The Civic Navigator

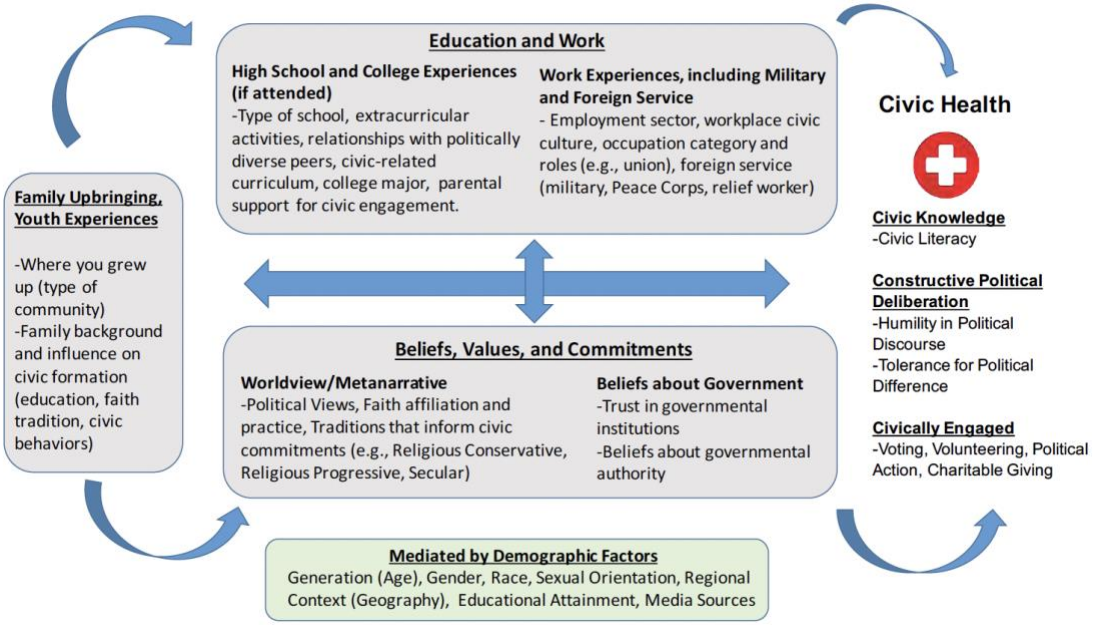
David Weerts, Alberto F Cabrera & Dennis Ross

2023-05-22

Civic Navigator

The Civic Navigator is ready to assist you in discovering your civic identity. This web-based tool enables you to learn about the civic class you are most likely to belong. It does so based on your participation in 12 pro-social activities. These civic behaviors range from casting a vote to participating in food or clothing drive donations. The Civic Navigator also tells you about your levels of civic health in relation to those people sharing your civic identity.

The Model

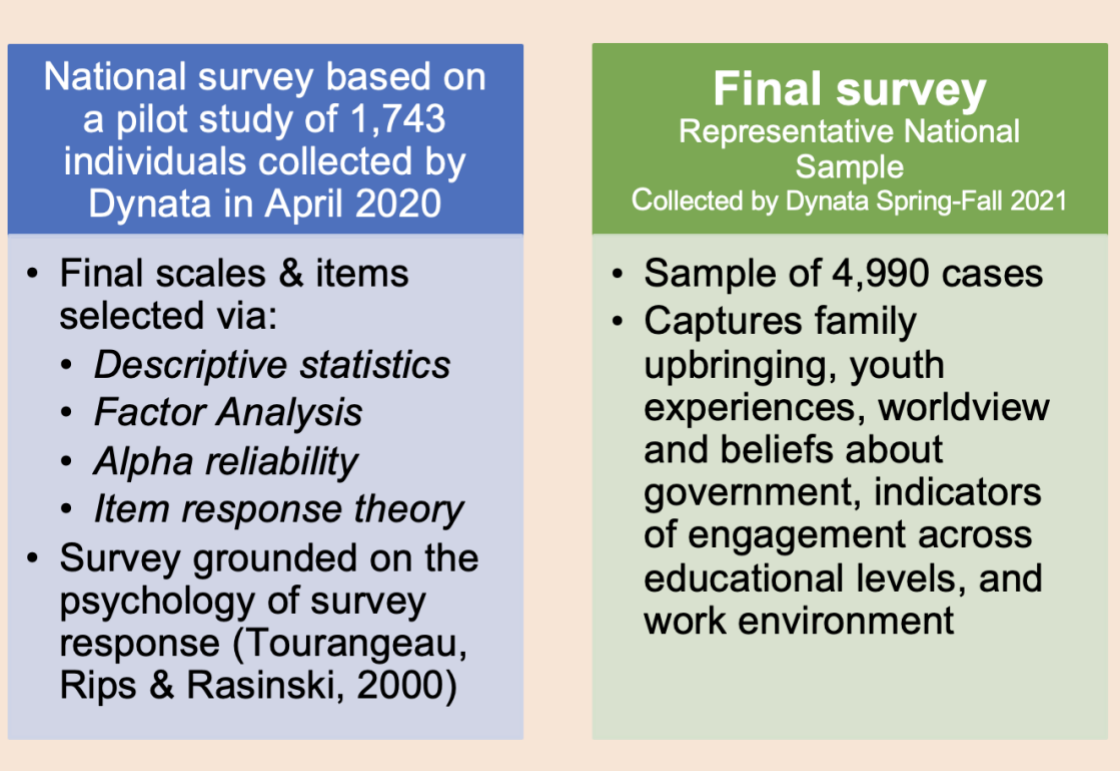


The Antecedents to Civic Health Model

The Civic Navigator rests on the antecedents of individual civic health model (Weerts, Cabrera & Van Dorn, 2022). The model postulates that civic health is composed of civic knowledge, predispositions towards constructive political deliberation and civic engagement. In turn civic health is the product of several factors pertaining to personal beliefs and values, family upbringing, high school and college experiences as well as work experiences.

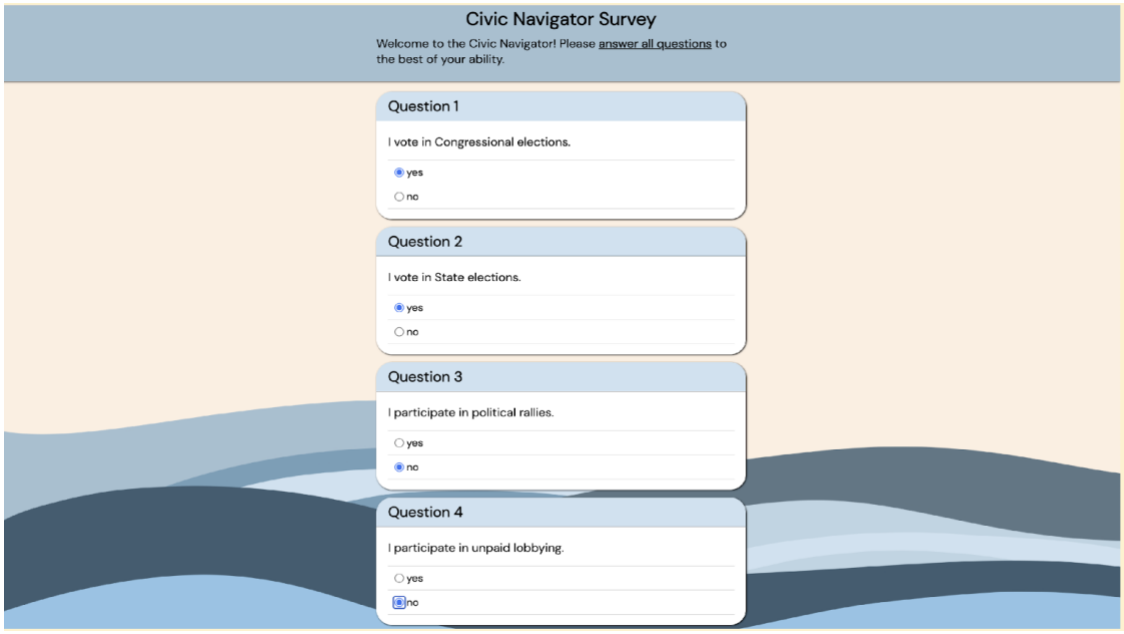
Source of the tool

The algorithm fueling the Civic Navigator rests on a latent class analyses based on two national samples of over 5,000 Americans. The final sample matches the US census in relation to age (over 18), educational attainment and other demographics.

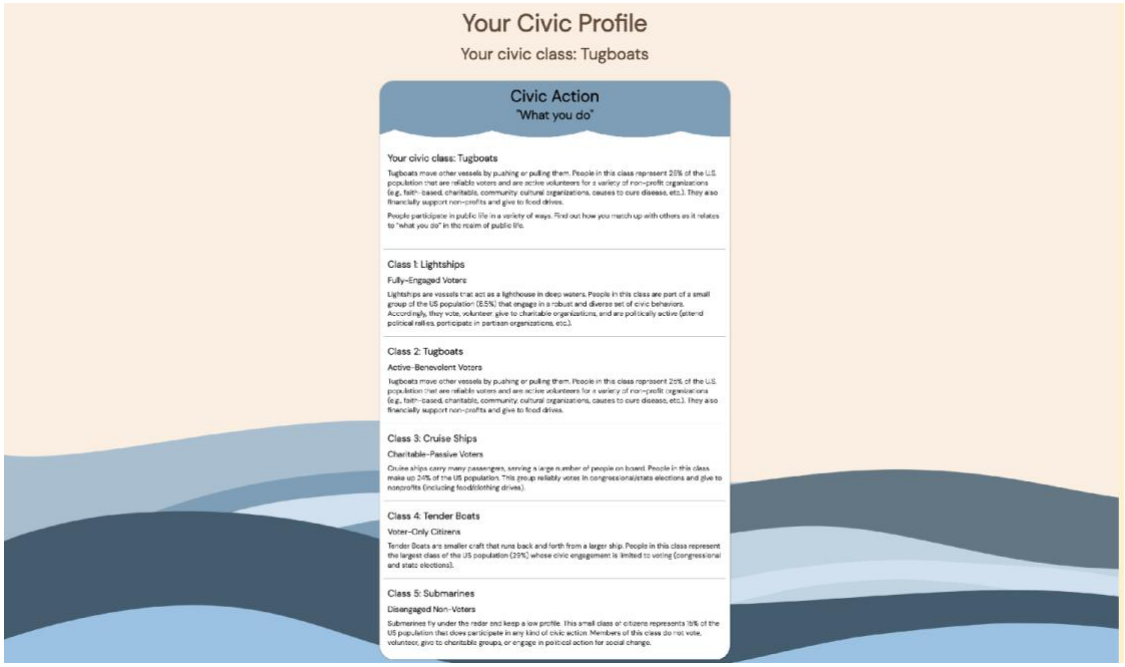


Civic Navigator's data foundation

Taking the survey



Example of personal results



Press the civic navigator to discover your civic identity

Civic orientations across the US Landscape

Class	Description
Lightship: Fully engaged voters	This class represents a small group of citizens who are strongly predisposed to be engaged in 12 civic behaviors. It is the only class that participates in all forms of political action (e.g., rallies, unpaid lobbying, donating to political organizations)
Tugboat: Active benevolent voters	It represents a quarter of the US population that are reliable voters and active volunteers for a variety of non-profit organizations. They also financially support non-profits and contribute to food drives. However, they display low propensities to be involved in political action (e.g., rallying, unpaid lobbying, participate in/donate to political organizations)
Cruise ship:	This class represents one quarter of the US population. Members are

Class	Description
Charitable passive voters	reliable voters and are strongly predisposed to give to non-profit organizations. They also are prone to contribute to food or clothing drives. However, they are less predisposed to volunteer to non-profit organizations, nor are they prone to engage in any kind of political action (e.g., political campaigns)
Tender boat: Voter-only citizens	It represents the largest class of citizens whose civic engagement behavior is characterized the most by voting. Members of this class display low propensities for philantrhophy, volunteerism and political action. However, they show some propensity to contribute to food or clothing drives
Submarine: Disengaged citizens	This small class displays low propensity for civic engagement. Members' predispositions towards charity are confined, at most, to contributing to food or clothing drives

Applications

- It can assist in identifying candidates for service learning, and the types of programs most suitable for them based on their actual civic engagement patterns (Simons & Clearly, 2006)
- It can be used to document college students' civism beyond casting a vote (e.g., volunteering, participating in political rallies) (Doyle & Skinner, 2017; Weerts & Cabrera, 2021)
- It can help identifying alumni who besides displaying high propensity to give are also prone to serve as mentors of alumni, providers of internship opportunities, or lobbyists on behalf of their Alma Mater (e.g., Weerts & Cabrera, 2018; Weerts & Cabrera, 2021; Marsicano, 2019)
- It can help companies document their corporate social responsibility by reporting the type and extent of civic engagement of its labor force in the community (Lindgreen & Swaen, 2010)
- It can help in identifying community leaders based on their actual predisposition to volunteer, or participate in political rallies (Bono, Shen & Snyder, 2010)
- It can document levels of civic literacy, openness to diverse points of view, trust in government and other important indicators of civic health as shown in the next slide

Civic orientations across the US

	Most Active Citizens			Least Active Citizens	
Attributes	**Fully Engaged** (Lightship)	**Active-Benevolent** (Tugboat)	**Charitable-Passive** (Cruise Ship)	**Voter-Only** (Tender Boat)	**Disengaged** (Submarine)
Education (PSE= postsecondary ed: Associate's degree or higher)	Highly Educated 54% PSE	Highly educated 55% PSE	Highly educated 63% PSE	Moderately educated 46% PSE	Low educated 27% PSE
Civic literacy (ABA = American Bar Association) (0 – 14)	Most illiterate Average ABA literacy score= 5	Low level Average ABA literacy score = 6.5	Most literate Average ABA literacy score = 10	Second highest level Average ABA literacy score = 8.6	Illiterate Average ABA literacy score = 6
Humility in Political Discourse (1 - 5)	Highest (Tied) Average = 4.2	Low level Average = 3.9	Highest (Tied) Average = 4.2	2nd highest level Average = 4	Low level Average = 3.8
Tolerance for Different Political Views (1 - 5)	Most tolerant Average = 4.2	2nd Highest Average = 3.7	3rd Highest Average = 3.4	Low Average = 3.2	Lowest Average = 3.0
Trust in Government (1 – 5)	Most trusting Average = 4.1	2nd most trusting Average = 3.3	Low trust Average = 2.8	Low trust Average = 2.7	Low trust Average = 2.7
Average media consumption (0 -26)	Highest consumption 4.8	2nd highest 4.0	Low 3.4	Low 2.3	Lowest consumption 1.6
Religious Affiliation (Protestant, Catholic/Orthodox, Other religions/faiths, Unspecified)	Most religious: Protestant (45%) & Catholic (23%)	2nd most religious: Protestant (44%),Unspecified (21%) & Catholic (20%)	Moderately religious: Protestant (40%), Unspecified (27%) & Catholic (22%)	2nd least religious: Protestant (38%), Unspecified (32%) & Catholic (21%)	Least religious: Unspecified (45%) & Protestant (31%)
Employment Sector (private, nonprofit & public)	More likely to be employed in public sector as compared to others	More likely to be employed in non-profit sector as compared to others	More even distribution, but overall private sector preference	More likely to be employed in private sector as compared to others	More even distribution, but overall private sector preference

References

Bono, J., Shen, W., & Snyder,M. (2010). Fostering integrative community leadership. T*he Leadership Quarterly*, 21(2), 324-335 https://doi.org/10.1016/j.leaqua.2010.01.010

Doyle, W. R., & Skinner, B. (2017). Does postsecondary education result in civic benefits? *The Journal of Higher Education*, *88*(6), 863–893 https://doi.org/10.1080/00221546.2017.1291258

Lindgreen, A. & Swaen, V. (2010). Corporate social responsibility. I*nternational Journal of Management Reviews*. 1-7 **https://doi.org/10.1111/j.1468-2370.2009.00277.x**

Marsicano, Ch. R. (2019). *Lobbying for Alma Mater: Higher education institutions as interest groups*. Doctoral dissertation. Vanderbilt University.

Simons, L. & Cleary, B. (2006) The Influence of Service Learning on Students' Personal and Social Development, *College Teaching*, 54:4, 307-319, DOI: 10.3200/CTCH.54.4.307-319

Tourangeau, R., Rips, L., & Rasinski, K. (2000). *The psychology of survey response*. Cambridge University Press https://doi.org/10.1017/CBO9780511819322

Weerts, D. J., Cabrera, A. F. & Van Dorn, K. (2022). Antecedents of individual civic health. American Center for Political Leadership. Southeastern University. Lakeland, Fl.

Weerts, D. & Cabrera, A. F. (2021). *N*atural instincts: Understanding the four alumni personas – Eagles, Hummingbirds, Cheetahs, and Koalas – and how to keep them connected. *Case currents*, 47(5), 27- 31.

Weerts, D. J. & Cabrera, A. F. (2018). Alumni Giving as Civic Expression. *Philanthropy & Education* 2 (1): 1. https://doi.org/10.2979/phileduc.2.1.01.

Weerts, D. J., Cabrera A. F. & Pérez Mejías, P.(2014). Uncovering Categories of Civically Engaged College Students: A Latent Class Analysis. *The Review of Higher Education* 37 (2): 141–68. https://doi.org/10.1353/rhe.2014.0008.