

Civic Engagement

Theories/Models/Bodies of Research:

1. Bringle, R. & Steinberg, K. (2010). Educating for informed community involvement. *American Journal of Community Psychology*, 46, 428-441.
2. Colby, A. Ehrlich, T. Beaumont, E. & Corngold, J. (2007). *Educating for Democracy: Preparing undergraduates for responsible political engagement*. San Francisco: Jossey-Bass.
3. Colby, A. Ehrlich, T. Beaumont, E. & Stephens, J. (2003). *Educating citizens: Preparing American's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
4. Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
5. Ehrlich, T. (2000). *Civic Responsibility and Higher Education*. Phoenix: Oryx Press.
6. Hatcher, J.A. (2011). Assessing Civic Knowledge and Engagement. In J.D. Penn (Ed.), *New Directions for Institutional Research: Assessing Complex General Education Student Learning Outcomes*, 149, 81-92.
7. Jacoby, B. & Associates (2009). *Civic Engagement in Higher Education: Concepts and Practices*. San Francisco: Jossey Bass.
8. Knefelkamp, L. (2008). Civic identity: Locating self in community. *Diversity and Democracy: Civic Learning for Shared Futures*, 11(2), 1-3.
9. Loeb, P.R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Press.
10. Peterson, C. & Seligman, M.E.P. (2004). *Character strengths and virtues- Chapter 16: Citizenship*, 369-389. Oxford: Oxford University Press.

Methods/Measures/Tools:

1. **AAC&U Rubric** | <http://www.aacu.org/value/index.cfm>
*see also Rhodes, T. (Ed.). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.
2. **Civic Attitudes and Skills Questionnaire (CASQ)**
Moely, B.E., Mercer, S.H., Ilustre, V., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the Civic Attitudes and Skills Questionnaire (CASQ): A measure of students' attitudes related to service-learning. *Michigan Journal of Community Service Learning*, 8(2), 15-26.
3. **Civic Attitudes Scale**
Mabry, J.B. (1998). Pedagogical variations in service-learning and student outcomes: How time, contact, and reflection matter. *Michigan Journal of Community Service Learning*, 5, 32-47.
4. **Civic Minded Graduate (CMG) Scale**
Bringle, R. & Steinberg, K. (2010). Educating for informed community involvement. *American Journal of Community Psychology*, 46, 428-441.

5. **Civic Responsibility Scale**
Astin, A.W., & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39, 251-263.
6. **College Senior Survey – HERI** (selected questions) | <http://www.heri.ucla.edu/cssoverview.php>
7. **Critical Reflection**
Ash, S. L. & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.
Ash, S. L., Clayton, P. H., & Atkinson, M. P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning*, 11(2), 49-60.
8. **Global Social Responsibility and Responsibility of People Scales**
Starrett, R. H. (1996). Assessment of global social responsibility. *Psychological Reports*, 78, 535-554.
Hammang, J. (2010). Beginning to measure learning outcomes affecting the public good. In Association of American Colleges and Universities (ed.), *Rising to the Challenge: Meaningful Assessment of Student Learning Outcomes*. Washington, DC: American Association of State Colleges and Universities, Association for Public and Land Grant Universities.
9. **Loyola Generativity Scale (LGS)**
McAdams, D.P., & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography. *Journal of Personality and Social Psychology*, 62, 1003-1015.
10. **National Survey of Student Engagement (NSSE)** (selected questions) | <http://nsse.iub.edu/>
11. **Social Responsibility Scale**
Berkowitz, L. & Lutterman, K.G. (1968). The traditional socially responsible personality. *Public Opinion Quarterly*, 32, 169-185.

Other Related Organizations/Websites:

1. Bonner Foundation | <http://www.bonner.org/>
2. Campus Compact | <http://www.compact.org/>
3. Center for Information and Research on Civic Learning and Engagement (CIRCLE) | <http://www.civicyouth.org/>
4. Center for Service and Learning- IUPUI | <http://csl.iupui.edu/>
5. National Service-Learning Clearinghouse | <http://www.servicelearning.org/>