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The Relationship between Campus Involvement and Civic Engagement

Sheina L. Koolik
University of Central Florida

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THE RELATIONSHIP BETWEEN CAMPUS INVOLVEMENT AND CIVIC ENGAGEMENT

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SHEINA L. KOOLIK

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Abstract

The purpose of this study is to investigate if campus involvement, either in high school or college, has a relationship with civic engagement after college. Current UCF students, who have at least finished their first year, will be surveyed about their high school involvement to determine if it is related to their college engagement; and, recent UCF Alumni, graduated between 2014-2018, will be surveyed to determine if there is a relationship between campus engagement and civic life after graduation. As well, the data will review other key aspects like campus location, race, gender, international status, motivations, religious affiliations, etc. The surveys were collected virtually over a few months through various social media platforms and then coded into a spreadsheet for analysis. This study is important because it will evaluate the connection between campus involvement and long-term civic engagement. With more students being invested in UCF's diverse and inclusive community, over time, their civic engagement will also increase. This will hopefully result in a better future for UCF's student leaders as they graduate and move on through their life. The results of this study indicated that there was a relationship between high school involvement and college campus involvement. However, there were no other statistically significant relationships or differences in the other research questions.

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Introduction

The Association of American Colleges and Universities defines Civic Engagement as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference" (AACU). Growing up, every kid wants to change the world and the best way to do so is by getting involved in your community and civically. The idea of civic engagement, while not a new concept, has recently been given a little more attention than before. With the state of Florida placing a new importance on teaching civic engagement in schools and universities, the connection between civic engagement and school involvement is one that has not really been explored yet. The AACU has created a Value Rubric to help professors and other educators effectively teach civic engagement to students. One term that the Value Rubric explicitly defines is Civic Identity. This is the notion that someone develops a sense of purpose or identity by serving their community. This is very similar to the research done by Barber, Mueller, and Ogata (2013) that explored how a sense of purpose that is formed during adolescence can be a factor that leads to long-term civic engagement.

This study is important because it will evaluate the connection between campus involvement and long-term civic engagement. As the state of Florida is putting a high importance on teaching civic engagement to their students, one way to do this is through getting involved while in school. This will impact the students of the University of Central Florida because one of the University's CREED Values is community (UCF Creed). With more students

being invested in UCF's diverse and inclusive community, over time, their civic engagement will also increase. This will hopefully result in a better future for UCF's future student leaders as they graduate and move on through their life.

This research has several purposes. The first purpose of this correlational research is to determine if there is a relationship between campus involvement during college and civic engagement after college for alumni of the University of Central Florida. The variables included are the predictor variable, campus involvement during college, and the criterion variable, civic engagement after college. Campus involvement during college is defined as participation in clubs, organizations, and other social activities associated with the University. Clubs, organizations, and other social activities include, but are not limited to, Registered Student Organizations, Greek Life, attendance of sporting events, attendance at homecoming events like Spirit Splash, attendance to Pegasus Palooza events like Comedy Knight, participation in Intramural Sports, and Honor Societies. Civic Engagement after college is defined as participation in community activities, voting, political organizations, and community service. This includes, but is not limited to, attendance of city council meetings, voting in primary and local elections, voting in major elections, involvement in community service and community focused and organized events, and any activity that benefits the person involved and the community as a whole. One of the research questions involved in this study is (1) Is there a relationship between campus involvement during college and civic engagement after college? It is hypothesized that there is a positive relationship between campus involvement and civic engagement after college.

The second purpose of this descriptive research with two subgroups is to determine if there is a difference in campus involvement during college based on campus location for current students and Alumni at the University of Central Florida. Campus involvement during college is defined the same way for this purpose as previously stated. Location of campus is defined as the main UCF Campus or Regional Campuses such as the Downtown Campus, Rosen Campus, Lake Nona Campus, or any UCF Connect Campus. In this case, the location of campus is the independent variable and the campus involvement during college is the dependent variable. The research questions involved in this section of the study are (2) Is there a difference in campus involvement during college based on location of campus? It is hypothesized that there is a difference in campus involvement during college based on campus location.

The third purpose of this correlational research is to determine if there is a relationship between campus involvement during high school and campus involvement during college for the current students and alumni of the University of Central Florida. The variables included in this study are the predictor variable, campus involvement during high school, and the criterion variable, campus involvement in college. Campus involvement during college is defined as the same as stated above. Campus involvement during high school is defined as participation in clubs, teams, and other social activities associated with the high school. Clubs, teams and other social activities include, but are not limited to, things like band, sports teams, academic team, attendance of sporting events, attendance of homecoming events like a homecoming dance or pep rally, Student Government, and Honors Societies. The research question involved in this section of the study is (3) Is there a relationship between campus involvement during high school

and campus involvement during college? It is hypothesized that there is a relationship between campus involvement during high school and campus involvement during college.

The fourth purpose of this correlational study is to determine if there is a relationship in campus involvement during college or civic engagement after college based on gender, race or ethnicity for the current students and alumni of the University of Central Florida. There are many variables in this section of the research. The predictor variables are gender, race, and ethnicity and the criterion variables are campus involvement during college and civic engagement after college. The definitions for campus involvement during college and civic engagement after college are the same as they were stated above. Gender is defined as the way that one classifies themselves in relation to sex and is differentiated by social and cultural roles. This includes male, female, and anything outside of the male/female binary classification. Race is defined as the grouping of humans based on shared social or physical qualities. This is a person's self-identification to one or more social groups. It includes White, Black or African American, Asian, Native American or Alaska Native, and Native Hawaiian or Other Pacific Islander (U.S. Census Bureau, 2017). Ethnicity is the determination of whether or not a person is of Hispanic Origin. It is broken down into two categories: Hispanic or Latino or Not Hispanic or Latino (U.S. Census Bureau, 2017). The research questions involved are (4) Is there a difference in campus involvement during college based on gender? (5) Is there a difference in civic engagement after college based on gender? (6) Is there a difference in campus involvement during college based on race or ethnicity? (7) Is there a difference in civic engagement after college based on race or ethnicity? It is hypothesized that there is a difference in campus involvement during college based on gender and civic engagement after college based on gender. It is hypothesized that there

is not a difference in campus involvement during college based on race or ethnicity, but there is a difference in civic engagement after college based on race or ethnicity.

Literature Review

While many of the sources reviewed defined civic engagement and the factors that lead to it differently, the underlying concept was very similar. The studies examined generally detailed the importance of introducing involvement during youth because it "is a critical period for developing lifelong patterns of participation in civil society" (Greenfield et al., 2016, p. 483). An additional facet of civic engagement that was commonly discussed was the concept of "volunteer community service as essential for the well-being of civic life" (Hart et al., 2007, p.198) While this research will focus mainly on young adulthood and college-aged participants, it is still important to understand and acknowledge the necessity to begin engagement at a young age. While there is no " 'magic formula' for ensuring civic engagement," it should instead "involve a multifaceted approach tailored to the specific characteristics of a given community" (McIntosh et al., 2009, p.41). Another interpretation of civic engagement is, instead, labelled as social action. Almost identical to definitions of civic engagement, social action is defined as "the activities in which people act in ways that will benefit not only themselves as individuals, but also the larger communities of which they are members" (Marzana et al., 2011, p.1).

Wicks, Wicks, Morimoto, Maxwell, and Schulte (2014) discussed political engagement and civic engagement as two completely different entities. Political engagement was defined as "any action oriented to influence the formal political system, such as voting, writing to political representatives,"etc., however, civic engagement was defined as "volunteer and service activities

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geared to helping others and creating a good society" (Wicks et al., 2014, p. 623). The separation of political engagement from civic engagement allowed Wicks et al. to thoroughly investigate indicators of long-term civic engagement and political engagement.

Civic engagement, as defined by the National Conference on Citizenship, is viewed as an "electoral activity, service activity, and citizen-centered activity" (McIntosh et al., 2009, p.42). In a study conducted by McIntosh and Munoz (2009) focusing on the predictability of long-term civic engagement of urban high school students, McIntosh et al. created a framework focused on "civil, political, and problem-solving activities [that] roughly parallel the service, electoral, and citizen-oriented classifications of civil engagement" (McIntosh et al., 2009, p.43). The second focus of McIntosh and Munoz's study was including measures of both the individual and social action sides of civic and political engagement. This can be applied in a few ways: in a civil society, people interact with each other through religious communities, parent-teacher associations and other groups, however, people also complete individual tasks like recycling, donating used goods, and mowing their own lawns. Being able to complete both of these groups of actions will lead to well-rounded citizens that would fulfill McIntosh and Munoz's framework. McIntosh and Munoz also identified four factors to measure the predictability of long-term civic engagement of youth. They were: "positive character, conflict resolution skills, school discussion climate, and participation in nonsport extracurricular activities" (McIntosh et al., 2009, p.44). Over the course of two years, a survey was completed by 37,490 high school students to measure the predictability of long-term civic engagement in the form of a Likert Scale. At the conclusion of their study, it was shown that there were many positive relationships among their outlined factors that would lead to civic engagement.

With the decrease in civic engagement and community involvement of young adults drastically growing, Hart, Donnelly, Youniss, and Atkins (2007) investigated the qualities and research of others to assess the relative importance on civic engagement on society and how to encourage more young adults to become more active in their communities and civically. Hart et al. broke down adult civic engagement into the following categories: civic knowledge, community service, and extracurricular activities. Starting with civic knowledge, this contains "information on government functioning, current political issues, and community needs" (Hart et al., 2007, p.199). All of these items can be obtained through school, interactions with family and friends, community service participation, reading, and watching or listening to the television and radio. Community service participation allows the participant to become more personally involved with the political and social issues that their community is facing, rather than just abstractly thinking about them. It also allows for participants to connect with other like-minded and politically active individuals. However, the benefits of community service very much depend on whether or not the community service is completed voluntarily or mandated by an outside factor. Extracurricular activities also provide students with the opportunities to learn civic and leadership skills like public speaking, organizing and coordinating with others, leading their peers, influencing their peers, conducting meetings, and writing professional and formal documents. The effects that extracurricular activities has on long-term civic engagement depends on the type of activity completed.

Continuing on with community service as an indicator of long-term civic engagement, Henderson, Brown, Pancer, and Ellis-Hale (2007) concluded that an effective way to improve on civic engagement and political knowledge was through service-learning programs, where

community service is reinforced with course curriculum (Henderson et al., 2007). Organized community service exposes young people to various aspects of their community that they would not have been exposed to prior and allows young people to rethink and question the political and societal systems that put these disadvantaged systems in place, as well as feel a sense of pride for improving their community and develop an identity as a "civic actor". For example, "interacting directly with people who have been stereotyped with labels such as 'homeless,' or 'poor', [students] experience these people as individuals" (Henderson et al., 2007, p.2). Sherrod attributed community service as "the closest behavior to adult civic engagement possible for youth" (Sherrod, 2007, p.66). This allows youth to feel connected and impactful in their community. While a mandatory community service requirement can be counter-productive to the goal of promoting pro-social attitudes and can potentially remove students' intrinsic motivation, it can still lead to long term civic engagement and community service but at a lower rate than voluntary service.

One way to encourage a development of long-term civic engagement is through education in schools. Lonnie Sherrod (2007) researched civic engagement as an expression of youth development and correlated increased education about civics with an increase in civic engagement. Sherrod stated that it was critical for that "citizens understand the nature of their governments, how they can participate, and the importance of their informed participation" (Sherrod, 2007, p.64). Sherrod also attributed family contributions to a child's development of long term civic engagement. Having conversations with family members allows youth to feel involved and McIntosh et al. concluded that "the more 'open' the discussion climate, the more comfortable students feel in these discussions" (McIntosh et al., 2009, p.45). Continuing with

this notion, McIntosh et al. also concluded that "the openness of the discussion climate is linked to youth intentions to become politically active in the future" (McIntosh et al., 2009, p.45). Wicks et al. identified that youth who pay more attention to news media are more likely to discuss political information with family members and peers, thus causing them to be more politically engaged, which could then lead to long-term civic engagement.

In a study by Barber, Mueller, and Ogata, there were a few components leading to long term community and civic engagement. They were a sense of purpose, individual and contextual factors associated with purpose, demographics, religious organizations, school-related activities, family and friends, and over-all well-being. While high involvement in community activities may lead to later civic engagement, "early participation, however, is not a guarantee of later participation" (Barber et al., 2013,p.315). When the concept of volunteering and community focus is introduced at a young age, children may develop a sense of purpose around giving back to the area that are from. This can manifest through volunteering, civic engagement, and many other community driven actions. It is important to note, however, that when forced to participate in volunteerism for the purpose of a resume or as a requirement to join and be a part of an organization, one is "likely to discontinue the activity once these personal motivations are taken away" (Barber et al., 2013, p.316). Once these motivations are gone, if the young adult continues these actions due to a newly developed sense of purpose, it is more likely that these behaviors will continue throughout their life (Barber et al., 2013).

Moving on to demographic, Barber et al. (2013) came to the conclusion that civic and community engagement "may appeal specifically to individuals of a certain gender, racial/ethnic background, or socio-economic status." This was then broken down by gender differences, age

differences, and racial differences. The results from this research showed that "university women had stronger intentions of volunteering" and "young women were more likely than young men to participate in non-political or civic activities," however, there was little to no difference the likelihood for either gender to participate in youth activities (Barber et al., 2013, p.317). Wicks et al. also covered the importance that demographics have on civic and political engagement. For example, "youth from higher socioeconomic backgrounds have the resources that facilitate political and civic engagement" (Wicks et al., 2014, p.625). As concluded by Vogelsang et al., there were many differences between civic participation based on gender. For example, men are more likely than women to "say that they have worked with political groups or officials," but women "report higher frequencies than do men of volunteering" (Vogelsang et al., 2005, p.5). While the differences between men and women's participation since leave college weren't vast, there was still a substantial difference. The racial differences in engagement were rather vast and, in a survey conducted with over 1,700 participants, it was shown that

> African American participants were the most likely to vote, make donations, belong to political groups, and raise money for charity. Asian Americans were most likely to volunteer regularly and work on community concerns. Cruce and Moore (2007) found that African Americans, Latino Americans, and Asian Americans first-year college students had greater odds of volunteering than did White first-year students (Barber et al., 2013).

Wicks et al. concluded that "when socioeconomic status and other demographic characteristics are held constant, African Americans have higher levels of political participation than other racial groups" (Wicks et al., 2014, p.625).

Religious organizations also play a big role in volunteerism and community engagement. Because "religious groups were more likely to volunteer in community activities and greater levels of religious activity were associated with greater civic engagement," this combined with the sense of purpose might be an indicator of long-term civic engagement (Barber et al., 2013, p.318). Barber et. al's research led to the concept that when young people associate civic engagement with a sense of common good, they seem more likely to continue these behaviors, especially if these behaviors were reinforced through school activities. Sherrod also attributed commitment to a religious organization and community being "analogous to their commitment to their country" (Sherrod, 2007, p.64).

Greenfield and Moorman (2016) studied the relationship between extracurricular involvement and participation in voluntary associations. At the conclusion of the study, it was found that "people who were most involved in extracurricular activities in high school remained more involved in voluntary associations throughout adulthood" (Greenfield et al., 2016, p.488). This study showed a trend between youth involvement and long-term civic engagement. In addition, Greenfield and Moorman found that "levels of participation declined less dramatically for individuals who were more involved as youth" (Greenfield et. al., 2016, p.489). Thus, reinforcing the concept of a trend in civic engagement and young adult participation and campus involvement. Sherrod also concluded that involvement in extracurricular and youth activities is related to later civic engagement. Sherrod stated that "these are the vehicles available to youth allowing them to participate and contribute" (Sherrod, 2007, p.65). Allowing youth to feel like they contribute to something can instill a lifelong sense of purpose and intrinsic motivation to participate to society through civic engagement.

Ludden (2009) studied rural adolescents and their involvement in school and community civic activities. Through the use of self-report surveys of 679 eighth and ninth graders attending schools that did not have mandatory service requirements but were all identified with religious organizations, Ludden concluded that "the three most common types of school civic activities reported were leadership activities in student council, senate, or ambassador programs" (Ludden, 2009, p.1262). Because this category of activities focuses on the principles of civic engagement and community activism, Ludden found that "this kind of exposure to community service, adult mentorship, and positive interactions with peers in mid-adolescence sets the stage for positive youth development and" the positive development of a sense of civic engagement into adulthood (Ludden, 2009, p.1265). Vogelsang et al. stated that as people grow up and go through college, they steadily increase their want for "developing a meaningful philosophy of life" and, often, turn to religion and religious groups (Vogelsang et al., 2005, p.6). Since religious participation is detailed in many studies about its increased participation in volunteering, "those who attended religious services were more likely than their peers to be engaged in volunteer work" (Vogelsang et al., 2005, p.7).

Marzana, Marta, and Pozzi (2011) studied social action based on the structure and duration of the commitment to voluntary and political engagement. The structure, as defined by Marzana et al., is the organization of the action based on values, rules, and ways of functioning and the duration is the person's investment in the action ranging from something that occurs weekly, monthly, daily, etc. These two categories can be impacted by demographic factors, personal attributes, and social/family pressures. To study 706 young adults between the ages of 19-29 Marzana et al. broke them into subgroups of volunteers, politically active, and not

engaged. Then they distributed an online survey to a targeted group of participants to ask them about their values, personality, sense of community, family, civic behavior, religiosity, and socio-demographic data. At the conclusion of their study, Marzana et al. was able to confirm their hypothesis "volunteersism is driven by social-communitarian and group variables that are experienced directly when working in contact with the population which is the beneficiary of the activities" (Marzana et al., 2011, p.9).

Vogelsang and Astin (2005) studied post-college civic engagement among graduates. With empirical evidence showing that "higher education does indeed impact students' civic engagement" and that college experiences "have been associated with strong civic values and dispositions during college years," Vogelsang and Astin examined various types of civic engagement amongst college graduates and responded to other researchers about the overall concern for the lack of young adults voting (Vogelsang et al., 2005, p.1). Vogelsang and Astin also compared the civic engagement of college graduates based on the type of institution that they attended. While public college graduates reported higher participation in voting in state and local elections than private college graduates, public college graduates were less likely to be involved in other politic related activities (Vogelsang et al., 2005).

There are many studies that investigate the relationships between education, demographic, religion, and civic engagement. While not all of these studies previously mentioned cover the material discussed in the following pages of this study, the principles and ideas surrounding civic engagement in youth and college-aged young adults are the same.

Methodology

Research Design

The overall purpose of this study is to determine if campus involvement during college is related to civic engagement after college. This part of the study is a correlational study because it is trying to find a relationship between the two variables. The second aspect to this study is if there is a difference in campus involvement based on campus location. This part of the study is a descriptive study because is is trying to describe a difference between two groups (main UCF campus and satellite UCF campuses) for the variable of campus involvement. The final piece of this study is looking at demographic factors to determine the relationship between campus involvement during college and civic engagement after college. The population for this study is UCF students and alumni. A survey was used to capture the data.

Population and Subjects

There are two populations for this study. The first population is recent UCF Alumni that have graduated between the years of 2014 and 2018. The second population is current UCF students that will graduate between the years of 2020- 2023 and are in at least their second year at UCF. The sampling method was convenience sampling because it was based on the availability of people surveyed. The sample was conducted by distributing an online survey through various social media pages. According to https://www.ucf.edu/about-ucf/facts/, approximately 75,000 people have graduated from UCF between 2014 and 2018. While it is not expected to receive 75,000 surveys, the hoped-for number of responses was around 200

responses for the first population. For the second population, it is hoped to receive approximately 125 responses.

If the desired number of responses are not met, the following plans were utilized to try and gain more survey responses. First, the surveys were posted again in hopes of more people responding. Second, the researchers will reach out to Student Government Senators to find a record of current and past senators in hopes of sending them emails requesting them to fill out the survey. Thirdly, student-focused organizations like the LEAD Scholars Academy, Burnett Honors College, Downtown Student Engagement, and Rosen Life was contacted to have the survey posted on their social media accounts and/or email blasted to students. While this method may skew the data because these organizations generally have very involved students, it would help to bring in more responses. Lastly, the UCF Alumni Center was contacted to post the survey on their blog, or email blast targeted groups of Alumni. This process was continued until the desired number of responses are received.

Measurement

There are several variables in this study. The five research questions for this study are:

- Is there a relationship between campus involvement during college and civic engagement after college?
- Is there a difference in campus involvement based on campus location?
- Is there a relationship between campus involvement during high school and campus involvement during college?

- Is there a relationship in campus involvement during college based on gender, race, or ethnicity?

- Is there a relationship in civic engagement after college based on gender, race, or ethnicity?

The variables are described for each research question:

1. Is there a relationship between campus involvement during college and civic engagement after college?

The variables included are the predictor variable, campus involvement during college, and the criterion variable, civic engagement after college. Campus involvement during college is defined as participation in clubs, organizations, and other social activities associated with the University. Clubs, organizations, and other social activities include, but are not limited to, Registered Student Organizations, Greek Life, attendance of sporting events, attendance at homecoming events like Spirit Splash, attendance to Pegasus Palooza events like Comedy Knight, participation in Intramural Sports, and Honor Societies. Civic Engagement after college is defined as participation in community activities, voting, political organizations, and community service. This includes, but is not limited to, attendance of city council meetings, voting in primary and local elections, voting in major elections, involvement in community service and community focused and organized events, and any activity that benefits the person involved and the community as a whole.

2. Is there a difference in campus involvement during college based on location of campus?

Campus involvement during college is defined the same way for this purpose as previously stated. Location of campus is defined as the main UCF Campus or Regional Campuses such as the Downtown Campus, Rosen Campus, Lake Nona Campus, or any UCF Connect Campus. In this case, the location of campus is the independent variable and the campus involvement during college is the criterion variable.

3. Is there a relationship between campus involvement during high school and campus involvement during college?

The variables included in this study are the predictor variable, campus involvement during high school, and the dependent variable, campus involvement in college. Campus involvement during college is defined as the same as stated above. Campus involvement during high school is defined as participation in clubs, teams, and other social activities associated with the high school. Clubs, teams and other social activities include, but are not limited to, things like band, sports teams, academic team, attendance of sporting events, attendance of homecoming events like a homecoming dance or pep rally, Student Government, and Honors Societies.

4. Is there a relationship in campus involvement during college based on gender, race, or ethnicity?
5. Is there a relationship in civic engagement after college based on gender, race, or ethnicity?

The predictor variables are gender, race, and ethnicity and the criterion variables are campus involvement during college and civic engagement after college. The definitions for campus

involvement during college and civic engagement after college are the same as they were stated above. Gender is defined as the way that one classifies themselves in relation to sex and is differentiated by social and cultural roles. This includes male, female, and anything outside of the male/female binary classification. Race is defined as the grouping of humans based on shared social or physical qualities. This is a person's self-identification to one or more social groups. It includes White, Black or African American, Asian, Native American or Alaska Native, and Native Hawaiian or Other Pacific Islander (U.S. Census Bureau, 2017). Ethnicity is the determination of whether or not a person is of Hispanic Origin. It is broken down into two categories: Hispanic or Latino or Not Hispanic or Latino (U.S. Census Bureau, 2017).

A survey was used to collect the data. The survey was comprised of four different components: high school involvement, campus involvement, civic engagement, and demographic. A Likert scale was used with answers including strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. A numerical value was attached to each answer choice. Strongly agree was a 4, agree was a 3, neither agree nor disagree was a 2, disagree was a 1, and strongly disagree was a 0. There were seven questions for the three components of high school involvement, college campus involvement, and civic engagement. The high score would be 28 (seven times four) and the low score would be zero (seven times zero). In each case, a high score will indicate strong high school involvement, strong college campus involvement, and strong civic engagement. While there are many variables in this study, the demographic variables, like race, ethnicity, and gender, are considered nominal variables because they are categorical. The remaining variables are considered interval/ratio variables because there is a set zero and they are have an interval of one (ranging from 0- 5).

To develop this survey, researchers began by reviewing related literature and studies that covered the topics discussed in this study. While reading the literature, researchers began to form a list of questions to later be evaluated and revised. Once this was complete, researchers submitted the survey to Dr. Maritza Concha, a subject matter expert and Lecturer in the School of Public Administration at the University of Central Florida. After the survey was reviewed, the researchers made any necessary revisions, and the survey was complete.

Procedures

The procedures taken for this research are as follows:

1. Develop a Likert Scale and demographics section for the current students and Alumni.
2. Provide the survey to the IRB for review and approval.
3. Enter the approved survey data and questions into SPSS.
4. Distribute survey via Alumni Facebook pages, Current Student Facebook pages, and Knights email.
5. Allow one week for completion of survey and recording of responses
6. Collect the data retrieved from responses
7. Analyze the data to observe any correlations in the data proving a statistical significance or lack thereof
8. Conclude the information is accurate and valid

Data Analysis

Once all of the results are collected, the responses were coded and inputted into SPSS. Since the overall goal is to find a trend in campus involvement and civic engagement, each

category in the survey will have a total score. In order to determine the score, every answer choice was assigned a number. The survey utilizes the Likert Scale with the choices ranging from strongly disagree to strongly agree. Depending on the question, the numbers assigned to the responses were accumulated into an overall score.

In this study, there were both descriptive and inferential statistics provided based off of the data collected. First, descriptive statistics was utilized based off of the demographic data for the participants in the study and was displayed via frequency distributions and mode. When analyzing the data based off of civic engagement, campus involvement, and high school involvement scores, mean, and frequency distributions were utilized to display the data. In order to fully analyze the data, the average was taken of all of the scores and this allowed for conclusions to be drawn about overall trends.

The descriptive statistics were provided for each of the survey questions in the following forms to summarize participant scores: The scores from civic engagement and campus involvement were assessed through the Pearson's correlation because it is looking at a relationship between two variables. The scores from the demographic questions about Race, Gender, and Ethnicity were assessed through multiple regression because it is looking at the relationship between two or more variables. Lastly, the difference between campus engagement based off of campus location was assessed through an independent t-test because the difference between two independent groups are being explored. All of these assessments were evaluated at a 95% confidence level. There were appropriate charts such as frequency distributions, histograms, or bar charts included in the final analysis to display the descriptive statistics.

This study contains six different research questions. The best way to analyze the results would be through inferential statistics by looking at the results for each question individually in order to create an inference about results. Once all of the descriptive statistics are completed and the charts are created, inferential statistics can be used to determine if there are relationships between two groups in questions 1, 3, 4, 5, and 6 or if there is a difference in the two groups in question 2. Having a representative sample of the population was very important, in order to use the inferential statistics to make an inference about general conditions. For this survey, there was a non-random sample, however, if the number of desired responses occurs, researchers would still be able to have a representative sample.

Ethics, IRB and Limitations

The standards of ethical research per the Belmont Report are respect for persons, beneficence, and justice (Belmont Report, 1979). All three of these standards were followed and upheld to the highest degree possible. Respect for persons was utilized through informed consent. At the beginning of the survey, there is a paragraph explaining the survey, it's purpose, and the participant can decide at any time during the survey to not continue, if they choose to. Additionally, the survey was completely anonymous and will have no personal identifiers. Beneficence is the limitation of harm. This was be a concern during this survey because it is about behavior patterns in regard to campus involvement and civic engagement. Justice is about the distributions of benefits and burdens of research. The results of this survey will benefit all students at the University of Central Florida and the survey was taken by students and alumni of the University.

One limitation for this research would be the non-random sample. With a random sample, researchers are able to get a sample that is representative of the population as a whole. Because this survey was filled out at the convenience of invited subjects, there is no way to have a random sample.

Data Analysis

Introductory paragraph

      The purpose of this study is to establish and explore the relationship between campus involvement during both high school and college and civic engagement post-graduation. This study was conducted during the Fall semester of 2020 (approximately August- November). For the part of the study regarding current college students, there was a total of 58 responses and for the part of the study regarding recent graduates, there was a total of 19 responses. Both surveys were posted on the following social media sites: Facebook, Linkedin, Twitter, as well as distributed to professors within the school of Public Administration to encourage their students to participate. At the beginning of October, the surveys were posted again to the same sites as well as a few more targeted places such as the College of Community Innovation and Education General and Alumni LinkedIn Pages. The surveys were also sent to every alumni group listed on the UCF Alumni Website. The surveys were posted for a third time in the beginning of November on the same social media sites. While the survey collection and distribution was virtual, the presence of the ongoing Pandemic possibly limited the amount of participants in this study.

Description of Participants

The following charts show the demographic break down of the participants of the current
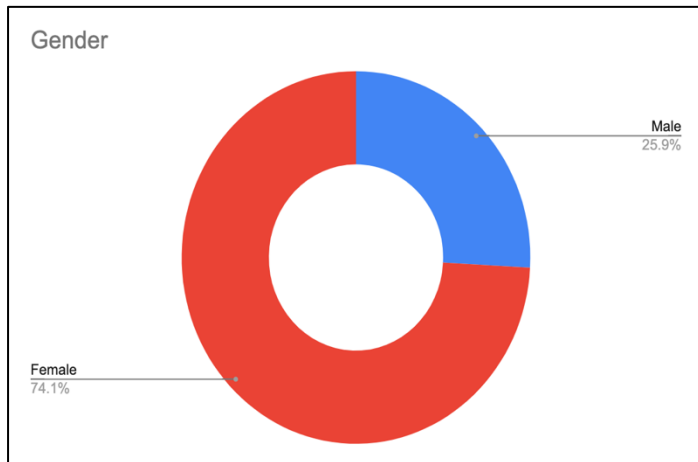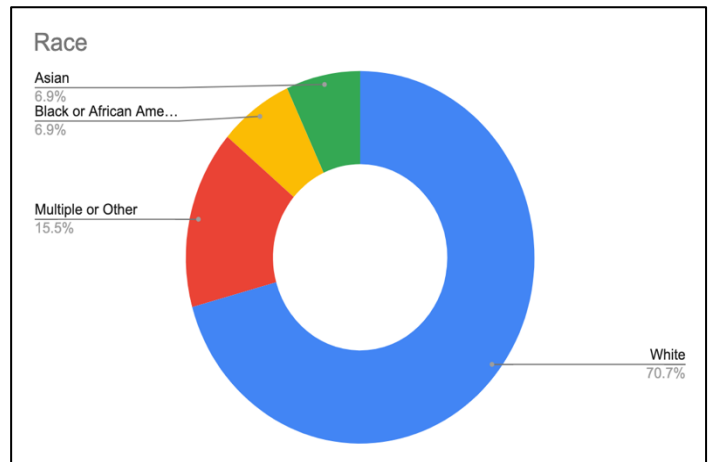
student survey: (n= 58)

Figure 1

Figure 2

Of the 58 current student participants, 43 of them were female and 15 of them were male. Within the 58 participants,

41 of them were White, four of them were Black or African American, four of them were Asian, and nine of them
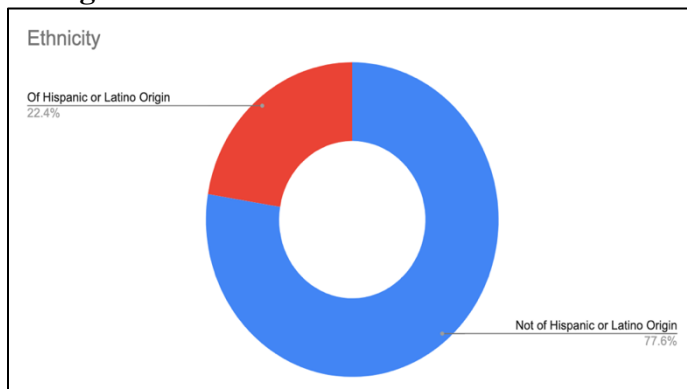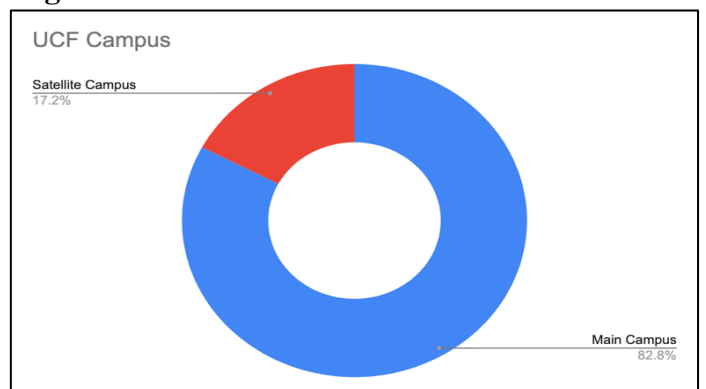
were multiple races or other.

Figure 3

Figure 4

Of the 58 participants, 45 of them were not of Hispanic or Latino Origin and 13 of them were of Hispanic or

Latino Origin. Based on campuses, 48 of the current students took classes at the main campus and 10 of the current

students took classes at a satellite campus.

The following charts show the demographic break down of the participants of the Alumni

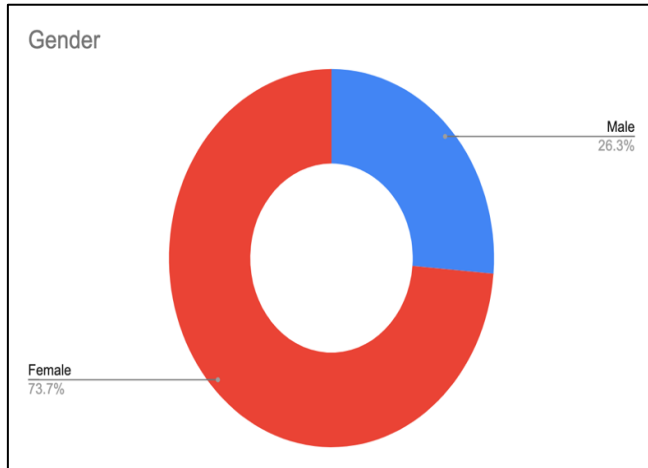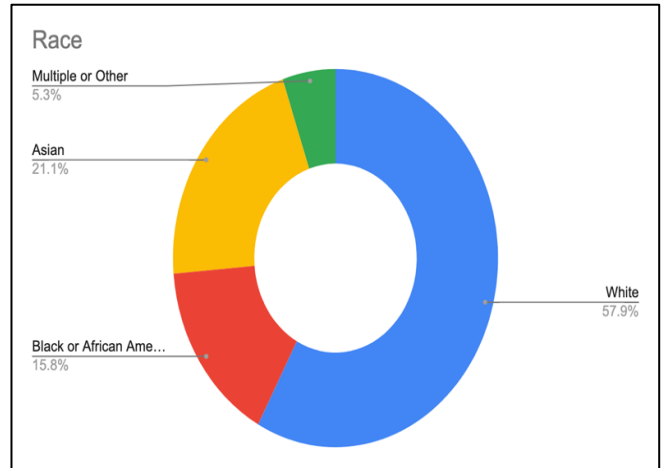survey: (n=19)

Figure 5

Figure 6

Of the 19 Alumni participants, 14 of them were female and five of them were male. In terms of race, 11 of the

alumni participants were White, four of them were Asian, three of them were Black or African American, and one of
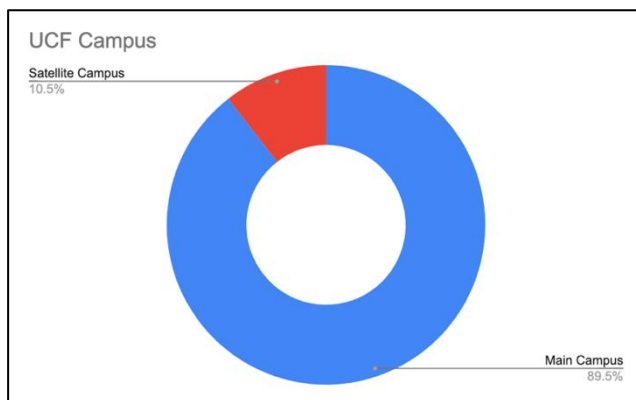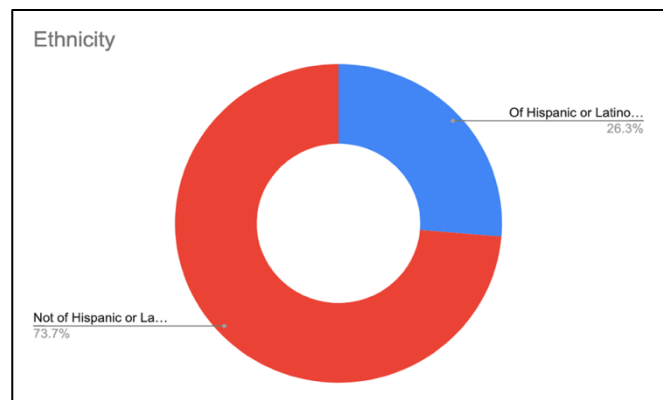
them were multiple races or other.

Figure 7

Figure 8

Of the 19 participants, 14 of them were not of Hispanic or Latino origin and five of them were of Hispanic or Latino origin. Based on campuses, 17 of the alumni participants took their classes at the main campus and two of the alumni participants took their classes at a satellite campus.

Research Questions Findings

The following section will address each research question individually and the data that supports the conclusions detailed later.

1. Is there a relationship between campus involvement during college and civic engagement after college? (Current Students and Alumni group)

   A Pearson's correlation coefficient was used to assess this question. There was no statistically significant relationship between campus involvement and civic engagement, at a 95% confidence level for alumni ($p>0.05$). The mean score for campus involvement amongst the current students was 17.52. The score range for the current students was 3-29. The mean score for civic engagement amongst the alumni participants was 17.74. The score range for the alumni was 11- 25.

2. Is there a difference in campus involvement during college based on location of campus? (Current Student group)

   An independent t-test was used to assess this question. There was no statistically significant difference in campus involvement during college based on location of campus for current students ($t=1.314$, $P>0.05$). The mean for students at the main campus was (m= 17.92, sd= 5.140) and the mean for students not at the main campus was (m= 15.60, sd= 4.695) at a 95% confidence level.

3. Is there a relationship between campus involvement during high school and campus involvement during college? (Current Student group)

   A Pearson's correlation coefficient was used to assess this question. There was a statistically significant relationship between campus involvement during high school and campus involvement during college, at a 95% confidence level for recent alumni (p=0.033). The mean score for high school involvement for alumni was 19.32 and the mean score for current students was 15.10. The range for alumni was 11- 26 and the range for current students was 4- 23.

4. Is there a difference in campus involvement during college based on gender? (Current Student group)

   Sample had 48 students at main campus and 10 at satellite campus. The mean campus involvement score for male participants was (m=14.87, s.d.= 2.973) and the mean campus involvement score for female participants was (m=18.76, s.d.= 5.387). The range score for male participants was 11-21 and the range score for female participants was 3-27.

5. Is there a difference in civic engagement after college based on gender? (Alumni group)

   An independent t-test was used to assess this question. There was not a statistically significant difference between gender and civic engagement after college (t= -0.705, p> 0.05) at a 95% confidence level. The mean civic engagement score for male participants was (m=16.80, sd= 5.263) and the mean civic engagement score for female participants was (m= 18.0714, sd= 2.6736).

6. Is there a difference in campus involvement during college based on race or ethnicity? (Current Student group)

There was no statistical significance in difference between campus involvement and ethnicity ($p > 0.05$) at a 95% confidence level. The mean campus involvement score for students of Hispanic or Latino Origin was (m= 14.400, sd= 2.408) and the mean campus involvement score for students not of Hispanic or Latino Origin was (m= 18.929, sd=2.921).

Figure 9
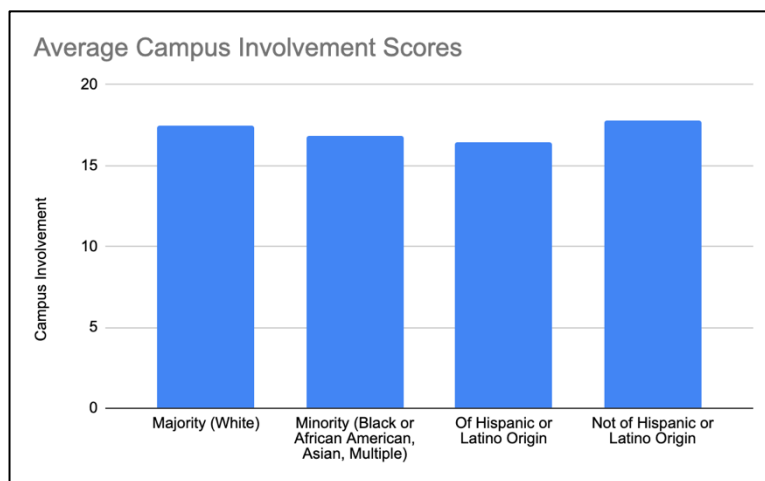
Bar chart depicting the average Campus Involvement Scores based on race. The average campus involvement score for the current students of the majority race, white, was 17.44 and the average campus involvement score for the current students of the minority races, Black or African American, Asian, Multiple or Other, was 16.82. The average campus involvement score for the current students of Hispanic or Latino origin was 16.46 and the average campus involvement score for the current students not of Hispanic or Latino origin was 17.82.

7. Is there a difference in civic engagement after college based on race or ethnicity? (Alumni Group)

The Civic Engagement scores for the alumni participants of the majority race ranged from 11-25 and the score range of the minority races was 13-25. The score ranges for alumni participants of Hispanic or Latino Origin was 11-17 and the score ranges for the alumni participants not of Hispanic or Latino Origin was 14-25.

Figure 10
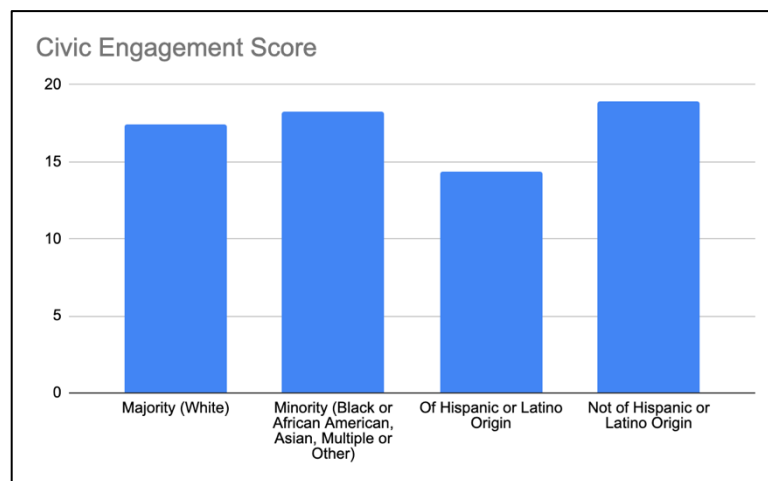
Bar chart depicting the average civic engagement scores for alumni based on race and ethnicity. The average civic engagement score for the alumni of the majority race, white, was 17.45 and the average civic engagement score for the alumni of the minority races, Black or African American, Asian, Multiple or Other, was 18.25. The average civic engagement score for the alumni of Hispanic or Latino origin was 14.40 and the average civic engagement score for the alumni not of Hispanic or Latino origin was 18.93.

Summary, Conclusion, and Recommendations

In this section, conclusions of the various hypotheses, recommendations for future research and what all of this data means was discussed.

Hypotheses

    H_1: It is hypothesized that there is a positive relationship between campus involvement and civic engagement after college.

    There was not a positive relationship between campus involvement during college and civic engagement after college. For research question 1, which correlates to Hypothesis 1, there was no statistically significant relationship for campus involvement during college and civic engagement after college. It should be noted that the sample size for the alumni participants was small (n=19).Due to COVID-19, researchers were not able to attend alumni events, like alumni chapter meetings or reunions, and this likely hindered the collection of data resulting in a sample size that was too small for detailed and in-depth analysis. It is encouraging that in the larger sample of current students- a relationship *was* found between previous high school activity and college campus involvement. Therefore, it would be interesting to know if this relationship between campus involvement and civic engagement later on in life yielded a similar relationship.

    H_2: It is hypothesized that there is a difference in campus involvement during college based on campus location.

    There was not a difference in campus involvement during college based on location. Due COVID-19, data collection was hampered, and researchers were not able to visit the various UCF Campuses to engage with students and collect their responses. This resulted in a small

sample for satellite campuses. However, despite the small satellite campus sample, the means for main campus and satellite campus were very similar, 17.9 and 15.6 respectively. The maximum score for campus involvement was 28, so involvement at both types of campus indicate about the same level of activity. This is positive as students at satellite campuses are taking advantage of the opportunities at the satellite campuses.

> H_3: It is hypothesized that there is a relationship between campus involvement during high school and campus involvement during college.

Of all of the research questions asked, this question was the only one to have a statistically significant relationship. The hypothesis was confirmed that there is a relationship between campus involvement in high school and campus involvement during college. The literature reviewed at the beginning of this study shows that habits, such as civic engagement, are formed early on in a student's education and are likely to stay with them throughout their life. This statistically significant result might be repeated at the post-college level if a larger sample is obtained. The trend of student involvement in high school and involvement in college could potentially lead to high involvement in community activities, once the student graduates from college. However, due to COVID-19, researchers were not able to attend large events like Spirit Splash, Homecoming, Alumni Tailgates, or Alumni Meetings to be able to record responses from high populations of recent alumnus. Had researchers been able to attend these events, there would have been a higher number of alumni participants and that could have indicated that the trend from high school to college and then college to post-graduation would continue.

H4: It is hypothesized that there is a difference in campus involvement during college based on gender and civic engagement after college based on gender.

There was not a difference in either campus involvement during college or civic engagement after college based on gender. This indicates the diversity in gender amongst students involved in the UCF community and in their own communities after graduation. Due to COVID-19 and the inability to attend events and survey participants in person, researchers were only able to reach participants of cisgenders (male, female). While no statistically significant difference was found, in both cases, campus involvement and civic engagement, the mean for females was higher than the mean for males. This at a minimum indicates that women are more engaged and active in public affairs activity. In the literature reviewed, particularly by Vogelgesang, et. al., it was stated that women generally report higher frequencies of volunteering through civic organizations, than men do. Lastly, option for alternative genders outside of the gender binary (nonbinary, transgender male, transgender female, etc.) existed in the surveys, however, no participants outside of the gender binary chose to participate in this research.

H5: It is hypothesized that there is not a difference in campus involvement during college based on race or ethnicity, but there is a difference in civic engagement after college based on race or ethnicity.

This hypothesis was not confirmed by the data collected, however, when examining the breakdown of campus involvement during college based on race or ethnicity, the percentages of groups almost identically lined up with the percentages of groups from the UCF website. This indicates that there is high diversity in race and ethnicity amongst college students, who

participate in campus activities and it is likely that this level of diversity continues into post-graduation. While this hypothesis was not confirmed, the vast diversity of the makeup of students at UCF was indicated and even with the small population sizes, due to COVID-19, the diversity amongst participants was evident. When examining the alumni participants average civic engagement scores for both race and ethnicity, the average scores are very close, which indicates that there is a diverse population of UCF Alumni civically engaged and actively participating in their communities.

Future Research Directions and Possibilities

With the current state of our nation, research about civic engagement and how to teach it/ encourage it with students is going to be very important in steering our country towards kindness and cooperation. Since civic engagement includes having conversations about political and civic-minded topics, encouraging students to stand up for what they believe in, give back to their communities, and get involved with causes or actions that are important to them will create a new generation of leaders that are tolerant, mission focused, and willing to cooperate and compromise. If college is a learning lab for the real world, encouraging students to civically and professionally have discourse and difficult conversations with other each other, especially those of differing viewpoints, will prepare the future UCF graduates to not only be successful in their careers, but lead our state with compassion and a focus on community.

Unfortunately, due to COVID-19 restrictions, this study was likely hindered because the researcher was unable to physically survey participants and engage with both current students and recent alumni. If this study were to be completed again in the future, it is the hope of the researcher that the global pandemic will be over and that research could occur in person, in

addition to the virtual methods for data collection that have been described in this study. Additionally, if this study were to be repeated or expanded on, researchers would directly contact different student groups, like the LEAD Scholars Academy, Burnett Honors College, etc., that have vast alumni networks and could assist in data collection of both current students and recent alumnus.

Other possibilities for this research include examining this relationship with a cultural context in mind and comparing what is going on in our country with what this research is trying to show. For example, examining how highly engaged citizens can contribute to society versus how citizens who are not very civically engaged contribute to our society. Taking this one step further, by including current social issues like the recent election, the ongoing race war, and all of our other state and national politics and policies that could potentially impact the results of this study could create a more holistic view on how to encourage civic engagement amongst students.

As our state continues to place a high importance on teaching civic engagement in schools, it is important to examine where our state is at now and how to increase and reinforce this behavior. While this study has concluded, this area of research and has so much yet to be learned and explored and will have a high importance to the future of both higher education and primary education.

Appendix 1

Alumni Survey on Campus Involvement and Civic Engagement

Alumni Survey on Campus Involvement and Civic Engagement

Purpose

The purpose of this study is to determine the relationships between high school involvement, campus involvement during college and civic engagement after college. Demographic variables will also be utilized to organize and assess data further.

Informed Consent

This survey is voluntary. This survey will take approximately 15 minutes. There is no reward for completing the survey and no penalty if you choose not to complete it. If you do not want to answer a question, you may skip it and move on. This survey will be anonymous and no personal identifiers will be used.

You are being chosen to participate in this survey because you are a UCF Alumni that graduated between 2014- 2018.

Instructions

There are a series of questions that will be based on a scale. Some questions may have a write-in option, if you choose to write in an answer, and some questions will be in the form of select all that applies.

We really appreciate your participation and look forward to your feedback. This study will be beneficial to students of the University of Central Florida.

Civic Engagement

1. I vote because it is important to me

    - Strongly disagree (0)

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree (4)

2. I volunteer with political organizations

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

3. I am an active member in my community by attending community events and festivals.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

4. I have never voted because I couldn't due to age, or other factors.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

5. I volunteer in my community on a regular basis

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

6. I engage my family and friends in political conversations

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

7. I vote in (Please select all that apply)

- Presidential Elections

- Federal Elections- non president

- Primary Elections

- State Elections

- Local Elections

College Campus Involvement

1. My campus involvement was tied to a religious organization.

   - Strongly disagree

   - Disagree

   - Neither disagree nor agree

   - Agree

   - Strongly agree

2. I was a member of an organization(s) on campus

   - Strongly disagree

   - Disagree

   - Neither disagree nor agree

   - Agree

   - Strongly agree

3. I was motivated to seek leadership positions for the purpose of building my resume.

   - Strongly disagree (4)

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree (0)

4. I was considered a leader by my peers.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

5. I got involved on campus because I enjoyed it.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

6. Working during the semester limited my campus involvement.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

7. I attended a lot of events on campus.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

8. On average, I was involved on campus outside of my classes per week for

- 0 hours

- 1 hour

- 2 hours

- 3 hours

- 4+ hours

High school involvement

1. I was a member of various organizations during high school.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

2. I was motivated to seek leadership positions for the purpose of building my resume.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

3. I got involved during high school because I enjoyed it.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

4. I was a part of an honors organization or society while in high school.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

- Agree

- Strongly agree

5. I attended various school events like sporting events and dances.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

6. I volunteered regularly because I needed to fulfill a requirement put in place by my high

    school.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

7. I spent at least 5 hours a week participating in clubs, organizations, or sports teams.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

- Agree

- Strongly agree

Demographic

1. What is your gender?

    - Male

    - Female

    - Nonbinary

    - Other (write in)

2. What is your race?

    - White

    - Black or African American

    - Asian

    - Native American or Alaska Native

    - Hawaiian Native or Other Pacific Islander

    - Other or Multiple

        i. If other or multiple, please write in what applies.

3. What is your ethnicity?

    - Of Hispanic or Latino Origin

    - Not of Hispanic or Latino Origin

4. Which UCF Campus did your campus involvement primarily take place at? (Choose only one)

- Main Campus (2)
- Satellite Campus (1)
    i. If Satellite Campus, pick one:
        1. Downtown Campus
        2. Lake Nona Campus
        3. Rosen Campus

5. What year did you graduate?

- 2014
- 2015
- 2016
- 2017
- 2018

6. Were you an international student when getting your degree?

- Yes
- No

Appendix 2

Current Student Survey on Campus Involvement and Civic Engagement

Current Student Survey on Campus Involvement and Civic Engagement

Purpose

The purpose of this study is to determine the relationships between high school involvement, campus involvement during college and civic engagement after college. Demographic variables will also be utilized to organize and assess data further.

Informed Consent

This survey is voluntary. This survey will take approximately 15 minutes. There is no reward for completing the survey and no penalty if you choose not to complete it. If you do not want to answer a question, you may skip it and move on. This survey will be anonymous and no personal identifiers will be used.

You are being chosen to participate in this survey because you are currently a UCF Student and at least in your second year at UCF.

Instructions

There are a series of questions that will be based on a scale. Some questions may have a write-in option, if you choose to write in an answer, and some questions will be in the form of select all that applies.

We really appreciate your participation and look forward to your feedback. This study will be beneficial to students of the University of Central Florida.

Civic Engagement

1. I vote because it is important to me

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

2. I volunteer with political organizations

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

3. I am an active member in my community by attending community events and festivals.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

4. I have never voted because I couldn't due to age, or other factors.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

5. I volunteer in my community on a regular basis

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

6. I vote in

- Presidential elections

- Federal elections- non president

- Primary elections

- State elections

- Local elections

7. I engage my family and friends in political conversations

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

College Campus Involvement

1. My campus involvement is tied to a religious organization.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

2. I am a member of an organization(s) on campus

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

3. I am motivated to seek leadership positions for the purpose of building my resume.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

4. I am considered a leader by my peers.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

5. I get involved on campus because I enjoy it.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

6. Working during the semester limits my campus involvement.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

7. I attend a lot of events on campus.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

8. On average, I am involved on campus outside of my classes per week for

- 0 hours

- 1 hour

- 2 hours

- 3 hours

- 4+ hours

High school involvement

1. I was a member of various organizations during high school.

   - Strongly disagree

   - Disagree

   - Neither disagree nor agree

   - Agree

   - Strongly agree

2. I was motivated to seek leadership positions for the purpose of building my resume.

   - Strongly disagree

   - Disagree

   - Neither disagree nor agree

   - Agree

   - Strongly agree

3. I got involved during high school because I enjoyed it.

   - Strongly disagree

   - Disagree

   - Neither disagree nor agree

   - Agree

- Strongly agree

4. I was a part of an honors organization or society while in high school.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

5. I attended various school events like sporting events and dances.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

    - Strongly agree

6. I volunteered regularly because I needed to fulfill a requirement put in place by my high school.

    - Strongly disagree

    - Disagree

    - Neither disagree nor agree

    - Agree

- Strongly agree

7. I spent at least 5 hours a week participating in clubs, organizations, or sports teams.

- Strongly disagree

- Disagree

- Neither disagree nor agree

- Agree

- Strongly agree

Demographic

1. What is your gender?

- Male

- Female

- Nonbinary

- Other (write in)

2. What is your race? (select all that apply)

- White

- Black or African American

- Asian

- Native American or Alaska Native

- Hawaiian Native or Other Pacific Islander

- Other or Multiple

  i. If other or multiple, please write in what applies.

3. What is your ethnicity?

- Of Hispanic or Latino Origin

- Not of Hispanic or Latino Origin

4. Which UCF Campus does your campus involvement primarily take place at? (Choose only one)

- Main Campus

- Satellite Campus

  i. If Satellite Campus, pick one:

    1. Downtown Campus

    2. Lake Nona Campus

    3. Rosen Campus

5. What year will you graduate?

- 2020

- 2021

- 2022

- 2023

6. Are you an international student when getting your degree?

- Yes

- No

APPENDIX 3

Budget and Schedule

Budget and Schedule

The Budget and Schedule are as follows.

Procedure	Budget	Schedule
1. Develop a Likert Scale and demographics section for the current students and Alumni.	$0.00	3 weeks
2. Provide the survey to the IRB for review and approval.	$0.00	2 weeks- 4 weeks
3. Enter the approved survey data and questions into SPSS	$0.00	1 day
4. Distribute survey via Alumni Facebook pages, Current Student Facebook pages, and Knights email.	$0.00	1 day
5. Allow one week for completion of survey and recording of responses	$0.00	1 week
6. Repeat steps 4-5, if the desired number of responses is not met.	$0.00	8 days
7. Collect the data retrieved from responses	$0.00	1 day

8. Analyze the data to observe any correlations in the data proving a statistical significance or lack thereof	$0.00	2 months
9. Conclude the information is accurate and valid	$0.00	1 day
Total:	$0.00	92 days- 106 days

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