

CIVICS EDUCATION TOWN HALL

March 1, 2019

AGENDA

- Introductions
- Background & Discussions
- Panelist Remarks
- Questions and Concerns

PANEL

- Professor Frank Dooley, Vice Provost for Teaching and Learning
- Professor Jonathan Neal, Chair, URPC and incoming UCC chair
- Professor Robert Browning, Political Science, Director of Center for C-SPAN Scholarship & Engagement
- Professor April Ginther, English, Director of the Oral English Proficiency program and the Purdue Language and Cultural Exchange
- Purdue Student Government – Olivia Keller

CURRENT ILLITERACY OF RECENT COLLEGE GRADUATES

- About 50% did not know senators are elected to six-year terms & representative to two-year terms
- Less than 50% knew that presidential impeachments are tried before the U.S. Senate.
- Almost 60% failed to identify a requirement for ratifying a constitutional amendment.
- 60% thought Jefferson was the “Father of our Constitution.” Only 28% correctly identified Madison.
- 40% didn’t know Congress had the power to declare war.
- Less than 20% of American college graduates could identify the effect of the Emancipation Proclamation in the 2012 version of the survey.

Source: President Daniel’s PPT (January Senate meeting), quoting the 2015 American Council of Trustees and Alumni (ACTA) Survey

WHAT DO YOU THINK?

- Please discuss this data with those around you.
 - 10 minutes
- Summarize your collective view(s) on one of the large pads of paper.
- Reports back and brief discussion
 - 10 minutes

CRISIS IN CIVIC EDUCATION

“One thing [universities] must *not* do is to believe that freshmen come to college with an adequate knowledge of American history and government.

The evidence of the NAEP tests and the evidence of the civic illiteracy of college graduates are compelling and conclusive.

It is dishonest for a college or university to pretend that its students do not need further coursework in a subject so crucial to the future of this nation ...

To begin, every college and university should require at least one course in the history of America, the workings of its free institutions, and the core documents that illuminate our principles of government.”

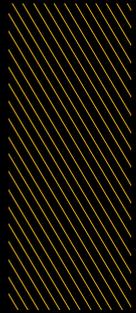
Source: President Daniel's PPT (January Senate meeting), quoting the 2015 American Council of Trustees and Alumni (ACTA) Survey

WHAT DO YOU THINK?

- Please discuss this quote with those around you.
 - 10 minutes
- Summarize your collective view(s) on one of the large pads of paper.
- Reports back and brief discussion
 - 10 minutes

PANELISTS REMARKS

- Professor Frank Dooley, Vice Provost, Teaching and Learning
 - Options for adding graduation requirements
- Professor Jonathan Neal, Incoming UCC chair
 - Core Curriculum Outcomes: Human Cultures
- Professor April Ginther
 - What's on the test?



Purdue Graduation Requirements University Senate Town Hall for Civics

Dr. Frank Dooley
Senior Vice Provost for Teaching and Learning

March 1, 2019

PURDUE
UNIVERSITY

Delegated powers of the faculty, in general

- Subject to the authority of the Board of Trustees and in consultation with the President, the faculties have certain powers with respect to curriculum
- This includes:
 - “[s]ubject to the right of review by the appropriate University faculty through its governing body and except when the interests of that faculty as a whole or the University as a whole or the interests of other schools are affected, the power to develop curriculum, course content, instructional and examination procedures, and undergraduate degree requirements . . .”
- Delegated by the Board of Trustees in a 1964 resolution*

*later referenced as “Section A 4.00 of the University Code”

Delegated powers of the faculty, in practice

- Reflected in the various colleges' various bylaws or other constitutive documents, which provide for the faculty's role in the following:
 - Graduation requirements/nomination of candidates for degrees
 - Approval of new courses and curricula and course or curriculum revisions
 - The quality & improvement of instruction
- In practice, college governance processes establish plan of study requirements for the college and major
- Can be amended through a college's governance process

University Level Degree Requirements

Senate has established requirements of general applicability:

- Must earn at least 120 total credits (some are more)
- Must earn at least a 2.00 GPA
- Must fulfill the requirements of the UCC
- Must earn at least 32 credit hours at the 30000 or higher level from Purdue
- NOTE: can be amended by University Senate, assigned to the Educational Policy Committee

CORE CURRICULUM OUTCOMES: HUMAN CULTURES

- The ability to recognize one's own cultural traditions and to understand and appreciate other cultural traditions and languages.
- Key Skills:
 - Discuss history and the basic principles and operation of government with a view to being a responsible citizen;
 - Discuss economic, social, and cultural diversity within a global context;
 - Describe the cultural, social and historical dynamics that influence individuals and groups;
 - Explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad.

Required: 1 Course in Humanities; 1 Course in Behavioral & Social Sciences

PRESIDENT DANIEL'S PROPOSAL:

Require the passage of a civics test based on the naturalization test to earn a degree from Purdue University.

WHAT DO YOU THINK?

- Please discuss this proposal with those around you.
 - 15 minutes
- Summarize your collective recommendation on one of the large pads of paper.
 - If you can't agree, list both (all) recommendations.
- Reports back and brief discussion
 - 15 minutes

SENATE SURVEY

<https://tinyurl.com/PurdueCivicsSurvey>, Open through 3/15/19

Responses (2/28/19 @ 7:30pm): 720

- Undergraduate students – 7%
- Graduate students – 14%
- Faculty – 41%
- Staff members – 25%
- Administrator – 3%
- Alumni – 4%
- Other – 5%

**Senate Committees
reviewing survey data and
comments from today's
Town Hall:**

- Educational Policy
- Student Affairs

FINAL REMARKS

- Comments?
- Concerns?

We the People of the United States
insure domestic Tranquility, provide for the common defence, promote the general Welfare,
and our Posterity, do ordain and establish this Constitution for the United States of America.

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.
Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.
Section 3. The Senate shall be composed of two Senators from each State, elected by the People for the Term of six Years, and there shall always be one Senator from each State in the Senate.
Section 4. The Times, Places and Manner of holding the Elections of Senators and Representatives, shall be regulated in each State by the Legislature thereof; but the Congress may, by Law, make or alter such Regulations, except as to the Places of Elections.
Section 5. The Senate shall have the sole Power to try all Impeachments, when the House of Representatives shall have impeached; and no Officer of the United States shall be tried, while he is actually acting in Office, unless by the concurrence of a majority of all the Senators present.
Section 6. The Senate shall have the sole and exclusive Power to impeach and try all Officers of the United States, who shall be impeached and convicted by the Senate, shall be removed from Office, and be ineligible to the Office of any Office of Honor, Trust or Profit under the United States.
Section 7. The House of Representatives shall have the sole Power of Impeachment.
Section 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to regulate Commerce with foreign Nations, among the several States, and with the Indian Tribes; to borrow Money on the Credit of the United States, to fix the Standard of Weights and Measures, to coin Money, to regulate the Value thereof, and the Foreign Exchange thereon; to issue Paper Money, to regulate the Value thereof, and the Foreign Exchange thereon; to borrow Money on the Credit of the United States, to fix the Standard of Weights and Measures, to coin Money, to regulate the Value thereof, and the Foreign Exchange thereon; to issue Paper Money, to regulate the Value thereof, and the Foreign Exchange thereon.



CIVICS TOWNHALL
WHAT'S ON THE TEST?

APRIL GINTHER

Purdue University 3/29/2019

Civics: 1 requirement Naturalization

- *Permanent residents for 5 years*
- *“good moral character”*
- *Oath to support the Constitution*
- *\$675 application fee*
- *Passing score on the **Civics Test** (& the English test)*

Civics: 1 requirement Naturalization

- *The questions are designed to test “knowledge and understanding of the fundamentals of the history, and of the principles and form of government, of the United States”*
- *(Immigration and Nationality Act of 1952)*

The Civics Test -- Structure

Five sections

- *American Government*
- *System of Government*
- *Rights and Responsibilities*
- *American History*
 - *Colonial Period and Independence*
 - *The 1800s*
 - *Recent American History and Other Important Information*
- *Integrated Civics*
 - *Geography*
 - *Symbols*
 - *Holidays*

Civics Test – Administration & Scoring

- *100 open-ended questions (all with fixed responses) --- NOT Multiple Choice*
- *10 are selected and orally administered by an immigration officer*
- *Passing score = 6/10*
- *1/3 applicants fail the Civics test, the English test, or both*

A Relevant Study

Investigating the Reliability of the Civics Component of the U.S. Naturalization Test

Paula Winke

Language Assessment Quarterly, 8: 317-341

<https://doi.org/10.1080/15434303.2011.614031>

Research questions

RQ1: Are the 100 civics items on the U.S. Naturalization Test interchangeable?

RQ2: Are all the items reliable? That is, do they reliably measure civics knowledge?

RQ3: Would U.S. citizens who have not prepared for the test mostly pass?

RQ4: Are the individual items easier for citizens than noncitizens?

Methods

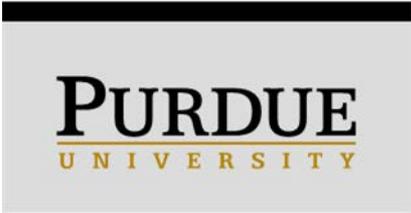
- Michigan State University
- 414 individuals: 187 noncitizens; 225 citizens asked 20 Qs
- 2 10 item forms (1 odd #s, 1 even #s) = 20 items
 - 6 unique items, 4 common items on each form

RQ1: Are the 100 civics items on the Civics Test interchangeable?

NO ---

- wide range of difficulty
- selection of items will result in very difficult, very easy forms

Research questions



More Able Persons	More Difficult Items	High-level Knowledge					
5	*						
	##						
	*##						
	+						
	T						
4	7	TECHNICAL EXPERT					
	66						
	+						
	T						
	##						
	*##						
	*###						
	*###						
	+						
3	21	EXPERT					
	67						
	##						
	*##						
	*###						
	*###						
	+						
	S						
	19						
	12						
	22						
	77						
	9						
	79						
	+						
	S						
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	82						
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	53						
	5						
	51						
	6						
	62						
	63						
	76						
	84						
	29						
	91						
	11						
	16						
	17						
	32						
	34						
	43						
	61	GENERAL					
	13						
	35						
	4						
	81						
	52						
	55						
	57						
	87						
	24						
	49						
	64						
	69						
	80						
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	10						
	30						
	45						
	60						
	86						
	90						
	92						
	26						
	89						
	44						
	95						
	99	BASIC					
	100						
	94						
	+						
	T						
	*						
	+						
	T						
	59						
	97						
	+						
	28	COMMON					
	+						
Less Able Persons	Less Difficult Items	Low-level Knowledge					

Example items – difficult → easy

07. How many amendments does the Constitution have?

66. When was the Constitution written?

68. What is one thing Benjamin Franklin is famous for?

83. During the Cold War, what was the main concern of the United States?

97. Why does the flag have 50 stars?

28. What is the name of the president of the United States now?

Results

07. How many amendments does the Constitution have?

- Twenty-seven

66. When was the Constitution written?

- 1787

68. What is one thing Benjamin Franklin is famous for?

- U.S. diplomat
- oldest member of the Constitutional Convention
- first Postmaster General of the United States
- writer of "Poor Richard's Almanac"
- started the first free libraries

83. During the Cold War, what was the main concern of the United States?

- Communism

97. Why does the flag have 50 stars?

28. What is the name of the president of the United States now?

Results --

RQ2: Are all the items reliable? That is, do they reliably measure civics knowledge?

Not all --

14 items that exceeded acceptable fit indices:

97. During the cold war, what was the main concern of the U.S.?

50. Name one right only for U.S. citizens.

95. Where is the Statue of Liberty?

55. What are two ways that citizens can participate in their democracy?

Research questions

RQ3: Would U.S. citizens *who have not prepared* for the test mostly pass?

YES ---

83% CITIZENS vs. 13% NONCITIZENS

- 4% (passed 1 form/failed 1 form)
- Citizens Average score 70%

Research questions

RQ4: Are the individual items easier for citizens than noncitizens?

Yes – but not always

10 items favor citizens

13 items favor noncitizens (examples below)

- *1. What is the supreme law of the land?*
- *7. How many amendments does the constitution have?*
- *66. When was the constitution written?*

Considerations for Purdue

High stakes tests (e.g., citizenship, graduation) should meet professional standards for reliability and validity.

The Civics Test, as designed and administered as part of the naturalization process, appears to have some problems with reliability.

If adopted at Purdue to determine the civics literacy of undergraduate students, we should examine the test's reliability and validity for our purposes, in our context.

Thank you ---

University Senate Town Hall Meeting – Full Recording

https://mediaspace.itap.purdue.edu/media/University+Senate+Town+Hall+Meeting/0_rdeixnoy?_ga=2.3608498.34244492.1566215801-1108562142.1564402066