

EVALUATION REPORT

IMPACT OF PARTICIPATION IN CAS ON STUDENTS' CIVIC-MINDEDNESS AND CIVIC ENGAGEMENT

PREPARED FOR:
INTERNATIONAL BACCALAUREATE
7501 WISCONSIN AVENUE, SUITE 200
BETHESDA, MD 20814

PREPARED BY:
RMC RESEARCH CORPORATION
633 17TH STREET, SUITE 2100
DENVER, CO 80202

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PREPARED FOR:

International Baccalaureate
7501 Wisconsin Avenue, Suite 200
Bethesda, MD 20814

PREPARED BY:

Shelley H. Billig, Ph.D.

RMC Research Corporation
633 17th Street, Suite 2100
Denver, CO 80202

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For questions about this report, please contact Shelley H. Billig at 1-800-922-3636, or e-mail at billig@rmcdenver.com.

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EXECUTIVE SUMMARY

The International Baccalaureate (IB) is a nonprofit organization that works with nearly 3,300 schools in 141 countries to provide young people with an academically rigorous set of courses designed to help them become engaged world citizens who are active, compassionate, and lifelong learners. The Creativity, Action, and Service (CAS) component of the IB Diploma Programme is designed to involve students in a range of activities that take place alongside their academic studies. It is specifically intended to help students enhance their personal and interpersonal development as well as their social and civic development through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Programme. Students are expected to be involved in CAS activities at least 3 hours per week during the last 2 years of the high school program. Each school has a CAS coordinator who is responsible for providing a varied choice of activities.

IB commissioned a study to explore the types of experiential learning activities and service that students perform and whether these activities vary by country; the ways in which various sites and students conceptualize and operationalize civic-mindedness and whether these definitions vary by country; students' motivations to choose their particular types of service; whether students think they can impact local, national, or global issues through their efforts; and the perceived impacts that participation in CAS has had. RMC Research is conducting the study in two parts: exploratory and investigative. A Phase I exploratory study is a qualitative study designed to understand the range of practices being implemented, motivations students have to participate in particular service projects, and perceived outcomes. The results of the Phase I exploratory study will be used to design a Phase II investigation study. Phase II will use quantitative methods to collect data from a larger sample to answer the research questions for the range of IB Diploma Programme sites in the Americas.

METHODOLOGY

The exploratory study design featured interviews with CAS coordinators and focus groups with IB Diploma Programme students in their junior and senior years. The study utilized an international convenience sample designed to represent 14 schools in the United States, Canada, and South America in a cost-efficient way. Schools in Colorado, Florida, New York, and the greater Washington DC area were selected because they have a large number of IB programs that have been operating for many years, and were located in close geographic vicinity to RMC Research's regional offices. One province in Canada, British Columbia, was selected to participate and two schools in different parts of the province were chosen so that both urban schools in the heart of Vancouver and more suburban schools in the countryside were represented. The country of Argentina was selected to participate since it has a large number of IB programs in the country, and the sample of three institutions reflected both private and public schools to represent the types of schools in the country operating the program. RMC Research and IB research staff jointly selected the states, provinces, and

countries to be included and IB research staff chose the specific schools to be invited. The final sample includes 19 CAS coordinators and 112 students. All data were collected in October and November, 2012.

FINDINGS

TYPES OF SERVICE ACTIVITIES IN WHICH STUDENTS ENGAGED

- **Students engage in a large variety of experiential activities to meet CAS requirements.**

There is no single area in which service activities were concentrated. Rather, students participated in a wide range of activities that included tutoring young children, working in soup kitchens, visiting elderly residents in assisted living facilities, and conducting fundraising and/or donation drives to benefit families in other cities or countries. Some students are entrepreneurial and developed their own initiatives. Many provided services for nonprofit organizations. The variety of activities in which students engage is nearly limitless and this Phase I exploratory study did not suggest that any particular field, such as education or the environment, drew any more or fewer students than others.

- **Approaches to helping students meet CAS requirements appear to vary somewhat by country.**

This study showed that schools in Argentina were most likely to provide organized activities for students to meet CAS requirements whereas schools in the United States were more likely to leave students to their own devices to find service opportunities. Schools in Argentina tended to organize either week-long visits to other sites in the country to distribute clothing and sponsor events or to arrange service with an organization on a weekly basis so that students have routine opportunities to fulfill service hour requirements. The two schools in Canada differed, with one providing some organized activities and the other prompting students to choose their own.

CONCEPTUALIZATION OF CIVIC-MINDEDNESS

- **Civic-mindedness was not clearly or consistently understood by participants in the CAS programs.**

Many students did not know what civic-mindedness meant. However, most believed that they should engage in activities to help the community. Across schools, the concept of civic-mindedness was generally related to becoming charitable. In Argentina schools, the concept appeared to be related to having an obligation to help others because the students were privileged and others were not. In Canada and the United States, the concept appeared to be related to developing an ethic of service. With the exception of a few students, civic-mindedness was not connected to politics and being politically active, but rather being

connected to duty and responsibility. The CAS requirement appeared to be more clearly associated with personal development and efficacy than a drive to make a difference in the world.

- **Students and coordinators most often identified interpersonal skills as key to being effective in becoming “civic-minded.”**

Respondents most often mentioned the need to communicate well, resolve conflicts, and acquire leadership and teamwork skills as part of their service experience. They did not mention the need for deep understanding of issues or other cultures, which are often mentioned in studies of service-learning programs. The emphasis in CAS was on the service, not the learning.

- **Students and coordinators tended to discuss the need for being “civic-minded” in terms of the need to help students become more well-rounded.**

Both students and CAS coordinators believed that the purpose of CAS was to help them develop skills beyond the academic domain. The service requirement was conceptualized by many as an effort to develop “the whole child” or to push students out of their comfort zones by emphasizing connectedness to people they do not know who live under other circumstances. Some saw the program as the antidote to the strong emphasis on academic performance and believe that the program was a stress-reducer for some students and for others, a way to bring them “out of their shells.”

MOTIVATION TO PARTICIPATE IN PARTICULAR SERVICE ACTIVITIES

- **Most students engage in service activities for humanitarian reasons and not just to fulfill the requirement.**

While the original impetus for participation in service may have been to meet CAS requirements, most students found that they enjoyed the service experience and gladly participated. They believed that it was important to help others and characterized their experience as interesting and fun. A few, though, described the experience as a waste of time. Those who did not appreciate the experience generally either engaged in tasks that were not meaningful to them, service that was not of their own choosing, or service activities they did not enjoy or that resulted in a negative experience.

- **Students were not motivated to serve by political interests and service only rarely affected their political thinking.**

Students generally did not believe that their service had anything to do with politics, but was instead directed to meeting community needs which were apolitical in nature. There were a

few notable exceptions, such as those who became strong environmental activists and those who worked on behalf of immigration reform.

- **Students were influenced by their friends in choosing particular service projects.**

While some students joined a service project to be with friends, most said that their friends influenced them in terms of providing information about which organizations provided fun or interesting opportunities. Most students did not engage in the service with their classmates. Exceptions were for those who participated in coordinator-organized service, such as summer boot camps for training incoming students to the IB program or those who engaged in the immersive activities in another town.

- **Some student service was influenced by parents.**

Parental influence was described by students and coordinators as affecting attitudes toward service in three ways. Parents who had a history of providing service or were activists sometimes convinced their child to work alongside them or in the same field and frequently helped their children to have a very positive attitude toward volunteerism. Parents who had a religious tradition of service typically had already exerted influence on their children's attitudes toward service and students continued serving in much the same ways as they had in the past. Finally, some parents were opposed to the service requirement. They believed that the requirement took time away from what they considered was more important: academic performance. These parents sometimes complained about the requirement to the coordinator and their children appeared to be some of those who had a less positive experience.

- **Motivation to serve appeared to vary somewhat by country.**

Students and coordinators in Argentina schools tended to discuss the importance of civic duty and a responsibility for helping others. Students talked about the requirement in terms of the obligations they had because they were privileged or had more opportunities than others. Most of the sentiment was focused on patriotism and the need to help others in their own nation. Students in Canada appeared to have more of a local orientation. They were somewhat more focused than their peers in the United States on issues related to immigration and assisting others in their communities who would receive direct benefits. U.S. students expressed a wide range of motivations to serve, ranging from the need to help others to the need to look better on one's resume. There appeared to be less concern about global issues or any given area of need except when an issue, like helping immigrants or working on the environment, was emphasized by the coordinator.

- **Students felt that they could make more of a difference at the local level than at the national or global levels.**

Students felt a sense of efficacy when they served in local settings. Most said that they could see and measure the impact of their work and several believed that by serving as a role model,

they had also influenced the efficacy of others. Students felt that they had less of an influence when they worked on global or national issues, reporting that it was difficult to make a difference or to see the changes that occurred as a result of their efforts. Some were skeptical about international organizations. Students in Argentina tended to have the same feelings about global issues, but reported that they had made a huge difference in the lives of the people in the Argentine villages they served.

PERCEIVED IMPACTS

- **Both students and CAS coordinators identified a large range of student impacts that resulted from the service dimension of the program, mostly in the personal development domain.**

Students and coordinators at all sites mentioned a range of personal and social development outcomes that derived from the provision of service. Both groups thought students developed an ethic of service, became more caring, open-minded, and reflective, and developed more self-confidence and maturity. Students were said to acquire leadership and teamwork skills, identify lifelong goals and passions, develop specific skills related to the service they provided, and learn more about themselves. They did not think that the program influenced their political thinking, though some said the experiences redirected career goals. Students also thought that the service experience had little effect on their cultural sensitivity since they already had high levels of respect for people from diverse cultures and that their parents were more influential than their service in this domain. Coordinators slightly disagreed, reporting that they believed students had become more sensitive to individuals in particular circumstances. For example, they thought students were more respectful and understanding of the elderly or of children, and sometimes gained more sensitivity to the cultural and political conditions of people from distressed countries for whom funds were raised.

- **Students felt that they changed their perspectives about the world and their responsibilities within it.**

Despite their struggle with the term “civic-minded,” students reported that they had a better understanding of their place in the world and a feeling that they could make a difference. This sentiment was widely held by all of the students in Argentina and most in Canada. Fewer students in the United States reported this feeling. There was less consistency in the feelings about this from students in the U.S. schools than students from schools from other countries. Some students (but not all in any site) believed they developed a responsibility to contribute to society to make the world a better place. Several discussed the idea that adults changed their views of them, with adults being more likely to see youth as equals and bringing value to a situation.

- **Most students believed they had made a measurable impact on the community.**

Those who reported an impact said that they could see visible results of their efforts, such as observing a positive change in reading fluency levels among children in tutoring programs, the cleanliness of a park, the number of clothing and goods collected, or the number of funds that had been raised. Others felt that they had limited or no impact, especially when they raised funds and did not know how the funds were used, when the student had a negative experience, or when the students set goals that were unrealistically high.

In addition to these findings, several respondents made informal suggestions to improve the CAS program. Recommendations were wide ranging and included having coordinators plan service for the entire junior year cohort so they could jell as a team and struggle less in finding service opportunities; being given credit for service conducted the summer before the students joined the IB Diploma Programme, linking students from various sites to engage in joint service, requiring local service one year and global service another, and changing the reflection activities. Coordinators suggested forming greater linkages to academic skills, placing a greater emphasis on becoming civic-minded, and providing more structure and examples for the CAS program.

INTRODUCTION

This section provides background information on the program and the goals for this study, followed by an explanation of the organization of this report.

The IB is a nonprofit organization that works with nearly 3,300 schools in 141 countries to help young people engage in an academically rigorous set of courses designed to help them become engaged world citizens who are active, compassionate, and lifelong learners. Students who enroll in the IB Diploma Programme take six courses at advanced or standard level in languages, social studies, experimental sciences, and mathematics. Students also choose an additional course in one of these areas of study or in the arts.

CAS Component. The CAS component of the IB Diploma Programme is also required and is designed to involve students in a range of activities that take place alongside their academic studies. The requirement is a fundamental part of the IB Diploma Programme and “takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.” The component’s three strands are characterized on the IB website as follows:

- 1. Creativity:** arts and other experiences that involve creative thinking. Creativity is interpreted broadly to include a wide range of arts activities and the creativity students demonstrate in designing and implementing service projects.
- 2. Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme. Action can include participation in individual and team sports, taking part in expeditions and participating in local and international projects.
- 3. Service:** an unpaid and voluntary exchange that has a learning benefit for the student. Service encompasses a host of community and social service activities including, for example, helping children with special needs, visiting hospitals, and working with refugees or homeless people.

CAS is intended to help students “enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Programme. It should be both challenging and enjoyable – a personal journey of self-discovery that recognizes each student’s individual starting point.” (IB website).

According to IB literature, CAS activities should provide activities that are real and purposeful and that result in significant outcomes; that include personal challenge; that are achievable but extend the student beyond what he/she already knows and is able to do; are thoughtful and

engage students in planning, reviewing progress, and reporting; and are designed to involve students in reflections on outcomes and personal learning.

Students are expected to be involved in CAS activities at least 3 hours per week during the last 2 years of the high school program. General guidelines specify that the CAS activities can be completed in teams or as individuals and can take place in local, national, or international contexts. Each school has a CAS coordinator who is responsible for providing a varied choice of activities. CAS is monitored by IB regional offices. Goals of the CAS program are to help students:

- Increase awareness of their own strengths and areas for growth;
- Undertake new challenges;
- Plan and initiate activities;
- Work collaboratively with others;
- Show perseverance and commitment to their activities;
- Engage with issues of global importance;
- Consider the ethical implications of their actions; and
- Develop new skills.

Students are required to provide evidence that they have achieved all eight goals.

Goals for this study. IB Diploma Programme leaders are interested in understanding the impact of participation in CAS activities on participating students. Specifically, leaders would like to know the types of experiential learning activities and service that students perform and whether these activities vary by country; the ways in which various sites and students conceptualize and operationalize civic-mindedness and whether these definitions vary by country; students' motivations to choose their particular types of service; whether students think they can impact local, national, or global issues through their efforts; and the perceived impacts that participation in CAS has had.

RMC Research has designed a two-part study to answer these questions. First, to gain a deeper understanding of the range and depth of activities in which students engage as part of their CAS work, RMC Research designed a qualitative study that included interviews with CAS coordinators and focus groups with current IB Diploma Programme juniors and seniors. The results of this phase are presented here.

The information from this phase of the study will be used to develop a survey that will be administered in Phase II of the study to explore the extent to which the information gained in Phase I can be generalized to all IB Diploma Programmes in the United States, Canada, and South America. The Phase II quantitative study is planned for the winter and spring of 2013.

ORGANIZATION OF THIS REPORT

This report is organized into four parts. After this introduction, the methodology used to conduct the exploratory study is discussed, including the ways in which the sample was identified and the design of the study itself. Findings are then presented, along with illustrative quotes. Finally, conclusions are drawn and implications for survey construction are discussed. The Appendix provides the instruments used for data collection.

METHODOLOGY

This section provides the research questions guiding the study and a description of the methodology used to conduct the exploratory study, including a description of the qualitative data collection instruments, sample, and data analysis techniques.

Research Questions. The Phase I study was guided by questions that were jointly developed by IB and RMC Research Corporation researchers. Research questions included:

1. In what types of experiential learning activities and service are IB Diploma Programme students engaged in order to satisfy CAS requirements?
 - a. How do these experiential learning activities vary by country?
 - b. How do student participants and their CAS coordinators conceptualize civic-mindedness and how do these definitions vary by country? What types of knowledge and skills are part of civic-mindedness? To what extent do students and teachers believe that schools and the IB Programme can influence civic-mindedness?
 - c. How do students and their CAS coordinators rationalize the activities they undertake as being “civic-minded” in nature? How do these rationalizations vary by country?
2. Given that participation in civic activities is required, what motivates IB Diploma Programme students to engage in particular types of service (e.g., service associated with environment, health-related issues, senior citizens, and other types of service)?
 - a. To what extent is student motivation to provide various forms of service related to factors such as the desire to offer personal assistance, contribute to a broader social interest, address political interests, or address human needs, or simply to satisfy IB Programme mandates?
 - b. To what extent are students influenced by friends to provide specific types of service? To what extent are they influenced by parents?
 - c. Does motivation vary by country?
 - d. To what extent do students believe that they have efficacy, that is, they can make a difference on global, national, and/or local issues and individual circumstances? Does student efficacy vary by county?

STUDENT OUTCOMES

3. What impact does service in CAS have on students’:
 - a. Sense of personal and social responsibility?

- b. Personal/social development in terms of self-confidence, self-efficacy, cultural sensitivity, and leadership capacity?
- c. Civic responsibility and civic-mindedness?

METHODS

The Phase I exploratory study was conducted using interviews with CAS coordinators and focus groups with IB Diploma Programme students in their junior and senior years. With the exception of one telephone interview with a CAS coordinator, all of the data collection was conducted face-to-face.

Interview and focus group protocols were designed to answer the research questions and were reviewed and approved by IB research staff. The protocols were piloted in one site in Colorado and found to be appropriate for collecting the data needed and meeting information targets during a 30 to 45 minute timeframe. No questions were changed as a result of the pilot, and information from the pilot was included in the overall exploratory study.

SAMPLE

The sample for this study was an international convenience sample of 14 schools designed to reduce travel costs and still represent IB Diploma Programme schools in the United States, Canada, and South America. The sites in the United States were in Colorado, Florida, New York, and the greater Washington DC area. These schools were selected because they have a large number of IB programs that have been operating for many years, and were located in close geographic vicinity to RMC Research's regional offices. One province in Canada, British Columbia, was selected to participate and two schools in different parts of the province were chosen so that both urban schools in the heart of Vancouver and more suburban schools in the countryside were represented. The country of Argentina was selected to participate since it has a large number of IB programs in the country, and the sample of three reflected both private and public schools to represent the types of schools in the country operating the program. RMC Research and IB research staff jointly selected the states, provinces, and countries to be included and IB research staff chose the specific schools to be invited.

Letters of invitation explaining the purpose of the study, onsite data collection activities, and protocols for participant assent and parent consent were sent to selected sites. All but two of the schools accepted the invitation. The two schools that did not respond cited conflicts in scheduling and/or were unresponsive to e-mails and telephone calls. These sites were replaced by other schools in the same geographic region.

RMC Research staff followed the e-mail invitation with telephone calls to provide further explanation of the study and to set a date for the site visit. Adult consent and parent permission forms were sent in advance of the visit. In one case for a school in Hillsborough, Florida, a district institutional review board application was filed and permission for the study

was secured. All contacted adults agreed to participate in the study. Parents of all of the invited students permitted their children to participate in the student focus groups. All groups agreed to be audiotaped.

Student focus groups and two coordinator interviews in Argentina were conducted in Spanish. All other focus groups and interviews were conducted in English. The location and number of students and coordinators in the final sample is presented in Exhibit 1. All data were collected in October through November, 2012. At least one coordinator and between 5 and 12 students participated in focus groups at each school.

EXHIBIT 1. EXPLORATORY STUDY: SAMPLE LOCATIONS AND NUMBERS OF PARTICIPANTS

School Location	Number of Student Focus Group Participants	Number of Coordinators Interviewed
Denver, CO, USA	17	2
Washington DC, USA	5	1
Falls Church, VA, USA	6	1
Tampa, FL, USA	5	1
Sarasota, FL, USA	11	1
New York City, NY, USA	6	1
Bronx, NY, USA	8	1
Staten Island, NY, USA	7	1
Abbotsford, British Columbia, Canada	9	2
Vancouver, British Columbia, Canada	12	1
Buenos Aires, Argentina	10	1
Buenos Aires, Argentina	9	1
Buenos Aires, Argentina	7	5
	112	19

DATA ANALYSIS

All interviews and focus groups were audio-recorded. Individuals who moderated the focus groups and conducted the interviews also took notes. Recordings and notes were summarized and analyzed for trends. Exhibit 2 shows the data analysis approach used for each research question.

EXHIBIT 2. QUALITATIVE DATA ANALYSIS TECHNIQUE FOR EACH RESEARCH QUESTION

Research Question	Analytic Technique
Experiential Learning Activities and Variations	
In what types of experiential learning activities and service are IB Diploma Programme students engaged in order to satisfy CAS requirements?	Listing and qualitative coding and categorization
How do these experiential learning activities vary by country?	Sorting by country
How do student participants and their CAS coordinators conceptualize civic-mindedness and how do these definitions vary by country?	Qualitative coding and categorization, sorting by country
What types of knowledge and skills are part of civic-mindedness?	Qualitative matrix coding
To what extent do students and teachers believe that schools and the IB Programme can influence civic-mindedness?	Qualitative coding for agreement/rationale
How do students and their CAS coordinators rationalize the activities they undertake as being “civic-minded” in nature?	Qualitative coding
How do these rationalizations vary by country?	Sorting by country
Student Motivation	
Given that participation in civic activities is required, what motivates IB Diploma Programme students to engage in particular types of service (e.g., service associated with environment, health-related issues, senior citizens, and other types of service)?	Listing and qualitative coding and categorization
To what extent is student motivation to provide various forms of service related to factors such as the desire to offer personal assistance, contribute to a broader social interest, address political interests, or address human needs, or simply to satisfy IB Programme mandates?	Qualitative coding and categorization
To what extent are students influenced by friends to provide specific types of service? To what extent are they influenced by parents?	Qualitative coding and categorization
Does motivation vary by country?	Sorting by country
To what extent do students believe that they have efficacy, that is, they can make a difference on global, national, and/or local issues and individual circumstances? Does student efficacy vary by county?	Qualitative coding, categorization, and sorting by country
Student Outcomes	
What impact does service in CAS have on students’ sense of personal and social responsibility?	Listing, qualitative coding, categorization
What impact does service in CAS have on students’ personal/social development in terms of self-confidence, self-efficacy, cultural sensitivity, and leadership capacity?	Listing, qualitative coding, categorization
What impact does service in CAS have on students’ civic responsibility and civic-mindedness?	Listing, qualitative coding, categorization

Once trends were identified, representative quotes were abstracted from the audio tape recordings. Reports were reviewed for accuracy by focus group moderators.

FINDINGS

This section provides results from the qualitative research study. CAS activities are described first, followed by discussions of the conceptions of civic-mindedness, motivation for participating in different types of service, and perceptions of impact. Suggestions for improving the impact of the program are also presented.

CAS ACTIVITIES

Students engaged in a wide variety of experiential learning activities to fulfill their CAS requirements. There were significant variations across schools and a few variations by country. This section starts with an explanation of the way sites were organized for service, followed by a description of the types of activities performed and differences by country.

Variation across schools. CAS programming was not delivered in a uniform way across the 14 sites in the sample. In most schools, students in their junior and senior years were asked to engage in CAS activities of their own choosing. Students identified service activities by joining extracurricular clubs, through their families' activities or religious institutions, or through lists of nonprofit organizations provided by the school, and volunteered their services in settings they selected based on their interest, availability of time, or other factors such as the desire to be with friends or hearing that the work with a particular organization was fun, easy, and/or consistent with the student's interests.

We engage in a variety of topics for service. It's not mandated. Some work with food campaigns, some with nonprofits. Some do recreational activities. Some engage in public debates. The only rule is that the CAS must be continuous and intense. We urge students to go beyond their comfort zone.

– CAS coordinator

Some students started an initiative themselves, such as organizing a community drive to collect recyclable items or a fundraising campaign to benefit a particular cause such as environmental conservation. Others continued volunteerism that began before their participation in the IB Programme, such as volunteering with their church, temple, or synagogue.

We help them organize to provide in-depth service for an entire year. If they do it on their own, they are too scattered in their involvement. Then when it comes time for college essays, they have a hard time talking about their extracurricular involvement because it is so scattered. Our CAS program helps them find a focus so they can talk about the impact that their services has had on their lives and others'.

– CAS coordinator

In several cases where individuals were allowed to choose their own projects, students tried to address all of the CAS requirements in a single effort. For example, one student became an after-school basketball coach and in just a few hours of work, met his requirements to be creative, engage in action, and provide service. More often, the creativity and service dimensions were blended and the activity component remained separate,

connected to athletics or exercise rather than to the other CAS dimensions. Some students believed that the blending was appropriate and others felt that it was “cheating.”

Schools with systematic planning. In a few sites, planning for the service dimension of CAS was more systematic. In one school in Argentina, for example, five to seven student leaders convened once a month to plan service activities for the month for all students. Students in the school could opt to engage in the Saturday activities or choose their own. One school in Canada selected a service project for the students’ junior year. All students were asked to join the project, becoming an interdependent planning and implementation team. In their senior year, they could continue or engage in a different type of service. Another school in Canada asked students to organize a summer camp for incoming IB students.

Two schools in Argentina consistently served schools in other regions of the country. In both cases, both juniors and seniors planned and implemented clothing and food drives throughout the year, sorting the goods and preparing them for distribution. Then seniors traveled to the receiving site and stayed there for a week, distributing the food and clothing and working with the local community in sponsoring a carnival or fair or other community event. While visiting the other town, the students sometimes also tutored young children or engaged in recreational activities with local residents. In that way, the students felt they learned more about the culture of the people from the town and the socioeconomic and environmental circumstances that affected their lives.

At the third Buenos Aires site, the coordinator discontinued trips to the countryside because there was a bus accident on the way to the town where service activities were to take place and some students and teachers perished. However, at this site, the coordinator continued to organize local activities for the students such that they have opportunities every Saturday to meet the CAS requirement by working with the elderly.

A school in New York organized at least one international project per year. Students learned about a country, typically a distressed country in Africa, and collected funds and goods to send to a needy community. Students could opt to travel to that community or to another international location for a service immersion project either over spring break or over the summer. A similar type of service was organized by one site in Canada, but students do not travel to the country to distribute the goods.

Some coordinators believe that the “scattershot” approach to provision of service was not as effective as more organized approaches. Others believed that it was not their place to provide that much direction to students, but that their roles were to facilitate students’ outreach, engagement, and reflection efforts. Still others tried to find a middle road, offering some organized activities but otherwise leaving students to their own devices.

Students had mixed feelings about whether their service should be organized. Some students said that organized activities were more powerful and they could make more of an impact when they do things together, especially if the service was thoughtfully planned. Some

students and coordinators viewed the organized activities as positive legacy projects and an obligation/responsibility they had to fulfill.

The organized approaches that were most popular were the immersion activities in other towns in one's own country or another community. The organized approaches that were least frequently selected by students were those strictly planned by coordinators that involved service without direct contact with those being served. The middle ground, popular for some but not favored by all students, were those that students planned (such as orientations for students new to the IB Programme) that provided leadership opportunities for some but not all students.

Those who favored choice said that they liked to have more of a voice in their own selection of service and liked to match the service to their interests. Those who disliked choice were those that had a hard time finding a project that they liked.

Reflection activities. Reflection activities are a required part of the CAS program, but these activities also varied across schools. In some programs, students kept a journal and provided written reflections on their experiences on some sort of routine basis, ranging from once a week or month, several times a quarter, or once a year. In other sites, reflection was verbal and occurred during CAS elective class time. In still other sites, one-on-one verbal reflections were required between the student and the coordinator.

One Colorado school used *Manage Back*, an online program that allows students to manage their activities online. Students entered learning outcomes they were trying to address, reflections, *YouTube* clips that represented their feelings, pictures, and other artifacts that helped them explain their experiences. The CAS coordinator viewed the reflections, monitored how often they updated their entries, and provided comments. Students also used the program to communicate with other teachers and students.

RANGE OF SPECIFIC CAS ACTIVITIES PERFORMED BY STUDENTS DURING THE PAST YEAR

Consistent with the way that the CAS programs were organized, students from the 14 sample schools reported that they engaged in a range of activities as part of their CAS requirement during the past academic year. Examples included tutoring elementary school children, fundraising for a large range of nonprofit organizations, participating in food or clothing drives, serving as athletic team coaches, assisting with summer camps, working in animal shelters, volunteering in faith-based organizations, and providing elder care. In many sites, students joined clubs such as 4H or the Key Club.

Those students in the sites that engaged in more systematic efforts tended to work as a group, gathering food, clothing, school supplies, and other materials for a school or village in another part of the country and engaging in fundraising for travel. Those in their senior years then spent a week at the partner site, working in the community, playing with children, and

distributing the goods they collected. Some in the systematically planned service sites also conducted research on a project and then designed and executed a fundraising campaign.

In a few cases, students initiated service projects, establishing new organizations for political or social purposes. For example, in one Canadian site, students developed a conservation corps. In a New York site, students developed a program to help undocumented workers. One student from Canada organized trips to China (where her family originated) and a student in New York established a cadre of personal trainers to help other students to become fit.

The service that the students provided typically was community service and was not linked in any way to their academic studies. Students were required to engage in reflection activities and most either kept journals or discussed their projects with coordinators. Reflection activities often prompted the students to think about how they had grown as individuals and the impact their service made on the community being served. Most did not discuss their work with other students.

VARIATIONS BY COUNTRY

There were three apparent variations by country: the extent to which the service was organized by the coordinator and the extent to which the service was viewed as an obligation. There were also slight variations in the extent to which service was viewed by all students as meaningful.

As previously mentioned, the service portion of CAS in Argentina and Canada tended to be more systematically organized than the service portion in U.S. programs. Two of the three schools in Buenos Aires organized visits to other cities and the other coordinator organized the Saturday program.

The students and coordinators in Argentina also spoke about their obligation to help others in their own country since they were likely to be among the future leaders of the country. They discussed service in terms of the need to provide assistance to others less fortunate than themselves. More often than their peers in other countries, they discussed service in terms of the policies that connected to the service they provided. For example, in reaction to a policy that banned plastic bags in grocery stores, students talked about the need to make and distribute fabric bags to impoverished families so that they did not have to buy them on their own. They also talked about the need to help build the capacity of others to “lift themselves up” and were particularly interested in helping spread information on disease prevention, health services available to families, and services related to maintaining a clean and healthy environment.

I have teacher friends who integrate service and learning almost seamlessly and the kids learn by but maybe we should. Maybe the service would be more meaningful.

– Coordinator

The two Canadian schools differed in their approaches, with one providing more organized activities than the other. However, in both sites, students discussed the needs of immigrant families and preferred outreach to local communities rather than working on behalf of national or global concerns. Their rationale had to do with being able to make a visible difference in a short period of time and the desire to work on the pressing issues of the day.

Schools in the United States tended to feature open choices for all students. The sites in Colorado and Virginia, though, tended to think that the program should be more closely aligned to service-learning than to community service since coordinators thought that the outcomes for students would be more powerful.

The greatest discontent from the programs appeared to be in certain U.S. venues where several students, typically one or sometimes two per school, thought the requirement was a waste of time. This sentiment was not expressed in the five non-U.S. schools.

THE CONCEPT OF CIVIC-MINDEDNESS

To understand the ways in which coordinators and students linked the idea of service to the desired outcomes of becoming more civically responsible and developing an ethic of service, students and coordinators were asked to define the term “civic-minded” and to identify the attitudes, knowledge, and skills associated with being civic-minded. They were also asked to identify the ways in which CAS contributed to civic-mindedness.

I don't know. It's difficult to define. I think it means we are privileged and have something to give and a responsibility for doing so.

– Student

I think it means that you need to be a servant leader and a good team member.

– Student

Definitions of civic-mindedness. When asked to define the term “civic-minded,” many students were stumped, particularly those in Washington DC, Florida, and one location in

I also think it involves not just letting other people take care of it and just sitting back. There are those who do, there are those that site and just watch it happen. Then there are those that don't even see it happen. So civic-mindedness is actually taking part in it, actually knowing what's going on . . . participating in community service because you know what the benefit is, not just become everyone is or because we have to do it.

– Student

Canada. In these sites, some deconstructed the term and said that being civic-minded was being connected to the community (“civic”) and represented a “state of mind.” Others talked about leadership and teamwork. Still others said that civic-mindedness was being tolerant of others’ points of view. Some defined civic-mindedness as being polite to others.

Coordinators in these sites were likewise unclear about the definition. Their responses ranged from having empathy to being aware of community issues. A few said that they had never heard the term.

In several other locations, though, both students and coordinators were more aware of the idea of civic-

mindfulness and provided more consistent answers. In New York, for example, students talked about awareness of local, national, and global issues and becoming an active and responsible citizen. They discussed the ways that individuals perceive one another and the need to be respectful of multiple points of view. Some New York students also talked about perceiving oneself as being part of a larger community and having responsibilities for caring and having an impact on other's lives.

Colorado students linked the idea of civic-mindedness to the IB Programme's theory of knowledge and discussed the need for open-mindedness and critical thinking. Coordinators more consistently defined civic-mindedness as being aware of community needs and developing the responsibility to take action to meet needs.

Students from Buenos Aires talked about their responsibilities to help others and help their country to succeed. These students said that the concept is not really called "civic-mindedness" in Argentina, but rather was part of community engagement and the actions that privileged people owe to those less fortunate.

Skills needed to become civic-minded. Though they were unclear about definitions of civic-mindedness, most respondents believed that the underlying skills related to being connected to the community and volunteering for service were identifiable and included the development of empathy, communication, and teamwork. Nearly all of the groups said that the key to being effectively civic-minded was the development of interpersonal skills.

In addition, some students mentioned that civic-minded people needed specific cognitive and physical skills so they could help others in particular ways, such as through building houses or community organizing. Others said that no specific skills were needed.

We are working on this, to better understanding what it means to be civic-minded. It's not fully conceptualized but we think of it as some combination of promoting more responsibility and engaging students in action, more capacity to reflect on one's efforts, an ability to analyze local, national, and global issues better. It's kind of a stage in personal growth. Knowing what you want to do with your life in terms of your relationship to society. Knowing your own capacity.

– Coordinator

The ability of the school and the IB Diploma Programme to influence civic-mindedness. Most students and all of the coordinators believed that civic-mindedness was influenced by schools

CAS inspires us to be proactive, to find our passion and do something to make a difference. It helps you to become a humble leader, to develop compassion for others and think outside of yourself.

– Student

and highly influenced by the CAS program. Specifically, they believed that the CAS program helped them to learn about the world and "real life" through the service they provided. They thought that the program was designed to inculcate a sense of responsibility for helping others and for contributing to meeting community needs and solving problems.

Students in several focus groups pointed out that CAS strongly encouraged students to raise their awareness about local, national and community issues through class discussions and

through the service activities. They believed that CAS tries to get students actively engaged in helping the community, but that the degree of actual efficacy depended on the project.

The range of answers given to this question appears to be related to the emphasis placed on civic responsibility in the specific IB Diploma Programmes and possibly linked to the types of reflection activities that students are provided. Those who sought their own community service activities were

far more likely to struggle with the definition or provide superficial responses than those who participated in programs that were more systematically planned and implemented.

I think a large part of what IB teaches you is you need to be tolerant of people in every sense of that word. You need to know and understand about other people's circumstances. You need to be able to act appropriately in different situations. You need to have people skills, social skills, emotional stability.

– Student

Differences by country. The term “civic-minded” was a relatively unfamiliar one in most sites. Those in Argentina, though, tended to link their ideas of civic-mindedness to helping fellow Argentinians and lifting the state of the country more generally. Once again, they talked in terms of privilege and opportunity, in both the private and public schools, and said they had an obligation to help those less fortunate. They thought that part of being civic-minded meant that one should keep the position of relative privilege in mind at all times. Several discussed “civic duty” and “civic responsibility.” Both students and teachers clearly stated they had an obligation to others. Their answers appeared not to be politically motivated, but rather motivated by the desire to be charitable. A few students referred to their religious upbringing but others did not concur and said instead that it was simply an obligation because they came from more affluent families or had more opportunities than others because they were in the IB Programme.

There were no particular differences that emerged between U. S. and Canadian sites. In both countries, students felt they should be socially responsible, but the range of responses to questions was about the same. They, too, tended to see their service as being charitable rather than political except in cases where service had a political purpose, such as working on behalf of the Dream Act in New York. U.S. and Canadian students did not appear to associate their service with being privileged and obligated to give back.

MOTIVATION TO PARTICIPATE IN PARTICULAR TYPES OF SERVICE

The IB Diploma Programme suggests and, in most schools, mandates service, asking students to perform 150 service hours a year or 3 hours per week. A few schools do not mandate a certain number of hours, but instead encourage the students to volunteer so that they will become more well-rounded or will look better on their college applications. In these cases, coordinators asked what service students performed, but did not ask the students to track or meet a threshold of service hours.

Student focus group participants were asked about their motivation to serve and specifically why they selected the particular service projects in which they participated, whether they were motivated by humanitarian concerns or by compliance with requirements, and the extent to which their classroom discussions, friends, and/or parents influenced their decisions. Coordinators were also asked to relay their perspectives on these issues. In addition, all respondents were asked if they thought the requirement was a good one.

Rationale for the selection. Most students selected their projects because they heard about the service opportunities from their friends and/or the IB coordinator and thought the activity might be interesting. Some specifically selected projects related to a field in which they intended to pursue a career. For example, one student who wanted to become a surgeon volunteered at a hospital. Another student who was interested in politics volunteered in a *Get Out the Vote* drive.

Other reasons provided for selecting specific activities had to do with their own history of volunteerism and their ability to capitalize on what they were already doing; the attractiveness of the cause or the organization; the type of volunteer work that was being solicited; and the value of service work for enhancing one's resume. Some felt that service was a religious obligation and others had personal reasons for selecting organizations. For example, one student who was a relatively newly-arrived immigrant wanted to build homes with Habitat for Humanity since most of the homes went to immigrant families.

Coordinators tended to report that students chose their specific projects based on personal interest, convenience, and personal skills. During junior year, students were most likely to volunteer either with their friends or with an organization with which they were already familiar due to family influence, religion, or coordinator direction. Seniors were more likely to branch out.

In some cases, the schools had a tradition of working with particular groups and the students and school felt an obligation to continue. For example, one school had been working with a senior citizen's home for more than 10 years, and the students did not want to disappoint the seniors who looked forward to visits from the youth.

Altruistic versus pragmatic reasons. The vast majority of students in the focus group reported that they were motivated by altruistic or humanitarian reasons rather than pragmatic reasons (such as improving their chances to get into a specific college), though students in many of the groups said that they knew of many other students who participated only because they wanted to build a resume or because they were required to perform service. Students in

There were some of us—and I was one of them—who really resisted the whole thing. I thought it was forced labor. What's the idea of involuntary volunteerism? It didn't make sense to me. But I did it anyway and I am so glad I did. I love working with the kids. I didn't know how good I would be at it and how good I would feel when it was done. I lead the whole effort now and 10 of us go to the elementary school every week. It's great to see those kids reading because I helped.

– Student

multiple focus groups pointed out, though, that many of those who initially participated because they “had to” later found that the experience was fun and meaningful, and were more enthusiastic about volunteering in their senior year.

Out of all of the students in the focus groups, only two said they were influenced in their choices by class discussions. The rest said that their service was completely disconnected from their classroom activities.

The influence of teachers and coursework. Very few students believed that their coursework was related in any way to the CAS requirement. The few exceptions were those students who said they learned about an issue in their Peace and Conflict class or history class that they wanted to know something about, and learned that there were service opportunities in the area of interest. Coordinators also said that courses were not directly related to CAS rarely had an influence on the students. Some recognized that it would be helpful to have an academic connection since they knew that service-learning in some schools helped students to master academic material and apply it to multiple types of situations. These coordinators tended to come from states in the United States and countries where service-learning has become widely adopted as an integrated academic strategy.

The influence of friends. Students reported that their choices for service activities were influenced by their friends. While some reported that “it would be weird to volunteer on your own,” most said that the influence was not predicated on wanting to serve with your friends but rather on learning about what the service entailed and whether it “was fun or not.”

Coordinators tended to think that friends were very influential both in terms of the specific types of service provided and in the way service was perceived overall. When leaders among the group were enthusiastic about service, more of the students also became enthusiastic and even passionate about their work. When leaders resisted, so did other students who had originally been relatively neutral about whether they liked service or not.

I was the chairperson for the summer camp this year. My friends and I all made sure that the incoming juniors could see the benefit and fun to be had in becoming involved and helping other people. We had testimonials, brought in some of the people we served, made it a fun time. Because it worked so well, we are going to do something like this every year.

– Student

Coordinators also believed that isolated students had a much harder time finding an appropriate service opportunity than those with lots of friends. In the case where students were thought to be isolated,

coordinators tended to direct the students to specific activities or pair them up with others.

To influence student dispositions, several of the schools held either summer camps or orientation sessions planned and implemented by seniors who had a good experience in their junior years. According to students, having a summer camp or orientation planned and executed by students tended to solidify the enthusiasm of the senior class as a whole and better prepare the junior class for the requirement.

The influence of parents. About half of the students said they were influenced in their choice of service activities by their parents. Some of the influence was direct: for example, one student volunteered in the hospital where his mother was a nurse and another volunteered alongside his parents who were long-time volunteers with a specific nonprofit organization.

My parents influenced me by the way I was raised. They said you always have to care for other people. It's the values they instilled in me.

– Student

Some students reported that the influence was indirect. They said that their parents volunteered often and strongly influenced their desire and feelings of obligation to serve. Others reported that their parents thought they would become more well-rounded if they engaged in a whole range of CAS activities and that it was good for them to be exposed to possible careers.

It's empowering. It's more about real learning. IB is not just focused on academics but has a set of values. The service put the values into action.

– Student

I know it sounds cheesy, but it makes the world a better place. It makes me a better person, too, because it gets me outside myself. I realize what I have but also the potential I have to help other people.

– Student

Some students, though, said their parents were a

My parents were dead set against this. They only care about academics and want me to do well in school. They think volunteering detracts from my ability to concentrate on my studies. In a way, they influenced me. I want to volunteer because I think it will make me well-rounded, and I tell my parents that academics is not the only thing in the world.

– Student

negative influence. In several cases, students said their parents were actually against the idea of them volunteering their time in the community, feeling that it took too much time away from academic pursuits.

Coordinators affirmed this parent sentiment and said that each year, some parents initially rail against the requirement. However, coordinators typically spent time with parents convincing them that CAS has a whole range of benefits for the

I love the requirement. The way I describe it to students and parents is that IB doesn't just want students to live in their minds. We want students to be creative, active, healthy, and to do service for others. It is so valuable to a program like this to be about to value all parts of the child, not just the academics. I think it is critical.

– Coordinator

children, not the least of which is better college preparation. Some CAS coordinators positioned the need for service as being a key contributor to the student's ability to lead in the future while others said that it was the way that the IB Diploma Programme operationalizes character education and the need to become a responsible citizen.

Perceived Value of the CAS Requirement. Across the 14 sites in the study, all students in 10 of the sites and coordinators in all of the sites believed that the CAS activities were worthwhile and contributed to their development as human beings. Students at four sites had more mixed opinions.

The strongest support for the requirement came from students who spent a week in another town or country. These students felt their work was meaningful and that they could see the fruits of their labor. Other students who agreed that the requirement was a good one tended to believe its worth was in applying knowledge, helping them become exposed to “issues bigger than me,” and being able to impact the community.

Some students believed that the requirement was the best way for them to learn about people and policies from other cultures. These students discussed the way they could apply their skills to the “real world” and learn multiple perspectives that go well beyond what they learn in their textbooks.

Others felt that the requirement gave them a way to “discover your passion” and move out of their comfort zones. Students who talked about comfort zones explained that IB students take it for granted that almost everybody in the program is academically talented, but that some did not have strong interpersonal skills or had developed “tunnel vision” around their strengths in fields such as science or mathematics. Students said that the requirement forced these students to do things that “didn’t come naturally,” and that while some were distinctly uncomfortable initially, most learned that there were many ways to express strengths through service and that nearly everyone they worked with as they provided service was warm and welcoming. Students tended to open up more after a while and many eventually reported that they were glad to have been pushed into efforts that they otherwise would never have undertaken.

Marks don't tell the true nature of the student. You can get a solid 4 on the IB exams but some do so much more, things that are much more telling than the grade. This is about becoming well-rounded, bringing out the human side . . . It challenges them in different ways. Sometimes it's uncomfortable for them, but there are great benefits. It's a sustained commitment to the whole child.

– Coordinator

Coordinators were uniformly enthusiastic about the requirement. Most believed that the requirement forced students to become more well-rounded, to develop a stronger sense of responsibility for others, more leadership skills, better teamwork skills, and a greater commitment to solving community problems.

Coordinators also believed that many students were forced out of their comfort zones and acquire new skills, such as communication with younger or older individuals and managing tasks and interpersonal conflict. Many coordinators characterized the CAS requirement as addressing the needs of the “whole child” and helping students to achieve balance in their lives, rather than seeing their identities shaped only on their academic and cognitive skills.

Not all students agreed that the experience was worthwhile, however. Complaints centered on the “tedious” nature of the work, the lack of structure, the amount of time the activities took away from the “real” focus of the Programme, which was said to be

It's just a waste of time. I have so much to do as part of IB and this just takes away from the studying and other things required of me.

– Student

academics, and the fact that the service was involuntary and thus not performed for the right reasons. Tedium tended to be related to participating in superficial activities, such as sorting clothing, filing folders, and/or standing on a corner asking for donations.

My project was really boring. We didn't have enough choice and just did what the coordinator wanted us to do. There were no tangible results, none. It was very frustrating. We were just filling time. I had better things to do with my life. It was useless.

– Student

Several students reported that the service was “okay” but they disliked the reflections. In their opinions, the reflections were contrived. Some students said they did not learn anything so they had to make something up. Others said that the reflection was “ridiculous” since it is “impossible to show growth just because you served someone some soup.”

Several students said that because nearly anything could count as CAS, the expectations were too low and too loose. These students said that the requirement was a waste of time since you could just go exercise doing something creative with your friends and it would count for CAS. They believed that if the requirement was to be worthwhile, it should be connected with specific goals related to intended careers or academics.

Variations in motivation by country. Responses to the question of motivation to serve and the value of the service requirement did not vary by country other than the previously stated finding that there were fewer Argentinean and Canadian students who were discontented with the requirement than their U.S. peers.

Ability to make a difference locally versus globally. When asked whether youth really could make a difference locally and globally, students in the focus groups had a variety of responses. Those who discussed local impacts talked about the ways they served as role models for others and that they seemed to have catalyzed change. They felt that they could often see the results of their labor, that they could change their service activities more quickly if they were not enjoying themselves, and that they had more opportunities for leadership.

When you do things locally, the sense of community is contagious. Random people will come and help when they see others out there cleaning a park or helping the neighborhood. And, the nicer you make a neighborhood, the more pride the people in the neighborhood have.

– Student

Some pointed out that it was harder to make a global impact. Efforts were perceived as being less likely to have a yield and as being less tangible. Students also reported that they did not always know whether to trust an international organization or not, and some were skeptical about motives.

Most, though, reported that they did not choose global projects since it was simply easier to volunteer for local projects. Quotes that represent the range of opinions about international service work included the following:

It's much easier to contribute locally. It's certainly easier physically and you can have a visible impact. It makes a big difference in some people's lives and you can see it, like the impact of Operation Christmas Child. Globally is harder. You always feel bad because someone is being ignored. We tend to raise funds for those who get a lot of publicity, like some of the communities in Africa. It's easier when you somehow have a cultural connection, where there is a face to the story. Otherwise you just don't know how much of your contribution goes to the cause. It's just harder. –Student

We tried so hard to scale up our project (to raise funds internationally) and get it done but in the end, we didn't. It was impossible. I learned a lot though, and mostly to have realistic expectations. – Student

It's only good, though, when you work for an international organization and it's not a show, and we really are making a difference. Sometimes we are just asked to volunteer for an organization that uses us to show how good they are. It was about making them look good and not real service. Those organizations should be screened out. – Student

PERCEIVED IMPACTS OF PARTICIPATING IN THE CAS COMPONENT OF THE IB DIPLOMA PROGRAMME

The majority of students in all of the focus groups and all of the coordinators believed that student participation in CAS and particularly in the service component of CAS led to changes in the way they perceived themselves and others. Students in most of the sites reported that they became more social, more empathetic, and more likely to think in terms of solving problems on the local, national, and global levels. Students felt more comfortable in leadership roles and as part of a team. They were exposed to people and places they had not known before they engaged in CAS activities and discovered commonalities with most of them. They made friends, developed a greater appreciation for the talents and the life circumstances they had, and gained a greater understanding of their places in the world. They also gained appreciation for volunteerism and for the situations affecting various individuals' lives. Illustrative quotes from the students are as follows:

Developing an ethic of service:

When you start off at a young age like us and you begin giving back to the community, you understand the benefits of doing so, more than anything. It not only expands your knowledge of what is going on in the community but it expands your knowledge of your own self. You understand your strengths and your weaknesses.

Becoming more caring:

It's made me a more caring person and makes me want to give back to my community.

Becoming open-minded:

It affected my attitudes, very much so. . . . The projects I have done have really changed my attitudes in terms of open-mindedness, that there can be more than one different perspective and there is more than one way to find an answer. The projects I've done, such as the interfaith seminar I held, it grew my knowledge of my specific religion, but it also grew my knowledge of others and how their different perspectives can also aim towards the same goal.

Becoming reflective:

I think that before having CAS, I was less reflective on the projects and community service I was doing. I didn't quite understand how I was impacting or affecting the community. CAS has really allowed me to have that reflective mind.

Developing self-confidence and maturity:

I am much more self-confident. The reflections help with that because I realize the good things that I'm doing. My actions come together and I realize how beneficial I am being to myself.

It's made me more mature. It helps working with other people collaboratively. You realize you can't do stuff by yourself. You know when to ask for help and that makes you a more mature person.

Developing leadership and teamwork skills:

I think it depends on how you focus your CAS activities. I've focused mine on leadership activities, so it's heightened my leadership skills and maybe my communication skills as well.

I listen better. Part of my job was to manage people, lots of them. I had to learn to compromise and how to lead. That was a real wake-up call.

You have to work with (homeless or elderly) people who are very angry sometimes. You have to learn how to work through it, to appreciate their circumstances.

I developed more appreciation for the community. We did event planning and you have to do this collaboratively. It can't be every person for him or herself. You learn to appreciate what others can do. I put in lots of effort and matured a lot. I'm more selfless now.

Identifying lifelong goals and passions:

These CAS projects we all work with, they really do narrow down where our passions lie. They help determine which volunteering we will do in the future. For me, it's focusing on things that involve educating others.

It helps you focus and affects lifelong decisions, like your career and where you will volunteer later in life.

Developing specific skills:

I don't think the small skills you learn during CAS projects should be overlooked either. For example, like working on a homecoming project float, you learn how to use a screw gun. You are going to have to fix something in your home someday. You work in a soup kitchen and you learn how to cook something. It presents an opportunity to learn some essential skill sets while you are helping in the community.

Learning about oneself:

Your perspective changes, how you view things. When I worked with a nonprofit agency, I realized that I am not a strong volunteer and that I wasn't really useful since I was mostly mopping floors. I thought I was a loser and that service was no fun. I found a better fit elsewhere and then everything changed. I worked as a mentor and instead of focusing on myself and feeling sorry about the activities I was doing, I focused on a bunch of kids and then helping the project reach its goals. I realize I have leadership skills and can communicate well and for me, that was a real awakening. I really love community service now. You just have to find the right match.

Coordinators identified a list of student outcomes that paralleled the list identified by the students. In addition, the coordinators mentioned that they thought students developed a greater capacity to reflect on their activities and lives, organizational skills such as planning projects, greater respect for diversity, much more global awareness and sensitivity, and in many cases, an ethic of service.

They felt that many of the students “came out of their shells” as a result of the experience and

It really depends on the student. I think they all go from immature to attentive and aware, and most become more aware of community needs. Beyond that, though, it really depends on the person and their experiences. We could probably do a better job in shaping this.

– Coordinator

made many new friends. Most students developed a keener sense of self-efficacy and social responsibility.

While coordinators felt that every student derived benefits, they also felt the amount of impact had to do with individual students and their experiences. Some students were more open to the experience and to change and some already came with a particular mindset or ethic of service. Some students had negative experiences and did not enjoy the provision of service or did not connect with others. Other students found the experience fun but not meaningful. Still others changed in palpable ways. Several coordinators opined that they could do a better job in ensuring that the experiences were more beneficial to all students.

Political thinking. Most students do not believe that CAS has influenced their political thinking in any way. Some who believed there was an influence said that they became more involved in current events and spent more time trying to influence the opinions of others. A few found their political passions and are channeling their energy toward a particular

I don't really think this influences your politics at all. Most of this is about helping other people, and that's not a political thing.

– Student

I am an activist now, an environmental activist. They'll tell you, it is my life and I try to recruit everybody into my organization. We will make a difference in the world. I'm going to run for office someday and this will be part of my platform.

– Student

cause. A few discussed changing their career goals from wanting to make a lot of money to wanting to make a large impact on the world. These students were small in number, but interestingly, at about two-thirds of the sites, at least one student discussed the ways in which he/she was transformed by the experience and that he/she wanted to use his/her talents to change the world.

Cultural sensitivity. Because most students were located in schools that were culturally diverse, most believed they were already culturally sensitive and that CAS only had the effect of reinforcing the need to be tolerant and respectful of multiple points of view. Students typically thought that cultural sensitivity had more to do with their parents and neighborhoods than the school or its programs.

I think you broaden your cultural sensitivity but if you grow up a certain way, believing a certain thing, you are not going to let go of it that easily just because you have an open mind. You are more willing to listen to the other side and understand the other side, but that doesn't mean you are going to lose your personal values.

– Student

Some coordinators, however, believed that the combination of the entire program and the service students provided changed the students in the sense of helping them to become more culturally sensitive to the specific group with whom they worked, such as children or the elderly, or people in countries for whom fundraising was occurring. Coordinators who asked students to study “distressed countries” believed that the research as well as the service contributed to increased sensitivity.

Civic-Mindedness. Despite the fact that most students could not define civic-mindedness, they reported that CAS affected their civic-mindedness in the sense that they felt more connected to the community and more inclined to serve others. Generally, they discussed the effects in

I think you have a better understanding of your place in society. There are people in society who don't see a problem, like there are those who see it and don't do anything, then there are those who do stuff. You really can learn how to make an impact.

– Student

terms of understanding their place in society and feeling that they could and had a responsibility to make a difference in the world. Some thought they related to others in different ways.

Many students thought that through the service they provided, they were seen by adults as contributing citizens and equals in being able to help others. Coordinators also reported that they thought students were viewed differently by adults, and were more

likely to be treated as individuals who had something important to contribute.

Those who went on trips reported themselves to be more profoundly affected than those who provided service locally except when the student created his/her own initiative. A few who said that their choices were connected to career choices, such as providing service in a hospital and realizing they wanted to become one of the “doctors without borders,” also said that they experienced more of an effect in this area than others.

I thought it was really easy to see the difference between the kids who went on the trips and those who didn't. The impact was huge. Those who went were more enthusiastic about their studies and about community service. They were more connected to the world, more committed to making a difference, more likely to volunteer to do other things. I really grew as a person. I was so selfish, so self-satisfied. I am so much more sensitive now and realize I need to work to help others.

– Student

IMPACT ON COMMUNITY

When students were asked whether they made an impact on the community and if so, what the impact was, students had mixed responses. Some had direct contact with those being served and felt there was a visible impact that could be counted. These students tended to provide details about their impacts both in terms of the quantity of people they influenced and the quality of the influence they had.

It feels good to give people an emotional boost. It really helps them get through things. Sometimes we were the highlight of their day. Kids were more likely to read for pleasure. Elderly people were more optimistic. It gave all of us a type of connectedness and impact.

– Student

Students in several groups felt they influenced others both directly by the service they provided and indirectly by serving as a role model and attracting others to serve.

On the other hand, several students, particularly those with indirect contact with those being served (such as students who raised funds but did not see the impact of their fundraising),

those who set goals that were too high, and those who had more negative experiences felt there was no impact at all.

IDEAS FOR IMPROVING THE CAS REQUIREMENT

While not specifically asked, several students and coordinators mentioned a number of ideas that they had for improving the CAS requirement. Students at two sites thought it would be appropriate to have more organized activities for juniors and then allow self-determination during the senior year. They specifically thought juniors should work together because the effort would help solidify them as a cohort of students and relieve the stress of having to come up with ideas on their own.

I think you need to recognize how uneducated students are prior to the CAS experience. Unless you come from a civic-minded, religious family, you don't know how to engage. They don't know how to get involved. They are afraid. We should do a better job helping them.

– Coordinator

Students at one site said they should

be given credit for volunteer hours performed during the summer after their admission to the IB Diploma Programme but before they started their junior year. They thought that “banking” such hours would relieve them of the pressure to hit the 75-hour mark expected during their junior year.

I think it is still unclear to the kids about what is expected of them in terms of the CAS requirement. They aren't sure if the intent is to be civic-minded, reflective or what. It's not really geared toward become civic-minded the way it is right now. It's just about service. I think it should be reoriented to help us reach the learning outcome that talks about being involved in issues of global importance. If teachers could be aided in doing this, the requirement would be better.

– Coordinator

Several coordinators and students thought it would be interesting and fun to link with students in IB Programmes in other countries to perform service. Several also recommended that part of the service should be the summer camps each year to orient juniors to the program. Some students said that the service should be local one year and global the next, but others strongly disagreed. Several thought that the reflection activities should be changed to be more interesting and meaningful.

Coordinators recommended strong linkages with academics so that at least some of the time, students put their academic learning to work on behalf of the community. Some thought it should not be linked since there was already enough stress on academics.

It would be really helpful to have examples since it's such a challenge when you start the position. It's so hard to supervise the students and know what counts.

– Coordinator

A few coordinators felt that the CAS requirement should be strengthened and geared toward helping students become more civic-minded. As it is now, they thought the requirement had too much emphasis on charity.

Finally, several also recommended more structure and assistance provided to the student (and to the coordinators) to help them find good community connections and get over their fears. Structure would also help the coordinators who find it hard to supervise and judge if specific activities meet the requirement.

CONCLUSIONS

This section provides a summary of findings and implications for the larger quantitative study.

This study provided several interesting findings that may be used to inform the Phase II quantitative study to determine the ways in which CAS programs impact students' personal and civic development. The following conclusions may be drawn from this study:

TYPES OF SERVICE ACTIVITIES IN WHICH STUDENTS ENGAGED

- **Students engage in a large variety of experiential activities to meet CAS requirements.**

There is no single area in which service activities were concentrated. Rather, students participated in a wide range of activities that included tutoring young children, working in soup kitchens, visiting elderly residents in assisted living facilities, and conducting fundraising and/or donation drives to benefit families in other cities or countries. Some students are entrepreneurial and developed their own initiatives. Many provided services for nonprofit organizations. The type of activities in which students engage is nearly limitless and this Phase I exploratory study did not suggest that any particular field, such as education or the environment, drew any more or fewer students than others.

- **Approaches to helping students meet CAS requirements appear to vary somewhat by country.**

This study showed that schools in Argentina were most likely to provide organized activities for students to meet CAS requirements whereas schools in the United States were more likely to leave students to their own devices to find service opportunities. Schools in Argentina tended to organize either week-long visits to other sites in the country to distribute clothing and sponsor events or to arrange service with an organization on a weekly basis so that students have routine opportunities to fulfill service hour requirements. The two schools in Canada differed, with one providing some organized activities and the other prompting students to choose their own.

CONCEPTUALIZATION OF CIVIC-MINDEDNESS

- **Civic-mindedness was not clearly or consistently understood by participants in the CAS programs.**

Many students did not know what civic-mindedness meant. However, most believed that they should engage in activities to help the community. Across schools, the concept of civic-mindedness was generally related to becoming charitable. In Argentina schools, the concept appeared to be related to having an obligation to help others because the students were

privileged and others were not. In Canada and the United States, the concept appeared to be related to developing an ethic of service. With the exception of a few students, civic-mindedness was not connected to politics and being politically active, but rather being connected to duty and responsibility. The CAS requirement appeared to be more clearly associated with personal development and efficacy than a drive to make a difference in the world.

- **Students and coordinators most often identified interpersonal skills as key to being effective in becoming “civic-minded.”**

Respondents most often mentioned the need to communicate well, resolve conflicts, and acquire leadership and teamwork skills as part of their service experience. They did not mention the need for deep understanding of issues or other cultures, which are often mentioned in studies of service-learning programs. The emphasis in CAS was on the service, not the learning.

- **Students and coordinators tended to discuss the need for being “civic-minded” in terms of the need to help students become more well-rounded.**

Both students and CAS coordinators believed that the purpose of CAS was to help them develop skills beyond the academic domain. The service requirement was conceptualized by many as an effort to develop “the whole child” or to push students out of their comfort zones by emphasizing connectedness to people they do not know who live under other circumstances. Some saw the program as the antidote to the strong emphasis on academic performance and believe that the program was a stress-reducer for some students and for others, a way to bring them “out of their shells.”

MOTIVATION TO PARTICIPATE IN PARTICULAR SERVICE ACTIVITIES

- **Most students engage in service activities for humanitarian reasons and not just to fulfill the requirement.**

While the original impetus for participation in service may have been to meet CAS requirements, most students found that they enjoyed the service experience and gladly participated. They believed that it was important to help others and characterized their experience as interesting and fun. A few, though, described the experience as a waste of time. Those who did not appreciate the experience generally either engaged in tasks that were not meaningful, service that was not of their own choosing, or service activities they did not enjoy or that resulted in a negative experience.

- **Students were not motivated to serve by political interests and service only rarely affected their political thinking.**

Students generally did not believe that their service had anything to do with politics, but was instead directed to meeting community needs which were apolitical in nature. There were a few notable exceptions, such as those who became strong environmental activists and those who worked on behalf of immigration reform.

- **Students were influenced by their friends in choosing particular service projects.**

While some students joined a service project to be with friends, most said that their friends influenced them in terms of providing information about which organizations provided fun or interesting opportunities. Most students did not engage in the service with their classmates. Exceptions were for those who participated in coordinator-organized service, such as summer boot camps for training incoming students to the IB program or those who engaged in the immersive activities in another town.

- **Some student service was influenced by parents.**

Parental influence was described by students and coordinators as affecting attitudes toward service in three ways. Parents who had a history of providing service or were activists sometimes convinced their child to work alongside them or in the same field and frequently helped their children to have a very positive attitude toward volunteerism. Parents who had a religious tradition of service typically had already exerted influence on their children's attitudes toward service and students continued serving in much the same ways as they had in the past. Finally, some parents were opposed to the service requirement. They believed that the requirement took time away from what they considered was more important: academic performance. These parents sometimes complained about the requirement to the coordinator and their children appeared to be some of those who had a less positive experience.

- **Motivation to serve appeared to vary somewhat by country.**

Students and coordinators in Argentina schools tended to discuss the importance of civic duty and a responsibility for helping others. Students talked about the requirement in terms of the obligations they had because they were privileged or had more opportunities than others. Most of the sentiment was focused on patriotism and the need to help others in their own nation. Students in Canada appeared to have more of a local orientation. They were somewhat more focused than their peers in the United States on issues related to immigration and assisting others in their communities who would receive direct benefits. U.S. students expressed a wide range of motivations to serve, ranging from the need to help others to the need to look better on one's resume. There appeared to be less concern about global issues or any given area of need except when an issue, like helping immigrants or working on the environment, was emphasized by the coordinator.

- **Students felt that they could make more of a difference at the local level than at the national or global levels.**

Students felt a sense of efficacy when they served in local settings. Most said that they could see and measure the impact of their work and several believed that by serving as a role model, they had also influenced the efficacy of others. Students felt that they had less of an influence when they worked on global or national issues, reporting that it was difficult to make a difference or to see the changes that occurred as a result of their efforts. Some were skeptical about international organizations. Students in Argentina tended to have the same feelings about global issues, but reported that they had made a huge difference in the lives of the people in the Argentine villages they served.

PERCEIVED IMPACTS

- **Both students and CAS coordinators identified a large range of student impacts that resulted from the service dimension of the program, mostly in the personal development domain.**

Students and coordinators at all sites mentioned a range of personal and social development outcomes that derived from the provision of service. Both groups thought students developed an ethic of service, became more caring, open-minded, and reflective, and developed more self-confidence and maturity. Students were said to acquire leadership and teamwork skills, identify lifelong goals and passions, develop specific skills related to the service they provided, and learn more about themselves. They did not think that the program influenced their political thinking, though some said the experiences redirected career goals. Students also thought that the service experience had little effect on their cultural sensitivity since they already had high levels of respect for people from diverse cultures and that their parents were more influential than their service in this domain. Coordinators slightly disagreed, reporting that they believed students had become more sensitive to individuals in particular circumstances. For example, they thought students were more respectful and understanding of the elderly or of children, and sometimes gained more sensitivity to the cultural and political conditions of people from distressed countries for whom funds were raised.

- **Students felt that they changed their perspectives about the world and their responsibilities within it.**

Despite their struggle with the term “civic minded,” students reported they had a better understanding of their place in the world and a feeling that they could make a difference. This sentiment was widely held by all of the students in Argentina and most in Canada. Fewer students in the United States reported this feeling. There was less consistency in the feelings about this from students in the U.S. schools than students from schools from other countries. Some students (but not all in any site) believed they developed a responsibility to contribute to society to make the world a better place. Several discussed the idea that adults changed their

views of them, with adults being more likely to see youth as equals and bringing value to a situation.

- **Most students believed they had made a measurable impact on the community.**

Those who reported an impact said that they could see visible results of their efforts, such as observing children with greater reading fluency, the cleanliness of a park, the number of clothing and goods collected, or the number of funds that had been raised. Others felt that they had limited or no impact, especially when they raised funds and did not know how the funds were used, when the student had a negative experience, or when the students set goals that were unrealistically high.

In addition to these findings, several respondents made informal suggestions to improve the CAS program. Recommendations were wide ranging and included having coordinators plan service for the entire junior year cohort so they could jell as a team and struggle less in finding service opportunities; being given credit for service conducted the summer before the students joined the IB Diploma Programme, linking students from various sites to engage in joint service, requiring local service one year and global service another, and changing the reflection activities. Coordinators suggested forming greater linkages to academic skills, placing a greater emphasis on becoming civic-minded, and providing more structure and examples for the CAS program.

NEXT STEPS

The findings from this study will be used to generate a survey that will be administered to a large sample of IB Diploma Programme students in the United States, Canada, and South America that will examine program outcomes, variations program implementation found here and determine the extent to which programs are completely driven by student choice or influenced by the ways programs are organized. The study will investigate the extent of influence of various factors on the selection of service, the relationship between motivation and program outcomes, and the relationship between the ways programs are organized and outcomes. Differences by country will be further explored and documented. Finally, this study will examine the extent to which personal and civic outcomes are related to student backgrounds, program characteristics, the types of service provided, the quality of the service experience, and the influence of parents and friends.

APPENDIX

CAS Coordinator Protocol
Student Focus Group Protocol

International Baccalaureate
CAS Coordinator Protocol – Fall 2012
RMC Research Corporation, Denver

Site Name: _____
Interviewer: _____
Date/Time of Interview: _____

Introduction

[Begin tape recording now.]

My name is _____. I'm from RMC Research Corporation. We are conducting a study about the IB Programme to help us understand the ways that it may or may not contribute to students' connections to civic life and their communities. We will ask you about the program requirement to engage in service and the types of activities students typically undertake, why they make the choices they do about the services or volunteer work they provide, and impacts the events have on their attitudes and activities. We want to be sure we understand the program both from the students' and coordinators' points of view. Thanks for taking this time to participate.

Our interview will take about 30 minutes. You do not have to answer any of the questions if you don't want to – just pass. If you don't understand a question that I ask, just tell me and I'll explain. As you know, these types of questions solicit your opinions and there are no right or wrong answers. We want you to feel free to respond candidly, so we will make every effort to keep the information you share with us confidential. You will not be identified by name in our report though we will use the information you provide to help us to develop an IB Programme survey and to understand more about the IB Programme so it can be improved as needed.

Do you agree to participate? Do you have any questions before we begin?

1. **Let's start by having you describe the service or volunteer activities that students typically perform to meet the CAS requirements that are part of the IB programme.**

2. **Do you think the CAS requirement is a good one? Why/why not?**

3. Why do you think students choose the particular service projects they participated in as part of the requirement?

{PROBES:}

- Do you think their participation was influenced by humanitarian reasons or more because they just had to fulfill the CAS requirement? Please explain.

- Do you think their choices were influenced at all by activities or discussions from class? If yes, please explain.

- Do you think their choices were influenced at all by activities in which their friends participated? If yes, please explain.

- Do you think their choices were influenced at all by activities in which their parents participate? If so, please explain.

4. How do you think students conceptualize or understand the phrase “civic-mindedness”?

{PROBES:}

- **What kinds of actions or behaviors are associated with civic-mindedness?**
- **What types of knowledge or skills are associated with civic-mindedness?**
- **Do you think schools can influence students’ civic-mindedness? Why or why not?**
- **Does the IB Programme influence civic-mindedness? If so, please explain.**
- **What other factors influence the extent to which students are civic-minded?**

5. What types of effects do you think your service projects have on the students?
- a. Do you believe these projects influence their attitudes? If so, how?
 - b. Do you believe these projects influence their personal development? If so, how?
 - c. Do you believe these projects influence any of their decisions, such as whether to volunteer in the future? If so, how? Are there other decisions they make that are being influenced? If so, what are they?
 - d. Do you believe these projects influence their political thinking and activism? If so, how?
 - e. Do you believe these projects influence their skills in teamwork or leadership? If so, how?
 - f. Do you think these projects influence their cultural sensitivity? If so, how?
 - g. Do these projects influence their civic-mindedness in any way? If so, how?

6. What types of effects do you think students' service projects have on the community?

7. Do you think students can make a difference globally, nationally or locally through these projects? Please explain.

8. Is there anything I haven't mentioned about the IB Programme experience related to civic development that you think is important for me to know?

Thank you very much for your time.

International Baccalaureate Study
Student Focus Group Protocol – Fall 2012
RMC Research Corporation, Denver

Site Name: _____
Interviewer: _____
Date/Time of Focus Group: _____
Number of Students in Focus Group: _____

Introduction

[Begin tape recording now.]

My name is _____. I'm from RMC Research Corporation. We are conducting a study about the IB Programme to help us understand the ways that it may or may not contribute to your connections to civic life and your community. We will ask you about the program requirement to engage in service and the types of activities you undertake, why you make the choices you do about the service you provide, and impacts the events have on your attitudes and activities. You were selected to be part of this group to represent the IB program at this school. Thanks for taking this time to participate.

Our focus group will take about 30 minutes. We have quite a few questions for you to discuss so I am not going to go around and ask everybody to answer each one, but there are some I will ask of each of you and some that I will ask just a few of you to answer. However, if I don't call on you and you have something new to add, please let me know. If you find yourself talking a lot, you may want to stop so that others have a chance to express their opinions. Also, I may call on you if you haven't answered in a while, but you do not have to answer any of the questions if you don't want to – just pass. If you don't understand a question that I ask, just tell me and I'll explain.

These questions solicit your opinions and there are no right or wrong answers. We want you to feel free to respond candidly, so we will make every effort to keep the information you share with us confidential. You will not be identified by name in our report though we will use the information you provide to help us to develop an IB Programme survey and to understand more about the IB Programme so it can be improved as needed. This focus group is voluntary and you can stop participating at any time, but it is a chance for your voice to be heard.

Does anyone want to leave? (If any students do not want to participate, excuse them at this point and have them return to their classroom teacher). Do you have any questions before we begin?

Service Project

- 1. Let's start by having each of you describe the service activities you provided to meet the CAS requirements that are part of the IB programme.**

- 2. Do you think the CAS requirement is a good one? Why/why not?**

3. Why did you choose the particular service projects you participated in for school?

{PROBES:}

- Was your participation influenced by humanitarian reasons or more because you just had to fulfill the CAS requirement? Please explain.

- Were your choices influenced at all by activities or discussions from class? If yes, please explain.

- Were your choices influenced at all by activities in which your friends participated? If yes, please explain.

- Were your choices influenced at all by activities in which your parents participate? If so, please explain.

4. How do you conceptualize or understand the phrase “civic-mindedness”?

{PROBES:}

- **What kinds of actions or behaviors are associated with civic-mindedness?**
- **What types of knowledge or skills are associated with civic-mindedness?**
- **Do you think schools can influence students’ civic-mindedness? Why or why not?**
- **Does the IB Programme influence civic-mindedness? If so, please explain.**
- **What other factors influence the extent to which students are civic-minded?**

5. What types of effects do you think your service projects have on you?
- a. Do you believe these projects influence your attitudes? If so, how?
 - b. Do you believe these projects influence your personal development? If so, how?
 - c. Do you believe these projects influence any decisions, such as whether to volunteer in the future? If so, how? Are there other decisions you make that are being influenced? If so, what are they?
 - d. Do you believe these projects influence your political thinking and activism? If so, how?
 - e. Do you believe these projects influence your skills in teamwork or leadership? If so, how?
 - f. Do you think these projects influence your cultural sensitivity? If so, how?
 - g. Do these projects influence your civic-mindedness in any way? If so, how?

6. What types of effects do you think your service projects have on the community?

7. Do you think students can make a difference globally, nationally or locally through these projects? Please explain.

Thank you very much for your time.