John Carroll University

FEATURED TOPIC

This issue of *Diversity & Democracy* highlights current research on the connections between **civic engagement and student success**, defined broadly across a range of outcomes. It shares civically engaged programs and related educational strategies that yield student success by a variety of measures.

ISSUE HIGHLIGHTS

Diversity&Democracy

AAC&U *Association of American Colleges and Universities*

Civic Engagement and Student Success: A Resonant Relationship

Consider crew, one of the oldest sports in American higher education. In crew, a group of rowers adopts a shared rhythm to propel themselves, collectively, forward. With each coordinated stroke, their boat picks up speed until it reaches a critical balance between the rowers' energy and the water's resistance. When the rowers coordinate their strengths and movements, they gain velocity, accomplishment, recognition, community, and maybe even a sense of euphoria. In succeeding by a variety of measures, they form the basis of future success, both individually and as a group.

Students' participation in civic engagement activities can have similar impacts—on them, on their institutions, and on their communities. Through well-crafted curricular and cocurricular opportunities, students are often able to establish a resonant rhythm for success by engaging with the world around them. As illustrated by the recent report *A Crucible Moment: College Learning and Democracy's Future* (www.aacu.org/civic_learning/), practitioners define civically engaged learning opportunities in a wide variety of ways. But they generally agree that, when done well, such opportunities are linked to a range of positive—and mutually amplifying—factors.

This issue of *Diversity & Democracy* showcases research that substantiates the connections between civically engaged learning and various positive impacts related to student success, defined broadly. These include traditional outcomes (such as grade point average and graduation rates), as well as measures of more recent national concern (such as learning outcomes, preparation for employment, and personal well-being). Contributing authors summarize research tying specific outcomes to civic engagement and provide recommendations for campus practitioners. They describe programs that align student and community success, and elucidate connections between desired learning outcomes and engagement with diversity. They share practical applications and testify to how a sense of civic responsibility drove their own and their students' academic accomplishments. Collectively and individually, their work makes a strong case for the resonant relationship between civic engagement and student success.

Our authors also suggest changes that civically engaged practitioners and their students can effect by bringing their work to scale. By moving programs and strategies from scattered and piecemeal to coordinated and pervasive, educators, students, and community partners can multiply the proven positive effects of civic engagement across students and communities. Like rowers building momentum in a communal vessel, they can help propel higher education—and America's diverse democracy—forward to success in the twenty-first century.

—*Kathryn Peltier Campbell, editor of* Diversity & Democracy

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[CIVIC ENGAGEMENT AND STUDENT SUCCESS]

Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement

■ **CHRISTINE M. CRESS,** professor of postsecondary, adult, and continuing education at Portland State University

When making higher education investment choices in today's tough economy, students and campus executives alike struggle to balance degree and job goals with broader community improvement needs (DeGioia 2011). Bridging these seemingly competitive and contradictory educational and economic forces are curricular initiatives and cocurricular programs focused on civic engagement. Connecting academic inquiry with community service activities, civic engagement is a reliable pedagogical and epistemological strategy for developing student knowledge and skills while fostering individual and organizational collaborations to address pressing social, environmental, educational, and economic issues.

While low educational attainment is associated with poor health, job dissatisfaction, and higher unemployment and crime rates, even incremental educational achievements can have exponential personal and community benefits. For example, one economist estimated that a mere 1 percent increase in high school graduates going on to college would reap the city of Portland, Oregon, $1.6 billion dollars annually (Cortright 2010). Thus retaining, engaging, and graduating students has a direct effect on social returns and community prosperity. Furthermore, decades of research indicate that civic engagement is a robust educational tool for leveraging these gains (Finley 2012).

Yet despite an abundance of quantitative and qualitative data, critics have questioned the efficiency and effectiveness of civic engagement as a legitimate educational endeavor. While college mission statements tout allegiance to reciprocal community partnerships

(Sandy and Holland 2006), academic deans and department chairs often remain skeptical of community service activities, claiming that they water down curricular content and distract faculty from scholarly productivity. Faculty admit that integrating civic engagement into the curriculum takes more time and effort than traditional forms of teaching (Cress and Donahue 2011).

Faced with these educational dilemmas, is community engagement worth it? What is the evidence? And are postsecondary institutions appropriately directing their resources to meet campus and community objectives?

College presidents posed these questions at the 2010 Campus Compact Presidents Leadership Summit. To set the stage for lively debate and discussion, Campus Compact prepared a monograph titled *A Promising Connection: Increasing College Access and Success through Civic Engagement* (Cress et al. 2010). The full text is available on the Campus Compact website, www.compact.org.

While not an exhaustive review of the research literature or meta-analysis of statistical findings, the publication examines the different terminology (for example, service learning, community-based learning, and civic engagement) and disparate methodological designs and data collection techniques used on campuses. In doing so, it portrays the richly-hued fabric of campus–community connections, an exquisite tapestry in which civic engagement and student success are clearly inextricably interwoven. Below are highlights from the publication, focusing on the educational outcomes of civic engagement, promising practices for

increasing student success, and potential action steps for implementation.

Educational Outcomes

As a strategic educational approach, civic engagement works. Thoughtful and purposefully designed civic engagement activities yield greater learning and increased graduation rates in K–12 schools, community colleges, and four-year institutions (Astin and Vogelgesang 2006; Bridgeland, DiIulio, and Morison 2006; Prentice and Robinson 2010). In fact, Gent (2007) has argued that civic engagement is one way to ensure that no student is left behind.

Why is civic engagement so educationally effective? First and foremost, students who participate in civic engagement *learn more academic content* (Gallini and Moely 2003). Through academic praxis (application of theoretical concepts to action), students shift from being knowledge receivers to idea creators. Abstract concepts come into relief against the background of situation and context as students consider, apply, test, assess, and reevaluate multiple disciplinary approaches to solving an array of human, mechanical, and environmental challenges.

Second, civically engaged students *learn higher-order skills*—including critical thinking, writing, communication, mathematics, and technology—at more advanced levels of aptitude (Cress 2004). In efforts to create socially equitable communities, they encounter opportunities to hone innovative approaches that such engagement work requires. By conjoining the academic knowledge and skills necessary to address community needs, students deepen and extend their learning.

Third, *civic engagement increases students' emotional intelligence and motivates them toward conscientious community action* (Bernacki and Jaeger 2008). Students who participate in civic engagement gain interpersonal effectiveness,

the ability to collaborate across diverse perspectives, and a sense of self-efficacy for positively impacting individuals, organizations, and communities. Through civic engagement, knowledge and insight no longer exist in the life of the mind; they become coalesced in mindful and caring community involvement.

On the whole, researchers have found a consistent and statistically significant relationship between civic engagement and academic engagement (Hurtado and DeAngelo 2012). Students who are actively engaged with classmates and community tend to remain on strong academic paths and fulfill educational pursuits. They stay in school, earn their degrees, more frequently pursue higher levels of postsecondary education, and often become future community volunteers (Kraft and Wheeler 2003). In addition to showing positive impacts on students, civic engagement yields various direct effects on faculty scholarship productivity and community partner ability to address neighborhood improvement (Stoecker and Tryon 2009).

Thus, community excellence is dependent upon academic excellence. Civic engagement is a powerful fulcrum for leveraging multiple degrees of achievement across spectra of people and places. In sum, the research reveals a simple but elegant educational formula: academic learning + civic engagement = student and community success.

But with respect to access and educational attainment, what kinds of civic engagement practices manifest the most potential? What models hold the most promise? How can educators maximize the effects of civic engagement?

Promising Practices

To be effective, civic engagement must be intentionally integrated into curricular and cocurricular learning goals. Indeed, students who are forced to volunteer or provide service can become resentful (Sylvester 2011), blame community

members for their own predicaments (Boesch 2011), and maintain entrenched stereotypes about individuals and communities (Reitenauer, Cress, and Bennett 2005). Facilitated opportunities for students to examine social, political, and organizational antecedents that reinforce inequities of power and privilege within communities are key to civic engagement's educational potential (Yep 2011).

High-impact educational practices (Kuh 2008) that enhance student success are frequently incorporated as central civic engagement experiences. These include mentoring, peer group interactions, experiential learning, supportive faculty–student relationships, and community connections reflective of familial and cultural heritage. Significantly, these practices demonstrate positive outcomes for all students but exponentially increase levels of student learning, retention, and graduation for students of color (Rendón 2009).

While a multitude of variations of civic engagement exist across the country, those statistically proven to be most effective for promoting student success have three essential elements:

Intentional campus, community, and conceptual connections. Whether curricular or cocurricular, activities are purposefully constructed to support serving *and* learning. Civic engagement objectives are mutually defined by campus and community partners, aligned with students' service and reflection experiences, and assessed for future iterative improvement.

Collaborative learning relationships between instructors, students, and community participants. Effective partnerships encourage culturally considerate interactions that foster personal and community empowerment. Instead of directing expertise solely from campus to community, roles and responsibilities provide shared learning opportunities for all.

Integration into educational expectations and organizational performance.

Institutional proclamations regarding civic preparation of students are realized through multiple opportunities for engagement. Infrastructures facilitate long-term, reciprocal campus–community partnerships and the development of civically engaged courses across disciplines. Promotion and advancement policies stimulate and honor wide-ranging student, administrator, and faculty involvement.

As the data indicate, a strong and compelling case exists for the efficacy of civic engagement as a student success strategy. What, then, might be the next steps for postsecondary institutions interested in moving from an ethos of engagement to one of action?

Potential Action Steps

Civic engagement is not a panacea for societal ills or weak academic performance. Civic engagement opportunities that are poorly crafted or treated as tacked-on assignments are more likely to have subtractive rather than transformational effects. Furthermore, extensive future inquiry is needed to ascertain the variable impact of different curricular and cocurricular models (Fitzgerald, Burack, and Seifer 2010).

Still, institutions can create a culture of campus–community engagement that ensures the quality of civic engagement as a strategy for improving student success by

1. connecting organizational mission statements to actionable curricular and cocurricular activities across academic affairs, student affairs, and community partnerships;
2. proliferating prudently the number of available civic engagement opportunities (recognizing that not all courses or activities are appropriate venues for civic engagement);
3. aligning disciplinary and student development outcomes with serving and learning activities that integrate adequate preparation, reflection, and assessment;
4. providing logistical, technical, and professional development support for generating and sustaining campus–community partnerships that focus on teaching and learning excellence and include iterative evaluation techniques;
5. recognizing and rewarding the teaching and scholarship of engagement.

Galvanizing Student and Community Success

Individual actions are not isolated events, and collective actions can have global consequences. American higher education is uniquely poised to situate student learning, thinking, and action in the context of diverse community tribulations and possibilities. To that end, this fall, Campus Compact is hosting another Presidents Leadership Summit on developing vital and vibrant democratic communities through civic engagement. AAC&U also continues to promote civic engagement as a framework for interacting with difference and achieving excellence and equity.

Civic engagement has the potential to help students develop their capacities for understanding their role in complex social, economic, and political systems. While students may find the gravity of contemporary issues daunting, they can learn life-altering lessons by successfully effecting change through civic engagement. Institutions that advance civic connections as a form of engaged learning will enhance student knowledge, skills, and motivation, leading to academic and community success. ◎

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[CIVIC ENGAGEMENT AND STUDENT SUCCESS]

Linking High-Impact Learning with High-Impact Community Engagement

■ **ARIANE HOY,** senior program officer, Bonner Foundation

Higher education is in the midst of a sea change. As David Scobey writes in the recently published volume *Civic Provocations,*

> We all know or sense that the academy today is in the throes of transformation. The knowledge, skills, and values in which students should be educated; the intellectual landscape of disciplines and degrees; the ways in which educational institutions are organized; the funding of teaching, learning, and research—all this promises to be profoundly different in twenty years. The forces of change have resulted partly from our own inertia, partly from the consequences of our success, and partly from broad political, market, and technological developments not of our making. The question is not whether the academy will be changed, but how. (2012, 4)

Seeking ways to approach this inevitable change proactively, Scobey points to the academic civic engagement movement and experiments with publicly engaged teaching. By renewing its commitment to civic and public purposes, he argues, higher education could flourish.

Leaders across higher education have likewise called for a renewed commitment to higher education's civic mission, providing critical recommendations to the field as it seeks to develop strategies for coordinated leadership and action. In the report *A Crucible Moment: College Learning and Democracy's Future* (2012), the National Task Force on Civic Learning

and Democratic Engagement identifies the need "to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education" and calls for renewed energy directed toward community engagement, civic engagement, and service learning. In their white paper

Democratic Engagement (2009), John Saltmarsh, Matthew Hartley, and Patti Clayton pose key questions for the next wave of community engagement and suggest a fundamental epistemological reorientation that positions higher education as part of an ecosystem of public problem solving. For example, in the catalyst paper *Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education* (2011), Susan Sturm, Tim Eatman, John Saltmarsh, and Adam Bush point to community-engaged scholarship as a means of promoting access and diversity at all levels of the institution and call on colleges and universities to support and value such scholarship. Together, these appeals for action in higher education are sounding a call for a renewal of civic mission while simultaneously reinventing approaches to teaching, learning, epistemology, and engagement.

The Bonner Foundation is responding to this call to action with the Bonner High-Impact Initiative. We believe that the initiative will help integrate critical insights about campus–community engagement, engaged teaching and learning, commitment to access and success, and the importance of inclusion and diversity. We also hope that it will advance the next waves of community-based and service learning, public scholarship, and active citizenship. By working with campus teams that include faculty, administrators, students, and community partners, we aim to pave new avenues that move civic engagement in higher education

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Leveraging High-Impact Practices

The High-Impact Initiative leverages the powerful research about engaged learning summarized in AAC&U's *College Learning for the New Global Century* (2007) and subsequent publications *High-Impact Educational Practices* (Kuh 2008) and *Five High-Impact Practices* (Brownell and Swaner 2010). These reports describe research about ten high-impact practices (HIPs)—first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity and global learning, internships and project-based learning, service learning, and capstone courses and projects—that promote higher levels of learning and success for students,

especially those from historically underserved populations (Kuh 2007, 1).

The research on high-impact practices resonates strongly with the experiences of Bonner campuses that have collectively graduated more than six thousand Bonner alumni from historically underrepresented groups. The foundation currently engages roughly three thousand undergraduate students annually at private and public institutions in intensive, multiyear service experiences through which they define and apply their commitments to civic engagement, community building, diversity, spiritual exploration, international perspective, and social justice. Most Bonner Scholars and Leaders come from low-income backgrounds. They are often the first in their families to attend college, and many are students of color. Through a cohort-based program, Bonner Scholars and Leaders engage in more than 1,700 hours of developmental community service over the course of four years of college, committing to eight to ten hours of community service each week in addition to regular meetings, trainings, advising, and reflection. Our research suggests that this model is a powerful formula for student success: at every Bonner institution, graduation rates for Bonner students are higher than the institutional average, and at some institutions, their grades are higher than average as well.

Findings from Bonner Foundation surveys have helped us distill how to best link high-impact practices with scaffolded cocurricular engagement. The foundation's longitudinal student impact survey found that its programs indeed have a deep effect on students, with 100 percent of respondents (representing graduates of twenty-five four-year programs) indicating that they continue to be involved in community service after graduation (Keen and Hall 2008). Survey results also indicated that ongoing opportunities for reflection and dialogue—often with peers, campus or community staff members,

or faculty members—are key to program effectiveness. As Keen and Hall write:

> The Bonner alumni survey results suggest that students who are embedded in service and dialogue across lines of perceived difference not only value dialogue and reflection with peers, mentors, and faculty, but also are drawn to civic involvement that is more dialogical than simply voting: making online educational efforts with peers and family regarding social and political issues, doing community projects with others, and working with others in a leadership role to improve the community. (11)

Moreover, a 2010 assessment of more than five thousand Bonner alumni (in which about one-third of alumni participated) further examines the long-term outcomes of this type of intensive, multiyear, developmental engagement. Findings from that assessment suggest that structured reflection can be a magnifier for unstructured reflection, and that the Bonner model of engagement can produce civic-minded professionals (Keen, Hatcher, and Richard 2011).

High-Impact Initiative Components
The High-Impact Initiative is our attempt to extrapolate and apply what we know about HIPs and connect it with what we know about best practices for community engagement. In doing so, we are distilling High-Impact Community Engagement Practices (HICEPs), which can act as multipliers for engaged community-based learning. The idea is simple. We believe that all HIPs can be connected with community engagement, and that campuses that make these connections can propel more pervasive, deep, integrated, and developmental levels of academically connected community engagement.

As we have revised Bonner's service model over the past decade, we have focused on moving from a traditional placement model (where an individual student performs volunteer service) to a coordinated model that promotes results-oriented engagement (sustained by students working over multiple semesters and years). This latter model contributes to both student learning and community capacity building. We have also worked to broaden the notion of service so it includes capacity building, community-based and public policy research, issue forums, organizational development, and other strategies that build community and social capital. Our parallel effort, PolicyOptions, offers a strategy for faculty, students, and institutions to better serve the information and knowledge needs of community and governmental organizations and constituents (http://policyoptions.org/). We are using what we have learned while implementing these strategies to begin articulating HICEPs, which we define from the points of view of faculty, staff, student practitioners, and community partners. In short, these HICEPs include an emphasis on

- **place** (place-based learning that incorporates community understanding, context, and assets and includes community voice in defining relationships and projects)
- **humility** (knowledge cocreation in which partners, students, and faculty share coeducator status)
- **integration** (of both cocurricular and curricular contexts and structures)
- **depth** (multi-year strategic agreements for capacity building)
- **development** (grounding in appropriate student and partner developmental needs, changing over time)
- **sequence** (scaffolded projects evolving over multiple semesters or calendar years)
- **teams** (involving multiple participants at different levels)

- **reflection** (structured and unstructured oral, written, and innovative formats)
- **mentors** (dialogue and coaching by partners, peers, and/or faculty)
- **learning** (collaborative and responsive teaching and learning opportunities)
- **capacity building** (designed to build the organization/agency over time)
- **evidence** (integration of evidence-based or proven program models)
- **impact orientation** (identifiable outcomes and strategies for evaluation and measurement).

Over a three-year period, the High-Impact Initiative will engage institutionally-based *transformation teams*—involving faculty members, community partners, professional staff, and students—in designing and implementing projects that work to integrate both HIPs and HICEPs. While developing these projects, the teams will simultaneously foster the critical institutional change necessary to sustain their success. By systematically linking high-impact practices with civic and community engagement, the initiative seeks to help campuses scale effective community engagement initiatives to maximize meaningful impact for students *and* communities.

The transformation teams will convene each summer at the High-Impact Institute to design long-range strategic plans for integrating high-impact practices and high-impact community engagement. Institute host Siena College (Loudonville, New York) is an important partner in the initiative. Mathew Johnson, director of Academic Community Engagement and associate professor of Sociology and Environmental Studies at Siena, is a project coleader. The college's Siena Research Institute also offers a valuable assessment instrument, the National Assessment of Service and Community Engagement, which will help participating institutions form a more accurate picture of the depth and breadth of overall student engagement. These data are critical to formulating long-term institutional strategic plans for community engagement.

In its first year, the initiative is engaging nine institutions: Allegheny College (Meadville, Pennsylvania); Berea College (Berea, Kentucky); Berry College (Rome, Georgia); Carson-Newman College (Jefferson City, Tennessee); Saint Mary's College of California (Moraga, California); Sewanee–University of the South (Sewanee, Tennessee); Siena College; Stetson University (DeLand, Florida); and Washburn University (Topeka, Kansas). This first cohort will engage in sustained work over the initiative's three-year period, with another eight to ten institutions joining the initiative in the fall of each year. These twenty-eight to thirty institutions will share their learning with the broader Bonner network and with the higher education community through collaboration with partners like AAC&U, the American Association of State Colleges and Universities, Bringing Theory to Practice, the Center for Engaged Democracy, Imagining America, and the New England Resource Center for Higher Education.

Part of a Greater Whole

Advancing higher education's contributions to building a healthier, more just democracy is a long-term commitment of which the High-Impact Initiative is only one part. With a goal of impacting both student learning and institutional and community change, the High-Impact Initiative aims to foster the civic mission of higher education and to tap the energy, talent, and intellectual capacities of students, faculty members, and partners throughout the country. We hope that this initiative will play a valuable role in our collective efforts to advance the public mission of higher education as one strategy for community change, conducted in the spirit of reciprocity and commitment to the public good. Ultimately, the initiative aims to forge pathways for higher education to serve a larger purpose in a healthier, more just democracy. ◉

To learn more about the Bonner High-Impact Initiative, visit www.bonner.org.

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The Joy of Learning: The Impact of Civic Engagement on Psychosocial Well-Being

■ **ASHLEY FINLEY,** senior director of assessment and research at the Association of American Colleges and Universities and national evaluator for Bringing Theory to Practice

There is an aspect to learning that too often goes unmentioned in pressing conversations about why learning matters. It is within every "a-ha" moment, becoming visible on a student's face when he or she "gets it" and learning becomes real. What we often forget in necessary conversations about outcomes, retention, and graduation is that learning can, if just for a moment, fulfill us—providing a sense of purpose, connecting us with others, and helping us gain perspective. Simply put, learning helps us to flourish.

That moment when learning connects our intellectual understanding with our emotional being is connected to the "liberation" at the etymological root of the term "liberal education." As AAC&U's Statement on Liberal Learning elaborates,

> Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity…is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives. (1998)

Importantly, this framing roots our "liberation" in civic contexts, tying our curiosity to learning about and for others. It suggests that the joy of learning is in large part the joy of understanding our place in community.

This connection is also an essential means for fostering student success, as extant and emerging evidence has shown (see, for example, Brownell and Swaner 2010; Swaner 2005).

Higher Education's Multifaceted Mission

American higher education was founded, at least in part, to educate responsible and active citizens—a mission that many, if not most, US colleges and universities strive to uphold. According to AAC&U's 2009 membership survey, 53 percent of institutions have articulated outcomes for civic engagement, 62 percent for intercultural skills, and 59 percent for ethical reasoning. Additionally, the majority of institutions surveyed have stated commitments to developing students' knowledge about global/world cultures (68 percent) and diversity in the United States (57 percent) (Hart Research Associates 2009, 5).

"Civic practices" have also become increasingly common at colleges and universities. These practices typically include opportunities for students to engage with community members and organizations over shared issues. According to the National Survey of Student Engagement, about half of all students at four-year institutions will encounter service-learning experiences in college (2010). By comparison, about one-quarter of all community college students engage in service-learning experiences (AACC 2011).

Even as campuses are upholding these civic commitments, they are recommitting to educating students as whole persons. The philosophy of liberal education grounds learning in personal as well as intellectual growth, with students' development as individuals and as social beings occurring not only in parallel with, but *because of* intellectual inquiry. As Donald Harward, president emeritus of Bates College and executive director of the national Bringing Theory to Practice project, has written,

> There [is] a "triad" of interrelated core purposes for liberal education: the *epistemic* (coming to know, discovery, and the advancing of knowledge and understanding); the *eudemonic* (the fuller realization of the learner, the actualizing of the person's potential—classically to achieve individual well-being and happiness); and the *civic* (the understanding that learning puts the learner in relation to what is other, to community and its diversity in the broadest sense, as well as the responsibility that comes from sustaining the community and the civic qualities that make both open inquiry and self-realization possible). (Harward 2007, 6–8)

In short, learning has the ability to help us flourish. The concept of *flourishing* (see Keyes 2002) combines aspects of positive emotions, positive daily functioning, and positive social interactions as core dimensions of psychosocial well-being. Flourishing encompasses individual pleasure, but it is more than that. Eudemonia, like flourishing, includes personal happiness but also fulfillment that is about more than oneself. Thus the psychosocial elements of learning reflect students' desire not just to feel joy, but to share it with others by seeking or building a community of learners.

Linking Civic Learning and Well-Being

Bringing Theory to Practice (BTtoP), an independent project in partnership with AAC&U, has looked closely at the interconnection between students'

Dickinson College (Photo by Pierce Bounds)

psychosocial well-being, their engagement in learning, and their civic development, asking, "What do students get out of their civic participation?" The answer is a lot. A literature review of the research conducted on civic engagement in higher education provides a window into the range of outcomes that are positively impacted by students' civic participation (see Finley 2011). BTtoP has also enabled researchers to better understand how students' civic learning is connected with aspects of psychosocial well-being, specifically with flourishing.

Students at Dickinson College participating in focus groups as part of a BTtoP-funded research project spoke to the impact of particular engaged learning pedagogies:

I think getting more involved… engaging the people [through service work] was definitely what defined my being…It was like what measured my level of happiness. (First-year student)

I'm involved in the community service organization…And it makes me feel a lot better to go from [what] you're learning in class to be able to go out and do something about it and feel like you're making a difference. (First-year student)

[I]t totally is really cool whenever you learn something in a class and then you can apply that immediately afterwards. (Sophomore student)

Empirical findings from unpublished BTtoP-funded research conducted at Tufts University's Tisch College of Citizenship, St. Lawrence University, and Wagner College have similarly indicated a link between particular characteristics of students' civic engagement and an increased sense of flourishing.

Additionally, a recent issue of *Liberal Education* dedicated to examining the connection between civic engagement and psychosocial well-being provides a number of valuable insights. For example, Flanagan and Bundnick (2011) provide a helpful synopsis of the scholarship linking civic work and psychosocial well-being. In the same issue, Shawn Ginwright writes powerfully about research that has illustrated the potential of civic work to increase a sense of hope and flourishing among African American students (2011).

Conclusion

As AAC&U's Statement on Liberal Learning emphasizes, "The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity" (1998). Finding this fulfillment through learning in civic contexts should not be a privilege for the special few. Our students will flourish if we enable them to explore pathways for civic learning, and to connect that learning to their psychosocial well-being. To help students recognize the value not just in learning, but in living as a whole person, is to help them fully achieve the promise of a liberal education. ◎

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[CIVIC ENGAGEMENT AND STUDENT SUCCESS]

Advancing and Assessing Civic Learning: New Results from the Diverse Learning Environments Survey

■ **SYLVIA HURTADO,** professor, and **ADRIANA RUIZ** and **HANNAH WHANG**, graduate research analysts—all of the Higher Education Research Institute at the University of California–Los Angeles

Earlier this year, the National Task Force on Civic Learning and Democratic Engagement issued a national call to action with the report *A Crucible Moment: College Learning and Democracy's Future* (2012). The report provides explicit recommendations to the US Department of Education and calls on the higher education community "to embrace civic learning and democratic engagement as an undisputed educational priority" (2).

> Many promising practices, such as service learning and engagement with diversity in the curriculum, have positive results related to students' civic learning.

In writing the report, the National Task Force drew from a series of roundtables that gathered higher education and community leaders, scholars, faculty, and students to discuss the important role civic engagement plays in higher education's mission and goals for student learning. These discussions made clear that many campuses have reinvented their commitment to public service by coordinating community partnerships, supporting service learning in the curriculum, and recognizing civic-minded practice in faculty work. Yet at present, not all campuses systematically assess the impact of these changes on students' developing identity as citizens in a pluralistic democracy.

Prompted by activity surrounding the report, staff at the Higher Education Research Institute (HERI) reviewed the Cooperative Institutional Research Program (CIRP) instruments that we administer on campuses across the country with attention to measures of civic learning outcomes. In an effort to assist campuses in evaluating the impact of campus practice on civic learning, we also began to assess longitudinal changes in civic learning outcomes using a combination of four CIRP surveys: The Freshman Survey (TFS), administered at orientation; the Your First Year of College (YFCY) survey, administered at the end of the first year of college; the Diverse Learning Environments (DLE) survey, administered as students transition into the major; and the College Senior Survey (CSS), administered in the senior year. We reported the results of these analyses (available at http://heri.ucla.edu/pub/AssessCivicLearning.pdf) at the 2012 Association for Institutional Research Annual Forum in New Orleans, Louisiana. Our findings identified specific educational practices and student experiences that are likely to demonstrate an impact on a variety of civic outcomes.

In this article, we share findings specifically from the Diverse Learning Environments (DLE) Survey (http://www.heri.ucla.edu/dleoverview.php). A research-based instrument launched nationally in 2011, the DLE focuses on capturing student experiences with campus climate and institutional practices, as well as a select set of student learning outcomes. The DLE is intended to be administered primarily to sophomores and juniors, but several institutions use it with all upper and lower division students. Most of the nearly forty-five campuses participating to date have used the DLE to obtain a snapshot of their campus climates for diverse students. But institutions can also use the instrument longitudinally along with TFS to assess individual student change related to civic learning. We highlight results related to civic learning here, drawing on findings from a sample of 8,366 sophomore, junior, and senior students from six public and eleven private four-year institutions who participated in the survey in 2011.

Mapping CIRP Measures on Dimensions of Civic Learning

Despite rising rates of student volunteerism reported in our national surveys (Hurtado and DeAngelo 2012), students may arrive at colleges lacking the deep sense of personal and social responsibility that they need to engage in advancing the nation in the face of current challenges such as increasing income disparities. Addressing complex social problems like these will require many students to bridge the distance between their own worldviews (which are often relatively privileged) and those of communities in need. This kind of perspective-taking is an aspect of civic learning that is not reflected in measures of student participation rates in volunteer or service-learning programs, and is one of multiple dimensions of civic learning that can be assessed.

The AAC&U Civic Learning Spiral (Musil 2009) depicts a fluid and continuous outcomes framework for civic learning that can be applied to study the impact of curricular and cocurricular programs throughout

a student's career. At the Spiral's core lies the notion of learning across six interwoven elements, or "braids": Self, Communities and Cultures, Knowledge, Skills, Values, and Public Action. Each turn of the Spiral represents the synthesis and integration of these different facets of civic learning. After using the Civic Learning Spiral to set civic learning goals, campuses can use the DLE and other CIRP instruments to measure related outcomes, as shown in Table 1 (which describes the six DLE measures mapped onto four areas of the Spiral).
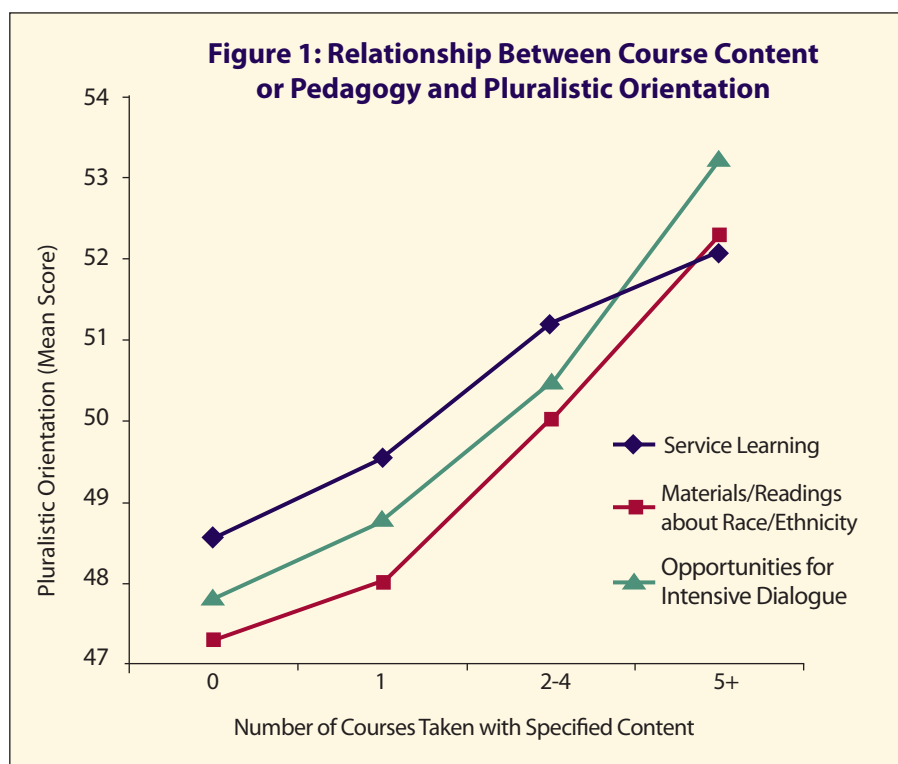
Results Highlights

In addition to conducting descriptive analyses of DLE survey results, we engaged in multilevel modeling, controlling for student characteristics, political orientation, and predispositions in order to determine to what extent particular behaviors and experiences in college serve as key predictors of the six Civic Learning Spiral outcomes. Most important among these findings were those associated with campus-facilitated experiences as well as informal student activities that can become the basis of formal programs and practices.

Campus-Facilitated Academic Experiences. Our findings about curricular content and pedagogy indicate that classroom experiences are indeed tied to civic outcomes. For example, after controlling for all other college experiences and elements of student background, participation in service learning was a positive predictor of five of the outcomes (p<.001, indicating a 99.9 percent chance that the relationship is true). These five outcomes were Critical Consciousness and Action, Social Agency, Integration of Learning, Civic Engagement, and Political Engagement. Experiences with an inclusive curriculum through which students can learn about difference also have a relationship to multiple outcomes. Figure 1 shows how exposure to different kinds of course content and pedagogy is associated with higher scores in relation to pluralistic orientation (a scale

Table 1

Civic Spiral Braid	Outcome Measures on the DLE Survey
Values	**Social Agency** (α =.831) A six-item scale measures the importance of active community involvement in students' personal goals. This is the most studied outcome of students' values, since most items have been on CIRP surveys for forty-five years.
Skills	**Pluralistic Orientation** (α = .810) A five-item scale asks students to rate their relative skills and dispositions appropriate for living and working in a diverse society (for example, perspective-taking, negotiation of differences, tolerance, and cooperation). **Critical Consciousness and Action** (α = .813) A five-item scale measures how often students critically examine and challenge their own and others' biases.
Knowledge	**Integration of Learning** (α = .615) A three-item scale measures students' behavior in integrating sources of knowledge and connecting and applying concepts and ideas. This is a new scale and is likely to be refined further to reflect knowledge application.
Public Action	**Civic Engagement in Public Forums** (α = .765) A three-item scale measures public expression of opinions and values (for example, participation in demonstrations or work to raise money for a cause). **Political Engagement** (α = .766) A three-item scale measures frequency of discussing politics and the importance of political goals to the student.

Note: a = alpha reliability score, an internal consistency estimate of the reliability of the measure

Figure 1: Relationship Between Course Content or Pedagogy and Pluralistic Orientation

composed of self-rated survey items that tap into students' perspective-taking, tolerance of different beliefs, openness to having their views challenged, ability to negotiate controversial issues, and ability to work cooperatively with diverse people). The more courses students took that included opportunities to study and serve communities in need (for example, through service learning), materials or readings about race/ethnicity, or opportunities for intensive dialogue between students with different backgrounds and beliefs, the more confident students were in their skills for living and working in a diverse society.

Other findings suggest that participation in study abroad is associated with higher civic engagement scores and positive changes in political engagement from the freshman year. Having taken a women's studies course also contributes positively to those outcomes, and is associated with individual change on social agency and higher scores on critical consciousness and action. Students who took an ethnic studies course reported higher scores on critical consciousness and integration of learning compared with peers who had not taken these courses. Campuses should be aware that coursework and experiences that encourage perspective-taking foster a broad range of civic outcomes.

Thus civic learning is associated with particular academic experiences. But is it also connected to other learning priorities on campus? To answer this question, we examined students' scores on the scale of Habits of Mind for Lifelong Learning—a measure of student behaviors associated with academic success. Student habits associated with academic success (for example, frequently asking questions in class, revising papers, evaluating sources of information, and seeking feedback) are significantly related (p<.001) to changes on all six civic outcomes on the DLE. These findings hold true even after controlling for

student ability (measured using high school GPA and SAT scores), race/ethnicity, and gender. These results begin to suggest that civic learning is enhanced by activities that empower students as learners, and that the same mechanisms that promote cognitive development may also promote civic learning.

Informal Experiences with Diversity. Previous research has established the association between positive cross-racial interaction in college and a wide range of civic gains. (See Bowman [2011] for a review of the research, and Gurin et al. [2003] for theoretical rationale regarding diversity and democracy.) Our analysis confirms that the more students reported engaging with others of different racial/ethnic groups (such as through meaningful discussions about race, or intellectual discussions outside of class), the higher their scores or change on all six civic outcomes. Student participation in racial/ethnic student organizations is also significantly related to positive changes in students' social agency and political engagement, and higher scores on civic engagement in public forums. Thus these organizations play a role in civic learning. Participation in a sorority or fraternity is also positively linked to civic engagement in public forums, but members had significantly less change on social agency and lower scores on critical consciousness and action.

These results speak to the role that a healthy campus climate can play in developing engaged citizens, as positive cross-racial interactions reflect the behavioral dimension of the climate for diversity on campus related to all areas of civic learning. Results also suggest that it is important to maintain a diverse campus where students can learn about differences from peers on an informal, interpersonal level. Along with campus-facilitated curricular and cocurricular activities, informal interactions play an important role in propelling contact, deepening appreciation of

differences, and ensuring that students learn from conflict in productive ways.

Conclusion

Through rigorous longitudinal assessment of student outcomes, we are learning that many promising practices, such as service learning and engagement with diversity in the curriculum, have positive results related to students' civic learning. Each campus that participates in the CIRP surveys can replicate our analysis in their own contexts, and we encourage all to tell their stories of students' success as emerging citizens. With the DLE and other CIRP surveys, institutions can provide evidence of the difference particular practices make in students' sense of personal and social responsibility and capacities for public action. They can also systematically link these outcomes to diversity work, global learning initiatives, intergroup relations, and service and community learning initiatives. With evidence-based fuel, practitioners can ignite interest and create connections across campus to advance diversity and civic learning as a priority. ◉

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[CIVIC ENGAGEMENT AND STUDENT SUCCESS]

High-Impact Practices: Promoting Participation for All Students

■ **JILLIAN KINZIE,** associate director, Indiana University Center for Postsecondary Research and the National Survey of Student Engagement

Certain educational activities, such as learning communities, undergraduate research, study abroad, and service learning, have been identified as high-impact practices (HIPs) because they engage students in active learning that elevates their performance on desired outcomes (NSSE 2007; Kuh 2008). When done well, these practices require students to make their own discoveries and connections, grapple with challenging real-world questions, and address complex problems—all necessary skills if students are to become engaged and effective members of their communities. The strong positive effects of several HIPs are well-documented in extant research about programs that support student learning. Brownell and Swaner conclude that high-impact practices "live up to their name," noting a wide range of benefits for participants (2009, 30).

Participation in HIPs, including those that emphasize civic engagement (see sidebar), has powerful educational benefits for all students. These kinds of educational experiences are especially powerful for students who may be the first in their family to attend college, and those who are historically underserved in postsecondary education. This article briefly introduces the benefits of HIPs, examines participation in them, and suggests approaches to making these valuable practices more widespread to advance educational equity and social justice goals.

Benefits of HIPs

Most HIPs can have a transformative influence on students' personal development and educational growth. Research has shown persuasively that HIPs improve the quality of students' experience, learning, retention, and success, particularly for underserved students (Kuh 2008). Moreover, HIPs are associated with outcomes such as improved graduation rates and narrowed achievement gaps between racial–ethnic groups.

In a report summarizing the effect of selected HIPs (service learning, internships, senior culminating experiences, research with faculty, and study abroad) on certain measures of student persistence and success of interest in the California State University system, Huber (2010) found that HIPs had modest positive effects on final GPA, time to degree, and increases in timely graduation. Results varied by racial–ethnic and socioeconomic background, with HIP participation having differentially positive effects on the GPAs of both Latina/o respondents and Pell grant recipients. Likewise, Latina/o students had significantly lower average times to degree and greater improvements in timely graduation with increased HIP participation. These findings suggest that HIP participation supports student performance and success, with historically underserved students often benefitting more than their peers.

Participation in HIPs

Opportunities like first-year seminars, study abroad, and internships have become more available across a range of bachelor's granting institutions, both public and private, from large research institutions to small private liberal arts colleges. Increasingly, community colleges have adopted learning communities, first-year experience programs, and internships (see the Community College Survey of Student Engagement's High-Impact Practices Initiative at ccsse.org). Some institutional types are more likely to offer certain HIPs. For example, Carnegie-classified Baccalaureate Arts and Sciences institutions lead in student participation in culminating experiences, study abroad, undergraduate research, and internships, while learning communities are more available at Research Universities. Overall, participation in HIPs at four-year colleges and universities ranges from a high of half of all seniors reporting an internship to a low of 15 percent reporting a study abroad experience (NSSE 2011). A large number of students participate in HIPs that are explicitly engaged with the community, with 48 percent of students participating in service learning.

While research shows that all students benefit from participating in HIPs,

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High-Impact Practices that Emphasize Civic Engagement

High-impact practices of all kinds can involve civic engagement. Examples include
- partnering with a community agency to assess youth needs as part of a service-learning course;
- earning credit as an intern in a demanding political campaign;
- working side-by-side with a faculty member researching local water quality;
- focusing a community-based senior capstone project on patient use of a free medical clinic;
- creating a themed learning community on social and environmental justice that includes historically accurate walk-about tours of the city and neighborhoods.

—Jillian Kinzie

not all students participate equally. For example, first-generation students (defined as those with neither parent holding a bachelor's degree) were significantly less likely to participate in study abroad or in a culminating experience than their non-first-generation peers. Transfer student participation is low across all HIPs. Disaggregating by race–ethnicity also reveals differences in participation, including a very low proportion (9 percent) of African American students participating in study abroad and a high proportion (53 percent) participating in service learning, exceeding the overall average. In addition, Latino and African American students participate in internships less frequently than white students. Examining results by race–ethnicity reveals persistent inequities and lends insight into how to address them. For example, more responsive financial aid rewards might remedy patterns of low participation in study abroad and internships.

Importantly, these participation rates do not necessarily align with students' expectations for their college experience. First-year students show high levels of interest in all HIPs, and more students indicate an intention to participate in HIPs than actually do participate. For example, about three-quarters of first-year students report that they plan to hold an internship, and about a third plan to study abroad (NSSE 2011). Results vary little by race–ethnicity, with African American and Latino students showing a stronger interest in service learning, community service, and even undergraduate research than their white peers, but about the same interest in study abroad. At the same time, first-generation students were significantly less likely to plan to study abroad and participate in undergraduate research than their non-first-generation peers. Institutions may be able to better encourage these students' participation by exploring assumptions and debunking myths about who should participate.

Indiana University-Purdue University Indianapolis

Making HIPs More Widespread

Given the benefits of HIPs, disparities in participation are reason for concern. Interest in making HIPs more widespread has motivated some institutions to examine access and implement initiatives to increase participation. For example, Indiana University-Purdue University Indianapolis has integrated undergraduate research or service learning into its required first-year learning communities, demonstrating a concerted effort to ensure that all students participate in HIPs reflective of the urban commuter experience. The University of Wisconsin–Madison has devised a focused approach to introducing HIPs to new students during orientation and throughout the year via advising, using a curricular map to identify where HIPs occur in the undergraduate program. Hobart and William Smith Colleges have focused on expanding students' opportunities to experience two HIPs—service learning and study abroad—that are most relevant to their mission. Convinced that these experiences affected persistence and engagement, administrators determined that men and low-income students were underrepresented within them and involved faculty and student affairs in devising approaches to address these disparities.

Educational equity and social justice goals support investments in HIPs that expand participation among diverse student groups. The contemporary focus on using evidence-based changes to increase student success has motivated campuses to adopt HIPs, document their educational benefits, and craft more effective approaches to supporting these practices. However, while research shows that participation benefits all students, not all students take part. Institutions should adopt intentionally structured curricula that make HIPs more widespread and more available to all students. ◉

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[PERSPECTIVES]

Toolbox of a Citizen

■ **AMEE BEARNE,** national coordinator for The Democracy Commitment

I remember thinking when I was seven, "The president of the United States was seven once. If he can be president, so can I." Lofty notions for a girl growing up in poor, rural Washington State with little access to the world outside the family prayer circle. Lucky for me, "It is a wise father that knows his own child" (thank you, Mr. Shakespeare).

I grew up a devout Mormon in a loving, close-knit family. It is no surprise that we were poor: with sixteen children, my incredibly hardworking father couldn't possibly give us every tangible gift he believed we deserved. Instead he gave us hugs and support. Seeing that I had big dreams, he encouraged me. He forced me to ask hard questions, challenge my perceptions, and put myself in others' shoes. Better still, he listened, opening the flood gates of ideas, opinions, and curiosity.

Unfortunately, opinions don't get you out of poverty. So I built a long résumé and an exceptional GPA, earned a full scholarship, and ran to college. But when I arrived, I found no connections between my lectures and the real world. What I was learning incited no passion, no desire to continue in academia. In short, I was bored. Inspired by Mark Twain ("I have never let my schooling interfere with my education!"), I ran away from books, seminars, labs, and lectures. Having also left my faith, ironically, I moved to Utah.

Utah is a beautiful state with incredible diversity, if you're willing to find it. Thanks to my father, I was. I began meeting people who were radically different from me and was frightened by our similarities. We all had dreams, ambitions, and nightmares; we all had love and heartbreak. We all needed food in our stomachs, knowledge in our heads, and passion in our hearts to find the strength to wake up in the morning. All of us—whether white, black, brown, gay, straight, Protestant, Catholic, Mormon, Muslim, Hindu, Buddhist, Democrat, Republican, hippie, or veteran—knew the feeling of being marginalized, of lacking justice in our lives.

All around me I began to see things that made me angry. I saw Americans' right to *life* shattered by foreign conflict. I saw policy changes that denied law-abiding citizens in love the *liberty* of legal protections. I saw hardworking people refused the *pursuit of happiness*. I was so angry that I ran again, away from blatant injustices that my uneducated mind could not reconcile. Finding solace in being someone else, I moved to Los Angeles to become a model.

At some point along the way, I met a designer who invited me to model in New York for Fashion Week. This once-in-a-lifetime opportunity was a turning point—but not of the kind I had anticipated. After four torturous days, the designer looked me in the eye and shouted, "The only things you can offer this world are money, fame, and sex. You have no money. You have no fame. So what can you offer me?" I thought,

"There has to be more to life than this!" I had ideas and opinions, but no one cared what I thought. I finally stopped running and went back to school.

This time, I saw every class as a way of acquiring tools for building a better country. I had to understand geography to sway policy toward truth; statistics to argue for fiscal responsibility and public funding; foreign relations, religions, and cultures to recognize similarities and respect differences. I had to learn to speak and write to help organize within my community and elicit dialogue. I had to study politics to speak the language of governance, history to avoid repeating the mistakes of the past, and philosophy to reflect on whether we were succeeding. Internalizing Thomas Jefferson's words, "If a nation expects to be ignorant and

> I had to understand geography to sway policy toward truth; statistics to argue for fiscal responsibility and public funding; foreign relations, religions, and cultures to recognize similarities and respect differences.

free…it expects what never was and never will be," I made the terms "civic engagement" and "democracy" part of my behavior rather than my birthright.

While my presidential ambitions have subsided, I owe it to my father, my experiences, and the engaging education I experienced after returning to college that I have skills that aid in employment and make me a better American. My community college taught me to take chances, to talk about difficult issues and act on what I learned. My study abroad experience taught me to be a global citizen, and my university taught me to seek out professors who made content relevant. Thanks to my college education, I now have the toolbox of a citizen. ◉

[CAMPUS PRACTICE]

Caring for Our Community: Service Learning in the Nursing Curriculum

■ **ANDREA MENGEL,** Independence Foundation Chair, and **BARBARA MCLAUGHLIN**, Chair of the Department of Nursing—both of the Community College of Philadelphia

"How's my blood pressure today?"

"Can you teach the children how to cross the street safely?"

"How can I exercise when I'm so unsteady on my feet?"

Every week, Community College of Philadelphia nursing students hear questions like these during their service-learning experience in the 19130 Zip Code.

Surrounding the college's main campus in urban Philadelphia, the 19130 Zip Code community is distinguished by its racial and economic diversity. The community is comprised of approximately 50 percent white residents, 25 percent African American residents, 12 percent Asian residents, and 12 percent Hispanic residents. Living standards vary considerably: the average home price is $335,000, but 26 percent of the population lives below the federal poverty level. Like many neighborhoods in the United States, the 19130 Zip Code is experiencing economic and demographic change, with pockets of gentrification resulting in a decrease of the Hispanic population over the past sixteen years.

The college's nursing student body is similarly diverse, comprised of approximately 50 percent white students, 30 percent African American students, and 20 percent Asian and other minority students. Most students receive financial aid and are from the Philadelphia area; 90 percent remain in the area after graduation. Service learning in the 19130 Zip Code prepares these students to become informed and concerned citizens able to meet the changing needs of their profession and their diverse community.

Project Origins

Faculty designed the 19130 Zip Code Project in 1996 to provide health promotion and disease prevention services to the community, and to prepare nursing students for post-graduation employment in a changing health care system. At the time, hospital-based health care dominated nursing education and the field of nursing itself. Faculty hoped to better prepare nursing graduates for employment in other settings by integrating community-based care into the nursing curriculum.

Faculty were also motivated by growing public concerns about the need for health promotion and disease prevention services for vulnerable populations. Then as now, the college's mission included serving the community, and in the mid-1990s, the national movement to increase community-based health care was growing. Nevertheless, the decision to initiate community-based service learning was an extraordinary step at a time when community-based care was a hallmark of baccalaureate and graduate degree nursing programs, not of their associate degree counterparts.

Driven by these factors, faculty revised the nursing curriculum to better serve the community and the college's students. By replacing hospital-based clinical experiences with community-based care, faculty responded to the community's changing needs while enhancing students' knowledge, skills, and employment opportunities.

College–Community Infrastructure

In its current manifestation, the project requires second-year nursing students to provide a wide range of health promotion and disease prevention services to clients in a variety of community agencies located within the 19130 Zip Code. For their clinical experience in a required course, each student engages in a six-week experience at a single neighborhood agency, requiring twelve hours of weekly service. All students participate in these experiences, learning under faculty supervision to work independently and collaborate with agency staff to achieve mutually defined goals.

Community agencies serving vulnerable populations—including Head Start and preschool programs, public and parochial schools (K–12), and senior citizen housing and day care facilities—collaborate with nursing faculty and students to identify needed programs and services. After recruiting agencies to participate in the project, faculty work closely with agency staff to identify mission-based goals and activities that meet agency and student needs.

The project receives significant support from the Independence Foundation, a private, not-for-profit philanthropic organization serving Philadelphia and surrounding counties. The foundation provides the college with an annual grant of about $15,000 for the purchase of supplies such as blood pressure equipment, smoking cessation materials, nutrition teaching aids, safety coloring books, beer goggles to simulate alcohol intoxication, toothbrushes, audiometers, blood pressure equipment, and personal hygiene items.

Components of Service

Across agencies, students provide services characterized by ongoing assessment of the needs of individuals and families, sensitivity to cultural diversity, collaboration with faculty and staff, and a strong emphasis on health promotion. They conduct screenings for weight, vision, blood pressure, and height and also provide health education

on topics including exercise, nutrition, home and street safety, prevention of sexually transmitted diseases, and hypertension management. While clients are of all ages and backgrounds, the majority are African American children due to the large number of schools participating in the project. (Significantly, many nursing students have conducted their service learning in schools they attended as children.)

The 19130 project is fully integrated into the nursing curriculum through pre- and post-service activities. All four courses in the nursing curriculum address concepts of community-based care, cultural competence, and inter-disciplinary health care, with students learning about community needs through assignments such as interviews of elderly community members. Before beginning their service-learning experiences, students complete an analysis of socioeconomic and cultural aspects of the neighborhood using internet resources and direct observation. Following each day of service, students use a web-based tool to record data about the clients they served and the services they provided. They also submit qualitative data about their perceptions of the experience at the end of the service-learning assignment. Faculty draw on these aggregate data to illustrate the value of service-learning experiences when planning the curriculum, developing grants, and negotiating with prospective agency partners.

Through their service experiences, students gain broader perspectives of their clients' lives. They learn to consider home and community environments when planning client care, whether discharging clients from the hospital, teaching clients about healthy practices, or helping clients access health resources. In the process, they address community needs and build excitement about giving back to their community. Even graduates who go on

A Community College of Philadelphia nursing student teaches a local elementary school student about dental hygiene. (Photo by Dennis Gingell)

to work in hospital settings value the skills and enhanced understanding of their patients' lives that they develop through the service-learning experience.

Expansive Impacts

During the 2011 calendar year, approximately 9,400 individuals were served by 125 nursing students working under the direct supervision of nursing faculty. Students provided a total of 9,000 hours of service, extending the capacity of agencies to assist their clients. For example, in schools where health promotion goals had been secondary to the needs of sick children, nursing students teach about healthy living while nurses address those children's immediate needs. Students in school-based placements also assist in reviewing immunization records and collecting missing information from families. In placements with government-supported housing communities, students work with older adults to ensure that their medications, which are often issued by multiple healthcare providers with little collaboration, will not interact detrimentally.

To date, more than 1,800 nursing students have participated in the 19130 Zip Code Project. These students have gained valuable preparation for community-based care opportunities, which have grown to exceed career opportunities in hospitals. Having developed a broad range of skills, Community College of Philadelphia graduates are well prepared for these positions. In addition, they have developed a clear understanding of community while learning to value diversity and collaborate on the behalf of vulnerable populations. Ten alumni have even earned graduate degrees in community nursing and are now serving the community in schools and safety net health clinics.

In addition to benefiting students and community agencies, the 19130 Zip Code Project supports the college's mission of community engagement—and provides evidence of that support to the citizens of Philadelphia. Through community-based service learning, the nursing program and the college itself embody the values of diversity and engagement that are necessary to building healthy communities and a healthy workforce. ◉

[CAMPUS PRACTICE]

Community Environmental Scholars:
Working "Together, for the Planet"

■ **ROBERT B. BEATTIE,** academic coordinator of the Community Environmental Scholars Program, and **CATHERINE H. MIDDLECAMP**, associate professor in the Nelson Institute for Environmental Studies at the University of Wisconsin–Madison

Years ago, we worked with a colleague who wanted to engage community groups in his biogeochemical research. His expertise lay in detecting trace amounts of metals in soils, particularly lead, cadmium, and arsenic, and he hoped to involve a community group in his effort to sample soils at urban playgrounds that he suspected were contaminated with these metals. Together, we met with the director of the local urban environmental justice organization, who listened politely and then said he wasn't interested. His group was already working on several successful projects to clean up the neighborhood, highlight inequalities in official responses to environmental problems, and publicize these efforts. He asked if we would like to participate in these projects, suggesting they would offer valuable experiences for our undergraduates. We accepted his offer, sending student interns to produce a short movie documenting the group's "environmental justice tour." As promised, the students were transformed by the experience.

This story illustrates an important truth about civic engagement and higher education: we faculty and our students can learn much from the community groups we hope to "help." These groups often need basic human and monetary resources and access to avenues of political power, but they seldom need the kinds of technical resources or research that is the province of most academic environmental programs. At the University of Wisconsin–Madison (UW–Madison), we are keeping this lesson in mind as we prepare students to "give back" to their communities, both during their student years and as future professionals.

Program Components

UW–Madison's Nelson Institute for Environmental Studies (named for former Wisconsin governor and environmentalist Gaylord Nelson) bases its work on the premise that complex environmental issues can best be understood through the combined diverse perspectives of the natural sciences, social sciences, and humanities. The tagline "Together. For the planet" unites faculty members from many disciplines in offering undergraduate courses that count toward a thirty-credit major or a fifteen-credit certificate in environmental studies. In keeping with our philosophy of intellectual diversity, the major requires a second major of the student's choice. In the 2011–12 academic year, ninety students graduated as majors and an additional 125 students earned a certificate.

Three years ago, the Nelson Institute launched the Community Environmental Scholars Program (CESP) for undergraduates. This program is designed for students who want to link their passion for the environment with a commitment to community. It offers structured community-based service-learning projects, professional development training, and a supportive classroom setting for connecting the dots.

With support from the National Science Foundation and others, the program also provides need-based scholarships to a cohort of students pursuing environmental studies degrees and certificates. In contrast to many university scholarships, the awards go to juniors and seniors. These students are generally more ready than their younger counterparts to undertake service projects in the wider community, and they benefit from the opportunity to build useful skills immediately prior to entering the workforce or graduate school.

New and returning CESP students enroll together in a one-credit seminar for each of their three semesters with the program. The program, which typically enrolls about thirty students, introduces students to local environmental and community organizations through

■ presentations by professionals and researchers who work in and for the community;

■ service-learning projects with local organizations (see sidebar);

■ structured exercises to discuss and reflect on service-learning projects;

■ professional development activities like résumé and internship workshops, "elevator interview" exercises, and intensive academic and career advising.

CESP will begin its fourth year in fall 2012. So far, students in the program have provided over 4,500 hours of service to partner organizations through the one-credit seminar, service internships, and capstone courses. CESP has also increased diversity in the Nelson Institute student body, with the percentage of students from racial and ethnic minority groups growing from 3.5 percent in 2006 to 8.2 percent in 2011.

Skills for Lifelong Engagement

In part because of our university's historical connection to John Muir (class of 1863) and Aldo Leopold (former faculty member), UW–Madison has long taken an ecologically-based approach to teaching and learning about the environment. More recently, faculty and students have expanded this approach

by developing research, academic, and service programs focused on topics like energy policy and bioenergy, urban agriculture, food policy, and environmental justice. All of these programs require students to navigate the intersections between community and environment.

How can we help students learn to be respectfully engaged citizens? We have found that students need to practice all four modes of literacy (reading, writing, speaking, and listening) to succeed in community engagement and in their later careers. Across the curriculum, students have multiple opportunities to practice reading and writing, but opportunities to hone the skills of speaking and listening are less common. We have endeavored to develop activities that allow students to practice both of these critical skills.

Over the past year, we have been fortunate to have world-famous "listener" John Francis in residency as a visiting associate professor. Francis took a seventeen-year vow of silence and a twenty-two-year hiatus from traveling in motorized vehicles after being shocked and dismayed by a 1971 oil spill near his home in California. During this time, he walked throughout North and South America on a personal pilgrimage to learn about his world and share his silent environmental advocacy. In a presentation to our first CESP cohort, Francis explained that his silence allowed him to genuinely listen to and learn from the people he met on his journey. As he put it in a later campus presentation, "Our first chance to treat the environment well [...] is in the relationship with ourselves and each other. And so [...] it's really about how we treat each other when we meet each other" (2012).

Francis's insight about the importance of listening guides many of our in-class exercises. Using case studies, students discuss and engage environmental controversies from the perspective of

CESP students Kelly Sykora, Cynthia Novak, and Matt Anderson help put a local "Kids' Garden" to bed for the winter. (Photo by Robert B. Beattie)

all communities involved, developing a heightened sensitivity to the diverse points of view they will encounter when working with community groups. Students also learn to communicate with diverse audiences through our annual "elevator speech" training exercise, where they spend three minutes telling their stories and engaging with environmental professionals, entrepreneurs, and community group leaders whom we have invited to visit the class. Our guests give feedback and advice to students, who later reflect on the exercise and what it taught them about communication.

Through these and other strategies, CESP teaches students to be effective participants in conflicts about environmental issues, which are often rooted in differing values. To engage in these conflicts, students need knowledge and sensitivity, a strong sense of themselves and an openness to the values and ideas of others. CESP gives students some of the tools they need to be good environmental citizens who treat the earth well by treating other humans well. We can't think of a better way of working "Together. For the planet." ◉

To learn more about CESP, visit http://nelson.wisc.edu/ undergraduate/cesp/index.php.

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Community Environmental Scholars Program: Example Projects

CESP students' small-group projects have included

- recruiting student volunteers for an invasive species control initiative for recreational boaters;
- creating and delivering environmentally themed educational modules for a local Latino Youth Summit;
- working with a local environmental magnet school to develop a composting program;
- delivering presentations on environmental justice to an organization that provides ecology-themed outreach to urban youth;
- developing a fundraising website for a local wildlife rescue shelter.

—Robert B. Beattie and Catherine H. Middlecamp

[CAMPUS PRACTICE]

Pathways to College and to Social Justice Leadership: The University Community Collaborative of Philadelphia (UCCP)

■ **BARBARA FERMAN,** founder and executive director of the UCCP and professor of political science at Temple University

"The UCCP changed my outlook on life by giving me another perspective. I literally went from wanting to be a lawyer wanting to incarcerate individuals to wanting to prevent them from getting to that point by engaging them in their community." (Former participant, Leaders Corps member, and Temple University graduate)

"The longer I worked with the UCCP and the more I was confronted with the issues that plague the Philadelphia School District, the less I could ignore my desire to do something about them. My work with the UCCP propelled me toward Teach for America and my experiences here undoubtedly stood out as the most relevant of my qualifications." (Former Leaders Corps member and Temple University graduate)

"My goal is to get people who are not from the city to feel like it's part of their college experience to give back to those cities." (Former Leaders Corps member and Temple University graduate; current full-time staff member)

The voices of these college students are a refreshing antidote to the acrimony and polarization currently pervading the political system and the apathy about social responsibility in the financial sector. To counter the crisis in leadership these trends represent and to give youth voice in issues that affect them, the UCCP created an infrastructure for fostering public-minded, equitable, and just leadership among youth while inspiring change in other institutions. Founded in 1997, the UCCP (as described in its mission statement) "prepares and supports youth and young adults to become confident, effective leaders and collaborates with other organizations to create cultures that value and integrate the contributions of youth, thereby building stronger communities."

Engaging approximately 130 youth (ages fourteen to twenty-four) from Philadelphia's low-income communities each year, the UCCP's programming builds confidence and self-esteem; develops effective leadership skills; instills awareness of larger social, economic, and political issues; and nurtures the values of fairness and justice. The UCCP's approach is distinguished by its emphasis on long-term development, its deliberate incorporation of youth leaders into its organizational structure, its strong social justice orientation, and its university location. Collectively, these attributes have shaped a cadre of college and high school students who can engage in deliberative practices, identify and contest injustice, and challenge and inspire others to do the same.

Long-Term Development

Involving youth in high-quality, long-term civic leadership activities can yield many positive academic and social outcomes. An overall *approach* to working with youth rather than a discrete program, the UCCP's continuum of after-school programming, credit-bearing internships, peer education activities, media production, and paid employment opportunities is designed to keep youth involved at different levels and capacities over an extended period of time, including the critical transition from high school to college or employment (see fig. 1). This continuum provides participants with unique opportunities to address issues that are relevant to their lives while forming connections to other youth and to college student mentors.

Over the course of their affiliation with the UCCP, participants develop action-oriented projects to increase awareness and mobilize others around issues that matter to them, including educational equality, community violence, college access, and media representations of youth. After identifying an issue, conducting research, networking, and building alliances, participants create documentary films, public service announcements, and workshops that they present to community members, researchers, policy makers, journalists, educators, elected officials, and peers. These projects are an example of how participants engage over the long term in the kinds of rich and diverse opportunities that enable them to be effective advocates for social change in their schools and communities, as well as in the larger society.

Incorporation of Youth Leaders

Incorporating youth as leaders into the organizational structure underscores their value to the organization while building their skills, confidence, and ability to navigate the world around them. All UCCP programming is implemented by our Leaders Corps, a dynamic team of former program participants who are now college students serving as de facto role models for younger cohorts. Leaders Corps members attend Temple, St. Joseph's, and Penn State Universities and the Community College of Philadelphia. They receive ongoing support and professional development from UCCP's six staff members that prepares them to facilitate UCCP

programs, support training and technical assistance at other organizations, and conduct workshops in the community and at professional conferences.

In addition to developing participants' skills, leadership, and confidence, this practice has shaped career and educational aspirations. Of the 120 former Leaders Corps members, more than twenty are teaching in Philadelphia and other cities, fifteen are working in the nonprofit sector, eight are in the educational and public sectors, three are part of the UCCP's full-time staff, and ten have pursued policy-oriented graduate and law school programs. These alums have taken their leadership on the road, helping to inspire a new generation of social justice leaders. Their example also serves as a powerful motivator for high school students who see in it the civic pathway to college and the college pathway to leadership.

Civic Leadership and Social Justice

The UCCP's strong orientation toward civic leadership and social justice has led us to invest heavily in media—viewing, critiquing, and producing it. Capitalizing on the frustrations of a group of ambitious high school and college students who were upset by mainstream media's negative portrayal of urban youth, the UCCP created POPPYN (Presenting Our Perspective on Philly Youth News), an award-winning youth-produced television news show. Airing weekly on public access stations in Philadelphia and New York and available on YouTube, POPPYN spotlights youth who are engaged in community-building activities (such as urban farming, small business development, and cultural production).

Involved in every stage of planning, production, marketing, and distribution, POPPYN crew members have acquired a wide range of technical, project management, communication, and media literacy skills. They have learned to promote and defend their ideas and to accept that their ideas may not always predominate. In short, they have learned to operate as professionals in a democratic setting.
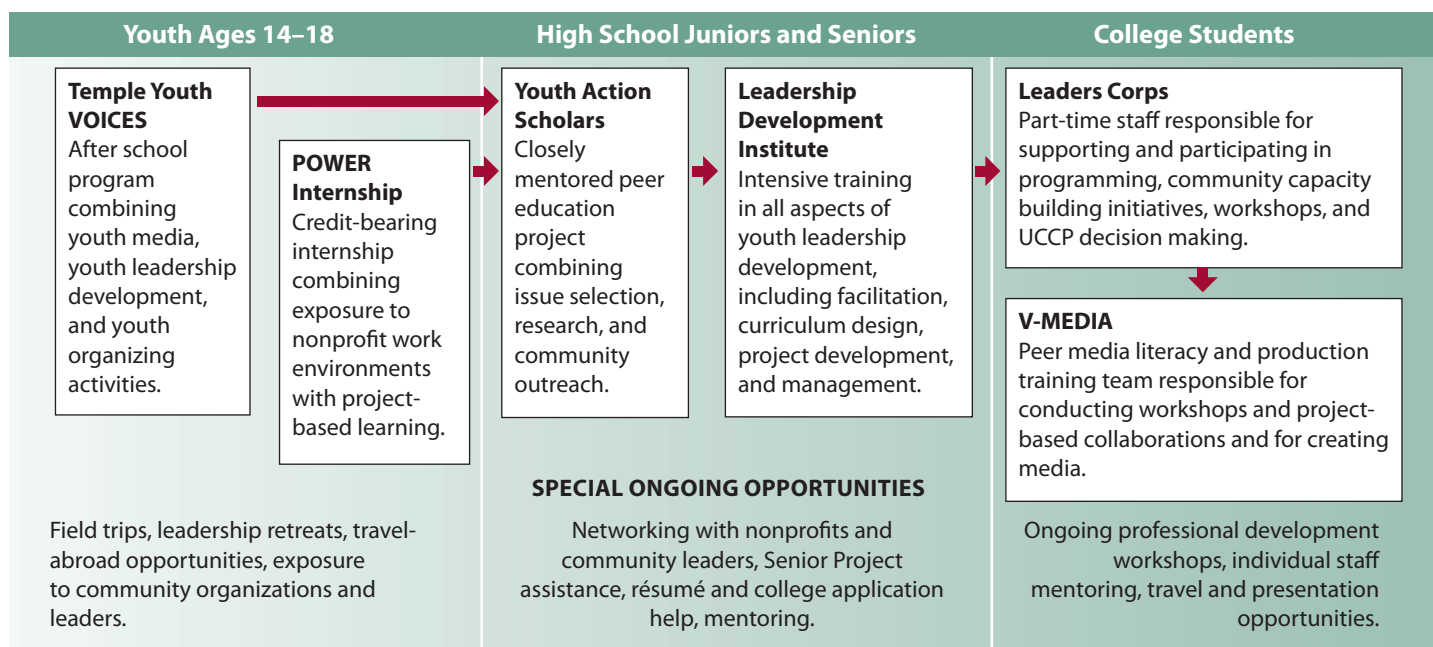
University Location

All of the UCCP's programming articulates the message that lifelong learning is essential to social justice leadership. By conducting programming on Temple's campus, where participants have access to state-of-the-art technology, media labs, and libraries and regularly interact with faculty, staff, and students, the UCCP increases participants' comfort with a university environment and their confidence about pursuing post-secondary education. Beyond Temple, the UCCP has access to a vast network of student interns and faculty mentors from the University of Pennsylvania, Bryn Mawr and Haverford Colleges, LaSalle and St. Joseph's Universities, and the Community College of Philadelphia. These connections have helped participants navigate admissions, financial aid, and course registration at these institutions and win scholarships to some of them.

In a city with a 40 percent high school dropout rate, over 90 percent of the UCCP's high school participants graduate, and close to 85 percent go to college. Their success demonstrates that youth can and will choose constructive paths when structured, supportive, and meaningful opportunities are available to them. The civic pathway to college and the college pathway to social justice leadership can be a powerful combination.◉

To learn more, visit www. temple.edu/uccp and http:// whatspoppyn.blogspot.com.

Figure 1. Progressive Youth Leadership Development Continuum

Youth Ages 14–18		High School Juniors and Seniors		College Students
Temple Youth VOICES After school program combining youth media, youth leadership development, and youth organizing activities.	**POWER Internship** Credit-bearing internship combining exposure to nonprofit work environments with project-based learning.	**Youth Action Scholars** Closely mentored peer education project combining issue selection, research, and community outreach.	**Leadership Development Institute** Intensive training in all aspects of youth leadership development, including facilitation, curriculum design, project development, and management.	**Leaders Corps** Part-time staff responsible for supporting and participating in programming, community capacity building initiatives, workshops, and UCCP decision making. **V-MEDIA** Peer media literacy and production training team responsible for conducting workshops and project-based collaborations and for creating media.

SPECIAL ONGOING OPPORTUNITIES		
Field trips, leadership retreats, travel-abroad opportunities, exposure to community organizations and leaders.	Networking with nonprofits and community leaders, Senior Project assistance, résumé and college application help, mentoring.	Ongoing professional development workshops, individual staff mentoring, travel and presentation opportunities.

In Print

***Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*, edited by Estela Mara Bensimon and Lindsey Malcolm (Stylus Publishing LLC 2012, $35 paperback)**

This volume examines how colleges and universities are using the Center for Urban Education's Equity Scorecard to create racial equity on campus. With in-depth examinations of the Equity Scorecard process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating more racially equitable outcomes for students. The book calls educators and administrators to take personal responsibility for their roles in moving from a deficit model to an equity model, and provides helpful context for anyone currently using or considering the scorecard as a tool for change.

***Americans by Heart: Undocumented Latino Students and the Promise of Higher Education*, William Pérez (Teachers College Press 2012, $32.95 paperback)**

Drawing data from surveys and interviews, this important new study illuminates the experiences of undocumented Latino/a students as they pursue pathways to and through higher education. Underscoring these students' high rates of civic engagement in contrast to their low levels of civic empowerment, Pérez illustrates the significant contributions high-achieving undocumented students are making to American democracy and argues for policy changes that recognize and enable these contributions. The book is a critical resource for anyone concerned about immigration's role in higher education or about the lives of undocumented students on their campus.

***Transformative Learning through Engagement: Student Affairs Practice as Experiential Pedagogy* by Jane Fried and Associates (Stylus Publishing LLC 2012, $29.95 paperback)**

This book examines the important role student affairs professionals can and should play in teaching and learning. As colleges and universities adapt to the new realities of higher education (including new understandings about how people learn), student affairs professionals can provide experiential learning opportunities that help students cross inter- and intrapersonal borders. With discussions of dominant paradigms and cultures within US contexts and examples of a range of campus applications, the book provides a framework for thinking about student affairs as key to college learning, particularly in areas related to diversity. It is a useful tool for student affairs professionals working to contribute to the educational missions of the twenty-first century.

***Civic Provocations*, edited by Donald W. Harward (Bringing Theory to Practice 2012, $10 paperback)**

Published by Bringing Theory to Practice, an independent project in partnership with AAC&U, this monograph offers a series of short, informal "provocations" on higher education's civic mission and its implications for research, teaching, and practice. Designed to encourage readers to organize half-day or one-day "civic seminars" convening diverse campus constituents for discussions about the nature of civic engagement at their institutions, the volume highlights a range of current challenges and opportunities across different dimensions of higher education's work. With ambition and purpose, its authors invite readers to join them in asking tough questions and holding themselves and their institutions accountable for what those questions reveal.
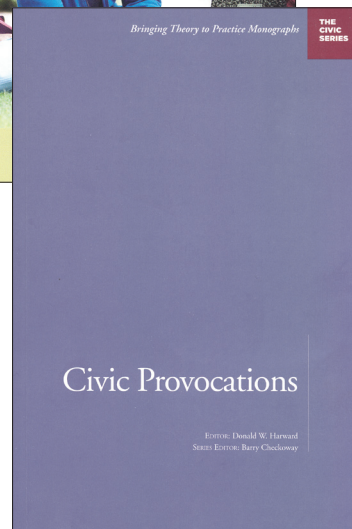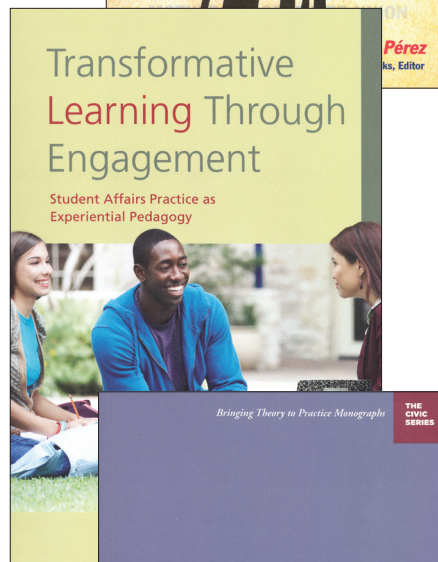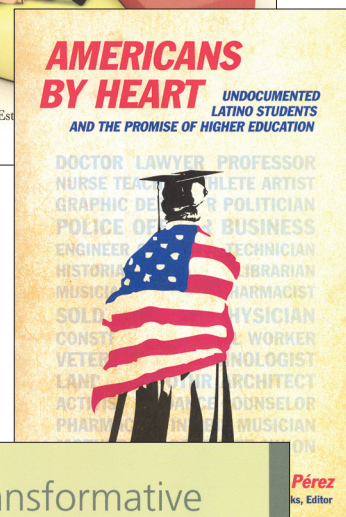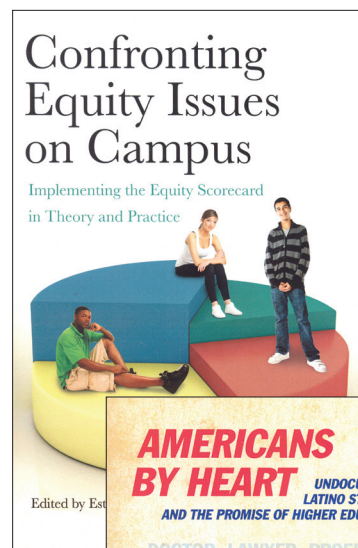
Resources

Promising Practices for Personal and Social Responsibility

AAC&U's Core Commitments initiative recently released a new web publication summarizing national research findings about the relationship between particular educational practices and outcomes related to personal and social responsibility. "Promising Practices for Personal and Social Responsibility: Findings from a National Research Collaborative" is available for free download at www.aacu.org/core_commitments/publications.cfm.

ETS Report on Civic Engagement and Education

In a recently released report, the Educational Testing Service (ETS) calls for educational leadership to address gaps in civic knowledge and participation currently afflicting American society. The report, titled "Fault Lines in Our Democracy: Civic Knowledge, Voting Behavior, and Civic Engagement in the United States," points to distressing findings about students' low levels of civic knowledge and troubling correlations between educational level and civic engagement. To download a copy, visit www.ets.org/s/research/19386/.

Opportunities

Bringing Theory to Practice Grants

Bringing Theory to Practice (BTtoP), an independent project in partnership with AAC&U, invites proposals from schools hoping to develop seminars or programs focused on engaged learning, civic engagement and development, and the psychosocial well-being of college students. Grants of up to $1,000 are available to support seminars in the campus community, and grants of up to $10,000 are available to fund programs related to BTtoP's objectives. Upcoming application deadlines are December 15 and March 15. To learn more, visit www.aacu.org/bringing_theory/.

Personal and Social Responsibility Inventory

The Personal and Social Responsibility Inventory measures campus climate along five dimensions: Striving for Excellence, Cultivating Academic Integrity, Contributing to a Larger Community, Taking Seriously the Perspectives of Others, and Developing Competence in Ethical and Moral Reasoning and Action. Initially developed in connection with AAC&U's Core Commitments initiative, the inventory is now being administered by the Research Institute for Studies in Education at Iowa State University. To learn more, visit www.psri.hs.iastate.edu/.

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Upcoming AAC&U Meetings

MEETING	LOCATION	DATES
Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning	*Baltimore, Maryland*	**OCTOBER 18–20, 2012**
Next Generation STEM Learning: Investigate, Innovate, Inspire	*Kansas City, Missouri*	**NOVEMBER 8–10, 2012**
AAC&U Annual Meeting 2013: The Quality of US Degrees: Innovations, Efficiencies, and Disruptions—To What Ends?	*Atlanta, Georgia*	**JANUARY 23–26, 2013**

AAC&U Associates

Enrollment in the Associates program provides an opportunity for individuals on AAC&U member campuses to advance core purposes and best practices in under-graduate education and to strengthen their collaboration with AAC&U's Office of Diversity, Equity, and Global Initiatives. Associates pay $60 per calendar year and receive the same benefits as AAC&U Campus Representatives, including subscriptions to our print publications, *Liberal Education, Peer Review,* and *Diversity & Democracy,* electronic copies of *On Campus with Women,* invitations to apply for grant-funded projects, and advance notice of calls for proposals for institutes and meetings. For more information, please visit www.aacu.org or call Renée Gamache at 202-884-0809.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions—including accredited public and private colleges, community colleges, and universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

From AAC&U Board Statement on Liberal Learning

AAC&U believes that by its nature…liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.