

Civics Education in Higher Education: “Project Citizen” Sample

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Abstract

Project Citizen is an interdisciplinary curriculum for students, youth organizations, and adult groups that encourages citizens' competent and responsible participation in local and state governments in about 35 countries worldwide. In this article, based on an example of Project Citizen activities done with university students, the application stages were examined, and the opinions of the students who applied were analyzed. The research was carried out with 38 students studying at the education faculty of a university in the United States during the 2018-2019 academic year. In the study, the projects prepared by the students in the activities were analyzed with the qualitative analysis program MAXQDA. As a result of the research, it was observed that the students needed comprehensive and detailed information at the beginning stage of Project Citizen, the projects they produced generally consisted of problems in their own lives, and they had the most difficulties in the public policy section while preparing projects. However, they found the project production process effective, efficient, and enjoyable.

Keywords: Project Citizen, Civics Education, Student Opinions.

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Introduction

The development of more vital civic education systems through successful pre-service teacher preparation, as schools provide concrete laboratories for teaching democracy, helps to provide the requisite building blocks to encourage civic effectiveness in society at large (Fine & Scheiner-Fisher, 2013). Projects in civics education give learners significant and constructive learning opportunities to help them understand their potential as committed and involved citizens and practice the responsibilities (Kopish, 2017). One example of teaching democratic citizenship is Project Citizen, which teachers have used in the U.S. and other countries for years.

The foundations of project-based education have been debated since the late 19th and early 20th centuries. The development of project-based education became one of the most significant features in the progressive era of American education. As a result, objectives, rational concepts, and the pedagogies of Project Citizen were inspired by progressive education theorists such as Francis Parker, John Dewey, and William Heard Kilpatrick (Adha & Yanzi, 2014). First implemented in California in 1992 and expanded into a national program in 1995, Project Citizen is a subject-oriented teaching practice to develop the knowledge, skills, and inclinations of democratic citizenship to participate in government and civil society (Vontz, Metcalf, & Patrick, 2000). It is an interdisciplinary curriculum developed by the Center for Civic Education in Calabasas, California, to prepare students for democratic citizenship. Since its inception in 1992, the project has gradually expanded and is now used in all 50 states in the U.S. and many countries worldwide (Adha & Yanzi, 2014). The program encourages students to monitor and actively engage in public policy to address various school or community issues and acquire the necessary social and intellectual capital for responsible democratic citizenship.

Project Citizen is a learning technique to inspire students in the classroom that can then be used as a model of civic behavior in everyday life (Adha & Yanzi, 2014). It aims to increase the authority of the individual to exercise the rights and responsibilities of democratic citizenship by examining the schools, the society, the environment in which students live, and an actual public problem (Balkute, 2006). This aim can be done by understanding the importance of active participation by the citizen and ensuring that democratic values and principles are internalized (Center for Civic Education, 2020a).

Budimansyah (2009) argued that the theoretical justification of Project Citizen is based on five principles that connect the philosophy of education and politics:

1. Democracy requires sovereignty, which means the active participation of responsible and informed citizens in the daily life of a community.

2. By participating in the life of a community, students learn how to become active and responsible citizens.
3. By exploring the problems and issues in their communities, students acquire knowledge about functioning democracy.
4. Although Project Citizen was initially designed for middle school students, some teachers use it for high school students.
5. Project Citizen provides students with a real-life communal experience that helps them develop civic knowledge, civic skills, and civic values to observe, monitor actively, and directly participate in public policy.

Project Citizen allows students to participate in government and civil society while engaging in critical thinking, dialogue, discussion, negotiation, cooperation, decision-making, and social action for public interests (Center for Civic Education, 1998).

By participating in Project Citizen, students share their understanding of democratic citizenship. Not only does Project Citizen promote students' involvement in and awareness of the issues in their communities, but it also teaches them how to solve those problems. It helps them better understand the government's principle, by the people, and for the people (Adha & Yanzi, 2014).

In the United States and many other countries around the world, teachers and students are encouraged to participate in competitive local, regional, state, or simulated national hearings, which is the final stage of Project Citizen. Although there is no obligation to participate in the program, competitions serve to motivate learning, reward success, and highlight the program to community members and potential financial backers. Some teachers who use Project Citizen prefer organizing in-school sessions and not participating in competitions. While many of these teachers state that academic competitions are generally rejected, others are concerned about including competitions in a rigorous curriculum. They feel pressure to move quickly to other issues (Stimmann Branson, 1999).

Research demonstrates that Project Citizen has a positive impact on the development of civic literacy and efficacy (Atherton, 2000; Liou, 2002, 2004; Morgan, 2016; Root & Northup, 2007; Vontz, Metcalf, & Patrick, 2000). Nairne (2008) found that the program was well-received by educators in a survey of teachers who engaged in Project Citizen training. Trisiana (2015) concluded that the implementation of the Project Citizen model in high school civic education generated effective reinforcement and intellectual attitudes that affect social attitudes, social skills, spiritual attitudes based on the competence of civic education, civil awareness, civic skills, and civic disposition.

Researchers noted that Project Citizen is an effective vehicle for addressing various civic goals in elementary and secondary education. There is, however, a gap in empirical research about efficient ways to introduce Project Citizen in teacher education curricula and programs. This gap

mainly concerns Social Studies/Social Sciences Education programs that prepare social studies teachers for elementary and secondary schools (Daly et al., 2010). Research among pre-service teachers can help develop specific pedagogies and curricular devices that will trigger further interest among social studies education professionals to include Project Citizen in their curricular and extracurricular practices.

Purpose of the Research

The purpose of this study was two-fold: a) to examine and describe the introduction of Project Citizen as one of the project-based techniques available to pre-service teachers in teacher education programs in the United States, and b) to investigate pre-service teachers' opinions about Project Citizen at various stages of its introduction. The following research questions guided this study:

1. How did the instructor introduce Project Citizen to pre-service teachers?
2. How did pre-service teachers determine the theses of their projects and present the final projects in class?
3. What were pre-service teachers' opinions about the preparation of Project Citizen?

Method

Method, Data Collection, and Analysis

Qualitative research data were collected through observations, document and artifact analyses, and interviews. The first and second researchers observed classroom instructions and pre-service teachers' performance during two courses: "Social Studies Methods in Secondary School" and "Social Studies Methods in Elementary School." The observation lasted for 15 weeks (one semester) and was conducted in classrooms on campus. Researchers kept field notes that they analyzed after every class. The limitations noted for participatory observation (Patton, 2002) were also present for this study. However, after the first week, the coherence between the class and the observer-researcher was achieved, and it was thought that it was not a problem to be a guest participant in the course in the following weeks.

Document and artifact analyses included course syllabi, lesson plans, various written assignments, and visuals that the instructor and pre-service teachers prepared for Project Citizen.

Semi-structured interviews were conducted with five participants. Each interview lasted approximately 30-35 minutes and was audio recorded. Audio recordings were transcribed using "Dragon Professional Software," and transcripts were sent to participants to review for accuracy. All interviews were scheduled in advance, and the place of the interview was selected based on participants' requests.

To ensure the validity and reliability of the results, researchers consulted experts about the interview protocol and data collection. Data collected from various sources were triangulated to ensure internal validity.

Participants

Thirty-seven participants were recruited through purposeful convenience sampling. They included 12 pre-service teachers who were enrolled in a secondary social studies methods course and 25 pre-service teachers who, at the time of the study, were enrolled in an elementary social studies education methods course. Participants were informed about the purpose of the study. All participants consented to participate by signing consent forms. Five participants volunteered to be interviewed about their opinions about the preparation of Project Citizen.

Research Implementation

After reviewing relevant literature, researchers contacted the Department of Curriculum and Instruction at Purdue University (West Lafayette, Indiana, U.S.), which administers several teacher education programs, and received permission to conduct the research. The research was conducted after approval by the Purdue University Institutional Review Board (IRB).

All participants were pre-service teachers who took elementary and secondary social studies methods courses at the study time. The implementation of the research was completed in the second half of the spring semester. The students were given the assignment to prepare projects as required by the course syllabus. They submitted their progress reports to the instructor every week. The projects' presentations completed by the students were presented within the scope of the course in the last five weeks. They were discussed and evaluated in the classroom environment.

The purpose of assigning project tasks related to democratic participation to prospective teachers as an out-of-school activity is to raise teacher candidates as citizens involved in democratic participation processes and to enable them to do such activities as teachers while performing their profession. Project Citizen is a platform that tries to bring students together within the scope of social responsibility at every step from primary school to university.

The process was explained to the students by the instructor before the research as follows.

1. Explanation of the project, its objectives, and outcomes: The instructor explained the advantage of group projects in general. He particularly emphasized the importance of group projects in the development of civic knowledge and skills. Then he explained what public policy was and the importance of engaging students in monitoring and developing public policies that would benefit communities and the public good. He also asked students to give examples of a public policy. He then explained that the purpose of Project Citizen is to teach students how to monitor and develop public

policy, and the outcome of the project would be an analysis of a specific public policy and an action plan for how this policy might be implemented.

2. Identification of the problem: Students selected a problem in their community to study, analyze, and develop an appropriate public policy to solve. The instructor suggested brainstorming to identify the problem and recommended multiple ways of discovering problems that concern the community (T.V., printed media, chats with friends or neighbors, etc.). Students used “Problem ID and the Analysis form” to document their decisions (see Appendix 1).

3. Researching the problem: Inquiry as a theoretical and practical basis of research. Throughout the project, the instructor demonstrated the importance of reflective inquiry as a theoretical and practical tool to research the problem, develop the solution, and implement the solution in practice. The inquiry process includes several steps, each of which is vital for developing students’ sense of democratic citizenship and responsibility. These steps are:

Gathering information about the problem and searching for alternative solutions;

Analysis of the collected data and testing the application of possible solutions in a given social, cultural, and political environment;

Develop an action plan based on collected data regarding legal issues, democratic principles, and cultural environment.

To implement the project, and students were split into four groups. Each group was responsible for an element of the project:

Group 1: Explanation of the problem

Group 2: Alternative solutions to the problem

Group 3: New solution of the problem

Group 4: Development of action plan

Each group member was encouraged to actively participate in searching for information relevant to her/his group. Students were told to use critical thinking during data gathering by asking the following questions:

Is this information accurate?

How do you know?

Could you show me the evidence?

Is the evidence reliable?

The collected data were included in portfolios. The collection of group portfolios constituted a project portfolio. This portfolio was the critical document of the project. In making a portfolio, students collaborated to put ideas together (Iwan, Rusli, & Ruslan, 2018).

4. Presentation of the projects: Students present their portfolios at mock hearings. These can be mock hearings of any legislative body, from a school board or city council to mock congressional hearings. In presenting the portfolio, each student has a responsibility. Students from other groups or classes can attend their peers' presentations and serve as the committee, board, or council members. After presentations, students politely ask questions to clarify the information presented. Students are prepared to listen to the responses to questions posed by other groups (Iwan, Rusli, & Ruslan, 2018). A portfolio is usually presented in the form of a poster that consists of four parts related to each group (Center for Civic Education, 2020b):

Panel 1: Explanation of the Problem

Panel 2: Alternative Solutions

Panel 3: Our Solution/Public Policy

Panel 4: Plan of Action (see Appendix 2 for poster samples)

The Roles of the Researchers

The first researcher developed the project, reviewed literature, collected data through observations, text analysis, and interviews, developed an interview protocol. The second researcher obtained IRB approval and served as the course instructor. The third researcher analyzed the data by MAXQDA.

Findings

The instructor conducted lessons in two different groups in a similar way with different participants. The projects developed by teacher candidates were examined and evaluated. They were found appropriate both thematically and in terms of the number of participants. During the course, students developed ten projects. Each week, 2-3 projects were presented in class. The presentation time of each project was 12-15 minutes and depended on the number of questions raised after the presentation.

The projects developed and presented by the participants are defined as P1-P10. Project topics were:

- P1 transportation problem at the university with the title of "*Ride, Walk or Run.*"
- P2 brought up a social problem with the title of "*Support Veterans.*"

- P3 projected the accommodation problem on campus with the title of “*Housing at Purdue.*”
- P4 projected the transportation problem with the title of “*We Need Tunnels.*”
- P5 projected the lecture time problem with the title “*7:30 Classes: You Snooze You Lose.*”
- P6 was about state laws that ban alcohol on Sundays with the title “*Blue Laws Make Me Blue.*”
- P7 projected the problem of quality nutrition on campus with the title of “*Chick-Fil-A in the Union.*”
- P8 was about the transportation problem in winter with the title of “*Too Much TCE This Won’t Suffice.*”
- P9 discussed the problem of not having course standards for the College of Education under the title of “*Universal Lesson Plan.*”
- P10 was about nutrition problems in university dining halls under the title of “*Purdue Dining.*”

Content information of these projects was analyzed and visualized in the MAXQDA qualitative analysis program, supported by observation and interview data, and presented below as five themes:

- Title of the Projects
- Explanation of the Problems
- Alternative Solutions
- Our Solution/Public Policy
- Action Plan, Possible Solution

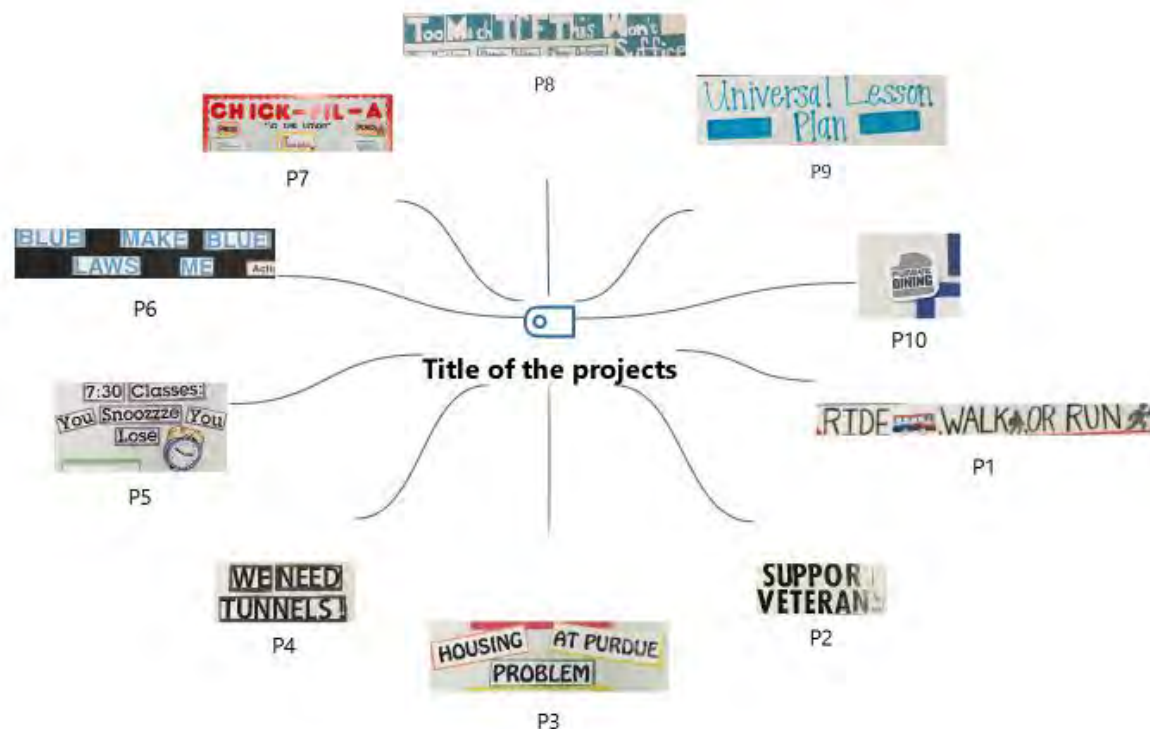


Figure 1: Title of the Projects

As seen in Figure 1, most of the projects developed (except P2) are related to the problems faced by students in their own lives. Since the participants are students, they have developed projects for nutrition, transportation, accommodation, lesson hours, and the content of lessons due to their social roles. As stated in the observation notes, the project topics were determined by brainstorming as a result of the joint decisions of students. While Student 1 (S1) expressed his opinion as “*I think the hardest part of a project is choosing the topic sometimes,*” Student 3 (S3) emphasized that determining a topic is more difficult when working with a group.

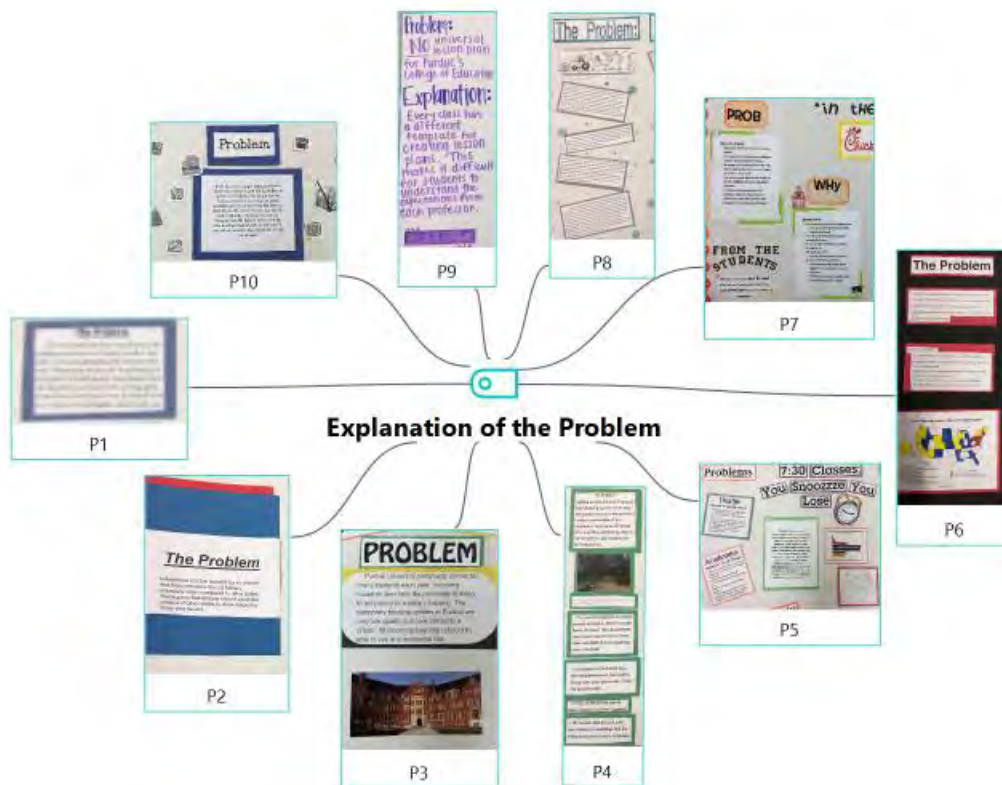


Figure 2: Explanation of the Problem

Figure 2 shows how problems are stated in the portfolios. One of the most critical topics in the projects is identifying the problem and justifying or explaining it. While P1 and P2 do not explain the problem sufficiently, P5 (early course hours) revealed the issue with data regarding health and mental clarity. Similarly, in other projects, the definition of the problem and its justification is given in detail, supported by visuals supported by data. The researcher's observation data on P10 supports this: *"The project is about the unhealthy dining options on campus, and they said they are uncomfortable about this situation. First-year students cannot live in dorms if they do not have a meal plan. They also gathered information from a national health source. Women need 2000 calories, men need 2500 calories, and they gathered information that people on campus have 3,121 calories on average. They also stated that if a student does not have a meal plan, it is 10 dollars per person per meal. It shows that detailed problem definition has been made."* S2's view saying that *"gathering data and information to define the problem, sometimes it gets tedious"* is vital in terms of emphasizing that defining the problem requires intensive research.

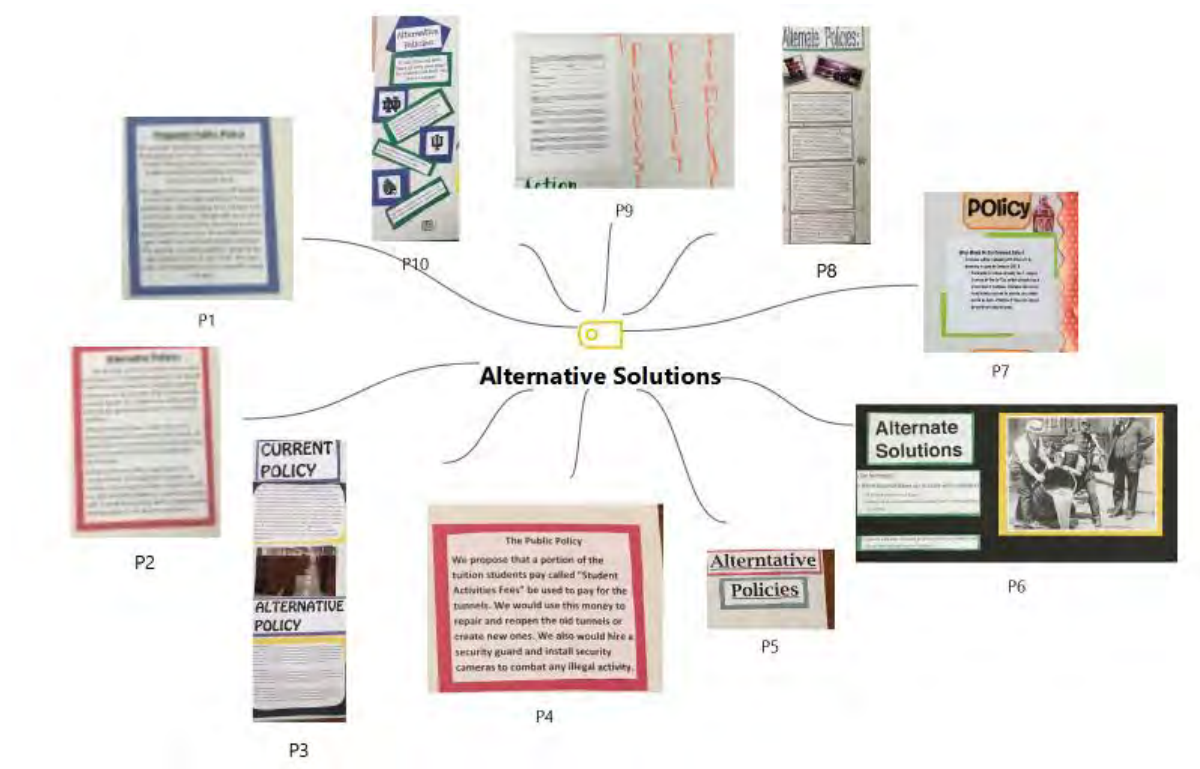


Figure 3: Alternative Solutions

Alternative solutions are usually solutions to the problem that are suggested and implemented elsewhere. They help students see alternatives to current public policy and provide examples of how elements or whole alternative policies can be applied to the discussed problem. Figure 3 helps us better compare various alternative solutions suggested by various groups. Not all examples are similar in content. P5, for example, only includes the subject as a title. P9 does not demonstrate any information except a form. P6, on the other hand, turned to solutions. According to field notes, the most confusing part that was difficult to understand was the concept of public policy. The instructor had to explain what public policy was at the beginning of each lesson.

As P3 is the researcher's observation, notes states, "The project is about on-campus housing. The student started to explain how expensive the housing of students is. The other student started to explain Indiana state university prices. After the presentations, one of the students has questions. Presenters have some answers to them to make it clearer. On-campus housing is expensive here at Purdue. The presenter said that with a meal plan, he is saving about 10,000 USD per year. The instructor said he paid over half of its price when he was a graduate student at Purdue. Presenters also explained about the student loans. The instructor offered to the presenters that their students be more specific in their presentations; in that way, the projects would be better to understand." Instructor mediation and examples play an important role in clarifying the purpose of various elements of the project. They also provide an opportunity for students to negotiate and interpret their own experiences.

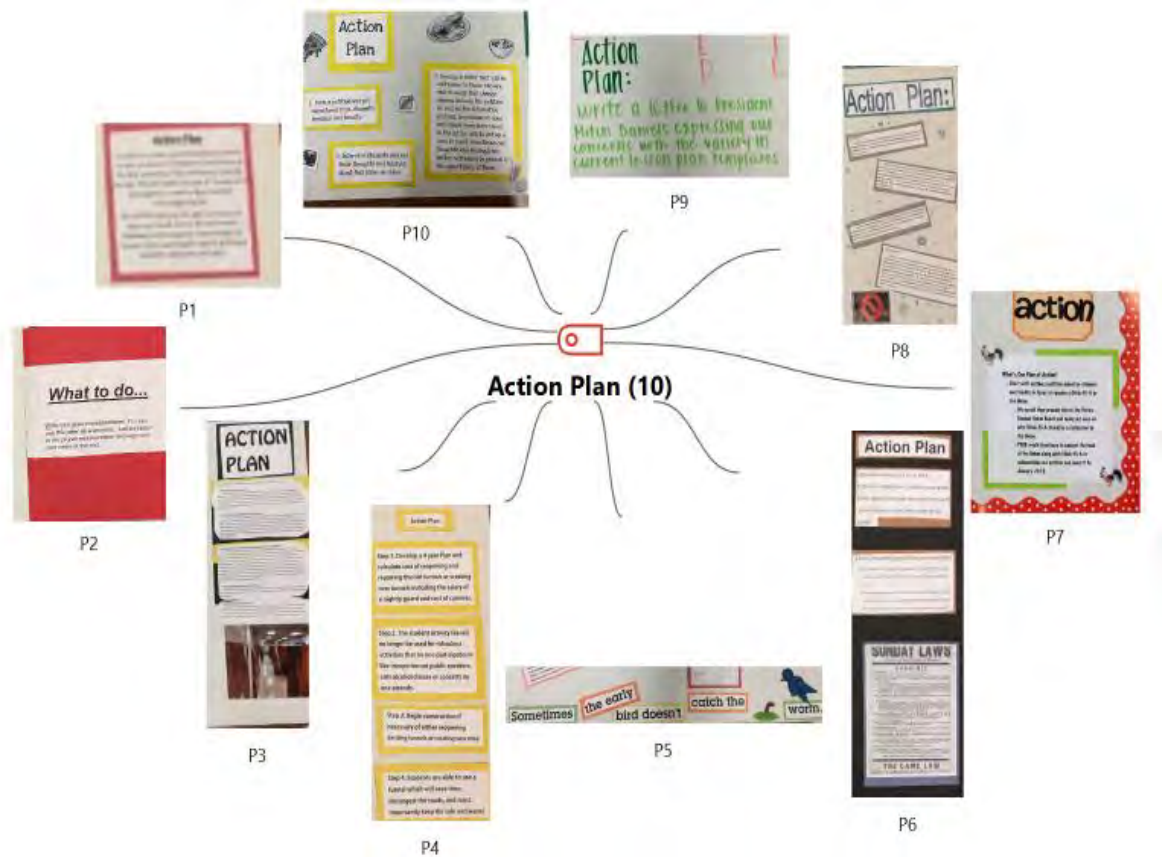


Figure 4: Action Plan

As it follows from Figure 4, action plans are usually prepared by writing official letters to the authorities regarding the problems, collecting signatures from students, and taking videos about the problems and sharing them. From field notes: *“Instructor said that the most important part of the projects was the action plan. It presents a combination of collective decisions made based on all collected information. It also requires a clear understanding of the structure of a given community.”* Students were serious about this part of the project. For example, Student 5 (S5) said: *“It is a bit difficult to prepare this section individually because it requires discussing and producing different ideas.”* Student 3 (S3): *“It was very instructive to prepare this section as a group.”*

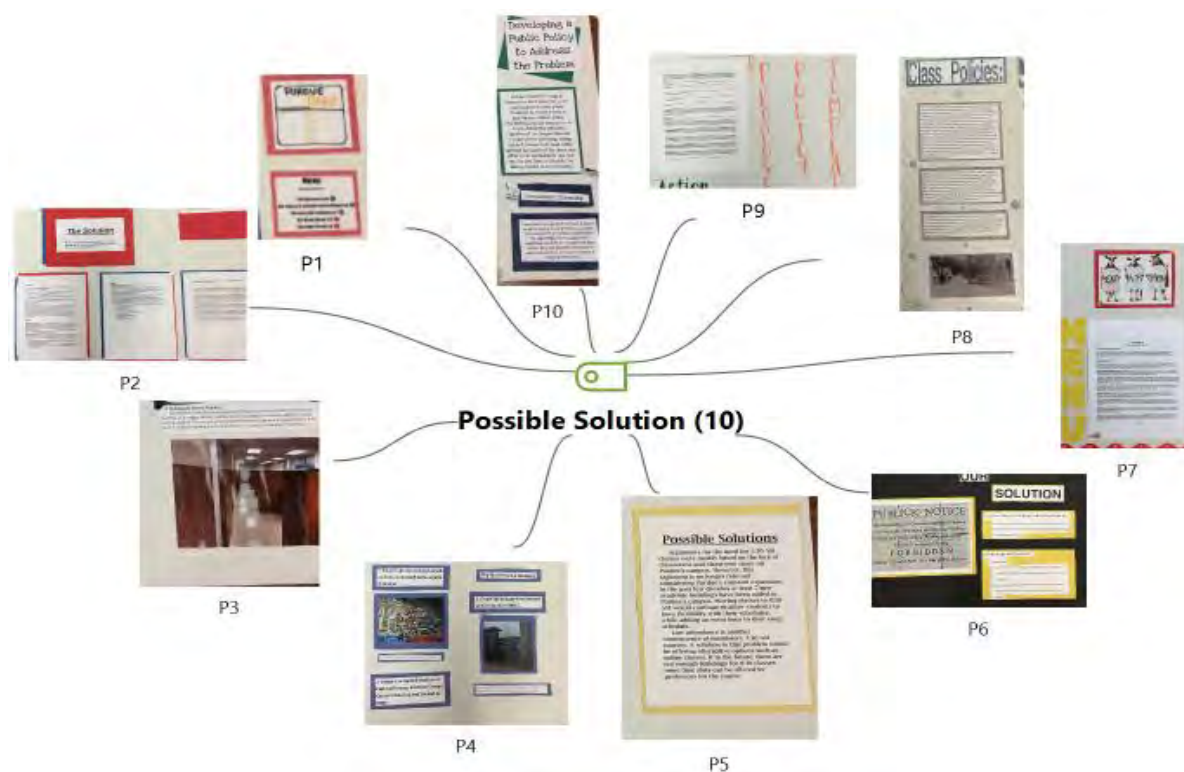


Figure 5: Action Plan/Possible Solution

The most important aspects of the action plan, as we can see in Figure 5, are clarity, ability to be implemented, and adherence to laws and constitutional principles. Implementing an action plan is evidence of students' understanding of their role as citizens in a democratic society. Student 10 (S10) stated in P10, *“Democracy is important because it allows people to have a voice in their community. It means that as citizens, people have the opportunity to recognize when something needs to be changed and take action.”* The ability to speak to authorities, monitor and change unsuccessful public policies, and make their voices heard is democratic citizenship in action. Student 2 (S2) and Student 5 (S5) said that any problem could be overcome if people actively participate in democratic processes.

Discussion, Conclusion and Recommendations

Project Citizen is a participatory citizenship program to engage students in monitoring public policy, solving community problems, and promoting political efficacy (Rekow Walker, 2015). It is also an educational device used to develop civic awareness, civic skills, knowledge, and values and educate responsible politicians passionate about good government and mature civil society. The Project Citizen curriculum encourages learners to participate actively in government and civil society to solve problems at school or sharpen social and intellectual intelligence, which are very important for citizenship's responsible democratic structure (Trisiana et al., 2015).

The study demonstrated that in the process of preparation and presentation of Project Citizen, pre-service teachers applied critical and analytical thinking skills, information search skills, critical

literacy skills, and other skills relevant to the development of inquiry. In general, pre-service teachers expressed positive opinions about the project, curricular and pedagogical tools they used, and new knowledge they acquired during the preparatory work. This explanation is consistent with the results of Fry & Bentahar's (2013) study that demonstrated that high school students had positive perceptions of Project Citizen and reported improved understanding of civic duty and civic responsibility. Fry & Bentahar (2013) also outlined the importance of specific learning experiences that helped students develop civic knowledge, skills, and dispositions in Project Citizen.

Observations and interviews confirmed that students generally enjoyed doing the projects. Their interest was stimulated by the fact that they addressed the problems that were close to their everyday lives: They developed projects about meal plans, campus transportation, and accommodation on campus, lesson hours, and the content of lessons. The study demonstrates that students are sensitive to the problems in their environment. From this point of view, Project Citizen makes them confident about their abilities to solve their problems because it provides the tools to solve them.

Participants noted that the most difficult conceptual part of the project was realizing multiple components of public policy. It confirms the findings of other authors that underscored the importance of developing critical thinking skills related to understanding public policy (Fitzgerald, 2020). Observing participants' preparation and presentations of the project, we noticed that students relied heavily on their own experiences when they discussed possible solutions to the problem and action plans. We believe that such personalization of decision-making is critically important: Project Citizen Participants "rehearsed" self-governance as responsible citizens.

According to the interviews, participants reported acquiring knowledge and academic growth triggered by work on projects. These reports are consistent with other studies that found improved participants' academic abilities associated with civic engagement and engagement in Project Citizen (Fry & Bentahar, 2013). Although Fine and Scheiner-Fisher (2013) concluded that Project Citizen did not demonstrate a significant impact on participants' perceptions about the components they will use in their potential classrooms, the pre-service teachers still found many experiences worth including in citizenship education.

Participants were able to select topics that they or their peers considered of high importance. The ability to select and discuss these topics transformed to heightened interest in participating in Project Citizen. This opportunity confirms findings by Fine and Scheiner-Fisher (2013), who emphasized the importance of pre-service teachers' implementation of civic education initiatives that they can later demonstrate to their students.

By the publishing principles of this academic paper and based on the results of this study, we would like to make the following recommendations that may prove helpful for both researchers and practitioners:

- We suggest that educators include Project Citizen in their curricula, particularly citizenship education curricula, as an activity application model to hone students' cognitive, affective, and psychomotor abilities in the learning process (Sulistyarini, Utami, & Hasmika, 2019).
- Each Project Citizen presents a unique set of activities, including topics and procedures that students undertake in preparation and presentation. It will be beneficial if students learn about past projects before they develop their own.
- It is recommended that the educators who will implement Project Citizen for the first time benefit from the experiences of experienced educators have a pre-implementation interview with them and, if possible, make a conversation to gain familiarity about the difficulties (such as understanding public policy) and easy aspects of the process.
- Although Project Citizen is applied in various countries in the literature, the scarcity of studies examining student products and opinions draws attention. For this reason, there is a need for new studies that examine student views on Project Citizen with participants from different countries. Better information about the efficiency of this activity can be obtained by providing data diversity.

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APPENDICES

Appendix 1: Problem Identification and Analysis Form

Name of group:

Members:

Date:


The problem statement:

1. Is this a problem that you and other people in your community think is important? Why?
2. What level of government or governmental agency is responsible for dealing with the problem?
3. What policy, if any, does the government now have to deal with this problem? If a policy does exist, answer the following questions:
 - What are its advantages and disadvantages?
 - How might it be improved?
 - Does this policy need to be replaced? Why?
 - What disagreements, if any, exist in your community about this policy?
4. Where can you get more information about this problem and the positions taken by different individuals and groups?
5. Are there other problems in your community that you think might be useful for your class to study? What are they?

Appendix 2: Portfolio Samples

Too Much Traffic This Won't Suffice

The Problem:





Over the past several years, the number of cars on campus has increased significantly. This has led to a variety of problems, including traffic congestion, air pollution, and safety concerns. The current situation is unsustainable and needs to be addressed.

When there are too many cars on campus, it causes traffic to back up. This is not only frustrating for drivers but also causes air pollution and safety hazards. The current situation is unsustainable and needs to be addressed.

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Alternate Policies:

Several alternate policies are being considered to address the traffic problem. These include carpooling incentives, increased public transit options, and expanded bicycle lanes. Each policy has its own set of pros and cons that need to be carefully evaluated.

One possible solution is to encourage carpooling. This could be done by offering incentives such as preferential parking or toll discounts. Another option is to expand public transit, making it more convenient and affordable for students and faculty.

Class Policies:

When it comes to the issue of parking, there are several policies that could be implemented. These include increasing the number of parking spaces, implementing a parking fee, and creating a parking lottery system. Each policy has its own set of pros and cons that need to be carefully evaluated.

One possible solution is to increase the number of parking spaces. This could be done by utilizing underutilized areas on campus or building new parking structures. Another option is to implement a parking fee, which could help to reduce the number of cars on campus.

Action Plan:


When there is a traffic issue, it is important to have a plan in place. This plan should include steps for monitoring traffic, identifying problem areas, and implementing solutions. Regular communication with stakeholders is also essential for the success of the plan.

The first step is to monitor traffic patterns and identify areas of congestion. This can be done through the use of traffic cameras and sensors. Once problem areas are identified, the next step is to implement solutions such as carpooling incentives or expanded bicycle lanes.

WE NEED TUNNELS!

The Problem:

Indiana winters are cold. Everyone hates walking outside in sub-zero temperatures because along with it being uncomfortable, it is also dangerous. Also, because Purdue does a terrible job plowing, there is ice everywhere and students can fall and get hurt.



The current tunnels do not cover enough of campus. All we have are Rawls, Krannert, Hawkins, Stewart, Union, which are all close to each other and MSEE to parking garage across the street.



Last winter we had many days that were below zero. Even with a heavy coat, scarf, gloves, etc., it was not good enough.

Falling on the ice can lead to serious injuries and even lawsuits.

The tunnels that do exist only take students to buildings that are either across the street or next door.

The Three Possible Solutions

1. Reopen already existing tunnels that run underneath various parts of campus
2. Create new tunnels that run to high traffic areas like from Stewart Center to Beering and Stewart to MSEE.
3. Create sky bridges from Stewart to Beering and to MSEE.

The Public Policy

We propose that a portion of the tuition students pay called "Student Activities Fees" be used to pay for the tunnels. We would use this money to repair and reopen the old tunnels or create new ones. We also would hire a security guard and install security cameras to combat any illegal activity.


Action Plan:

- Step 1: Develop a 4 year Plan and calculate cost of reopening and repairing the old tunnels or creating new tunnels including the salary of a nightly guard and cost of cameras.
- Step 2: The student activity fee will no longer be used for ridiculous activities that no one participates in like inexperienced public speakers, anti-alcohol classes or concerts no one attends.
- Step 3: Begin construction if necessary of either reopening existing tunnels or creating new ones.
- Step 4: Students are able to use a tunnel which will save time, decongest the roads, and most importantly keep the safe and warm!

RIDE, WALK, OR RUN

The Problem

For our project we chose to talk about the parking system here at Purdue. We feel that there is not enough parking for students and staff. The parking lots are not close enough to the academic buildings and most students are not allowed to purchase closer parking spots. Students are often late to class or have to miss a class due to not being able to park their cars.



Alternative Policies

We decided to look into other Universities parking and transportation policies. We found that Ohio State University has similar parking options as we do but they offer more parking lots and passes for students and staff and the lots and garages are closer to their academic buildings.

Indiana University has a much more strict parking policy and less parking than we do. All faculty have lots, students who commute have lots, and students who live on campus has certain spots.

Boston University offers many means of transportation including trains, buses, car parking, and a carpool system. They will match you with available people to carpool to campus with to avoid less parking spots needed and the parking problems we face here at Purdue.

Proposed Public Policy

We propose that Purdue University's President Mitch Daniels enforce the use of an app by the Purdue Parking Facilities in order to inform students and staff of available parking on campus at any given time.

The app will show students and staff whether or not there is available parking in Purdue's parking lots. When logging onto the app with your Purdue account, the app will know what parking permit you have. According to what type of permit you have, the available parking spot results will vary depending on the user. The app has an audio capability, allowing the app to speak to you as you drive. This way, users can be attentive to the road while using the app.

Action Plan

In order to create our proposed app, we will contact students in Computer Science here at Purdue University. They will help us develop the app. We will create the look of the app with the students as well as figure out the technological parts.



We will first test out the app ourselves and have our friends test it. We will receive feedback on the app and make changes as needed before opening the app to all Purdue students and faculty members.


Information

40,433 students attend Purdue University and employes a little over 2,000 employees including teachers, custodians, office staff, etc. Along with students trying to park, the employees need to park as well.


Students are allowed to purchase a C parking permit which allows parking in the back of Discovery lot, the back of the Co Rec, Ross-Adc, and a few very small lots scattered around campus. These can be purchased for \$100 for the entire academic year. Freshman can not have a car on campus unless they have a restricted pass or are chosen from the lottery after October Break.

Faculty and staff are given a few parking options. Reserved parking permits may only be given to specific positions designated by the President of the University for \$1,000 a year. "A" (\$250) and "B" (\$300) permits may also be purchased by staff and are closer than C spots.



PURDUE PARK



Menu

4 Permit availability for:

- The Discovery Lot ●
- The Franco A. Cordova Recreational Lot ●
- The Ross-Adc Stadium Lot ●
- The Wood Street Lot ●
- The Grant Street Lot ●

CHICK-FIL-A

in the Union

PROB



What is Our Problem?

- The Union is the #1 spot for lunch on campus grounds.
- The option that the Union serve are either poor quality or not a great diverse of choices.
- On average, the food quality served is the same price as higher quality restaurants but the food we receive is a lower quality.
- The Union has great space that but we feel it is not full capitalized to its highest convenience to students.
- The better well known restaurant, i.e. Starbucks, consistently shows success by always having a long line of students when compared to other restaurants in the Union.

Policy

What Would Be Our Proposed Policy?

- Freshman will be opened with Chick-Fil-A, planning to open in January 2018.
- Kalamazoo: Freshman already has 1 campus location in the Dr. Katz, which already has a great deal of business. Freshman also serves food/drinks external to provide, etc. which would be more effective if they just stayed in work-relevant areas.

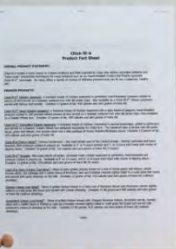
FROM THE STUDENTS

"Chick-Fil-A is the best food I miss the most when I am here at school in West Lafayette. You simply cannot beat the Chick-Fil-A chicken sandwich."

WHY chick-fil-a?

- Few locations in Lafayette/West Lafayette area.
- There is only one in Lafayette on the route from there to Chicago.
- 4.8 star rating on Google so it proves to be successful in this area.
- Strong reputation for friendly and efficient customer service.
- High quality fast food.
- More options besides burgers & burritos.
- Culture to student life here at Purdue.
- Closed on Sundays which allows student employees to have guarantee 1 day off for school work.
- They have catering available which is good for student groups/idea on campus.

MENU



action

What's Our Plan of Action?

- Start with getting a petition signed by students and faculty in favor of opening a Chick-Fil-A in the Union.
- We would then present this to the Purdue Student Union Board and make our case on why Chick-Fil-A should be a restaurant in the Union.
- PSUJ would then have to contact the head of the Union along with Chick-Fil-A to collaborate our petition and meet it by January 2018.