

Civic Engagement by Alumni:
Results of the MALLA Alumni Survey
of the Graduates of 1997 and 2002

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Introduction

Preparing students for civic engagement in a democratic society has long been considered a goal of our educational system, and, indeed, studies have shown that the level of formal education is a singularly powerful predictor of civic engagement (see Misa, *et. al*). The six Midwest Alliance for Learning in the Liberal Arts (MALLA) colleges are Alma College, Augustana College, Illinois Wesleyan University, Gustavus Adolphus College, Luther College and Wittenberg University. MALLA institutions have embodied their commitment to developing civically engaged students through a wide variety of curricular and co-curricular programs, such as service learning requirements, volunteer centers, leadership training programs, and course requirements centered on understanding diversity, global issues, and societal problems. This report is an analysis of a survey of the 1997 and 2002 graduating classes of the six MALLA colleges designed to investigate the civic engagement of their alumni. The joint survey was conducted in the fall and winter of academic year 2007/08 with the assistance of a grant from the Teagle Foundation. The 1997 and 2002 classes were 5 and 10 years out of college, respectively, at the time of the survey and represent alumni at different stages of educational, career, and family interests.

For purposes of the MALLA study, civic engagement was defined as “active and voluntary participation in, and/or support of, activities whose purpose is to improve the quality of community life. ‘Voluntary’ may include modest remuneration or expense reimbursement.” The definition broadly includes civic, political, cultural, religious, youth and cultural activities and both service and advocacy.

The overarching research questions for the MALLA study of civic engagement have been to understand how well we are doing in developing civic skills and values in our students and promoting civic engagement by alumni, and to discover what curricular and co-curricular programs and college characteristics are particularly important in that regard and how they might be improved.

Survey Response Rates

Alumni were surveyed on-line utilizing the Higher Education Data Sharing (HEDS) Consortium “Alumni Survey,” with each institution contacting its alumni separately. Some 1,017 responses from these classes were received, representing a 19% overall response rate. Table 1 indicates the responses by school. Note that throughout this report the schools will be identified by a randomly assigned number rather than by name.

Table 1: Alumni Survey Response Rates

School	Graduates			Responses	Percent of Grads
	1997	2002	Total		
1	310	301	611	112	18.3%
2	443	493	936	240	25.6%
3	540	590	1130	92	8.1%
4	356	439	795	163	20.5%
5	513	557	1070	350	32.7%
6	427	391	818	60	7.3%
Total	4586	4773	5360	1017	19.0%

Because of the low response rates from two of the schools (#3 and #6), there is heightened concern that their samples may have a positivity bias on many items.

Although the survey as formulated by HEDS includes several items of interest to the study of civic engagement, our participating faculty constructed a series of supplemental questions to explore student voting and volunteering behavior in more detail. These supplemental questions are included in an appendix.

U.S. Civic Engagement Background

Government studies available at www.nationalservice.gov, mostly based on census data of voting and volunteer activities, provide useful background information and statistics about civic engagement by Americans:

- Each year over 60 million people volunteer time to non-profit agencies.
- The volunteer rate for adults is 27.2% per year. The rate for adults age 25-34, the age bracket that includes our alumni cohorts, is 23.7%. The rates by gender are 23.6% for males, 30.6% for females. Those in management, professional, and related occupations tend to have higher volunteer rates than others, as do those with higher incomes.
- The main activities for U.S. volunteers are:
 - Fundraising, 27.9%
 - Collect/distribute food, 24.5%
 - General labor, 21.4%
 - Tutor/Teach, 20.6%
- Most volunteers perform general services unrelated to their professional or occupational skills, the legal profession being a notable exception.
- Of those who volunteer, the principle organization types they volunteer for are:
 - Religious, 35.7%
 - Educational, 26.7%
 - Social services, 13.3%
 - Health, 8.0%
 - Civic, 6.0%
 - Sport/Arts, 3.5%
 - Other, 6.8%
- In 2005, the voting rate for adults age 25-44 with a bachelor's degree was 55.2%. In general voting rates increase with educational attainment.

A study by the Corporation for National and Community Service identifies several factors that influence volunteer rates for a community:

- An attachment to the community encourages volunteering (e.g. homeownership).
- Shorter commute times are associated with increased volunteering, since they leave more time available.
- Volunteer rates rise with higher educational attainment.
- Higher poverty rates are associated with lower volunteering rates.

- Volunteering is affected by the capacity of area non-profit agencies to recruit, place, and manage volunteers.

The “Post-college Follow-up” survey conducted in 2004 by the Higher Education Research Institute (HERI) also gives useful statistics on civic engagement for comparison with our MALLA results. The HERI Study surveyed students from the entering 1994 cohort of first-year students at three points – in 1994 upon entering college, in 1998 as graduating seniors, and in 2004 as alumni six years out. The resulting national sample of 8,618 college graduates who completed all three surveys showed high levels of civic engagement by young alumni. Table 2 indicates the rates at which alumni reported that they frequently or occasionally engaged in specific civic and political activities:

Table 2: Behaviors since leaving college (frequently or occasionally)	Percent
Voted in a national election	87
Donated money to a human/community service organization	69
Boycotted a product	67
Donated professional services	35
Participated in community neighborhood group	25
Participated in a political organization	16
Worked on a community project w/govt agency/pgm	14
Worked w/others to solve community problem	14
Played a leadership role in improving the community	13
Donated money: Political candidate/cause	10

Source: HERI, “The Lasting Impact of College”

Demographic Profile of MALLA Alumni Respondents

As shown in Table A of the appendix, the 1017 alumni respondents for the MALLA survey were:

- 65.6% female
- 95.2% white, non-Hispanic
- 98.1% U.S. citizens
- 69.9% married, 28.5% single
- 33.0% with children
- 54.3% age 26-29, 45.7% age 30 or over
- 74% employed full-time, 11.0% employed part-time, 10.0% in graduate/professional school full-time
- 32% have an income of \$60,000 or more, 6.0% over \$120,000. Median income was in the \$40,000-\$60,000 range
- 37.9% have received a masters degree, 12.5% a professional degree, and 4.2% a doctorate
- 86.0% of respondents reported receiving financial aid. 60.0% received a merit award, 42.0% a need base grant, 68.0% a loan, and 54.0% a work study award. 72.0% graduated with a student loan balance to be repaid, with a median loan balance of about \$15,000, 27.0% with a balance of \$20,000 or more.

The top undergraduate majors reported by alumni were:

- Business and management, 18.9%
- Life sciences, 16.5%
- Social sciences, 10.1%
- Education, 12.6%
- Psychology, 10.1%
- Arts and music, 10.1%
- Humanities 9.7%

The current occupations of alumni ran the wide gamut shown in the Appendix report. The top general areas are:

- Education, 27.9%
- Health related, 15.7%
- Management/administration, 12.1%
- Marketing/sales, 8.3%
- Science/technology, 6.7%
- Social, recreational and religious services, 4.8%
- Legal related, 3.3%

As suggested by the national data above, all of these demographic factors are likely to affect civic engagement patterns by our alumni, although we have not generally attempted to investigate their effect in this analysis.

Alumni Civic Engagement Descriptive Results

The following commentary draws mostly on the descriptive statistics indicated in Table A of the Appendix. Table A lists each question on the survey with its response scale, along with, as appropriate, the mean of the responses and the percentage who responded at the higher end of the scale, such as the percent that responded “greatly” on a 4 point scale going from “not at all” to “greatly.” We suggest the reader refer to Table A in conjunction with this commentary.

Civic skills current importance to alumni and college impact. Question 1 of the survey asked alumni to rate various abilities and types of knowledge that may be developed as part of an undergraduate education as to their current importance in their personal and professional life, and also to rate the extent to which each was enhanced by their undergraduate education. Although all the skills and knowledge are arguably related to civic engagement in a broad sense, two areas, “Social/Moral Awareness” and “Relationship Skills” seem particularly relevant.

As Table 3 shows, a majority of alumni clearly consider these areas of great importance and about 40% feel their undergraduate education enhanced them “greatly.” There is a modest indication that the older alumni have come to view social/moral awareness as more important to them. In a more direct question for our purposes, 65.1% of alumni indicated their undergraduate experience prepared them moderately or greatly for social and civic involvement (Table A, Question 7).

Table 3: Abilities and Knowledge

4-point scale: not at all to greatly	1997 Cohort		2002 Cohort	
	Current importance	Extent enhanced	Current importance	Extent enhanced
	% greatly	% greatly	% greatly	% greatly
Social/Moral Awareness				
Understand moral/ethical issues	65.0%	39.1%	62.1%	46.1%
Place current problems in perspective	54.4%	30.5%	51.3%	35.8%
Develop an awareness of societal problems	49.2%	33.7%	46.8%	36.0%
Average:	56.2%	34.4%	53.4%	39.3%
Relationship Skills				
Communicate well orally	83.2%	45.6%	84.5%	46.8%
Understand others	80.4%	42.1%	80.3%	47.0%
Function effectively as a member of a team	75.2%	42.7%	78.4%	49.3%
Relate well to different races, nations, religions	63.4%	32.9%	65.1%	35.1%
Lead and supervise tasks and groups of people	62.3%	28.8%	62.4%	36.2%
Average:	72.9%	38.4%	74.2%	42.9%

To further put this data in perspective, Table 4 shows the ranking of these two items among the seven general areas on the survey, where the items are listed in descending rank based on the current importance in their personal and professional life for the 2002 cohort. Note that “relationship skills” is the highest ranked area for importance by the 2002 cohort, while “social/moral awareness” was ranked 4th, indicating these are important areas to consider as curricular and co-curricular programs are developed.

Table 4: Importance and Enhancement

4-point scale: not at all to greatly	1997 Cohort				2002 Cohort			
	Current importance		Extent enhanced		Current importance		Extent enhanced	
	% greatly	mean	% greatly	mean	% greatly	mean	% greatly	mean
Relationship Skills	72.9%	3.66	38.4%	3.16	74.2%	3.69	42.9%	3.22
Self Development	73.9%	3.69	49.9%	3.34	71.9%	3.67	53.6%	3.40
Critical Thinking	68.9%	3.63	53.9%	3.44	71.4%	3.67	58.4%	3.52
Social/Moral Awareness	56.2%	3.43	34.4%	3.11	53.4%	3.42	39.3%	3.19
Understanding Science and Technology	44.9%	3.19	27.6%	2.92	44.5%	3.17	32.3%	3.01
Skills/Learning	43.0%	3.10	38.8%	3.09	43.7%	3.12	41.7%	3.15

Note that “relationship skills” is ranked first for importance but only 3rd for impact, perhaps indicating the need for more emphasis in our programs for such areas as leadership skills, functioning in a team and relating well to others that are different racially or culturally. Comparing the 1997 cohort to the

2002 cohort, the perception of college impact declined for all the categories for the older cohort, suggesting this may be general phenomenon as the years from graduation increase.

Satisfaction with campus diversity. Previous studies and the MALLA senior survey analysis have shown a positive association between civic values and the extent of positive interactions students have with students of other racial/ethnic groups. Thus structural diversity and a positive racial climate on campus are desirable for civic engagement outcomes. Consequently, it is disappointing that among 16 items ranging over a variety of college characteristics and services, the MALLA alumni rated satisfaction with “ethnic/racial diversity” the lowest, with only 17% “very satisfied.”

Undergraduate participation in activities. The importance of a number of curricular and extracurricular activities in developing civic values and skills has been highlighted by the MALLA senior survey analysis. The alumni survey results indicate the heavy involvement of our students in a variety of enriching curricular and extracurricular programs. The table below, sorted within category by the mean contribution rating, indicates how much the MALLA alumni estimate each activity contributed to their current personal or professional life.

Table 5: Undergraduate Activities

4 point contribution scale : none to extensive	Involvement		Contribution	
	% Involved	% moderate or extensive	Mean	
Extracurricular Activities				
Intercollegiate athletics	37.9%	75.9%	3.14	
Performing arts/music	55.2%	68.2%	2.96	
Fraternity/Sorority	47.5%	60.7%	2.77	
Community service	81.4%	59.7%	2.74	
Religious groups	43.6%	60.9%	2.71	
Political organization or club	35.5%	43.7%	2.41	
Student publications	30.2%	46.2%	2.41	
Student or campus government	35.9%	42.5%	2.36	
Intramural sports	55.4%	38.7%	2.24	
Academic Activities				
Study abroad	43.1%	89.3%	3.48	
Internships	51.9%	83.0%	3.30	
Work on faculty research	25.8%	60.6%	2.81	
Independent study	43.4%	58.0%	2.74	
Employment Activities				
Off-campus employment	42.8%	59.3%	2.76	
On-campus employment	83.0%	57.3%	2.68	

** The Contribution to Development percent excludes those whose involvement was "none."

Of obvious significance for our study is that 81.4% of alumni report having been involved in community service as an undergraduate, the highest rate among the activities listed. Worth emphasizing is that all

the MALLA institutions are small, highly residential, highly full-time, undergraduate only institutions that promote extensive opportunities for involvement in extracurricular programs and special academic opportunities such as study abroad. One might expect that high involvement in the types of programs listed above would be associated with higher involvement as alumni in similar civic, cultural, religious, political, or youth/sports programs. Running correlations between undergraduate involvement and involvement by alumni shows particularly strong positive correlations between:

- Undergraduate intercollegiate athletics or intramural sports with alumni recreational involvement
- Undergraduate performing arts involvement with alumni cultural involvement
- Undergraduate political organization involvement with alumni voting, general involvement with community organizations, and involvement with political organizations
- Undergraduate community service involvement with alumni civic and service organizations as well as an index of higher total community involvement
- Undergraduate religious group involvement with religious organizations as alumni

Alumni participation rates in community activities. As noted above, the national volunteer rate for adults age 25-34 is 23.7% based on volunteering in the past year in any type of organization. Conversely, 76.3% do not volunteer at all. In contrast, only 3% of the MALLA alumni indicated no volunteer involvement since graduating. Even though the time period for the two is not directly comparable the difference is startling. Table 6 below shows that the MALLA alumni have a generally high volunteer rate for among several types of community organizations.

Table 6:

To what extent have you voluntarily participated in the following organizations since graduating from your alma mater?

Type of Organization	% Moderately or a lot	% Not at all
ANY type of organization	nav	3.0%
Professional	53.0%	19.2%
Religious	38.3%	34.2%
Recreational (e.g., sports club)	34.8%	31.2%
Civic/community	33.4%	22.2%
Cultural/arts	30.1%	35.7%
Youth (e.g. little league, scouting)	16.4%	65.8%
Educational service (e.g. PTA)	16.3%	65.3%
Political	10.2%	64.1%
Service (e.g., Rotary, Kiwanis)	9.1%	75.4%

In the above table alumni may have indicated involvement with multiple organizations. If we look at individual alumni responses and select the level of highest involvement in any *single* type of organization, we find that over half of alumni have been heavily involved in at least one type of organization, and 97% have been involved to at least some extent. A 51% rate of “a lot,” which would indicate sustained or more intense volunteering, would also seem to indicate a strong record compared to the national data.

Table 7: Highest level of involvement in any single type of organization

	Count	Percent
Not at all	25	2.5%
A little	114	11.2%
Moderately	362	35.7%
A lot	514	50.6%
Grand Total	1015	100.0%

Question 31 of the supplemental questions (see Table A) further explores participation rates by asking about performing a number of civic activities in the past five years, with the results indicated in Table 8:

Table 8: Indicate if you have performed any of the following in the past five years.

3-point scale : not at all to frequently	1997 Cohort		2002 Cohort	
	Frequently	Not at all	Frequently	Not at all
Voting				
Voted in a national election	87.6%	3.9%	75.4%	6.3%
Voted in a state election	74.1%	6.0%	59.4%	12.4%
Voted in a local election	61.3%	9.0%	46.2%	18.4%
Religiously Active				
Attended religious services	46.6%	16.5%	37.1%	18.5%
Volunteering				
Raised funds for a cause	37.2%	19.5%	27.3%	24.8%
Worked w/ others to solve a problem in community where you live	15.9%	41.3%	12.6%	53.1%
Donated professional services on a “pro bono” basis	15.2%	49.8%	10.0%	59.8%
Civic Consumer/Life Choices				
Kept informed about current events	82.9%	0.5%	76.2%	1.0%
Participated in environmentally conscious practices, (e.g. recycling energy conservation)	75.0%	5.0%	68.2%	6.7%
Made a decision to buy or not buy a particular product based on the social or political values of the retailer/company	36.0%	20.1%	30.3%	24.4%

Of note are the comparatively high rates of participation at both five and ten years out and a general modest increase across the board for the older alumni ten years out.

Table 9 below compares the MALLA results on similar items used in the HERI study. The HERI survey asked about these items with regard to “since leaving college” for a cohort 6 years out, making an approximate comparison to our 2002 cohort, which was five years out, possible.

Table 9: Indicate if you have performed any of the following
Percent Frequently or Occasionally

	MALLA 2002	HERI
Voted in a national election	95%	87%
Worked w/ others to solve a problem in community where you live	52%	14%
Donated professional services on a “pro bono” basis	45%	35%
Made a decision to buy or not buy a particular product based on the social or political values of the retailer/company*	78%	67%

* HERI - Boycott a product

Although our alumni seem to be civically engaged more on all these measures, the most startling findings are that almost four times as many of our alumni indicated they have worked with others to solve a community problem, and about one-third more are donating services pro-bono.

Alumni volunteering by organization and activity type. Our local questions explore participation with various types of organizations in more depth, looking at attending meeting or events, donating money, or serving in leadership roles:

Table 10. Since leaving college, what has been your level of involvement in the following types of organizations? (answer all that apply)

Descending order of attending	1997 Cohort			2002 Cohort		
	Attended meetings or events	Donated Money	Served in leadership role	Attended meetings or events	Donated money	Served in leadership role
Professional	68.1%	20.0%	21.3%	59.2%	14.9%	17.3%
Religious	58.5%	53.9%	22.9%	54.3%	36.6%	13.9%
Recreational (e.g. sports club)	49.1%	8.3%	7.8%	45.1%	5.5%	8.0%
Cultural/Arts	47.2%	35.1%	7.6%	44.4%	20.0%	7.0%
Civic/Community	44.3%	46.1%	13.1%	36.2%	39.2%	8.8%
Youth (e.g. little league, scouting)	26.1%	20.2%	13.3%	19.4%	10.9%	12.8%
Educational Service (e.g. PTA)	25.7%	14.2%	4.8%	18.5%	6.9%	4.8%
Political	21.6%	22.9%	2.8%	18.3%	15.2%	2.7%
Service (e.g. Rotary, Kiwanis)	15.8%	14.2%	4.4%	13.5%	9.5%	3.6%

Again, the percentages seem generally high compared to the national data for both cohorts, with a modest increase for the older cohort.

The largest donation percentages are for religious, civic/community and cultural/arts purposes, while recreational groups draw participation but are low in donations. Religious organizations are high for all three categories--attendance, donations and leadership roles. The older alumni cohort reports higher percentages of attending meetings and events and considerably higher rates of leadership in professional, religious, and civic organizations.

The national data cited above shows that the high participation of our alumni in religious organizations fits national patterns, but the very high rank of volunteering in professional organizations is unusual. Other survey data suggest that one reason for this is that our alumni are very interested in personal development opportunities and see volunteering as a way to gain skills and develop their professional networks (questions 1 and 34 – see Table 12).

Alumni civically related employment. In addition to volunteering with community organizations, many alumni have been employed in civically related occupations. One-third of alumni indicate they have been employed by a not-for-profit organization (we might surmise from the occupation data above that the vast majority of those are employed in educational institutions) and nearly 10.0% have participated in stipend work or mission work. Nearly 1% have served in the military. The civic impact of the 28.0% of alumni that have careers in education and 16.0% that have careers in health related fields should also be noted.

Table 11: Since leaving college have you:	Yes
Participated in stipend service or mission work	9.8%
Been employed by a not-for-profit organization	33.6%
Served in the military	0.9%
Run for public office	0.4%

Alumni motivations for civic engagement – Table 12. Table 12 indicates the results for a series of question concerning motivations for civic engagement.

Table 12. How important are each of the following in your decision to participate in community/volunteer activities?

	1997 Cohort		2002 Cohort	
	Very imp.	Not imp.	Very imp.	Not imp.
1 To do something about an issue that matters to me	73.5%	1.4%	73.3%	1.0%
2 To experience personal satisfaction	53.9%	5.6%	57.4%	3.3%
3 To gain new skills and knowledge	39.8%	6.0%	47.7%	6.6%
4 To meet and spend time with people who share my ideas	35.6%	9.1%	41.8%	7.3%
5 To be involved in my children’s activities	48.1%	1.2%	17.7%	2.5%
6 To do my part as a community member	32.0%	9.7%	29.5%	12.1%
7 To enhance my professional network	22.4%	24.7%	31.3%	18.7%
8 To express my faith	22.7%	32.9%	22.1%	31.5%
9 To influence the political structure, laws, or public policies	18.9%	27.0%	18.1%	30.8%

The most important reason for community volunteering and other civic activities was “to do something about an issue that matters to me,” an item cited by nearly three-fourths of alumni as very important. A factor analysis of the items in Table 12 showed that the 9 items cohered into four underlying factors. The underlying themes of these factors appear to be:

- Advancing a cause - items 1, 6, 9
- Personal development and satisfaction – items 2,3,4,7
- Expression religious faith – item 8
- Being involved with my children’s activities – item 5

As might be expected, the alumni ten years out placed a much higher importance on being involved with children’s activities than those five years out, corresponding, presumably, to having more school age children (item 5). The younger cohort placed a higher importance on personal development/satisfaction as a motivation (see items 3, 4, 7), while the older cohort placed the same or slightly higher importance on advancing a cause. Both cohorts gave about the same importance to expressing their faith (item 8).

It is interesting to compare these changes in motivations with changes in levels of involvement in civic groups, as shown in Table 10, where we see an increase in involvement in youth, recreational, and educational groups goes up for the older cohort, paralleling the increase in the reported importance of involvement with their children’s activities. Also notable is that despite the increased involvement with family related organizations, attendance activities with professional, cultural, civic, political and service organizations also went up, so family related involvement did not curtail other involvements.

That younger alumni are highly motivated by a desire for personal development might be of interest to schools organizing community service programs and to volunteer agencies seeking to recruit and retain volunteers. Although national data indicates most volunteer work is of a non-skilled typed, it would be valuable to seek opportunities to involve current students or alumni with community agencies in ways that would utilize skills developed in their courses or disciplinary interests.

Predictors of Alumni Civic Engagement

In this section we report the results from using regression techniques to look at selected outcomes for civic engagement in an attempt to see what demographic characteristics, curricular and extracurricular experiences, and alumni self-reported motivations seem to be associated with higher levels of civic engagement. These three categories of variables will be introduced in sequential blocks to control first for demographics, then undergraduate experiences, and finally motivations. A composite scale of overall involvement in organizations will be looked at first to illustrate the method followed by a table that will give the results for the analysis of other outcomes.

The variables in the blocks that were used are:

Table 13: Regression Variable Blocks

Demographic Variable Block
Current income range
Overall grade received as undergrad
Total amount of undergraduate loans
Sex (1=Male, 2=Female)
Race: White, Non-Hispanic = 1, else 0
Marital Status: 0=Single, 1=couple
Number of children

Undergraduate Activities Block

Involvement: Community service
Involvement: Faculty research
Involvement: Fraternity/sorority
Involvement: Independent study
Involvement: Intercollegiate athletics
Involvement: Internships
Involvement: Intramural sports
Involvement: Off-campus employment
Involvement: On-campus employment
Involvement: Performing arts/music
Involvement: Political organization
Involvement: Religious group
Involvement: Student government
Involvement: Student publications
Involvement: Study abroad
Undergrad major: Arts and Music
Undergrad major: Business and Management
Undergrad major: Communications
Undergrad major: Education
Undergrad major: Geosciences
Undergrad major: Humanities
Undergrad major: Life Sciences
Undergrad major: Math and Computer Sciences
Undergrad major: Other Non-Science Field
Undergrad major: Physical Sciences
Undergrad major: Psychology
Undergrad major: Social Sciences

Motivations Block

Current Importance: Intellectual Pursuits
Current Importance: Relationship Skills
Current Importance: Self Development
Current Importance: Social/Moral Awareness
motivation: advance a cause
motivation: be involved with children's activities
motivation: express my faith
motivation: personal development/satisfaction

Predicting general community involvement

As a measure of general community involvement with various types of organizations, we have computed a scale totaling the responses to the question items listed below in Table 14. The question responses go from 1 =not at all to 4=a lot on volunteering, and from 1=not at all to 3=frequently for Question 32,

performed in the past five years. The resulting scale has alpha = 0.740, mean = 32.28, and standard deviation 5.97.

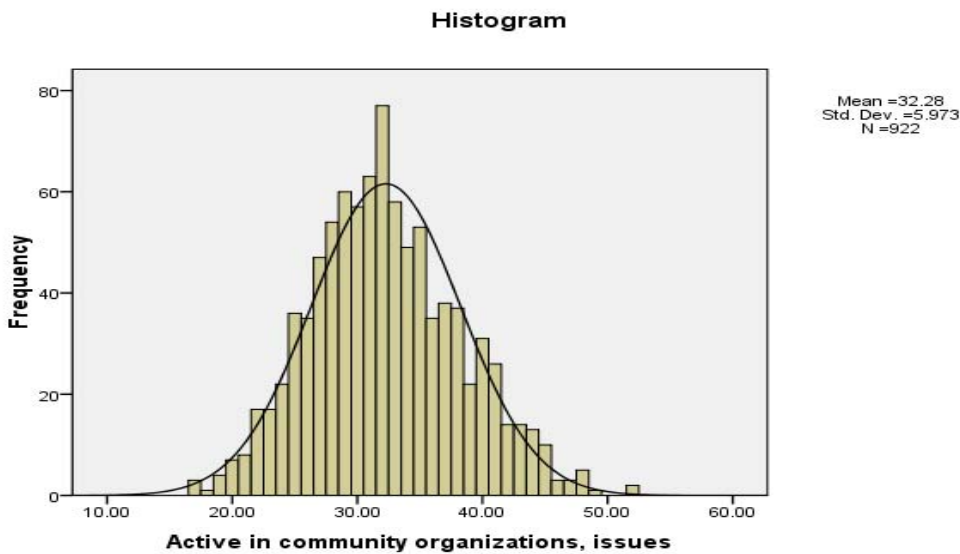
Table 14: Scale: Active in community organizations, issues

From Question 12: volunteering since graduation

- Volunteer: Civic/community organization
- Volunteer: Cultural/arts organization
- Volunteer: Educational service
- Volunteer: Political organization
- Volunteer: Professional organization
- Volunteer: Recreational club
- Volunteer: Religious organization
- Volunteer: Service organization
- Volunteer: Youth organization

Question 31: Performed in past five years

- Donated professional services on pro bono basis
- Worked with others to solve a problem in community
- Made a decision to buy or not buy a product based on social or political values of company
- Participated in environmentally conscious practices
- Raised funds for a cause
- Attended religious services



The final regression model, using stepwise variable entry within the three blocks, included the following variables:

Table 15: Variables in the regression model for Active in community organizations, issues

Positively Associated

Older graduation cohort, 1997
Involvement: Community service
Involvement: Independent study
Involvement: Intercollegiate athletics
Involvement: Internships
Involvement: Off-campus employment
Involvement: Performing arts/music
Involvement: Political organization
Involvement: Religious group
Involvement: Student government
Involvement: Study abroad
motivation: advance a cause
motivation: be involved with children's activities
motivation: express my faith
Current Importance: Social/Moral Awareness
Undergrad major: Arts and Music
Undergrad major: Education
Undergrad major: Geosciences
Undergrad major: Other Non-Science Field
Undergrad major: Social Sciences

Negatively Associated

Overall GPA received as undergraduate

Since our measure is broadly inclusive of a variety of civic organizations, it isn't surprising that, for instance, "Involvement: Performing arts/music" would remain as a predictor since it would relate directly to involvement with cultural organizations. Involvement with community service, independent study, and study abroad are perhaps notable as more general activities positively associated with civic engagement. That students with higher GPAs seem to be associated with lower civic involvement is perhaps surprising but may be associated with other mediating variables such as career choices and majors. The list of majors positively associated with higher civic involvement by alumni seems to favor education, the arts, and social sciences, over business or the more scientific or mathematical majors. With regard to motivations, advancing a cause and an interest in social/moral issues societal issues emerged as contributing variables, while personal development as a motivation was excluded. Looking at what variables did not enter the model is also of interest, and in particular, gender, race/ethnicity and income level did not matter among the demographic variables.

Differential Institutional Impacts

The low response rates from two of the participating institutions forces us to be cautious about drawing conclusions about institutional differences. We would note, however, that institution number six, which has a significant and universal community service requirement and associated volunteer center showed significantly higher rates of alumni involvement. In the overall data the pattern of correlations between undergraduate service learning involvement and general alumni civic engagement suggest service learning is of significant value in developing higher levels of alumni engagement with motivations

relating to societal/moral concerns. Thus, although we don't think it is proven, the data seems to point to service learning as a particularly powerful undergraduate experience.

Implications

- We can be encouraged by our alumni results. Collectively the MALLA institutions are doing a commendable job of preparing and motivating students for civic engagement. MALLA alumni are engaged in voting and volunteer activities at rates well above those indicated by national data for the general population.
- We should continue to provide a rich set of extracurricular activities. Students who engage in the various sorts of extracurricular activities tend to engage in similar civic organizations as alumni, many taking leadership roles.
- Service learning appears to be particularly effective in encouraging involvement as alumni in civic organizations that address societal problems, and our service learning programs may be targets for further development. Similarly, community service opportunities should be promoted.
- Many alumni cite being able to develop their professional skills as a motivation for civic engagement. We should keep the ability to utilize and develop students' skills in mind when designing service learning or volunteer programs. This might be specialized skills from the student's major – such as accounting majors helping low income individuals with tax preparation, or based on extracurricular interests such as athletics or music.
- There appears to be a positive association between study abroad, internships, independent study, and off-campus employment and higher alumni civic involvement. Further study might be needed to understand the causes of these associations and how these programs might be designed to utilize their full potential with regard to encouraging alumni civic engagement.

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