

## 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. (2007). *Democracy and education: An introduction to the philosophy of education*. Charleston, SC: BiblioBazaar. (1916 reprint)
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. Ishitani, T.T., & McKittrick, S.A. (2013). The Effects of Academic Programs and Institutional Characteristics on Postgraduate Civic Engagement Behavior. *Journal of College Student Development* 54(4), 379-396. doi:[10.1353/csd.2013.0069](https://doi.org/10.1353/csd.2013.0069).
8. Jacoby, B. & Associates (2009). *Civic Engagement in Higher Education: Concepts and Practices*. San Francisco: Jossey Bass.
9. Johnson, M. R. (2017) Understanding College Students' Civic Identify Development: A Grounded Theory. *Journal of Higher Education Outreach and Engagement*, 21(3), 31-59.
10. Johnson, M.R., & Ferguson, M., Jr. (2018). The Role of Political Engagement in College Students' Civic Identity: Longitudinal Findings From Recent Graduates. *Journal of College Student Development* 59(5), 511-527. doi:[10.1353/csd.2018.0050](https://doi.org/10.1353/csd.2018.0050).
11. Knepfelkamp, L. (2008). Civic identity: Locating self in community. *Diversity and Democracy: Civic Learning for Shared Futures*, 11(2), 1-3.
12. Loeb, P.R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Press.
13. 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** / <https://www.aacu.org/civic-engagement-value-rubric>
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/>  
NSSE at NC State: <https://oirp.ncsu.edu/surveys/survey-reports/studentalumni-surveys/national-survey-of-student-engagement-nsse/>
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. American Political Science Association | <http://web.apsanet.org/teachingcivicengagement/additional-teaching-resources/assessment-toolkit/>
2. Association of American Colleges and Universities | <https://www.aacu.org/research-civic-engagement>
3. Bonner Foundation | <http://www.bonner.org/>
4. Campus Compact | <http://www.compact.org/>
5. Center for Information and Research on Civic Learning and Engagement (CIRCLE) | <http://www.civicyouth.org/>
6. Center for Service and Learning- IUPUI | <http://csl.iupui.edu/>
7. National Youth Leadership Council | <http://www.servicelearning.org/>