

Civics as a Completion Strategy: Bridging Democracy, Student Success, and Workforce Readiness

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Session Overview

Why Civic Learning Now?

Nia Woods Haydel

**CLDE Learning Framework and Partnership with
State Systems and SHEEO**

Carol Geary Schneider

Kentucky CPE's Leadership for Essential Learning

Melissa Bell

Evidence and Measurement

Jillian Kinzie

Q&A and Discussion

Why Civic Learning Now?

Nia Woods Haydel

Complete College America

Framing the Issue: Why Civic Learning Now?

- ★ Student success as a democracy issue
- ★ Civic learning improves persistence, completion, and learning outcomes
- ★ Policy momentum and institutional readiness
- ★ CCA Report: *Complete College, America: Harnessing the Power of Higher Education to Renew American Democracy*



Linking Student Success and Civic Engagement

- ★ Research synthesis showing how students benefit from civic learning and engagement
- ★ Participation in service-learning (a community-engaged high-impact practice) is shown to boost academic and practical skills



FIGURE 5

How College Students Benefit From Civic Learning and Engagement

A synthesis of major research studies shows that students gain many benefits from participating in civic-related high-impact practices (HIPs). When students engage in civic-related HIPs, which combine *knowing* and *doing*, they are more likely to persist in and complete college. They also gain a strong understanding of social issues, improve their academic and problem-solving abilities, and develop skills that employers value.

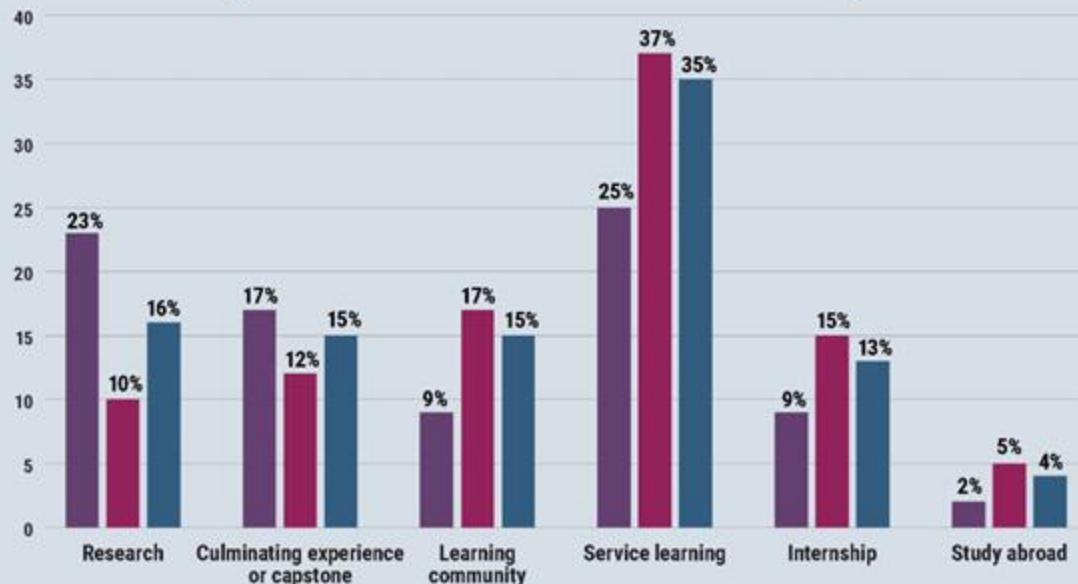
Outcomes for Students	Summary of Findings from 2022 AAC&U Synthesis of Research on Community-Based and Civic Engagement	
Graduation and retention (11 studies) ¹ and other institutional outcomes (2)	<ul style="list-style-type: none"> ★ More likely to graduate ★ Earned more credits ★ More likely to re-enroll 	<ul style="list-style-type: none"> ★ Institutional implementation of collaborative and participatory pedagogies ★ Students practicing collaborative and mutual learning
Mindsets and dispositions (17)	<ul style="list-style-type: none"> ★ Increased openness to and understanding of diversity ★ Increased awareness of social issues and social justice ★ Increased adaptability ★ Positive self-perceptions of socially responsible leadership 	<ul style="list-style-type: none"> ★ More positive attitude toward school and enjoyment of challenging tasks ★ Increased self-efficacy and sense of belonging
Personal and social responsibility (28)	<ul style="list-style-type: none"> ★ Increased civic attitudes and civic mindedness ★ Increased civic and community-based engagement (desire/goals, behaviors during and after college, perceived value) 	<ul style="list-style-type: none"> ★ Civic learning ★ Perceived civic and social responsibility ★ Moral and ethical reasoning and actions
Intellectual and practical skills (9)	<ul style="list-style-type: none"> ★ Improved interpersonal skills: communication, collaboration, and teamwork ★ Increased problem-solving and critical thinking skills 	<ul style="list-style-type: none"> ★ Increased academic content learning and skills such as research, writing, and mathematical analysis
Career preparation (4)	<ul style="list-style-type: none"> ★ Better career exploration skills ★ Increased career exploration in a field related to public service 	<ul style="list-style-type: none"> ★ Increased career-related knowledge and skills
Learning gains (10)	<ul style="list-style-type: none"> ★ Improved grades and grade point average (GPA) ★ Improved test performance and assignment scores 	<ul style="list-style-type: none"> ★ Self-reported general learning gains
Findings for underserved students ² (11)	<ul style="list-style-type: none"> ★ Most consistently discussed in terms of race effects across student populations 	<ul style="list-style-type: none"> ★ Tend to focus on a small set of outcomes, such as cumulative GPA, retention rates, credits earned, and graduation rates

FIGURE 6

High-Impact Practices (HIPs) – Particularly Service Learning – Boost Academic and Practical Skills

Students' participation in HIPs results in significant gains in both academic and practical skills. Students get the most dramatic boost when they take courses that include a community-based project (service learning).

Service Learning Provides Academic and Practical Learning Gains



Academic learning gains include:

- Writing clearly and effectively;
- Speaking clearly and effectively;
- Thinking critically and analytically; and
- Analyzing numerical and statistical information.

Practical learning gains include:

- Acquiring job- or work-related knowledge and skills;
- Working effectively with others;
- Developing/clarifying a personal code of values and ethics;
- Understanding people of other backgrounds;
- Solving complex real-world problems; and
- Being an informed and active citizen.

■ Overall learning gains are the combination of academic and practical learning gains.

Source: Valentine, J., Price, D., & Yang, H.; DVP-PRAXIS LTD (2021). *High-impact practices and gains in student learning: Evidence from Georgia, Montana, and Wisconsin*. Lumina Foundation.

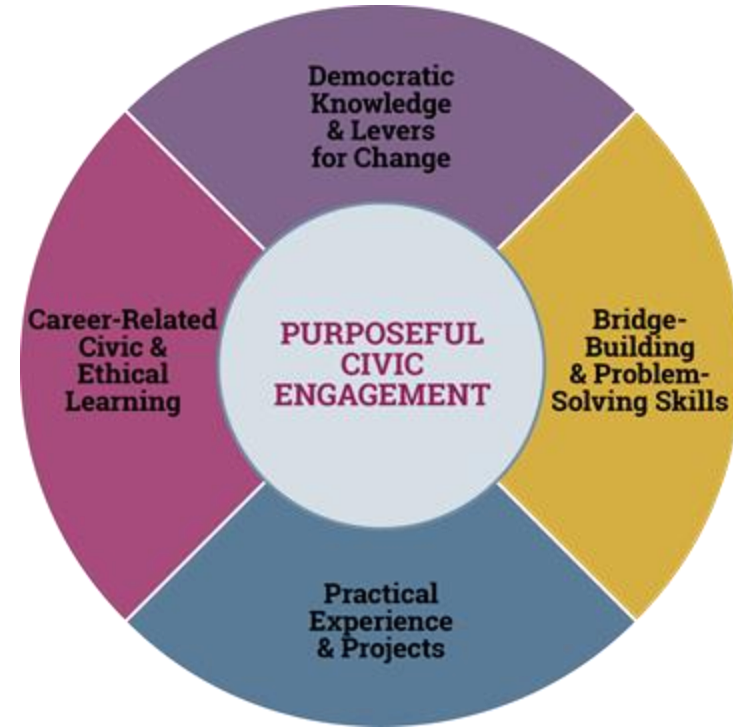
Every Student, Every Degree: CLDE Learning Framework and Partnership with State Systems and SHEEO

Carol Geary Schneider

Civic Learning and Democracy Engagement Coalition

The CLDE Learning Framework

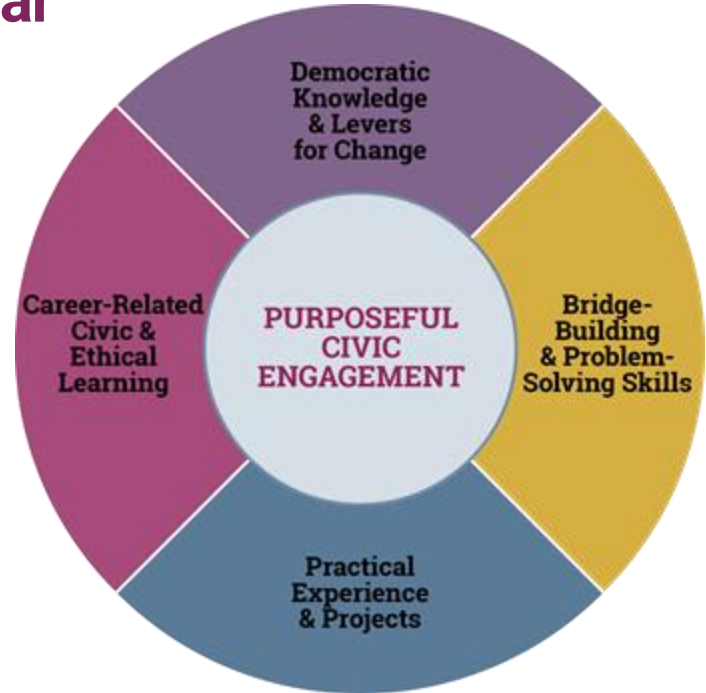
- ★ Students' own journeys are central
- ★ Reflection on students' identities, experiences, societal roles, **civic purpose**
- ★ They make their own choices about civic engagement—in careers as well as civil society
- ★ More at www.collegeciviclearning.org



CLDE Learning – From First to Final Year

The CLDE Framework:

- ★ Centers Democracy—U.S. and Global (Too Often Democracy Is *Assumed* Rather than Explored)
- ★ Connects Engagement Across Difference With Creating Solutions to Significant Problems
- ★ Values Practical Experience – And Collaborative Learning From Those Practical Experiences
- ★ Connects Civic and Ethical Inquiry to Students' Career Plans and Workplace Experience



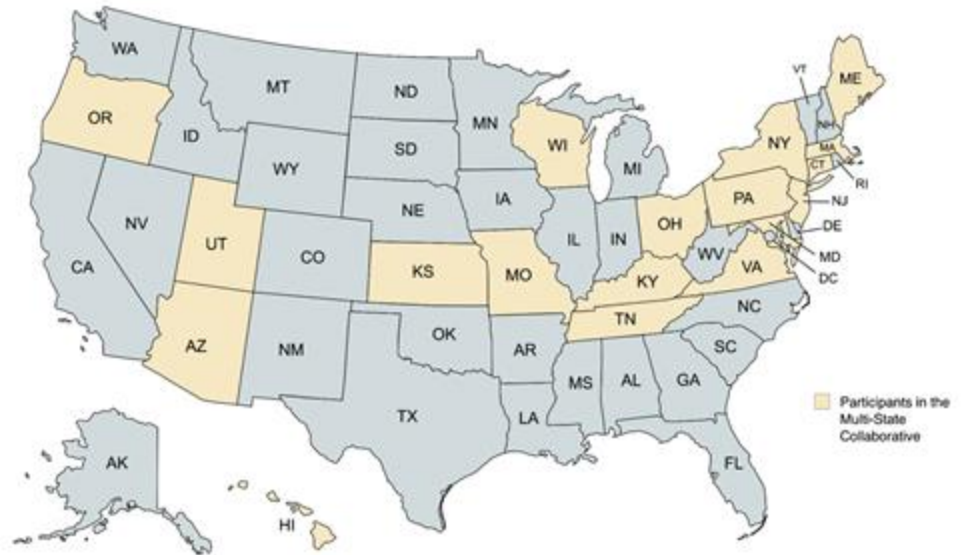
State Systems as Key CLDE Partners: The Multi-State Collaborative for College Civic Learning and Democracy Engagement (MSC)

- ★ The CLDE Coalition helped build the MSC as a key “scaling” partner. MSC members affirm that civic learning should be part of **all** students’ college experience.
- ★ There now are 20 states/systems in the MSC: AZ, CT State Community College (system), CUNY, HI, KS, KY, MA, MD (state and system), MO, NJ, OH, OR, PA, SUNY, TN, UT, VA, WI – with others pending
- ★ Within the MSC, **KY CPE** is especially comprehensive and sophisticated in its approach to civic learning for all students.

Multi-State Collaborative for College Civic Learning and Democracy Engagement

Strategy and Approach

- Broad Institutional Engagement, Focus on Affirming Diverse Missions and Contexts
- Shared Recognition of Civic Learning As Essential to 21st-Century Education



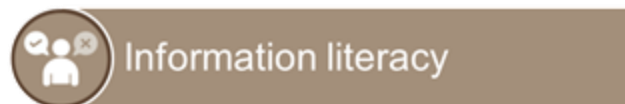
Both the *CLDE Framework* and the
KY Essential Skills Invite
Pathway Thinking and Planning–
Guided Curricular Pathways Are One of the
Key Strategies in the
Student Success Movement.

Kentucky Council on Postsecondary Education's Leadership for Essential Learning

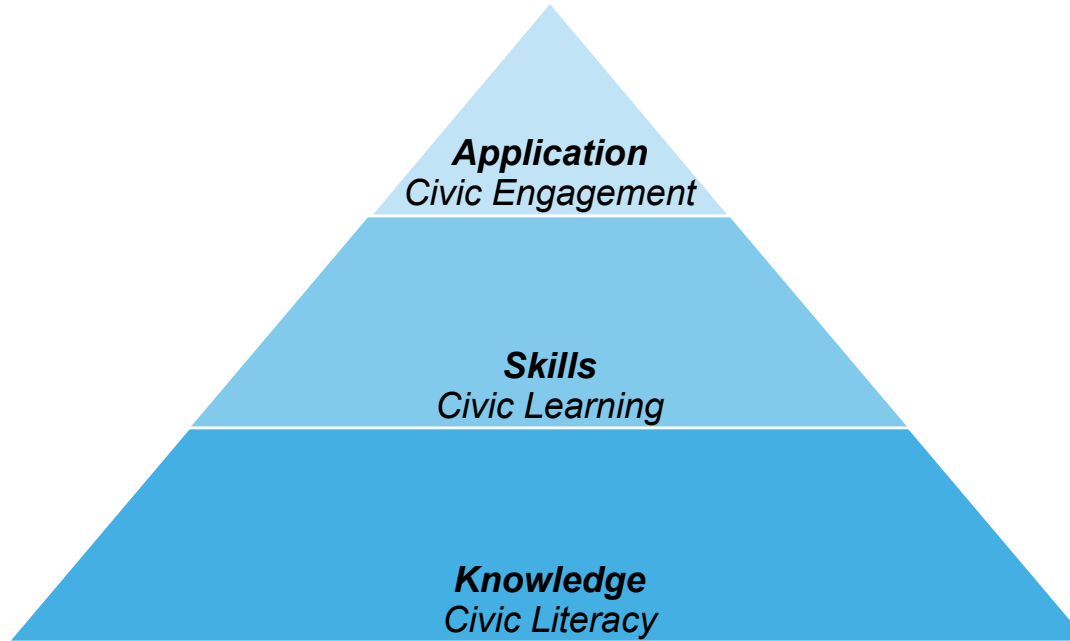
Melissa Bell

Kentucky Council on Postsecondary Education

Kentucky Graduate Profile: The 10 Essential Skills



Civic Literacy + Learning = Civic Engagement



Three Levels of Skills

Achievement Level	Performance Level	Educational Level
Benchmark	Beginning to acquire skill or knowledge or but may need guidance or support	High school completion
Milestone	Demonstrate competence independently	Associate degree or halfway through bachelor's degree
Capstone	Apply the competency with expertise and precision	Completion of bachelor's degree

Essential Skill 7: Engage in civic life

Benchmark Level

- Respectfully discusses basic ideas, expressing one's own opinions and acknowledging those of others.
- Articulates knowledge of democratic principles, the U.S. Constitution, and the impact of individual and community involves in American Government.
- Describe opportunities for individuals or groups to engage in civic life to bring about positive change.



Essential Skill 7: Engage in civic life

Milestone Level

- Engage with others who represent different perspectives through active listening, clear and responsive dialogue, and collaboration.
- Leverages knowledge of the impact of the civic participation on public policy to plan for social action.
- Presents persuasive argument that are based on reflection and analysis of personal experiences, observation, and outside knowledge or perspectives.



Essential Skill 7: Engage in civic life

Capstone Level

- Assesses community-based problems to generate solutions that reflect multiple needs and perspectives by engaging with others and with credible resources.
- Collaborates to engage community stakeholders in civic action that targets appropriate levers for civic change.
- Tailors communications to elicit support for civic action in response to needs, interests, and/or potential contributions of different audiences, integrating reflection on the impacts of that action.



Exemplar Assessment

"GOLDENROD'S VISION 2035" Essential Skill 7: Engage in Civic Life to Improve Society Exemplar Case Study Assessment

Milestone Level

Learner Instructions

You work for the office of Mayor Robin Jordan in the town you grew up in, Goldenrod, Kentucky, and have been asked to design a strategy to revitalize their dying downtown area. The strategy is called Vision 2035 and it's a civic engagement plan to help this community survive the population and economic challenges they've faced. The town has struggled with a dwindling population for quite some time and many people have moved away. Locals participated recently in a town hall to share their ideas and perspectives for how to revitalize the community. Using a guided template and the resource materials provided, you will chart a course toward building a thriving Goldenrod community by 2035.

When a rural town "thrives" again, it's marked by a visible sense of pride among its residents, economic and cultural vibrancy, and renewed optimism for future generations. In a thriving community, there's a palpable sense of connectedness, people have access to essential services and job opportunities, and the quality of life improves in a way that makes residents feel invested in staying or returning.

Case Study: Goldenrod, Kentucky

Goldenrod is a small town with a population less than 1,500 in southeastern Kentucky. The first successful industry was production of iron in the 1800s, which expanded to coal and manufacturing over time. Like many towns at that time, being a designated stop for the railroad resulted in economic and population growth. Goldenrod's downtown area was growing and vibrant with hotels, restaurants, stores, grocery markets, schools, and a strong local government. But as the diminished appetite for coal occurred, businesses declined, resulting in increased unemployment rates and decreased population. Downtown businesses closed their doors, and the opportunity to find work locally was challenging at best.

Though the downtown was dying in this small town, Goldenrod was surrounded by natural beauty and wonders. Goldenrod is located near the Cumberland River and is the heart of mountains and valleys. Since the pandemic, there has been keen interest by Goldenrod residents to bring downtown back to its days of glory and economic strength and sustainability in the community.

To Complete the Assessment

For each step below, write your responses in the "Learner's Guided Milestone Template."

1. Review the Kentucky Main Street Program. To get a sense of some of the [opportunities](#) [participation](#), work in Kentucky, review [the Kentucky Main Street Program](#). List benefits and possible goals in revitalizing a downtown area.



1. **Explore Community Engagement Strategies:** Examine the development plans for other towns that have undergone a downtown revitalization (e.g., the Kentucky towns of Harlan, Ashland, or Somerset).

- a. Summarize what approaches the towns took to get members of the community involved in the process. Identify the different channels, venues, and audiences these towns pursued to ensure holistic community representation when they were developing the appropriate solutions.
- b. Recommend three to five approaches to engaging the public you would use in the revitalization of Goldenrod, KY, including a brief rationale for each recommendation.

1. **Identify Levers for Civic Change:** Review [the notes from Mayor Jordan's Town Hall](#) to gather ideas from the Goldenrod community. Using the ideas provided by community members in the Town Hall notes, identify and describe:

- a. One recommendation that would require the implementation of new local policy.
- b. One recommendation that could be implemented with no cost to the town with an effective word-of-mouth messaging campaign.
- c. One recommendation that would require partnership with an organization or company outside of Goldenrod.
- d. One recommendation that would require partnership with a local community group or organization.

1. **Assess Community-Based Problems:** Using your chosen town from Step Two, give two examples of how facts/data about the community needs were used to inform a proposed solution and/or engagement activity.

1. **Develop Strategies and Goals for Vision 2035:** Using your chosen town in Step Two and the Town Hall notes, list three to five strategies for building a thriving downtown area that you would recommend for revitalizing Goldenrod. For each strategy, include:

- a. Rationale for prioritizing the recommended strategy for Goldenrod.
- b. Two to three target outcomes for each strategy to illustrate the goal(s) of the approach.
- c. A timeline of the key steps or phases for implementing the strategy by 2035.
- d. A community engagement approach for designing, implementing, sustaining, and reflecting on this strategy in partnership with Goldenrod residents.



Civics in the Curriculum


- **Western Kentucky University's** Honors Program houses the Civic Engagement Resource Center, which offers courses in what it means to be a steward of democracy.
- **Kentucky State University** revised general education core to strengthen understanding of civics.
- **Northern Kentucky University's** "Self and Society" element of general education focuses on cultural pluralism.
- **Morehead State University's** March to Service initiative integrates community service into curricula.
- **Kentucky Community and Technical College System** plans to embed civic engagement in specific general education disciplines and technical programs.

Other Civic-Related Efforts


- **Eastern Kentucky University's** Colonels at the Capitol assigns students to state legislators for a semester to learn about the legislative process.
- **Northern Kentucky University** built a learning module in the LMS for the 2024 election cycle for faculty to integrate election and policy information into their classes.
- **University of Louisville's** McConnell Center Civic Education Program conducts programs for Kentucky educators, students (K-12 and college), and the general public focused on U.S. history and citizenship in the 21st century.

Faculty and Staff Resources

Home Page



KENTUCKY
GRADUATE
PROFILE



Repository

Home

- History of the Graduate Profile
- The Need for the 10 Essential Skills
- ▼ The 10 Essential Skills
 - The Curriculum Development Toolkit
- ▼ Resources for Faculty and Instructors
 - Supporting Student Learning

Welcome to the Kentucky Graduate Profile Repository. This site provides postsecondary faculty and staff resources to incorporate and assess the 10 Essential Skills in academic and co-curricular programming.

[History of the Graduate Profile](#)

[The Need for the 10 Essential Skills](#)

[The 10 Essential Skills](#)

[The Curriculum Development Toolkit](#)

[Resources for Faculty and Instructors](#)

[Supporting Student Learning](#)

[Value of a College Degree](#)
Coming soon!

[Employer Demand for Skills and the Skills Gap](#)
Coming soon!

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Want more information on the Kentucky
Graduate Profile?



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Evidence and Measurement

The National Portrait: What do we know about college students' civic learning experiences and knowledge?

What evidence can inform and guide state systems' and institutions' civic initiatives?

Jillian Kinzie

National Survey of Student Engagement, IU Center
for Postsecondary Research

What Students Say...

- Surveys to assess the extent to which students engage in educational practices associated with high levels of learning and development
- Core NSSE Survey & Civic Engagement Topical Module
- Results provide institutions diagnostic, actionable information



NSSE Survey Instruments view
items, Civic Topical Module

What Students Say...

- Student feedback & perceptions are a key data source

How much does your institution emphasize...Developing a sense of responsibility to the communities that matter to you?

62% Seniors

substantial ("very much" + "quite a bit")

When I accompanied my professor to Malaysia and conducted a research project on microplastic distribution...a significantly important issue, prevalent in all countries now. - SR bio major

Thinking about...What has been most meaningful to you?

Being able to use my voice to support my community and others that matter to me and the world. - FY student

There's a lot of different things going on in the world right now. With everyone having different opinions, it is most meaningful to talk about it with others to get insight on where they are coming from. - FY student

CIVIC EXPERIENCES

Participate in a
Community-Based
Project (service-learning)

- 52% first-year students
- 59% seniors
- 23% community college students

Avg. hours per week
volunteering = 2.4



Civic Engagement Topical Module (2025)

Originally adapted from a survey of democratic engagement developed by the American Association of State Colleges and Universities, this module has been updated to ask students to assess their institution's emphasis on civic issues and their abilities to resolve conflicts, participate in dialogue and contribute to community well-being, and how often students have engaged with campus, local, state, national, or global issues. Items align with the Civic Learning and Democracy Engagement (CLDE) Framework (collegeciviclearning.org). The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. (Similar FSSE set available.)

1. How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- Discussing important social, economic, or political issues with others
- Organizing activities focused on important social, economic, or political issues
- Being an informed and active participant in campus, local, state, or national issues
- Being involved in an organization or group focused on important social, economic, or political issues
- Voting in campus, local, state, or national elections
- Encouraging free speech and expression
- Developing a sense of responsibility to the communities that matter to you

2. How comfortable do you feel addressing important social, economic, or political issues in the following?

Response options: Very much, Quite a bit, Some, Very little

- In course assignments
- In course discussions
- Outside of class or in your community



3. Select the response that best represents your ability to do the following:

Response options: Poor (1) to Excellent (5)

- Help people work through their disagreements with each other
- Respond to conflicts that involve bias, discrimination, and prejudice
- Lead a group in which people from different backgrounds feel welcomed and included
- Participate in a constructive dialogue with someone who disagrees with you

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

SPECIAL-FOCUS ITEMS Civic Learning

What are CCSSE special-focus items?

To keep the survey fresh and relevant for the community college field, a special-focus item set is administered each year with CCSSE. This enables colleges to more deeply explore certain issues that are key to improved student engagement and success.

All colleges receive the five special-focus items as part of their CCSSE administration. Students are asked to mark their responses under "Additional Items" at the end of the [survey](#). The results from these items are provided as frequency distributions with colleges' standard CCSSE reports.

CCSSE 2026 items

Colleges that participate in CCSSE 2026 will receive five special-focus items about civic learning. The items will explore students' gains in civic purpose, bridge building across difference, and problem-solving proficiency.

How much has your experience at [this college](#) contributed to your knowledge, skills, and personal development in the following areas?

(Please respond to each item)

- | | |
|--|--|
| <p>1. Being an informed and active citizen</p> <ol style="list-style-type: none"> Very much Quite a bit Some Very little | <p>4. Understanding people from different economic, social, and racial or ethnic backgrounds</p> <ol style="list-style-type: none"> Very much Quite a bit Some Very little |
| <p>2. Working effectively with others</p> <ol style="list-style-type: none"> Very much Quite a bit Some Very little | <p>5. Solving complex real-world problems</p> <ol style="list-style-type: none"> Very much Quite a bit Some Very little |
| <p>3. Developing/clarifying a personal code of ethics and values</p> <ol style="list-style-type: none"> Very much Quite a bit Some Very little | |

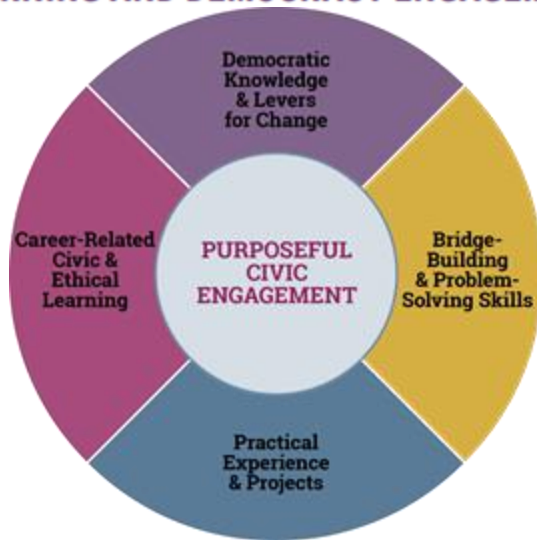


National
Indicators:
Measuring
What
Matters



Mapping CLDE Framework to NSSE

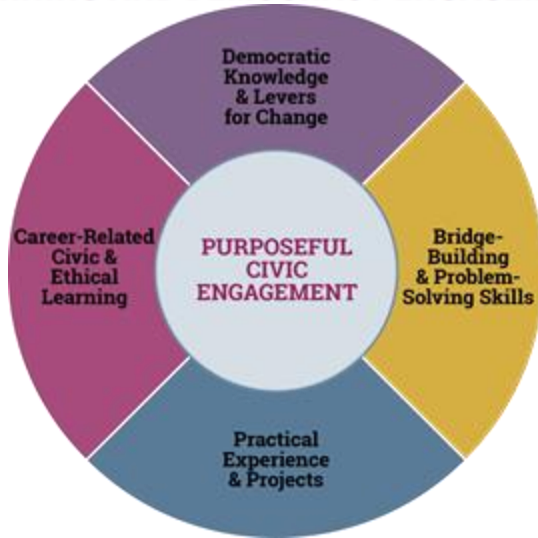
THE CLDE FRAMEWORK FOR COLLEGE CIVIC LEARNING AND DEMOCRACY ENGAGEMENT



- Civic institutional emphasis; Connected learning to societal problems or issues; made connections with prior knowledge, other courses, and societal issues; took into account diverse perspectives, etc.
- Ability to help people manage disagreements, respond to conflicts; lead across difference; participate in constructive dialogue; contribute to well-being of community; Frequency of informing, discussing, raising awareness, asking others to address, organizing others to work on campus, state issues
- Service-learning; Reflected on views while examining views of others; Included diverse perspectives (course discuss/ assignments)
- Used numerical information to examine real-world problem/ issue (unemployment, climate change, public health, etc.); Developing personal code of values & ethics; Involvement in civic issues

Mapping CLDE Framework to NSSE

THE CLDE FRAMEWORK FOR COLLEGE CIVIC LEARNING AND DEMOCRACY ENGAGEMENT



THE CLDE FRAMEWORK FOR COLLEGE CIVIC LEARNING AND DEMOCRACY ENGAGEMENT

# NSSE Items in CLDE Framework	Dem Knowled. Levers for Change	Bridge/ Problem Solving	Practical Exp. & Projects	Career-Related Civic Lrng.
NSSE Core	0 Explicit to Dem/Const. Knowledge 5 Levers	33	4	2
Civic Module	7 Levers	15	2	7

Concepts <i>What do we want them to know?</i>	Indicators <i>How will we know they know it?</i>	Methods <i>How do we measure it?</i>	Sources <i>Who provides the data?</i>
CIVIC KNOWLEDGE			
Understands the complexity of a community/social issue	<ul style="list-style-type: none"> Knowledge of community/social issue Analyzes varied perspectives of the community/social issue Relates community/social issue with personal experience and research 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Assignment/Project Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
Examines organizations that address the community/social	<ul style="list-style-type: none"> Identifies community organizations Evaluates community strengths and needs Explains how organizations work to address community/social issue 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Assignment/Project Community observations 	<ul style="list-style-type: none"> Students Faculty Community partners
Analyzes actions/processes to be taken and systems in place to address a social issue or community problem	<ul style="list-style-type: none"> Identifies actions or processes (voting, contacting officials, volunteering, petitioning) Evaluates various social environments, systems, or "lenses" (community, social, governmental) as it relates to the issue/problem 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Assignment/Project Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
CIVIC SKILLS			
Questions and critically analyzes a community/social issue	<ul style="list-style-type: none"> Asks complex/deep questions about the community/social issue Uses various lenses to analyze the community/social issue 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Assignment/Project Community observations Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
Applies discipline-specific knowledge to address a community/social issue	<ul style="list-style-type: none"> Demonstrates role and relevance of civic engagement to understanding course content Applies course content in proposing solutions and/or grappling with social and community issues Understands the opportunities for career preparation related to civic engagement 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Assignment/Project Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
Collaborates with people with diverse perspectives and social identities to address a community/social issue	<ul style="list-style-type: none"> Expresses knowledge of new communities and identities Attitudes about and understanding of diversity, diversity perspectives, and social identities Quantity and quality of interactions with others 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Community observations Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
CIVIC DISPOSITION			
Considers personal attitudes, values, and/or beliefs when considering a community/social issue	<ul style="list-style-type: none"> Awareness of personal strengths, limits, goals, and fears Changes in preconceived understandings/ability to articulate beliefs Considers one's identity in the way they view a community/social issue 	<ul style="list-style-type: none"> Self-report/Reflection Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
Acknowledges one's own civic responsibility	<ul style="list-style-type: none"> Attitude toward civic engagement experience Expresses plans for and barriers to future civic engagement Reactions to demands/challenges of civic engagement 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Community observations Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
CIVIC PARTICIPATION			
Leads/Coordinates efforts in addressing a community/social issue	<ul style="list-style-type: none"> Demonstrates autonomy, a sense of responsibility, and independence Appreciates co-educators (peers and community) Level and depth of civic engagement Role within civic engagement experience 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Community observations Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners
Engages with the community in a variety of ways	<ul style="list-style-type: none"> Quantity and quality of interactions with peers and community partners Participates in multiple forms of civic engagement 	<ul style="list-style-type: none"> Classroom observations Self-report/Reflection Community observations Interviews 	<ul style="list-style-type: none"> Students Faculty Community partners

Promising Tools and Examples



Assessment & Evaluation
To better understand what civic engagement looks like and to assess the extent to which students are civically engaged upon graduation.



Promising Tools and Examples

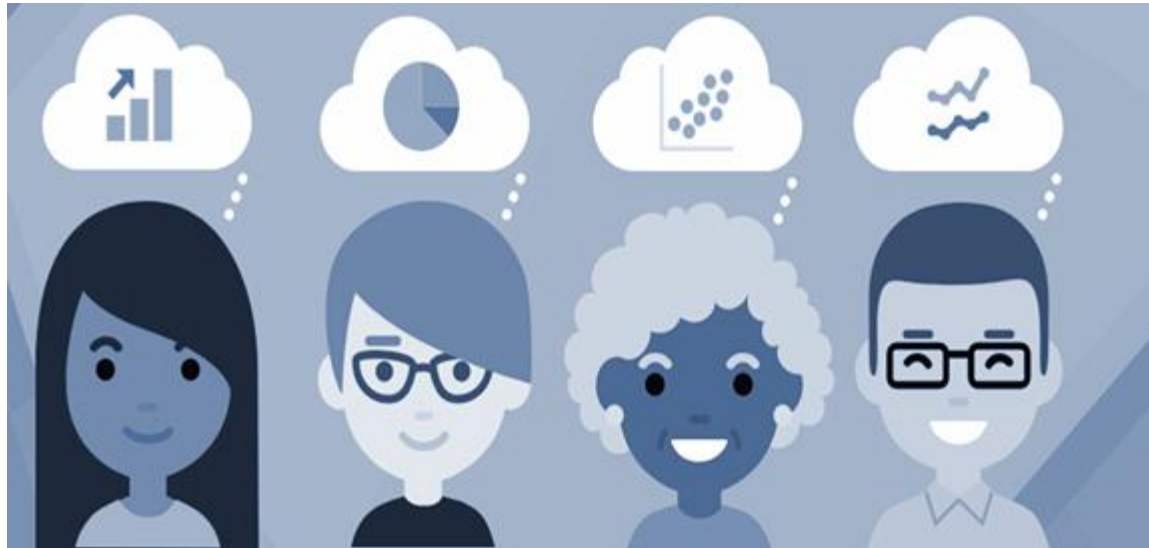
Assessment & Evaluation
To better understand what civic engagement looks like and to assess the extent to which students are civically engaged upon graduation.



Concepts	Indicators
What do we want them to know? How will we know they know?	
CIVIC KNOWLEDGE	
Understands the complexity of a community-based issue	Knowledge of community issues and interrelated community-based issues
Describes organizations that address the community-based issue	Specific community-based issues and organizations that address them
Develops a community-based issue to address a social issue or community problem	Identifies a community-based issue and a social issue or community problem
CIVIC SKILLS	
Identifies and articulates a community-based issue	Identifies a community-based issue and articulates it
Applies the same skills to address a community-based issue	Applies the same skills to address a community-based issue
Collaborates with groups with diverse perspectives and social issues to address a community-based issue	Collaborates with groups with diverse perspectives and social issues to address a community-based issue
CIVIC DISPOSITION	
Considers a community-based issue, action or behavior when considering a community-based issue	Considers a community-based issue, action or behavior when considering a community-based issue
Demonstrates a commitment to community-based issues	Demonstrates a commitment to community-based issues
CIVIC PARTICIPATION	
Participates in a community-based issue or action	Participates in a community-based issue or action
Engages with the community or a community-based issue	Engages with the community or a community-based issue

Methods	Sources
How do we measure it?	Who provides the data?
<ul style="list-style-type: none"> - Classroom observations - Self-report/Reflection - Assignment/Project - Interviews 	<ul style="list-style-type: none"> - Students - Faculty - Community partners
<ul style="list-style-type: none"> - Classroom observations - Self-report/Reflection - Assignment/Project - Community observations 	<ul style="list-style-type: none"> - Students - Faculty - Community partners
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What Civic Measures & Evidence Are Useful?



Discussion





To share your own civic and
democracy work with the
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THANK YOU!