



Transformations through Civic Engagement:

Findings from the ENACT National
Evaluation

Volume 3
October 2025

ENACT National Evaluation Survey:



- **The ENACT National Evaluation Survey is comprised of ten different sections:**
1) Engagement, 2) Knowledge, 3) Efficacy, 4) Civic Action, 5) Voting Behavior, 6) Tolerance/Diversity, 7) Skills/Competencies, 8) College Experience, 9) Values, and 10) Demographic questions
- **The ENACT National Survey has been administered since January 2022 (n=399)**
 - “Period 1”: Data collected between Jan. 2022-May 2023
 - “Period 2”: Data collected between Sept. 2023-May 2024
 - “Period 3”: Data collected between Sept. 2024-May 2025

2024-2025 ENACT National Evaluation:



- Period 3 survey data reflects responses from 155 students
- Adaptations were made in 2025 to 1) ask about the required components of their ENACT courses and 2) revise and add demographic questions
- Additionally, data in these slides include ENACT Faculty Fellows survey conducted between April-June 2025 and represents faculty who taught during the 2024-2025 academic year (n=10)

2024-2025 Key Findings:



- Students who complete an ENACT course report high levels of political knowledge, new critical skills for political engagement, and feelings of efficacy.
- This translates to levels of political engagement that are above national comparison rates – including both voting behavior and other various forms of civic engagement.
- ENACT students are interested in having an impact on politics and government. In the ENACT courses they gain knowledge and skills to engage civically and politically which build their sense of efficacy and translates to behaviors, both in and out of the voting booth.

Key Findings Across Survey Administrations:

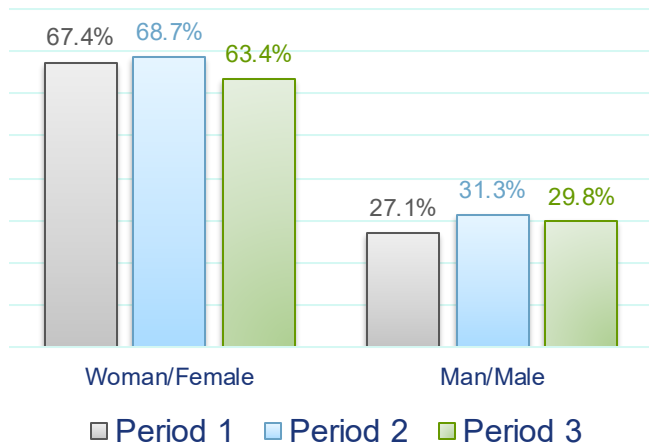


For the first time in Volume 3, it is possible to examine trends over time across multiple administrations of the ENACT National Survey.

- There is an observable shift over time in the political affiliation of respondents with more participants identifying with political extremes in Period 3 than in Period 2.
- Findings relating to government attitudes and political knowledge have remained relatively consistent over time, providing robust data to demonstrate the impact of ENACT courses.
- There is a slight upward trend in behaviors of political engagement and voting between Period 1 findings and data from Period 3.

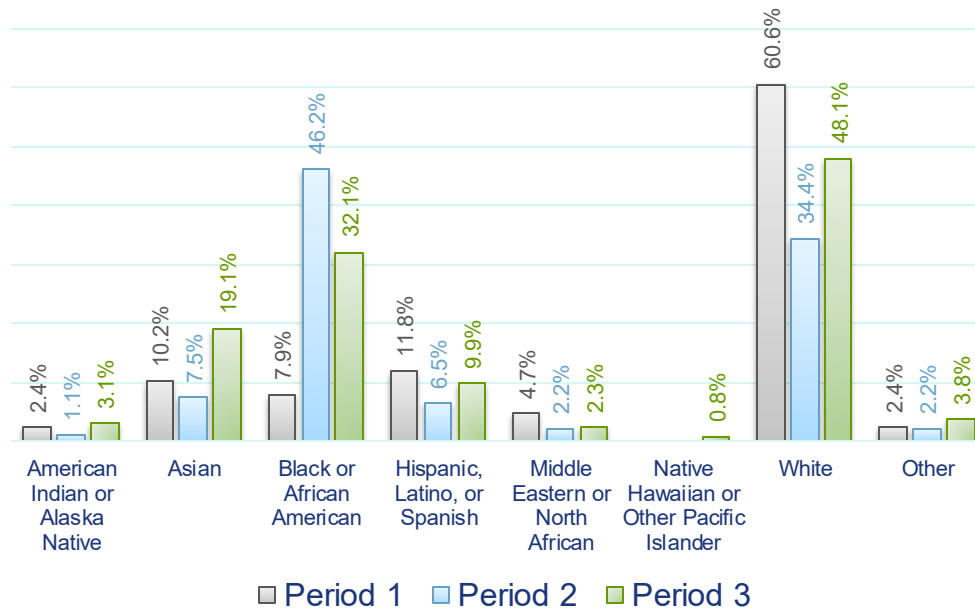
Participant Demographics: Gender & Race/Ethnicity

Participant Gender*



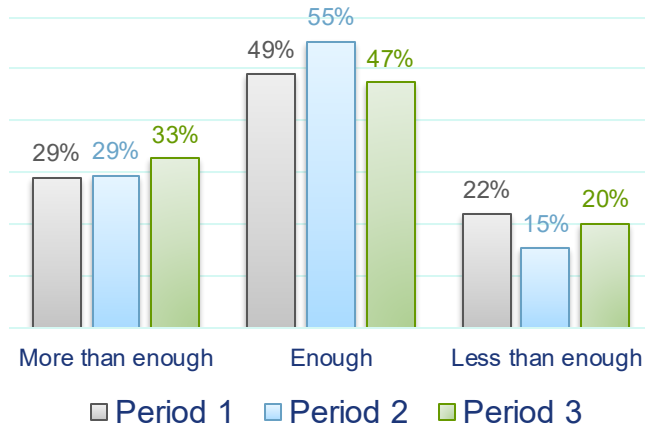
**Participants were given additional gender options, but across all three periods of data collection, any other categories consistently make up 5% or less of survey participants.*

Participant Race/Ethnicity

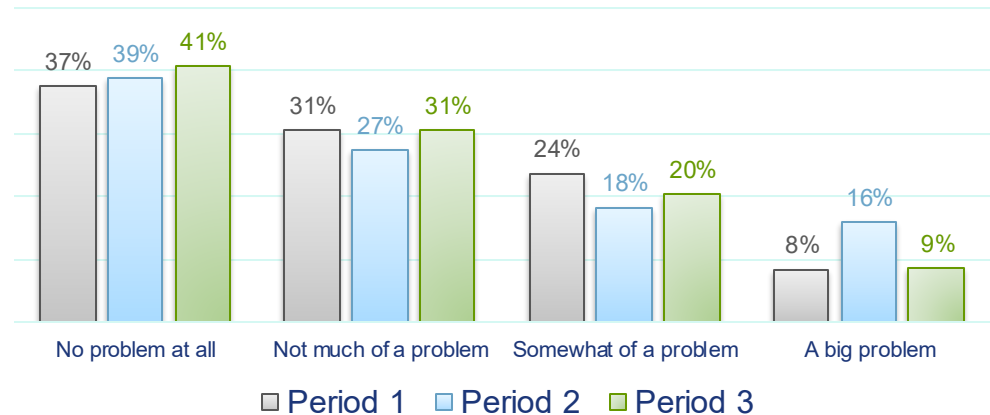


Participant Demographics: Socioeconomic Status and Community Safety

When you think about your family's access to money and resources, were you raised with:

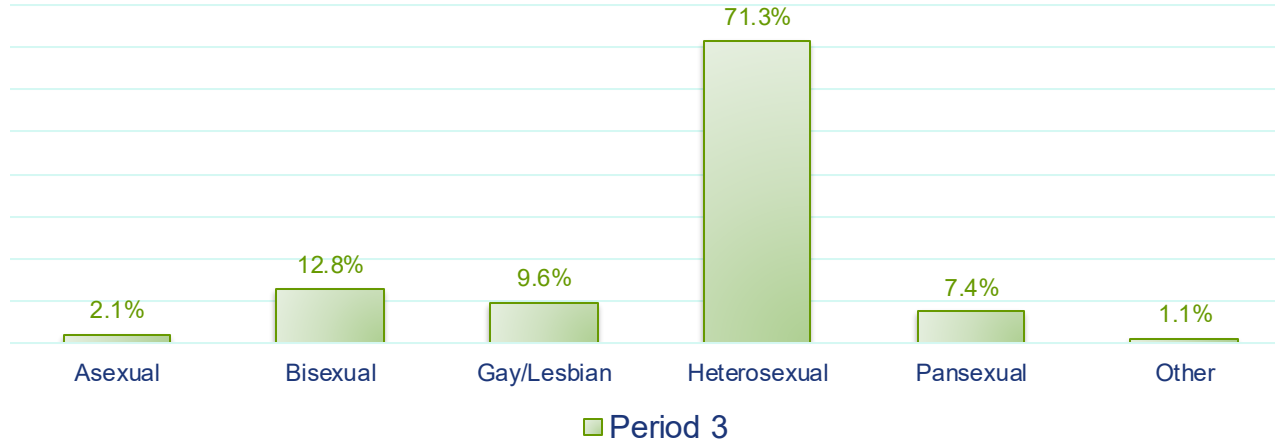


In the neighborhood where you lived most of your life, how much of a problem were things like drugs, violence, gangs, and crime?



Participant Demographics: Sexual Orientation

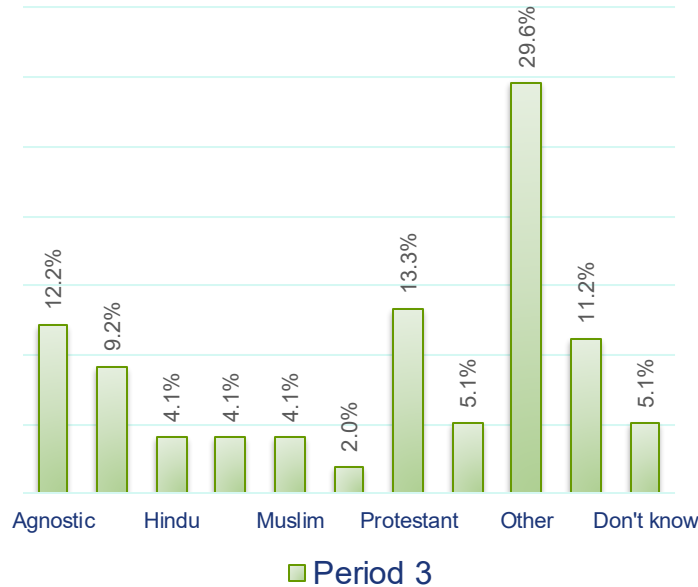
Participant Sexual Orientation



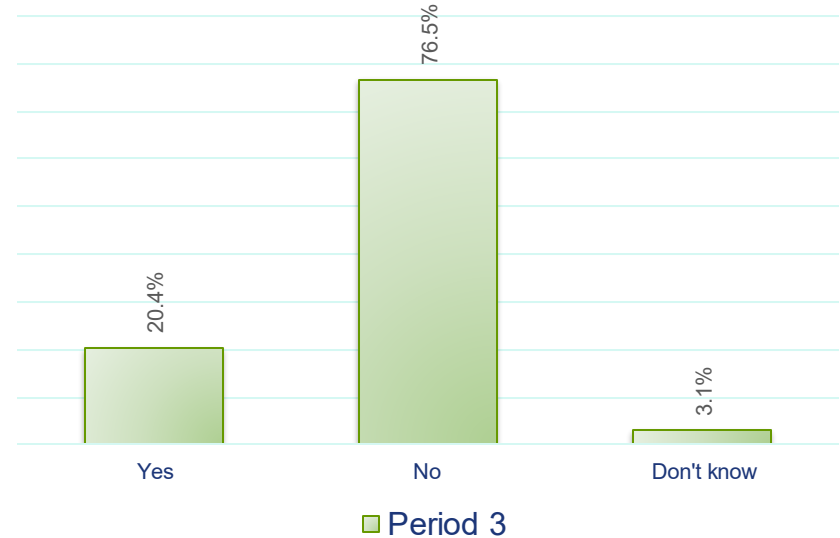
This question was asked for the first time in the 2024-2025 administration of the ENACT National Survey (Period 3).

Participant Demographics: Religion & Disability Status

Participant Religion



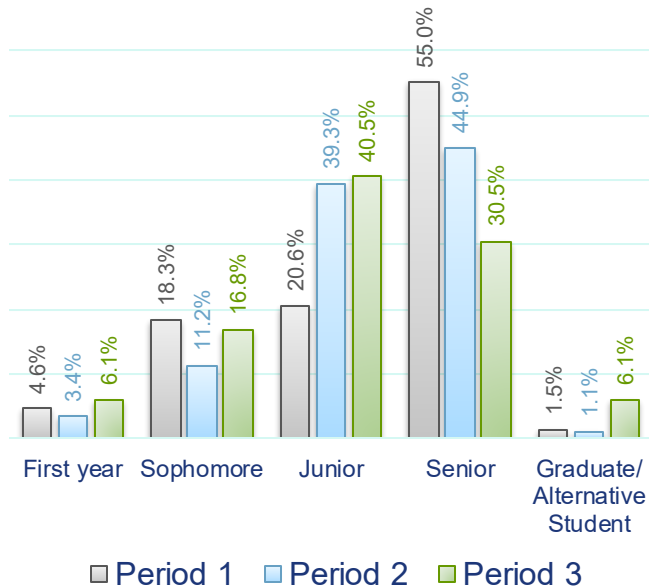
Participants with a Disability or Other Chronic Condition



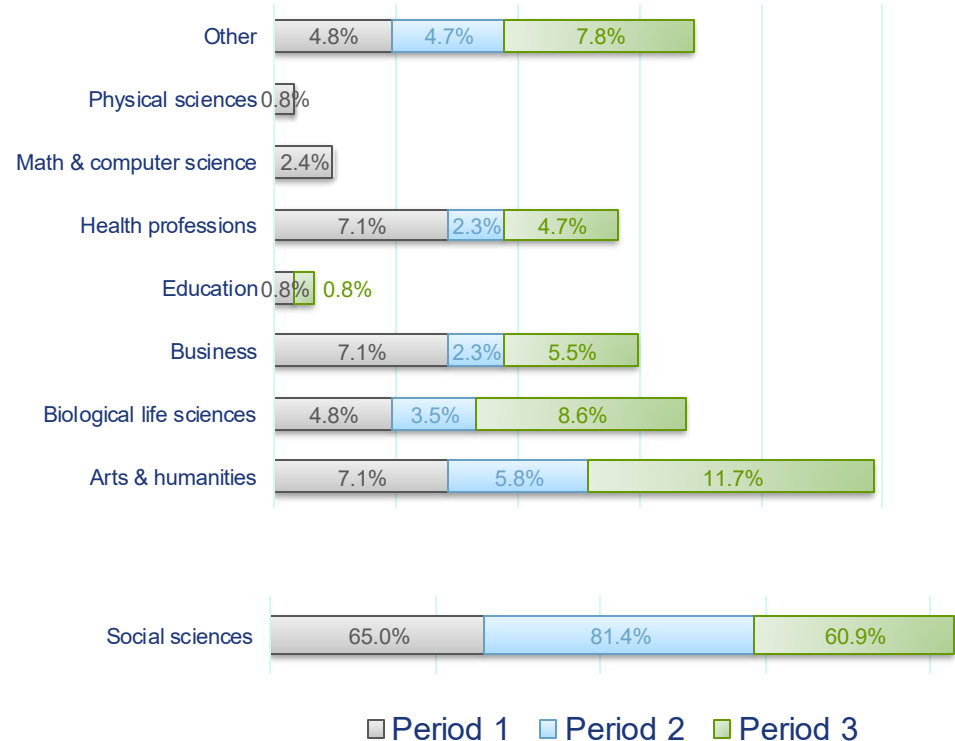
These questions were asked for the first time in the 2024-2025 administration of the ENACT National Survey (Period 3).

Participant Demographics: Class Year & Major

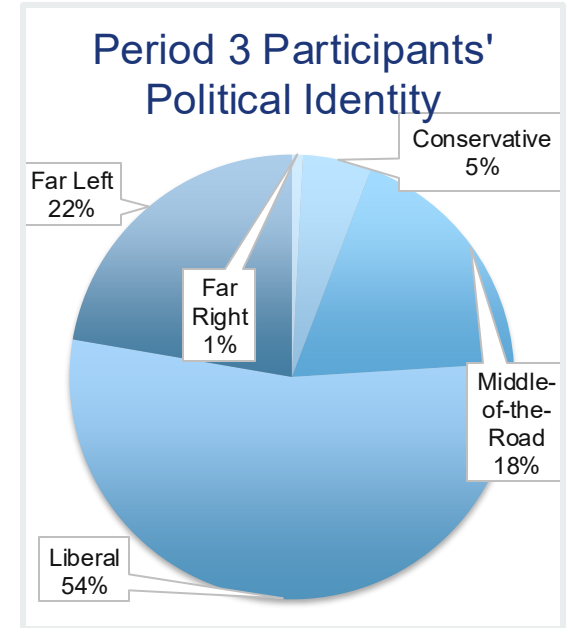
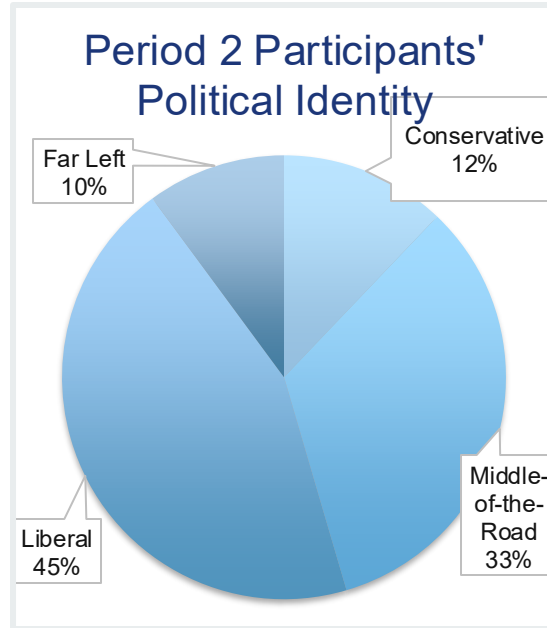
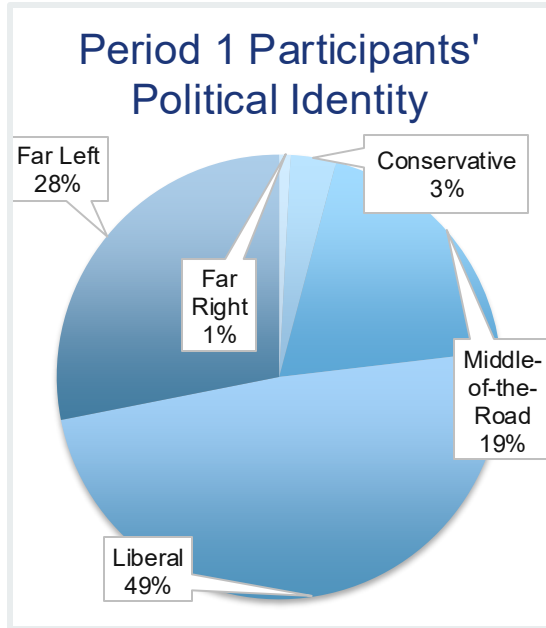
Participant Class Year



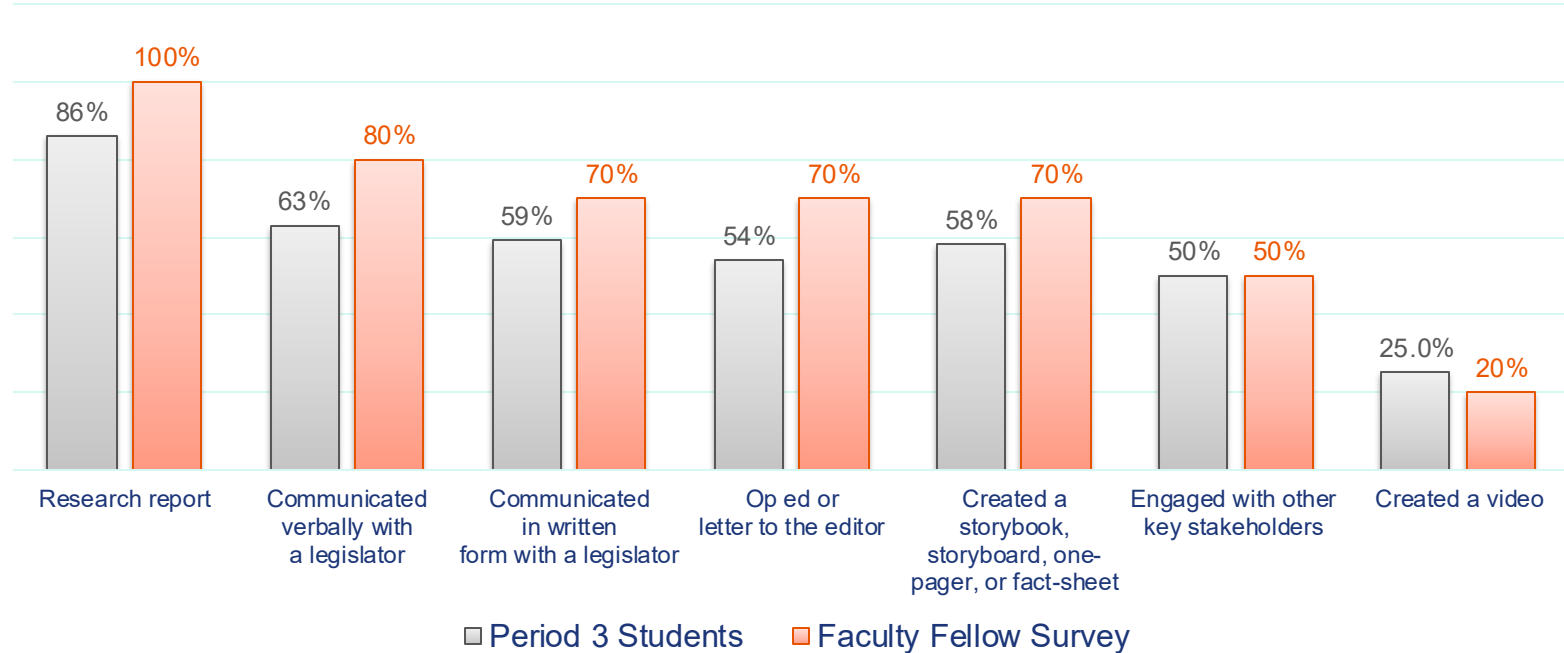
Undergraduate Major



Participant Demographics: Political Ideology



Course Components: Student & Faculty Reported Course Requirements





Key Findings: **Political Attitudes**

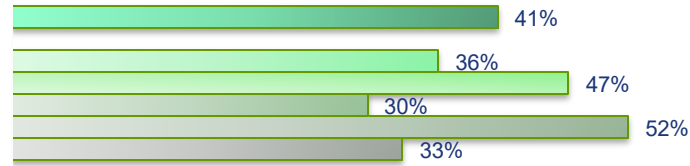
“[I would describe my interactions with government as] minimal. I vote. I went to public schools as a kid, which exist because of government. But for me, the government was mostly a distant and terrifying force that randomly decided to give or take away rights, not something that felt moveable. It was nice to be able to talk to state legislators [through the ENACT class] and see that they are normal people who it is possible to interact with in normal ways. There are faces behind the force of government – and many people working daily to improve it.”

- ENACT student

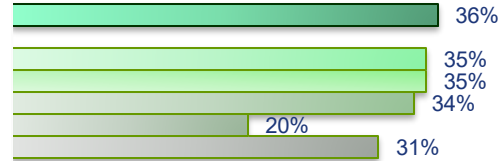
Political Attitudes:

2024-2025 Participant Attitudes on Government, By Race

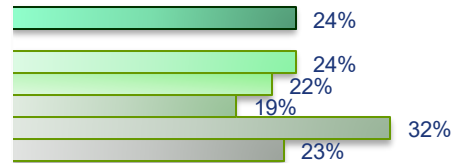
In general, government officials understand people in communities like mine.



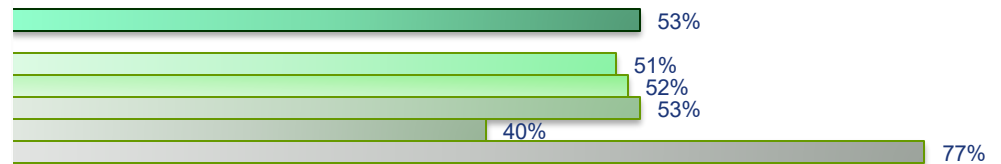
In our form of government, the people have the final say about how the country is run, no matter who is in office.



Government is primarily concerned with giving citizens services.



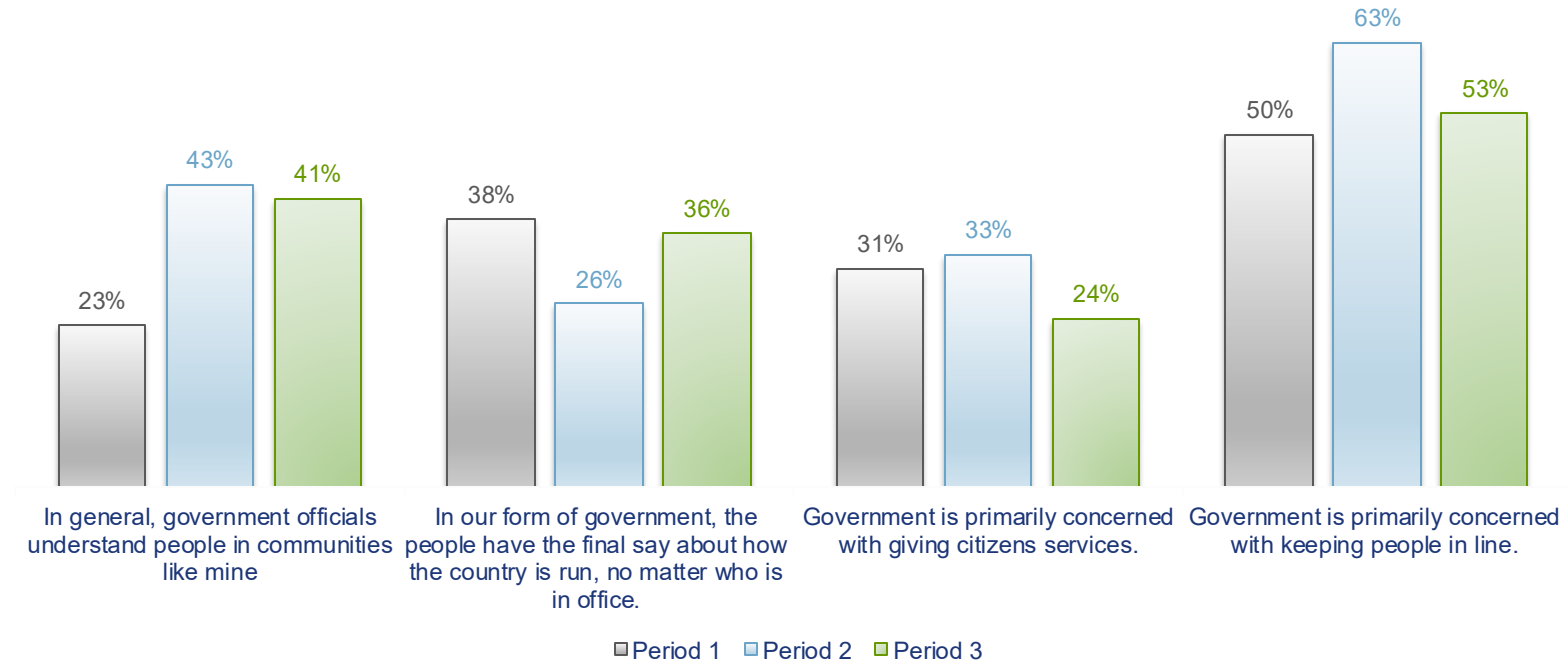
Government is primarily concerned with keeping people in line.



- All
- Participants of Color
- White
- Black
- Asian
- Hispanic/Latinx/Spanish

Political Attitudes:

Participant Attitudes on Government





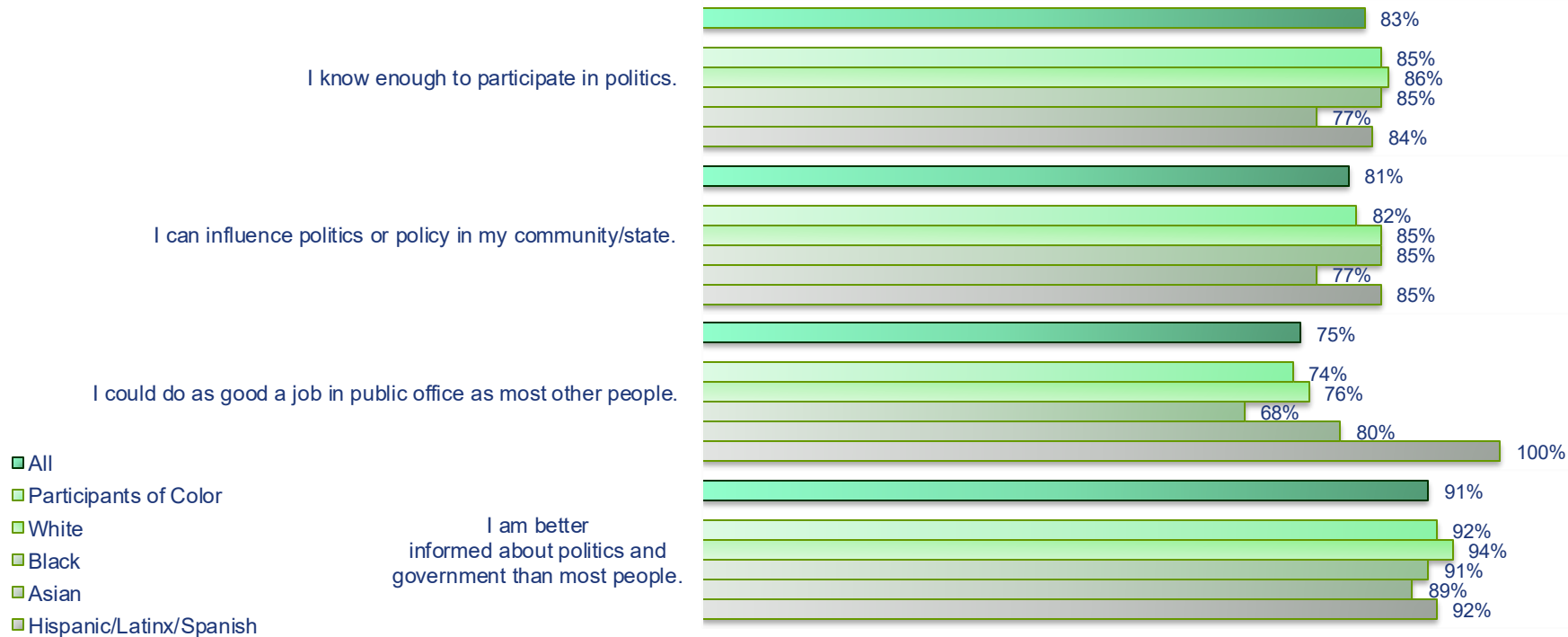
Key Findings: **Political Efficacy**

“I had little prior knowledge [about] how to interact with the government before this class... Even if I did have the knowledge, I don’t think I would have [expected] to be heard in an interaction with government like I do now.”

- ENACT student

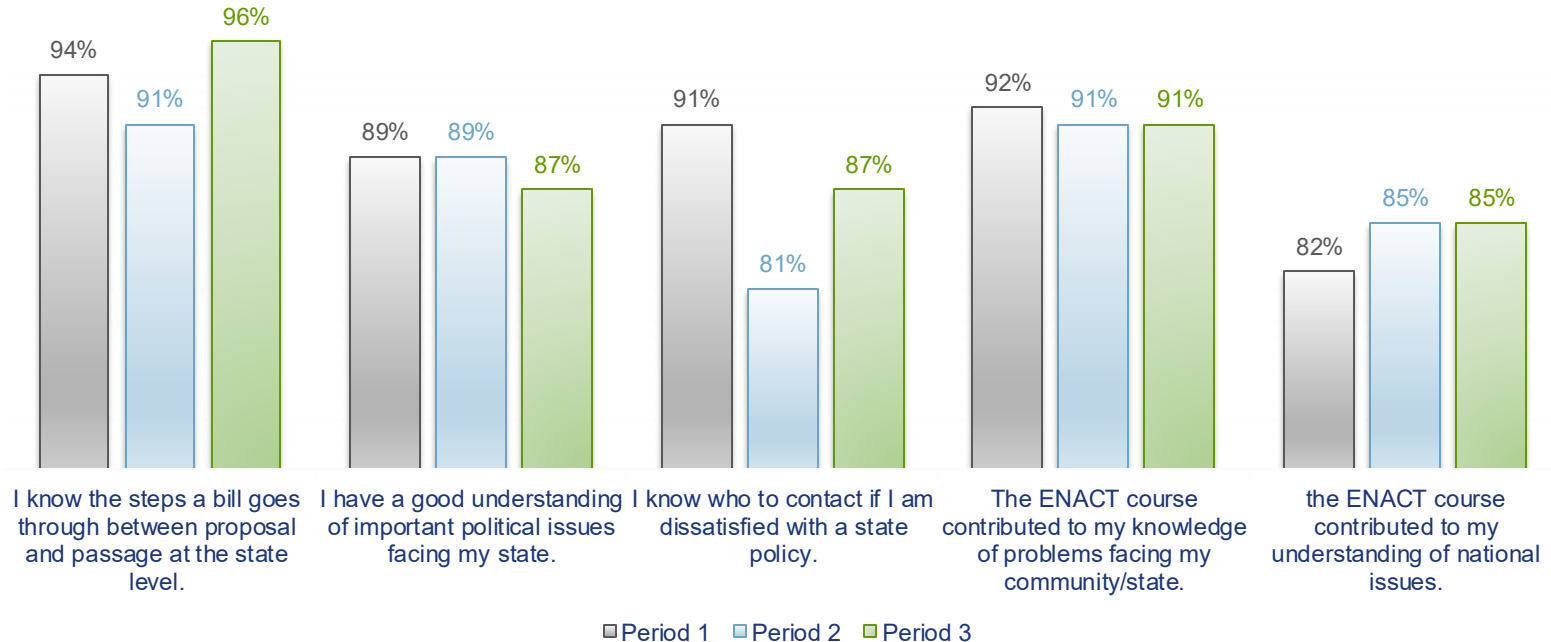
Political Efficacy:

2024-2025 Participant Political Efficacy, By Race



Political Efficacy:

Participants' Political Knowledge





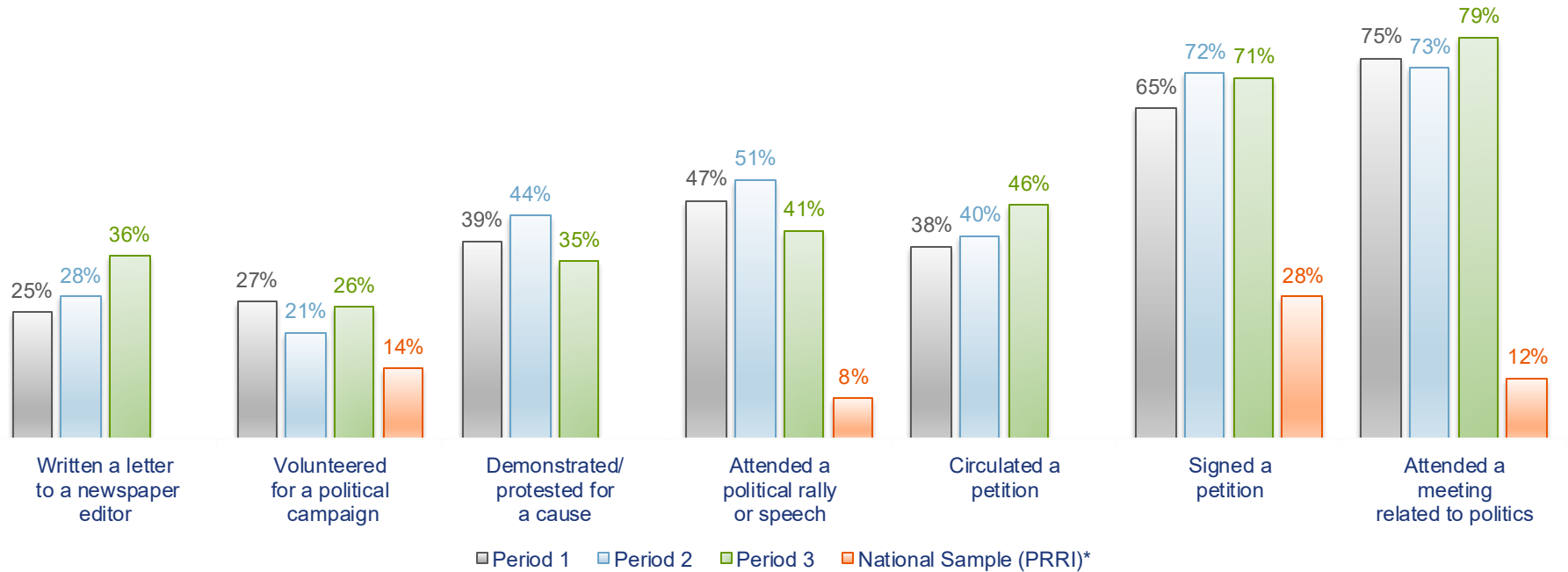
Key Findings: **Political Engagement**

“As a citizen of America, I realize I have more of a say in government action than I thought.”

- ENACT student

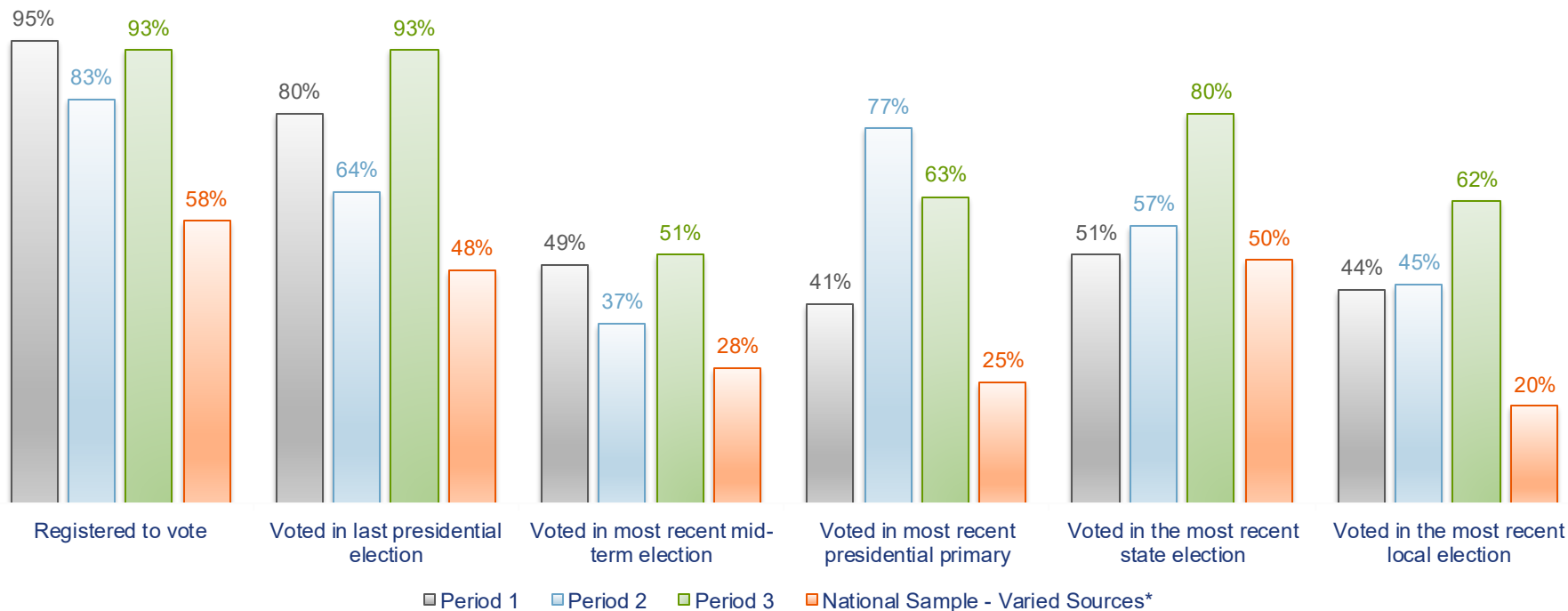
Political Engagement:

Participants' Political Engagement



**The PRRI survey did not ask about writing a letter to a newspaper editor, demonstrating/protesting for a cause, or circulating a petition.*

Political Engagement: Participants' Voting Behavior



**National sample rates are pulled from a variety of sources (the U.S. Census Bureau, Wisconsin Elections Commission, The University of Chicago Center for Effective Government, and States United Democracy Center).*



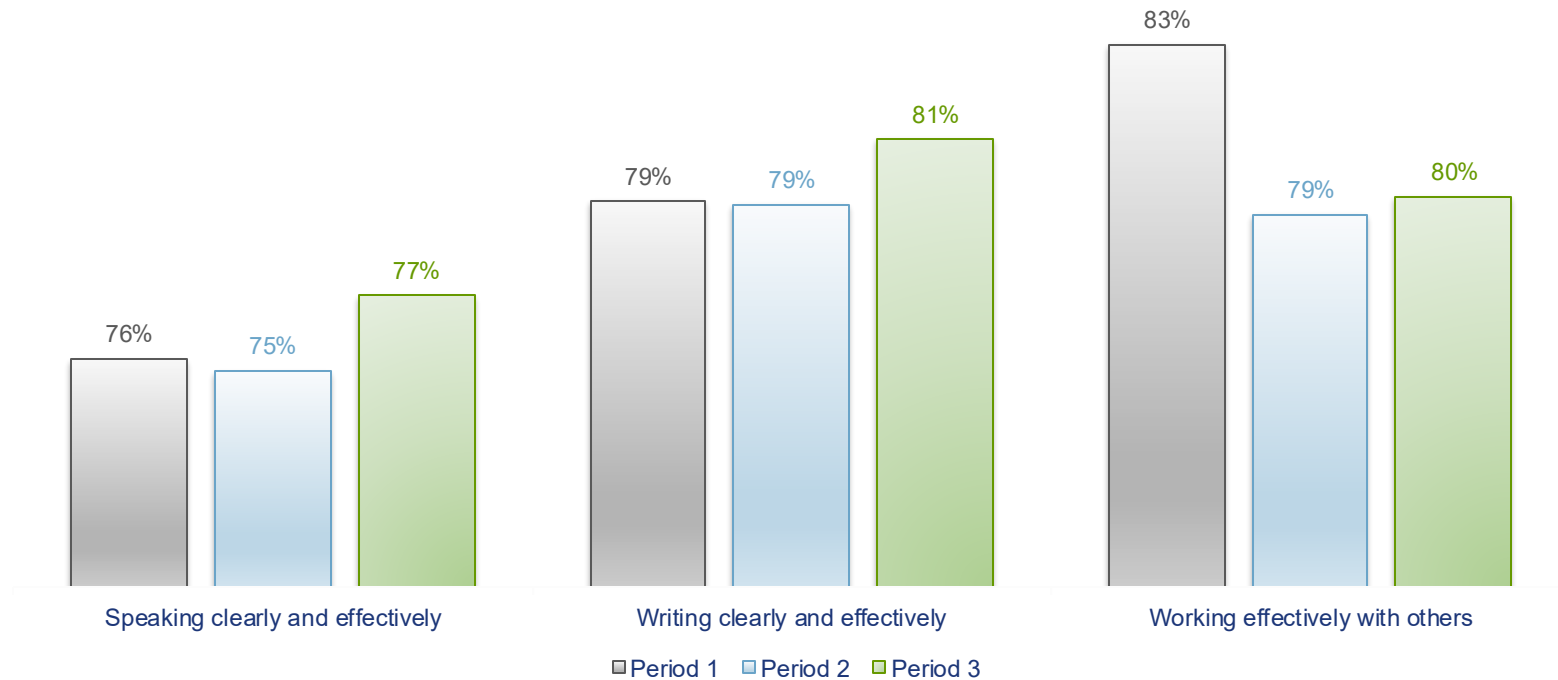
Key Findings: **Critical Skills**

“The longer I teach [this class], the more I see my alumni turn up as lawmakers, staffers, lobbyists, etc. This is really gratifying and shows that the experiential nature of the class serves as an impetus for students to seek careers in state politics.

- ENACT Faculty Fellow

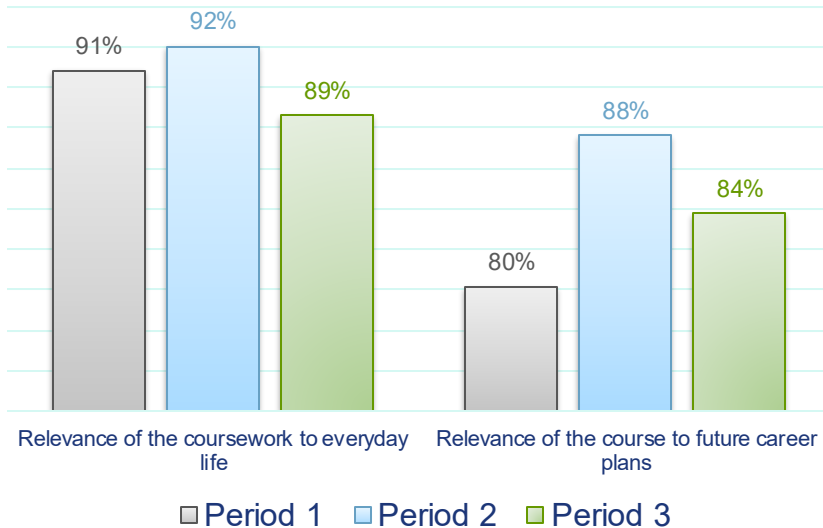
Critical Skills:

Participants' Reflection on ENACT's Contribution to Skills

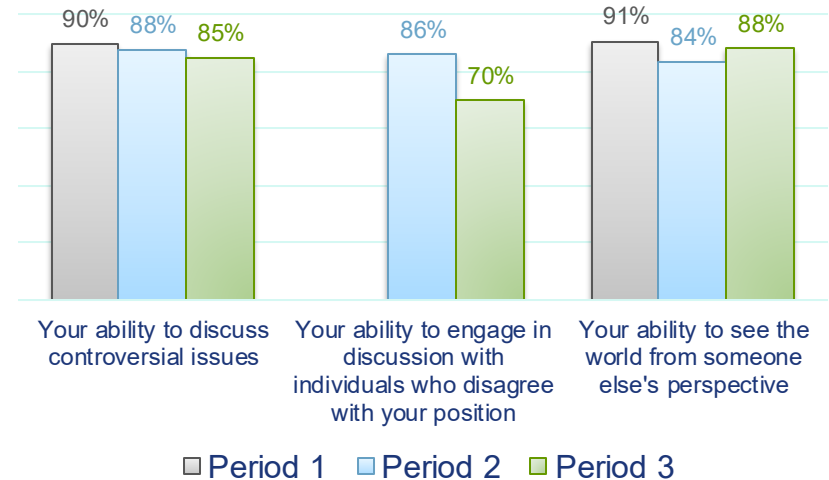


Critical Skills: Participant Strengths & Satisfaction

Participant satisfaction with
relevance of the coursework



After completing the ENACT
course, which of the following
are strengths of yours?



**The question about engaging in discussion with individuals who disagree was added after May 2023 and is not included in Period 1 data.*

Authors



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Kaitie Chakoian is a current doctoral candidate in Social Policy at the Heller School at Brandeis University. Kaitie was a Teaching Fellow in the ENACT class at Brandeis ("Advocacy for Policy Change") from 2019-2023. Additionally, she has been a member of the ENACT evaluation team since 2021. She also teaches courses to undergraduate and graduate students in gender-based violence, social policy, and qualitative research methods. Outside of academia, Kaitie has worked as an Epidemiologist for SAMHSA's Strategic Prevention Technical Assistance Center and as the Campus Policy Manager for "End Rape On Campus", a national organization working end college sexual violence. She has also consulted for the Ohio Alliance to End Sexual Violence, the Institute on Community Health, the Massachusetts Commission on the Status of Women, and the Sanar Institute.

Charlotte Powley, PhD, MPH, MEd

Charlotte completed her PhD in Social Policy in 2020 at the Heller School for Social Policy and Management, where her doctoral work focused on menstrual management and students' experiences of menstruation in US public schools. Charlotte currently serves as a Lecturer in the Legal Studies program at Brandeis and works as the Assistant Director of Research at ENACT. Charlotte teaches the ENACT course "Gender, Justice, and Legislation" as well as "Legislation for Change: Research, Policy and Social Determinants of Health". Charlotte earned her B.A. from Barnard College, Columbia University in 2011, majoring in Women, Gender, and Sexuality Studies. After Barnard, she joined the New York City Teaching Fellows and taught at a Title I high school in New York City for over three years. While teaching, she completed a Master's in Education at Hunter College in New York City, graduating in 2014. Charlotte left teaching in 2015 to pursue her Master's in Public Health from Tufts University School of Medicine. Charlotte completed her MPH in 2017 with a major in Biostatistics and Epidemiology.

Melissa Stimell, JD

Melissa Stimell is a Professor of the Practice in the Legal Studies Program at Brandeis University. She is the Director of ENACT, The Educational Network for Active Civic Transformation. She served as the chair of the Program in Social Justice and Social Policy. She currently teaches Advocacy for Policy Change, Conflict Analysis and Intervention, and Global Justice and Societies in Transition. She also has led Brandeis Summer in The Hague and the seminars accompanying the internship programs. She received her undergraduate degree from Cornell University and her law degree from Boston University School of Law. She has been a public interest attorney for over 30 years, focusing on the representation of vulnerable populations in such areas as criminal law, discrimination of individuals with disabilities, and child welfare.