faculty	128	3.84	0.93	4	0.26	-0.83
Administrator	58	3.80	0.94	4	1.49	-1.12
Item 30						
PT Faculty	88	3.48	1.13	4	-0.72	-0.50
FT Faculty	128	3.71	1.07	4	-0.26	-0.63
Administrator	58	3.57	0.99	4	0.15	-0.70
Item 31						
PT Faculty	88	3.32	0.99	3	-0.33	-0.17
FT Faculty	128	3.34	1.05	4	-0.45	-0.46
Administrator	58	3.22	1.03	3	-0.52	0.03

Research Question #2-A. The first research sub-question for Research Question #2 stated: *What do faculty and administrators perceive as their role in including civic engagement*

as a core competency of general education? Survey Items 16, 17, 25, 27, 28, 32-34, 39, and 40 were designated as addressing this research sub-question, specifically in the quantitative inquiry. The item statements are provided below:

- Item 16 – *Community college faculty should play an important role in developing and facilitating civic learning opportunities for students.*

- Item 17 – *Community college administrators should play an important role in developing and facilitating civic learning opportunities for students.*

- Item 25 – *Faculty regularly facilitate civic learning opportunities for students at my community college.*

- Item 27 – *Administrators regularly assist in developing civic learning opportunities at my community college.*

- Item 28 – *Administrators regularly assist in facilitating civic learning opportunities at my community college.*

- Item 32 – *Developing, implementing and assessing civic engagement as a core competency of general education should be the responsibility of the faculty.*

- Item 33 – *Developing, implementing and assessing civic engagement as a core competency of general education should be the responsibility of administrators.*

- Item 34 – *The responsibility for developing, implementing and assessing civic engagement as a core competency of general education should be a shared responsibility between faculty and administrators.*

- Item 39 – *Participating in professional development opportunities that address civic learning strategies is a priority for faculty at my community college.*

- Item 40 - *Participating in professional development opportunities that address civic learning strategies is a priority for administrators at my community college.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strong Disagree).

Survey responses indicated both faculty ($M = 4.03$) and administrators ($M = 4.03$) should play important roles in both the developing and facilitating civic learning opportunities for students. This response is an important indicator for success in the development and achievement of general education goals for civic engagement. However, Items 32 – 34 narrowed these roles down to developing, implementing, and assessing civic engagement in general education and respondents expressed general uncertainty about where responsibility lay but with relatively high variations. For Items 32 and 33 respondents were slightly less certain of the faculty's responsibility in developing, implementing, and assessing civic engagement ($M = 3.41$) compared to administrators' responsibility ($M = 3.45$) but with high variations in responses. Respondents' average ratings score for Item 34, which indicated that responsibility was shared between faculty and administrators, was slightly higher ($M = 3.79$) but, again, with relatively high variation. These results are presented in Table 19.

Table 19

Items 16, 17, 25, 27, 28, 32-34, 39, and 40 Survey Responses

Item	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 16	274	4.03	0.87	4	1.30	-1.02
Item 17	274	4.03	0.86	4	1.18	-0.98
Item 25	274	3.12	0.81	3	0.49	-0.09
Item 27	274	2.93	0.89	3	0.24	-0.01
Item 28	274	2.98	0.92	3	0.19	-0.10
Item 32	274	3.41	1.03	4	-0.31	-0.47
Item 33	274	3.45	1.02	4	-0.40	-0.48
Item 34	274	3.79	1.03	4	0.09	-0.78
Item 39	274	2.74	0.93	3	-0.14	0.36
Item 40	274	2.80	0.93	3	-0.30	-0.11

For Items 32 and 33 respondents were slightly less certain of the faculty's responsibility in developing, implementing, and assessing civic engagement ($M = 3.41$) compared to administrators' responsibility ($M = 3.45$) but with high variations in responses. Respondents' average ratings score for Item 34, which indicated that responsibility was shared between faculty and administrators, was slightly higher ($M = 3.79$) but, again, with relatively high variation. These results are presented in Table 19.

Respondents expressed uncertainty leaning toward disagreement when rating items related to whether faculty and administrators currently facilitate, or assist in facilitating, civic learning opportunities on a regular basis at their respective community colleges. For example, in

Item 25 respondents expressed uncertainty and nearing disagreement ($M = 3.12$) with the idea

that faculty regularly facilitate civic learning opportunities for students with a low variation. As

for whether administrators are involved in developing and facilitating civic learning, respondents

expressed uncertainty. For Item 27, respondents indicated doubt that administrators assisted in

developing civic learning opportunities for students with low variation ($M = 2.93$, $SD = 0.89$).

Likewise, respondents expressed doubt that administrators assisted in facilitating civic learning

opportunities for students with low variation ($M = 2.98$, $SD = 0.92$) (See Table 18). The

researcher next explored items within this research sub-question resulting in average scores

below 3.99 by Employment Position. These results are presented in Table 20.

Table 20

Items 25, 27, 28, 32-34, 39, and 40 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 25						
PT Faculty	88	3.06	0.68	3	1.88	-0.07
FT Faculty	128	3.20	0.83	3	-0.24	0.11
Administrator	58	3.02	0.93	3	0.38	-0.45
Item 27						
PT Faculty	88	3.02	0.73	3	2.10	-0.03
FT Faculty	128	2.83	0.96	3	0.05	0.02
Administrator	58	3.00	0.97	3	-0.69	0.12

Table 20 (Continued)

Items 25, 27, 28, 32-34, 39, and 40 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 28						
PT Faculty	88	3.08	0.71	3	2.39	-0.12
FT Faculty	128	2.88	1.00	3	-0.06	0.02
Administrator	58	3.07	1.01	3	-0.68	-0.14
Item 32						
PT Faculty	88	3.36	0.11	3	-0.28	-0.39
FT Faculty	128	3.34	1.07	4	-0.39	-0.49
Administrator	58	3.60	0.95	4	-0.13	-0.50
Item 33						
PT Faculty	88	3.55	0.93	4	-0.33	-0.61
FT Faculty	128	3.52	1.06	4	-0.03	-0.65
Administrator	58	3.16	1.04	3	-0.70	0.07
Item 34						
PT Faculty	88	3.73	1.00	4	0.06	-0.75
FT Faculty	128	3.84	1.05	4	0.44	-0.91
Administrator	58	3.78	1.04	4	-0.38	-0.59

Table 20 (Continued)

Items 25, 27, 28, 32-34, 39, and 40 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 39						
PT Faculty	88	2.88	0.74	3	1.77	0.38
FT Faculty	128	2.66	1.01	2	-0.44	0.58
Administrator	58	2.72	1.01	3	-0.47	0.16
Item 40						
PT Faculty	88	2.97	0.70	3	1.41	-0.36
FT Faculty	128	2.66	1.01	3	-0.47	0.13
Administrator	58	2.84	1.01	3	-0.89	-0.10

By Employment Position, both part-time faculty ($M = 3.06$) and administrators ($M = 3.02$) demonstrated similar levels of uncertainty learning toward disagreement with low variation in their perceptions of whether faculty regularly facilitated civic learning opportunities at their community colleges. Faculty were less uncertain ($M = 3.20$) than the other two groups but still hovered over uncertainty leaning toward disagreement. Items 27 and 28 produced similar results with faculty expressing some doubt concerning administrators regularly assist in developing and facilitating civic learning opportunities for students. Part-time faculty and administrators expressed general uncertainty based on average ratings scores. As indicated in Table 20, however, it should be noted there were relatively high variations in full-time faculty and administrator average ratings scores for Item 28.

Items 32-34 assessed respondents' attitudes toward where the responsibility for developing, implementing, and assessing lay. All respondent groups expressed overall attitudes of uncertainty concerning this responsibility belonging to the faculty. However, administrators expressed less uncertainty ($M = 3.60$) than did part-time and full-time faculty respondents. When determining if this responsibility belonged to administrators, part-time and full-time faculty expressed less uncertainty leaning toward agreement while administrators ($M = 3.16$) were generally uncertain and learning toward disagreement overall. When the responsibility was labeled as shared between faculty and administrators, however, all three groups expressed less uncertainty leaning toward agreement. However, there was a relatively high variation in responses in all three groups.

Some of the lowest average ratings scores among all groups for the entire survey resulted from items focused on professional development in civic learning. For both Items 39 and 40, faculty expressed the highest levels of disagreement that civic learning was a priority for faculty and administrator professional development. Part-time faculty and administrators exhibited slightly less disagreement, but both resulted in average ratings scores below 2.99, or general disagreement. Part-time faculty expressed less disagreement than administrators for Items 39 and 40, respectively. It is important to note here, again, variations in responses were relatively high among full-time faculty and administrators for Items 39 and 40.

Research Question #2-B. The second research sub-question for Research Question #2 stated: *What do faculty and administrators perceive as challenges for including civic engagement as a core competency of general education?* Survey Items 35-38 were designated as addressing this research sub-question in the quantitative inquiry. The item statements are provided below:

- Item 35 – *I feel that my community college currently has the necessary resources for developing, implementing and assessing civic engagement as a core competency of general education.*

- Item 36 – *I feel my community college's faculty are adequately prepared to meet the challenge of including civic engagement as a core competency of general education.*

- Item 37 – *I feel my community college's administrators are adequately prepared to meet the challenge of including civic engagement as a core competency of general education.*

- Item 38 – *In my current position, I feel that I am adequately prepared to meet the challenge of including civic engagement as a core competency of general education.*

Participants rated each item on a scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree).

As indicated in Table 21, respondents expressed uncertainty about the preparedness of individual personnel groups and their community college, holistically, to meet the challenge of including civic engagement as a core competency of general education. Respondents demonstrated uncertainty learning toward low confidence in faculty preparedness to meet the challenge of including civic engagement as a core competency in general education as indicated in Item 36 ($M = 2.99$, $SD = 0.98$). Similarly, respondents felt uncertainty learning toward low confidence that their community college currently had the necessary resources for meeting this challenge as indicated in Item 35 ($M = 3.14$, $SD = 1.00$). Respondents were nearly equally uncertain about the preparedness of administrators as indicated in Item 37 ($M = 3.03$, $SD = 0.94$). When reflecting on their own preparedness, all groups expressed uncertainty ($M = 3.11$) and with a relatively low variation. Given these lower average ratings scores among all respondents, the researcher explored these survey item scores by Employment Position. These results are presented in Table 22.

Table 21

Items 35-38 Survey Responses

Item	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 35	274	3.14	1.00	3	-0.41	-0.18
Item 36	274	2.99	0.98	3	-0.54	-0.06
Item 37	274	3.03	0.94	3	-0.28	-0.25
Item 38	274	3.11	1.11	3	-0.99	-0.13

As indicated in Table 21, part-time faculty respondents provided the highest average ratings scores for Items 35-38. For Item 36, full-time faculty ($M = 2.96$) and administrators ($M = 2.95$) expressed similarly low confidence learning toward disagreement with the idea that faculty are prepared to include civic engagement as a core competency in general education. For Item 37 administrators ($M = 3.15$) expressed slightly more confidence that their respective personnel group is prepared for the challenge than did faculty ($M = 2.90$) when considering administrator preparedness. Administrators indicated the lowest confidence that their respective community colleges have the necessary resources for including civic engagement in general education. In Item 38 full-time faculty expressed the lowest level of confidence in self-preparedness to meet this challenge ($M = 3.03$) although there was a high variation among respondents.

Table 22

Items 35-38 Survey Responses by Employment Position

Item Position Type	*n*	*M*	*SD*	Mdn	Kurtosis	Skewness
Item 35						
PT Faculty	88	3.24	0.83	3	-0.12	0.02
FT Faculty	128	3.14	1.09	3	-0.60	-0.28
Administrator	58	3.00	1.01	3	-0.49	0.11
Item 36						
PT Faculty	88	3.08	0.85	3	-0.21	-0.04
FT Faculty	128	2.96	1.08	3	-0.74	0.00
Administrator	58	2.95	0.93	3	-0.65	-0.17
Item 37						
PT Faculty	88	3.15	0.78	3	0.61	0.03
FT Faculty	128	2.90	1.03	3	-0.43	-0.16
Administrator	58	3.14	0.93	3	-0.77	-0.42
Item 38						
PT Faculty	88	3.20	1.04	3	-0.83	-0.30
FT Faculty	128	3.03	1.22	3	-1.10	0.05
Administrator	58	3.16	0.99	3	-0.96	-0.32

Results of One-Way Analysis of Variance (ANOVA)

As noted in the previous chapter, the researcher determined exploring the categorical variable of Employment Position was socially significant for the purposes of this overall study. To this end, the researcher conducted a series of one-way ANOVA statistical tests to measure for difference between groups of the independent variable of Employment positions. The results of these one-way ANOVA tests are provided below.

RQ1 – CE Civic Responsibility. The researcher conducted a one-way ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was homogeneity of variances as assessed by Levene's test of homogeneity of variances ($p = .222$). Differences between these employment position groups was not statistically significant, $F(2,271) = .598$, $p = .551$.

RQ1A – CE Available Opportunities. The researcher conducted a one-way ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was homogeneity of variances as assessed by Levene's test of homogeneity of variances ($p = .122$). Differences between these employment position groups was not statistically significant, $F(2,271) = .437$, $p = .646$.

RQ1B – CE Student Impact. The researcher conducted a one-way ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was homogeneity of variances as assessed by Levene's test of homogeneity of variances ($p = .986$). Differences between these employment position groups was not statistically significant, $F(2,271) = .495$, $p = .610$.

RQ1C – CE Service-Learning. The researcher conducted a one-way ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was homogeneity of variances as assessed by Levene's test of homogeneity of variances ($p = .115$). Differences between these employment position groups was not statistically significant, $F(2,271) = 1.032$, $p = .358$.

RQ2 – CE Core Competency. The researcher conducted a one-way ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was homogeneity of variances as

assessed by Levene's test of homogeneity of variances ($p = .660$). Differences between these employment position groups was not statistically significant, $F(2,271) = .824$, $p = .440$.

> **RQ2A – CE Perceived Roles.** The researcher conducted a one-way Welch's ANOVA to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was heterogeneity of variances as assessed by Levene's test of homogeneity of variance ($p = .037$). Differences between these employment position groups was not statistically significant, Welch's $F(2,271) = .429$, $p = .652$.

> **RQ2B – CE Perceived Challenges.** A one-way Welch's ANOVA was conducted to determine if the perceptions of and attitudes toward civic engagement at the community college (CE Civic Engagement) were different for group by Employment Position. Participants were classified into three groups: part-time faculty ($n = 88$), full-time faculty ($n = 128$), and administrators ($n = 58$). There were no outliers and data were approximately normally distributed as determined by the Central Limit Theorem. There was heterogeneity of variances as assessed by Levene's test of homogeneity of variance ($p = .005$). Differences between these employment position groups was not statistically significant, Welch's $F(2,271) = 1.102$, $p = .335$.

Summary of Quantitative Inquiry Findings

In summary, community college faculty and administrators tended to view civic engagement as an important part of the community college mission, and they believed both faculty and administrators play an important role in developing and implementing civic learning

opportunities for students. However, they were more likely to see civic engagement at community colleges as pertaining to the local community rather than international, or global, communities. Most respondents from across employment position types expressed uncertainty in their perceptions of whether civic learning occurred regularly at their community college, but respondents were more likely to believe civic learning currently occurred in co-curriculum programming. Respondents also indicated agreement with the notion service-learning was an important strategy of civic engagement. However, respondents were more uncertain as to whether service-learning was occurring on their campuses and even less certain faculty were the regular facilitators of any service-learning opportunities for students.

Administrators tended to be in more agreement with the idea civic learning experiences should be occurring in the classroom than part-time and full-time faculty but, as a group, were much less certain civic learning occurred regularly at the college overall, whether in the classroom or in the co-curriculum. Furthermore, all employment position groups agreed including civic engagement would benefit the communities in which students lived and worked, but they were less certain civic learning experiences would have a positive impact on students' overall experience and achievement while attending the community college. Faculty and administrators were less certain whether either group regularly participated in developing or facilitating civic learning opportunities for students and disagreed with the notion that either group viewed participating in professional development opportunities was a current priority. Finally, respondents expressed overall uncertainty their community college, the faculty, administrators, or themselves were prepared for incorporating civic engagement as a core competency of general education. Interestingly, there were no statistical differences between employment position groups across the seven survey constructs. The group means were not

statistically significantly different ($p > .05$). The null hypothesis was not rejected, and the alternative hypothesis was not accepted. These results indicate part-time faculty, full-time faculty, and administrators at community colleges have similar perceptions and attitudes concerning civic engagement in general education.

Qualitative Inquiry Findings

The purpose of the qualitative inquiry was to explore community college faculty and administrators' perceptions of civic engagement in general education. The researcher selected phenomenology as the most appropriate research tradition for this inquiry to better understand perceptions of and experiences with civic engagement of these key stakeholders. The population for the qualitative inquiry including all faculty and administrators employed at community colleges that include civic engagement as a core competency of general education. Again, the researcher reduced the population to faculty and administrators in the Virginia Community College System (VCCS), a single statewide system recently selecting to include civic engagement as a core competency in general education.

For this inquiry, only full-time faculty and administrators were considered for the sample. Although the quantitative inquiry provided the reader with a broader sense of trends in the greater population concerning civic engagement, the qualitative inquiry was designed to identify participants who could provide thick, rich descriptive data concerning their perceptions of attitudes toward, and experience with civic engagement to better understand the phenomenon. From semi-structured in-person interviews with each participant, the researcher detailed community college faculty and administrators' perceptions of and lived experiences with civic engagement and civic learning. In this chapter, the researcher presents the findings from the qualitative inquiry.

Participant Demographics

A total of 30 participants were interviewed between January and May 2019. All participants were employees of the same single statewide community college system at the time of their interview. The researcher selected each participant for their experience with either civic engagement and civic learning, experience with general education at the community college, or overall experience with both. Of the 30 participants, 15 were full-time faculty members from nine different disciplines as indicated in Table 23. The other 15 participants were administrators, representative of five levels of administration in ten different categories of administrative duties as indicated in Table 24.

Since the single statewide system was identified as the VCCS in this study, the researcher did not report any additional demographic information for participants other than assigned pseudonym, employment position, and teaching discipline or administrative level to protect the identities of the participants. The quantitative inquiry in this study provided the reader with a broader context of the demographics from which the researcher selected the interview participants for the qualitative inquiry. The demographics of participants in the quantitative inquiry were closely aligned with several national demographic trends at community colleges including Race and Gender. Given this comparative alignment, the researcher was confident the moderately large sample size of 30 total participants in the qualitative inquiry was relatively representative of the statewide system under study.

Table 23

Faculty Interview Participant Demographics

Pseudonym	Employment Position	Teaching Discipline
Jack	Faculty	Business
Nolan	Faculty	Business
Kay	Faculty	Chemistry
Madison	Faculty	English
Stephanie	Faculty	English
Chris	Faculty	English
Lucy	Faculty	Geology
Sophia	Faculty	History
Daniel	Faculty	History
Keith	Faculty	History/Political Science
Leah	Faculty	History/Political Science
Rita	Faculty	Humanities
Sadie	Faculty	Philosophy
Janice	Faculty	Political Science
Gretchen	Faculty	Sociology

Table 24

Administrator Interview Participant Demographics

Pseudonym	Employment Position	Administration Level
Jennifer	Administrator	President
Joseph	Administrator	President
Peter	Administrator	Vice-President (Academics)
Tyler	Administrator	Vice-President (Institutional Effectiveness)
Teresa	Administrator	Vice-President (Student Services)
Debra	Administrator	Academic Dean
Donna	Administrator	Academic Dean
Maria	Administrator	Academic Dean
Pearl	Administrator	Academic Dean
Sandra	Administrator	Academic Dean
Maddox	Administrator	Student Services Dean
Nancy	Administrator	Director (Institutional Effectiveness)
Miles	Administrator	Coordinator (Instructional Design/Librarian)
Joshua	Administrator	Coordinator (Institutional Effectiveness)
Heather	Administrator	Coordinator (Student Engagement)

Notes on the Organization of the Qualitative Findings Presentation

The breadth and depth of the participants' responses resulted in a significant amount of data utilized to describe the essence of individual participants' experiences. Two key perspectives influenced the researcher when determining how to best organize and present the findings of the qualitative inquiry. First, the researcher followed the advice of Hayes and Singh (2012):

> Think of your phenomenological data analysis via horizontalization and textural and structural description as a metaphorical 'sieve' through which to filter all the participant descriptions. What is left in your sieve is the essence of participants' lived experiences - and your data analysis is continually aiming to get closer and closer to the essence. (pp. 355-56)

Similarly, the researcher considered the authors' suggestions concerning saturation in the data. Hayes and Singh (2012) argued, "Saturation, common in other traditions, is irrelevant. The greatest joy of phenomenology…is to be present for your participants and give justice to their story" (p. 356).

To that end, what follows are examples of participants lived and commonly shared experiences regarding civic engagement at the community college. However, also provided are uncommon individual experiences and perceptions deemed to provide deeper insight into the educational phenomenon in a comparative nature. In some cases, these experiences did not necessarily fit seamlessly into categories of themes and subthemes. These findings are primarily organized by research question and sub-question. For each section of the findings, the researcher provided a description of themes that emerged from the data. Subthemes, usually in the form of counterpoints and contradictory experiences, are also identified in the presentation of

the findings. In the final chapter of this study, the researcher discusses five implications and recommendation for action for community college leaders based on the major themes that emerged from the interview data. These five areas of major implications for action include: Prioritization and Intentionality, Student Accessibility, Leadership, Community Outreach, and Professional Development. The themes and subthemes presented hereafter support these areas of major implications for community college leaders.

Research Question #1

The first research question for this study stated: *What are faculty and administrators' perceptions of civic engagement at the community college?* Interview Question 1 and Question 2 were designated as addressing this research question in the qualitative inquiry. The questions are provided below:

- Question 1 – *In your opinion, how does civic engagement align with the mission of the community college?*

- Question 2 – *In what ways are community colleges and the education they offer suited to foster civic engagement and civic learning, in your opinion?*

All interview participants were asked to respond to the questions listed above. All participants opted to respond to these questions.

Faculty. The key themes that emerged from faculty responses included service, responsibility, local nature of the student population, and citizenship in a democracy. All faculty interviewed indicated the idea of civic engagement was central to the mission of the community college. Faculty tended to frame the idea of civic engagement as being naturally embedded in the mission of the community college from the perspective of responsibility: a responsibility of the community college to serve the needs of the local community and a responsibility of the

faculty to prepare students who are, or will become, active citizens in their local communities. Furthermore, several faculty participants pointed to the idea that community colleges are unique in that the students these institutions enroll are mainly from the local community and will return to live and work in these local communities.

Civic engagement and the community college mission. Nearly all faculty participants indicated the core mission of the community college was to serve the community, particularly in the workforce and transfer functions. However, faculty participants tended to filter the idea of providing these services through the community college's overall responsibility to improve the local community and the lives of students who live and work in these communities. For example, Chris (English), suggested, "The focus has been on benefiting and transforming the whole community, either by offering students access to credentials to get them better off economically, or [get them] better aligned with their own vision of themselves." He emphasized the civic nature of this focus by further stating, "Part of that has always been, I think, making them informed, proactive citizens."

Janice (Political Science) explained the concepts of the community college mission as an inherently civic mission:

> One – the mission of a community college is really specific to the community that it's a part of, so in meeting those needs we are contributing to the local economy. We are supporting the needs of the community in terms of education and in terms of cultural enrichment and creating connections with the community…So, I think that at community colleges, the mission aligns with that because everything that we do is about engaging with the community around us, whether its dealing with our students, who are in many

cases going to go back and work in the community, or…programs that we put on, or

activities, or the workforce programs, things like that.

Therefore, faculty perceived community colleges as having the responsibility to serve their local

communities and the very action of providing these services is civically oriented by nature.

Two faculty members, Kay (Chemistry) and Jack (Business), indicated the local nature of

the students most commonly enrolled at community colleges reflected the civic mission of

community colleges. Kay expressed this connection stating, "I guess since it [community

college] is serving probably a more local community, it serves a nice role of engaging the

students that it serves in a way that can have an impact on their community, the community of

the students themselves." Jack expressed similar thoughts stating, "It [civic engagement] is the

mission of the community college in a sense…I mean we deal with a population that's often

underprivileged and underserved. To me, the way to get to these people is through civic

engagement." He concluded, "I just think not only is it part of the mission, it is the mission,

because it is so closely aligned with just the act of enrolling students – finding, recruiting, it's all

connected." For Kay, community college students and their relationships with the local

community presented unique opportunity for localized civic learning that prioritizes and serves

local populations and is made possible by the mission of the community college. Similarly, Jack

felt providing accessible education to underserved populations in the local community was the

foundation for civic engagement within the community college mission.

Several faculty participants focused more on the specific responsibility of community

colleges to produce well informed, active citizens who are prepared to function in a democracy.

This, they argued, is a key service to the local communities. Daniel (History) alluded to the idea

by emphasizing the concepts of a traditional general education that purposefully infused democratic ideals across the curriculum stating:

> If we believe, as I do, that the liberal arts education is broadly designed in part to make us better people, better citizens, better community members, it makes sense that a community college should promote the idea of civic engagement so that more members of the community will be knowledgeable about the issues that confront them, the role they play in that community, and as voters and citizens, that they would be better able to participate in our democracy.

Gretchen (Sociology) echoed this point stating, "We also want to promote an informed citizenry and we want to help to shape good citizens of our communities, national and global communities, and to me, civic engagement is right in line with that."

Sadie (Philosophy) perhaps more concisely described both these key points about responsibility by stating, "We're also preparing future job leaders and we're preparing students for participating in a democracy, which is a very important aspect of our jobs." Faculty framed civic engagement within the mission of community college as an issue of responsibility. For faculty, the first civically related responsibility was for the community college to serve the educational, economic, and cultural needs of the local community. The second civically related responsibility was for community colleges, specifically the faculty, to produce graduates who are well-informed and prepared for active citizenship in a democratic society. Embedded in both these perspectives was a correlation between citizenship and economy, or workforce contribution, as holding at least mutual, if not equal, importance in the community college mission.

However, some faculty members did express some doubt about the depth of attention given to civic engagement at the community college currently. For example, Madison (English) agreed civic engagement was central to the mission of the community college. However, in her experience she felt only minimal, or the most basic, efforts were often made to promote civic engagement. Madison stated:

> We think about…civic engagement as – we will invite someone to come speak on campus and our students will attend…Or we will invite community members onto our campus to attend something and so civic engagement sort of becomes transactional rather than long-term immersion in bridging community and community college.

According to Madison, civic engagement efforts at her college more often focused on simple exposure rather than reflective learning for students and substantive relationship-building between the college and the community.

Similarly, Rita (Humanities) and Sophia (History) expressed concern that the civic mission of community colleges is often overlooked by the teaching faculty. In particularly, they felt shifting focus on workforce or transfer as the main priorities of the college resulted in neglect of other central tenets of the community college such as the mission. Rita explained, "In my opinion, civic engagement is something that is often overlooked within the mission of the community college. I think students are interested in getting classes to help with their careers or to continue toward a four-year college." She concluded, "I think oftentimes professors are interested in teaching only their class [content] and not trying to address the world or the things going on in the community." Sophia shared Rita's concern stating:

> I mean – it is kind of shocking to me how in some places…how community college can kind of divorce itself from community…I think this process – and it ebbs and flows – I

think we see it all the time where its workforce, workforce, workforce and sometimes it's

the academic side of transfer, transfer, transfer…And while that's great, I think

sometimes we kind of…the community part of community college kind of falls away.

For Rita and Sophia, the workforce training and transfer function were often perceived as more

important than the civic engagement function at community colleges.

Fostering civic engagement at community colleges. Faculty perceived the community

college environment and students to have the ideal awareness and influence, ideal accessibility,

and ideal diversity in the student population when assessing the community college's potential to

foster civic engagement and civic learning. Several faculty participants focused on the

importance of localized influence of the community college in the community. For example,

Janice (Political Science) summed up the perception of strong local awareness and influence

stating it was "because community colleges are part of their communities and they're very close

to the people of that community and understanding what the needs are." Other faculty expressed

a similar opinion, but from the perspective of the community college student population. Lucy

(Geology) discussed the unique awareness and influence held by community college student

populations in their own communities arguing, "Our students are part of the community that

we're serving, and so we are able to support their immediate community, while also them…"

She continued, "I think it [civic engagement] has a particular role in the community college

because…so many of our students are placed-based. So, they can easily see their impact in their

own community."

Nolan (Business) expressed a similar opinion by comparing community college students

to four-year students:

Most of our students work and if you're in a four-year institution, you tend to be kind of drawn out of the community mainstream to a large degree, and you're cloistered in this environment and nurtured in this environment where you emerge four years later to make an impact on the world. Our students aren't doing that. They're still out there. So, I think it's even better suited. They're more quickly and more directly going to infuse the community with whatever it is we give them than would a four-year student.

Much like the mission of the community college, faculty felt the opportunity for fostering civic learning at community colleges is unique insomuch that the students themselves are local and likely to stay local. Thus, their awareness of local community issues and their likelihood to influence these issues was perceived as greater by faculty.

Accessibility also emerged as a major strength for fostering civic engagement and civic learning in community college education. Both Gretchen (Sociology) and Daniel (History) effectively summarized this theme. Gretchen stated:

I think community colleges, because we're open access institutions, and because we see a lot of non-traditional students that four-year institutions may not, I think we are in a good position to provide a lot of education to people who maybe haven't been exposed to what civic engagement is and [can now] research social activism and even political participation.

Daniel reiterated this perception stating, "We're taking the first two years of university education, in some ways, and…bringing that to people in a more accessible way – financially and in terms of scheduling."

Lastly, faculty saw the diversity among the community college student population as a key factor in fostering civic engagement in community college education. Madison (English)

argued the community college is the "ideal spot because we have so many different people from so many different walks of lives, and add to that you have professionally trained, discipline specific educators who can collaborate and do just awesome things." Chris (English) echoed this sentiment but also provided some specific characteristics he perceived sometimes emerged in the makeup of a community college classroom to further demonstrate the point: "So, you get the adult learner, with the veteran, with the sixteen-years-old home-schooler, and they're all together in class and have to figure out ways to engage civically." He continued, "They also learn from each other. So, I think that's a really powerful part that community colleges offer."

Administrators. The key themes that emerged from administrator responses included the inherent connection between the college and community, responsibility, local nature of the student population, differences between community colleges and four-year institutions, citizenship, and intentionality. Administrators indicated the idea of civic engagement was a core aspect of the community college mission. They also commonly expressed ideas about the inherent connection between the community and the community college and the responsibility to produce informed, active citizens who improve the community upon graduation. Additionally, several administrators discussed the demographic differences between community college and four-year student populations as an advantage for community colleges in offering civic learning opportunities that can provide valuable engagement with the local community. Administrators also emphasized the importance of civic engagement as a means for improving community outreach

Civic engagement and the mission of the community college. Administrators described civic engagement as intrinsic in the community college mission. Donna (Academic Dean) expressed this sentiment stating, "It's in perfect alignment because we are a community college

and we are a big part of what happens in our locality." She continued, "I think it is perfectly appropriate that we help our students to see how they can be a part that community and to understand what roles they can play..." Teresa (Vice President – Student Services) shared this sentiment stating, "I think from a practical perspective, community college are the *community's* college and so we are kind of embedded in the community, here for the community. I don't see how you…separate the two." Jennifer (President) concluded of civic engagement, "It's part of our DNA in many ways."

Other administrators framed the mission of civic engagement as an essential preparatory component for the future democratic engagement of students, an important service to the community, and as an important method of community outreach on the part of the college. Joseph (President) and Peter (Vice President – Academics) perceived the inherent nature of civic engagement in the community college mission from these perspectives. Joseph stated:

> The great majority of our students come from our community and stay in our community. So, we need to be ensuring that part of the educational experience we have at [our community college] is, in fact, preparing those students to make contributions to the community both in terms of the social benefits and economic benefits…If we miss that civic portion of it, we're missing a major part of what we should be doing as an institution of higher education in a democratic society.

Peter reiterated this perception stating, "…I call community colleges democracy's colleges. Next to K-12, it's probably the most democratic form of education in the world." He continued, "And so, what is the purpose of that? Is it just for people to get better jobs? I don't think so. I think there's a civic purpose to community college education."

Several administrators perceived this preparatory component as both a mutual benefit for and an obligation to students in the local community. For example, Heather (Coordinator – Student Engagement) expressed a similar perception stating, "I think civic engagement aligns with [the mission] because that's the whole point of civic engagement, to learn more about your community, to know your community, to see what needs to be worked on, what needs to be bolstered." Sandra (Academic Dean) concisely expressed the obligatory component in the context of fostering civic engagement stating, "We are educating all citizens, all citizens have some obligation to be informed, civic-minded individuals." She continued, "I believe that as people receive more and more education and become more educated, the amount of civic engagement they should participate in should increase exponentially."

Nancy (Director – Institutional Effectiveness) expressed this sentiment as an opportunity for students and the college to serve the community. She stated:

> Community college students are coming to the college because they live in geographic
> proximity to the college. So, the fact that you already have a student body that's
> community-based; they're not coming in from all over the state or all of the country, but
> they are of the community, this offers some opportunities in the way that we can think
> about the curriculum to have that community engagement and civic learning. There's
> already a basic knowledge you can build on because students are form the area.

She continued, "I think you can argue, they [community colleges] have a more invested interest that the students affect change in their own community because many times they will be staying in the community after they attain their degree." Again, several administrators expressed a connection between the preparatory and obligatory component of civic engagement, but also

viewed this as a unique opportunity for community colleges specifically because of their location-based student populations and concentrated involvement in the local community.

   Fostering civic engagement at community colleges. Both Joshua (Coordinator – Institutional Effectiveness) and Maria (Academic Dean) effectively expressed the notion of civic engagement as an important strategy for community outreach on behalf of the community college. Joshua explained, "We need to be able to, in that kind of outreach capacity, to at least demonstrate our greater involvement in the community – not just waiting for the community to come to us." He continued, "There's a sense of it being kind of incumbent upon the institution to be engaged beyond our property instead of just letting folks show up for classes and coursework." Maria shared this belief but also framed it within the context of students reaching out to the community as representatives of the community college. She suggested, "We…also [have] an opportunity for our students and our faculty and our staff to be part of the community action and to engage as a group with perhaps some kind of volunteer involvement or through student groups…or community service." She continued, "We are a location. We are a locus for creation of community."

   Administrators perceived civic engagement as unique at the community college compared to four-year institutions. Both Maddox (Student Services Dean) and Joshua (Coordinator – Institutional Effectiveness) shared this specific sentiment. Maddox stated, "The students that are enrolled here are part of the community. So, that's a different factor than a four-year school where there are folks from all over the country, all over the state. They're not part of the community." He continued, "Whereas, at community college, people are right here…So, civic engagement is embedded in everything we do because the community members are here [at the community college]." Joshua expressed a similar sentiment from the perspective

of potential impact stating, "I think the community colleges are positioned to make a greater impact in this competency [civic engagement] than the four-year colleges…since we have a much more familiar name and presence." He continued, "Since we have a little more of that intimate connection and feel to our localities, I think we have a greater chance of potentially helping shape policy or getting involved with…current concerns…"

Peter (Vice President -Academics) also discussed the unique ability of the community college to foster civic engagement by focusing on the local nature of most community college student populations. However, Peter emphasized community college students typically live and work in the local community post-graduation. He stated, "These are institutions [community colleges] that are rooted in their local community and that's different than the mission of the four-year schools, which most of their students come from elsewhere and most of them go elsewhere when they're done." He argued this was different for community college students stating, "We have students who are coming to us that have needs and make contributions in their local community. They are developing that here and then they're going back to that community…" For community college students, he concluded "when they graduate or leave us, they're more likely to deliver that [engagement] in their local community."

Two administrators expressed concerns about the perceived intentionality of fostering civic engagement opportunities at the community college. Both Joseph (President) and Joshua (Coordinator – Institutional Effectiveness) agreed community colleges have a unique opportunity to foster civic engagement due to the focus on serving the local community and a student population consisting of predominately people from the local community. However, both administrators argued there was an absence of intentionality to be addressed to better foster civic engagement in a more holistic manner. For example, Joseph discussed the transient and often

non-traditional nature of the student population at his community college. He then stated these factors must be recognized to better foster civic engagement:

> The key for us is to understand with our students how we fit these elements into a natural part of their life and [find ways to] engage them with the larger community of which they're already a part…They should be contributing to that community and they should be exercising, at times, leadership in serving the community.

He concluded, "But that's something we need to much more intentional about and I don't think that we've been doing it."

Joshua also expressed concerns about the intentionality of fostering civic engagement at community colleges. From his perspective, some of the more health profession- and workforce-based programs more naturally included civic engagement opportunities in the course content and degree requirements. Joshua believed while this was civic engagement, it was not necessarily a product of the institution's commitment to fostering civic engagement. He stated, "I think there are programs that institutions offer that are inherently more community-based than other and really focus on those civic engagement opportunities." He went on to describe the Dental Hygienist and Nursing programs at his own institution as example. He stated, "Those are good, but I think those are too sparse. They're too infrequent. I don't think there's any institutional intentionality." He concluded, "We haven't really taken the time to focus on here's how we can ingrain these civic values in every course, potentially, instead of just by virtue of a particular program or…a couple of faculty members coming up with a project." In other words, the inherent civic nature of some programs and courses were too often relied on as supporting the civic mission of community colleges. According to Joshua, civic engagement in general education meant institutions needed to be intentional in this pursuit across programs.

Research Question #1-A

The first research sub-question for Research Question #1 stated: *In what ways do faculty and administrators believe civic engagement experiences currently occur at their community college?* Question 3, Question 4, and Question 6 were designated as addressing this research sub-question in the qualitative inquiry. The questions are provided below:

- Question 3 – *How would you describe your community college's current effort in promoting civic engagement as part of your college's culture?*

- Question 4 – *How would you describe your personal experiences with civic engagement in your current position?*

- Question 6 – *In what way do you think civic engagement occurs across campus at your community college currently?*

All interview participants were asked to respond to the questions listed above. All participants responded to these questions.

Faculty. Faculty expressed some varying perceptions concerning the current efforts of their community college in promoting civic engagement. The three main themes from the faculty perspective were resistance to civic engagement, issues of institutional and administrator support, and uncoordinated efforts in the curriculum and co-curriculum. Faculty tended to draw from their own courses and curriculum development efforts to describe their experiences with civic engagement. Major themes that emerged from faculty participants description of their personal experiences were reflection, promoting active citizenship, and connecting the curriculum and co-curriculum. Faculty discussed similar themes when discussing their perceptions of current occurrences of civic engagement. Emerging themes included co-

curriculum activities and events, fundraising opportunities, community outreach and service, and student engagement with civic and democratic ideals in the curriculum.

   Current efforts of promoting civic engagement. Several faculty participants conveyed the perception that some faculty were timid, if not resistant, to including civic engagement at their community college. Chris (English) explained this perspective:

> I think that we have a lot of intent and perhaps energy, but at the same time I think there is resistance to that. Some disciplines don't want to be caught up in what might be deemed a political pursuit and just want to teach their discipline. So, I think there's a dynamic there which can be difficult to nudge, [in which] civic engagement is automatically aligned with political agendas.

Janice (Political Science) expressed a similar viewpoint but suggested resistance was due more to misunderstandings about civic engagement rather than the concept itself. She stated, "I think part of that stems from a lack of understanding about what civic engagement is and a lack of understanding of how it pertains to various disciplines."

   Other faculty participants expressed concerns about perceived institutional and administrator commitment and support for civic learning at their colleges. Several faculty participants indicated civic engagement was not promoted at the institutional level, and thus the importance of civic learning was not appropriately conveyed to the student population. For example, Sophia (History) argued, "They can say we're promoting this; I think they're not. I think they're not because its [civic engagement] hard to do. I think it's hard to do and it puts the college out of their comfort zone as well." She further explained civic engagement at her college occurred "at a grassroots level and there are some faculty that are doing it, but I don't think there's any official support."

Madison (English) spoke of a positive experience concerning support from an administrator but indicated this was not necessarily a common occurrence. Madison explained, "I think there are pockets of encouragement of civic engagement and I think it really depends on who your administrators are." She stated in her particular civic learning endeavors as a faculty member, "we had an administrator who would not tell us no and would not want us to fail. And the reason he wouldn't tell us no was because he had encouraged us to be active and to find ways to be a part…[of] the community."

The most common perception among faculty respondents emphasized the promotion of civic engagement was in its infancy at their community colleges. Eight faculty suggested promoting civic engagement, and therefore current civic learning at their colleges, was in the early or beginning stages. Most faculty participants pointed to either areas they perceived civic engagement was currently happening in the curriculum, in the co-curriculum, or both in their responses. However, the overall feeling for most participants was that these efforts were uncoordinated and lacked institutionalization.

Daniel (History) best summarized this perception stating, "I think there have been sort of uncoordinated efforts from different parts of the college to get people to engage with the community." He provided the following examples of these efforts in the co-curriculum and curriculum:

I do think that even before the sort of discussion around civic education and civic engagement, things like the food bank and student organizations on campus [were engaged]…Then I think individual instructors in teaching material, especially I think it's more political science and sociology classes, when they talk about things like race and gender, and they talk about certain political events today. They've made an effort to sort

of help people make connections between the world that we live in and some of these things that might be seen as being more academic.

Gretchen (Sociology) indicated her community college's first major step was to inventory and share what currently took place among the faculty. She stated, "There have been some surveys that have gone out, just general surveys right now, to faculty about what they are doing because that's one of the first things we want to get information on – what's going on in the classroom?" She elaborated, "Is it [civic engagement] being addressed? How is it being addressed? So, getting that kind of information and then working to share what are the good things, good ideas that are happening and how we can share those with other faculty."

Other faculty commonly pointed to the curriculum and co-curriculum for examples of civic learning efforts already occurring. Nolan (Business) reflected on his own efforts stating, "I'm going to define civic engagement as meaning getting people, getting students, to think about the world around them and how they interface with it." He elaborated further stating, "We do case studies in Marketing classes. On a regular basis we will bring topics of things going on around the world to the classroom to talk about how they fit in with the things we're discussing…"

Stephanie (English) provided a multitude of co-curricular civic learning examples also common among the other faculty participants including partnerships with local cultural groups, college-sponsored volunteerism events, and internal initiatives focused on directly meeting local community needs. For example, Stephanie stated, "…we work really well with the local ProArts people to put on a lot of events that promote…cultural diversity." She continued, "We recently did, through our student services, this year what they called 'alternative spring break.' She explained in this program, students volunteered to spend their spring break working with Habitat

for Humanity in another region. She summed up the importance of the program stating, "They were dedicating their time that they would normally have off for fun to…do something benefiting someone else." She, and several other faculty participants also pointed to the establishment of on-campus food banks to combat hunger in the campus community.

Lucy (Geology) perhaps best summarized the most perceived situation concerning civic engagement from the faculty perspective. She explained efforts to promote civic engagement were "in the beginning stages in a lot of ways." Lucy continued:

> We know that there are already faculty on campus who are doing this, but when we start to gauge the faculty on what that looks like, a lot of what we are hearing…[is that] a lot of civic engagement opportunities that are available to our students are more part of the co-curriculum than embedded in the curricular.

She further clarified, "I think we've been promoting civic engagement for a while but including it as a critical component of student programs is that part we're trying to resolve now."

Personal experiences with civic engagement as faculty. Faculty participants described personal experiences with civic engagement ranging from reflection on how to incorporate civic learning in their course content to co-curricular class projects designed to explore and meet a specific local need. Daniel (History) described his own self-reflection experience stating, "More and more, I'm starting to think I need to make this [civic engagement] more relevant by asking people to think about what it means to them and to us as a society." He continued, "I think as a result, I've tried to of use the curriculum as an opportunity, not to promote a specific point of view, but to encourage students to reflect a bit about what it means for their own view, about what should be."

Madison (English) also described this reflective sentiment when discussing how including an oral history project as a civic learning experience led to reevaluate learning strategies in her classes in general. She explained, "It sort of turned for me how I think about what college credit is and how you can get that through project-based learning, through immersing yourself in your community as a passive or active investigator…through observations or even through interviewing." Madison continued, "This project encouraged me to revise assignments that were once sort of 'let's get it from a book' into 'why don't we create our own primary sources? Why don't we create our own sort of articulation of our research question or problem?'"

Several other faculty participants emphasized providing students with opportunities to practice informed, active citizenship. For example, Janice (Political Science) stated:

> My goal in every class that I teach is to help students feel that they have a connection to their community, not just their community, but to their government. As citizens, they have the right and the obligation to be part of that.

Reflecting on this active civic participation in his own classroom, Chris stated, "In every single one of my courses, students have to tackle a societal problem and research it and try to propose a solution for it. Even academically they are trying to figure out how to make society better." He continued, "They get to choose the problem that they care about, because I want them to figure out what they care about. I require them to write a letter to an elected official and make an argument." He continued, "They have to make a case for a piece of legislation they've picked that is proposed at the state government level." Chris concluded, "They use that letter as a primary source in their final paper. The layers are that they are engaged in the conversation, they see a response to it, and they use that in their documented essay."

In general, faculty participants drew from civic learning experiences they had embedded in their courses for their responses. In Lucy's (Geology) case, her students partnered with other institutions like a local marine science institution to conduct fieldwork pertaining to both local and global seawater issues. Another faculty participant, Sophia (History) discussed the potential for and benefits of interdisciplinary coordination and learning as she partnered with an English faculty member at her college to conduct a local oral history project with their students. Keith (History/Political Science) reported a cohort of his dual-enrollment students opted to develop an issue advocacy organization, a super PAC of sorts, to promote fundraising to offset exclusion from Title IV funding and alleviate dual-enrollment costs for students in their service region. Gretchen (Sociology) discussed her experiences with her honors students in developing a research topic focused on a local social issue, exploring the issue's local impact in the college community, and offering recommendations for how to address the issue. In all these individualized experiences, the emphasis was placed on embedding civic engagement into courses to provide students with locally relevant civic learning opportunities.

Current occurrences of civic engagement. Faculty most commonly pointed to the co-curriculum and student activities and services when thinking about civic engagement on their respective campuses. For example, Chris (English) indicated instances of guest speakers discussing important social issues was a major strategy of civic discourse on his campus. He stated, "What comes to mind are periodically the guest speakers that we have here…we had a Holocaust survivor speaker here. We had Julian Bond come here as well before he passed away." He continued, "I remember being struck by the power of some of these talks, but I also remember students being struck by them as well." Rita (Humanities) pointed to a similar

experience stating, "I have noticed a number of organizations coming to talk to students, like AIDS testing [groups]…but its more with student life and the awareness of health."

Other examples provided by the faculty focused on politically oriented civic experiences, educational community outreach, and services offered to students and the larger local community. For example, six faculty participants pointed to the establishment of food banks on their campuses as civic engagement. Gretchen (Sociology) stated, "Even with the food pantries that just opened, there has been a couple emails to students asking for volunteers and we have gotten a tremendous response from [that request] from students." She continued, "[students are] helping with stocking and inventory at the food pantry and some of the students that are volunteering are students that are using it and need that resource. For them, it's part of giving back." Janice (Political Science) focused on political engagement stating, "I think about when we have voter registration days, when we used to take students to the General Assembly."

Two faculty participants focused on the idea of internal scholarship fundraising, both on the part of college personnel and students, as a key occurrence of civic engagement at their respective colleges. Stephanie (English) pointed to here college's yearly fundraising campaign stating, "I will say we did a really good campus campaign this year just focusing on the faculty and staff part of it and we got a whole lot of money donated this year." Another faculty participant, Keith (History/Political Science) pointed to a student-staffed annual Halloween activity that operated on student volunteers. He explained, "Things like the [local Halloween activity], which stands out as a form of civic engagement, because students volunteer – some are paid but a lot of them volunteer – and the money gets raised to pay for scholarships."

Several faculty participants pointed to civic learning in the curriculum as a key factor in their perceptions of civic learning occurrences on their campus. Sadie (Philosophy) pointed to

English and history courses as focal points for civic engagement by preparing students to live and work in a democracy. She stated, "We're teaching students how to be in a democracy by how to actually tell what's a reliable source and what's not, to be able to judge a claim, the credibility of the person making the claim, things like that." She continued, "We have it embedded – give use the historical background of how our government works but also what requirements and responsibilities would be expected of a citizen as well." Madison (English) expressed the idea that civic engagement was more naturally embedded in the health professions. She stated, "I think in the health professions they have sort of built in civic engagement through clinicals and their clinical hours." Madison continued, "So, they're getting out into the communities or places that maybe they would have never been."

Daniel (History) suggested civic engagement was happening in the classroom and that some disciplines more naturally lent themselves to civic learning. He stated, "I think civic engagement is happening on one level in the classrooms. I think it often depends upon the class and the instructor." He continued, "I mean you can have a history class where they try to make connection to civic engagement…but I think it depends on the philosophy of the person teaching the class." He further discussed the idea of naturally embedded civic learning in other disciplines, "I mentioned sociology and political science before. I think they are pretty great examples. I don't think they have a choice whether they're going to talk about race or gender or poverty."

Administrators. Overall, administrators most commonly perceived current efforts at promoting civic engagement on their respective campuses as either in the beginning stages or minimal. Most administrator responses focused on ideas about strategies for making civic learning opportunities more common, more accessible to students, and generally more

comprehensive across the institution in both the curriculum and co-curriculum. When addressing their personal experiences, administrators tended to focus on the notion of civic engagement as an instrument for community outreach. They also focused on their respective roles in assisting faculty in conceptualizing and building a framework for supporting civic engagement initiatives. Administrator participants focused heavily on their perceptions that civic learning was occurring in the curriculum, particularly in disciplines they believed lent themselves more to civic engagement, and in co-curricular student groups and organizations. Most commonly, however, administrators expressed concerns about the overall institutionalization of civic engagement and the comprehensiveness of civic learning activities.

   Current efforts of promoting civic engagement. Administrator participants agreed civic engagement efforts at their respective institutions were generally in the early or beginning stages. However, administrator participants emphasized several different issues to address at their institutions that would result in a more comprehensive approach toward civic engagement efforts. The major themes that emerged from administrator participants concerning current efforts of promoting civic engagement included civic engagement efforts in the beginning stages, mainly in small pockets, defining civic engagement, and increasing commitment by institutionalization.

   All administrator participants perceived their institution's efforts at promoting civic engagement as in the beginning stages. For example, Joseph (President) stated, "I think we're at the beginning stages of it. I don't think we have truly engaged with it to the extent I would want to see…but there's a strong willingness to be involved in that effort." Sandra (Dean – Academics) suggested of her institution, "I think we are at the beginning stages of introducing civic engagement to the college culture as a whole." She continued, "I think in some areas in the

past we have attempted to provide some level of civic engagement, very small initiatives."

Maddox (Dean – Student Services) suggested civic engagement initiatives were in their infancy at his institution and that those leading the efforts already in place could be a valuable resource for improving overall institutional efforts. He stated, "I think there are folks who are engaged here, but we need to somehow bring those people to the table and tap into those resources…We need somebody, or a group of people, to coordinate that." To this point, Joseph discussed that his institution was utilizing a general education committee to conceptualize and increase efforts geared toward promoting civic engagement across the institution.

Four administrator participants perceived civic engagement efforts were minimal and uncoordinated because there had been very little collegewide discussion concerning the definition of civic engagement and level of institutional commitment to civic learning efforts. For example, Peter (Vice President – Academics) argued civic engagement efforts at his institution were "scattered and unintentional." He stated, "We have not at my college in my experience and to the best of my knowledge, had an over-commitment to civic engagement." He continued:

> Now, we have lots of things that we do that engage the community…I think that we do a
> fair bit of it but it's not in what I regard as in a really intentional way, which is to say this
> college is about civic engagement.

Donna (Dean – Academics) suggested her institution was at a similar point. She stated, "I would say that to date there has not been a collegewide effort. There have been isolated faculty in certain courses or associated with certain clubs where there have been efforts to promote it [civic engagement]." She concluded, "[I'm] pretty excited we are going to have some common

language and some ideas and thoughts on what this can mean and how it can be incorporated, because…we've just had some isolated opportunities for it."

Administrators most commonly perceived civic engagement efforts at their institution as occurring in isolated pockets. Debra (Dean – Academics) stated, "I don't see it happening a lot…I think certainly in little pockets it happens, but as an overall college, I don't feel like we do a lot of that." Joshua (Coordinator – Institutional Effectiveness) expressed a similar belief arguing civic engagement efforts at his institution were occurring in "select pockets but also in infancy from an institution-wide perspective." He continued, "The problem is it's not infused across the board. It's [civic engagement] not happening everywhere at once and I think this is the one [competency] that our faculty will struggle with the most." Joshua went on to discuss the stakes involved with including civic engagement as a core competency of general education stating, "Civic engagement is new, and we are now making a promise to…every student that we're going to get you involved on some level. We're going to help you have this greater awareness of the systems and issues surrounding you." He concluded, "I think that's the important key aspect that every institution needs to note."

Teresa (Vice President – Student Services) also perceived civic engagement efforts as occurring in pockets at her institution and, as a result, she was concerned about the transparency of civic learning outcomes associated with these efforts. She stated of these current efforts, "We know these are good ways to engage students. I don't know that we've necessarily made the connection yet that these are civic activities, or [that] these are civic engagement activities, so students understand what they're doing." She concluded, "I just think we need to make the connection for our students about what those activities are and why we believe those things are important for them as part of their education."

One administrator perceived her respective institutions' efforts at promoting civic engagement was in a relatively strong position in this early phase by emphasizing individual efforts in the curriculum and co-curriculum initiatives. For example, Nancy (Director – Institutional Effectiveness) indicated her institution had a small group of faculty leaders initiating a deeper commitment to civic learning in the curriculum. She stated, "We have a small cadre of instructors who are already doing some good service-learning work, civic engagement work, within their classrooms." She continued, "They're really talking to colleagues and are well poised to provide that internal professional development with their peers." She also perceived similar efforts occurring in co-curricular efforts. She stated, "There is an effort to put an on extra-curricular activities, to bring in speakers from the community." She continued, "Sometimes there are classroom connections and sometimes they are just an additional lecture that may be related to a course." Nancy concluded, "We have all of these connections that are already going on both formally and informally."

One administrator participant suggested certain disciplines and programs of study naturally lent themselves to civic engagement and, in her experience, mandated certain civic learning activities. Pearl (Dean – Academics) focused specifically on the Nursing Program at her institution. She stated, "In our Nursing Department, we very much believe in civic engagement. We require our students to do a certain number of hours to graduate, which is unique at our college." She continued, "I think by nature of what we do we feel compelled to help…In that way we certainly do support civic engagement." Pearl concluded, "I don't think any other program or division supports it like we do, that mandates it." Pearl indicated the health profession programs might serve as a beginning model for other disciplines and degree programs to develop civic learning in a more comprehensively in their curriculum.

Personal experiences with civic engagement as an administrator. Administrator

responses focused on three major themes concerning their experiences and future roles. First, a

group of six administrators focused on the theme of community outreach as their major

experience area as well as a future priority pertaining to civic engagement. Second, a group of

five administrators emphasized the theme of serving as support for the faculty and others at the

institution, particularly in conceptualizing and building an internal framework for supporting

civic engagement. Lastly, two administrators argued ensuring student awareness of the

importance of civic engagement was their major priority as an administrator.

Several administrators focused on their leadership roles in community outreach and

promoting the services of the college in the community when discussing their personal

experiences and future roles with civic engagement. For example, Jennifer (President) reflected,

"Much of what I do in civic engagement, personally, is around building the strength in the

communities we serve and the quid pro quo relationship that we have with our civic leaders."

She discussed her role in the political environment stating, "I went, for example, to see all the

legislators. I saw seventeen legislators in one day just to talk to them about the statewide needs

of community colleges but also our college's needs as well." She concluded, "My civic

engagement experience…Its around economic development. It's around positioning the

college."

Similarly, Joseph (President) stated, "One of the great joys I've had in being president is

that it's built in that you connect with the larger community." He continued:

> I have loved the opportunity to engage with our political leadership, and with our
>
> community leaders, and the employers of the community – the business leadership –
>
> about the role of the community college and the value that we have. And to hear back

from them what they are expecting and what they need from us. I have that constant

dialogue going back and forth.

He concluded, "I emphasize that the students we serve are the backbone of our community and

how we together make our community stronger as a result of that."

For two other administrators, connecting students and local community organizations was

a key focus of their experiences with civic engagement in the form of community outreach. For

example, Heather (Coordinator – Student Engagement) stated:

It's kind of like one of my main jobs. My personal experience is I feel like I'm very

active in doing civic engagement, but a big part of my job is motivating others who are

outside of our community college to do the same thing…A great way to put it is I build

community partnerships.

Accordingly, Maddox (Dean – Student Services) suggested his experience with civic

engagement centered on connecting student co-curricular initiatives like student clubs with

opportunities to serve the community. He stated, "I supervise the student activities area and I

think that each year there are clubs that really get it and go out and they have good advisors and

really get engaged in the community."

Administrator participants commonly envisioned for themselves the major role of

supporting the faculty in conceptualizing and building a framework for civic engagement at their

respective institutions. Tyler (Vice President – Institutional Effectiveness), who recently served

on a statewide taskforce focused on general education competencies, stated, "One of my jobs is

assessment of student learning." He continued, "I've been fortunate to have a fair amount of

trying to dig at the meaning of civic engagement from a community college perspective so that I

can help our faculty get this concept in front of their students." He concluded, "Ultimately, [we

want to be able] to show that the students are learning something that is helpful to our mission."

Joshua (Coordinator – Institutional Effectiveness) also perceived his role as an administrator was

supportive in nature. He stated, "I'd say most of my responsibility now is pretty much just

framing and building." He continued, "That is to say, most of my involvement now is on the

larger institutional level, helping our faculty frame civic engagement opportunities or specifically

how we can help faculty build civic values into coursework."

One administrator described her personal experience from the perspective of serving in a

support role differently. Donna (Dean – Academics) argued her role , along with supporting

faculty, was to identify a leader among the faulty to move civic engagement efforts forward. She

stated, "In my current administrative role, it has really been more about helping to identify the

person that would be the tremendous lead on this initiative on our campus." She continued by

suggesting her major support role was to "recognize that one organized individual who is

passionate about civic engagement, political science, public policy, public service." Donna

concluded her focus was "to really tap that perfect person to make sure that as we move forward

with this new model, we've got the right person in place to…give energy to it."

The last major theme to emerge from administrators' reflection on their experiences and

future roles in supporting civic engagement was ensuring awareness and recognition of the

importance of civic engagement to their individual and educational growth. Pearl (Dean –

Academics), who previously suggested civic engagement efforts were naturally embedded in the

nursing program she oversaw, argued she and her faculty have the responsibility to model civic

engagement for their students. She stated, "We think of it as kind of a responsibility in nursing.

We model what we want our students to do…It's expected."

Teresa (Vice President – Student Services) emphasized her role should be ensuring students were made aware of the connection between student civic activities and the intended co-curricular civic learning outcomes. She stated, "Looking forward, we've got to make those connections for students." She went on to describe the ideal outcomes for students stating:

We want students to be competent. We want students to become good citizens and we want to do those in ways that are really engaging, but we have to make those connections…I often say that we don't do students activities, we don't do co-curricular activities, we don't do these civic engagement type activities because they're really fun to do. We're doing them because we feel like they are essential to the academic experience. If these students don't leave those activities understanding what happened, or making those connections, then we are not doing what we should be doing.

She concluded, "In my role, it's going to be really important for me to make sure that we're making those connections and we're standing up these opportunities…because we believe they are essential."

Current occurrences of civic engagement. Administrator participants provided broader, more institutional-wide perspectives concerning current occurrences of civic engagement at their respective colleges. Three major themes emerged in administrator responses. These included an emphasis on civic engagement in the curriculum and co-curriculum, an emphasis on civic engagement in student clubs and activities, and a concern for the frequency and depth of current civic engagement occurrences.

The most common theme to emerge among administrator participants was the perception that civic engagement was occurring in the curriculum, mainly, but also to a more limited extent in the co-curriculum. However, when speaking about experiences in the co-curriculum,

participants expressed two major concerns. Some expressed uncertainty students were being made aware of the connections between the activities and the civic learning. Others expressed concerns that only a small fraction of the student population were receiving these civic learning experiences, and these were mainly occurring in degree programs administrators believed more naturally lent themselves to civic engagement. For example, Donna (Dean – Academics) suggested at her institution, "I think we have a few courses, disciplines, faculty who try to find ways for students to be engaged, and in many cases, it is through service-learning or community service type focus." Tyler (Vice President – Institutional Effectiveness) suggested he was uncertain about how fully engaged students and faculty were with civic learning. However, he noted, "I don't know how fully engaged some of our faculty are; history, sociology, and political science faculty may already be. I think there's a natural sort of connection to those academic disciplines." He concluded, "I think it is occurring, but I don't have a good sense of how broadly those processes are connecting the learning."

Joshua (Coordinator – Institutional Effectiveness) suggested a similar situation at his institution. When discussing occurrences of civic engagement, Joshua stated, "Where I see it happening most often are those programs that lend themselves to civic engagement." He went on to list programs and disciplines including Human Service, Nursing, Dental Hygiene, psychology, and sociology. However, he argued, "The impact from an institutional perspective is small because those are not enormous programs. So, we're not necessarily getting that broad brush." Nancy (Director – Institutional Effectiveness) suggested at her institution, "I think civic engagement is happening on an ad hoc basis." She continued:

> I think if students are lucky enough to get one of the instructors who is doing that work in their classrooms, that's a great benefit to that small group of students. My impression is

that it's a small slice of the entire student body, though. I also think that the students who

go to these extra-curricular lectures, whether it's part of their class or it's just something

they voluntarily attend; they're also getting the benefit. Again, my impression is a very

small slice of slice of students is involved in this kind of student activities now.

She concluded, "So, I think it's scattered as opposed to systemic learning."

Teresa (Vice President – Student Services) focused on the co-curricular and student

activities approach to civic engagement and expressed concerns about the direct connections

being made between the activity and the civic learning goals. She stated, "From my vantage

point from where I sit at the institution, I'm not entirely sure we are making those connections

yet." She continued, "In my opinion, I think the activities are happening and I think they're

happening in the classroom. I think they're happening outside the classroom. I think they're

happening in various forms." Teresa concluded, "I just don't know that we've tied them together

comprehensively…I want to make the direct relationship."

Several administrator participants pointed to student-led clubs and organizations as

common areas for civic engagement occurrences at their intuitions. Maria (Dean – Academics)

stated, "A lot of our involvement is through student activities." She went on to discuss various

organizations and clubs involving veterans' groups, honor societies, and academic discipline-

oriented clubs and explained some the activities in which they participated that she viewed as

civic engagement. Pearl (Dean – Academics) suggested civic learning activities occurring in

student-led clubs and organizations first came to mind because they were more visible at her

institution. She stated, "I know that a lot of the student clubs are involved in civic engagement

and civic learning activities because you see it across campus."

Heather (Coordinator – Student Engagement) added to this common perception of student-led clubs and organization having greater visibility on community college campuses arguing, "I've noticed a lot of activism among clubs and groups." She went on to discuss several projects led by students who were members of a women's activist group and a LGBTQ group on her campus that worked to have free feminine hygiene products made available in campus bathrooms and another effort to offer free HIV testing to students. She then reiterated the lack of systemic inclusion and support for civic engagement stating, "I've seen it more so with student groups on their own initiative rather than collegewide initiatives" She concluded, "It might just be because it's easier to get a certain amount of people to do it than to get an entire college to be inspired by it."

Two administrators indicated they did not believe civic engagement occurrences were happening regularly at their respective colleges. For example, Jennifer (President) stated, "I haven't' witnessed a ton of civic engagement…I think its financial. We don't probably engage civically at the level that maybe some other community colleges do in the country." Jennifer went on to mention at her previous institution in a different state, the college had student activities budget of two million dollars, significantly larger than her current institution's student activities budget. She continued, "So, part of it is we simply don't have the money to do the kind of recruitment and set up that maybe some other colleges do." She concluded, "It's a lot to put on faculty who are teaching fifteen or more credits a semester, too."

Peter (Vice President – Academics) suggested civic engagement occurrences were very limited. He stated:

I don't think that it's very extensive. I think that I know of particular students where it mattered tremendously in their lives and they've mattered tremendously in their

community. Those are wonderful stories. But we have 12,000 students. It's not

happening for 12,000 students. It's not happening for 1,200 students. I don't know if it's

happening for 200 students. And so, you're talking about a fraction of a percent.

Peter concluded, "I mean, it can be a few students, but if you really want to have an impact it

needs to be much more comprehensive."

Research Question #1-B

The second research sub-question for Research Question #1 stated: *What impact do*

faculty and administrators believe civic engagement experiences have on students? Question 5,

Question 6a, and Question 7 were designated as addressing this research sub-question in the

qualitative inquiry. The questions are provided below:

- Question 5 – *From your perspective, what benefits do you think students might receive*

  from experiencing some form of civic learning before graduating?

- Question 6a – *What is your impression of the impact these civic engagement activities or*

  civic learning strategies have on student learning?

- Question 7 – *In your opinion, what characteristics of good citizenship should students at*

  a community college develop as part of their general education?

All interview participants were asked to respond to the questions listed above. All interview

participants responded to these questions.

Faculty. Overall, faculty participants indicated providing civic learning opportunities to

students was a benefit. The theme of awareness was the most common concept used to frame

faculty participants' discussions of civic learning, particularly in the contexts of student

experiences, student impact, and in describing what they perceived as good characteristics of

citizenship. In other cases, some faculty participants advocated for experiential learning as a

particularly strong strategy for engaging students in civic learning opportunities. While most faculty indicated current civic learning, experiences were having a positive impact on students, other faculty cautioned the current sporadic, inconsistent nature of these opportunities was a barrier to its overall potential effectiveness. Faculty participants also provided a broad set of characteristics they perceived as essential to good citizenship with an emphasis on the theme of civic awareness in wide-ranging contexts.

Student benefits from civic learning experiences. Most faculty participants indicated the key benefits of civic learning for students centered on the issue of awareness and impact. Rita (Humanities) explained this perception stating civic learning, "gives students the opportunity to understand the community around them and that no matter how much you try to live in a small bubble…things still affect you." Stephanie (English) reiterated the idea of unique student awareness of issues in their community and opportunities for service. She stated, "It turns them on to ways they can benefit their community, they can benefit themselves, and…learning about things that are going on that they don't know about." She also pointed to increasing student self-awareness about the potential impact they could have on a local, and even global, scale. She stated, "It gives them a better global perspective. It gives them better localized perspective on things they can impact."

Daniel (History) described the ideal student outcomes for civic learning experiences in a broader, more altruistic, context. He stated:

> My hope is that they leave here with a sense of – whether it's from my class or maybe a
> combination of them – that they have a sense of their own world that they operate in, but
> also that there's another world out there and that they should take interest in it. That they

[know] they should have a vested interest in it even if those problems don't directly impact their day-to-day lives. They should care about some of these things too.

Sadie (Philosophy) shared similar sentiments about student awareness, impact and experiential learning in civic context. She stated, "They get a general idea about the needs of the community…[and] they often don't actually see the impact in the community until they are there to serve in it." She continued, "The first thing is expanding their experiential knowledge, expanding their contacts in the community, so that they can get future volunteer work or internships and an idea about how to go about doing that as well."

Several faculty participants suggested experiential learning was essential to the overall impact of civic learning because it could potentially establish a connection to the community for students that promoted service and community engagement post-graduation. For example, Leah (History/Political Science) stated, "I've found the majority of my students stay engaged in some way with some sort of community project, community group, or political group." She continued, "I would say that there's a higher percentage of those students that continue along those lines than, say, my regular online courses [without experiential civic learning]." Gretchen (Sociology) expressed similar sentiments stating, "Students have done their own service-learning, volunteering in different ways that are meaningful for them…and there aren't negatives that have been expressed to me about it." She did caution; however, civic learning could present a logistical challenge to students. She stated, "It's a time involvement and for community college students, that's often challenging for them to have that kind of requirement for class – to try to balance volunteer kind of stuff with work and school." However, she reiterated, "They have found it tremendously rewarding and a lot of them have continued it after the semester ends."

Nolan (Business) suggested connecting core learning objectives to experiential learning provided students with the opportunity for civic engagement in a real-world context and simultaneously promoted community awareness and connection for students. Nolan explained he paired his marketing students with a real community nonprofit business to achieve learning outcomes by helping these businesses solve problems. Nolan argued, "I think giving somebody a real business helps them get the learning objectives better. The closer you engage with those objectives and understand them in their real form, the better you're going to absorb them." Additionally, Nolan suggested this experiential learning process enhanced civic engagement by teaching students to build relationships in the community. He explained, "This is important. When you do that [partner] you are connecting people to our community. I think we have the opportunity to use that connection to build bridges." He continued, "because we're doing it with nonprofit organizations, we're making a positive impact in a more altruistic way."

Lucy (Geology) framed the benefits of pairing civic and experiential learning in the contexts of relationship building and community connection and suggested these experiences led directly to employable skills. She explained, "I think it helps students feel more connected to each other. I think it helps them feel more connected to their college and helps them feel more connected to their own communities." She concluded the development of relationship building skills and an increased connection to the community further supported the notion of service in one's community. Lucy stated, "It gives us a sense of not just wanting to give back because it makes us feel good, but it's because you see yourself as really a part of something bigger."

Two faculty participants suggested a better understanding of citizenship and civic identity was an essential benefit of providing civic learning experiences for students. Janice (Political Science) argued:

I think that the benefits of civic learning before you graduate, before you can go out into

the world, is that you understand yourself as a citizen, that you understand that in some

way, however small, you have a role in the outcomes that we see.

She further suggested improving students' understanding of citizenship could have positive

impacts on their experiences with civil discourse. She stated, "I think that a lot of the division

that we experience could be mitigated by students understanding civic learning and civic

engagement and experiencing civic learning before they graduate." Kevin (History/Political

Science) argued civic learning experiences were essential for students. He stated, "[Students

need to understand] their obligations to their fellow citizens, to the community." Kevin

continued, "Understanding that while we put a lot of emphasis on the individual and individual

rights in this country, we are losing the idea of commonwealth, of collective good. And that is

very dangerous…"

Impact of current occurrences of civic engagement on students. Faculty discussed a

wide range of perceptions when considering the impact of civic learning experiences on students.

When discussing the impact of powerful guest speakers, Chris (English) suggested the impact on

students was positive and led to meaningful discussion in the classroom. He explained:

It's hard for me to say what was the lasting impression, but I can say that there was

engagement…I know on several occasions our guest speakers that I took my students to

have led to in class discussion that have been lively. That suggests to me that there are

ideas floated in those discussions that left an impression that they still wanted to talk

about.

Chris further reflected, "I think, perhaps, civic engagement might be most powerful when we get

outside voices that have either experience or power and get them in close proximity…with our

students to exchange ideas." Nolan (Business) was confident in the positive impact of civic

learning for students. He stated, "The impact is tremendous when civic engagement happens."

He continued, "I think the students are getting the learning objectives better. They engage with it

[coursework] more." Nolan concluded, "It's real and they can associate with it. It stays with

them and they, and I say this invariably, all expressed interest in continuing similar types of

engagement."

When speaking about internal scholarship fundraising as activities of civic engagement,

both Stephanie (English) and Keith (History/Political Science) saw direct positive impacts for

students. Stephanie argued comprehensive internal giving campaigns were especially impactful

to students stating, "The higher your employee participation rate the better donations you get and

that does benefit students because people say, 'Wow, if their employees are giving…that says

something about them as a community and makes other people want to help with some of our

bigger initiatives." Keith saw the connection between fundraising and student volunteerism as

having a positive impact on student retention. He argued, "These are the sort of things, if you

can find opportunities like this that engage the students, it oftentimes helps keep them enrolled."

He continued, "If there's something they care about and something they take seriously enough

and you can promote that, you're more likely to have a student do better – sort of like an athlete

needing to make grades to stay eligible." Madison (English) reiterated this point in terms of the

positive correlation to academic performance stating, "I would dare say that they work harder in

the civic engagement projects than they would have on another version, the sort of traditional

write a paper, do some research kind of thing."

However, several faculty participants expressed some concerns about the impact of civic

engagement on students pertaining to the effectiveness and the consistency of opportunities

provided by their respective colleges. For example, Daniel (History) argued, "I think, as of now, what's lacking is a sort of concerted effort to coordinate toward some sort of larger goal of civic engagement. I think that's going to be the shift when we talk about the general education requirement." Sophia (History) echoed the same sentiment stating, "It's a little frustrating about the unevenness of how civic learning is kind of engaged on campus…It almost seems like it's kind of a spontaneous thing where instructors just decide they're going to do this." As a result, Sophia felt sustaining civic learning initiatives presented a difficult challenge:

> That's what is a little disheartening is that people that have done this and it was great, and it was this great experience and it just kind of fell by the wayside because then all of sudden there are some changes in some other committee, or a new collegewide transition, or it's a million other things. And so, it seems very sporadic to me; I'll say that, even though people know the benefits.

According to Sophia, without long-term institutional prioritization and support, faculty, in her experience, have been mostly unable to sustain civic learning on their own.

Lucy (Geology) summed up the faculty concerns about the sporadic and inconsistent nature of civic learning across the curriculum and co-curriculum and the overall impact this has on students. She stated:

> I think when we just have things in the co-curricular those really intrinsically motivated students are going to do it because that's just where they operate from. So, they're going to see that impact because that's the lens with which they approach things. It's other students or other faculty even, doesn't just have to be students, I think that's where it becomes really meaningful as we embed it. And so, the impression then is that there are things that happen, but I don't always get the impression that they have a lasting impact.

She continued, "So, I think there are some fantastic impactful things that are happening, and we see the greatest return if it's intentional and not just an extra add on that you may or may not do."

Other faculty focused on the logistics of consistently offering civic learning opportunities to students as a hinderance to the overall impact. For example, Madison (English) reiterated this concern stating, "I just think that it happens in pockets and depending on how you take classes, right?" She continued, "I would bet that many of our students who take classes at night don't get the same opportunities that our day students get." Madison later expressed similar concerns for online students. Nolan (Business) suggested the impacts of civic engagement on students was limited due to the transient nature of the student populations enrolled at community colleges. He stated, "We don't have the opportunity for a lot of socialization for logistical reasons, so I think that limits it." He continued, "I remember when working on the Business Club that we struggled with the logistics of getting our students together, even people that are like-minded or have shared values, you know, getting their schedules to line up." Nolan expanded on the demographics of community college student populations stating, "We have a big pot of non-traditional, diverse situations here. I'm not just talking about ethnicity or things like that, I'm talking about work situations, family situations, and economic situations that sometimes makes it impractical for people to get together."

Characteristics of good citizenship developed in general education. Faculty participants expressed a broad set of characteristics they perceived to be necessary for promoting good citizenship through general education as indicated in Figure 10. In varying contexts and from diverse disciplinary perspectives, faculty participants most commonly cited the characteristics related to the themes of awareness, civility, responsibility, cultural sensitivity, and impact.

Figure 10. Commonly used terms by faculty participants to describe characteristics of good citizenship.

Several faculty participants suggested awareness was an important characteristic of citizenship students needed to develop. For example, Daniel (History) stated, "Awareness – whether that's through what they learn in the classroom or just by being provoked into realizing that they have a right and duty to sort of learn about what's going on around them so that they can make informed decisions." Gretchen (Sociology) reiterated this point from a political context stating, "Being aware of what's going on with their community. Knowing who their political representatives are. Knowing what their voting on." She continued, "Knowing how they're [political representatives] voting and holding them accountable for voting in ways that are consistent with their views and values." Leah (History/Political Science) summed up the notion of awareness as a characteristic of being a participator. She stated, "I can sum that up as just involvement. I want students to get a sense that it's their responsibility to be involved." She continued, "It makes a difference if I'm involved and there's a lot of opportunity for me to be involved if I so choose. They can really frame their locality and its future."

Both Gretchen and Leah suggested a failure to instill this sense of awareness could have adverse effects for students as citizens. For example, Leah argued the failure to include citizenship development in general education could stunt future civic participation. She argued, "Without the components of this in their education, they just go status quo because they hear the typical things that you might hear at home and it takes a lot to sort of breakthrough." Gretchen suggested dealing with social problems might seem overwhelming in the future without appropriate civic training and would thus discourage active citizenship in the future. She argued, "The problems are so big, and things are so out of control and it seems like nothing can be done." Gretchen continued, "I think that when you build these skills it helps students understand change happens one person at a time sometimes and individuals can make a difference." Rita (Humanities) reiterated this point concisely stating, "You want them to understand the impact they have on the world at a micro and macro level."

Other faculty took a more pragmatic approach to determining good characteristics of citizens for students. Stephanie (English) stated, "I mean, seriously, you want them to become tax paying citizens. You want them to develop a good work ethic and to be sensitive to the needs of others." Madison (English) argued adaptability was an essential characteristic of good citizenship. She stated:

> Just being adaptable I think is a good citizenship skill that students should be able to take away from community college. Learning that expertise is not required to be part of your community and learning that sometimes engagement doesn't' mean fixing things for someone.

However, Madison cautioned adaptability as a characteristic of citizenship is difficult to enumerate in terms of student assessment. She stated, "But I don't know if that's quantifiable,

right? It's not measurable." She continued, "How do we know that happened, and so I don't think those are things that we would necessarily put as student learning outcomes. Do we just take their empirical word for it?"

Several other faculty participants framed their perception of good characteristics of citizenship in terms of political awareness and civil discourse. Janice (Political Science) stated, "I think they need to understand themselves as citizens in the context of a political community." She continued, "By that I mean that you understand yourself, you have an identity of yourself as a citizen in the context of the political community, you understand that you have a connection to that community, and thus an obligation." Nolan (Business) argued awareness and thoughtfulness resulted directly in civil discourse. He stated, "I work hard on issues like that [civic issues] to not present a side. I present an issue. If you do that, I've found student to be, when they engage with that; they are thoughtful; they think about it. They are civil." He continued, "Certainly, there were people who disagreed, but it was all very civil."

Lucy (Geology) further explained the importance of civil discourse as a good characteristic of citizenship stating, "Civil discourse is hugely important in this day and age and as part of that, the question of how do you intake information and how to you process that information so that you can engage effectively is key." She continued, "In civil discourse I think there's an aspect of learning to be a better communicator, learning to make more informed decisions." Lucy also added good citizenship also meant understanding one's ability to become an advocate. She stated, "I think part of good citizenship is recognizing that you can be an advocate for something that you feel really strongly about and that means there's a vulnerability there but that's a good thing."

Sadie framed the characteristics of good citizenship in more theoretical terms first stating, "I would say the intellectual virtues that are required for them are open-mindedness, fallibility – and these are virtues that they learn in the classroom – and cultural tolerance, compassion, things like that that are intellectual virtues." She then framed the characteristics in more practical, active terms stating:

> Then there are just some simple things they need to know about how the system works and what the responsibilities of citizenship are and those are things that are so basic that they are really sometimes left unstated. So, I think these are things they need to learn before they can become a good citizen…How to be a good worker. How to follow orders. How to engage in discussion when there's a disconnect…How to solve problems in a hierarchical institutional structure. How to stand up for your rights and others' rights as well. How to protest. How to engage in non-violent demonstrations. How to get yourself educated before you vote…And given the climate of social media, this may be the most important part – being able to tell what's true and what's false in a source of information.

Sadie believed learning the theoretical ideas around good citizenship should be followed up by learning the practicable skills of good citizenship in order to develop well-rounded, well-informed and active citizenship.

Administrators. Although administrators perceived direct benefits to students receiving civic learning experiences, overall, they tended to focus heavily on the resulting positive impact on the public as a result of these student experiences. Administrators suggested exposing students to civic learning experiences served the purpose of developing informed, active citizens and thus fulfilled the public mandate of community colleges. Although all administrators

believed civic learning occurrences had a positive impact on student learning, they were less confident this impact was comprehensive, fully intentional, and inclusive. Administrators heavily filtered their perceptions of good citizenship characteristics through the lens of fostering effective public and political engagement and acting in the public sphere.

Student benefits from civic learning experiences. Administrators' responses heavily emphasized the idea of exposing students to civic engagement was of personal benefit to the student but also held potential benefits for the public. Several major themes emerged from administrator participant responses. These themes included fulfilling the public mandate, expanding student appreciation of diversity, helping students develop a sense of agency and advocacy, and development of student civil discourse skills.

The most commonly expressed perception from administrators centered on the notion that civic engagement prepared students to be functioning, active citizens in a democracy and this preparation fulfilled the civic portion of their institutions' public mandate. For example, Joseph (President) stated students would benefit from civic learning experiences because "they'll be functioning as educated individuals." He continued, "As a public institution, we expect public benefit to occur from this and part of that is having these experiences." Debra (Academic Dean) suggested students would benefit from recognizing their civic responsibility. She stated, "I think it's just a way to help them mature and to realize that this is not just their right but maybe even their obligation to be engaged with the community."

Teresa (Vice President – Student Services) emphasized the connection between civic skills and engaging with the community as a benefit for students. She stated, "I think it goes back to us creating citizens…It just means that we're equipping them with the tools to be able to engage with their communities…" Maria (Academic Dean) made a similar connection by

emphasizing the importance of an informed citizenry in a democracy. She stated, "One of the primary functions of education is to develop an informed citizenry in a democracy. Having an informed citizenry is a fundamental need for a successful democracy." She concluded, "Having an engaged and informed citizenry is also extremely beneficial to the communities that we serve." Joshua (Coordinator – Institutional Effectiveness) perhaps most concisely stated this perception suggesting, "I hope what we do is motivate the students to contribute to society in an educated way, in a knowledgeable way, not from a place of ignorance."

Several administrators indicated a benefit of student exposure to civic learning opportunities was the broadening of their worldviews through recognition of diversity. Heather (Coordinator – Student Engagement) labeled this benefit "perspective checking." She explained, "I think, for one, it helps with checking perspective." She continued:

> Civic learning is probably a big key to letting go of the *I'm the center of the world* perspective and developing a perspective of *there are other people around me who are affected by my choices and my lifestyle*.

She concluded, "The focus of civic learning is [gaining] perspective and reflection for developing an inclusive worldview." Maddox (Student Services Dean) also emphasized the notion of students gaining perspective and an appreciation for diversity. He stated a benefit of civic learning would be "learning that you and your small group of people you interact with are not the whole community." He concluded, "It's enlightening to people that there are other cultures out there and [civic learning experiences] give students a chance to interact with diverse populations."

Another major theme to emerge from administrators' responses was that students would benefit from developing a sense agency and advocacy. Administrators believed exposure to

civic learning experiences would train and encourage active citizens with convictions to engage with and improve their communities. For example, Tyler (Vice President – Institutional Effectiveness) explained, "I think the benefits that students get is just a better sense of not only what their community needs, but then how they can do something about it. Ultimately, engaging with your community is not just about knowing but doing."

Nancy (Director – Institutional Effectiveness) focused on the student benefit of developing a sense of agency and potentially leading to more confidence in any future civic action. She stated, "I think that [developing] a sense of agency is very important…I think that the civic engagement piece is going to help students realize that they can have a voice. They can have a real impact on their communities." She concluded, "I'm just giving them that confidence and also some real-world examples of what that agency can look like." Teresa (Vice President – Student Services) concurred and added students would also develop a sense of advocacy form their civic learning experiences. She stated, "We benefit as a community when citizens are engaged. We need voices and we need advocacy and we need a lot of different thing that civic engagement kind of supports." She concluded, "I think that's a benefit not only for students, but also for us as community members, to be able to add to the force that's speaking for the community as a whole."

For two administrators, the ability to engage in effective civil discourse was connected to students' ability to develop a sense of agency and to become advocates. Joshua (Coordinator – Institutional Effectiveness) discussed the idea of developing civil discourse skills as a benefit to students by describing the ideal student profile. He stated as a civic-minded student who attended his community college, ideally, "I can appreciate diversity. I can be open minded to hear other perspectives, thoughts, or feelings that people have. I can engage in open discussion

with people." Miles (Coordinator – Instructional Design/Librarian) suggested, "One of the aspects of civic engagement is that it's not just about taking action in the public sphere, but it's also that true civic engagement often requires some kind of face-to-face cooperation, collaboration, discussion, and debate with other people." Miles argued, "I think that sort of collaborative learning and the tolerance for divergent viewpoints in the context of civil debate is really important for them to be successful in their personal and professional lives."

Impact of current occurrences of civic engagement on students. Administrators were less aware of and confident in the impact of current civic engagement occurrences on students. Seven administrator participants either responded they were uncertain or unaware of the impact and did not respond in much further detail to the question. Of the eight administrators who did respond in detail, they perceived civic engagement occurrences has having a positive impact on students' overall educational experience from varying perspectives. The major emerging themes in administrators' responses included limited availability but significant impact, professional and economic impact, promoting the initial experience of engagement, and promoting leadership in the community.

The most common perception from administrators was that civic engagement occurrences experienced by students had significantly positive impact on students. For example, Donna (Academic Dean) stated, "From discussions I've had with faculty and with students themselves, in many cases, these [experiences] are extremely eye-opening and life changing experiences." She continued, "It takes them beyond what they are used to seeing and allows them to see an impact beyond self." However, most participants holding this perception also expressed concerns about the limited access to students for these experiences. Nancy (Director – Institutional Effectiveness) stated the addition of civic engagement as a core competency and a

new focus on transparency in civic learning goals for students would be a positive step forward.
She stated:

> For those getting these experiences, the depth of their benefit could be better and will be
> better, I think, because now when they have that really positive experience in on class,
> they're going to be told this is part of a larger framework for the general education
> competency of civic engagement.

Joshua (Coordinator – Institutional Effectiveness) discussed a similar notion from his perspective
as a reviewer of student assessment artifacts. He stated, "For those students who actually do it
[civic engagement], because I see it in assessment work, [I see] the positive impact it's having on
students." Joshua concluded, "We do have programs doing that, but again, I think it's a small
number."

Two administrators suggested students participating in civic learning experiences could
see their career goals changed and this could directly lead to gainful employment in the future.
For example, Donna (Academic Dean) suggested the impact on students involved in civic
learning experiences sometimes resulted in a reevaluation of career goals. She stated, "In many
cases it [civic learning experience] was very eye-opening, perhaps life-altering, helping them to
think that they might prefer to pursue an area of work that would allow them to make this kind of
difference on a regular basis." She concluded, "So, I think for the ones that it happens to, it has
to be very impactful." Maddox (Student Services Dean) argued students could gain direct
employment from civic engagement experiences like internships in the community. He argued,
"I have to believe that there are people getting jobs, getting experiences that help them get jobs
or have learned to act more professionally…They're learning different things than we can even
teach here on campus."

Three administrators pointed to the idea that students who experience civic engagement are impacted in a way that encourages them to be active servant-leaders in their community. For example, Heather (Coordinator – Student Engagement) suggested this "initial engagement" was foundational to students' overall development. She stated, "For any of those groups [of students] to have any kind of inspiration or motivation, they would have needed to see that something's wrong and wanted to engage in correcting it. It goes back to perspective checking." She went on to argue these types of experiences led to active and engaged students. She argued, "It's showing students that they can take action here and they don't have to wait until they transfer to a four-year institution to join a pride group or help take care of the women in the community." She concluded, "I think it's more about active learning."

Joseph (President) suggested the impact of civic engagement experiences for students was the fostering of leadership skills. He noted, as did others, he often saw this impact in student organizations stating, "I see it [civic engagement] when I'm dealing with the student leadership, the student government leadership and the like." He continued, "I see a group of students who want to make a difference, who aspire to something greater." Joseph argued community colleges needed to improve their efforts toward creating a campus environment that promoted civic engagement and leadership opportunities for students. He stated:

> I just feel that community colleges for too many years…the students come here, they're taking classes, and they're leaving. The experience that they have here on campus needs to be something greater, particularly for our traditional age students, but I think many adults also crave that opportunity as well…I'd probably call it student life and leadership, but a hug part of that would be preparing them for civic engagement by the way we offer opportunities to students.

He concluded that for civic engagement to impact the student experience, "An emphasis moving forward has to be on student life and leadership"

Characteristics of good citizenship developed in general education. Like faculty participants, administrators identified a lengthy series of characteristics for good citizenship they perceived as important to develop in community college students. The most common theme to emerge in administrators' responses was the theme of engagement. Administrators felt students needed to develop characteristics for public and political engagement and as citizens who could potentially acting in the public sphere. To this end, most administrators identified subsidiary characteristics of good citizenship to support these civic actions (See Figure 11).

Donna (Academic Dean) focused on developing students' ability to effectively participate in public engagement and to act in the public sphere emphasizing service as a key supporting characteristic. Donna stated, "Students [should recognize] that they can play a positive role in multiple ways whether it's as a public servant or whether it's serving on a board." She continued by suggesting service in the public sphere could include "working with a charity or understanding policy implications of things and maybe having a voice in those." Maddox (Student Services Dean) focused on the notion of political engagement and emphasized the characteristics of stewardship as important to productive citizens. He stated, "First, becoming engaged and knowing who their political leaders are and then at least vote. We've got a lot of students here who are pretty apathetic to that kind of thing…" He continued, "I think they should become good stewards of their environment [community]…I think they need to learn how to be responsible stewards for finances and tax money that is spent…and not be wasteful with that." Joseph (President) stressed the characteristic of responsibility when discussing political engagement. He stated, "On the more civic side, preparing specifically for participating in the

democratic process." He continued, "I think we need to emphasize voting and we need to emphasize keeping up with issues at local, state, national, and international levels."

Figure 11. Commonly used terms by administrator participants to describe characteristics of good citizenship.

From Miles's (Coordinator – Instructional Design/Librarian) perspective, the notion of public and political action was tied to the idea of action in the public sphere in a democracy. He stated, "The first idea is that action in the public sphere is consequential, that it matters, or that it has the potential to be consequential." Miles emphasized the idea that action in the public sphere was necessary for sustaining a democracy. He suggested, "The second idea is that public engagement is necessary to ensure that a democracy produces the best result for the most people." He concluded, "We also have to take the leap in saying outright that we believe democracy is better than other forms of government and that's one of the reasons it's different

despite some of its shortcomings." Miles went on to identify the characteristics of civic identity development, cooperation, collaboration, and civil discourse as important for effective engagement and action in the public sphere of a democracy.

Administrators focused on the idea of public engagement as a public service and identified key characteristics students needed to effectively serve. For example, Joshua (Coordinator – Institutional Effectiveness) focused on public engagement and the characteristics of service and civil discourse. He stated, "For me, it's just actually [being able] to engage the community." He continued, "I want them to be inspired to give back and knowing that giving back doesn't have to be monetary and doesn't have to be 300 hours [of service]." Debra (Academic Dean) agreed exposing students to meaningful engagement was important stating, "I think we need to have an understanding of what doing something good and helping others, how that can empower you as well." Pearl (Academic Dean) argued this interpersonal interaction within the community fostered other characteristics of good citizenship such as responsibility, accountability, honesty, and service. Joshua also identified civic discourse as a key characteristic of being able to effectively engage in and serve the community. He stated, "I think it's really just being able to talk to others in a friendly, open manner and not being accusatory, not being aggressive, being able to…appreciate and hear what's on others' minds."

Both Tyler (Vice President – Institutional Effectiveness) and Teresa (Vice President – Student Services) connected characteristics like empathy, communication, service, and advocacy with the ability to solve problems in the community as part of public engagement. Teresa argued, "I think these characteristics would just lead to kind of seeing problems that are in the community and kind of developing, first, opinions about those potential problems, and then turning to potential solutions." She concluded, "I think that goes back to us really instilling

advocacy. I think that goes back to instilling service." Tyler stated, "I think empathy is very important for good citizenship, and problem solving, and communication, and conflict resolution." Tyler went on to describe a potential real-world scenario for why these characteristics were important in community engagement by discussing a local school board meeting in which citizens reach an agreeable solution to a problem after civil debate.

Research Question #1-C

The third research sub-question for Research Question #1 stated: *What are faculty and administrator perceptions of service-learning as a strategy of civic engagement at the community college?* Question 13, Question 13a, and Question 13b were designated as addressing this research sub-question in the qualitative inquiry. The questions are provided below:

- Question 13 – *How would you describe your understanding of and/or experiences with service-learning as a strategy of civic engagement?*

- Question 13a – *What is your perspective on incorporating a service-learning project academically into the classroom?*

- Question 13b – *What is your perspective on incorporating service-learning into co-curricular programming at your community college?*

All interview participants were asked to respond to the questions listed above. All interview participants responded to these questions.

Faculty. Faculty participants provided varying perceptions of their own understanding of service-learning and personal experiences with it as a strategy of civic engagement. Most faculty perceived service-learning as a meaningful strategy of civic engagement but provided varying levels of understanding. Responses about their own experiences with service-learning ranged from no experience to extensive experience. Some faculty suggested service-learning was more

naturally fitted for project-based and cohort modeled learning. Other faculty cautioned the complexities of service-learning and the characteristics of faculty and student populations limited the capacity for service-learning at the community college.

   Faculty understanding of and experience with service-learning. Although most faculty participants expressed positive attitudes toward service-learning as a strategy of civic engagement, their perceptions of their own understanding and experience with the strategy varied widely. Some faculty focused on the potential benefits for students when exposed to service-learning. Daniel (History) stated, "My understanding and my theory of it [service-learning] is that it is civic engagement in practice." He argued service-learning "encourages students to approach the subject by doing it, often in the context of volunteering, or maybe for credit, but performing some volunteer service or some action over the course of learning about an issue or subject." He went on to suggest service-learning was a beneficial experience for students because "service-learning projects could put students in a position where they are forced to confront issues that face the community."

   Some faculty focused on the impact of attempting service-learning on the faculty and institution. Chris (English) summed up both the simultaneous enthusiasm and hesitation commonly expressed by faculty. He stated, "I guess service-learning would be the ultimate goal of civic engagement…but I would characterize it as a long shot, I guess." He explained, "I mean, with my past experience it was a life changing experience for me, but it also consumed a lot of my life." He further explained service-learning required dynamic and harmonious personalities to be successful and must be accompanied by a willingness for greater investment by the faculty, the students, and the institution. He stated, "I think it takes personality. It takes chemistry between personalities to keep it going." However, he cautioned, "But at the same

time, if you are teaching five classes here with no release time or additional compensation…it does weigh on your ability to do this." He concluded, "The investment has to be higher in the individual on some level and even at the institutional level."

Other faculty participants expressed similar issues of concern when discussing their understanding of service-learning in action. For example, several faculty participants suggested the transient nature of community college students was a significant barrier to service-learning. Madison (English) summed up this perspective stating, "I have seen it work at four-year university. I have not quite seen it executed or even really attempted at the community college." She explained here perceptions further stating:

> The reason I think it sort of diverges is one, the university usually has more resources and even a larger campus in which on can engage in service-learning; and two, at the community college the range of students in a course – I have students who are literally taking off work, coming to class, going to get lunch, and then going back to work.

She concluded, "So, to ask them to commit a certain number of hours…in addition to all the other work they to do is sort of unfair."

Incorporating service-learning in the curriculum and the co-curriculum. Faculty participants provided several interesting ideas about how to embed service-learning into the curriculum and co-curriculum. Regardless of where service-learning was embedded, in the curriculum or co-curriculum, faculty participants agreed incorporating service-learning required extensive planning and flexibility. For example, Janice (Political Science) stated, "I think the idea of a mock polling station [embedded in her course] would be a service-learning activity because you are providing a service to the college community and that would also be considered co-curricular as well." However, she conceded, "I think doing something like a service-learning

project requires a lot of planning. You have to plan your project far in advance to be able to really build the class around it in some ways." She continued, "Service-learning is maybe a little bit challenging if you don't have some flexibility."

Several faculty participants provided prescriptive suggestions in elaborating on their perceptions of service-learning. For example, Madison (English) stated, "When I think about service-learning, it has to be course-based at the community college…and I think in some way, it has to be optional for the students to buy in." She continued, "We can put a tag on a class that this is a service-learning course. Instructors must be flexible in how students execute the service-learning…and it also has to be project-based." She went on to suggest students should be able to opt out of service-learning, perhaps by completing a lengthy research paper instead. She argued, "I think it's one of those situations where a student can say, 'No – I'd rather write a 50-page paper because that's where my time can be spent.'" She continued, "Honestly, service-learning as I've seen it executed at the university level, that 50 pages is nothing compared to what they invest in service-learning."

Lucy (Geology) suggested whether it was embedded in the curriculum or a part of a co-curriculum opportunity, a cohort model was ideal. She stated, "It seems like some of the most successful projects involves creating some sort of cohort model." She continued, "Even if they're not in a class, or the project is completely course embedded, there's still a particular group of students…that becomes a cohort and wind up going [through the experience] together." Like others, though, Lucy cautioned, "You have to really clearly define that model and not just say you're going to do it, but actually create the structure for that model."

Keith (History/Political Science) argued given the common characteristics of community college student populations, incorporating service-learning could result in academic risk for students. He explained, "I think service-learning is a double-edged sword." He continued:

> On one hand, it's great because you have the ability to get your students out in the community, of checking off the boxes of what civic engagement is. But it takes a great hunk of a grade, which is a good way to show students the importance of that kind of thing, but at the same time, it also runs a risk…I personally would not want to try to overcome the risk in that with things that happen especially in our classes with students withdrawing, with students just vanishing out of nowhere, with sometime maybe a too small class size. You run into some significant challenges with service learning.

Keith further elaborated on the demands placed on faculty who choose to embrace service-learning from the perspective of preparation stating, "Service-learning is something that requires a lot more prep work for the faculty member." He continued, "If we're supposed to be going to a food bank or today, we're picking up trash, I've got to make sure that the van is rented. I got to make sure that the release forms are signed." He concluded, "So, I think for civic engagement…service-learning should be a tool in the toolbox, but I don't think it should be the preferred or promoted strategy for civic engagement."

Gretchen (Sociology) expressed concerns about service-learning being required of faculty in courses not best suited for the strategy. She argued, "I think in the classes where it makes sense…And I don't think all courses really are service-learning friendly or that it makes sense in all courses." She continued, "If I were a faculty member and someone from in a higher position said, 'you must incorporate and do this in all your class,' that, to me, would be problematic." Gretchen suggested institutions should explore possibilities of "how can the college facilitate this

interdisciplinary-wise or at least not attached to a curriculum as well as how we can do this attached to specific classes." Gretchen's response highlighted other faculty participant suggestions that service-learning requires flexibility from the students, the faculty, and the institution. She summed up her position on diverse service-learning offerings stating:

> I think both opportunities [curriculum-based and co-curriculum-based] should be available, especially if it's going to be required as some type of graduation requirement. Students need the opportunity to do it [service-learning] outside of a specific class verses tied to a course.

Nolan (Business) expressed concerns co-curricular service-learning initiatives were more of a challenge than curriculum embedded service-learning opportunities but argued regardless of strategy, a common understanding of service-learning across the institution was essential to its success in his experience. He stated, "Until we have a common program or language that we're all using to defined service, first of all, and secondly have clearly defined goals, it's going to be a nice blurb in somebody's report, but it's not going to catch on."

Administrators. Administrators perceived service-learning as a commonly used and effective strategy of civic engagement. However, over half of administrators expressed deep concerns about utilizing service-learning as the main approach to civic engagement at the community colleges. Pedagogically, administrators perceived service-learning as requiring both direct student engagement with the community and a direct connection with course learning objectives. Administrators perceived service-learning experiences as positive and meaningful for both participating students and community partners. The major concerns for utilizing service-learning centered on inconsistent availability to students, the transient and overburdened

nature of the typical community college student population, and issues of funding and incentivizing these activities for both faculty and students.

    Administrators' understanding of and experience with service-learning. Administrator participants expressed high levels of confidence in their understanding of service-learning. Two major themes to emerge from administrators' perceptions of service-learning were an emphasis on experiences directly engaging the community and a direct connection to course learning objectives. For example, Tyler (Vice President – Institutional Effectiveness) stated, "My understanding of service-learning is that it cannot occur solely in the classroom." He continued, "In a true service-learning experience, you are out in the community doing something and that it's not only doing something, but it has a connection to the curriculum." Joshua (Coordinator – Institutional Effectiveness) echoed this sentiment stating, "Service-learning is that opportunity for a student to engage in an initiative, or problem-solving event…that has them interfacing with the community in a way that their giving their time to assist our community, to make it better, to improve it."

    Administrator participants also focused on their overall perceptions that service-learning experiences were positive and impactful for both students and the community. For example, Heather (Coordinator – Student Engagement) suggested, "My understanding of service-learning is that it's impactful and helps students really kind of grasp not only what they're learning in the classroom but how it effects the real world through that combined learning experience." She concluded, "So, what's being learned in the classroom can be applied in the real world through these experiences…I think it can help deliver a message more clearly." Maddox (Student Services Dean) suggested service-learning projects were also impactful for community partners. He stated, "Service-learning is a way that you can get the community behind helping students,

because you're helping them." He continued, "So, you got to develop sites where students could do service-learning opportunities." Maddox indicated this mutually beneficial relationship strengthened the partnership between the community and the college.

According to Tyler, much of the positive impact centered on meaningful student reflection after the service-learning project was complete. He stated:

> Then the student is going to go do this work and then they're going to reflect on it and decided whether what they talked about [in class] was accurate or not. And then if it's really a service-learning project, its – How does it serve the community? How does it help people who have need? How does it help people and our community grow?

He concluded, "A service-learning project has to include some element of activity outside the classroom and then a reflection activity."

Several administrators expressed concern about the potential of service-learning as the main method of providing civic engagement opportunities to students at community colleges. For example. Jennifer (President) stated, "Well, service-learning is tricky, and I didn't go there immediately with civic engagement." She continued by explaining service-learning is more complicated to navigate within community college student population. Jennifer stated, "I think we run the risk, if that's how we define civic engagement, in part because of the opportunity cost that our students would have to forgo. To volunteer is a privilege." She explained her viewpoint further:

> Many of our students work. Many of our students have to support their families. Many of our students have to care for younger brothers and sisters. So, there's a ton of risk for students to be involved in service-learning unless it's very easy for them to do. By that I mean during class time or in lieu of class time and transportation is provided.

Jennifer went on to describe an ideal service-learning project example she encountered with one of her institution's faculty members. The project was a volunteer marketing assignment for a local charity in which he "incorporated it into the class, no costs to students. They did their presentations in class."

Donna (Academic Dean) shared the concern about incorporating service-learning considering the transient nature of the community college student population. She stated:

And then when we are talking about a population that is taking care of children, taking care of elderly parents, has a job, already struggling to just be a part-time student, how do you tell them now they're going to carve out this time for being a part of this activity outside of their class. And it's a requirement.

Sandra (Academic Dean) viewed this issue as a real challenge for incorporating service-learning at community colleges. She stated, "I'll have to admit, there are a lot of challenges when you're expecting students to perhaps meet somewhere off campus and participate." She continued, "The transportation becomes an issue. If it's outside of the timeframe for the actual class, then students have the issue that whether they're working, or they have to get home for their kids, or their brothers and sisters."

Joseph (President) explained in his experience, service-learning had only been viable at an institution with grant funding for the that purpose. He stated, "I have more experience with this at another institution and we had grants for service-learning…I'll just say this, many times it seemed to be more about this one person over here doing it." He concluded, "I didn't feel like it was truly in our fabric…I saw it more as an ornament than integrated into the fabric, the educational fabric."

Although faculty might have been professionally incentivized to offer service-learning through grant funding, Joshua (Coordinator – Institutional Effectiveness) argued perhaps the same approach would be best for students. He stated, "The thing I haven't talked about with service-learning that I think is important to include is that it's worth incentivizing." He argued:

> If our students are going to be able to give time, we as an institution need to be on a better financial platform to say to students – We did engrain this service-learning component in your degree, but you need to know that when you do service learning, we're going to be able to take of *x* amount of dollars of your tuition. And when you're done with this project, you're going to get 6 of your credits toward your degree are covered by the service-learning opportunity.

He concluded, "I do think it's important to ingrain it academically in a way that the student is going to have to do it, but we as an institution can take the position – This is one of our opportunities to help lighten the load and the bill."

Incorporating service-learning in the curriculum and the co-curriculum. For the most part, administrator participants did not dive too deeply into the subject of their perceptions concerning service-learning in the curriculum and co-curriculum. For those who did, they focused heavily on the issue of finding strategies to effectively conceptualize service-learning directly within the curriculum. For Teresa (Vice President – Student Services), this included the notion that service-learning should be required, curriculum-based, and developed with long-term sustainability. She stated:

> It's [service-learning] worked really well when it's required and it's worked out really well when the curriculum is aligned with not only projects that are designed with the class in mind, but kind of bigger things that kind of keep the service opportunity going

over an extended period of time…Service-learning, I think, probably works best when associated with a class because there's context there and it makes more sense about why these things need to happen.

She also believed student activities associated with service-learning should be co-curricular in nature. She stated, "That's why I speak a lot about making sure that activities are co-curricular." Teresa concluded, "So, it's about the stuff that happens in the classroom and then it's about the things that are attached to it outside the classroom. That's where you make the connections." Joshua (Coordinator – Institutional Effectiveness) stated, "From my perspective…I would much prefer seeing it academically built into the classroom so there is an alignment, so the students understand part of the reason they're doing service-learning is also to contribute to the outcomes and expectations of this course."

Peter (Vice President – Academics) suggested perhaps the best strategy for service-learning was to commit to one approach or the other, either a curriculum-based or co-curriculum-based approach. Peter stated, "It can vary by institution. I think one institution can say – You know what, we're going to take an academic approach to service-learning and here's how we're going to implement it." He continued, "Another institution might say – You know what, we're going to take a student affairs approach to service-learning and this is how we're going to implement it." However, he concluded, "I think it's a little harder in the student affairs side for community colleges because of the parking lot population."

Donna (Academic Dean) suggested regardless of where service-learning was housed, there were concerns to consider. She believed firmly that determining the workload, leadership, and accountability would be essential but complicated. For example, when discussing embedding service-learning into the curriculum, Donna stated, "It's almost like you have to have

the scaffolding that you've created before they [students] can do their part. Are our faculty ready

for that if we ask them to do it?" When discussing incorporating service-learning in the co-

curricular context, she stated, "If you take it out of academics and put it into co-curricular or club

and organizations type things, again, who's going to lead that and who's going to have that

charge?" Donna also agreed with Peter's concern about the transient nature of the typical

community colleges student population as being a barrier whether service-learning was

embedded in the curriculum or the co-curriculum. She stated, "Then we're talking about a

population that is taking care of children, taking care of elderly parents, has a job, already

struggling to just be a part-time student." Donna concluded, "How do you tell them that now

they're going to have to carve out this time to be a part of this activity outside of your class and

it's a requirement? I'm not sure."

Research Question #2

The second research question for this study stated: *What do faculty and administrators*

perceive as the impact of including civic engagement as a core competency of general education

at the community college? Question 8 and Question 9 were designated as addressing this

research sub-question in the qualitative inquiry. The questions are provided below:

- Question 8 – *What impact do you think including civic engagement as a core competency*
  of general education might have on your students, your campus, and your community?

- Question 9 – *Some might say that it is impractical to include civic engagement as a core*
  competency of general education expected of all students graduating from your college.
  How would you respond to them?

All interview participants were asked to respond to the questions listed above. All interview

participants responded to these questions.

Faculty. Several major commonalities emerged among faculty responses when discussing their perceptions about the impact of civic engagement as a core competency of general education at their respective community colleges. Faculty participants tended to emphasize the belief that including civic engagement as a core competency of general education presented the potential to bridge and strengthen the college and community connection and relationship. Faculty participants also suggested including civic engagement in general education would have a positive impact on students by potentially providing them with new, more meaningful opportunities to connect with the local community. Several faculty participants indicated that mandating this new competency meant that their community colleges would need to reevaluate prioritizations and begin a process of institutionalizing civic engagement, which all deemed would have a positive impact on their institutions. Similarly, when assessing the practicality of including civic engagement as a core competency of general education, faculty participants again pointed to issues of institutional conceptualization and the importance of including civic engagement as a benefit to students.

Overall impact of including civic engagement as a core competency of general education. Several faculty participants suggested including civic engagement as a core competency of general education increased the institution's ability to build bridges into their local communities. For example, Sophia (History) argued the reason her institution became excited about one of her recent civic engagement projects "was because it really did do a lot to substantiate the mission that we say is ours." She continued, "Also, for them it became about here's a bridge. They thought of it as kind of a way to interject our college into the community and kind of cultivate goodwill. It opens us up. It makes us seem very accessible." Nolan (Business) described a similar sentiment stating, "I think it's going to get them closer together

[college and community]. I think it will create more bridges." Nolan argued that these bridges directly and positively impacted the connections between students and the community as well. He stated, "For us to have the ability to help them, the business community, with real issues…They need support. My students need experience." He continued, "So, we can become a place where our business community comes together [with students]. The more you do that; they learn from those types of experiences."

Faculty participants also commonly perceived a direct positive impact for students in the context of improving the sense of community internally for the college. Lucy (Geology) expressed this sentiment very clearly stating, "I think one impact that I have seen, just in the small microcosm that is my classroom, is the literal building of community." She continued:

> I've always said this…but I think the one thing that community colleges lack is often [a sense] of community because [we have] such a transient population. Whether it's that they're [students] only here for a semester or maybe they're here for multiple years, but they come to campus for their class and they leave. It's not a place that you just come and often become a part of. I think the civic engagement piece helps you to understand how one impacts a broader collective.

Daniel (History) reiterated this perception emphasizing committing to civic engagement could led to the institution becoming the epicenter of community-building. He stated, "If we, as a community college, position ourselves as a place of civic engagement, we could become a sort of hub." He continued, "We [could] connect students with not just information, but maybe with opportunities for them to become more engaged in the community through service-learning, internships, and volunteering opportunities while they continue to learn through our classes about the world."

Other faculty framed their perceptions concerning the impact of including civic

engagement in general education as a direct and mutually beneficial relationship between

students and the community. For example, Leah (History/Political Science) stated, "I think for

the students, we can have that more widespread experience-level learning that we do not offer

consistently right now." She argued this experience-based civic learning "sort of connects the

dots and to give them a voice." Leah perceived these efforts to engage students in civic learning

were essential to the overall success of the local community. She stated, "And then the

community, my goodness, that's the future of the community. For us, we are losing

population…and employment [opportunities]." She continued, "I mean, they're [students] the

future of whether or not we are able to sustain that level of service and resources in our

community."

Janice (Political Science) reiterated the perceived mutually beneficial relationship

between students experiencing civic learning and their civic productivity in the community. She

stated, "I think what it will do for the campus is elevate these issues, create some recognition of

the fact that we all have a role in creating the conditions for a thriving democracy." Janice also

suggested this type of relationship strengthened the reputation of the community college within

the community. She stated, "Then extend that to the community. [Let them know] that we're

turning out better equipped citizens." Janice concluded, "That we're turning out people who are

prepared to engage in the activities of citizenship, [people] who are better prepared to contribute

to their communities and have a better understanding of themselves as a member of a

community."

Several other faculty participants indicated a focus on civic engagement in general

education would strengthen the college community by emphasizing prioritization and

institutionalization. Gretchen (Sociology) summed up the emphasis on institutional prioritization stating, "I think in the largest sense it just stresses and reinforces that we, as a community college system, think this is important. Obviously, if we're going to put in as a core competency, we think it's important that students have this." She continued, "The ripple effect is that the more students who are involved in civic engagement, ideally, the more that's going to benefit the larger community as well." Similarly, Madison (English) argued it would improve relationships and communications across the college community. She stated, "I actually think that it has the ability to bring us together instead of working in silos…So, I think civic engagement will also show where our priorities sit at the community college."

Keith (History/Political Science) offered a more pragmatic explanation concerning the impact of prioritization and institutionalization of when including civic engagement as a core competency of general education. Keith stated, "If you make something a core competency, it has to be measured, it has to be put in the planning process. If it's put in the planning process and it has to measured, it is then institutionalized." He continued:

> By doing it that way, making it a core competency, you get an impact in all these areas…By placing institutional emphasis there, you're forcing faculty and students to grapple with it, to deal with it, to do something with it. Then you get a ripple effect through the classroom, to the college community, and hopefully the state and onward.

Keith concluded, "So, including civic engagement [as a core competency] basically is a signal from the system on down that this is something important, this is something you have to do."

Practicality of including civic engagement as a core competency of general education.
Faculty participants overwhelming expressed certainty that including civic engagement as a core competency of general education was, in fact, practical. Faculty participants tended to focus on

key issues of conceptualization, institutionalization, and student impact in discussing their perceptions. These key issues were derived from the commonly shared notion among faculty participants that civic engagement was inherent in the purpose of higher education both theoretically and pragmatically. Chris (English) perhaps most concisely expressed the theoretical importance of civic engagement within the institution, "I think that if we're going to stay true to our roots as the academy, if we're going to stay true to the founding principles of what an education is supposed to be, then citizenry is part of that." He continued, "And I mean citizen here as being an active and engaged person in society. So that's foundational."

Sadie (Philosophy) emphasized the practical importance of including civic engagement stating, "It's not just a theoretical thing. It's a practical thing. It's a set of skills" She continued, "It's a set of intellectual habits and a set of ways to resolve problems and settle disputes in a democratic fashion, a fashion in which everyone is given an equal chance to do this transparently, publicly, and openly." Sadie also connected the notion of assuming the theoretical value meant acknowledging the practical value of including civic engagement in higher education. She stated, "If you view this as impractical, then you are assuming it won't have the benefits that we value in society." She continued by arguing including civic engagement, "will make our populace more educated and make better citizens that are more likely to vote and more likely to participate in a democracy."

At least one faculty member saw the process of institutionalization as a significant challenge for institutions from the perspective of practicality. Gretchen (Sociology) stated, "I think it's going to be challenging to figure out how that requirement is going to be fulfilled and how it's going to be assessed because civic engagement can take so many different forms." She concluded, "I think it would be manageable as long as it's not made too comprehensive where

too many classes are required to have that [civic engagement] as a designation." However, several faculty participants agreed with Gretchen that civic engagement could take on many forms but saw this diversity as a strength instead of a challenge when considering the practicality including civic engagement as a core competency. Leah (History/Political Science) argued, "I think civic engagement is something that spans disciplines. We can talk about civic engagement in any discipline." Sophia (History) agreed stating, "I think there's a way for every single discipline, in almost every single class, a way that you can include it."

One faculty participant cautioned against a more literal, narrow definition of civic engagement. Kay (Chemistry) stated, "People take it as…I'm trying to influence people's political views. That's what I think the people who are set against it are probably interpreting that [civic engagement] as." She continued, "I don't see it as at odds with the goals of the community college. I think it's just maybe a more literal and possibly controversial interpretation of what's meant by civic engagement that turn people against it." Daniel (History) suggested in the case of naysayers, demonstrating that including civic engagement did not necessarily mean a complete redesign of a faculty members methods of delivering curriculum. He argued, "I think maybe the idea is to say that this doesn't have to radically change your curriculum." He continued, "Surely there must be one assignment, or even a lecture topic, that you can orient to sort of speak to some contemporary issue or speak to some philosophical issue that has to do with the community."

Lucy (Geology) suggested perhaps it was impractical to assume civic engagement be could implemented in a way that required involvement from all students. She stated, "What I do think is maybe for some of our students, it's not practical for them to literally be involved." She continued, "Maybe for students that aren't at school full-time, or have full-time jobs, are trying

to be full-time mothers and fathers, asking them to do something that's not embedded immediately in the course may be impractical." However, Lucy argued intentionality was important in this scenario. She argued, "That doesn't mean we can't talk about why it matters, talk about how you do it." She concluded, "If we're intentional with the relevancy, the wanting to be civically engaged, or the why it matters to be civically engaged, then the imperativeness still comes across and I think that's the core of it."

Most faculty participants supported the idea that including civic engagement as a core competency in general education was practical from the perspectives of the impact on and benefit to students. For example, Keith (History/Political Science) focused on the concept of exposing students to the broader world of which they belong arguing, "Why would it be impractical to teach our students that there is a world out there larger than themselves?" He further elaborated on the consequences of neglecting this exposure stating, "We spend so much time in education with talk that stresses the individual. What is your plan? What are your goals? What do you want to do in the future?" He continued, "You get to a point where, I think, it is actually self-defeating and dangerous. So, then why would it be impractical to simply put an emphasis in our classes on obligation to the community around us?"

Madison approached the question similarly stating, "Do I think that we could get all students involved? Do I think that is should be the thing that keeps a student from graduating? No necessarily." However, she suggested perhaps a current lack of emphasis on civic engagement was already a major problem in society and within the college community. She argued, "I would say, don't you see what the lack of civic engagement form citizens in general is doing to our world?" She continued, "We've got these keyboard civic-engagers and they're willing to engage in any sort of firecracker response on [list of social media platforms]." She

concluded, "So, I think our job is to show that words have consequences and they can lead to action. We need to reflect on the fact that we, as a society, are more comfortable with people engaging in 'civic activities' without responsibility."

Administrators. Administrators viewed including civic engagement as a core competency in general education favorably and believed its impact would be positive for students, the community college, and the community. In both assessing the impact and practicality of civic engagement as a core competency, administrators focused on issues of increased prioritization and intentionality. They also believed including civic engagement would have a positive impact on student learning experiences by preparing them for informed, active citizenship in a democratic society. Conversely, these citizens would benefit the community and improve the relationship between the community college and community partners. Some administrators, however, expressed some doubts and concerns about civic engagement as a core competency. Questions about the actual impact this would have on students and the practicality of equitably providing civic learning to all students were raised.

Overall impact of including civic engagement as a core competency of general education. Administrators believed including civic engagement as a core competency in general education would have an overall positive impact. In particularly, three major themes emerged concerning administrators' perceptions of this overall positive impact. First, administrators suggested the institution would increase focus and intentionality concerning civic engagement. Second, including civic engagement as a core competency of general education would positively impact and improve student learning experiences and outcomes. Third, a commitment to civic engagement would improve the relationship between the college and community partners. Each

of these themes were interconnected to the notion that including civic engagement as a core competency would have an overall positive impact.

Several administrators believed including civic engagement as a core competency of general education would directly result in prioritization and intentionality concerning civic learning at their respective colleges. Nancy (Director – Institutional Effectiveness) emphasized colleges would likely take a more systemic approach to conceptualizing civic engagement as a result of its status as a core competency of general education. She stated, "I think in terms of campus, it will provide a more systemic approach to civic engagement by making it an explicit core competency." She concluded, "By talking about it with students, faculty, and administrators in the mix there, it will just be more cohesive and systemic." Joseph (President) believed a major positive impact would be more intentionality in the way his college incorporated civic engagement. He stated, "I think the intentionality of this as a specific general education competency [will mean] we are looking at it, assessing it, looking at strategies…to make it happen. It will mean more and more students, in fact, coming away with this." He concluded, "I think it will make campus life and the college more vibrant."

Donna (Academic Dean) suggested, "I would say having it as a core competency will bring more focus and attention [to civic engagement] because certainly when we choose to measure something and report on something, it takes a different light." However, Donna expressed that this increased focus could bring some challenges. For example, she cautioned faculty resistance may be an issue for civic engagement. She stated, "There's always some resistance to having to do more and putting something else in to measure…and then worrying about what's going to happen if we don't meet our benchmarks. Are we going to be penalized?" She concluded, "So from the campus perspective, I think we'll have a marketing job to do to

really think about…how we want to make it a part of our campus culture as opposed to just one more thing to measure."

Administrators also commonly emphasized in their responses including civic engagement would improve student learning experiences and outcomes. In general, administrators believed a focus on civic engagement would enhance both civic awareness and civic skills in students. For example, Teresa (Vice President – Student Services) stated, "So, when I see competencies like this, it really is looking at the whole student and the things that make a student primed for not only academic success, but potential personal success in the workforce." She continued:

> I think that the impact that would have on ours students is that they understand that their
>
> success in the world, or their success in the community, is not only tied to what they've
>
> done in the classroom, but is also tied to how they've engaged with their community.

Teresa conclude, "For our students compared to maybe students coming from different types of institutions, this is all the more critical because our students are primed to stay in their community."

Heather (Coordinator – Student Engagement) agreed including civic engagement would have a positive impact on students and framed her perception in the contexts of increased awareness and developing good civic habits. She stated, "I think it comes back to awareness of your community. Then, if you're civically engaged in one place and you move somewhere else, you're more likely to be civically engaged there as well…It helps create a good habit." Miles (Coordinator – Instructional Design/Librarian) believed this increased awareness would prepare students for understanding the impact they could have on their communities. He stated, "I think they'll have a better understanding of how their contributions, how taking action in the public sphere could actually influence their community and their society for the better." Sandra

(Academic Dean) viewed this positive impact on student awareness and engagement in their communities from a more practical standpoint. She stated, "I would like to say that all of our students would take this knowledge and go out and become informed voters and educated taxpayers."

Directly related to the themes of increased institutional prioritization and intentionality and improved student learning experiences, administrators also believed the relationship between the college and the community would improve as a result of civic engagement. Teresa (Vice President – Student Services) summed up this perception concisely stating, "The by-product is that the community benefits, our institution is known to deliver citizens, a workforce of potential taxpayers, that are well-rounded, more civically engaged, and understand what it [civic engagement] means and why it is important to the community." Joseph (President) argued, "I think it will make the communities stronger as a result. People recognize the economic contribution community colleges make. They need to see the larger social and civic and cultural contribution we make as well."

Some administrators framed this perception in the context of a mutually beneficial relationship between the community college and community. For example, Maddox (Student Services Dean) stated, "For students, we talk about exposing them to opportunities for learning, so ideas for leadership, exposing them to different ideas." He continued, "Our campus becomes a richer place by bringing in the community and exposing students to different viewpoints." He concluded, "The community benefits from that in that students understand what's going on in their communities." Joshua (Coordinator – Institutional Effectiveness) emphasized service-learning as an important strategy for fostering these improved relationships and mutual benefits. He stated:

If we took the time to scale service-learning correctly, and engage our students in the community, how are we not, in turn, creating kind of a mutual benefit for both of us? If we're sending out our…student ambassadors, our civically minded individuals, back into the community to help improve it and make an impact, then the community is going to be further drawn to our institution with an increased desire to partner up.

Donna (Academic Dean) also believed increased partnership opportunities would emerge from the focus on civic engagement. She argued, "I anticipate we may have organizations and local governments hopefully lining up to say please include us as a part of your civic engagement opportunities."

Practicality of including civic engagement as a core competency of general education.

Administrators overwhelming agreed including civic engagement as a core competency of general education was not impractical from either an ideological or logistical standpoint. However, most administrators did recognize the complexities of the new competency and agreed the process would have some challenges. The most common theme to emerge in administrators' responses was an emphasis on the responsibility to produce good citizens. Three other themes also emerged in the data including the issue of defining civic engagement, the issue of prioritization and institutionalization of civic engagement, and concerns about consistency in levels of students' exposure to civic engagement.

When confronted with the notion that including civic engagement as a core competency for all students might be considered impractical, administrators most commonly disagreed by emphasizing the public mission of community colleges. For example, Maria (Academic Dean) argued, "One of the primary functions of education is to develop an informed citizenry in a democracy. Having an informed citizenry is a fundamental need for a successful democracy."

She concluded, "Having an engaged and informed citizenry is also extremely beneficial to the communities that we serve." Joseph (President) shared this sentiment about the community college's role in a democratic society and the responsibility to the local community. He stated, "I would just say that we in higher education, we're part of a democratic society, we're a public institution. We need to take this on." He concluded, "Yes, it is aspirational…but this is key. This is key for the values that we hold as a community and as a nation."

Other administrators perceived those who may deem civic engagement as a core competency in general education as impractical held misinformed definitions of civic engagement. For example, Nancy (Director – Institutional Effectiveness) argued, "I think those who would say it's impractical are perhaps defining civic engagement too narrowly." She continued:

> I think people who would question the practicality are looking perhaps only at civic engagement as service-learning big projects. When you think about it in all its fullness, it brings you back to critical thinking, communication, things you're already doing. So, I think it's finding ways to implement it that makes sense for the local culture of your college.

She concluded, "I think that its only when you start thinking with an impoverished version of a definition of civic engagement that you start…to dismiss it because of the problems." Miles (Coordinator – Instructional Design/Librarian) agreed with this perspective stating, "So, I think as long as the definition is somewhat practical and as long as the outcomes are somewhat practical, I don't see how it is impractical."

Several administrators suggested ensuring prioritization of civic engagement at the institutional level eliminated any concerns about overall practicality. Maddox (Student Services

Dean) suggested, "I don't think that it is impractical. I think the school has to make it a priority." He continued, "You've got to have somebody out there developing the opportunities for the students to be engaged. It needs to be more than just one class or one discipline focusing on this." He concluded, "So, there needs to be personnel resources as well as financial resources dedicated to make this a success. If it's just another thing added to people's jobs, it's not going to be successful."

Nearly all administrators agreed including civic engagement as a core competency would come with challenges. Along these lines, two administrators agreed the notion of all students receiving equal levels of civic learning might constitute an impracticality. Sandra (Academic Dean) suggested, "I think at this point, it is imperative that civic engagement, on some level, becomes a part of what we consider in producing a good citizen." However, she concluded, "Is it going to necessarily look the same for every student? I'd be foolish to believe that." Joshua (Coordinator – Institutional Effectiveness) perceived this issue as a possible impracticality. He stated, "I do see a level of impracticality when its expected of all students graduating from your college because it's the issue of the degree to which it's going to happen or occur." He continued, "There's going to be difference in level and experience and how we engrain that. How do we have the same experience and the same level of rigor for every single student regardless of program, regardless of life situation?" He concluded, "We can't guarantee that. We just can't. That's just an impossibility."

Research Question #2-A

The first research sub-question for Research Question #2 stated: *What do faculty and administrators perceive as their role in including civic engagement as a core competency of general education?* Question 10, Question 11, Question 15, and Question 16 were designated as

addressing this research sub-question in the qualitative inquiry. The questions are provided

below:

- Question 10 – *Suppose I was a faculty member or an administrator at your institution*

  with an idea about a new civic learning program to employ across campus. What would

  the process for making that program a realization look like in your opinion?

- Question 11 – *If you could design the ideal civic learning experience for community*

  college students, describe what that experience would involve.

- Question 15 – *How prepared do you feel as an individual for incorporating civic*

  engagement into the work that you do for students at your community college and why?

- Question 16 – *In your opinion, how might you address civic engagement as a core*

  competency of general education from your current position at your community college?

All interview participants were asked to respond to the questions listed above. All interview

participants responded to these questions.

Faculty. Faculty participants tended to see themselves in an active role in including civic

engagement as a core competency of general education. Most faculty perceived themselves as

well-prepared for the task and viewed themselves as advocates for civic engagement within their

teaching disciplines and departments as well as across the institution. Faculty tended to agree the

ideal civic learning experience for students would include the following common elements: the

civic learning experience would be project-based, connected to course content and learning

outcomes, and require meaningful reflection on the part of the student. While faculty were less

inclined to describe a formal process for creating new civic learning programs, they provided a

list of important characteristics to consider for creating a process. These included ensuring a

level of instructor autonomy in the classroom, organizational coordination and accountability, leadership, and partnerships.

   Perceptions of formal processes for implementing a civic learning program. Few faculty participants were able to identify a formal framework for implementing a new civic learning program established on their respective campuses. While there were some commonalities across faculty participants perceptions, most framed their response from the angle of identifying a key issue to be accounted for regardless of the process. For example, Nolan (Business) indicated there was no official process at his institution but suggested this was a benefit for faculty. He argued, "The good news is that I think we get a lot of autonomy to what we want here…and they [the administration] are at least encouraging." Gretchen (Sociology) also stated there was no formal process for faculty to propose and implement a new civic learning program. However, she indicated a proposed civic learning idea would need to be vetted by multiple institutional divisions such as student affairs, curriculum committee, and institutional effectiveness.

   Other faculty participants began to informally conceptualize what this process might include but, like other faculty, settled on one or two key issues that should be prioritized regardless of the formal process. For example, Daniel (History) articulated his thought process suggesting:

>   It occurs to me that this would require coordination among different departments. Maybe marketing and welcome center to advertise. I'm probably talking to instruction to make sure the deans and vice presidents are on board. I'm probably talking to student activities to make sure if there might be funding or that maybe they could promote it at the student level.

After talking through his vision of what institutional areas might need to be involved in the planning and implementation process, Daniel focused on the issues of leadership as imperative to creating and maintaining a successful program. He argued:

> I think this encourages us to have an individual who is tied to that general education learning outcome, someone who is responsible for it. They may be a member of the general education committee, a senior faculty member, or an administrator.

He concluded this leader "would act as sort of a shepherd over not only the courses, but co-curricular opportunities that were sort of focused on promoting civic engagement."

Chris (English) responded by providing a short list of key issues he deemed necessary to address regardless of the formal process in order to support longevity for civic learning programs across the institution. He suggested the characteristics of organization and accountability were important arguing, "I do think there would have to be some kind of vetting process to some degree to make sure that we're all not scrambling around, having ideas pop up and then flake out." He also argued the institution should focus on gauging and fostering faculty buy-in across disciplines. He stated, "I think that when we have focused efforts, then we get buy-in from multiple disciplines…[and] that's perhaps more beneficial instead of having sort of lone projects here and there." Like Daniel, Chris identified the need for centralized leadership pertaining to civic engagement initiatives. He stated, "I'd like the college to perhaps have some sort of steering entity to cultivate this." He concluded, "Maybe if someone had an idea then that idea could be cultivated into something that you have resources for, and people could turn to this [steering entity] for those kinds of things."

Lucy (Geology) described a more formal process and envisioned a more organic development from the individual classroom level to the program level. She stated, "To employ

something across campus, as a faculty member, sometimes I think of it as layers. Layer one –

What can I do just in my courses that then I can set up as a mode?" She also argued the idea for

a program could easily emerge from a student organization on the co-curricular side as well.

Lucy next argued the process needed a formal system of accountability to maximize opportunity.

She stated, "I would probably share it with the deans…and then have that conversation from

there. Then it would need to be shared with vice president for academic affairs." She also

concluded that with the formal support of division supervisors, potential for partnerships might

emerge. She stated, "It could be really cool to [develop] partnerships with student affairs to

branch out and get the broader community support rather than just from the academic, curricular

side of the house."

Two faculty participants provided much more formal visions of the process based on

their own experiences with similar initiatives. For example, Keith (History/Political Science)

argued there were three key factors imperative to this process including institutionalizing the

idea, positioning it within the existing college culture, and ensuring all stakeholders understand

program implementation is a continuous process. He stated, "This is sort of like a policy

process. Step 1 – You have an idea. Step 2 – You go to the dean and the vice president and you

incorporate that idea into your program planning cycle and your [faculty] APPDOs (Annual

Performance and Professional Development Objectives)." Keith insisted the conceptualization

of the program must consider the existing institutional culture. He stated, "I think when you're

coming up with creating a process for realizing programs, you have to do it in the context of your

existing programs, your existing mission, in your existing initiatives...[to avoid] resistance." He

concluded with a statement on program implementation as a continuous process arguing, "A

great idea that gets implemented, then data gets collected, and then it needs to be evaluated. You need to see what the strengths and weaknesses are, to see what worked."

The second faculty participant to provide a formal vision of the process did so from previous experience with planning and implementing a civic learning project in partnership between one of her own history courses and a colleague's English course. Sophia (History) argued once the faculty member obtained "the germ of the idea" then she indicated the faculty member should conceptualize the purpose of the program. She stated, "So, [determine] what's the point of getting out there? What's the goal here? Who is benefitting and what are we out to do?" She argued the next step was identifying an internal partner. She stated, "So I personally always have a partner. I always felt better knowing that my colleague was there…to trace learning outcomes…to hash out the details with community partners." According to Sophia, this partnership should also include a community partner. She argued, "If you can find a community partner on the other side, that's really absolutely invaluable to have that community expertise."

From there, Sophia turned to addressing the administrative aspects of implementing the program. She suggested, as did others, working the idea up the administrative chain of command should occur once a program was conceptualized. She stated, "Once we had a package, we took it to the deans." She went on to explain that with the dean's support, the program package went on up the administrative chain of command for approval. Sophia also indicated working with administrators also provided opportunities to publicize the project that perhaps the faculty member might not have considered. She explained once the project was underway, the dean became the advocate for the program and ensured that it was appropriately credited across the institution and to the general public. Lastly, Sophia was the only faculty participant to indicate

the importance of sharing the project experience and outcomes with a community of scholars.

She stated, "Then close the loop. We did a teaching presentation [soon after]. We invited our

neighboring community colleges." She concluded, "It was a nice cross section of folks that

showed up. The feedback was all really positive, and we were very transparent about our

challenges."

> ***The ideal civic learning experience.*** Faculty participants described a wide range of ideal

civic learning experiences. Some participants described civic learning experiences they believed

suitable for their specific teaching disciplines. Others focused on general pedagogical

expectations and requirements of an ideal civic learning experience. Regardless of approach,

faculty participants tended to emphasize several specific expectations for the ideal civic learning

experience. These included the expectation the experience be project-based, experiential,

connected to classroom learning outcomes, and require meaningful student reflection.

Daniel (History) emphasized the need to pair a co-curricular experience with classroom

learning. He stated, "I think the experience would pair what they're learning in class with some

sort of co-curricular experience." He continued, "I think the class, in some respect, would

provide context. It would try to contextualize an issue or set of issues." He concluded, "I think

the college would then provide opportunities for students to sort of apply what they're learning."

Nolan (Business) agreed with the necessity to pair experiential learning opportunities with

knowledge from the classroom. He stated, "They would be involved in practical learning in

whatever field they in paired with classroom experience and hopefully they feed off of one

another." Nolan also indicated his ideal civic learning experience would put students in a

position to make a meaningful contribution to the community. He stated, "There would be some

level of what I would call social engagement, meaning philanthropy. It would be for some type of cause related to the issue. Somebody would be better off for what they did."

Several faculty participants focused their responses on the belief that an ideal civic learning program would expose students to experiences outside their comfort zones academically and socially. For example, Madison (English) similarly stressed the same ideas about connecting the experience with coursework stating, "Ideally it would be something that sort of integrates within their current coursework. I think ideally college students need something that can be done in the short term that yields a return for their required investment." She continued by discussing the notion that the experience should take students out of their academic comfort zones. Madison stated, "I think it's something that has to go outside of maybe what they would normally do but also puts them in a position to demonstrate an outcome should be as interdisciplinary as it can be." Chris (English) agreed students needed to be exposed to experiences outside their comfort zone stating, "At the heart of it, I think it has to get them out of their comfort zone." However, Chris believed this experience should increase their social awareness and their ability to participate in civil discourse. He stated:

> In that case it might be a trip to the capital to sit across the desk from their policymaker. It might be to get them to figure out how to pose a tough question to someone who seems to have more power, or perhaps even does have more power, than they do but still be able to express their statements, their positions, their interests, to advocate for themselves.

When reflecting on his past experiences with this type of civic learning, he concluded, "When I think about it, for every single civic learning lesson…they bring people to a space where they might not be comfortable and have to face ideas that aren't easy."

Two faculty participants emphasized their ideal civic learning experience would need stable funding resources. For example, Rita (Humanities) suggested, "If I could design one it would be something along the lines of a project outside of my class that was funded." She continued, "I could take the students to see what history looks like, what art looks like, and what their impact on museums have in the community, what it would look like without finding if we couldn't keep museums going." Leah (History/Political Science) agreed with Rita's sentiment. She stated, "That's a big one for me. I would like to see them [civic learning] funded."

To address this, Leah suggested community colleges would benefit from a campus-sponsored civic learning center. She explained:

> If we had an actual center to do this that would be fantastic because then you would have students coming in…all the time. They wouldn't have to wait for office hours, they wouldn't have to email me to set up an appointment. There would be somebody there. My civic engagement plan has all these forms and it has incorporated in it mini-grant funding for instructors to do projects like that.

Leah also argued access to this type of institutionally supported resource should be broad. She concluded, "That goes for our adjunct faculty as well as our dual-enrollment faculty that would benefit. They're strapped for cash [resources] obviously."

Two faculty participants suggested their ideal civic learning experience would engage students directly with civic responsibility. For example, Keith (History/Political Science) framed his ideal experience within the context of his teaching disciplines. He stated, "If I could do it, it would center on sort of the political." He continued:

> Given what I teach, civic learning experiences would center first on making sure students are eligible to vote, making sure they understand how to acquire the information to vote

in an educated way, and make sure students are aware of opportunities they have to be

involved within the community, within the college – being diplomates, being student

workers, being active in clubs.

He concluded, "But it would not stop at voting…just showing students what they can do and

showing them how they can do it is what might make a difference."

Janice (Political Science) expressed similar perceptions of the ideal civic learning

experience emphasizing civic duties and politics. She stated, "I would like them [students] to

think about political engagement. I would like them to think about community engagement."

She continued emphasizing the issue of voting experience was important and often taken for

granted. She explained, "I feel very strongly about voting, because we're dealing with a

population that, due in part to socio-economic factors, has low voter turnout rates." Janice went

on to describe the specifics of her ideal civic learning experience for students:

So, one of the things that I've thought about is creating a mock polling station…I think it

would be a really interesting civic learning experience for students to create a mock

polling station for their peers at the college. So, they're building a mock polling station

down in the lounge and students can come through and they can register to vote at the

same time. I would design it in a way that it's teaching them about the process.

She concluded, "It's teaching them about how to do something that benefits your immediate

community."

Janice also suggested the experiential learning project should be paired with meaningful

reflection focused on the paired classroom learning outcomes. She stated:

Then [we would] address some of the issues of voter turnout. So, what does it mean

when young people don't vote? What does it mean when people who are of a certain

socio-economic status don't vote? If I were going to design one experience, that would

be the experience that would be the experience I would create, because it pulls together a

lot of different problems. It also pulls together some things like research skills…It

teaches them to promote something in a community.

She concluded, "There are lots of different things it pulls together and addresses problems but

also equips students with practical skills to exercise their right to vote."

Like Janice, Gretchen (Sociology) emphasized an ideal civic learning experience should

include student research, student action, and student meaningful reflection. However, one

important addition to this strategy concerned her perception of how students conduct research

designed to exploring community needs. She stated, "I guess the first part of it would involve

the students researching what the needs are versus just the assumption [of what they are]." She

continued:

You have to ask the people and groups and communities…what the issues are, what the

needs are, and respond to them, verses imposing what outsiders feel other groups need.

And then, kind of responding, putting a plan together and having people who are getting

a benefit from whatever engagement or activism, having them have a voice and a buy-in

to all of this.

Gretchen concluded with a discussion of the importance of following through with meaningful

reflection with the students when the experience was completed. She stated, "The follow up.

What impact did it actually have? Was it beneficial? What did we learn from doing it? So, kind

of reflecting on the process before, during, and after." She explained in a previous experience,

she similarly required her students to maintain and submit reflective journals throughout the

experience.

Sadie (Philosophy) described her ideal civic learning experience for students and in doing so combined most of the major points discussed by other faculty participants. Her response described a project-based, experiential learning initiative requiring students to meaningfully reflect on the overall impact of their experienced in a reasonable timeframe. Sadie stated:

> Basically, they pick a social problem they are interested in. They have to educate themselves on what the actual problem in the local area is, what the boots-on-the-ground solution is. They have to team up with the boots-on-the-ground solution. They have to do the actual solution and then they have to reflect upon the effect it has on them as far as it being service. So, they have to consider it as part of their person and what those character traits that it was engendering are and just reflect upon it because they often don't reflect on what they've done. And then they have to present what they did to the others in class. So, the more they are joining together with their peers to solve problems that they can actually identify in their community the better they're doing.

Sadie concluded, "I want it to be student led, student run, student created, and frankly small enough that they can do it within, say, a weekend."

Faculty perceptions of individual preparedness. Faculty participants expressed a common perception of high self-preparedness. In most cases, faculty participants pointed to their respective teaching disciplines as the major context for their perceptions of self-preparedness. Others looked to their broad definitions of civic engagement as a strength for embracing civic engagement based on perceived self-flexibility for incorporating civic learning in their courses. A few faculty members expressed a feeling of less preparedness but implied they had visions for improving.

Madison (English) spoke of her sense of preparedness from the perspective of her definition of civic engagement and perceived there was flexibility to adapt her courses for civic learning. She stated, "I think as an individual, I think I could do it only because my definition of civic engagement is maybe broader. I think that students could work remotely on projects of civic engagement." She continued, "I don't think that [civic engagement] has to be a 10 hour-a-week commitment [outside of class]."

Several faculty participants argued their perceptions of self-preparedness were directly related to their experience and practice with civic learning. For example, Jack (Business) stated this most concisely commenting, "I am extremely prepared. I have lots of practice!" Sophia (History) argued experience and practice were essential to self-preparedness and perhaps the best methods of building self-confidence concerning incorporating civic learning. She stated, "I've done it. So, I know I can do it. There's no way to know if you can do it but to go out and do it." She further suggested that experience with civic learning would result in faculty continuing the practice in the long-term but suggested reflecting on the civic learning experience from semester to semester was important for continuity and improvement. Sophia stated, "I think once you get the bug, I think once people are open to it, and once kind of go out and do it;" she continued, "I think then it's just a matter of thinking about how do I incorporate this again with the next semester and maybe in a different way."

Most faculty participants who expressed confidence in their individual preparedness did so from the perspective of their respective teaching disciplines. For example, Lucy (Geology) suggested her sense of self-preparedness was based on her reflections on civic learning and her teaching discipline. She stated, "I feel pretty prepared. I may have a slight advantage in that I've had the opportunity to think about this stuff for a while and it's not completely out of my

disciplinary wheelhouse." She also suggested at her institution, a college-wide discussion about civic engagement enhanced her own sense of preparedness. She stated, "I also feel like I might be at an advantage because we've [the college] already created the time and space to start these conversations." Gretchen (Sociology) stated, "I feel prepared. I think a big part of it is the discipline." She continued, "I mean, sociology, it makes sense. We study human grief, human behavior, social problem issues, social justice issues. So, my discipline kind of naturally lends itself to civic discussion." Janice (Political Science) stated, "I feel very prepared. My academic research has focused on issues relating to culture shift and identity." She continued, "I have a very strong understanding of what goes into not just teaching these things in the classroom, but also thinking about how you affect the culture shifts within a community."

Some faculty indicated they did not feel fully prepared to incorporate civic learning into their classes but implied a strong willingness to learn. For example, Kay (Chemistry) stated, "I guess I have a lot of ideas. I don't know if I'm prepared because I don't have a lot of experience." She continued, "So, prepared, I don't think I really am, but I have a lot of enthusiasm and in interest in it." Daniel (History) provided a unique perception of self-preparedness. Daniel emphasized two levels of readiness, a causal relationship with a low impact on his current pedagogical style and a more in-depth relationship involving interdisciplinary concepts and co-curricular partnerships. When asked about his preparedness he stated, "Superficially prepared. I mean, it's relatively easy for me to take something that I'm discussing in one of my history classes and to reorient it in a way that would provoke discussions or reflection." He continued:

I think to get beyond that superficial level, it would require me to learn more about what

civic engagement can mean and to sort of think about how I can partner with other

instructors, with college leadership, with student activities, and things like that.

He concluded, "There's some potential for dovetailing what I'm doing in the classroom and

what's going on outside, even if it's informal."

Faculty perception of individual roles. Faculty participants provided a multitude of

perceptions concerning their individual roles in addressing civic engagement as a core

competency in general education. Two key themes emerged in the way faculty addressed this

question. First, several faculty participants pointed to the idea that they should take on the role

of advocates for civic engagement within their institution. Secondly, most faculty participants

perceived their individual roles from the perspective of their teaching discipline. However, in

nearly all cases, these faculty participants pointed to how this disciplinary perspective could

positively impact the institution overall.

Chris (English) emphasized his role as an advocate for civic engagement in his response

stating, "Aside from what I do in my classes, I'd say that I [can] be an advocate for civic

engagement, from a department level to a college level, showing the benefits and illustrating the

benefits of civic engagement." He continued, "Student testimonies tend to be powerful in this

regard. Let students talk about how they were affected or impacted by their experiences." Rita

(Humanities) indicated being an advocate should include providing people with a sense of the

consequences when civic engagement is ignored. She argued, "You can address what happens

when people aren't civically engaged." She continued, "You can see this sort of deterioration

and the takeover of one- or two-people's ideas rather than complete buy-in from the

community."

Most faculty participants responded by emphasizing their respective teaching disciplines and their roles as instructors. For example, Daniel (History) stated, "As a history teacher, I really think that a part of it will be encouraging students to sort of see how their community has evolved by looking at the institutions of today." He continued, "It's important to point out the historical precedents and turning points that led to the present state, to try to give them [students] a little bit of context." He concluded, "The second point is that we can encourage them [students] to reflect on the meaning of their history for their own sense of self."

Other faculty participants responded by emphasizing their respective disciplines as well but added a broader institutional aspect to the formula. For example, Janice (Political Science) stated, "So, from my position as political science faculty, it's something that I absolutely address in all my classes. So, that's one really obvious avenue by which I would address civic engagement." She continued, "I also think that for affecting the discussion surrounding civic engagement, I'm bringing a specific area of expertise. So, thinking through how we can support faulty in incorporating civic engagement into their course." Janice concluded, "How can we think about this in a way that touches multiple disciplines? How can we think about it in a way that brings the co-curricular side into the picture?"

Kay (Chemistry) suggested her major role would be to "ensure that in some way I bring civic engagement into my classes." She continued by stating she would need to ensure, "there really is at least that one thing that is done in a class where students are trying to connect civic engagement in chemistry with the core competency." However, she implied even this individual approach implied the need for a larger coordination in her department. She stated, "I guess this would require coordination between all the chemistry faculty." Kay continued, "I think it would just require some coordination and if it's not going to be as a sort of departmental assessment,

then just ensuring that everybody is doing something in their courses would be sufficient I think." Lucy (Geology) argued her individual efforts to include civic learning in her own courses could serve as valuable examples for discussion on the greater institutional level. She stated, "I think the easiest thing for me at this point…is making changes in my immediate course and then that could serve as a model for students in that course going on to other courses." She concluded, "So it's planting that seed that can sprout from there and this applies to between faculty as well. If we're doing things in our classes that can serve as a larger, more institutional-wide model, then we can scale up."

Administrators. Administrators, like faculty, were less inclined to identify a formal process for implementing a new civic learning program. Instead, they tended to focus heavily on the idea that any proposed process should be built into the institution's shared governance system and should emphasize maximizing support from multiple stakeholders. Likewise, administrators did not describe specific scenarios when discussing the ideal civic learning experiences for students. For this question, administrators tended to respond instead with broader criteria they considered essential for the ideal civic learning experience. For example, nearly all administrators felt the experience should include a process for student self-reflection on the learning experience. Most administrators perceived themselves as prepared for including civic engagement as core competency of general education and viewed their personal roles as supporters and advocates within the institution and in the public sphere.

Perceptions of formal processes for implementing a civic learning program. Like faculty participants, administrators did not collectively identify a specific process for implementing a civic learning program on their respective campuses. However, administrators did emphasize several key themes they deemed necessary for a successful implementation

process. These themes included engaging multiple stakeholders to create buy-in across the institution, developing a comprehensive action plan, and establishing a process designed to include multiple levels of the institution's shared governance structure.

Administrators insisted establishing buy-in across the institution was imperative to the successful implementation of a civic learning program. For example, Debra (Academic Dean) argued, "I think you first have to get buy-in from your department. And then your dean. And then the vice-president. Maybe even up to the president. But it's a matter of buy-in." Pearl (Academic Dean) agreed but also included students to the list of important stakeholders necessary to recruit to the this shift in institutional culture. She suggested, "We would need students and faculty to understand the value of it beyond meeting the state mandated civic engagement requirements." Teresa (Vice President – Student Services) spoke more broadly about initiative implementation in general. She stated, "At this institution, what we're really building to kind of make these things practical and make these things a reality is really operationalizing our governance structure." She continued, "That's important because when you have kind of the sweeping changes that are interdisciplinary or cross-disciplinary, that involve multiple facets, you've got to engage multiple pieces of the community or those things are dead on arrival."

Administrators were also insistent on the importance of developing a comprehensive action plan for successful implementation of a civic learning program. Maddox (Student Services Dean) argued civic engagement programming needed to be incorporated into the collegewide strategic plan. He stated, "It needs to go into the strategic plan. Everything that's done from here forward needs to be in the official strategic plan. Once it's in the strategic plan, it's a priority." He argued multiple stakeholder representatives need to be consulted for specific

program planning. He stated, "Then you need to bring the players to the table. You need folks

from instruction. You need folks from career and transfer. You need folks from student

activities. You need people who would be involved in such an undertaking."

Nancy (Director – Institutional Effectiveness) also believed establishing a comprehensive

action plan was important but argued determining the scope and identifying allies of the civic

learning program were the first essential steps in the process. She stated, "When you talk about a

new program, what's the scope of it going to be? Its' just kind of having an action plan." She

continued, "Is this going to be something that you start small and ask instructors to sign on to it?

Are you going to try to deliver it larger scale? If so, where are you thinking about embedding

it?" Nancy also argued finding a group of dedicated supporters was essential. She stated, "Also

it's about determining who the allies are for this program. Sometimes they're embedded in a

specific committee or a couple of committees. Sometimes they're in a department or a couple of

departments." She concluded, "The first question is scope, because then you can start small with

a group of true believers and then grow from there overtime. You should think about a timeline

for growing it in that will maintain quality overtime."

Administrators also focused heavily on utilizing shared governance structures for the

implementation of a civic learning program. Jennifer (President) stated, "I think I would first

say, if I could really do this, I would use the general education committee. I would use the

curriculum committee, because the curriculum committee is really important to this." Joseph

(President) argued, "We have an established general education committee. We have an

established curriculum committee. I think we have a lot of evidence here that our governance

processes actually produce results." Other administrators agreed. These two faculty-led

committees, the general education committee and the curriculum committee, were mentioned as

key actors in the shared governance approach by eight of the fifteen administrators interviewed. In most cases, administrators alluded to idea that the committee structure, particularly a faculty-driven curriculum committee would serve to ensure accountability across the institution.

Although most administrators invoked the notion of utilizing shared governance structures at their respective institutions, several participants also emphasized the importance of academic leadership in guiding these processes. For example, Tyler (Vice President – Institutional Effectiveness) argued when presented with an idea from a faculty member the next step was to "run this through academic leadership." He stated, "Let's get the program head and the deans involved and then let's talk about scaling it." Sandra (Academic Dean) also believed academic leadership should be involved in the early stages of conceptualizing a civic learning program. She stated, "I think the process would have to go to our academic leadership and then to a taskforce, committee, or counsel to be introduced and to get some feedback." She argued, "…if we're truly going to incorporate something campus-wide, we need the entire campus to have knowledge of it." Sandra also provided caution about relying on a small group when implementing a program. She noted, "I think sometimes when we've tried to put processes or initiatives in place, we start with a core group of people and then we're just expecting people to go out and share all the information." She concluded that without collegewide awareness "sometimes it [the program] gets lost in translation. So, that's why I think it's important to involve academic leadership, Faculty Senate, college counsel…for awareness and to get some feedback."

The ideal civic learning experience. Administrators were, again, less inclined than faculty to describe a specific ideal civic learning experience. Administrators were more likely to describe overall conceptual considerations or to provide a list of desired criteria they perceived

as being ideal for a civic learning experience. There were some differences about whether a civic learning program would be best suited for classroom learning, experiential learning outside of the classroom, or a combination of both. For those administrators who provided a list of desired criteria, all shared in insisting the civic learning experience should be embedded in a course, or multiple courses, should be interdisciplinary, would involve student reflection, and would ideally create a student learning community.

For some administrators, the ideal civic learning experience was one emphasizing the development of foundational civic knowledge in the classroom environment to help students develop a sense of civic identity without the burden of outside-of-class time requirements. For example, Sandra (Academic Dean) described her ideal civic learning experience stating, "It would involve some entry level, baseline knowledge on what the students' perspectives are on civic engagement. And then debate. I think debates are important to civic engagement." Tyler (Vice President – Institutional Effectiveness) argued, "However it [the civic learning experience] is defined…to me it would be more heavily rely on classroom learning than field learning to alleviate that [faculty] fear or concern that they don't have time to get students out in the field." He concluded, "I want my experience to be largely classroom-based and to empower them to do it [civic engagement] on their own."

Other administrators, however, insisted civic learning experiences required students to directly engage with the community outside of the classroom. For example, when discussing his ideal civic learning experience Joshua (Coordinator – Institutional Effectiveness) stated, "I love service-leaning. I'd love to see it happen on a manageable scale…I'd love to see us have a service-learning component and it could just be nuanced across a number of courses." He went on to explain he would like to see service-learning embedded as a graduation requirement. In his

scenario, students would be required to take up to three courses earmarked with a service-learning component as part of obtaining a degree. Joshua emphasized the need for the service-learning project to require students to engage directly in partnerships with organizations that were directly attempting to improve the local community. He concluded, "Of course, I think we need to have a heavy administrative presence in this…to help lessen the burden on faculty in engaging with that kind of tracking and helping with student coordination in the community." Joseph (President) shared this perspective stating, "I think it would be a combination of service and direct involvement [in the community]." He concluded, "I'd like to have both volunteerism and service where they [students] feel like they can play a role that provides social benefit for those less fortunate."

Teresa (Vice President – Student Services) argued the ideal civic learning experience required both the civic learning focus in the classroom and in co-curricular opportunities centered on engaging the local community. She stated, "I'd like to see more co-curricular opportunities for students around a subject." She continued, "So, things that are maybe introduced in one class that kind of carry on to another class that then carry over to maybe an activity or program or engagement of some type out in the community." She concluded, "Then we're connecting those experiences, programs, hands-on things outside the classroom." Maddox (Student Services Dean) agreed both curricular-based and co-curricular civic learning opportunities should be provided to students but argued the key consideration should be flexibility for the student. He stated, "As community college students are not sitting on campus and waiting for us to provide them with the next event, you have to be flexible in how you require civic engagement." He concluded, "The program needs to be designed for the student who has other responsibilities…I don't know that you could mandate it outside of class."

Nancy (Director -Institutional Effectiveness), Miles (Coordinator – Instructional Design/Librarian), and Jennifer (President) responded to this question by providing a list of criteria they perceived as essential to the ideal civic learning experience for students. Jennifer argued the ideal civic learning experience should be course content related, be mutually beneficial to the student, the college, and the community, and, like Nancy and Miles, it should involve an aspect of meaningful reflection on the part of the student. She stated, "It would be contextual…It would be embedded in some content that I'm teaching…It would be of mutual benefit, not just a student benefit but a benefit to the college…[and] of benefit to the community. It would be reflective." Both Nancy and Miles agreed reflection was a key criterion for the ideal civic learning experience. Nancy framed her perspective on reflection as an important step for students leading to a public presentation of their civic work to the community, which she saw as a mutually beneficial scenario.

Nancy and Miles also emphasized the necessity of an interdisciplinary approach by establishing a learning community of sorts for students presented the civic learning experience. Miles stated the experience should "involve linking it to the course learning outcomes for more than one course." He continued, "It would be like two different courses forming a learning community. It would be linked to learning outcomes in both those courses." Nancy described this desired criterion stating, "You're sort of building a cohort model without having a whole cohort framework having to exits." She continued, "So, I would want to make it [experience] an interdisciplinary project…tied to high enrollment courses so that there's a potential that a student could be taking the two classes at the same time…and they could be advised that way."

Administrators' perceptions of individual preparedness and perception of individual roles. Administrators tended to directly associate their responses to perceptions of self-

preparedness with their perceived role in including civic engagement in general education. Of

the fifteen administrators interviewed, ten indicated they felt prepared and five indicated they felt

less prepared or unprepared. For those who expressed feeling prepared, five of them indicated

they perceived their major role as supporting the faculty and other staff involved in

conceptualizing and implementing civic engagement into general education. Of those who

indicated they felt unprepared or less prepared, four of five focused on issues of desiring more

training and understanding of civic engagement in theory and practice.

Most administrators who perceived themselves as prepared for civic engagement in

general education believed their role moving forward would be a supporting role. Sandra

(Academic Dean) explained her feelings of self-preparedness by discussing the role she

perceived for herself stating, "I feel prepared as far as my position as dean and being able to help

the faculty through this process." She continued, "I think a lot of that is from my perspective,

from some of my personal expectations and the relationships I have with people." She

concluded, "I think relationships are going to be important as you look at any major change."

Likewise, Tyler (Vice President – Institutional Effectiveness) believed he was individually

prepared and viewed his role moving forward as a supporter of the faculty. He stated, "I would

like to, as much as possible, facilitate the work that is occurring and encourage that, to encourage

those efforts that are already underway." He continued, "Then, to learn from faculty where

they're struggling and where their challenges are and where their anxieties are." He concluded

by explaining he viewed his overall role as an administrator was as an advocate for the faculty

who empowered them to accomplish their visions for civic learning. Joseph (President)

suggested, "I think I can be an effective advocate. I can articulate the principles…. It is the

betterment of the community. It is both the economic contribution and the betterment of society

that we expect as an outcome from our students." He continued, "I can be the person who, when I see good things going on, provides support and reinforcement for it."

For those administrators who believed themselves to be unprepared, the most common theme to emerge in their responses centered on a desire for more training and understanding concerning civic engagement. For example, Maddox (Student Services Dean) stated, "I believe I need more training. I don't know that I feel fully prepared to do this sort of thing." Both Nancy (Director – Institutional Effectiveness) and Debra (Academic Dean) indicated they felt unprepared and desired more knowledge concerning the conceptualization of civic engagement and understanding of it in practice. Nancy stated, "I feel like I'm a novice but a novice that's interested. I need a framework, a heuristic, for understanding civic engagement." Debra concurred but expressed concerns about what civic engagement would look like in action. She stated she was "not as prepared as I would like to be…I think I'm still working on getting my head around the whole thing." She continued, "As much as I embrace it, I've worked here long enough to know that telling students they have to go out and work someplace else or do something else off campus for a period of time…is the most difficult thing." However, of the five administrators who felt unprepared, all of them indicated upon better preparation, they saw themselves serving in the support role for faculty and others involved in implementing civic engagement.

Research Question #2-B

The second research sub-question for Research Question #2 stated: *What do faculty and administrators perceive as challenges for including civic engagement as a core competency of general education?* Question 12, Question 14, Question 17, and Question 18 were designated as

addressing this research sub-question in the qualitative inquiry. The questions are provided below:

- Question 12 – *What challenges do you think you would face in making the civic learning experience you just described above a reality at your college?*

- Question 14 – *How prepared do you feel that your college is for incorporating civic engagement into the general education curriculum and why?*

- Question 17 – *What challenges do you think including civic engagement as a core competency of general education at your community college might present?*

- Question 18 – *In your opinion, what would be some helpful knowledge or training that might assist you and others in including civic engagement in general education at your community college?*

All interview participants were asked to respond to the questions listed above. All interview participants responded to these questions.

    Faculty. Faculty participants focused on practical challenges when reflecting on civic engagement as a core competency of general education. For example, nearly all faculty stressed the issue of time, both on the part of faculty and students, as well as the fact most of the students at their respective institutions were characterized as commuters and part-time. However, faculty most commonly settled on issues of faculty resistance as the major challenge to incorporating civic engagement. Overall, faculty felt their respective institutions were prepared for civic engagement, but most still felt this preparedness was in the beginning or early stages. Faculty participants stressed efforts to conceptualize civic engagement within the institution and exposure to successful examples of civic learning from other community colleges as desirable and helpful knowledge and training.

Challenges facing the ideal civic learning program. Faculty participants perceived no shortage of challenges when considering their previously proposed ideal civic learning experiences for students. The broader themes faculty participants focused on were time commitment, both for faculty and students, resources and funding, the characteristics of the typical transient and part-time community college student population, and faculty initiative fatigue and resistance.

Challenges associated with issues of time were the most commonly expressed issues from faculty participants. In several instances, faculty participants focused on time issues for community college students based on their capacity to meet outside of class requirements. For example, Gretchen (Sociology) reflected on her idea about a class research project focused on a community need and argued, "The biggest challenge I'd mention is students trying to negotiate when, where, and how to do what they're wanting to do." She continued, "Just the hours. I mean with community college students, most of them are working. A lot of them are working full-time. They have family responsibilities in addition to their coursework." Janice (Political Science) shared this concern stating, "And then time, right, because we have students that…their schedules are all over the place. They would need time and class time probably isn't enough." Lucy (Geology) focused on the consequences for students involved with civic learning experience based mainly outside the classroom. She stated, "So, one [challenge] is going to be time for our students because so many of our students are really time limited." She continued, "So, getting out there and maybe having that experience that's not within the confines of a set class hours could be a real logistical stumbling block for students."

David (History) argued his idea about curriculum mapping to pair courses with corresponding co-curricular activities would require institutions to be more transparent about

course requirements with students. He stated, "You would need to make it clear to students in some ways that there's an expectation [to participate] in both." When discussing this challenge, David gravitated toward the same student time commitment issues and characteristics of the student population as did other faculty participants. He stated:

> Here's where it gets kind of messy, doesn't it? Because for a student who is working a job, caring for a kid, and taking five classes, for me to tell them that you're going to take this class and every other Saturday you're going to do this project; that becomes maybe kind of an imposition.

He concluded, "So, maybe they'll just take another section that doesn't require this and why should they care?"

In David's response to this challenge, he began to conceptualize a solution arguing, "I think it might be kind of impractical for us to sort of formally pair service and sort of actionable activities with specific classes." He suggested, "Maybe we organically sort of try to provide them [students] opportunity for reflection on civic engagement." He continued:

> Then I think about what that might look like. [Would it be] through student activities, through sort of clubs in SGA, through invited speakers? We would try to create a culture where we're bringing opportunities for civic engagement to campus. So, we're giving them the fuel in class. We're trying to provide opportunities for ignition, for sparking engagement outside of class in the hope that it lights the fire.

David concluded, "I think…if we sort of encourage this thinking in a variety of different class settings and provide them [with] out of class opportunities, it might encourage them to think about civic engagement in new ways."

Other faculty argued competing priorities and increased faculty workload would be major challenges. For example, Chris (English) suggested competing priorities and overall capacity of the faculty to take on new initiatives was a significant challenge. He stated, "I feel like we have so much messaging going on that it can be difficult, unless you have a high level of buy-in, it can be difficult to kind of lift your idea or what your trying to promote to the top to try and garner interest." He continued, "If it's during when most classes are taking place and students can easily come in, then I think that makes it easier. However, Chris argued, "If you're talking about going off campus, all the liabilities involved, and having students follow through, that's a significant challenge." He concluded there was "a lot of messaging that's competing for our [faculty] brain space."

Sadie (Philosophy) emphasized the time commitment and workload increases required of faculty to implement a project-based, experiential civic learning initiative. She argued, "It's a lot of one-on-one work with students. It's a lot of time spent outside of class." She continued:

> I work with the civic leaders to give them these opportunities. I communicate with these people [outside partners] throughout the semester to make sure that volunteer opportunities with established groups in the community that we've been working with are still available to us. I smooth the way with leaders. I do a bunch of behind the scenes work that they [students] don't know at all.

She concluded, "Sometimes I'm the one creating the project because I have to offer them [students] the opportunity."

Several faculty perceived funding and resources as important challenges to implementing their ideal civic learning experience. For example, Janice (Political Science) suggested for her students building the mock polling station, "There's also the issue of funding…My feeling is you

can do this for fairly cheap, but you still need some money." Jack (Business) argued for his ideal experience of creating a local business idea incubator, "It's always money! I mean if there was funding for it then that's very doable." Leah (History/Political Science), who works at a small, rural community college, suggested her idea about a permanently staffed civic engagement center would have to deal with funding as the most severe challenge. Like Janice, she believed faculty could be offered "mini-grants" to offset minor costs accrued by incorporating civic learning experiences in their classes. Keith (History/Political Science) argued issues of resources availability could compromise the integrity of the civic learning project altogether. He stated, "Like everything else, resources. You might come up with great ideas, but you have to find ways to do things cost effectively, which can often compromise what you are trying to do in the first place."

Again, issues of initiative fatigue among the faculty arose in faculty participants' discussion of challenges to their ideal civic learning experiences for students. Nolan (Business) summed this concern about initiative fatigue stating, "I think we're so busy with whatever new initiative we have that I don't think the path to making that [civic engagement] a more concerted effort is clear. It's not clear to me." Keith (History/Political Science) reiterated this point stating, "When we're talking about challenges from [faculty] attitudes, I would also say, the faculty resistance we often have to doing anything new." Leah (History/Political Science) shared similar concerns but also hinted some faculty would resist civic learning because it did not align with their ideas about what constitutes curriculum within their respective disciplines. She stated, "You do have those faculty who are like, 'That's not in my curriculum and I don't have time to that' kind of mentality. So, then it becomes the students' responsibility and we know how that goes…" Keith added the perception that faculty might resist from an ideological perspective

based on concerns about perceived indoctrination or politicizing of the curriculum. He stated, "[Faculty] attitudes, like we've talked about with people saying that [civic engagement] might not be the best idea, that might be a dangerous idea, that might get us in trouble."

Faculty perception of college-wide preparedness. Faculty participants were split in their perceptions concerning their respective institutions' preparedness for incorporating civic engagement in general education. For both those who felt their college was prepared and those who felt their college was unprepared, faculty participants expressed a wide range of reasoning. Several faculty participants perceived their institution's preparedness as in the early stages but trending toward prepared. For example, Daniel (History) indicated early preparedness but stressed the need for emerging leadership providing a clear vision. He stated, "I think we're on the edge of maybe being prepared. I think we're just starting to approach the problem. I think we have the people and the brainpower." He continued, "I think it will require leadership to direct people's energies and to provide a sense of vision for what this could be." Daniel described the expectations for this leadership and vision. He stated, "I think the issue is the people are respected, people in positions of some authority, lending their voices in support of these initiatives and helping guide the direction where civic engagement is a larger part of what we do."

Lucy (Geology) framed the issue of institutional preparedness in the context of improving collegewide communication. She stated, "I feel like we're more prepared than we give ourselves credit for." She explained, "I think a lot of times we try to make it more difficult than it is at an institutional level. I think that's just because we're not having those collective conversations about what this means and what we need to do." She concluded, "I think it's a matter of the preparation pieces. Let's be out in front of it. Let's have these conversations." Similarly, Keith

(History/Political Science) suggested his institution's preparedness was directly related to connecting civic engagement to major institutional initiatives and the communication and strategizing occurring around these initiatives. Keith stated, "I would say we are very prepared because the timing was very fortuitous. The systems office handed down the new competencies at the same time we're coming up for SACSCOC review." He continued, "We are incorporating it into courses, into syllabi, we have a working group that is looking at it and flushing out various strategies that can be offered and training that can be offered for this."

Other faculty participants expressed doubt about their institution's preparedness. Those participants who expressed doubt did so from the similar perspectives of those who expressed confidence in their institution's preparedness. For example, while Keith focused on institutional commitment to incorporating civic engagement, Janice (Political Science) felt that her college was unprepared due to a lack of valuing civic engagement which resulted in a lack of institutional commitment to it. Janice stated, "I do not feel that my college is prepared to incorporate civic engagement into the general education curriculum and the reason why is because I don't think that it is valued." She continued, "At the administration level, I don't think that there's a lot of value placed on civic engagement. So, I don't think that we're really getting meaningful support there." Janice also discussed her doubt that faculty were prepared for or committed to addressing civic engagement in general education. She stated, "Then the other piece of this…is on the faculty side and I think that comes back to not having a complete understanding of what it [civic engagement] is, what it means, who how it relates to their disciplines." She concluded, "There's just this sense that it's not relevant. It's not meaningful. It doesn't pertain to me. There's this notion that there's a silo that civic engagement fits into."

Several faculty participants who felt their institution was either not prepared or less prepared than others discussed a perceived sense of initiative fatigue as the contributing factor. Sophia (History) explained this perception concerning preparedness stating, "On a scale of 1 to 10, probably a 2 or 3 in preparedness. I think the mechanisms are there, but I don't know who is going to lead the charge on this." When considering leadership emerging among the faculty, she focused on the idea that faculty time was already consumed by several other resource-draining initiatives. She stated, "I think faculty are just challenged by enrollment drops and it's always more, more, more, more, it's always more, never less. Now to ask people to do this is going to get some push back."

Nolan (Business) discussed a similar concern centered on the concept of faculty initiative fatigue when initially confronted with civic engagement. He stated, "I don't think we're that prepared. And I don't think it's because we're not engaged." He continued:

Before I understood what we were working on, my first reaction was 'ugh.' I mean, here comes another initiative, a well-intentioned, well-meaning, initiative that somebody at headquarters wants to work on. It's going to take me a lot of time and it might have limited benefit to my students and me.

Nolan elaborated on the cause of this faculty fatigue by directly relating it to issues of leadership. He argued, "The reason that person is so grumpy is because they aren't sure that somebody thought through the idea very well or that it's practical." He continued, "So, maybe if we make sure that it did those things, I don't think anybody is going to argue with it." According to Nolan, reassuring leadership and a clear vision of potential benefits and successes could help offset faculty resistance due to a sense of initiative fatigue.

Overall challenges to including civic engagement as a core competency of civic

engagement. Faculty participants perceived a multitude of major overall challenges to including

civic engagement as a core competency of general education. The most common challenge

identified by faculty participants was the issue of faculty resistance. Faculty participants

provided diverse perspectives on causes from which faculty resistance might stem. The most

common perspective was faculty resistance from the perspective of community college faculty

workload and time availability. For example, Kay (Chemistry) simple replied "the faculty,

honestly" when asked about challenges. She explained, "Their kneejerk reaction is going to be

this is too much…I don't have time for this...We barely have time for covering all the course

content!"

Chris (English) suggested similar resistance would come from faculty reluctant to

embrace content not traditionally found in their respective teaching disciplines. He argued, "[A

challenge will be] perhaps discipline purists being resistant to stepping outside of what they see

as the confines of their discipline, being asked or pressured to do it, depending on what the

college's expectations are on the issue." Leah (History/Political Science) shared this perception

of faculty reluctance from the perspective of their teaching disciplines but labeled it an issue of

fear. She stated, "I think there's probably a level of fear among faculty that don't understand

that they can build the bridge between what they teach and doing this [civic engagement]."

Several other faculty participants framed their discussion concerning faculty resistance

within the context of difficulty gaining faculty buy-in and, again, emphasized time commitments

in an atmosphere of initiative fatigue. Daniel (History) concisely stated, "I think we're tired."

Daniel discussed several extensive initiatives, some specific to the institution and some coming

down from the statewide system. He then explained, "I think some of the resistance we're going

to face is just by the fact that this is yet another change and it's yet another thing that people are being asked to account for." He concluded, "So, I think one of the challenges is going to be getting buy-in from faculty and from the administration." Nolan (Business) concurred with Daniel stating, "I think a challenge could be faculty buy-in. I think the challenge could be time." He further explained, "We've got a group that can be skeptical about things, and it's not that anybody disagrees with the idea, it's just an issue of prioritization."

Sophia (History) stressed ensuring an equitable workload formula for faculty embracing civic learning initiatives was a challenge. She stated, "They've got to figure out a way where it's fair. If people are doing these projects, then they have to figure out a way that maybe they can reduce their teaching load." She added, "That's the only way faculty are going to bite on this." For this challenge, Sophia offered a solution. She suggested institutions could successfully meet this challenge by committing to a civic engagement coordinator position. She argued:

> So, that means you need to have somebody who facilitates that [civic engagement] or stays in touch or maintains a list [of community contacts] or whatever. There has to be someone who has relationships outside [the institution]…someone who reaches out to people outside in the community…We are really going to need someone to coordinate civic engagement. We are going to need someone to help kind of calm the fears of the college. It's one person. It's one voice and their saying, 'Ok, here are the forms you need, here's what you need to do [in this situation].' Faculty are coming in and hearing one kind of unified voice on how to do this. We are going to need someone like that.

In conclusion, Sophia speculated, "I think if you're training to do that job [civic engagement coordinator], you are going to be in good shape in the future because everyone is going to need one of these."

Several faculty participants also pointed to the predominantly transient and part-time characteristics of the community college student population as a challenge. For example, Jack (Business) stated, "The challenges with this also have to do with students that, like so many who come here, is that they have children. Maybe someone is in the middle of a pregnancy. We have single fathers and we have single mothers." He concluded, "I mean, it's not easy for those people get away. I think you can craft a program in a way that it still fits their needs." Gretchen (Sociology) expressed a similar concern for students stating, "The time issues with students and adding something else to their plate that's going to require outside of class involvement." She continued, "The non-residential, spread-out population and the high percentage of online students, dual-enrollment students who are in high school…are types of challenges."

One alarming challenge several faculty participants identified centered on the issue of civic engagement perceived as attempted political indoctrination. When asked about challenges, Chris (English) concisely stated his concern, "The association of it [civic engagement] having some sort of political agenda attached to it." Keith (History/Political Science) suggested this challenged stemmed from a lack of institutional definition of civic engagement. He stated, "The challenge is defining civic engagement. When you say civic engagement, some people are like 'Oh, you're interested in politicking and you're [all] liberals in your ivory towers." He argued the solution perhaps lay in teaching students proper civil discourse skills but suggested this was itself another challenge. He explained, "Maybe it is that we put this in terms of civility and in terms of honest engagement. Just being able to teach students to think critically and being able to engage in the world them." He concluded, "We [need to] teach students to treat discussion and debate honestly and in good faith. That is a huge part of this."

Helpful knowledge and training. When discussing their perceptions of helpful knowledge or training, faculty participants mainly paired the idea of developing a collegewide conceptualization of civic engagement with professional development offering successful examples implemented at the community college level. For example, Daniel (History) stated, "One – building up a definition of what exactly civic engagement means for folks who may not be clear." He followed this up by emphasizing the need for quality examples stating, "Two – I think providing some examples of how this had been done at other institutions." He continued, "If we don't have that, maybe generating a couple of examples, maybe some pilot examples of our own exploring how this could be done." Kay (Chemistry) suggested collegewide gatherings like convocation or faculty meetings were good environments for broader conceptualization of civic engagement. She stated stakeholders could, "[talk] about what does this core competency mean? What does civic engagement mean for the college and the system?" She continued, "Maybe we could break people up into their disciplines an have people bring assignments that they can share and discuss as classroom examples." Kay concluded by stressing the need to develop a common understanding of civic engagement across the institution. She stated, "I think that probably the most effective thing is just incorporating a discussion of what is meant by civic engagement and give them ideas of what it would like in the classroom."

Gretchen (Sociology) argued institutions needed to conceptualize civic engagement institutionally by asking the questions that directly influence faculty buy-in. She stated, "We need to address the same kind of questions you need to address to get faculty to buy-in if they're going to participate in stuff." She continued, "What is it? Why is it important? How can it benefit our students? How can it benefit the community? How can it help them [students] be better citizens and human beings, not just people getting a degree or certificate from us?" Lucy

(Geology) also stressed the point about highlighting the benefits of including civic engagement but suggested it could happen on a scale larger than just within a single institution. She stated, "It's almost large scale, whether its institutional or whether it's something at a peer conference…I think having a literal, focused structure of sessions on benefits and success, or stumbling blocks, things to look out for." She continued, "Then have folks who are already doing this, or have attempted to do this, share some of their experiences."

Two faculty participants identified leadership both in terms of vision and procedural implementation as important components of the required knowledge to successfully embrace civic engagement in their work. Nolan (Business) stressed the need for strong leadership in creating a vision for civic engagement at his community college. He stated, "The thing that separated great leaders is that great leaders have a vision. And the vision is simply a picture of success." He continued, "They're able to communicate the vision to you and tell you how you fit in with it. I want to see what success looks like. I want somebody to show me what this means in the big picture." Janice (Political Science) suggested some guidance by the college leadership providing a framework for implementing co-curricular programs was essential for faculty. She stated, "For me, what would be helpful is understanding how to implement events or programs, some clear institutional guidance." She explained, "There are things that go along with courses, whether it's a service-learning project, some sort of service-learning unit, or a co-curricular event that require the support of other offices on campus." She concluded, "We really…don't do so good of a job putting people in contact with the things that they need."

One faculty participant emphasized the need for exposure to quality examples but was adamant that these examples be specific to the community college. Stephanie (English) stated,

"Show me some specific, successful examples of how it's been done at a community college."

She continued:

> Not at a four-year where they had ten students in a class, and it worked great. Show me
> how you do that in a composition classroom with twenty-plus students. Don't give me
> some – 'I had twenty-five students all semester' – garbage. How do I do wit with a
> demographic that just finished high school for the most part, are poor, and would
> probably benefit from civic engagement.

She concluded, "How do I turn them around and make them engage civically? Show me some examples."

Administrators. Like faculty, administrators perceived a host of theoretical and practical challenges to implementing civic engagement as a core competency of general education at their respective institutions. As a result, administrators were relatively split in their perceptions of their institutions' preparedness for civic engagement. On the theoretical level, administrators expressed concerns about establishing an institutional definition and common language for civic engagement as well as concerns about the prospects of establishing the value of civic engagement in general education among all stakeholders. On the practical level, ranged from broad issues such as overall institutional resources availability to more specific challenges such as the workload for reporting civic engagement assessment results. Administrators were concise in their perceptions of needed knowledge and training. In almost all cases, administrators most commonly emphasized the necessity of being provided concrete examples of civic learning at the community college level.

Challenges facing the ideal civic learning program. Just as administrators were less inclined to focus on a specific ideal learning experience, their responses to challenges facing the

ideal civic learning experiences were also relatively nonspecific. However, administrators

tended to focus on one or two key challenges to ensuring quality civic learning programs at their

respective colleges. One main concern from the administrator perspective focused on the

faculty. Donna (Academic Dean) perceived this as an issue of establishing faculty civic learning

roles and responsibilities, many of which would be new to most faculty. She stated a potential

challenge would be "training the faculty members who would be leading the charge in that area

to really think through what their role is and what do they do versus what they guide or direct a

student to do."

Both Donna and Sandra (Academic Dean) emphasized the practical challenges of faculty

facilitating and assessing civic learning. Donna inquired, "Are we expecting faculty to make

linkages with particular community organizations or activities so that they are having to

spearhead that? Or is this something that the overall coordinator helps to spearhead? She

concluded, "Or is this something that he or she [faculty member] provides guidance and it's up

to the student to come up with the actual interaction?" Sandra (Academic Dean) expressed a

similar concern stating, "I'm going to face some pushback from faculty because they're going to

say that it's of no value. There's going to be the fear that a debate will become a personal attack

[in the classroom]." She concluded that as a faculty supervisor, some faculty would be

concerned about evaluation of their civic teaching stating, "They are going to be people that say

– How are you going to assess that [in their performance]?"

Administrators once again pointed to the predominately transient and part-time nature of

the typical community college student population as a challenge to providing civic learning

experiences. Again, the issue centered on any outside-of-class requirements for a civic learning

experience, particularly involving set time commitments, as a barrier to student access and

success. Joseph (President) suggested, "The major thing is the nature of our students and the fact that so many have commitments and obligations beyond the education they're receiving with us." He continued, "The fact we're non-residential, so our students are part-time, and they have additional commitments of family and work." He concluded, "I think fitting this in and making it part of their lives in a natural way is the challenge that we face." Jennifer (President) emphasized the potential costs of participating as a barrier to students. She stated, "There are costs, particularly around transportation if you're going to go external to the college. There could be childcare [costs] for students." She concluded, "There's a lot of potential costs for students and to ask people to do something that's going to cost them money is really, I think, a difficult thing for many of our students."

Administrators also perceived ensuring quality assessment strategies as a challenge to ideal civic learning experiences.   Donna (Academic Dean) expressed some concerns about assessing and reporting for civic engagement. She stated, "We are doing this as a competency that gets reported to SCHEV. How will we be sure that we are appropriately capturing what it is we need to capture, and how do we present that?" Teresa (Vice President – Student Services) suggested, "I think that one of the challenges is just making sure that we have a clear connection about transferring what we've decided to do on paper and actualizing that in reality." She continued, "So, how do we assess that we're doing those and how do we keep on doing that to make sure that we're having the greatest impact on our students?"

Jennifer (President) approached the issue from a more logistical viewpoint stating, "I think just the documentation…What was the activity? What was the outcome? Did we send a thank you note [to community partners]? I mean, just the paperwork along with it is a task." Miles (Coordinator – Instructional Design/Librarian) argued making sure institutions are patient

in the earlier phases of reviewing initial assessment data was a challenge. He stated, "I would add that there shouldn't be a rush to judgement when we begin getting data back from such a program." He continued, "Often we don't wait to see kind of what the long-term trends are, or we don't even look at the trends. We just look at year-on-year data."

As another key theme, several administrators stressed that to meet the challenges they discussed, their respective institutions would need to experience a cultural shift or change. Pearl (Academic Dean) argued students and faculty would need to recognize the importance of civic learning to ensure the success of these experiences and programs. She stated, "Making sure that the students and faculty understand the reason for the experience; that is the biggest challenge, getting everyone on board and understanding the value of it." Jennifer (President) argued a cultural shift would need to include convincing faculty to emphasize civic learning in their teaching. She stated, "It would have to be in the culture, and it's not currently we've already decided." She continued, "I think many faculty are afraid of civic engagement. It's a lot of work if it's not done as part of their teaching, if it's seen as an add-on rather than as part of their teaching. And it's still a lot of work." Teresa (Vice President – Student Services) also emphasized the need for a cultural shift but focused on the issue of assessment. She stated, "The challenge is that I think up until this point, the idea of general education competencies and particularly civic engagement, has just been like something that we have to make sure that we check to make sure it is included." She concluded, "It isn't operationalized yet. So, how do we turn it form something that looks really good on paper to actually turning into what happens every day with the students in the classrooms and outside the classrooms."

Administrators' perception of college-wide preparedness. Administrators were relatively split in their perceptions of institutional preparedness. A total of six participants

indicated they perceived their institution as unprepared. A total of nine participants indicated they believed their college was overall prepared. However, of these nine administrators, three expressed some reservations. For those who felt their institutions were not prepared, three major themes emerged including concerns about leadership, curriculum preparation, and faculty support structures. For those who felt their respective institutions were prepared, similar themes emerged as strengths of the institution. These included established leadership, faculty commitment, and committee structures.

Administrators who felt their institutions were overall unprepared most commonly expressed concerns about curriculum preparation. Peter (Vice President – Institutional Effectiveness) expressed concerns about planning for civic engagement. He stated, "We have a general education committee that's been going on for three or four years and some very passionate individuals are on that committee. They care deeply about general education and care deeply about civic engagement." However, he concluded, "I don't see that they have a viable plan…I see that they have a desire to get from here to there."

Joshua (Coordinator – Institutional Effectiveness) expressed concerns about the degree of difficulty in building a viable plan for including civic engagement. He stated, "I will say this, it [civic engagement] is purposely near the end of our assessment plan…because I know we need more time to get it engrained and to get faculty to translate it." He concluded, "It's easy to translate the others [core competencies], at least the way we're conceptualizing learning outcomes, but this one [civic engagement] is going to be difficult." Nancy (Director – Institutional Effectiveness) expressed a similar concern about the depth and breadth of assessment strategies currently in place at her institution, indicating a lack of collegewide cohesiveness impacted current preparedness for civic engagement. She stated, "I think our

college will have significant challenges incorporating civic engagement because we have some challenges around general education broadly." She continued, "There's good assessment work being done but it's scattered and not systemic. There's a small cadre of true believers but lots of other faculty members who need to be pulled in in terms of general education assessment and curriculum reform." She concluded, "I think civic engagement can breathe new life into the whole system, but I think the next few years are going to be challenging."

Jennifer (President) expressed concerns that leaders among the faculty had not yet been identified for the competency of civic engagement. She stated, "I would say we really have to build leadership around civic engagement from the faculty in order for us to be successful with this." She continued, "I'm still not sure we have that sense of academy here…because I don't know that we have a leader of that." Jennifer concluded, "I've seen this kind of person before, a person who is a true intellectual, who is a true teacher, who is also an administrator in the academy. I think we burden our deans with administrivia." She went on to suggest this leader, with a fundamental understanding of general education, would ideally serve to prioritize civic engagement in the curriculum, addressing concerns offered by several other administrators.

Similarly, administrators expressed concerns about current support structures for faculty and the development of civic engagement curriculum. For example, Joshua (Coordinator – Institutional Effectiveness) suggested, "I'd say the thing to make any of this happen, general education and civic engagement, I think the major thing that's missing at this institution is a faculty professional development center." He went on to explain he believed faculty professional development should focus on moving faculty from discipline experts to teaching experts who look beyond their disciplines, particularly as it pertained to civic engagement. Maddox (Student Services Dean) similarly argued prioritization was important to building the

faculty support structures. He argued, "We're not prepared support-wise to do anything more than what we're currently doing. We need to put our money where our mouth is if it's important and put it in the strategic plan and make it a budget priority." He continued by emphasizing leadership in providing support stating, "We need to make it so if an instructor has got a great idea…they have somebody here they can go to that is an administrator who will get behind them and can help." Maddox conclude, "We've got to have somebody to support instructors."

Administrators who felt their institutions were prepared for civic engagement in general education most commonly referenced leadership in the area as the key indicator. Miles (Coordinator – Curriculum Design/Librarian) argued, "Well, to be clear, I think we have some good leaders on this topic that are involved in trying to incorporate civic engagement into the general education curriculum." He continued, "I think we have some support from leadership in the upper level administrators." Donna (Academic Dean) shared this sentiment stating, "I'd say we are prepared to the extent that we have an individual leading the charge that is very passionate and engaged herself and knowledgeable"

Others focused on an established committee structure as the key to preparedness. For example, Tyler (Vice President – Institutional Effectiveness) suggested his institution's service-learning committee was a foundational piece for civic engagement that could guide the institution in expanding civic learning. He stated, "One of our committees…a service-learning committee, I want to learn more from what they've been doing and how they've been working with faculty." He continued, "I want to get them more directly connected to our general education committee…so that we can leverage some of what they've already done, some relationships they've already established with faculty. Tyler concluded, "Then we can figure out

how to work in some of the concepts and practices into a network of civic engagement. So, I feel like we are prepared because that's already going on."

Joseph (President) connected the perception of strong shared governance through his institution's committee structure to preparedness and indicated this was the state of affairs because of faculty commitment. He stated, "We have a dedicated group of faculty around this. We have a structure for it. The general education committee is tied to it [civic engagement], but it's not isolated. It's a part of the larger process of the institution." Maria (Academic Dean) agreed that committed faculty at her institution were the reason for her perception of overall preparedness. She stated, "I think we're pretty well prepared. We have faculty who are on it." She continued, "They're involved in things in their courses. They're doing things in their courses with their content, in a range of courses from biology to math, across the board there are things [civic learning] happening in courses."

Overall challenges to including civic engagement as a core competency of civic engagement. Administrators expressed concerns from the perspective of three major themes including institutional concerns, assessment concerns, and faculty and student concerns. Two subthemes emerged within the theme of institutional concerns including navigating diverging perspectives for establishing a common definition and language around civic engagement and institutional resources and capacity. Administrators focused on the issue of reporting as a subtheme of assessment concerns. Finally, administrators expressed concerns about faculty professional development, writing effective learning outcomes, and expectations for student learning levels in civic engagement.

A major concern for administrators was navigating internal friction caused by differing perspectives or conceptualizations of civic engagement. Administrators perceived navigating

these perspectives to develop a local definition and common language for civic engagement would be an overall institutional challenge. For example, Heather (Coordinator – Student Engagement) argued, "Civic engagement kind of relies on widening your perspective…The big one [challenge] that stands out for me is the issue of different perspectives." She continued, "Some people might not recognize that certain things need to be addressed or changed…from students' perspectives, from the administration's perspective, even from generational perspectives." She concluded, "From different perspectives you can either really grow and compromise or you can really butt heads and get nowhere."

Miles (Coordinator – Instructional Design/Librarian) argued skepticism for new initiatives in general might preclude people to committing themselves to developing a better understanding of civic engagement or embracing it in their areas of work. He argued, "There is a real skepticism about the motivation and the potential effectiveness of any new initiative, the motivation of the people presenting the initiative and the potential effectiveness of any new initiative." He concluded, "I worry that people will not actually even read the definition or read a single article about civic engagement…before they start expressing their disapproval of this." Nancy (Director – Institutional Effectiveness) suggested addressing this concern required an inclusive process for developing a common language around civic engagement. She argued, "The first challenge is defining terms, getting everybody to define terms in a similar way. That is always a jockeying situation because some people will have a definition that they feel very passionately about and other may have competing definitions." She continued, "To come up with one [definition] that everyone can get behind, that has the appropriate level of specificity, and balanced with generality, I think that's important." Nancy concluded, "So, defining the

terms and getting agreement, that's the big one [challenge]. Then, hopefully, there's a broad enough umbrella so that different kinds of projects can be pursued."

Administrators also commonly expressed concerns about their institution's capacity and resource availability as a challenge to incorporating civic engagement into general education. For example, Maddox (Student Services Dean) stated, "I just think it's another initiative added to the ones we already have so we need to prioritize what is important, what our core values are, before we get overwhelmed and miss out on this one." Donna (Academic Dean) shared this sentiment stating the challenge was curbing the "mentality of making me do more with less. Are you going to make me take something out of my courses from my discipline content? How do you expect me to keep doing more things with the same or less resources?" Nancy argued the key was avoiding a hurry to resources that created unnecessary internal competition by arguing, "just making sure there's not such a drain, or just such a rush to resources where people feel like their project is in competition with other projects." She also argued that already limited time resources were a major concern. She concluded, "The bigger challenge…is not going to be dollars and cents. It's going to be capacity in terms of time resources because that is also finite. We are a very lean institution where we're already over strapped for the time resources."

Related to concerns about institutional capacity and resources, administrators also perceived organizing assessment strategies and responsibilities as a challenge for civic engagement. Sandra (Academic Dean) argued when discussing assessment of civic engagement at her institution, "Well, it's going to be a change in the mindset and the expectations. It is going to potentially change how and when we assess in some areas. I think it's going to challenge some people on a personal level." Donna (Academic Dean) suggested assessment for civic engagement was also a logistical challenge. She stated her concern for "some of the logistical

challenges that we've mentioned in terms of keeping track and who's responsible and how do you measure it and are we being consistent in that."

Nancy (Director – Institutional Effectiveness) agreed the reporting of civic engagement assessment results was a challenge. She argued, "I think it's going to be a challenge to do the reporting at the end, especially for civic engagement because there's so many cool opportunities. It's going to be more than just reporting scores." She continued by discussing her concern for first, finding an author for the narrative report and second, concerns about the overall workload. She stated:

> And then finding an author. That's the piece that I think is the challenge for community colleges. I'm seeing job ads where four-year colleges are establishing offices of civic engagement. Even if it's an office of one person, it's somebody who is dedicated to that role. I'm not seeing that at our community colleges at this point. So, it concerns me that there may be this thinking, call it magical thinking, that excellent work can happen and that you can have this report that's going to be beautifully written and powerful to the public, but that's just going to happen in our extra time on top of everything else.

To address this void Nancy perceived in institutional capacity at community colleges, she concluded, "I really wish that we could start to find budget space at each college."

Related to assessment, administrators also expressed concerns about faculty preparedness to write learning outcomes for civic engagement as well as established expectations for student achievement. Tyler (Vice President – Institutional Effectiveness) argued preparing the faculty for how to do civic engagement was a challenge. He stated, "I think it's more of the *how* than the *why*…I think faculty believe that it makes sense, that civically-minded students are good for our community." He continued, "I think the challenge will be…to get into the weeds with them.

What do [learning] outcomes look like? How do I write an outcome that would help me understand whether these students are getting the concepts of civic engagement?" Joseph (President) agreed with this sentiment but approached it from the students' perspective. He emphasized the necessity to establish the fact that community colleges serve students at the introductory and development levels of assessment in most cases. He argued assessment expectations for students should take this key perspective into consideration. He stated, "I think we have to recognize that the degree to which students are going to achieve this is going to be at a lot of varying levels. We'll have to recognize that."

Helpful knowledge and training. Administrators were very direct in their perceptions of what types of knowledge and training would be helpful for preparing for civic engagement in general education. The most commonly expressed theme to emerge among administrators centered on being provided concrete examples of civic engagement in practice at the community college level. Paired with concrete examples, administrators also commonly expressed that a system-wide approach should be taken in the presentation and sharing of concrete examples. The last major theme to emerge focused on the development of a conceptual framework for civic engagement in general education, particularly as it related to the ability to explain the importance of civic learning to multiple institutional stakeholders.

Seven administrators expressed the desire to be exposed to concrete examples of civic engagement at community colleges while also emphasizing that the statewide system should drive this training and intra-college collaboration. Joseph (President) argued, "We need to attack this as a system. We need to bring a lot of resources, both internal and external resource and from the major organizations or community colleges from out of state that have been successful with this." He concluded, "The major thing is that the system needs to be convening us so that

we have an exchanging of ideas among ourselves." Joshua (Coordinator – Institutional Effectiveness) agreed with this sentiment stating, "One of the things that I have really advocated for is essentially that we need to create a road show and we need to find individuals from across the system who have done this work." He concluded, "The systems office needs to find the cash to send them all on one of these road shows where they can hop around…troubleshoot civic engagement."

Administrators also heavily emphasized the notion of knowledge or training that provided concrete examples of civic engagement. Maria (Academic Dean) argued, "The best training is not theoretical…but really on the ground, in the trenches. What are people doing? Sharing best practices, sharing ideas, brainstorming." Donna (Academic Dean) shared this sentiment arguing, "I think the more we can build…a repository of what's working and what people are using and how they're assessing and what they find that their measuring, the more we can share what's working." Tyler (Vice President – Institutional Effectiveness) also emphasized the concept of establishing a repository for sharing examples or successful civic engagement initiatives but added, "If the system's office can facilitate that sharing and that transparency, then twenty-three colleges can find good examples and visions for their own campuses."

Others emphasized learning about and preparing for civic engagement should not be done in isolation by each college to prevent the process from becoming an unnecessary burden. For example, Teresa (Vice President – Student Services) argued, "I'm really big on…not reinventing the wheel. I'd like to see what this looks like at other places and it doesn't necessarily mean that those places are right, it just means that we get a better idea of what we're talking about." Donna agreed and emphasized the sharing of examples did not mandate conformity among institutions stating, "Yes, we get to make it our own and make it our own and make it work with our

community, but don't make twenty three colleges recreate the wheel if there are things out there

that are working well." Peter (Vice President – Academics) agreed stating, "I think that when

you go to a [discipline specific] peer conference and four people are doing presentations on civic

engagement, there's a whole lot more impact." He concluded, "You've got a better chance of

impact with that than if the system spends a hundred thousand dollars and starts organizing civic

engagement conferences." Maria also saw this exchanging of ideas and best practices as a

method for building potential partnerships between community colleges in the system. She

stated, "Then maybe finding groups [within the system]. It would be interesting if colleges could

collaborate on activities. I can see that happening at some point, particularly with colleges that

are nearby."

Several administrators emphasized the foundational need to establish a conceptual

framework for civic engagement and believed this was an area of knowledge and training needed

at their respective institutions. For example, Nancy (Director – Institutional Effectiveness)

suggested, "I think some presentations about the theoretical framework for civic engagement,

and then once the definition is decided at the local level, pushing that out to everyone with some

readings or websites that people could use to start self-educating." Jennifer (President) stated,

"Well, the framework…and knowledge of that framework." In particular, she focused on

determining at what level civic engagement should be assessed at the community college. She

argued, "Rubric understanding – understanding that we are at the lowest level of higher

education in terms of understanding…. So, how do we assess this? I don't know that we all

know about the reflective learning and the power of it." Debra (Academic Dean) perhaps most

concisely summed up the perception of developing a conceptual framework stating her

institution needed "an understanding of what civic engagement looks like in action in general education."

Both Jennifer and Pearl (Academic Dean) argued an important aspect of building this conceptual framework was ensuring a transparent statement of the value of civic engagement as part of student's general education. Jennifer stated, "I think we need to address the *why* of it. We really may need to explain why this is important." She continued, "For me, it's important because I know our students will be happier over their lives if they understand how to be engaged and to change something." Pearl shared this sentiment stating it was important to be able to "talk about the value of it to the community, to the student, and to the college." She continued, arguing it was important to be able to explain to multiple stakeholders "how this makes a difference and what is the value in doing it." She concluded, "So, I think that would help motivate us to implement it."

Summary of Qualitative Inquiry Findings

In summary, community college faculty and administrators perceived civic engagement as an important component of the community college mission. In most cases, both faculty and administrators believed civic engagement was inherent in the mission and emphasized the responsibility to produce informed, active citizens. Both participant groups perceived civic learning and other civic engagement experiences as occurring in both the curriculum and co-curriculum. However, several faculty and administrators expressed concerns about the accessibility of these civic learning opportunities. Again, most faculty and administrators believed civic learning experiences had a positive impact on students overall. However, both participant groups expressed similar concerns about the intentionality of the civic learning

experiences. In some cases, both faculty and administrators expressed concerns about the frequency and depth of the impact of civic learning experiences.

Faculty and administrators generally believed service-learning was the ideal strategy for approaching civic engagement generally, but not necessarily ideal for the community college environment. Although some faculty fully supported service-learning at the community college, a larger number of faculty and administrators expressed perceptions of service-learning as theoretically ideal but practicably problematic. Participants most commonly viewed service-learning as best structured in a cohort model and as a project-based experience. They also commonly believed these experiences should be available in the curriculum and co-curriculum. However, both faculty and administrators stressed concerns about the increased faculty workload, the availability of college resources, particularly funding, long-term sustainability, and accessibility to a predominately transient and part-time student population.

Overall, both faculty and administrators perceived including civic engagement as a core competency in general education would have a positive impact on students, the college, and the community. Both participant groups commonly believed students would have more meaningful opportunities to develop into informed, active citizens in their local communities. Faculty and administrators also believed this would result in a more vibrant and active campus community. Similarly, both groups perceived a focus on civic engagement to be mutually beneficial for the college and local communities and strengthen partnerships as the believed most students continued to live and work in these local communities after graduation. Faculty most commonly viewed their role in including this competency as making efforts to infuse civic learning in their courses. Administrators viewed their role as supporters of the faculty and advocates of civic engagement across the institution and in the public sphere. Although faculty and administrators

identified a variety of perceived challenges, they most commonly focused on concerns about institutional capacity and concerns about accessibility for students.

Chapter Summary

This chapter presented findings from the quantitative inquiry and qualitative inquiry portions of this multi-methods, exploratory study. In summary, this chapter provided a comprehensive view of faculty and administrators' perceptions, attitudes, and experiences with civic engagement at the community college. Findings in both the quantitative inquiry and qualitative inquiry were presented by research question. The quantitative inquiry aimed to capture the part-time faculty, full-time faculty, and administrator perceptions and attitudes concerning civic engagement at the community college and its place in general education through a non-experimental survey instrument. The qualitative inquiry aimed to understand faculty and administrators' perceptions of and lived experiences with civic engagement. The researcher utilized the phenomenological research tradition to explore the meaning of these participants' experiences in the qualitative inquiry. Emerging themes in the data were identified and supported with participant quotes to highlight these themes.

Based on analyses of the survey and participant interview data, the researcher identified six areas for consideration and action including: Prioritization and Intentionality, Student Accessibility, Leadership, Community Outreach, and Professional Development. The implications for consideration and action in each of these areas form a "civic engagement spiral" (Hatcher 2011, p. 90) helpful for community college leaders during the process of including civic engagement as a core competency of general education. Each of these areas for consideration and action are presented and thoroughly discussed in the next chapter of this study.

CHAPTER V

DISCUSSION

Civic engagement is a constantly shifting and complex concept in higher education. In the last fifty years, the term civic engagement has been used to emphasize a range of pursuits at colleges and universities such as volunteerism, service, and more recently, democratic engagement (Evans, Marsicano, & Lennartz, 2019; Saltmarsh & Hartley, 2011). Although research focused on civic engagement in higher education is relatively extensive, the literature centered on civic learning at community colleges is currently limited in scope. As more community colleges begin to prioritize preparing informed, active citizens equipped to function in a democratic society, understanding the place of civic engagement in general education at community colleges is imperative.

Much of the research regarding civic engagement has focused on exploring civic learning from the perspectives of pedagogy, the impact on student achievement, and student educational experiences (Bringle & Hatcher, 2002; Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, 2013; Eppler, Ironsmith, Dingle, & Erickson, 2001; Flinders, 2013; Natale, London, & Hopkins, 2010; Tannenbaum & Brown-Welty, 2013). More specifically, a great deal of empirical research has centered on service-learning as the major strategy of civic learning in higher education (Fiume, 2009; Littlepage, Gazley, & Bennett, 2012; Prentice, 2011; Taggart & Crisp, 2011; Vaknin & Bresciani, 2013). The literature focused on civic engagement at the community college primarily focuses on service-learning initiatives and programs.

The association between good citizenship and higher education set forth by the Truman Commission 73 years ago has reemerged in conversations as a reaction to the increasing emphasis of higher education as primarily workforce training (Kisker et al., 2016; Mathews,

2016; President's Commission on Higher Education, 1947; Theis, 2016). Chickering (2008) cautioned the United States faced a crisis of informed, active citizenship in a society requiring of its citizens the ability to collaborate and problem-solve. *A Crucible Moment* (2012) declared this trend a full-scale emergency for American democracy. Since then, much of the literature centered on civic engagement in higher education has focused on the core responsibility of higher education to train and produce citizens prepared for an active role in American democracy (Evans, Marsicano, & Lennartz, 2019; Hatcher, 2011; Mathews, 2016; The Democracy Commitment, 2017; U.S. Department of Education, 2012).

Scholars have begun to explore the complexities of civic learning in college courses. Several studies concerning civic learning at four-year and two-year colleges resulted in preliminary indications that general education courses are perhaps best suited for civic learning, although some community college faculty have reservations about introducing civic learning into their courses (Kaufman, 2016; Surak & Pope, 2016).   The current literature is also limited in offering perspectives conceptualizing the strategic focus on civic engagement in higher education as complex organizational change requiring strategy, planning, action, assessment, and restructuring (Kezar, 2008b; Kezar & Eckel, 2002b; Kuh, 1996; Tierny, 1991). At present, the current literature regarding civic learning in general education tends to concentrate on four-year colleges and universities with very little attention given to the issue at community colleges. This study provides a comprehensive exploration and analysis of faculty and administrators' perceptions of civic engagement in general education at community colleges.

Purpose of the Study and Research Questions

The purpose of this study was to explore faculty and administrators' perceptions of civic engagement in general education at the community college. The research questions guiding this study were as follows:

1. What are faculty and administrators' perceptions of civic engagement at the community college?

   a. In what ways do faculty and administrators believe civic engagement experiences occur currently at their community college?

   b. What impact do faculty and administrators believe civic engagement experiences have on students?

   c. What are faculty and administrators' perceptions of service-learning as a strategy of civic engagement at the community college?

2. What do faculty and administrators perceive as the impact of including civic engagement as a core competency of general education at the community college?

   a. What do faculty and administrators perceive as their role in including civic engagement as a core competency of general education?

   b. What do faculty and administrators perceive as challenges for including civic engagement as a core competency of general education?

Review of Methodology

The current literature concerning civic engagement in general education at community colleges is limited. As a result, the researcher utilized a multi-methods research design as an exploratory strategy for more thoroughly investigating this phenomenon (Creswell, 2003; Hayes & Singh, 2012; Ponce & Pagan-Maldonado, 2015). The purpose of this study was to explore the phenomenon of community college faculty and administrators' perceptions and attitudes

concerning civic engagement and their direct experiences with civic engagement in general education. The researcher gathered multiple forms of data in two separate inquiries and merged the findings into a single study.

Quantitative Methods. The quantitative inquiry in this study was a non-experimental survey designed to describe trends in the current population. The purpose of the non-experimental survey design was to describe the perceptions and attitudes of community college faculty and administrators as they currently exist in the population (Gunasekare, 2015; Loeb, et al., 2017). The researcher created the Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey Instrument to collect data in the quantitative inquiry. The established validity and reliability of the instrument with a consistency coefficient of 0.7, or 70 percent. Data collection was concurrent. The survey was provided via email to 2,990 potential respondents across eight community colleges in the single statewide system. At the conclusion of administering the survey, the researcher received 274 total responses. Respondents included 88 part-time faculty, 128 full-time faculty, and 58 administrators. The researcher utilized descriptive analysis to thoroughly describe the distribution and one-way analysis of variance (ANOVA) to explore differences between groups by employment position.

Qualitative Methods. The qualitative inquiry in this study utilized a phenomenological design to provide a comprehensive exploration with rich, thick description of participants' lived experiences. The researcher conducted semi-structured individual interviews offering participants the opportunity to responded to 21 open-ended questions to ensure thick, rich description from participants. Interview questions were constructed through a rigorous review of the literature and each interview question was mapped to a specific research question or sub-question to establish content validity. The same interview questions were applied in interviews

with both faculty and administrators for later comparative pattern analysis. A detailed interview

protocol was developed to maintain a reasonable level of procedural consistency for each

interview.

Interviews were conducted with a total of 30 participants. Participants included 15

faculty and 15 administrator participants from across six community colleges in the single

statewide system. During the semi-structured in-person interviews, participants' responses to the

open-ended interview questions were recorded and later transcribed by the researcher. The

researcher utilized the research tradition of phenomenology to frame the analysis of the data

collected from the interviews. A combination of content analysis and comparative pattern

analysis was applied to examine the interview transcription data. Initial steps were taken by the

researcher during pre-data analysis to bracket researcher bias and assumptions. Three levels of

coding including horizontalization, textural description, and structural description were

conducted. In the post-data analysis phase, the researcher reviewed the conclusions for

researcher bias and assumption through bracketing to ensure implications were derived directly

from participants' lived experiences. The findings from the quantitative and qualitative inquiries

were merged in determining implications for action and recommendations for community

college leaders.

Summary of Major Findings

Quantitative Inquiry Findings. In the quantitative inquiry, several key trends emerged

in the sample. Respondents agreed civic engagement aligned with the mission of the community

college and these colleges shared in the responsibility to produce engaged citizens in a

democratic society. Respondents also generally agreed civic learning should occur in the

curriculum and co-curriculum. There was a clear perception of uncertainty pertaining to the

regularity of these occurrences currently at their respective colleges. Interestingly, respondents were less confident but leaning toward agreement in their perceptions of whether including civic learning would have positive impacts on student learning experiences and overall outcomes. However, respondents agreed the inclusion of civic engagement would benefit the communities in which graduates live and work. Respondents also agreed service-learning was an important strategy of civic engagement but offered uncertainty in their perceptions of the regularly availability of service-learning opportunities at their respective colleges.

For survey items focused on civic engagement as a core competency of general education, respondents expressed some uncertainty, leaning toward agreement, with the idea that civic engagement was overall important to general education and should be a general education competency. Respondents expressed more uncertainty with the idea that civic engagement belonged in most courses designated in the general education curriculum. Respondents agreed that both faculty and administrators have important roles to play in developing and facilitating civic learning but expressed uncertainty about whether either group were participating in these endeavors currently. Respondents expressed general uncertainty about individual and overall college preparedness for civic engagement in general education. Interestingly, respondents expressed low confidence, leaning toward disagreement, with the notion that professional development in this area was a priority for both faculty and administrators. Finally, a series of one-way ANOVA statistical tests indicated there were no statistically significant differences between part-time faculty, full-time faculty, and administrators in their perception of and attitudes toward civic engagement within the seven major constructs represented in the survey.

Qualitative Inquiry Findings. Several major findings also emerged from the qualitative inquiry. Ideologically, faculty and administrators firmly believed civic engagement was inherent

in and central to the community college mission. Faculty and administrators viewed training informed, active citizens prepared to function in a democratic society as a core responsibility. Similarly, participants viewed the fulfilling of this responsibility as mutually beneficial to the students, the college, and the community. Administrators more often perceived the possibility of building stronger relationships and partnerships with the local community. Both faculty and administrators indicated the local nature of community college students was a major strength for supporting meaningful and impactful civic engagement. Since student populations predominately originate from a community college's local service region, these students were perceived as more likely to have unique awareness of community problems and issues, could see the impact of their engagement in their own lives and communities, and would likely continue to live in and directly contribute to the local community after graduation.

Participants overwhelmingly believed experiencing civic learning opportunities would have a positive impact on students overall. Both groups perceived civic learning opportunities as consequential to preparing students to be publicly active and democratically engaged citizens. Administrators more often correlated the positive impact on students as ultimately leading to positive impacts in the local community. Both faculty and administrators expressed concerns about the limited frequency, overall comprehensiveness, and inclusiveness of civic learning opportunities. Participants commonly indicated civic learning was sporadic and inconsistent at their respective colleges and expressed the need to be intentional with civic learning in terms of prioritization and institutionalization. Both groups expressed concerns about overall institutional support and the comprehensiveness of civic learning across their institutions.

Both faculty and administrators perceived service-learning as an important strategy of civic engagement and agreed the practice was ideal in theory. Most participants also perceived a

host of practical issues with conducting service-learning at the community college level. Both

faculty and administrators perceived service-learning as requiring engagement with course

learning outcomes in the classroom (curriculum-based) paired with experiential learning in the

local community (co-curriculum-based). The student engagement required outside of classroom

tended to be the major concern for both groups. Given the status of most community college

students as predominately commuter and part-time students with various competing

commitments other than their educational pursuits, accessibility of service-learning posed a

difficult challenge from participants' perspectives. Faculty also pointed to the increased

workload of conducting service-learning in their courses as difficult to overcome without

appropriate institutional and administrator support in release time, funding, and professional

incentives.

Again, faculty and administrators agreed including civic engagement as a core

competency of general education would have a positive impact on the learning experiences of

students and as a result, a positive impact on the college and the local community. Faculty and

administrators agreed including civic engagement as a core competency of general education

would result in more active and informed citizens prepared to function in a democratic society.

Both groups again indicated the new competency would strengthen relationships and

partnerships between the college and the community. Faculty and administrators also argued

their institutions would have to begin the process of prioritizing civic engagement at the

institutional level and become more intentional, and thus consistent, in embedding civic learning

opportunities in the curriculum, co-curriculum, and student activities. Both participant groups

emphasized the need to establish accountability for including civic engagement in general

education. Administrators most often associated this accountability with shared governance

bodies like a general education committee or a curriculum committee while faculty tended to envision a more chain-of-command-based approach involving different levels of leadership in the administration.

Faculty and administrators agreed on what they perceived as helpful knowledge and training when discussing potential professional development. Both participant groups emphasized the need to establish a common definition and conceptualization of civic engagement locally across the institution. Faculty and administrators also strongly expressed the necessity to be presented with successful, concrete examples of civic learning initiatives, particularly those designed specifically for the community college, during professional development opportunities.

Discussion

Gender segregation in general education courses. In terms of Gender frequencies in the quantitative inquiry distribution, the number of female respondents ($n = 181$) was double the number of male respondents ($n = 90$). Compared to their four-year counterparts, the faculty at community colleges generally include more females (Lester & Bers, 2010). According to Provasnik and Planty (2008), males represented 50.7 percent of the faculty while females represented 49.3 percent of the faculty at community colleges in the fall 2003. In comparison, public four-year institutions reported 60.7 percent male and 39.3 percent female faculty ratio. In a more recent study, Smith, Tovar, and Garica (2012), found by 2009 these percentages had shifted to women who accounted for 57 percent of the faculty.

In the current distribution, there were twice as many female respondents as male respondents. The researcher expected a more even distribution ratio between males and females and did not expect a ratio of 1:2 between male and female respondents. Lester and Bers (2012)

reported female faculty at community colleges represent 49 percent of the full-time faculty and 50 percent of the part-time faculty at community colleges. Female faculty salaries at community colleges were higher (95 percent) than female faculty at four-year institutions (81 percent) in comparison to male faculty salaries at the same institution type. Furthermore, female full-time faculty members at community colleges teaching in general education disciplines were 2.4 times more satisfied with their jobs than those who taught in occupational fields (Akroyd, Bracken, & Chambers, 2011). However, Lester and Bers (2012) reported gender segregation at community colleges is present in disciplines traditionally associated with women, like English, for example, and other disciplines commonly found in the general education curriculum. The focus on community colleges and general education may have led to increased participation by females in this survey.

Underrepresented racial minorities at community colleges. The current sample distribution in the categorical variable of Race reflected national trends at community colleges and in higher education generally. According to Provasnik and Planty (2008), community colleges employ more African American and Hispanic faculty than do four-year institutions. Overall, faculty at all institutional types, including community colleges, are predominately white. In the fall 2003, community college faculty were 82.7 percent white, 6.8 percent African American, 4.9 percent Hispanic, 3.1 percent Asian/Pacific Islander, 0.4 percent Native American, and 1.7 percent Multi-Racial. Furthermore, Smith, Tovar, and Garcia (2012) found at two-year public institutions, African Americans represented the highest percentages of racial minority faculty and were more commonly female. The current distribution of 274 respondents employed in a single statewide community college system was in relative alignment with these national statistics nearly 15 years later (Provasnik & Planty, 2008; Smith et al., 2012).

Smith et al. (2012) suggested exploring faculty diversity has become a more common research focus in recent years. In 2009, community college faculty accounted for 18.3 percent of all faculty across institutional types. Two-year public institutions employed the highest percentage of underrepresented minority populations in the faculty at 13.6 percent. The minority faculty distribution differences across institutions was relatively small and white faculty remained the most commonly represented group at community colleges accounting for 81.9 percent of the faculty (Smith et al., 2012). Smith et al. (2012) argued this high percentage was a direct product of the nearly nonexistent numbers of international faculty with nonresident alien status compared to other institutional types. In summary, while community colleges employ more women as faculty, they do not necessarily employ significantly higher percentages of underrepresented minorities in the faculty (Smith et al., 2012). The current distribution concerning Race was reflective of these larger national trends.

Smith et al. (2012) also found between 1993 and 2009, the number of total faculty in the United States increased by 33 percent to a total of 704,116. The number of underrepresented racial minority faculty increased at higher rates than white faculty. The authors noted these increases within underrepresented minority categories of African American, Latinos, Asian/Pacific Islander, Native Americans, and international faculty still only represented a marginal increase in the overall racial makeups of faculty (Smith et al., 2012). Across the country, however, minority students enrolled at community colleges represented approximately 50 percent of the total student population (AACC Fast Facts, 2020).

The issues presented above are important ones with potentially significant consequences for student success in civic engagement at community colleges. Community colleges serve diverse student populations, and non-white student enrollment has recently surpassed white

student enrollment at community colleges (AACC Data Points, 2018). Some 54 percent of

students enrolled at community colleges classify as an underrepresented minority population

with 29 percent of all students identifying as first-generation and nine percent identifying as non-

U.S. citizens (AACC Fast Facts, 2019). The racial makeup of community college personnel as

predominately white and the increasing diversity of community college student populations over

the past two decades are important considerations when conceptualizing civic engagement and

civic learning opportunities at community colleges. Failure to acknowledge and address these

issues could result in a disconnect between the students and the civic learning experiences they

encounter. This result is a potential barrier to providing students meaningful experiences and

opportunities for individual growth in civic engagement through general education at community

colleges. Therefore, community college leaders should focus on ensuring civic engagement

opportunities are developed in a manner reflective of the diverse student populations served at

community colleges.

Findings Related to the Literature

Several of the key findings in this study are aligned with the findings and discussions

from previous research presented in the current literature. Since this study was both preliminary

and exploratory, it is important to examine the findings in this study that are consistent with

findings in other relevant studies. The findings related to the current literature are presented

thematically as they relate to this study's research questions.

Civic engagement as community outreach. Faculty and administrators participating in

this study commonly discussed perceptions of an increased potential to make connections

leading to stronger relationships and partnerships between the students, the community college,

and the local community. In all cases, participants believed these opportunities to be of mutual

benefit to all parties. Newball (2012) suggested institutional activities connected the campus

with the community, and Hoffman (2011) argued civic engagement such as service-learning

helped build a "psychological link" (p. 2) between individuals and the community. Other

research has highlighted the mutually beneficial relationship between the college and community

pertaining to civic engagement and the importance of building strong community partnerships

(Bringle & Hatcher, 2002; Littlepage et al., 2012; Reed & Marienau, 2008). In the current study,

several participants also indicated the importance of consulting the community directly about

areas of need and establishing the capacity of partnering groups in the community to participate

in civic learning initiatives. Fiume (2009) argued a potential barrier for success in civic

engagement initiatives like service-learning was the failure to engage in the planning and

development phases of these projects. Failure to examine these considerations could led to

friction between the community and the college as well as an underestimation of the

community's capacity to participate and support such initiatives (Bertaux et al., 2012; Fiume,

2009). Major implications from the findings in the current study also suggest community college

faculty and administrators perceive the value of building community partnerships through civic

learning and the importance intentionally engaging with external stakeholders to determine

community needs.

   Suitability of civic engagement at community colleges. Kisker, Newell, and Weintraub

(2016) argued there was little difference in the level of civic activity between part-time and full-

time community college students, although these levels were low in both groups. The

differences between four-year and two-year college students, particularly the part-time status of a

significant portion of the student population, was an issue several participants in the qualitative

inquiry expressed concern about when discussing perceived challenges. Taggart and Crisp

(2011) argued it was essential to understand the differences in the community college student population when considering service-learning, for example. In the present study, nearly all participants in the qualitative inquiry pointed to the differences in community college populations as a critical issue to understand when conceptualizing civic engagement and civic learning activities.

Most participants in the qualitative inquiry suggested the community colleges were perhaps better suited for civic engagement precisely because of the local awareness of community issues in the student population. Several studies have suggested similar ideas about the suitability of civic engagement at community colleges (Chickering, 2008; Fiume, 2009; Mathews, 2016; Prentice, 2011; Theis, 2016). As many participants in the qualitative inquiry argued, intentionality in how institutions provide civic learning opportunities to students, whether in the curriculum, co-curriculum, or both, leads to more student civic engagement (Kisker, 2016; Kisker, Newell, & Weintraub, 2016; Kisker, Weintraub, & Newell, 2016; Prentice, 2007). In the present study, faculty and administrators indicated civic engagement was a natural, inherent fit for community colleges and should be a priority across the institution. As proposed in several other studies, the findings in the current study suggest community college have a unique advantage in civic learning as members of the local community. However, the major implication in the current study centered on ensuring civic learning opportunities were made accessible to students considered predominately transient and managing competing responsibilities other than their educational pursuits.

Faculty and civic learning. In the quantitative inquiry, part-time faculty ($M = 3.80$, $M = 3.73$) and full-time faculty ($M = 3.91$, $M = 3.83$) perceived the benefits of including civic engagement in general education at similar levels presenting some uncertainty leaning toward

agreement. Similarly, all respondent groups agreed civic learning should occur in the co-curriculum ($M = 4.15$) but part-time faculty ($M = 3.77$) and full-time faculty ($M = 3.91$) expressed some uncertainty leaning toward agreement in their perceptions of civic learning in the classroom. In the qualitative inquiry, full-time faculty firmly believed including civic engagement would benefit not just students, but the community college and local community as well. Several studies have pointed to the positive impacts of civic learning on students' civic awareness and overall learning experiences at four-year and two-year institutions (Hoffman, 2016; Maloyed, 2016; Spiezio et al., 2005).

Several studies have suggested faculty have concerns, even fears, about introducing civic learning into their courses (Finely, 2011; Kaufman, 2016; Surak & Pope, 2016; Zlotkowski & Williams, 2003). Although participants in the qualitative inquiry did not express personal concerns about not feeling safe in their environment, fear of engaging with politically charged or controversial issues, or fear of reprisal by the institution, several participants perceived this may be an issue with some of their colleagues. Several faculty participants suggested there may be some resistance to including civic engagement or an insistence on engaging with only apolitical issues among the faculty due to perceptions that the new competency leaned toward political indoctrination. Theis (2016) suggested institutions need a more holistic definition of civic education and several faculty participants, as well as administrators, argued developing an inclusive and broad institutional definition of civic engagement was essential to easing these faculty concerns and garnering support across the institution.

One area of significant overlap with the findings in other studies centered on faculty perceptions of institutional support in pursuing civic learning. Most of the current research focuses on faculty at four-year institutions, but findings in this study suggest community college

faculty have similar perceptions, needs, and concerns. For example, Pike (2009) argued faculty

perceptions of institutional support directly impacted their attitudes toward civic engagement.

However, other studies have suggested faculty are not encouraged to pursue service-learning and

are not professionally rewarded for efforts in civic learning (Becket, 2012; Frank et al., 2010;

Weglarz & Seybert, 2010).

Surak and Pope (2016) argued institutions must demonstrate a commitment to faculty

training and professional development pertaining to civic learning. Other researchers have

argued release time and funding are essential for faculty to pursue civic learning in their courses

at four-year institutions (Abes et al., 2002; Bringle, Hatcher, Tores, & Plater, 2006). The

findings in the present study suggest faculty at community colleges also perceive support from

the institution and its leadership in areas such as release time, funding, and professional

development are essential factors for implementing and sustaining civic engagement in general

education. As community college leaders prioritize civic engagement at their institution, the

current study indicated attention to institutional support and professional incentive for faculty are

major implications for consideration.

Service-learning. Pike (2009) argued understanding civic engagement and service-

learning within an institution requires a deeper understanding of faculty attitudes concerning the

subjects. This stance proved appropriate when exploring community college faculty and

administrators' perceptions of service-learning in this study. Several studies have suggested

service-learning positively impacts student learning experiences and outcomes (Coulter-Kern et

al., 2013; Prentice, 2009; Yeh, 2010). Weglarz and Seybert (2004) suggested community college

faculty perceive service-learning as a beneficial strategy. Findings in both the quantitative

inquiry and qualitative inquiries of this study support these findings. Faculty and administrators

expressed agreement with the idea that service-learning is an important strategy for providing civic learning opportunities to students at the community college. For some participants in the qualitative study, they perceived service-learning as the ideal strategy for approaching civic engagement in general education, especially in theory.

Furthermore, both faculty and administrator participants in the qualitative inquiry agreed with the notion that community college students were perhaps best suited for engaging in service-learning projects. Prentice (2007) argued the diversity among the student population at community colleges was a major strength for service-learning projects. Additionally, Prentice (2011) suggested again community college students were best suited for service-learning projects because of their unique awareness of local issues and problems as current members of the local community. Faculty and administrators tended agree with these points in the findings of this study. Faculty and administrators were also insistent that service-learning projects must be aligned with course learning outcomes and must also provide students for opportunity meaningful reflection after the project is completed. Several studies have emphasized the importance of the connection to the curriculum and the necessity of reflection in service-learning at four-year and two-year institutions (Fiume, 2009; Prentice, 2007; Taggart & Crisp, 2011; Vanknin & Bresciani, 2013).

Several studies have expressed caution concerning a commitment to service-learning centered on issues such as the increased faculty workloads, stable funding and necessary resources, sustainability and differences between four-year and two-year student populations (Fiume, 2009; Taggart & Crisp, 2011; Vanknin & Bresciani, 2013). At four-year institutions, less than half of faculty indicated using service-learning and only 37 percent were encouraged to pursue the strategy by their institution (Frank et al., 2010). The findings in the present study

suggest these issues are serious accessibility barriers to service-learning at community colleges and impact the frequency of service-learning opportunities offered to students. For example, in the quantitative inquiry respondents expressed agreement with the sentiment that service-learning was an important strategy for providing civic learning opportunities for community college students ($M = 4.11$). However, participants expressed general uncertainty about the frequency of which service-learning opportunities were offered ($M = 3.27$) and even less certainty about whether faculty were leading these opportunities ($M = 3.12$).

In the qualitative inquiry, nearly all participants agreed service-learning was, in theory, the ideal strategy for offering civic learning opportunities to community college students. In practice, most participants saw several significant challenges including increased time and effort required to pursue the outside of class portion of service-learning on both the part of the faculty member and the students. Participants most commonly pointed to the increased workload, time requirements, and funding issues as barriers for the faculty. Faculty and administrators most commonly pointed to the transient nature of community college students and the high numbers of part-time students with limits on their available time as substantial barriers. In summary, participants believed service-learning was ideal in theory, but presented several significant challenges in practice at the community college.

Unanticipated Findings

One finding was somewhat unexpected in exploring community college faculty and administrators' perceptions of civic engagement in general education. In the quantitative inquiry, the results of a series of one-way ANOVA tests indicated there were no statistically significant differences in perceptions and attitudes among the three employment groups of part-time faculty, full-time faculty, and administrators. Given the general use of part-time faculty in a

teaching-focused role at community colleges, the unique differences in part-time faculty's professional development, and faculty engagement models, the researcher expected some differences to be present (Cohen & Brawer, 2008; Levin, 2013; Levin et al., 2016; Thirolf, 2017; Thirolf & Woods, 2017).

The findings of Pons et al. (2017) indicated the major motivational factor for part-time faculty at community colleges was working with students. Part-time and full-time faculty held similar levels of agreement on issues of civic engagement in the community college mission, its importance to engaged citizenship, civic learning in the classroom and in co-curricular activities, as well the role of faculty in developing and facilitating civic learning for students – all directly associated with students experiences and outcomes. This finding is encouraging given the complexities of major organizational change and the necessity to engage with all stakeholders in promoting successful change. This finding also bodes well for the potential quality of the student civic learning experiences moving forward.

Implications and Recommendations for Community College Leaders

Although this study was both preliminary and exploratory, the findings in this study provided significant insight into community college faculty and administrators' perceptions of civic engagement in general education. Given the depth and breadth of the quantitative and qualitative inquiries' findings, the current study provided several areas of implications and recommendations for practice for community college leaders.

Prioritization and intentionality. Faculty and administrators indicated civic engagement is an important aspect of the community college mission and these institutions share in the responsibility of preparing engaged citizens in a democratic society in both the quantitative and qualitative inquiries. As Mathews (2016) suggested, this responsibility is one in which

community colleges can reestablish their reputation as institutions providing higher educational opportunities deemed central to the public good. Although this perception is an intrinsic one, there are important practical implications to consider. In the qualitative inquiry, all participants agreed civic engagement aligns with the mission of the community college and was an important concept worthy of inclusion in general education. Most participants pointed to past experiences with collegewide and systemwide initiatives and argued prioritization and intentionality were keys to the success of civic engagement in general education.

Although a single study cannot provide a basis for institutional or curricular change, the findings of the current study suggest that community college leaders should ensure civic engagement is a priority across the institution. According to the findings of the present study, there are two major strategies for prioritization. First, a commitment to civic engagement must become part of the greater college strategic plan. This includes establishing institutional goals in both academics, student services, and perhaps the college foundation. Leaders should also work to ensure it is represented in faculty members' professional development goals and embedded as a major charge of shared governance bodies such as a general education committee or curriculum committee. Leaders should also develop strategies for continuous engagement with and assessment of local community issues, needs, and problems with external stakeholders. For the second major strategy, the institution must commit the necessary resources to supporting civic learning initiatives. Funding is essential to supporting civic learning, but other resources such as faculty release time, professional development opportunities, and efforts to establish community partnerships are equally essential and should be accounted for in resource allocation plans.

Additionally, community college leaders must ensure civic learning is intentional in the curriculum and co-curriculum. A major finding in this study was faculty and administrators

perceived civic learning as occurring sporadically, usually through the individual initiative of a single faculty member or a small group of faculty and often lacked coordination with co-curricular student activities. Furthermore, faculty and administrators argued the transparency of the civic learning outcomes was not always firmly established for the students. Any single one of these factors was perceived as detrimental to the success of civic engagement in general education. Therefore, it is recommended community college leaders ensure civic learning is embedded comprehensively across the curriculum and co-curriculum in a coordinated effort between academic affairs and student services. Community college leaders also need to ensure there is a concerted effort by those facilitating civic learning activities to make transparent the connection of civic learning outcomes with the course learning outcomes or co-curricular student development outcomes.

Student accessibility. Perhaps the most profound implication derived from the findings in this study is that institutional frameworks and strategies for civic engagement must be tailored specifically for community college student populations. In nearly all cases, interview participants perceived community college student populations as different from those at four-year institutions. Participants emphasized that community college students are often transient in nature, predominantly part-time in enrollment status, and have additional and often competing responsibilities outside of educational pursuits. Most participants argued common civic engagement strategies such as service-learning, while theoretically ideal, were practically challenging given the predominant characteristics of community college student populations.

Therefore, community college leaders must ensure established civic learning programming and activities are accessible to students at their institution in both the curriculum and co-curriculum. A fundamental step in this process is making sure there is a strong

understanding of the student demographics and needs across the institution. For example, understanding when most of the student population attends classes, the ratio of full-time to part-time students, and the numbers of traditional aged and adult learners are essential considerations. Community college leaders should ensure students can experience civic learning and achieve civic learning outcomes primarily in the classroom environment while also ensuring co-curricular civic learning opportunities are provided frequently and at times more convenient for the institution's student population. As civic engagement is included as a core competency of general education, this comprehensive approach to providing civic learning opportunities is crucial to ensuring all graduates achieve competency in civic engagement.

Leadership. Like all new initiatives, successfully including civic engagement in general education will require leadership that supports the work of the faculty and others who facilitate civic learning opportunities for students. Senior community college leaders will need to determine from where this leadership will emerge depending on college's internal culture and institutional capacity. Although interview participants provided varying visions of leadership models for civic engagement, the necessity of good leadership was perceived as essential to the overall success of including civic engagement in general education. The ideal recommendation for senior community college leaders is to explore the possibility of creating an office of civic engagement staffed by a professional, or group of professionals, who could serve as the major source of institutional leadership and support for faculty and others facilitating civic learning opportunities for students.

Institutional capacity is a serious consideration for this recommendation. An alternative model, and perhaps a more economically efficient model, is for senior leadership to identify leaders among the faculty, who several interview participants called "true believers." This leader

or group of leaders would serve as the contact point and brain trust for developing and implementing civic learning initiatives across the institution. In this case, faculty leaders should be granted release time from teaching, funding, and professional incentives like tenure or multi-year contracts to pursue and lead this work.

Community outreach. The inclusion of civic engagement and civic learning in general education will require faculty and administrators to find new ways to facilitate student learning in the community. As detailed earlier, recent literature and the findings in this study suggest community colleges and their students are perhaps best suited for this type of engagement due to the role of the colleges in their communities and the local nature of the student population. For community college leaders, the strategic and purposeful inclusion of civic engagement in general education presents the opportunity to increase the number of meaningful partnerships between the college and the community. Furthermore, the situation presents the opportunity to strengthen both existing relationships with community partners and the college's reputation within the community.

Community college leaders should utilize the inclusion of civic engagement in general education as an opportunity to reach out to local community leaders and stakeholder groups to begin initial conversations exploring current community issues and needs. As college faculty and administrators are conceptualizing civic engagement and designing civic learning activities for the curriculum and co-curriculum, the results of these conversations should help guide the themes of civic learning programming across the college. These community conversations should become annual occurrences to ensure the relevance of civic learning programming to local community issues, needs, and problems. As community colleges begin to institutionalize

their planning processes for yearly development of civic learning programming, partnering

stakeholder groups should be consulted for input and suggestions in finalizing these plans.

Professional development. As civic engagement becomes a priority in general

education at community colleges, faculty and administrators will need insightful and reoccurring

training opportunities in civic engagement and civic learning strategies. For community college

leaders, the implication is the responsibility to ensure professional development centered on civic

engagement is prioritized at the institution. The results of the survey administered in this study

were somewhat alarming insomuch as faculty and administrators expressed disagreement with

the notion that professional development was currently a priority at their institutions. Therefore,

it will be imperative for leadership to emphasize the importance of professional development and

training in ensuring successful inclusion of civic engagement in general education.

Another clear implication from this study was faculty and administrators desire specific

professional development when it comes to civic engagement and civic learning. Three key

themes emerged in how faculty and administrators expressed their perceptions of necessary

knowledge and training for meeting this challenge. First, faculty and administrators agreed they

would like more knowledge about conceptual frameworks for including civic engagement in

general education. Participants were very interested in models of civic engagement implemented

specifically at community colleges. Second, both groups, but especially faculty, desired exposure

to existing examples of successful civic learning practices implemented in the curriculum and

co-curriculum, again, specifically at community colleges. Third, both groups of participants

insisted creating opportunities to share successful examples and experiences was important for

both internally at each institution and broadly across the system. Community college leaders

looking to facilitate professional development in civic engagement at their institutions should

look to ensure these opportunities are grounded in both theory and practice, provide concrete examples specific to the community college, and provide time and space for discussion of successful strategies and overall experiences.

Recommendations for Future Research

As community colleges continue to stress civic learning and democratic engagement in general education, leaders of these institutions will require a deeper understanding of these concepts from multiple stakeholders' perspectives. Moreover, the unique differences between the mission and function of community colleges compared to other colleges and universities will necessitate the development of new, modified, or even hybrid strategies for offering community college students civic learning opportunities. To this end, further exploration into civic engagement, civic learning, and service-learning specifically within the context of the community college is imperative moving forward. The researcher suggests several areas for future study below.

First, further research efforts to broaden the scope of the quantitative inquiry of this study would be beneficial. This study surveyed part-time faculty, full-time faculty, and administrators in a single, statewide community colleges system. With some minor adjustments to the Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey Instrument items, this survey could be administered on a larger scale to include multiple community college systems in multiple states. Gathering a larger, more diverse response from community colleges in targeted regions or nationally could expand on the generalizability of the findings in the quantitative inquiry presented in this study.

Second, although this study focused on the broader concept of civic engagement, findings of the quantitative and qualitative inquiries clearly suggest service-learning is a key, but

complex, consideration for civic learning in general education at community colleges. Most participants in the quantitative inquiry agreed service-learning was an important strategy for civic engagement. However, participants were uncertain and with the suggestion service-learning opportunities were offered regularly to students and were even less certain faculty facilitated these experiences. Likewise, in the qualitative inquiry most participants agreed service-learning was a key strategy of civic engagement. Again, though, most participants expressed concerns about the capacity of students to participate, the faculty's ability to offer these experiences, and their community college's ability and willingness to provide support structures for supporting service-learning. Further research focused on the development of a service-learning module specifically designed with considerations for community colleges, their faculty, and their students is vital.

Third, community colleges serve large proportions of minority and underrepresented populations of students enrolled at institutions of higher education (American Association of Community Colleges, 2020). The demographic results of the survey reflect a national demographics indicating the lack of diversity in the faculty and administrations at community colleges. Furthermore, the common emphasis on exposing students to diverse perspectives and communities as necessary for good citizenship implies considerations for diversity and inclusion are necessary when considering civic learning opportunities for students. As a result, community college leaders need to understand experiences with civic learning of racial minority and underrepresented groups. Qualitative research exploring minority faculty experiences with developing and facilitating civic learning opportunities at community colleges would be an invaluable resource for community college leaders. Likewise, exploring the experiences of racial

minority and underrepresented students with civic learning at community colleges would also be an important area of contribution to the current literature.

Lastly, while finishing this dissertation, the world and higher education were confronted with the extraordinary challenges presented by COVID-19. As a result, the everyday lives of people across the globe were dramatically impacted. Higher education was no exception. As colleges and universities scrambled to take precautions to protect students, faculty, and staff, these institutions rapidly converted to virtual environments and online learning. Although community colleges have often led the way in distance and online learning, much of the focus and effort has remained with on-campus, in-person learning (Cohen & Brawer, 2008). Kim (2020) predicted colleges and universities who overcome the challenges of COVID-19 will have likely embraced blended learning and made online learning a priority in their long-term strategic plans. One area for further research representing an immediate need is exploring strategies for providing civic learning in general education in online education. Interview participants occasionally pointed to online learning as an important consideration but generally kept this issue to the periphery of their responses. Some suggested finding strategies to include civic learning in online courses could prove challenging. Others argued online learning could provide a method for easing the outside of class participation burden presented by civic learning strategies such as service-learning. The onset of COVID-19 has made understanding civic learning in the online platform an urgent priority for community colleges and in higher education in general.

Concluding Remarks

An increased interest in the role of civic learning in higher education has resulted in a robust conversation about how colleges and universities produce informed, engaged citizens.

Community colleges have a major stake in this conversation as 33 percent of the nation's

undergraduates attended these institutions in 2018 (Community College Research Center, 2020).

As Mathews (2016) argued, "The most fundamental challenge that institutions of higher

education face is to reestablish their public mandate" (p. 39). Community colleges emphasizing

the transfer and workforce functions have a significant responsibility to meet this challenge as

their curriculum offerings account for the first two years of a four-year degree or lead graduates

directly into the workforce. In either scenario, these graduates need the civic skills to be active,

knowledgeable members of their communities prepared to do the work of citizens. As more

community colleges begin to intentionally and strategically embrace civic engagement,

particularly in general education, leaders at these institutions will need more insight into the

complexities of this issue. The current study is an important step in providing insight into civic

engagement at community colleges and addressing a major gap in the current literature.

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APPENDIX A

Institutional Research Board Exemption Letter

OLD DOMINION UNIVERSITY

PROUDLY, AN AAALAC ACCREDITED PROGRAM

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Physical Address
4111 Monarch Way, Suite 203
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Office of Research
1 Old Dominion University
Norfolk, Virginia 23529
Phone(757) 683-3460
Fax(757) 683-5902

DATE: May 15, 2018

TO: Mitchell Williams
FROM: Old Dominion University Education Human Subjects Review Committee

PROJECT TITLE: [1237364-1] Community College Faculty and Administrators' Perceptions of
                                Civic Engagement in General Education
REFERENCE #:
SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: May 15, 2018

REVIEW CATEGORY: Exemption category # 6.2

Thank you for your submission of New Project materials for this project. The Old Dominion University
Education Human Subjects Review Committee has determined this project is EXEMPT FROM IRB
REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact Jill Stefaniak at (757) 683-6696 or jstefani@odu.edu. Please
include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Old Dominion
University Education Human Subjects Review Committee's records.

APPENDIX B

Interview Participation Inquiry Email Transcript for Faculty and Administrator Participants

Hello,

As you may already know, I am currently a doctoral candidate in the Community College Leadership Program at Old Dominion University.

I am currently researching community college faculty and administrators' perceptions of civic engagement as a core competency of general education.

As part of my research study, I am conducting interviews with full-time faculty members and administrators at community colleges in the VCCS. I am interviewing faculty who have experience with civic engagement in the classroom or have served on general education committees or other work groups involving general education issues. I am interviewing administrators who currently oversee departments, divisions, and/or colleges who specifically deal with policy, assessment, and/or reporting of general education outcomes.

I believe your participation in the study would provide valuable insight into faculty and/or administrators' perceptions of civic engagement as a core competency of general education and I would like to formally invite you to be an interview participant.

Your participation is completely voluntary. If you are willing to participate, the process for the interview involves discussing and the signing of an informed consent form that details your participation in the study. Participants will be asked to respond to a series of approximately 20 questions and the estimated time of the interview process is about one hour. All participant information and responses are kept confidential. You will have the opportunity to select a pseudonym at the beginning of the interview or one will be assigned to you for the purposes of the written report.

If you are willing to participate, I will do my best to be available at a time and place that is most convenient for you. The only requirement is that we have a private room or office to conduct the interview. I can reserve a room, or I can come to your office if you prefer. Please let me know some options for days and times that would be most convenient for you to conduct the interview and I will do my very best to accommodate these requests.

This study has been reviewed and approved by Old Dominion University's Education Human Subject Review Committee and Germanna Community College.

Thank you for your consideration and please let me know if you have any questions or concerns that I can address to help you with your decision.

APPENDIX C

Interview Informed Consent Form

Researcher:

My name is Eric Vanover and I am a doctoral candidate in the Community College Leadership Program at Old Dominion University.

Purpose:

The purpose of this study is to explore faculty and administrators' perceptions of civic engagement as a core competency of general education at the community college.

Risks and Benefits:

There is no risk in participating in this study.

There are no direct benefits for participating in this study.

This research is intended to provide community college leaders with important information that will be useful in understanding faculty and administrator perceptions of civic engagement at community colleges. The information you provide will be analyzed and used to support this goal and will be an invaluable resource.

Process:

Your participation in this study will involve an interview with an estimated length of one hour. You will be asked a series of open-ended questions about your experiences with civic engagement and the role it plays at the community college, particularly as it pertains to general education. This interview will be electronically recorded for later transcription and analysis. Approximately 30 individuals will be participating in this study as interviewees. This study is being conducted from December 2019 until May 2019.

Participation:

Your participation in this study is completely voluntary. You may choose not to participate in this study or choose to discontinue your participation at any time. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable or in the case that you simply do not wish to provide an answer. At any time, you may notify the researcher that you would like to stop the interview and your participation in the study.

There is no penalty for discontinuing participation. If you choose to discontinue your participation in this study, the information collected from your interview will be destroyed and excluded from the report.

Confidentiality:

The interview will be electronically recorded. However, your name will not be recorded. Your name and identifying information will not be associated with any part of the written report of the research. All your information and interview responses will be kept confidential through electronic security measures. Any identifying information in hard copy format will be stored in a locked filing cabinet throughout the study. The researcher will not share your individual responses with anyone.

Contact Information:

Responsible Project Investigator: Dr. Mitchell Williams
                                           Dissertation Chair/Advisor
                                           Old Dominion University
                                           mrwillia@odu.edu
                                           (757) 683-4344

Student Researcher: Eric Vanover
                                           Doctoral Candidate
                                           Old Dominion University
                                           evano001@odu.edu
                                           (276) 219-7624

Human Subjects Committee: Dr. Jill Stefaniak
                                           jstefaniak@odu.edu
                                           (757) 683-6696

Director of Compliance, Office of Research: Dr. Adam Rubenstein
                                           arubenst@odu.edu
                                           (757) 683-3686

The researcher may be reached at any point for questions or concerns regarding the study and your participation in this study.

By signing below, you agree that you understand the above information, have been given the opportunity to ask questions, and are willing to participate in this study.

I give my consent to participate in this study.

Name (print): _____

Signature: _____   Date: _____

Be signing below, the researcher certifies that the interviewee was read the corresponding interview protocol and required the interviewee's signature before conducting the interview:

Signature: _____   Date: _____

APPENDIX D

Interview Protocol for Faculty and Administrator Participants

OPENING SCRIPT

Hello and welcome to this interview. My name is Eric Vanover and I am a doctoral candidate at Old Dominion University pursuing a degree in Community College Leadership. This study is the focus of a dissertation that meets the requirement in partial completion of my doctoral degree. Thank you for agreeing to participate in this study. Your input will be valuable insight for the completion of this study and will potentially be of benefit to community colleges faculty and administrators.

The purpose of this study is to explore faculty and administrators' perceptions of civic engagement as a core competency of general education at the community college. The data collected during this interview will be used to expand on the issue of civic engagement at community colleges.

Your participation in this study will involve an interview with an estimated length of one hour. This interview will be electronically recorded for later transcription and analysis. For the interview, I will ask you a set of approximately 20 questions concerning your experiences with civic engagement and your perceptions of its role at community colleges and as a part of the general education curriculum. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable or for a question for which you simply do not wish to provide an answer. At any time, you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

The interview will be electronically recorded for ensuring collection of your responses. However, your name will not be recorded. Your name and identifying information will not be associated with any part of the written report of the research. All your information and interview responses will be kept confidential through electronic security measures. The researcher will not share your individual responses with anyone. There is no risk in participating in this study and there are no receivable benefits for participating in this study. This study is being conducted from December 2018 through May 2019.

I have an informed consent form that provides you with information about this interview, the overall research study, and your rights as a participant. Please read the form and sign it before we begin. If you have any questions thus far, please ask.

Now that you have read and signed the Informed Consent Form, we are ready to begin the interview. I will be voice recording the interview as well as taking notes on your response throughout the interview.

Do I have your permission to record the interview? Are you ready to begin the interview?
BEGIN INTERVIEW

1. In your opinion, how does civic engagement align with the mission of the community college?

2. In what ways are community colleges and the education they offer suited to foster civic engagement and civic learning, in your opinion?

3. How would you describe your community college's current position on civic engagement as part of the campus culture?

4. How would you describe your personal experiences with civic engagement in your current position?

5. From your perspective, what benefits to you think students might receive from experiencing some form of civic learning before graduating?

6. In what ways do you think civic engagement occurs across campus at your community college currently?

    a. What is your impression of the impact these civic engagement activities or civic learning strategies have on student learning?

7. In your opinion, what characteristics of good citizenship should students at a community college develop as part of their general education?

8. What impact do you think including civic engagement as a core competency of general education might have on your students, your campus, and your community?

9. Some might say that it is impractical to include civic engagement as a core competency of general education expected of all students graduating from your college. How would you respond to them?

10. Suppose I was a faculty member or an administrator with an idea about a new civic learning program to employ across campus. What would be the process for making that program a realization look like in your opinion?

11. If you could design the ideal civic learning experience for community college students, describe what that experience would involve?

12. What challenges do you think you would face you would face in making the civic learning experience you just described above a reality at your college?

13. How would you describe your understanding of and/or experiences with service-learning as a strategy of civic engagement?

    a. What is your perspective on incorporating a service-learning project academically into the classroom?

    b. What is your perspective on incorporating service-learning into co-curricular programming at your community college?

14. How prepared do you feel that your college is to incorporate civic engagement into the general education offered to students?

15. How prepared do you feel to incorporate civic engagement into the work that you do for students at your community college?

16. In your opinion, how you might address civic engagement as a core competency of general education in your current position?

17. What challenges do you think including civic engagement as a core competency of general education at your community college might present?

18. In your opinion, what would be some helpful knowledge or training you would that might assist you and others in this process?

This concludes the interview.

Thank you for agreeing to participate in this research study. The information you provided will be invaluable for completing this study and potentially beneficial for faculty and administrators at community colleges.

Do you have any questions or concerns?

Thank you again.

APPENDIX E

Expert Review Package

Thank you for agreeing to serve as an expert reviewer for this study. The purpose of this expert review process is to better ensure accuracy, thoroughness, and consistency of analysis to strengthen the trustworthiness for the findings of this study. Below you will find information and details pertinent to this study that will assist you in your expert review.

Study Information:

Title of Study: Faculty and Administrators' Perceptions of Civic Engagement in General Education at the Community College

Purpose of Study: The purpose of this study is to explore faculty and administrators' perceptions of civic engagement as a core area competency of general education at the community college.

Research Foci:
3. What are faculty and administrators' perceptions of civic engagement at the community college?
    a. In what ways do faculty and administrators believe civic engagement experiences currently occur at their community college?
    b. What impact do faculty and administrators believe civic engagement experiences have on students?
    c. What are faculty and administrators' perceptions of service-learning as a strategy of civic engagement at the community college?
4. What do faculty and administrators perceive as the impact of including civic engagement as a core competency of general education at the community college?
    a. What do faculty and administrators perceive as their role in including civic engagement as a core competency of general education?
    b. What do faculty and administrators perceive as challenges for including civic engagement as a core competency of general education?

Interview Questions Blueprint:

Interview Questions Blueprint

Research Foci	Interview Questions
Question #1	1, 2
Question #1-A	3, 4, 6
Question #1-B	5, 6a, 7
Question #1-C	13, 13a, 13b
Question #2	8, 9, 18
Question #2-A	10, 11, 15, 16
Question #2-B	12, 14, 17

Research Methods Information:

This study is a multi-methods research design including a non-experimental, descriptive survey (quantitative inquiry) and semi-structured interviews (qualitative inquiry). The semi-structured interview qualitative inquiry is the focus of this expert review process.

Researcher Paradigm: Social Constructivism – "the belief system that assumes that 'universal truth' cannot exist because there are multiple contextual perspectives and subjective voices that can label truth in scientific pursuit" (Hayes & Singh, 2012, p. 41).

Research Tradition: Phenomenology – "the purpose of phenomenology is to discover and describe the meaning or essence of participants' lived experiences, or knowledge as it appears to

consciousness. It is the understanding of individual and collective human experiences and how we actively think about experience" (Hayes & Singh, 2012, p. 50).

Data Collection: Data for this study were collected in 30 semi-structed interviews involving 18 questions with 15 faculty and 15 administrators.

Data Analysis: As suggested by Hayes and Singh (2012), data collection and analysis must occur concurrently" (p. 204). The overall goal of data analysis for this study is to reduce the data into viable patterns of experience identified by the participants. This process occurs in three main phases:

Initial Data Analysis – memoing, organizing, summarizing, and coding (Horizontalization in phenomenology)

Secondary Data Analysis – identifying categories and themes (Textural Description in phenomenology)

Verification – patterns that identify factors influence experience; comparative   pattern analysis   (Structural Description in phenomenology)

Expert review, or peer examination, for this study falls in between the coding (initial) and thematic analysis (secondary) processes and serves as an analytical check for omissions of participant experience and appropriateness of identified themes by the researcher. Expert review is a fundamental step in this study because it provides for greater confidence in the initial codebook used to analyze each participant's transcript data through all levels of analysis.

Expert Review Package – Provided Materials and Reviewer Instructions

Each expert review will receive the following materials to review:

- 4 participant transcripts (2 faculty and 2 administrators) – transcripts include the questions asked of each participant (identical for each interview)

- initial researcher coding for each interview – horizontalization coding (filtered through previous memoing conducted during each interview and researcher bracketing to remove researcher bias or preconceptions)
- list of themes identified from across all four interviews – textural description by categorizing

Each expert reviewer will be asked to complete the following tasks as part of the process:

- read each transcript
- review horizontalization coding for each transcript
  - note any omissions by the researcher identified by the expert reviewer (experiences or knowledge overlooked by the researcher)
  - note any disagreements in researcher coding language (coding language does not reflect experience provided in transcript by participant from standpoint of expert reviewer)
- review list of categories (themes) of experience
  - note any disconnect between participants' experiences/knowledge and themes identified by the researcher
  - note any themes omitted by the researcher from the standpoint of the expert reviewer

NOTE: The purpose of horizontalization is to identify non-repetitive, non-overlapping statements in participant transcripts.

NOTE: The purpose or textural description is to group data into identifiable categories (themes) that focus on the meaning and depth of the experience.

<u>Goal of Expert Review Process</u>

Ideally, with the notes, critiques, and suggestions provided by each expert reviewer, I can more effectively refine my initial codebook for reanalyzing the 4 included interviews and for analyzing the remaining 26 interviews. This refinement process gives greater trustworthiness to the study by attempting to ensure the depth, consistency, and quality of the analysis and thus the overall findings.

APPENDIX F

Survey Participation Inquiry Email Transcript

Greetings!

My name is Eric Vanover and I am a doctoral candidate in Community College Leadership at Old Dominion University. I am writing to you to request your participation in a short survey about community college faculty and administrator perceptions of civic engagement in general education at the community college.

The purpose of this study is to explore faculty and administrators' perceptions of civic engagement as a core competency of general education at the community college. Your participation in this study involves reflecting on your own attitudes concerning the importance of civic learning at the community college and the issue of including civic engagement as a core competency of the general education curriculum at community colleges. Your responses to this 43-item survey will help produce a better understanding of civic engagement at the community college from the perspective of key stakeholders and agents of organizational change at the community college.

The survey will take approximately 15 minutes to complete. Your participation in the survey is completely voluntary. You may choose to quit the survey at any time. All your responses will be confidential and will only be reported in aggregate.

If you wish to participate in this survey, please select the link below:

INSERT LINK HERE

This survey has been approved by the Old Dominion University Education Human Subject Review Committee and [insert name of community college and associated contact].

Should you have any questions or comments, please feel free to contact me, Eric Vanover, at evano001@odu.edu or my dissertation advisor Dr. Mitchell Williams at mrwillia@odu.edu.

Thank you in advance for participating in this survey.

APPENDIX G

Community College Faculty and Administrators' Attitudes Toward Civic Engagement Survey Instrument

Part I: Demographic Questionnaire

Responses to the following questions will provide me with categorical variable information that will be used provide descriptive statistical analysis for this study.

Please select the most appropriate answer to each question as it applies to you:

1. With which of the following do you most identify?
   - o Male
   - o Female
   - o Transgender
   - o Gender Non-Conforming
   - o Identity Not Listed Above

2. Which best describes your age?
   - o 21 – 29
   - o 30 – 39
   - o 40 – 49
   - o 50 – 59
   - o 60 or older

3. With which of following do you most identify?
   - o African American
   - o Asian/Pacific Islander
   - o Caucasian
   - o Hispanic
   - o Native American
   - o Multi-Racial
   - o Other

4. Which best describes your overall level of educational attainment?
   - o Bachelor's degree
   - o Master's degree
   - o Doctoral degree
   - o Education Specialist
   - o Juris Doctor

5. Which best describes the area of study in which you obtained your undergraduate degree?
   o Business
   o Education
   o Engineering
   o Health Sciences and Medical Professional Studies
   o Human Services
   o Liberal Arts and Humanities
   o Mathematics
   o Sciences
   o Social Sciences

6. Which best describes your own educational experience at a community college?
   o no courses or training completed at a community college
   o some courses or training completed at a community college
   o certification or degree earned at a community college

7. Which best describes your overall experience with civic engagement while you were an undergraduate student?
   o no experience with civic engagement
   o some experience with civic engagement
   o extensive experience with civic engagement

8. Which best describes your current employment position at a community college?
   o part-time faculty
   o full-time faculty
   o administrator

9. Which best describes your years of service working at a community college?
   o 0 - 5
   o 6 - 10
   o 11 – 15
   o 16 – 20
   o 21 or more

10. Which best describes the community college at which you are employed?
    o rural
    o suburban
    o urban

Part II: Attitudes Survey Items

Reponses to the following items will give you an opportunity to tell me more about your attitudes concerning civic engagement at the community college.

Please rate each of the following statements on the scale provided:

5 – Strongly Agree
4 – Agree
3 – Uncertain
2 – Disagree
1 – Strongly disagree

11. Civic engagement is an important aspect of the community college mission.

12. Community colleges share in the responsibility of preparing students for engaged citizenship in their local communities.

13. Community colleges share in the responsibility for preparing students for citizenship in an international community and a global economy.

14. Community colleges share in the responsibility for providing civic learning opportunities concerning issues of democracy.

15. Community colleges share in the responsibility for providing civic learning opportunities that identify and address social problems.

16. Community college faculty should play an important role in developing and facilitating civic learning opportunities for students.

17. Community college administrators should play an important role in developing and facilitating civic learning opportunities for students.

18. Civic learning opportunities should be provided to students in the classroom at the community college.

19. Civic learning opportunities should be provided to students through co-curricular programming at the community college.

20. Service-learning is an important strategy for providing civic learning opportunities to students at the community college.

21. Civic learning occurs regularly at my community college.

22. Civic learning occurs regularly in the classroom at my community college

23. Civic learning occurs regularly in co-curricular programming at my community college.

24. Service-learning opportunities are regularly available to students at my community college.

25. Faculty regularly facilitate civic learning opportunities for students at my community college.

26. Faculty regularly facilitate service-learning opportunities for students at my community college.

27. Administrators regularly assist in developing civic learning opportunities at my community college.

28. Administrators regularly assist in facilitating civic learning opportunities at my community college.

29. Civic engagement is an important part of general education at the community college.

30. Civic engagement should be an expected competency achieved through general education requirements for degree graduates at the community college.

31. Most courses identified as part of the general education core curriculum at the community college should include civic learning outcomes.

32. Developing, implementing and assessing civic engagement as a core competency of general education should be a responsibility of the faculty.

33. Developing, implementing and assessing civic engagement as a core competency of

general education should a responsibility of administrators.

34. The responsibility for developing, implementing, and assessing civic engagement as a core competency of general education should be a shared responsibility between faculty and administrators.

35. I feel that my community college currently has the necessary resources for developing, implementing and assessing civic engagement as a core competency of general education.

36. I feel that my community college's faculty are adequately prepared to meet the challenge of including civic engagement as a core competency of general education.

37. I feel that my community college's administrators are adequately prepared to meet the challenge of including civic engagement as a core competency of general education.

38. In my current position, I feel that I am adequately prepared to meet the challenge of including civic engagement as a core competency of general education.

39. Participating in professional development opportunities that address civic learning strategies is a priority for faculty at my community college.

40. Participating in professional development opportunities that address civic learning strategies is a priority for administrators at my community college.

41. Including civic engagement as a core competency of general education for all degree graduates at my community college will positively impact student learning experiences.

42. Including civic engagement as a core competency of general education for all degree graduates at my community college will positively impact student learning outcomes.

43. Including civic engagement as a core competency of general education for all degree graduates at my community college will positively impact the communities in which these graduates live and work.

VITA

Eric Thomas Vanover
Old Dominion University

Education

2020   Doctor of Philosophy, Community College Leadership, Old Dominion University

2010   Master of Arts, History, Virginia Tech

2008   Bachelor of Arts, History, University of Virginia's College at Wise

Professional Experience

June 2020	Interim Dean of Arts & Sciences Germanna Community College	
January 2020	Associate Dean of Art & Sciences Germanna Community College	
August 2019	Associate Professor of History Germanna Community College	
May 2015	Department Co-Chair, History & Humanities Department Germanna Community College	
August 2014	Assistant Professor of History Germanna Community College	
March 2014	Program Advisor, Liberal Arts & Social Sciences Virginia Western Community College	
August 2013	Adjunct Instructor, History Mountain Empire Community College	
July 2011	Advisor, Educational Talent Search Mountain Empire Community College	
May 2010	Adjunct Instructor, History Tidewater Community College	

Recent Publications

2018   Vanover, E. (2018). The Case for Civic Learning in the Humanities at Community Colleges. *Peer Review*. Fall 2018 Edition.

2013   Vanover, E. & DeBowes, M. (2013). The Impact of Intercollegiate Athletics in Higher Education. *Academic Perspectives in Higher Education*. April 2013 Edition.

Recent Professional Presentations

2019   Vanover, E. (2019). *Faculty and Administrator Partnerships: Creativity and Ownership in a Culture of Assessment for Civic Engagement*. New Horizons Conference. Roanoke, VA (April 11).

2018   Vanover E. (2018). *Adventures in Civic-Learning: Engaging History Students with Amateur Documentary Filmmaking*. VCCS History Peer Group Conference. Richmond, VA (November 15).

2018   Vanover E. (2018). *Faculty and Administrator Partnerships: Creativity and Ownership in a Culture of Assessment for Civic Engagement*. VCCS General Education Taskforce – Assessment Coordinators Professional Development Presentations. Two sessions: VCCS Systems Office, Richmond, VA (August 30) & VWCC Roanoke, VA (August 31).

2017   Vanover E. & Marsich D. (2016). *History and Humanities Department, General Education Assessments: Development and Implementation, 2015-2016*. Session presented in Williamsburg, VA at the VCCS Peer Group Conference

2016   Vanover, E. (2016). *Higher Order Cognition and Controversial Topics in History: Reconstruction as a Case Study*. Session presented in Middletown, VA at the VCCS Northern Virginia Center for Teaching Excellence Conference, Student Engagement: Proven Strategies that Work.

2015   Discussion Panel Member. *Julian Bond Lecture & Panel Discussion*. Session presented as Black History Month Committee programming in Fredericksburg, VA at Germanna Community College.

Recent Honors and Awards

Recipient, *2018 Richard Gossweiler Distinguished Learning-Centered Professorship Award, Germanna Community College*

Recipient, *2018 Learning Environment Award, Germanna Community College*

Recipient, *2017 Rising Star Award, Germanna Community College*

Recipient, *2016 Learning Environment Award, Germanna Community College*

Recipient, *2014 Learning Environment Award, Germanna Community College*