

DISSERATION

FOSTERING CIVIC-MINDEDNESS IN UNDERGRADUATE STUDENTS:
AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

Submitted by

Andrew David Wiemer

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Doctoral Committee:

Advisor: Linda Kuk

Jen Johnson
Kristin Norris
Susan Tungate

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ABSTRACT

FOSTERING CIVIC-MINDEDNESS IN UNDERGRADUATE STUDENTS: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

The overarching purpose of this research study was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. The goal of the research was to understand civic-mindedness through the lens of students understanding their own civic-mindedness, how participation and involvement throughout college influenced civic-mindedness, student perception of faculty and staff on their civic-mindedness, perception of experiences not directly related to college influencing civic-mindedness, and how their collegiate experiences contribute to their future civic participation.

Ten participants were selected for the study from across the Atlantic Coast Conference (ACC) institutions. Utilizing interpretative phenomenological analysis (IPA), participants shared their lived experiences during their time as an undergraduate student. The study is significant and addressed a gap in literature that provides higher education administrators, researchers, and scholars with an increased understanding of how students develop civic-mindedness through civic learning and democratic engagement activities on college campuses.

Six major themes arose from the data including: exposure to civic learning and democratic engagement experiences, participation in campus experiences, participation in pre-college civic experiences, support systems, growth in civic-mindedness, and future involvement in civic participation. The overall findings of the study supported the themes and revealed that

various experiences can influence the growth and development of civic mindedness. The seven findings included: exposure to experiences, curricular experiences, campus involvement, support systems and mentoring, diversity experiences, pre-college experiences, growth of civic-mindedness, and future intentions. The experiences shared by each of the participants in the study provides insight into how higher education can continue to support the growth and development of civic-mindedness in future generations of students.

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CHAPTER 1: INTRODUCTION

Background and Context of the Problem

Since its founding, America's leaders have recognized that one of the most important purposes of educating the nation's citizens is to protect and strengthen democracy.

Education in America must prepare all students for informed participation in civic and democratic life so that all Americans are ready to tackle the challenges confronting communities and the nation in the 21st century and so that the United States can continue to serve as a model democracy for people and governments around the world. (U.S. Department of Education, 2012)

Throughout the past century, institutions have embodied civic learning and democracy by linking it to the growth and development of students. John Dewey (1916) was one of the first educators who voiced our institutions should be connected to the community as an opportunity to provide learning. As Rhodes (2003) indicated,

... for Dewey, democracy was something much more than simply the right to vote. He understood democracy as a way of relational living in which the decisions and actions of one citizen must be understood in terms of their influence on the lives of others. (p. 1)

In 2012, The National Task Force on Civic Learning and Democratic Engagement (CLDE) released a report called, *A crucible moment: College learning and democracy's future*. The CLDE report called for civic learning and democratic engagement to be a priority for all undergraduate students attending institutions of higher education. Additionally, the CLDE report highlighted constructing environments, programs, and resources that support civic learning and democratic engagement (The National Task Force on CLDE, 2012).

Statement of the Problem

The CLDE report helped to ignite a national conversation by highlighting various symptoms of civic malaise in our nation. Also, the CLDE report shared the importance of how colleges and universities can be some of the most valuable tools to create a civic renewal in our nation. Throughout the history of colleges and universities, institutions have been at the forefront of educating the citizens and leaders of the country. Our founders of the nation also believed that higher education and public education were essential to the democracy of our nation (Flores & Rogers, 2019).

In the fall 2019 article of the NASPA (Student Affairs Administrators in Higher Education) *Leadership Exchange*, authors Hubler et al. (2019) posed a question that resonates with the current climate of our nation. Hubler et al. asked, “At a time when U.S. politics seem broken and people across the political spectrum feel marginalized, what can higher education leaders do to support students’ development as effective participants in civic life?” The authors further emphasized the need to create an innovative form of teaching and learning that matches the “complexity of the challenges in civic life” (p. 19). Hubler et al. (2019) added that, “we need institutional strategies that support students across the breadth and diversity of their campus experiences and help them develop the capacity and motivation to create and sustain a healthier civic culture” (p. 19).

The need to develop a civic culture for the future is best described by Flores and Rogers (2019) who indicated, “these are vexing times for our country and for our democracy. The country is deeply divided along partisan lines on a variety of issues” (p. 1). Voter turnout and engagement has also indicated a need for developing a larger civic culture. In fact, in 2016, the voter turnout for the elections was the lowest in two decades with a voter turnout of 55% of

Americans. Additionally, of the 245.5 million Americans eligible to vote, only 137.5 million voted in the election (Flores & Rogers, 2019). As shared by Flores and Rogers (2019), voting does not just define a sense of democracy, “it [democracy] includes a wide range of democratic practices and depends on a culture of civic participation” (p. 1). In 2020, voter turnout shifted and was the highest in over 100 years (Drutman, 2021).

However, at the same time, the United States witnessed an insurrection on the Capitol building and faced many post-election disputes. Furthermore, in 2020, only about half of eligible youth voters cast a vote but was still up from 2016 (*Half of youth voted in 2020, an 11-point increase from 2016*, 2021). The voter rates also varied from state-to-state in 2020. The youth voting rates (18-29) were highest in New Jersey (67%), Minnesota (65%), Colorado (64%), and Maine (61%) but the lowest rates were in South Dakota (32%), Oklahoma (34%), Arkansas (35%), and New Mexico (39%; *Half of youth voted in 2020, an 11-point increase from 2016*, 2021). In South Dakota, the voter rates for 18-19-year-old youth were only a 12% turnout rate (*Half of youth voted in 2020, an 11-point increase from 2016*, 2021). Youth voter turnout rates also reflected the electoral laws and policies. Turnout for youth was highest (57%) in states that automatically mailed ballots to voters. States with the most restrictive vote-by-mail laws had the lowest (42%) voter turnout rates (*Half of youth voted in 2020, an 11-point increase from 2016*, 2021). Typically, throughout history, high voter engagement, like 2020, has also happened when there is high democratic dysfunction (Drutman, 2021).

In a national survey of over 24,000 college students by the Association of American Colleges and Universities (AAC&U), “nearly one-half of students strongly agreed that they came to college aware of the importance of contributing to the greater good through community involvement” (p. 10). Furthermore, “only one-third of students surveyed strongly agreed that

their campus helped them learn the skills necessary to effectively change society for the better” (p. 10). Just over one-third stated they believed the college experience had increased their civic awareness and commitment to community (Dey et al., 2009). However, evidence has showed that higher education can contribute to a student’s civic-mindedness and the ability to become an actively engaged citizen (Steinberg et al., 2011).

As higher education continues to invest resources into educating students around democracy, civic engagement, and civic participation, we must understand how those experiences directly develop civic-mindedness. Limited research exists as to what students participate in as an undergraduate that influences the development of their civic-mindedness to engage in our future democracy.

There is no single path to further democracy, but college instills knowledge, reinforces ethical values, encourages critical thinking and discernment of fact from fiction, deepens understanding of reasoning and the scientific methods, provides students with the ability to apply what they learn through experiential learning, and prepares youth to discuss and debate difficult ideas in subject matter (Flores & Rogers, 2019, p. 13)

Students are engaged in a variety of civic learning and democratic engagement activities across hundreds of campuses throughout the United States. Students are learning skills critical to our democracy through volunteerism, student organizations, interactions with a diverse student body, internships, and participation in public deliberation (Flores & Rogers, 2019). Research is critical so institutions of higher education understand what experiences relate to the development of civic-mindedness. The research also helps expand an even greater number of students with a mindset of democracy and future civic participation.

Overview of Study

Purpose Statement

The overarching purpose of this research study was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. The research sought to understand civic-mindedness through the lens of students understanding their own civic-mindedness, how participation and involvement throughout college influenced civic-mindedness, student perception of faculty and staff on their civic-mindedness, perception of experiences not directly related to college influencing civic-mindedness, and how their collegiate experiences contribute to their future civic participation.

Research Questions

In this interpretative phenomenological analysis (IPA) study, rooted in a constructivist perspective, the overarching research question that guided the study is: How do college students' understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation? The questions and sub-questions to address the overarching research question were:

1. How do college students describe their own understanding of civic-mindedness?
2. How have college students' experiences influenced their knowledge, skills, and dispositions as outlined by the Civic-Minded Graduate framework?
3. How has college students' participation and involvement throughout their college experience influenced their civic-mindedness?
 - a. How has participation by students in curricular experiences influenced their civic-mindedness?

- b. How has participation by students in co-curricular experiences influenced their civic-mindedness?
 - c. How has involvement by students in student organizations influenced their civic-mindedness?
 - d. How has involvement by students in student leadership roles influenced their civic-mindedness?
- 4. How do college student participants perceive faculty and staffs' influence on their civic-mindedness?
 - 5. How do college students perceive experiences not directly related to their college engagement influencing their civic-mindedness?
 - 6. How do college students perceive their collegiate civic-minded experiences contributing to their future civic participation?

Theoretical Frameworks

Various frameworks and instruments have been developed to help determine the student engagement factors that contribute to civic learning and student success. There are two frameworks that directly influenced this study. The first includes a framework for civic and democratic engagement. The second is a framework for the civic-mindedness of graduates. Below, I provide a brief outline of the two frameworks and both are further outlined and described in Chapter II.

Framework for Civic Learning and Democratic Engagement

The first framework highlighted that guides this study is from the 2012 Civic Learning and Democratic Engagement (CLDE) National Task Force. The task force created a multifaceted framework for civic learning and democratic engagement called, *A Framework for Twenty-First-*

Century Civic Learning and Democratic Engagement. Through the framework, members of the task force created a report and shared what individuals need to understand to be a prepared knowledgeable citizen in a diverse and global environment. The framework was not meant to be definitive but a guide for the future. The CLDE task force report presented four areas of knowledge, skills, values, and collective action that influence civic learning and democratic engagement. Within each of the areas, the task force outlined specific components that support the overall areas of civic learning and democratic engagement. The task force also outlined an individual's potential personal growth in each area based on the categories (National Task Force on CLDE, 2012).

The framework for civic learning and democratic engagement provides higher education leaders a civic knowledge to enhance student civic learning. The framework also shares approaches that can create additional civic programming on campuses. Furthermore, in addition to the framework described previously, the study was guided by the Civic-Minded Graduate conceptual framework.

Civic-Minded Graduate

The Civic-Minded Graduate (CMG) framework was developed and created by the Center for Service and Learning at Indiana University-Purdue University Indianapolis (IUPUI) (Pike et al., 2014; Steinberg et al., 2011). The conceptual framework, called the civic-minded graduate, is the integration of three dimensions of an individual's identity, educational experiences, and civic experiences. The identity dimension provides an individual's self-understanding, self-awareness, and self-concept. The educational experiences dimension is a person's educational experiences, academic knowledge, and informal education; derived from curricular and co-curricular experiences. Lastly, the civic experiences are ways in which a person is involved in the

community through advocacy, community service, leadership, civic participation, and political involvement (Steinberg et al., 2011).

The CMG framework, similarly, to those set forth by The National Task Force on CLDE (2012) provide various domains that are the most central to a civic-minded graduate. Steinberg et al. (2011) outlined domains within the areas of knowledge, skills, dispositions, and behavioral intentions. Knowledge, the first domain, refers to individuals gaining development through volunteer opportunities, academic knowledge and technical skills, and contemporary social issues. The second domain of skills is rooted in developing communication and listening, diversity, and consensus-building. The third area of dispositions is the development of individuals valuing community engagement, having a sense of self-efficacy, and a social trust of knowledge by feeling a sense of responsibility and commitment to use the knowledge gained in higher education to serve others. Finally, the CMG framework looks at an individual's behavior and their stated intention to be personally involved in community service in the future (Steinberg et al., 2011). Each of the two frameworks are important to understanding and evaluating the civic-mindedness of undergraduate students. The study was guided using these two frameworks due to their similarities and the unique characteristics they provide in addressing the research question.

Definition of Key Terms

Defining and understanding various civic terms is essential for those engaged and working within the research community. In the renewed call to higher education and as the nation begins to assess civic learning and democratic engagement, many institutions use a myriad of names to define the work. Creating a common definition for civic ideologies and frameworks has been challenging for higher education, scholars, and practitioners of civic work

(Cress et al., 2010; Finley, 2011; Hatcher, 2011). Varied terminology is also evident by the variety of ways a campus defines civic activities. Terms of civic activities have included, “service-learning, community engagement, community-based research, civic education, community experiences, community-based learning, democratic practice, and philanthropy education” (Cress et al., 2010, p. 4).

Higher education administrators and campus leaders need to understand each of these terminologies and how they directly impact the civic competencies of students. Below is a brief overview of terminology that was integrated into this specific research study. The terms may also provide an awareness for those who may be new to the civic realm and/or understanding the terminology.

Service-Learning

One of the most widely studied civic activities has been that of service-learning (Cress et al., 2010). In her work, Finley (2011) described service-learning as an “umbrella term” that encompasses many programs and activities and is different on a variety of campuses. For the purposes of this review, the work and definition by Bringle and Hatcher (1995) was utilized. According to Bringle and Hatcher, service-learning is defined as:

A course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 112)

Multiple frameworks and definitions exist in education for service-learning. The definition, for this study, provides an academic lens for service-learning.

Civic Engagement

The term civic engagement is commonly used and cited within the research of civic activities in higher education. (Boyd et al., 2012; Finley, 2011; Hatcher, 2011; The National Task Force, 2012). In a 2009 symposium, sponsored by the American Association of State Colleges and Universities (AASCU), participants discussed civic engagement and stated they knew what an engaged civic student looked like. On the contrary, participants also expressed difficulty defining the term civic engagement (Hatcher, 2011). The ambiguity of terminology may be present when there is a newly emerging field like civic engagement. Ambiguity can also be one of the symptoms as researchers develop assessment tools for a variety of definitions (Hatcher, 2010 as cited in Hatcher, 2011).

In a report by the Campus Compact organization called, *A promising connection: Increasing college access and success through civic engagement*, Cress et al. (2010) provided and defined civic engagement as two interdependent dimensions. The first dimension of civic engagement is individual and is to, “create civically minded persons who know how to use their knowledge and skills for community betterment” (p. 5). The second dimension to civic engagement is organizational and is to “create infrastructure (policies, procedures, and programs) that link campuses and communities through reciprocal partnerships” (p. 5). The two dimensions provide a working definition for understanding civic engagement, but many definitions continue to exist.

Civic-Mindedness

Cress et al. (2010) highlighted a dimension of civic engagement is to create a civically minded person. Civic-mindedness is defined by Pike et al. (2014) as a “person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to

act upon a sense of responsibility as a member of that community” (p. 93). To understand a person’s capacity for civic-mindedness, a civic-minded graduate (CMG) framework was developed. The CMG framework suggested civic-minded graduates develop through three dimensions of identity, educational experiences, and civic experiences. At the intersection of the three dimensions is a civic-minded graduate (Steinberg, 2011).

Civic Learning and Democratic Engagement

The final terminology of civic activities highlighted through this study include those of civic learning and democratic engagement. The National Task Force on Civic Learning and Democratic Engagement (CLDE; 2012) used the dual terminology of civic learning and democratic engagement. The terminology was defined as “preparing students with knowledge and for action” (p. 3). The definition of civic learning is further highlighted by Saltmarsh (2005) as:

Civic learning is rooted in respect for community-based knowledge, grounded in experiential and reflective modes of teaching and learning, aimed at active participation in American democracy, and aligned with institutional change efforts to improve student learning. (p. 53)

As there are many civic terminologies, a variety of definitions also exist for democratic engagement (Finley, 2011; Saltmarsh et al., 2009; The National Task Force on CLDE, 2012). Saltmarsh et al. (2009) outlined that democratic engagement is “expertise in solving social problems that is sought by communities” (p. 7). The National Task Force on CLDE (2012) defined democratic engagement, emphasizing,

... today’s education for democracy needs to be informed by deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to

collaborate with people of differing views and backgrounds toward common solutions for the public good. (p. 3)

Many definitions and conceptualizations exist about what it means to be civically engaged (Finley, 2011). There is truly not an umbrella definition that currently exists for all civic activities. Finley (2011) stated, “civic engagement may be more accurately identified through the practices that accompany it than by identification through a single name or program label” (p. 18). Aside from defining this work, there is a continual need to understand the literature surrounding civic development. Higher education administrators, researchers, and scholars have an opportunity to understand how students are developing capacities for civic learning and overall personal growth and development.

Delimitations

The study set some parameters as to who was interviewed and recruited to participate in the research. The study was limited to currently enrolled full-time undergraduate seniors. The participants were to have been involved as a student by participating in multiple civic opportunities through student organizations, student leadership roles, co-curricular programs, and curricular experiences. The undergraduate senior students were chosen from multiple Atlantic Coast Conference (ACC) schools within the United States and the student must have also experienced at least 4-5 years as an undergraduate at the same institution. The number of participants for this study was ten undergraduate graduating seniors. Senior students from non-research institutions and institutions outside of the Atlantic Coast Conference were not included in the research study.

Limitations

This study had a few limitations that include, first and foremost, the student population. Due to the nature of conducting an interpretative phenomenological analysis (IPA), a limitation of sample size and the student population is important to note. An IPA study selects participants who can “grant us access to a particular perspective on the phenomena under study” (Smith et al., 2009, p. 49).

The study focused on perspective as opposed to the population and typically the researcher would find a fairly homogenous sample (Smith et al., 2009). The sample size was ten participants from selected institutions within the Atlantic Coast Conference (ACC) throughout the United States. Additionally, the study data collection consisted of semi-structured interviews and was limited to students who were attending the institutions selected. The group of students selected was also categorized as undergraduate full-time seniors and did not reflect the entire population of students and/or identities of all students. A second limitation was that the students selected did not represent the demographic of community college students and/or part-time students. Finally, a limitation was participating students self-selected into the study. Self-selection may be due to their interest and/or experiences that have helped them develop their own civic-mindedness, creating a desire to participate in the study.

Significance of Study

Overall, the study provides higher education administrators, faculty, staff, and community leaders an opportunity to better understand what experiences support the development of civic-mindedness in undergraduates. Second, the study provides insight into what undergraduate experiences may impact a student’s future participation and involvement in civic activities. Third, the research gained from senior undergraduate students may provide

critical information to the development and creation of civic experiences and programs for future undergraduate students. Forth, the research strived to share how to reach a greater number of students in the pursuit of impacting their civic development and impacting a larger population of the campus community.

Finally, the study supports the continued call for further civic learning and democratic engagement as proposed by the National Task Force for Civic Learning and Democratic Engagement (2012) and various developmental civic learning frameworks. Steinberg et al. (2011) supported additional research studies by indicating further research is needed in higher education to “understand how curricular and co-curricular programs contribute to the civic development of students” (p. 28) and “which practices contribute to developing civic-minded graduates” (p. 28).

Researcher’s Perspective

During the past 16 years, I have served as a full-time professional in the field of higher education. Currently, I serve as the Senior Director of the William R. Butler Center for Volunteer Service and Leadership Development at the University of Miami. During the past six years, I have also been a Ph.D. student at Colorado State University in Higher Education. Additionally, I serve as an adjunct faculty member teaching Student Life Skills courses at Miami Dade College in the Department of Social Sciences. My path to becoming a member of the higher education community was not straightforward, typical, or even expected based on my childhood.

Currently, I live in Miami, a major metropolitan city with a diversity of people spanning the globe. However, I was raised in a small rural town in Nebraska with a high school graduating class of about 150 students and community that was very conservative, religious, and primarily racially white. Despite the demographic, my parents instilled in our family many positive values

and raised me with a belief system around love and appreciating all people within our communities regardless of any differences.

This idea of community has continued to be a very important part of my life. As a young adult, I was active in creating a non-profit organization in my hometown. The organization was directed toward the development of young people to support them in their own growth and educational journey. Both of my parents do not possess a four-year college degree and always encouraged hard work. My parents were the foundation to supporting my continued growth in education and helping me to pursue my first college degree. A college education did not seem like an option but something that seemed expected.

Throughout my journey as a first-generation college student, I struggled to navigate the systems in college but also began to understand myself and the world around me. The experience of college and moments throughout my career in higher education have now afforded me many opportunities. I have now lived in four states, visited 48 states and Washington D.C., and traveled across the world to 13 countries. The opportunities have allowed me to continually have an appetite for travel, learning about new cultures, understanding the backgrounds of many people, and experiencing many communities and how people live. Seeing and gaining new perspectives through travel allowed me to have a greater appreciation for the diversity of our world. The experiences have also allowed me to fully express myself as an openly gay male in our society and continually understand the many forms of oppression in our communities for those marginalized.

In my work, community has become the core of what I do through research and teaching. I have had the opportunity to help college students gain a perspective of their own community and the importance of civic participation and creating positive social change. I am personally

invested in the structures of community and the civic participation that informs policies. This is due to my own personal identities and experiences from a young age. Seeing my own growth of civic-mindedness emerge throughout my own experiences, I am now invested in continuing to understand the civic-mindedness and personal development of college students. I see a world that college students and young people need to continue to stay engaged civically and actively participate in their communities. Their future participation allows students to create positive social change for issues that directly affect them and others they care about and love in their community.

CHAPTER 2: REVIEW OF THE LITERATURE

In 2012, a group of leaders, called the Civic Learning and Democratic Engagement (CLDE) National Task Force, were brought together to create a national call to action. The leadership team developed a report called, *A crucible moment: College learning and democracy's future*. The CLDE Task Force report was released in coordination with the U.S. Department of Education and national leaders from across the country. The leadership team provided “a national dialogue that would result in recommendations about strengthening students’ civic learning and democratic engagement as a core component of college study” (The National Task Force on CLDE, 2012, p. vii). The CLDE Task Force report called on higher education to, “embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education” and that “colleges and universities are among the nation’s most valuable laboratories for civic learning and democratic engagement” (The National Task Force on CLDE, 2012, p. 2). Overall, the CLDE Task Force report emphasized constructing environments, programs, and resources that support civic learning and democratic engagement (CLDE) in higher education.

As part of the CLDE Task Force report, authors developed a *Framework for Twenty-First-Century Civic Learning and Democratic Engagement*. The twenty-first-century framework was to showcase the various dimensions of civic learning and democratic engagement. Within the framework, the National Task Force on CLDE (2012) outlined, “a contemporary definition of civic learning and democratic learning, underscoring the breadth and scope of preparation for knowledgeable citizenship that a highly diverse and globally engaged democracy requires” (p. 3).

The multifaceted *Framework for Twenty-First-Century Civic Learning and Democratic Engagement* is outlined in Figure 1. The twenty-first-century framework is not meant to be definitive, but the National Task Force wanted the model to serve as a guide. The CLDE Task Force report stressed more work should be done to clarify the components in Figure 1 for civic learning in the new century. The twenty-first-century framework is presented by four conceptual framework categories of knowledge, skills, values, and collective action that influence civic learning and democratic engagement (Figure 1). The four categories (knowledge, skills, values, and collective actions) were suggested in the twenty-first-century framework as they are themes widely shared among civic educators and practitioners. Within each category are specific components and actions the National Task Force indicated supporting toward overall growth in civic learning and democratic engagement. The categories (knowledge, skills, values, and collective actions), while there may be slight differences in the language, are consistent among other studies and are what individuals should demonstrate to be a prepared knowledgeable citizen in a diverse and global environment (The National Task Force on CLDE, 2012). The *Framework for Twenty-First-Century Civic Learning and Democratic Engagement* is beneficial to higher education. Higher education can use the twenty-first-century framework to develop approaches that can best move programming and civic educators toward creating a greater movement toward student civic learning.

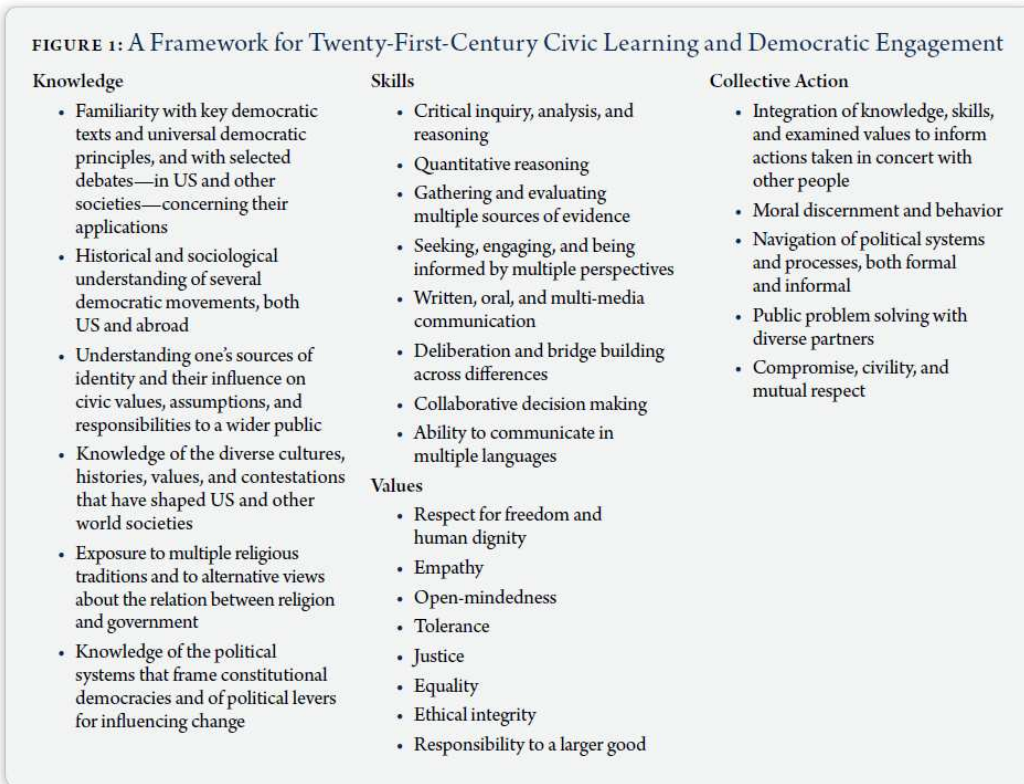


Figure 1

A Framework for Twenty-First-Century Civic Learning and Democratic Engagement.

As highlighted in the CLDE Task Force report, the twenty-first-century framework is simply a suggestion for dimensions of civic learning and democratic engagement citizens should embody in the United States. Prior to and following the release of the 2012 report, *A Crucible Moment*, several frameworks and constructs have been developed to guide civic work. The frameworks and constructs designed have been instrumental in creating and implementing programs that contribute to students' overall civic learning and democratic engagement. Through the first part of the literature review, some of the frameworks and constructs developed were shared along with what led to the guiding framework for the study proposed. Following the highlight of frameworks, themes from the literature and previous studies that help to guide the

research study are shared. Finally, an overview of how the literature will inform the construction of the study is provided.

High Impact Practices

The first framework highlighted, High Impact Practices, is a set of teaching and learning practices that has deeply influenced higher education. For over a decade, the terminology of High Impact Practices has found its way into the vernacular of faculty, staff, and administrators from across the nation. In an article by Kuh and Kinzie (2018), authors shared that the words High Impact Practices, “signal the unusually positive benefits that accrue to students who participate in such an educational practice, including enhanced engagement in a variety of educationally purposeful tasks.”

During 2008, in coordination with the Association of American Colleges and Universities (AACU), George Kuh outlined several practices that have been instrumental in benefiting college students and enhancing the learning process. Practices developed by Kuh (2008) became known as High Impact Practices and built upon his own research findings along with research data from the National Survey of Student Engagement. Ten practices were shared by Kuh (2008) with an 11th added on as an additional practice in following years: (a) first-year seminars and experiences; (b) common intellectual experiences; (c) learning communities; (d) writing-intensive courses; (e) collaborative assignments and projects; (f) undergraduate research; (g) diversity/global learning; (h) service-learning, community-based learning; (i) internships; (j) capstone course and projects; and (k) ePortfolios.

The AACU keeps the current list of all High Impact Practices on their website for institutions to utilize. Multiple research studies have taken place to understand the impact of High Impact Practices on college campuses. Kuh (2008) shared the studies have indicated High

Impact Practices are important to overall student success and persistence to graduation. As highlighted by Kuh and Kinzie (2018), in an analysis of the National Survey of Student Engagement (NSSE) data, students who participate in one or more of the High Impact Practices benefit from the experience. The noticeable benefits of High Impact Practices on students has been reinforced by research. Finley and McNair (2013) outlined, “using NSSE data, Kuh was able to show generally positive relationships between high-impact or engaged experiences and different measures of student learning and achievement, such as self-reported gains, grade point averages, and retention” (p. vi).

McCormick et al. (2013) additionally shared, “enriching educational opportunities such as learning communities, service learning, research with a faculty member, study abroad, internships, and culminating senior experiences are labeled ‘high impact’ because of their positive effect on student learning and development” (p. 13). Kuh and Kinzie (2018) highlighted a High Impact Practices research study completed by Ashley Finley and Tia McNair (2013). Findings through Finley and McNair’s (2013) research indicated, “students who participated in any single high-impact practice perceived their learning significantly more positively than students who did not participate in that same practice” (p. 9).

One of the most important High Impact Practices, for the purpose of civic learning, is the participation by students in service-learning courses. In fact, service-learning has increased exponentially in the past two decades across all disciplines (Campus Compact, 2012). When reviewing overall student civic engagement, service-learning courses are one of the best for reaching and engaging students who contribute to their civic knowledge, skills, and habits (Battistoni, 2001; Eyler & Giles, 1999). There have been numerous studies on service-learning as a High Impact Practices. Kuh and Kinzie (2018) highlighted, “the effects of service learning over

the past quarter century yielded empirical evidence of the positive effects on desired outcomes of these courses designed for students to have meaningful community service experiences.” (p. 1). Pelco et al. (2014), further substantiated that service-learning, as a High Impact Practices, facilitated students personal and professional growth in first-generation students. Finally, research by Finley and McNair (2013) revealed students who participate in service-learning experiences report the greatest amount of deep learning and perceived gains among the other High Impact Practices.

Civic Engagement VALUE Rubric

A second framework is the Civic Engagement VALUE Rubric. The Civic Engagement Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric was developed and first envisioned in 2009 at the Symposium on Assessing Students’ Civic Outcomes. During the symposium, a group of 11 faculty and staff were part of the Civic Engagement VALUE Rubric development team. The Civic Engagement VALUE Rubric team was developed as part of the Association of American Colleges and Universities (AAC&U) VALUE project. Faculty and staff on the VALUE project were tasked to develop ways to assess college student civic engagement and build upon research in the field of civic engagement (Hatcher, 2011). Currently, 16 VALUE rubrics exist that have been created by AACU. One of the rubrics is the Civic Engagement VALUE Rubric. The VALUE rubrics provide higher education institutions outcomes and criteria for each of the core expectations for student learning. Campuses are encouraged to utilize the VALUE rubric for their individual needs to create a shared national language around the learning and success of students (Rhodes, 2009).

Within the Civic Engagement VALUE Rubric, six outcomes were developed. Hatcher (2011) provided an overview of how the outcomes were developed and how the team tied it back

to the framework of the AACU civic learning spiral (Leskes & Miller, 2006 as cited by Hatcher, 2011). The civic learning spiral is a model of civic learning that includes six interconnected elements of learning including that of self, communities and cultures, knowledge, values, skills, and public action (Hatcher, 2011). The Association of American Colleges and Universities (2009) outlined six outcomes within the Civic Engagement VALUE Rubric. Highlighted below are each of the six outcomes and competencies that should be developed through the Civic Engagement VALUE Rubric of learning and engagement:

- **Diversity of Communities and Cultures:** Demonstrates evidence of adjustment in one's own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- **Analysis of Knowledge:** Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
- **Civic Identity and Commitment:** Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
- **Civic Communication:** Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.
- **Civic Action and Reflection:** Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

- **Civic Contexts/Structures:** Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Social Change Model of Leadership Development

The third framework highlighted is the Social Change Model of Leadership Development. The social change model has become widely researched in higher education for more than 25 years. Development of the social change model began in 1993 by a group of 15 individuals (working ensemble) through a grant from the Eisenhower Leadership Development program at the U.S. Department of Education. The development of the social change model was led by a research team at UCLA's Higher Education Research Institute called Empowering the Next Generations: New Approaches to Leadership and Leadership Development (Higher Education Research Institute [HERI], 1996). The underlying notion by the research team about leadership was that "leadership is ultimately about change, and that effective leaders are those who are able to effect positive change on behalf of others in society" (HERI, 1996, p.10).

The working ensemble creating the social change model outlined a list of basic premises to the leadership framework: 1) The model is inclusive; 2) Leadership is viewed as a process rather than as a position; 3) The model promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship and service; 4) Service provides a power vehicle for developing student leadership capabilities in a collaborative environment; 5) This can be utilized by student affairs, academic affairs and administrators creating leadership development projects; and 6) This is only one of many models of leadership development (HERI, 1996).

As defined by Komives and Wagner (2009), "The Social Change Model of Leadership Development approaches leadership as a purposeful, collaborative, values-based process that

results in positive social change” (p. 50). The social change model developed is shown in Figure 2 and is a compilation of different values. The key values, defined in Table 1, were created by the working ensemble and were “critical elements” to leadership development and creating change (HERI, 1996, p. 20). Each of the values started with the letter C and consisted of collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, citizenship, and change. The working ensemble grouped the values into three perspectives of the individual, the group, and the community/society. As shown in Figure 2, the model demonstrates the “interaction between seven values that individuals, groups and communities should strive for in order to create social change” (Komives & Wagner, 2009, p. 51).

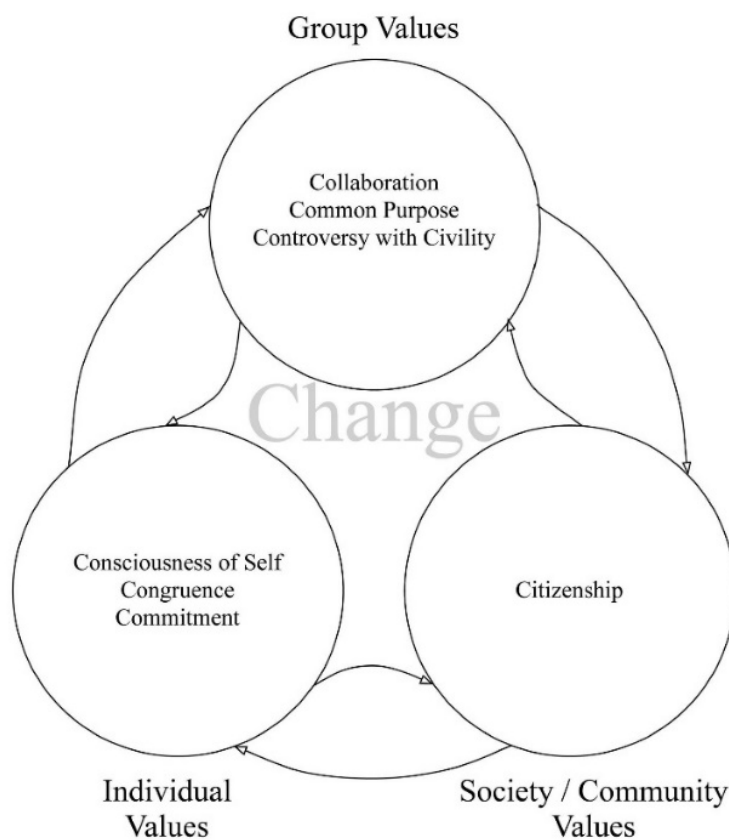


Figure 2
Social Change Model of Leadership

Table 1

Value Definitions for the Social Change Model of Leadership Development

Value	Definition
Consciousness of Self	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions.
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, intensity, and duration, and is directed toward both the group activity as well as its intended outcomes.
Collaboration	To work with others in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
Common Purpose	To work with shared aims and values; facilitates the group's ability to engage in collective analysis of issues at hand and the task to be undertaken.
Controversy With Civility	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly, but with civility. Civility implies respect for others, a willingness to hear each others' views, and the exercise of restraint in criticizing the views and actions of others.
Citizenship	The process whereby an individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community.
Change	The ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.

Note. Reprinted from Dugan, J., & Komives, S. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development*, 51(5), 526.

The social change model sheds a focus on social responsibility and includes a citizenship construct measuring civic learning. Dugan and Komives (2010) defined citizenship as the process whereby an individual and the collaborative group become responsibly connected to the community and society through the leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community. (p. 526)

The concept of the social change model was driven by research from multiple scholars on the initial development team. The first research study, conducted in 1991 by Helen Astin and Carol

Leland, served as the core research that helped frame the social change model. The study, called *Women of Influence, Women of Vision: A Cross-generational Study of Leaders and Social Change* (Astin & Leland, 1991), provided an in-depth look into 77 women. The women leaders in the first study spanned three decades and were influential in bringing about change throughout the women's movement (HERI, 1996). Results from the study of women revealed effective leadership, "emphasizes collective action, shared power, and a passionate commitment on the part of the leader to social justice" (HERI, 1996, p. 11). Additionally, the study of women helped to guide and shape the social change model. The social change model would represent a "nonhierarchical form of leadership, where the 'leader' functions as a catalyst and facilitator in enabling the group to act collectively in accomplishing the common vision" (HERI, 1996, p. 11). Finally, research from the women's study provided for the social change model to, "emphasize clarification of values, the development of self-awareness, trust, and the capacity to listen and serve others, and through collaborative work to bring about change for the common good" (HERI, 1996, p. 11).

Alexander Astin conducted and published research in 1993 called *What Matters in College?* Astin's (1993) research also helped shape the design of the social change model. Through Astin's findings, he showed "peer group constitutes a potentially powerful source of influence on undergraduate college student's development" (HERI, 1996, p. 11). The findings also suggested that the interaction college students have with one another could be the most influential on leadership development. In addition, Astin's study indicated leadership skills can be enhanced by "participating in volunteer work, tutoring other students, and working on group projects with other students" (HERI, 1996, p. 12). Both research studies helped to shape the final development of the social change model. The intention of the social change model is, "to prepare

a new generation of leaders who understand that they can act as leaders to effect change without necessarily being in traditional leadership positions of power and authority” (HERI, 1996, p. 12).

After the inception of the social change model, hundreds of campuses have used the framework as a standard in designing effective leadership and service-learning programs (Dugan, 2015). The social change model has also been influential in growing a body of research and scholarship around leadership. In 1998, a tool called the Socially Responsible Leadership Scale (SRLS) was created by Tracy Tyree. The SRLS measures each of the values (collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, citizenship and change) outlined in the social change model. Due to the development of the SRLS, the social change model is one of the few theoretical or conceptual leadership models that can be measured (Dugan, 2015).

Building off the Socially Responsible Leadership Scale (SRLS), a research team in 2006 at the University of Maryland developed the Multi-Institutional Study of Leadership (MLS). The MLS instrument incorporated the SRLS to provide a deeper understanding of what influenced socially responsible leadership. The MLS has been administered in five countries, 300 institutions, and to over 350,000 college students (Dugan, 2015). Since its inception, the MLS findings have indicated commitment and congruence values as the strongest capacities by college students. Controversy with civility and citizenship values were shown as the weakest capacities in the social change model (Dugan, 2015).

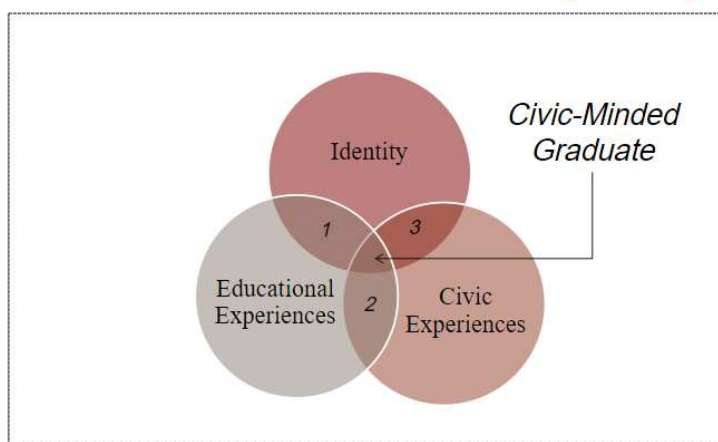
Civic-Minded Graduate

Finally, I provide an overview of the Civic-Minded Graduate (CMG) conceptual framework that guided and informed the research study. The CMG framework was developed and created by the Center for Service and Learning at Indiana University-Purdue University

Indianapolis (IUPUI; Pike et al., 2014; Steinberg et al., 2011). The CMG framework displays the integration of three dimensions, as seen in Figure 3, to develop a civic-minded graduate. The dimensions included an individual's identity, educational experiences, and civic experiences. Each of the three dimensions are defined as follows by Steinberg et al. (2011):

- **Identity:** The dimension represents an individual's self-understanding, self-awareness, and self-concept. The attribute involves knowing oneself as an individual, including values and commitments.
- **Educational Experiences:** The dimension is a person's educational experiences, academic knowledge, and informal education. The attribute can be derived from curricular and co-curricular experiences during college.
- **Civic Experiences:** The dimension characterizes how a person is involved in the community through advocacy, community service, leadership, civic participation and political involvement, volunteering, and voting.

Civic-Minded Graduate (CMG)



Cultural Norms and Social Context

Figure 3

Civic-Minded Graduate Model

The integration of the three dimensions/circles (identity, educational experience, and civic experiences) is considered a civic-minded graduate. Steinberg et al. (2011) defined a civic-minded graduate as, “a person who has completed a course of study and has the capacity and desire to work with others to achieve the common good” (p. 20). Steinberg et al. (2011) further defined civic-mindedness as, “a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (p. 20).

Each of the dimensions/circles overlap in three unique ways. Steinberg et al. (2011) outline each of the intersections as follows:

1. **Identity and Education:** These two intersections highlight identity as a student. The area represents a student involved and intrinsically motivated in educational experiences including co-curricular and curricular experiences.
2. **Educational Experiences and Civic Experiences:** These two intersections highlight educational activities in the community but do not become a part of a person’s identity.
3. **Identity and Civic Experiences:** These two intersections highlight the formation of civic identity. An active student in the community and commitment to work toward the public good.

Finally, the model is positioned within a frame. Steinberg et al. (2011) shared the frame indicates students are, “situated within a particular set of cultural norms and social context” (p. 21).

Students interact with others around them who provide influence, including other students, university personnel, community members, and family members. Furthermore, students learn and observe cultural norms through social contexts. Each of the dimensions (identity, educational

experience, and civic experiences), along with cultural norms and social context, were demonstrated to shape an individual's identity (Steinberg et al., 2011).

Steinberg et al. (2011) outlined 10 civic learning outcomes as domains most central to a civic-minded graduate. The Civic-Minded Graduate framework outlined each of the 10 domains into the cluster areas of knowledge, skills, dispositions, and behavioral intentions. Steinberg et al. (2011) defined the cluster areas and domains as follows:

Knowledge Cluster

- **Volunteer Opportunities:** Understand ways to contribute to society, through voluntary service and knowledge of nonprofit organizations.
- **Academic Knowledge and Technical Skills:** Understanding how knowledge and skills in at least one discipline are relevant to addressing issues in society.
- **Contemporary Social Issues:** Understanding of current events locally, nationally, or globally and understand the complexity of issues in modern society.

Skills Cluster

- **Communication and Listening:** Ability to listen to differing points of view and communicating with others.
- **Diversity:** Understanding the importance of working with others from diverse backgrounds and appreciation of and sensitivity to diversity in society.
- **Consensus-Building:** Ability to work with others, including those with diverse opinions and working across difference to solve a problem.

Dispositions Cluster

- **Valuing Community Engagement:** Understanding the importance of serving others and being actively involved in communities to address social issues.

- **Self-Efficacy:** Having a desire to take personal action.
- **Social Trustee of Knowledge:** Feeling a sense of responsibility and commitment to use knowledge gained in higher education to serve others.

Behavioral Intentions Cluster

- Intention to be personally involved in community service in the future.

To initially evaluate the Civic-Minded Graduate framework, IUPUI created three measurement methods. The methods included a CMG Scale, CMG Narrative Prompt and Rubric, and a CMG Interview Protocol and Rubric. The CMG Scale is a 30-item survey with a 6-point response format (*strongly agree to strongly disagree*) and is a self-reporting measure (Steinberg et al., 2011). Initially designed for IUPUI, the Civic-Minded Graduate (CMG) Scale was to measure the civic-mindedness of students based on each of the cluster areas of knowledge, skills, dispositions, and behavioral intentions. The CMG Narrative Prompt was an instrument to provide students an opportunity to reflect in writing their degree of civic-mindedness.

Additionally, the prompt allowed the ability to provide convergent validity on the CMG Scale (Steinberg et al., 2011). The CMG Narrative Rubric was created to evaluate the written responses from the CMG Narrative Prompt. Steinberg et al. (2011) shared five themes created for the CMG Narrative Rubric. The five themes included having a civic identity, understanding how social issues are addressed in society, actively participating in society to address social issues, collaborating with others, and understanding the benefit of education to address social issues (Steinberg et al., 2011). Finally, a CMG Interview Protocol and Rubric was developed to collect qualitative information about student involvement. The CMG interview protocol was a semi-structured interview to share how students perceived their education preparing them for active citizenship. The CMG interview rubric had three components that corresponded back to

the three dimensions (identity, educational experiences, and civic experiences) in the CMG framework. Both the CMG Interview Protocol and Rubric were created to gather evidence and validate the CMG construct (Steinberg et al., 2011).

In assessing the Civic-Minded Graduate (CMG) construct, Steinberg et al. (2011) conducted three studies to evaluate the validity and reliability of the CMG construct. The first study by Steinberg et al. (2011) was to establish the reliability and validity of the CMG Scale. Establishing the reliability and validity was done by utilizing IUPUI student participants engaged in service experiences and activities. The IUPUI participants completed the CMG Scale during the beginning of the fall semester and the end of the spring semester. The participants also provided demographic information and shared specific participation in community service and service-learning courses (Steinberg et al., 2011). To determine the internal consistency reliability, a Cronbach's alpha was conducted on the CMG Scale. The CMG Scale demonstrated good internal consistency reliability for the fall and the spring (Steinberg et al., 2011). Correlations for validity were conducted between the numbers of service-learning courses and the clusters of knowledge, skills, dispositions, and behavioral intentions. Each of the correlations were significant to service-learning except for the domain of behavioral intentions (Steinberg et al., 2011).

In a second study by Steinberg et al. (2011), further evidence of validity and reliability of the CMG Scale was examined. The second study utilized a convenience sample of IUPUI student participants who participated in a community-based work-study tutoring youth or engaged in a service-based scholarship program. Students completed the CMG Scale in the beginning of the fall semester and at the completion of the academic year.

Steinberg et al. (2011) concluded in their second study that the Civic-Minded Graduate (CMG) Scale had indicated good internal consistency reliability for both the administrations of the scale in the fall and spring. Similarly, in the first study by Steinberg et al. (2011), the numbers of service-learning courses taken was significantly positively correlated with the CMG Scale. In the fall administration, a correlation was conducted on the cluster areas (knowledge, skills, dispositions, and behavioral intentions) and the numbers of service-learning courses taken. Knowledge was the only cluster that showed significant correlation to service-learning (Steinberg et al., 2011).

During the fall semester, students at IUPUI were administered the Morton's Integrity Scale questions while taking the CMG Scale to help support the construct validity (Steinberg et al., 2011). Morton's Integrity Scale is an instrument that accesses the "depth of integration between community services values and action" (Steinberg et al., 2011, p. 26). In the second CMG study by Steinberg et al. (2011), there was support for convergent validity of the CMG Scale. Validity was established due to a significant positive correlation between the CMG Scale and the Integrity Scale. Steinberg et al. (2011) also administered the Crowne-Marlowe Social Desirability Scale to the fall participants to gain a greater understanding of correlation of the CMG Scale with social desirability. The result showed no significant correlation between the CMG Scale and the Crowne-Marlowe Social Desirability Scale. The "CMG Scale is not simply a measure of the tendency to say good things about one's self" (Steinberg et al., 2011, p. 26).

In a third study by Steinberg et al. (2011) of the Civic-Minded Graduate construct, further establishment for validity of the instrument was done by cross validating the CMG Scale with the CMG Narrative and the CMG Interview. The third CMG study showed a good internal consistency reliability and construct validity of the CMG Scale (Steinberg et al., 2011). All four

CMG cluster areas (knowledge, skills, dispositions, and behavioral intentions) and subscales of service-learning showed significance and provided evidence of construct validity (Steinberg et al., 2011).

To evaluate the CMG Interview Protocol and CMG Interview Rubric, raters were selected to measure 41 interviews on the three CMG framework domains (identity, educational experiences, and civic experiences). The raters had a personal score and then together provided a consensus score for each interview. An inter-rater reliability showed excellent correlation and degree of agreement among the raters. Each of the CMG domains (identity, educational experiences, and civic experiences) also had an excellent correlation and degree of agreement (Steinberg et al., 2011). Additionally, there was significant convergent validity between the CMG interview consensus scores and the average scores on the CMG Scale. Each of the clusters (knowledge, skills, dispositions, and behavioral intentions) also indicated significant convergent validity (Steinberg et al., 2011). Overall results consider the CMG Narrative Prompt and Rubric a useful measure and support the CMG construct validity (Steinberg et al., 2011).

The Civic-Minded Graduate (CMG) construct utilized three studies to triangulate the evidence of reliability and validity. Overall results for the three studies on the CMG scale indicated good temporal reliability, internal consistency, and convergent validity. Furthermore, high inter-rater reliability was indicated on both the CMG Interview Protocol and the CMG Narrative Prompt. The significant correlations on the scores and ratings all validate the CMG construct validity. Researchers indicated future research could continue to validate the instruments and Civic-Minded Graduate construct overall (Steinberg et al., 2011).

Influence on Research

Overall, the Civic-Minded Graduate (CMG) construct is the most comprehensive design to help frame and support my own research on civic-mindedness. The central framing for this research study is the interest I have in how experiences of students foster civic-mindedness in an undergraduate student. As shared, Steinberg et al. (2011) defined civic-mindedness as, “a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (p. 20). The definition provides a broad but also focused approach to the impacts from civic learning and democratic engagement.

Many benefits for the research study can be outlined by using the CMG construct. First, the CMG construct is well structured. Steinberg et al. (2011) provided three specific dimensions (identity, educational experience, and civic experiences) along with placing 10 civic learning outcome domains into four cluster areas (knowledge, skills, dispositions, and behavioral intentions). Second, the CMG construct has corresponding tools and instruments that have been tested and indicate good validity and reliability for the construct. Third, following the design and research of the original CMG construct, additional research and tools have continued to widely support the construct. One of the most recent CMG tools developed by Weiss et al. (2017) has been the Civic-Minded Graduate Rubric 2.0. The CMG 2.0 was created to assess student civic learning and development by faculty, staff, and administrators (Weiss et al., 2017). Additionally, Weiss, et al. (2017) shared that the CMG 2.0 can assess multiple experiences such as broad civic learning goals, being a civic minded graduate, aspects of being civic-minded related to a specific learning experience, initiatives, pedagogy, and programs (Weiss et al., 2017). Finally, the CMG construct and tools were the most conducive to supporting my research interest and this study.

One of the opportunities for using the CMG construct was the ability to continue to add to the research literature of civic-mindedness. There was also an opportunity to use the CMG construct to conduct a unique qualitative study that supports previous CMG data-driven research. This qualitative study adds support for using the CMG construct and the research can help continue to support the effectiveness of the CMG construct in future studies. Furthermore, information gathered by my research with the CMG construct provides higher education administrators further knowledge on what influences the growth and development of a student's overall civic-mindedness.

Student Experiences and Civic Learning

At the heart of civic learning and democratic engagement, for the review of the literature, is a focus on the overall student experience. Research highlighted shares how students are gaining the knowledge and skills necessary to develop civic competencies. Students enrolled in higher education have shown to have a great appreciation for the community and have been engaged civically. Findings from The National Task Force on CLDE (2012) stated, “more than 70 percent of all college students report participating in some form of volunteer, community service, or service learning during their time in college” (Finley, 2012, p. 1). Additionally, the National Survey of Student Engagement in 2010 reported, “about one-half of college students report participating in credit-bearing service-learning activities during their time in college” (Finley, 2012, p. 1). Below are themes that contribute to student learning and civic-mindedness in undergraduate students. The themes I developed from the literature include exposure to civic learning, pre-college involvement, cocurricular involvement, diversity experiences, voter turnout by college students, and classroom engagement.

Exposure to Civic Learning

Studies have indicated students are engaged in the community at a high rate. The experience within the community and student involvement can be tied back to student civic learning and development. Research provided in the review has shown direct exposure to engagement opportunities has been at the forefront in developing civic competencies (Barnhardt et al., 2015; Cole & Zhou, 2014; Finley, 2012).

In a mixed method study by Barnhardt et al. (2015), research was conducted by using the Personal and Social Responsibility Institutional Inventory (PSRI). The PSRI was a tool developed for an initiative by the Association of American Colleges and Universities. The data for the mixed methods study were pulled from 23,950 students taking the PSRI inventory at 23 campuses. Barnhardt et al. (2015) found when a campus provides exposure to constant messaging about being actively involved citizens, exposure can create an “influence on improving their (students) overall civic commitments and skills” (p. 640).

Using the PSRI, Barnhardt et al. (2015) highlighted, “43.4 % of students surveyed viewed their peers as the most vocal advocates on campus in communicating the expectation that students need to be active and involved citizens” (p. 635). However, aside from peers, the survey also reinforced “student affairs staff (41.1 %) were viewed as the most frequent advocates for citizenship, followed by faculty (38.9 %), and then senior campus leaders (35 %)” (p. 635).

Furthermore, within the same mixed methods study, Barnhardt et al. (2015) indicated research,

demonstrates that although students need faculty as guides and experts in the classroom and need administrators to provide leadership, exposure to peers on campus-both

passively, through observation, and actively, through dialogue-leads to the greatest benefits from students' college experiences. (p. 641)

The findings by Barnhardt et al. (2015) suggested students exposed to “consistent messages that they need to be active and involved citizens” (p. 640), can be a considerable influence on their “overall civic commitments and skills” (p.640).

Exposure to civic learning is further highlighted by Finley (2012) in a report to AAC&U, *A Brief Review of the Evidence on Civic Learning in Higher Education*. In the report, Finley (2012) provided evidence suggesting, “that the more frequently students participate in a continuum of civic learning practices (e.g., service-learning, meaningful cross-racial interactions on campus or in classrooms, or real-world problem-based learning), the more they make gains on a variety of civic outcomes” (p. 1).

Pre-College Involvement

Pre-college involvement can also be a factor in the growth and development of student behavior. In a research study by O'Dell et al. (2016), the Multi-Institutional Study of Leadership instrument (MSL) was used to determine links between pre-college involvements and the social change behavior of students. To gather data, researchers used information from the 2009 MSL conducted on undergraduate and graduate students at a midsize Midwestern University. The research study had 1,432 students that completed the MSL through a random sample of 4,000. (O'Dell et al., 2016). The variables analyzed for this research included demographics, pre-college involvement, leadership efficacy, common purpose, citizenship, and college social change behavior (CSCB). Each of the variables are defined below by O'Dell et al. (2016):

- **Pre-College Involvement:** Behavioral action by the respondent during high school and before they started college.

- **Leadership Efficacy:** Individual attitudes about one's confidence in participating in leadership behaviors, such as leading and organizing other and taking initiative.
- **Common Purpose:** Individual attitudes about the importance of developing a common purpose and direction in the pursuit of collective goals.
- **Citizenship:** Individual attitudes and behaviors about the importance of being a good citizen within one's community.
- **College Social Change Behavior:** Behavioral action by respondent during college.

O'Dell et al. (2016) then developed a model, as outlined in Figure 4, to hypothesize what drives social change behaviors. For each of these variables measured, questions were chosen from the Multi-Institutional Study of Leadership that would reflect each variable. To conduct the research, the Baron and Kenny mediation process was used to determine different relationships between each of the variables shared in the model.

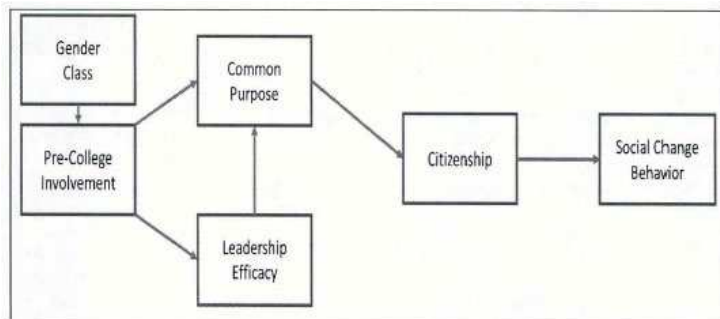


Figure 4

Indirect Effect of Pre-College Involvement on Citizenship and College Social Change

Results indicated in the final analysis of the study that pre-college involvement facilitates social change behavior as indicated in the model. However, O'Dell et al. (2016) shared, “the current research suggested that the effect of pre-college involvement on college social change behavior occurs not only because it facilitates the development of common purpose, but because

it also impacts one sense of personal leadership efficacy” (p. 82). The outcome of the study indicated early involvement is a key contributor to involvement later in life. Furthermore, O’Dell et al. (2016) concluded each of the variables of leadership efficacy, common purpose and citizenship are all important competencies to help develop within students to lead them to social change behavior.

Cocurricular Involvement

To understand the impact of cocurricular involvement and the impact it has on a “students’ civic commitments toward social and political involvement” (p. 141), a study was completed by Trolan and Barnhardt (2017). Data for the study were provided from undergraduate full-time students in 2006-2010 who completed the Wabash National Study of Liberal Arts Education (WNS). In the multi-institutional Wabash Study, 17 institutions participated, and participants were surveyed three times throughout the course of their college experience. A pretest and posttest were given in the first year (fall and spring) of college. Additionally, a final assessment was conducted in the senior year on students. The Wabash Study examined the 2006 cohort of students with 1,684 participants fully completing the assessment. From the study, Trolan and Barnhardt (2017) wanted to gain an understanding of how “involvement in several curricular experiences contributes to the importance students place on being socially and politically involved at the end of the fourth year of college” (p. 146).

To measure social and political involvement attitudes, Trolan and Barnhardt (2017) used variables measured during the Wabash Study. The variables selected were behavioral questions that “measured the importance students placed on volunteering, promoting racial understanding, and influencing political structures” (Trolan & Barnhardt, 2017, p. 148). Participants in the Wabash Study were asked in the assessments how important a specific behavior was to them.

The behaviors were then analyzed through an ordinary least-squares regression test against six cocurricular experiences they could have engaged in during college. Experiences included membership in a student organization, participation in an intramural sports activity, serving as a peer educator in nonacademic area, serving as a student orientation leader, membership in a religious congregation or group, and serving as a resident assistant/advisor. The data were then controlled for a variety of factors that could have influenced these behaviors including precollege impacts and student background characteristics (Trolan & Barnhardt, 2017).

Trolan and Barnhardt (2017) shared their research on the Wabash Study produced areas of significance and influences on students social and political involvement attitudes. Two cocurricular activities showed a significant positive influence which included participation in groups that are religious and students who served as a peer educator. The two activities (religious group participation and student peer educator) were also significant when analyzing the model with all cocurricular activities combined.

The research by Trolan and Barnhardt (2017) examined personal characteristics and how they were predictors to the importance students placed on social and political involvement. The personal characteristics that predicted the greatest influence were women, non-White students, positive peer interactions during college and possession of liberal political views. However, there was “no significant influences on students social and political involvement attitudes in terms of their academic ability, high school involvement, precollege academic motivation, institutional type, academic major, or first generation student status” (Trolan & Barnhardt, 2017, p. 151).

Overall, the study by Trolan and Barnhardt (2017) suggested the importance of cocurricular activities by students. The results “highlight the important role of particular cocurricular experiences in positively influencing students social and political involvement

attitudes” (p. 153). Additionally, the study indicated engagement by students in two cocurricular experiences by their fourth year can impact the importance placed on social and political involvement (Trolan & Barnardt, 2017).

Diversity Experiences

Diversity experiences have been shown to impact the civic development of students. In a three-year study at American University of the West Coast (AUWC), Cole and Zhou (2014) studied student involvement in diversity experiences. The AUWC study highlighted how exposure to co-curricular and curricular programs help students to become more civically minded. The sample for the Cole and Zhou (2014) AUWC study was derived from a cohort of students who were freshman in the fall of 2004 and graduated in spring 2008. Students in the AUWC study completed both The Freshman Survey during their first year along with completion of the University Senior Survey. The Freshman Survey “collects extensive information about perspectives and experiences of incoming students before they experience college, including civic mindedness” (Cole & Zhou, 2014, p. 113). The University Senior Survey is a self-reported document that considers growth at the institution in relation to “academic, social, and diversity experiences, as well as their self-assessment of cognitive and civic gains” (Cole & Zhou, 2014, p. 113).

The research was conducted by Cole and Zhou (2014) through application of Bank’s five dimensions of the multicultural education framework. Bank’s dimensions (content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture) are outlined in Figure 5. Each dimension for the AUWC study was assigned specific variables and diversity experiences that have been demonstrated to enhance civic outcomes. As summarized in Figure 5, controls were placed for both precollege civic-mindedness along with

the background variables of race and gender. Cole and Zhou (2014) shared variables were controlled because “students who are civically minded upon college entry are likely to participate in diversity activities in college and, accordingly, become more civically minded” (p. 113). The researchers also controlled for race and gender. Cole and Zhou (2014) found racial and ethnic backgrounds could help shape diversity experiences and women were more likely to engage in diversity experiences.

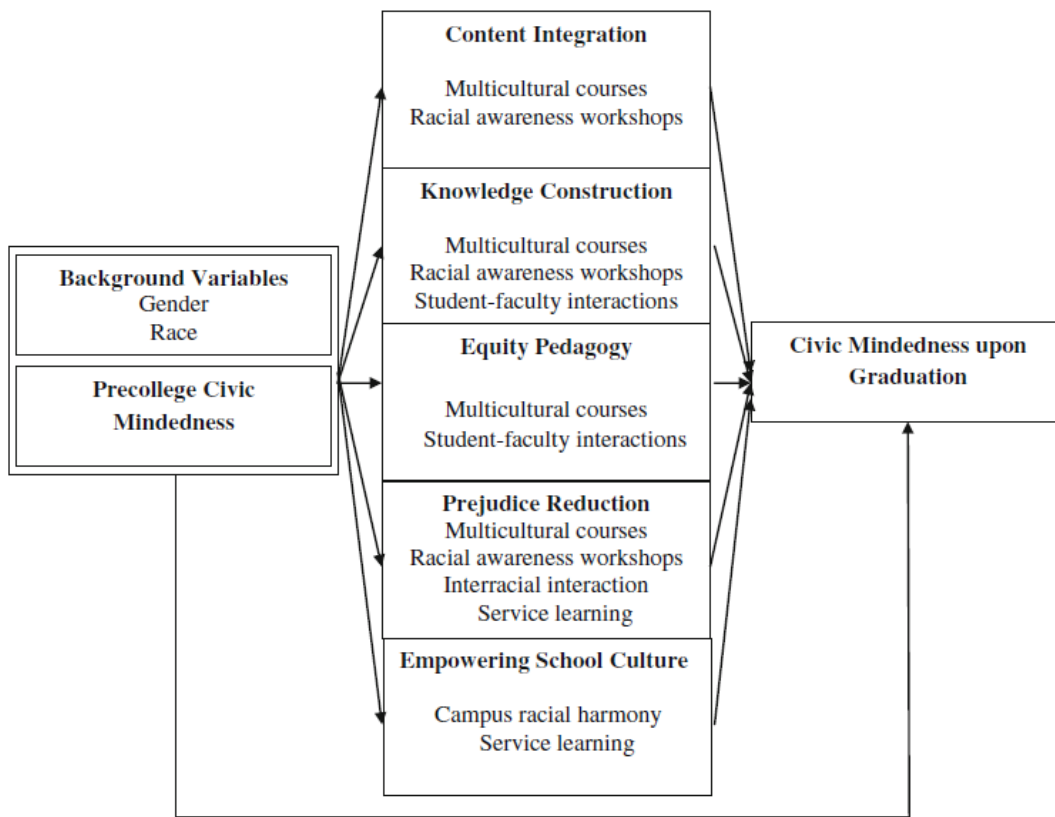


Figure 5
Conceptual Framework for Regression Analyses Predicting Civic-mindedness

Cole and Zhou (2014) shared there were significant factors for a variety of variables contributing to civic-mindedness upon graduation. The first finding was females with pre-college civic-mindedness prior to attending the campus had significant civic-mindedness upon

graduation. In a second finding, data was controlled for gender, race, and precollege civic-mindedness. The second finding was to seek the impact on civic-mindedness due to each of the variables indicated in Bank's five dimension of the multicultural education framework. Cole and Zhou (2014) found all the variables (pre-college civic-mindedness, multicultural courses, service-learning, racial awareness workshops, student-faculty interactions, interracial interactions and campus racial harmony) significantly contributed to greater civic-mindedness at graduation. However, the demographics of being a female and being an underrepresented minority were not significant.

One of the significant influences on civic-mindedness included interactions by students and faculty. Yet, the most significant variable contributing to civic-mindedness was campus racial harmony. The variance determined male students were less likely to participate in service-learning than their female counterparts (Cole & Zhou, 2014). When using Bank's framework as a conceptual tool, diversity experiences are shown to positively affect civic-mindedness through specific and intentional structure. Overall, research in the Cole and Zhou (2014) study demonstrated there was a significant positive correlation to enhancement of civic-mindedness for those students who were involved in service-learning, multicultural courses, interracial interactions, racial awareness workshops, student-faculty interactions, and campus racial harmony.

Voter Turnout by College Students

The most telling indication of democratic engagement is voter turnout of individuals. However, understanding voter engagement of college students has been a longstanding concern with limited research (Niemi & Hanmer, 2010). To gain further insight into the college voting bloc of the American public, Niemi and Hanmer (2010) conducted a research study on voter data

from full-time college students. The voter data was drawn from phone survey interviews completed at 285 colleges and universities. The phone survey followed the November 2004 U.S. presidential election. Niemi and Hanmer (2010) then used the phone survey voter data to conduct their study. The variable of if students voted or not served as the continuous dependent variable for this study. Independent variables included gender, strength of partisanship, contacted by political party, distance from hometown, major, battleground state, and various other demographics (Niemi & Hanmer, 2010).

Niemi and Hanmer (2010) analyzed a variety of variables to provide insight into a college voter. The first part of the study was to gain an understanding of demographic characteristics that influence college voter turnout. Demographic variables such as age, employment, residential stability, household income, and race showed to have an effect on the voter turnout. However, there was evidence that the demographic variable of gender indicated women have a higher voting rate (81%) vs. (72%) men (Niemi & Hanmer, 2010).

The second area of research analyzed by Niemi and Hanmer (2010) was to understand the impact of psychological factors on voter turnout. Factors included the variables of general interest in politics, connection to political parties, contact or mobilization by a political party, and an interest in presidential elections. The research by Niemi and Hanmer (2010) indicated and supported that voter turnout was correlated with each of the psychological factors in college students (Niemi & Hanmer, 2010).

The final area of research analyzed was regarding college-specific student factors that could influence voter turnout. The factors researched by Niemi and Hammer (2010) included the impacts of later closing dates for voter registration, home or college state is a battleground state, students transferring colleges, distance from hometown, and majors in science, math, and

engineering. Each of the college-specific student factors impacted voter turnout. However, only distance from hometown and having a home or college state a battlegrounds state was statistically significant (Niemi & Hanmer, 2010).

In the Niemi and Hanmer (2010) study, a variety of factors demonstrated they could make a substantial difference in the likelihood that a student will vote. The factors (female demographic, frequency of discussing politics, strength of partisanship, in person and/or mail contact, distance from hometown, home or college state is a battleground state, and previously voting) were statistically significant in determining if a student will vote.

Niemi and Hanmer (2010) shared the strategy of political party mobilization by either in person and/or by mail was important. Political party mobilization was shown to increase the predicted effect size to about 10% more students being likely to turn out and vote. The demographic of gender was found to be influential and predicted that women had turn out rates of about 9 percent higher than their male counterparts. Additionally, those who previously voted realized a large effect size (13%) that the student will turn out again to vote. Overall, there was direct evidence that student specific factors were substantial to college voter turnout during the election (Niemi & Hanmer, 2010).

Classroom Engagement

Bringing a civic and democratic pedagogy into the classroom has been one of the many studied areas to understand the civic learning process. The classroom environment, along with service-learning, has been an indicator of retention, civic growth, and development of students within higher education (Cress et al., 2010; Stanton et al., 1999). The pedagogy of service-learning provides students the opportunity to connect with the community outside of the university and enhance their overall student engagement (Gallini & Moely, 2003). Barnhardt et

al. (2015) shared through their research the importance of community-based projects in the classroom. Community-based projects, as a mode of learning can be important for the acquisition of civic skills (Barnhardt et al., 2015).

Various studies showed a positive effect of developing civic learning through the classroom. Camp and Baugh (2016) conducted a study at a small university in Washington, D.C. The Camp and Baugh (2016) study examined students enrolled in a psychology course. The course centered around current events and topics with no direct engagement in the community. The goal of Camp and Baugh's (2016) study was to understand if students in the course demonstrated changes to their "civic knowledge and engagement, relevant academic skills, and students' knowledge and attitudes" (p. 18). A pre-test and posttest of the students in the course was conducted. Camp and Baugh (2016) found "students showed a significant increase in almost all measures of civic knowledge and engagement" (p. 21), academic skills related to civic engagement, and increase in civic knowledge.

In another study, Gallini and Moely (2003) researched 333 college students at a private university in the south. Half of the college students involved in the study had engaged in a service-learning course. The purpose of the study by Gallini and Moely (2003) was to understand how course participants "influenced their engagement with other university students, the community, and academic material" (p. 8). A questionnaire created by Gallini and Moely (2003) to measure community engagement, academic engagement, interpersonal engagement, academic challenge, and retention. The findings indicated service-learning students in the study had a more favorable evaluation of their course than those students who did not participate in service-learning. In addition, all the students enrolled in service-learning scored significantly higher on each of the measurements in the questionnaire. Overall, the results showed students reported "the

service-learning course enhanced their interpersonal and community engagement” (Gallini & Moely, 2003, p. 12).

Summary of Existing Research

Following the analysis of articles in this review and the themes (exposure to civic learning, pre-college involvement, cocurricular involvement, diversity experiences, voter turnout by college students, and classroom engagement) highlighted, a quote by Flores and Rogers (2019) highlights the growth of civic-mindedness.

There is no single path to further democracy, but college instills knowledge, reinforces ethical values, encourages critical thinking and discernment of fact from fiction, deepens understanding of reasoning and the scientific methods, provides students with the ability to apply what they learn through experiential learning, and prepares youth to discuss and debate difficult ideas in subject matter. (p. 13)

After a review of the literature, five conclusions are evident and need to be reviewed in the higher education community of scholars, faculty, staff, and administration. First, there have been multiple frameworks, instruments, and tools created to help evaluate various forms of civic learning in higher education. Through these frameworks, higher education administrators have the resources and competencies to craft experiences for students that include the necessary outcomes for preparing students with civic learning skills, knowledge, and personal development for that of a democratically engaged and overall civic minded individual. While these frameworks exist, work still must be done on researching how students are gaining these civic competencies through programs and experiences they have encountered in higher education.

Second, there is a continual challenge for higher education and students around defining civic-minded scholarship and the student learning process. The terms civic engagement, service-

learning, democratic engagement, and civic learning are all defined differently by those who engage in this field. This reveals a need for a common definition and specifically for those students impacted by the programs or experiences as they understand the purpose and outcomes (Einfeld & Collins, 2008; Finley, 2012).

A third conclusion of the literature provides the need to more fully understand what experiences in the classroom provide for a student to gain civic learning and democratic engagement. In the literature reviewed, studies show both that service-learning experiences with direct connection to the community and those that highlighted current events could impact civic knowledge and civic learning (Camp & Baugh, 2016; Gallini & Morely, 2003). However, other studies have indicated or suggested there could be negative outcomes through service-learning if there is poor planning (Eby, 1998 as cited by Gallini & Moely, 2003). This was further evidenced by Finley (2012) in a report to the AAC&U stating:

despite a wealth of positive evidence related to service-learning experiences, findings on a range of civic measures and social responsibility outcomes compared over time suggest that students' civic learning is neither robust nor pervasive. (p. 1)

The understanding of the literature calls for continual research in the area of service-learning and classroom engagement of civic pedagogies. Higher education faculty and administrators must develop the tools and outcomes to creating a course experience that engages students to these competencies of civic learning.

Finally, direct exposure of civic opportunities is instrumental in the civic learning of students. This has been evident through engagement and visibility of programs, continual engagement in civic experiences and through visibility and connection with peers, faculty, staff, and campus administration (Barnhardt et al., 2015; Cole & Zhou, 2014; Finley, 2012). As

students engage in the higher education community, there is a need to research how these competencies are developed through exposure and involvement in civic activities.

Understanding civic-mindedness in undergraduate students is essential for higher education. Across the country, thousands of students are involved and engaged across many campuses. Students are learning skills critical to our democracy through volunteerism, student organizations, interactions with a diverse student body, internships, and participation in public deliberation (Flores & Rogers, 2019). It is critical to understand what experiences foster civic-mindedness and a movement toward a stronger democracy. Awareness of specific experiences will help to develop an even greater number of students with a mindset of democracy and civic participation.

The National Task Force for Civic Learning and Democratic Engagement (2012) also has reinforced constructing environments and programs for students in higher education to engage and gain greater capacities for civic development. In my future research, I continue to grow and enhance the literature and provide the best knowledge possible to enhance civic-mindedness among undergraduate students.

The information collected in this critical review has supported the development of a research study to address the overarching question of:

- How do college students' understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation?

Focusing on civic-mindedness directly supports the priorities set forth by The National Task Force for Civic Learning and Democratic Engagement (2012) for further civic learning and democratic engagement. Steinberg et al. (2011) also supported that further research is needed in

higher education to “understand how curricular and co-curricular programs contribute to the civic development of students” (p. 28) and “which practices contribute to developing civic-minded graduates” (p. 28). Successful civic development in students is a priority for higher education. However, student development has not been studied extensively in relation to civic learning and democratic engagement (Astin & Sax, 1998; Cress et al., 2010; Gallini & Moely, 2003). The minimal research and gap in the literature, provides the opportunity to study student success as it relates to the competencies around civic-mindedness, civic learning, and democratic engagement. Higher education has made great strides in the civic development of students. The toolbox must continue to add to the literature of knowledge and cultivate future students to become civically minded at institutions throughout the world.

CHAPTER 3: METHODS

Introduction and Overall Research Questions

This chapter focuses on the overall research method chosen to address the research questions for this study. The chapter includes the research questions, research design, participants, study sites, data collection, data analysis, pilot study, trustworthiness, and consideration of human subjects. The overarching purpose of the research study was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation.

The data collected during the research study addressed one overarching researching question and it is as follows: How do college students' understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation? The questions and sub-questions to address the overarching research question are as follows:

1. How do college students describe their own understanding of civic-mindedness?
2. How have college students' experiences influenced their knowledge, skills, and dispositions as outlined by the Civic-Minded Graduate framework?
3. How has college students' participation and involvement throughout their college experience influenced their civic-mindedness?
 - a. How has participation by students in curricular experiences influenced their civic-mindedness?

- b. How has participation by students in co-curricular experiences influenced their civic-mindedness?
 - c. How has involvement by students in student organizations influenced their civic-mindedness?
 - d. How has involvement by students in student leadership roles influenced their civic-mindedness?
- 4. How do college student participants perceive faculty and staffs' influence on their civic-mindedness?
 - 5. How do college students perceive experiences not directly related to their college engagement influencing their civic-mindedness?
 - 6. How do college students perceive their collegiate civic-minded experiences contributing to their future civic participation?

Research Design

The research design utilized for this study was qualitative. To appropriately answer all the research questions, interpretative phenomenological analysis (IPA), rooted in a constructivist perspective, was chosen for the research methodology. Additionally, the study utilized a research instrument taken by the research participants. The results from the instrument helped inform the qualitative data collection. The information also provided an understanding of the research participant's background.

The overarching research epistemology chosen for this study was of the constructivist paradigm. Crotty (1998) shared, "what constructionism claims is that meanings are constructed by human beings as they engage with the world" (p. 43). The reason why the constructivist approach was valuable for this study was that the research was constructing meaning of the

research participants undergraduate experience. Crotty (1998) highlighted, “meaning is not discovered, but constructed” (p. 9). Furthermore, Crotty (1998) shared in the constructivist approach, “it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon” (p. 9).

Phenomenology was the selected research methodology for this study. There are many types of phenomenological research methodologies as phenomenology is a “philosophical approach to the study of experience” (Smith et al., 2009, p. 11). Glesne (2016) described phenomenological research as a method that “seeks to understand how participants make sense of such experiences” (p. 290). Phenomenology understands no two people can experience the same phenomena, exactly the same way. Glesne (2016) further highlighted this as our “embodied nature of our relationship to the world” (p. 290) and the individual perspective we each have through the process.

Interpretative phenomenological analysis (IPA) is a specific type of phenomenological method chosen for this study. Smith et al. (2009) described that IPA, “is concerned with understanding personal lived experience and thus exploring persons relatedness to, or involvement in, a particular event or process (phenomenon)” (p. 40). The authors Smith et al. (2009) further shared, “IPA is concerned with human lived experience, and posits that experience can be understood via an examination of the meanings which people impress upon it (p. 34).

One of the unique characteristics of IPA research is that it is influenced by idiography or that of concern of the particular. The IPA methodology requires research to have a great sense of detail and depth with the analysis being thorough. The research is also “committed to understanding how particular experiential phenomena (an event, process or relationship) have

been understood from the perspective of particular people, in a particular context” (Smith et al., 2009, p. 29).

The IPA methodology was selected due to the study’s purpose. The specific phenomenon for the research study is that of the undergraduate experience and understanding the various forms of civic learning and democratic engagement activities that foster a student’s development of civic-mindedness and their intentions for future civic participation during college. The IPA methodology was also important due to the study examining a student’s lived experiences in college and how the research participants make sense of those experiences.

Participants

To properly examine the research questions outlined, the population utilized within the study was identified as undergraduate seniors during the time of the data collection. The study examined the experiences of 10 participants. Overall criteria, aside from being an undergraduate senior, was as follows: (a) student must identify as a member of an Atlantic Coast Conference institution, (b) student participant should have been engaged as an undergraduate by participating in civic and democratic learning opportunities through student organizations, co-curricular programs, academic service-learning courses, etc., and (c) student participant must have experienced at least 4-5 years as an undergraduate at the same institution.

Study Sites

The chosen sites for the study were institutions within the Atlantic Coast Conference (ACC). Each of the institutions are doctoral, tier one research institutions within in the United States and current members of the ACC. The researcher selected institutions within the ACC due to the civic work taking place and the national presence at the institutions in regard to civic learning and democratic engagement. Currently, the researcher is the current chair of the ACC

Leadership Symposium and a member of the ACC DemocrACCy team. Both leadership positions in the ACC engage the researcher directly with campus leaders who are working to develop the civic-mindedness of undergraduate students.

Each of the institutions selected within the ACC are a leader in civic engagement and service activities for students and nationally recognized for their work. Some of the highlights these institutions have included are receiving the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, recognized as a national leader through NASPA-Student Affairs Administrators in Higher Education as part of the NASPA Lead Initiative on Civic Learning and Democratic Engagement, members of the ALL IN Campus Democracy Challenge, and designation as a Voter-Friendly Campus through the Campus Vote Project and NASPA.

Data Collection

Recruitment

A purposive sampling method was used to identify and select participants for the research study. Smith et al. (2009) stated, “IPA researchers usually try to find a fairly homogeneous sample, for whom the research question will be meaningful” (p. 49). To determine the participants, the researcher identified participants who could provide a “particular perspective on the phenomena under study” (Smith et al., 2009, p. 49). The selection of participants utilized the framework by Smith et al. (2009) through referral and the researcher’s own contacts. The process ensured those selected were best suited and the sample could be selected purposely.

The sample size intended for the IPA study was to be between seven to fifteen participants who were confirmed undergraduate senior students and followed all the criteria outlined. Due to the nature of conducting an interpretative phenomenological analysis (IPA), a

limitation of sample size and the student population is important to note. An IPA study selects participants who can “grant us access to a particular perspective on the phenomena under study” (Smith et al., 2009, p. 49). For the IPA study, Smith et al. (2009) suggested having a small size as it is “quality, not quantity, and given the complexity of most human phenomena, IPA studies usually benefit from a concentrated focus on a small number of cases” (p. 51).

For each of the Atlantic Coast Conference (ACC) institutions, key campus contacts were identified and selected by the researcher. A key campus contact identified for the study was to work closely with students across campus as an advisor, mentor, and leader within the campus community. The key campus contacts selected at each campus were also to be knowledgeable about all civic learning and democratic engagement programs taking place on the campus through a co-curricular and curricular lens. The key campus contacts were contacted by the researcher for a meeting via email (see Appendix A). The meeting provided an overview of the research study and to better understand how the campus is promoting and developing civic-mindedness on the campus identified. Once the key campus contacts agreed to support and promote the study, an email and flyer to join the study was distributed electronically to key campus contacts (see Appendix B). The key campus contacts could use the email and flyer to share with senior undergraduate students on their respective campus that fit the criteria and requirements for the study. Potential students interested in the study had the opportunity to reach out to the researcher via their Colorado State University email account.

As per an IPA study, all participants requesting to participate in the study were sent an email (see Appendix C) along with an electronic consent form (see Appendix D). The consent form outlined the opportunity to participate, collect participant contact information, share risks

for participation, and address the confidentiality of the data collected. Once the consent form was completed, a participant began the first part of the research process.

The first part of the research design utilized an instrument (see Appendix E). The instrument helped the researcher create a profile for the participant and provide an understanding and background of each person selected. The instrument was created through the development of a comprehensive 73 item questionnaire called the Civic-Mindedness Graduate-Engagement Indicator (CMG-EI), constructed by the researcher. The instrument has four sections that help make up the CMG-EI and include a demographic section, student engagement information, civic experiences and involvement in the community, and a section on civic indicators. The instrument was adapted and developed from the IUPUI Civic Minded Graduate Scale, as outlined by Steinberg et al. (2011) along with the Core Indicators of Engagement Questionnaire from the Center for Information and Research on Civic Learning and Engagement (CIRCLE). The IUPUI Civic-Minded Graduate Scale consists of 30 questions to understand an overall participant's self-evaluation of their civic-mindedness.

The Core Indicators of Engagement Questionnaire contains an additional 27 questions from the Center for Information and Research on Civic Learning and Engagement (CIRCLE). The Core Indicators of Engagement Questionnaire includes three areas that measure an individual's changes in civic engagement after being "exposed to a program or other treatment" (CIRCLE » Special Report: The 2006 Civic and Political Health of the Nation, n.d.). The indicators are separated into three areas and include civic indicators, electoral indicators, and political voice indicators.

Each of the participants were emailed an electronic version of the Civic-Mindedness Graduate-Engagement Indicator (CMG-EI) on Qualtrics (see Appendix F) once they signed the

consent and were willing to participate in the study. After the CMG-EI was completed, the researcher reviewed the information to ensure the participant met the criteria for the research study. The research study selected and recruited 10 total participants. In the instrument, participants were also asked how they wish to identify. The process allowed the participant to create a pseudonym and other identifying variables. If a larger number of participants showed interest than the sample study size intended, the researcher was going to use the Civic-Mindedness Graduate-Engagement Indicator (CMG-EI) instrument to determine the sample size. Criteria for narrowing the participants was based on institution location and type and overall student engagement and involvement as indicated in the instrument. Once a participant was selected, they would receive a \$25 Amazon gift card for their participation in the full interview process.

Interview Process

As an IPA methodology, Smith et al. (2009) stressed “there is great room for imaginative work in collecting data” (p. 56) and the study is “best suited to one which will invite participants to offer a rich, detailed, first-person account of their experiences” (p. 56). The results from completing the instruments and demographic questionnaire helped explain and add insight into the nature of the participants civic-minded experiences.

In the interview process, the researcher gathered information from the participants with a goal of understanding the meaning participants place onto a specific phenomenon (Gliner et al., 2017). The specific phenomenon for the research study was that of the undergraduate experience and understanding the various forms of civic learning and democratic engagement activities that foster a student’s development of civic-mindedness and their intentions for future civic participation during college. As part of the interview process, IPA researchers typically use an

interview schedule to assist them in the research process. Smith et al. (2009) described the schedule as preparing by setting out questions to ask and in an order that might be the most appropriate for each of the participants. The process is similar to an agenda of talking points and topics that should be discussed.

Each of the 10 participants selected were asked to participate in a semi-structured interview scheduled up to approximately 90 minutes. The semi-structured one-to-one interviews were to take place within three weeks following completion of the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument. Once the research participant completed the CMG-EI, the researcher sent an email (see Appendix G) to the participant. The email provided the participant a link to sign up for an interview.

The website SignUpGenius was used for the interview sign-ups, which provided confidentiality and a secure platform to the participant. Once the participant signed up for a time, they were emailed the date and time. A set of questions and interview schedule was developed (see Appendix H). The schedule helped structure the semi-structured interview process and guide the gathering of information.

At least 24 hours prior to the interview, participants were sent their signed informed consent form to the email they provided. The process ensured the participant signed and agreed to have the interview recorded prior to the interview beginning. During the interview, the participant was also notified verbally prior to any recording taking place. Interviews took place in fall semester of 2021. Each of the interviews were conducted on the online video platform of Zoom. The Zoom video software was utilized to ensure accuracy of the interview and to maintain confidentiality. Zoom also provided the ability to record the interview with the participant. Following the interview, the researcher downloaded the secure audio and video file

from Zoom. The files were individually transcribed for each of the interviews by utilizing the Zoom secure online audio transcription service provided in the software.

To secure all the data during the research process, the researcher stored all data and files on their own password protected personal computer. Additionally, the researcher stored the data and files, as a backup, on the password protected and secure cloud-based Google Drive and will keep them for up to five years following publication of the study. Documents secured and saved include any digital audio files for the interview, consent forms, Civic-Mindedness Graduate-Engagement Indicator (CMG-EI) instrument results, Zoom interview data and audio files, and any additional correspondence that has personal information on the research participants.

Data Analysis

Smith et al. (2019) provided an overview of the most effective way to analyze data in an interpretative phenomenological analysis (IPA) study. The authors outlined six steps that include reading and re-reading, initial noting, developing emergent themes, searching for connections across emergent themes, moving to the next case, and looking for patterns across cases.

In the first step of reading and re-reading, the researcher began by transcribing the interviews. Following the transcriptions, the researcher read the transcription with the audio at least once to ensure the participant is the focus of the analysis (Smith et al., 2019). Second, the researcher created personalized notes on the interview transcripts to share any descriptive comments, linguistic comments, and conceptual comments (Smith et al., 2019). Third, the researcher utilized the transcriptions and personal notes to create emergent themes from the interviews. In the fourth step, the researcher reviewed the emergent themes and interpreted the connections across each of the themes. In this step, the researcher utilized charting and mapping to fit the themes together across all of the participant cases (Smith et al., 2019). The researcher

determined and explored themes across all the cases that influenced civic-mindedness among the participants. Data collected from the Civic-Mindedness Graduate-Engagement Indicator (CMG-EI) filled out by each participant was also utilized in the data analysis process. However, the CMG-EI was intended to serve mainly as an overall profile of the participant. Overall, the data analysis process helped to develop various emergent themes that are evident for the 10 participants in the study.

Pilot Study

Prior to the launch of the actual research study with all selected participants, a pilot study was conducted. The pilot study was a necessary step to test the protocol outlined and ensure the study would collect the data needed from the questions proposed. The pilot study was to also seek to make sure the interviews for each participant could be completed within a 90-minute period. To conduct the study, the researcher chose three undergraduate students at random from a college campus in the Atlantic Coast Conference (ACC). The participants completed all the steps outlined in the protocol but were not utilized for the actual research study.

Trustworthiness

To ensure trustworthiness within the study, a few strategies were implemented. The first strategy was the process of triangulation. Triangulation is drawing on multiple sources of information to help develop and find evidence to support themes (Glesne, 2016). In the study, research participants completed the initial instrument to develop an overall profile. The research participant was then interviewed. Throughout the interview process, the researcher took notes to ensure accuracy of what was shared. Following the interview, the researcher reviewed the participant profile, read the transcription with the audio, created personal notes on the

transcription, and highlighted emergent themes. By drawing on multiple sources the study could be more accurate and credible (Glesne, 2016).

A second strategy to ensure trustworthiness was the implementation of member checking. The process of member checking is when the researcher checks the accuracy of the information collected by one or more of the research participants (Glesne, 2016). After each interview, the researcher submitted a summary of the interview with direct quotes from the research participant via email (see Appendix I). The research participant was asked to ensure the document was accurate and correct. If any changes needed to be made, the researcher adjusted the summary and overview until approved by the research participant.

Consideration of Human Subjects

Prior to this study being completed, an application and summary of the research design was submitted to the Institutional Review Board (IRB) at Colorado State University. All participants were notified of the purpose of this study, procedures, risks and/or discomforts, benefits, confidentiality, anonymity and the voluntary nature of the study.

Participants were not to experience any personal risk or discomfort from taking part in this study. However, the research participant was free to not respond to any questions in the questionnaire along with the interview. Participation was strictly voluntary, and the research participant could withdraw at any time during the study. The research participant could also let the researcher know at any time and they wished to stop the interview process or skip a question a participant did not wish to answer. If an interview was stopped or a research participant removes themselves from the study, all recordings and files were immediately deleted and destroyed.

CHAPTER 4: RESULTS

This study explored the lived experiences of undergraduate seniors who have been involved in civic learning and democratic engagement activities during their time as a student. The chapter presents the data and an analysis to address the overarching research question for this study: How do college students' understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation?

The researcher used the interpretive phenomenological analysis (IPA) methodology, which allowed the participants to share their personal experiences as a student through a semi-structured interview. The researcher engaged in a thorough analysis of the narratives produced by the interviews and common themes were identified. The chapter presents six main themes that transpired through interviews with 10 participants from across the Atlantic Coast Conference institutions. The participants are introduced and then their experiences are shared as the themes are explored. Finally, questions to each of the research questions is addressed by an overall analysis of the group of participants and themes identified.

Participants

Ten participants agreed to participate in the study from seven of the fifteen institutions within the Atlantic Coast Conference. Each of the participants, two male and eight female, first completed the Civic-Mindedness Graduate-Engagement Indicator (CMG-EI) that included a demographic section, student engagement information, civic experiences and involvement in the community, and a section on civic indicators. Following, the participants completed a semi-structured interview that ranged from about 30 minutes to 90 minutes. Each of the participants

were undergraduate students at the time of the interview in the fall semester of their senior year. Each participant was involved in civic learning and democratic engagement activities as a student during their time as an undergraduate to highlight their lived experiences. The 10 participants are first introduced by a short biography providing a snapshot of their individual background and experiences along with their average score on the Civic Minded Graduate (CMG) Scale within the CMG-EI. The CMG Scale subset of the CMG-EI consists of 30 questions with a 6-point response (strongly agree to strongly disagree). The CMG average is the average of all 30 responses within the CMG Scale. The average score provides an overall self-evaluation of the participants civic-mindedness within the 6 point scale. Further, Table 2 provides demographic information.

Table 2

Participant Demographics

Name	Ethnicity/Race	Gender Identity	Sexual Orientation	Class Level
Victoria	White/Caucasian	Female	Heterosexual or Straight	Senior
Brooke	White/Caucasian	Female	Heterosexual or Straight	Senior
Paul	Black or African American	Male	Heterosexual or Straight	Senior
Mary	White/Caucasian	Female	Heterosexual or Straight	Senior
Ruby	White/Caucasian	Female	Queer	Senior
Elizabeth	White/Caucasian	Female	Other: Unlabeled	Senior
Logan	Black or African American	Male	Heterosexual or Straight	Senior
Eleanor	White/Caucasian	Female	Heterosexual or Straight	Senior
Veronica	Black or African American	Female	Heterosexual or Straight	Senior
Milena	Asian	Female	Bisexual	Senior

Victoria

Victoria identified as a White/Caucasian, heterosexual or straight female, undergraduate senior, majoring in Economics and Spanish with a minor in Public Policy. Victoria was attending a suburban, small, four-year, private, not-for-profit institution in the northeast within the Atlantic Coast Conference. She participated in community service and was a student leader who has been involved in campus political organizations, programming boards/groups, and campus/student governance groups. Victoria's CMG average score was 4.93.

Brooke

Brooke identified as a White/Caucasian, heterosexual or straight female, undergraduate senior, majoring in Political Science and Communication with a minor in Economics and Business Administration. Brooke was attending a suburban, medium sized, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader who has been involved in campus political organizations, programming boards/groups, and campus/student governance groups. Brooke's CMG average score was 5.40.

Paul

Paul identified as a Black or African American, heterosexual or straight male, undergraduate senior, majoring in Economics with a minor in Philosophy, Politics, and Economics. Paul was attending a metropolitan, medium sized, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. He participated in community service and was a student leader who has been involved in campus cultural groups, programming boards/groups, and campus/student governance groups. Paul's CMG average score was 4.60.

Mary

Mary identified as a White/Caucasian, heterosexual or straight female, undergraduate senior, majoring in Environmental Technology and Management with a minor in Environmental Toxicology Environmental Science. Mary was attending a suburban, large, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader that has been involved in service groups. Mary's CMG average score was 4.40.

Ruby

Ruby identified as a White/Caucasian, Queer female, undergraduate senior, majoring in Communication with a minor in Jewish Studies and gaining a certificate in Peace, Justice, and Conflict Transformation. Ruby was attending a metropolitan, medium sized, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader who has been involved in cultural groups, Greek letter groups, service groups, and religious groups. Ruby's CMG average score was 4.80.

Elizabeth

Elizabeth identified as a White/Caucasian female with an unlabeled sexual orientation. She was an undergraduate senior, majoring in Communication with a minor in Film Studies. Elizabeth was attending a suburban, medium sized, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader who has been involved in sports recreation or athletic groups, Greek letter groups, and programming boards/groups. Elizabeth's CMG average score was 4.63.

Logan

Logan identified as a Black or African American, heterosexual or straight male, undergraduate senior, majoring in Political Science with a minor in Business Law and Strategic Communication. Logan was attending a metropolitan, medium sized, four-year, private, not-for-profit institution in the South within the Atlantic Coast Conference. He participated in community service and was a student leader who has been involved in political organizations, cultural groups, academic/professional/honor groups, programming boards/groups, service groups, and campus/student governance groups. Logan's CMG average score was 5.90.

Eleanor

Eleanor identified as a White/Caucasian, heterosexual or straight female, undergraduate senior, majoring in History and Political Science. Eleanor was attending a metropolitan, medium sized, four-year, private, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader involved in political organizations, Greek letter groups, and academic/professional/honor groups. Eleanor's CMG average score was 5.73.

Veronica

Veronica identified as a Black or African American, heterosexual or straight female, undergraduate senior, majoring in International Affairs with a minor in International Business, Language, and Culture. Veronica was attending a metropolitan, large, four-year, public, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader involved in sports recreation or athletic groups, academic/professional/honor groups, and service groups. Veronica's CMG average score was 5.30.

Milena

Milena identified as an Asian, bisexual female, undergraduate senior, majoring in Biology with a minor in Environmental Studies, Anthropology, and Psychology. Milena was attending a metropolitan, small, four-year, private, not-for-profit institution in the South within the Atlantic Coast Conference. She participated in community service and was a student leader involved in cultural groups and programming boards/groups. Milena's CMG average score was 5.07.

Emergent Themes

The results examine the overarching purpose of this research study, which was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. Each of the participants had the opportunity to share their personal lived experiences as an undergraduate student. The interpretive phenomenological analysis (IPA) research study and analysis of the results of the participants was conducted through guidelines set forth by Smith et al. (2009). The results of the study identified various emergent themes discovered through interviews, reviewing transcripts, and coding data. Additionally, various sub-themes were identified to support three of the overarching emergent themes. Each of the emergent themes were common across all participants interviewed and included: exposure to civic learning and democratic engagement experiences, participation in campus experiences, participation in pre-college civic experiences, support systems, growth in civic-mindedness, and future involvement in civic participation.

Theme 1: Exposure to Civic Learning and Democratic Engagement Experiences

The first theme common among each of the participants was exposure to civic learning and democratic engagement experiences. All the participants identified a time they were first exposed to an experience that influenced their civic-mindedness. The four sub-themes for various exposure most participants mentioned included first- and second-year experiences, volunteering, campus and local community, and finally diverse experiences.

First and Second Year Experiences

Most of the participants described how their civic-mindedness was impacted by experiences in their first- and second-year of college. Paul shared about one of his first experiences in college being a large day of service on campus. He explained the day of service was his “first interaction with service on campus.” He shared at the service day, “my first experience was composting and I met really cool people that connect me with ... opportunities and it's kind of like shaped what I want to do professionally and, the impact that I kinda want to have.”

Mary also had a similar experience by sharing, “starting off in freshman year, they kind of started off ... with us in a class that ... focus on environmental justice.” She further shared, “we actually went out to an underserved community and helped with some creek cleanups to ... this particular neighborhood very prone to flooding.” Mary shared the experience, “was one of the first things I had ever done kind of in my university career.” Mary then explained they brought the students into the community to learn more about the area. She shared they “explained to us this long history of injustices against this community” and community members “were basically forced out of all the good areas in [the city] and moved to an area that was ... flood prone.” Mary then commented:

Kind of seeing that firsthand and the problems they we're facing, especially with flooding on a very regular basis. It was kind of a wake-up call, in a way, trying to just seeing that different perspective and that, in the field that I'm going to be going into I have a responsibility to make sure something like that doesn't happen again.

Ruby had a couple of experiences during her first year she believed impacted her civic-mindedness. The first experience Ruby shared was:

So, I was going to literally every fair, every freshman oriented event, anything.

Especially if there was free food, of course, but anything that was on the freshman, you know, welcome week schedule is what they call it. So, I was literally going to everything that I could, and I found out about the [Service Board], which is the service branch of our Student Government Association. And they have first year programs, so for freshmen or other first year students and I just decided to apply kind of on a whim.

Ruby also spoke about another freshman program she was involved with during her first year.

She stated:

Basically, with that [freshman program], we also had mentors and I would say that, that mentorship program is what caused me to continue my involvement even more, like it definitely put like pushed it over the edge of being, you want to be involved, throughout your experience, especially with student government and this [service board].

Logan shared his experiences during his first year and how those impacted his civic-mindedness.

He shared this when speaking about how he started college:

I came in ... and I immediately dove straight in and got as involved as I possibly could and participate in a lot of programs my freshman year ... I took what I call the pyramid approach, where I came in, as a first-year student and really expanded my arms as wide as I possibly could making the base of the pyramid. And, as my time progressed at the institution to my sophomore, to my junior, now my senior year, my involvements went from being more focused on quantity to quality for me the tip of the pyramid so I took a pyramid approach.

Logan also shared about a first-year leadership program during fall break of his first year. He shared, the “program was geared towards fostering community amongst a set of about 40 student

leaders” and “we spent the entire weekend together bonding, building relationships, learning more about identity, and what it means to be a student leader and the place for which we occupy our campus.”

Elizabeth was not as involved her first year and shared:

There was a good chunk of time my freshman year that I, I didn't really know where to get involved, I didn't know what to do. You know classic going to college and have no idea what's going on.

However, Elizabeth began to get involved her second year in various experiences. One of those experiences included her sorority and she shared, “I had a bit of a break and that's why I joined my sorority my sophomore year because I missed that volunteership, you know having those outlets to volunteer and to serve the community.” During her second year, Elizabeth became involved with the campus voter initiatives and shared:

I was a sophomore, so I wasn't totally sure what I was getting into. But I went into the meetings, and I heard from you know all these head honcho people on campus and like hearing about the initiatives that they're doing get students involved, to hear from students to learn from students, like to better their experience, so I think [that] really broadened my perspective.

Milena also spoke about her first- and second-year experiences. She shared:

As a student in a college setting you know, this is probably around the time where especially as a first year, second year, that was around the time where people started to talk more about let's say you know getting involved with you know the greater ... community where I'm living in right now, be it politics or you know women's rights

issues, you know all ... LGBTQ issues, I think that it has played a huge part in my time here.

Volunteering

The second sub-theme evident in the analysis of the research was the exposure of the participants to volunteering. Veronica explained how she was very involved in the community through volunteering in college. She stated, “volunteering was pretty much my gateway into a lot of different places on campus.” She shared:

Through volunteering, I found that that's just a great way that I've met people that I really enjoy but also being able to create those spaces for other people was super exciting and important and so yeah I think there's a certain level of awareness that you need to create for the people on the issues that they're serving that helps build their civic mindedness in a way, and helps them understand how they're making a positive impact on the community and what other people in their community actually experiencing.

One of the volunteer experiences Veronica highlighted was her volunteer role tutoring at a high school known for taking in many refugees. Through this volunteer experience she shared:

The tutoring opportunities that I had with the International Rescue Committee ... I'd say that was super exciting for me just because we got to meet with these students in person and really talk to people that have experienced a worldly, completely different life than I have, if that makes sense, you know, leaving your country from a young age, going through some difficult times being separated from family. Those are all students that or all things that all the students kind of had in common and I don't know that's one way to show civic-mindedness in a way because you're learning more about all the individuals in the community, I think there are a lot of people with a lot of different stories and so being

kind of indirect contact and being able to help those students in whatever way that I can, whether or not it was just about giving life advice or you know helping them with some math homework here and there, or you know finding out which word they needed to have on an English page, like that's it was just a different experience.

Eleanor shared a bit of different exposure to volunteering that included dogs. She described her exposure with volunteering as, “I have a dog, I’ve always grown up with dogs and I kind of got into volunteering through my mother's obsession with dogs. So, I got, I volunteered with [an animal rescue group] and they're still going.”

Victoria described her experiences volunteering as a college student with an organization that exposed her to the Hispanic community. Through this experience, she shared:

The Hispanic community generally lives on a different side of town than campus so like being a part of that is like opened my eyes to their experience in [the city] even though it's like 15 minutes away in the same city.

Paul spoke about his experiences volunteering and how that exposed him to meeting people in the community. He shared:

[My volunteering project] was really cool because we got to meet a lot of people in different areas of the city and kind of go in their homes and talk to them, while we insulated things which is a need. It was, so it was before winter-time, we broke off into groups, and then we had insulating materials and then we'd go into people's homes and we'd help them insulate for the winter.

Campus and Local Community

The third sub-theme evident in the analysis of the research was the exposure of the participants to the campus and the local community. Victoria shared about one of her experiences that took place off campus in the local community. She shared:

As I've been here longer, taken more interest in the community and so I remember when I was a sophomore there was like someone was killed by a police officer in [the community] and I then was able to attend a community meeting with the mayor, so he was there and hear from concerned citizens and concerned religious groups about that so that was a really interesting experience.

Ruby also shared experiences that took place off campus, which impacted her overall civic-mindedness. She stated:

Seeing that this nonprofit organization was in the community, that I just become a part of. I think seeing their, like taking responsibility for what are taking care of people who are affected and impacted by that issue just showed, showed me kind of towards the beginning of my college experience how important it is to get out into the community and see how many different things are going on and how much change is necessary.

Veronica talked about the exposure she had in the city of her college and the impact that made upon her. She shared:

The visible aspects that you see in [my city]. You talk about homelessness and food insecurity and every winter, there are always people lined up on the streets outside so you know, obviously a lot of people on campus want to do something about it once they see it, but just don't know how and so finding those avenues and finding those organizations that you can connect people too is super, super important.

Veronica also spoke about the exposure to the community on campus. She shared it is important to “create that sense of community” and “connect people on a certain level about issues that they're passionate about.” Ruby also identified a similar experience and shared, “just having that space to truly develop that community with both fellow students and you know advisors or graduate students it, it has been so so influential on on me.” Ruby further commented:

The [Service Board's] focus on just being good people overall has definitely been influential on my kind of drive to be involved in the community and all and I think, also to continue that passion for service once I graduate. I can't see myself, you know not continuing community involvement and service in the future.

Eleanor shared her exposure of the campus community and its importance to civic-mindedness by stating:

You know college can be very interesting experience, and I think it's [College Democrats], especially, it's been a great group of mostly like-minded individuals and it's a place to really grow intellectually and socially where you get to meet different people. Like I am friends with some freshmen because of it, that as a senior I probably wouldn't have interacted with before. But yeah, it kind of forces me like to keep up with the news my classes, also do that, though, but when I have to present on a current event to the club, like, I have to actually know about what happened and be able to explain and answer questions and be able to lead a discussion on it.

Milena had a different take on her own campus community and being exposed to civic learning and democratic engagement in the college environment. In her experience, she shared, “I wish that my college experience was shared more with other people here at [the institution].” She

continued to share, “I found people eventually, I think it took me a bit to find people that I, you know were on the same wavelength.” Her opinion was:

There are a lot of people here in my personal opinion that are not as civically minded, as I think they should be, especially coming from, you know, we do have great education and we have great faculty members that try to get you engaged and you know, we have all these different organizations, but there are people that just don't want to, and I personally don't understand why.

Milena then shared the campus community “really pushed me to be like I’m going to explore I’m going to try everything out ... and I want to break that bubble.”

Diversity Experiences

The final sub-theme evident in the analysis of the research was the exposure of the participants to diverse experiences. Many of them shared how being exposed to diverse experiences have impacted the participants civic-mindedness. Victoria shared how her experiences in college as a Spanish major provided her a greater understanding of the community. She highlighted:

My experience as a Spanish major has been really influential in that in trying to be more sensitive to or just learning about the concerns and like experiences of people who are different than me and like how they're affected by community decisions and, like local and national politics has been really influential and, in me, wanting to be more informed and more engaged in the community.

Brooke was part of a dance team in college, and she shared some of her experiences by highlighting the diversity of the dance team:

When you have such a variety of people from all over the nation, as well as a variety of majors kind of seeing like where their standpoint and beliefs were on civic mindedness and how they were different from mine and I know them all in a very personal level. That really opened my eyes as to all of the different kind of viewpoints and beliefs about civic mindedness.

Ruby shared some of her own diverse experiences in college as “being okay with being uncomfortable in spaces ... because I think that, in discomfort is where like radical change can happen.”

Veronica provided a couple different insights into how diversity has played a role in her own civic-mindedness. She spoke about coming to her institution and that she was from a “small town” that “doesn't really leave room for that much diversity in thought.” She shared, “I think college really is a great melting pot of ideas and melting pot of experiences and the more that you engage yourself” it can be “a great way to ... learn from others.” Veronica further highlighted the importance of engaging with others and stating that:

Pushing myself to get out of my comfort zone to interact with people that are so different than me and ... not coming from the same background as I am has pushed me to learn more about myself and also help me become just a little bit more humble, little bit more, you know, I value humility and like ... just kindness ... you learn a lot about people and you realize like oh my gosh ... there are bigger problems than what I've ever ... lived through, and I really want to just help out in one way or another.

Logan described courses he has taken in the political science department at his intuition. He shared learning about “diversity equity and inclusion in the classroom, social justice movements, racial justice movements, supporting the LGBTQ community.” He said the courses were more “theory and an abstract in the classroom” but “then taking that and translating what that looks like in terms of activism, involvement, movement, right here on campus through my various involvements.” Logan said the experience “has fostered so much knowledge as it relates to myself as an individual.” Logan further shared that the experiences “really impacted how I view civic engagement, how I talk about engaging both here in [the city], here in the United States and then on a more global scale as well.”

Theme 2: Participation in Campus Experiences

The second theme common among each of the participants was their participation in campus experiences. Each participant identified multiple ways participation in various campus experiences were influential to their own civic-mindedness. The five sub-themes most participants shared through the participation in campus experiences included involvement in student organizations and programs, participation in internships, serving in leadership roles, engagement in campus political activities, and participation in courses.

Involvement in Student Organizations and Programs

The first sub-theme all of the participants highlighted in the research was the influence on their civic-mindedness from involvement in student organizations and programs. Each of them shared multiple student organization and program experiences they participated in during college. Mary shared about her involvement during college in a student organization called Engineers Without Borders. She said she joined the group, “shortly after ... kind of toward my fall, sophomore year ... looking to help serve global communities.” In the organization, Mary

worked on a global project called the Sierra Leone Water Project. She shared through the project the organization is “helping them build a better water supply at the school, so they had better sanitation.” Mary explained that “through those experiences ... we go, and we do field monitoring and field testing, so we learn how to use the equipment.” She also commented, “we learn how to go about a community and how to ask specific questions to determine, you know, what are the problems this community is facing, and things like that.” Mary shared the project, “gave me a different perspective” and “helped a little bit with having more of a global view of some of the issues that might be facing society.”

Ruby also mentioned about her involvement in student organizations and the influence on her civic-mindedness. The first organization she highlighted was her service fraternity, Alpha Phi Omega. She shared the organization is a “coed service fraternity and we basically just focus on like friendship, leadership and service.” Ruby shared “it’s a much smaller group than the broader [student government] group that I was involved in.” She also emphasized the group “being so focused on like serving our community and our campus and our country as a whole definitely has also impacted me.” Ruby also participated in another group focused on organ donation. She shared the group, “is to get more people on the national organ donation registry.” Through the experience, Ruby stated, “learning about organ donation and the importance of it ... pushes me to even further ... to help that community that that might need an organ transplant.” She further indicated, “by educating and getting more students on the on the registry, that’s definitely been a really important thing, I think, for my civic mindedness of just you know intentionally helping certain communities.”

Elizabeth outlined her involvement with her sorority and the It’s On Us campaign on her campus. She described her work with the It’s On Us campaign and shared the organization,

“stands up for sexual assault and domestic violence victims.” Elizabeth mentioned about a recent experience where the organization held a movie screening. During the screening, she said, someone from the campus therapy department attended to share and “jot down some ideas of what to pay attention for in the movie we screened in relation to domestic violence.” Following the event, she said, “we had a Q&A after the movie to discuss the themes of domestic violence that we see, not even in just the movie we screened ... but just our society in general.” Elizabeth highlighted the impact of the event: “taking that lens and realizing that we really do live in such a violent world to maybe take a step back and you know fight against that or find other channels to diminish that.”

The other student organization experience Elizabeth highlighted was her involvement in a sorority on campus. She shared, “we do a lot for our philanthropy” and touched on raising money for alumnae sisters, sustainability initiatives, and Alzheimer’s. She indicated, “our biggest philanthropy is the Alzheimer’s association” and “I think that one has opened my mind, because obviously I do volunteer work for that and I’m able just to constantly be reminded of other groups of people that I am hopefully helping.”

Eleanor shared about a campus program [Democracy and Social Change Experience] she participated in as a student and the influence the program had on her civic-mindedness. She shared, through the program “we had weekly or monthly meetings, and we would meet with different civic leaders, like we met with an immigration lawyer and the housing lawyers to kind of learn about how we can make change in our communities.” She explained the program put them into a small group with “specific policy issues to propose solutions for those issues.” Eleanor also added she then traveled to Washington D.C. and “we got to kind of see like change in action and we met with many representatives ... and other politicians and elected officials, and

the Department of Education.” She indicated, “it was a great learning experience” and “I think that trip really demonstrated to me that ... government does some bad, but it also, a lot of people they're trying to do good and it's not such a black and white issue.” Overall, Eleanor shared, “these involvements are important to me, not just because they helped me, it kind of forced me to be more civically minded.”

Logan spoke about his experience with student government and participation in that organization on campus. He shared this about student government:

Every day I'm thinking about civic mindedness and how we engage students, whether that's focusing on policies related to the academic experience, the university affairs experience, the community experience, we're always doing something in support of civic-mindedness and civic engagement and on a broader, more umbrella base level.

Logan further stated this about his involvement in student organizations and programs:

Getting involved with so many different areas and departments here on campus I never foresaw myself being involved with but...the collegiate experience and how you are exposed to so many different things, it has allowed me to pursue being civically involved.”

Participation in Internships

The second sub-theme evident through the analysis of the research was students who participated in an internship and the influence that had on their civic-mindedness. Most of the participants highlighted an internship experience and how it had an influence on their civic-mindedness. Elizabeth shared details about her internship when asked what experiences were the most influential to her overall civic-mindedness. She said, “through my internship, I've gotten to learn about so many other nonprofits that I, you know, wasn't really aware of and work hands on

with the people affected by you know, whatever that org is representing.” Elizabeth further shared, “you don't realize it when you're doing it, but I guess through this looking back I don't realize how much I've done or how much I've been affected.”

She also commented, “my internships on campus have probably given me the most skills that I have.” Elizabeth then mentioned, “before college and before the internships, I hated the idea of being a leader.” She shared, as a kid, she was “very shy” and “didn't want to lead, because I didn't want that kind of responsibility.” However, through the internship, Elizabeth said, “I got leadership roles, I got to lead multiple projects, I got to lead teams of people” and “now I'm confident and using my voice and sharing my ideas that I think are good, rather than you know sitting and watching other people decide.”

Paul spoke about the impact of his internships and said, “I've had a couple internships” and “I think it's really deepened my understanding of topics and their impacts.” He further shared, “like I know how bad pollution is, but now I kind of know where it stems from and what is like helping contribute to it.” Brooke also shared an experience with an internship she called “eye opening.” In this experience, she worked as an intern with the campus voter organization. She said, “being that student advocate was very influential” and “whenever discussing to faculty how they could incorporate civic engagement in the classroom was really influential.” Brooke shared, in the internship, “I kept everyone's kind of priorities and thoughts in mind, and not just mine or the people I was surrounded with.”

Veronica also highlighted an internship in an organization she described as a “nonprofit that helps advocate to end global poverty.” In this internship, she said, “I kind of got more information on the Congressional aspect” and “I would write articles about issues related to global poverty and then have to contact congressional leaders ... to advocate certain policy

issues.” Veronica shared the internship provided her “a way for me to practice my civic-mindedness in a different way than I was used to which was just volunteering.”

Milena had an internship on campus within her Office of Sustainability. She shared her role was to “encourage the [campus] community and beyond, to explore a more plant ... diet, so not about being vegan or vegetarian, but like just pushing people to include more fruits, include more vegetables, eat more whole grains.” She said, “the position has given me the most sense of responsibility to the community, because food is an integral part of everybody's daily lives.”

Serving in Leadership Roles

The third sub-theme identified through an analysis of the research and influential to participants civic-mindedness was the participants serving in a leadership role. Most of the participants described at least one leadership role that influenced their civic-mindedness. Logan shared about his experiences serving in a leadership role as the president of the student government at his institution:

Being the student government President ... that is second to none. Every day I wake up and I am reminded that I represent nearly 12,000 individuals, whether they know me or don't know me, and that is a responsibility and a duty a sense of connection to my university community that very few other individuals have had before me ... I think in and of itself is quite wonderful but, again, it also again has taught me about values of civic mindfulness and civic engagement as it relates to. All the time I'm asking myself does every student feel as though they have voice.

Ruby described being a president serving in a leadership role but of her Hillel organization for two years on campus. She shared the “rise in antisemitism ... has pushed myself and other Jewish students to be even more vocal and proud of our identities.” She further mentioned, “I

think that just being involved in the Jewish community, in itself, is important in that aspect” and “the various events we've done has been important to me just having that kind of responsibility as a Jewish person to stand up and be seen.”

Eleanor also shared her experience as a campus president and serving in a leadership role. At her institution, she served as the President of the College Democrats. In her role as president she shared, “politics got very heated on campus, so I felt a sense of responsibility to make sure that the voice of the democrats were represented on campus as a whole.” During her experience as president, she shared:

Well, it's [President of College Democrats] kind of forced me to just be more aware, I guess, and how I talk about issues. Especially during the election semester that was a big one, and the College Republicans got in trouble for having some racist comments being said at their meeting. So, as President of [College Democrats] it really made me reflect on the kind of atmosphere that I was creating at my meeting and the responsibility, I have to the [College Democrats] community and the greater [campus] community to really represent our values.

Milena was involved in a different leadership capacity and served as a team leader in the campus garden. She said this about the experience:

I think that ... not only helps me ... improve my knowledge of ... scientific knowledge about plants and animals that live there, but also ... you know my communication skills and ... my leadership skills ... helping volunteers and overall, it's just made me feel like very more engaged with the community because I get to meet a variety of people.

Engagement in Campus Political Activities

The fourth sub-theme identified through the analysis of the research was the participants engagement in campus political activities. Most of the participants described how various political activities were influential to their civic-mindedness. Victoria shared what experiences influenced her civic-mindedness and explained, “I think the experiences that have been most influential ... have been my interest in voting and helping to share that interest and increase that interest among other students.” Victoria also mentioned how she began her political involvement on campus. She said:

So, I came to [college] in 2018. And I was not able to vote in the 2016 election, but that was like right around the time of midterms so, I was pretty interested in like reacting to like what had happened in the 2016 election and learning more about like using voting as a way to make a difference, so I started learning a lot about that freshman year.

Victoria also shared about her interactions on campus with her political involvements. She said she participated in the “voting group on campus” and “found a community there that supports each other.” She explained the campus has a “council where all of the leaders of the politically related clubs meet.” The “network,” as she described, allows the political groups “to work together and give each other ideas and kind of feed into each other's interests in politics has been really helpful in learning more about how to be civic-minded and civically engaged.”

Brooke spoke about her growth through engagement in political activities on campus. She shared when she first started getting involved in civic engagement, “I just kind of thought it was only voting.” Brooke also mentioned various involvements on campus influential to her civic mindedness. She shared:

I would say that [the campus voter organization] because at one point, I was the only student advocate on in the coalition, and so I really like felt like I needed to step up and I recognize that I was the only student voice for the entire student body.

She also talked about the campus voter organization; “the opportunities that I’ve gotten to do through the organization have just opened me up to so many students and community members that I can influence.”

Ruby also shared about her involvement in campus political activities. She said, “my sophomore through present to through senior year, I’ve done a lot of work with voter engagement, voter registration.” Her view was, “making sure that young people are actually getting out to vote” and that “it’s a very core thing to civic engagement and civic-mindedness.” Ruby did share, “coming into college, I did not value the importance of civic engagement and I don’t think I have always been social justice oriented.” However, she commented her involvement with her campus voter organization and a national political non-profit focused on young voices in democracy was influential to her civic-mindedness and allowed her to “be vocal to the correct people, as in you know contacting legislators.”

Eleanor shared, “before college, I wasn’t super involved in politics for voting or anything” and “once I got to college I registered to vote in [the state] as soon as I could.” She then highlighted that she helped register other people to vote on campus. She also “campaigns for candidates” in her first-year as that was the “mayoral election.” Eleanor also said she “worked on national campaigns and senatorial campaigns.” In this role, she commented, “I was doing a lot of phone banking or training volunteers, so it forced me to ... be adaptable and flexible to different people and be able to explain issues.” Through her experiences, she shared,

“I definitely think the election semester here ... kind of reaffirmed why I’m so passionate about what I do, and the need for people who are civically engaged.”

Participation in Courses

The final sub-theme evident through the analysis of the research was engagement by participants in a variety of courses throughout their undergraduate experience. Each of the participants described a time when a course was influential to their overall civic-mindedness. Victoria shared about a few courses that influenced her in college as an Economics and Spanish major. The first course she highlighted was through a Spanish course she took about “immigrants from Hispanic countries to the United States.” She said:

Through that class I was introduced to like volunteer opportunities in [the community], so I think that class had a really big impact on like how I became involved in the community, and like how I like learned about people in relation to like policies.

A second course Victoria highlighted was a course called Intro to Public Policy. She said, in the class, “we would study specific policies and ... their intended and unintended consequences and ... we had guest speakers who were in different roles in government.” Following completion of the course, she said, “that kind of sparked my interest in what a role in public service was like.” Another experience Victoria shared was an Econ of Education course. She said, in the course, “we’d read papers about analyzing the effectiveness of education policies all the way through pre-K to college.” During the course, Victoria also volunteered with high school seniors in low-income areas to help them apply to college and prepare their applications. She said:

I think working with those students in conjunction with taking that class kind of opened my mind to thinking about thinking more about being informed on how these policies ...

affect real people, because I'm not from the same background as the students I was helping.

Victoria shared the Intro to Public Policy and Spanish course she had taken, helped her in "learning about the community and how to serve the community." She also mentioned the Econ of Education course "helped influence my civic mindedness, knowing the importance of how those policies affect people and their long-term outcomes."

Brooke described about another course experience but through an honors program. In the two-semester course, Brooke shared she had to create a 25-page policy proposal about "lowering the federal recidivism rate in federal prisons." She said, "I was really able to take my own idea and my own kind of belief that I had and expand upon it was very influential because I saw kind of the power that I had by myself." Brooke also shared they realized, "we could write our own policy initiatives" and "we could advocate for ourselves and start a whole wave around this topic that we're passionate about." She also stated, "I think that was one of those times, where I was like wow this is insane that I could do this as a college student." Finally, she shared this about the experience:

I wrote a whole policy initiative, like every single part of it and can present this to my representative and say how do we make this happen. I think that was definitely the most influential part in my civic-mindedness because I think it really showed me personally how much I could do to change our community and to improve who we are and everything.

Logan described a few courses he has taken in the political science department at his institution. He shared, "one of the biggest lessons I got" through courses was "I am not in a place to yet influence what happens on a global scale, I am in power and in position to influence how I

impact my local community, and that is how you actually change the world.” Logan also commented about a course “focused on social movements.” He said the course was the “single most political science courses I’ve taken that really involve me and engage me surrounding civic mindedness, because what demonstrates civic mindedness more than a social movement.”

Two of the participants attributed various skills and knowledge to their courses and their influence on civic-mindedness. Elizabeth took a crisis communication course and said it was “eye opening.” She said the course had her “thinking about how corporations, companies, organizations can think about their stakeholders, which can be local citizens.” Elizabeth also took a political communication class and shared, “a lot of the statistics were just astonishing about lack of votership, lack of literacy ... and knowing what to do.” Veronica had taken global development courses and shared learning about “sustainable development goals” and how “people are addressing food insecurity or sanitation issues, water.” She said, “it really helped me just try to you know understand these issues on kind of the global scale and then kind of helped me pay attention more to what I could do for my community.”

Eleanor provided insight into her participation in course experiences and the influence they had on her civic-mindedness. She was a History and Political Science major. Eleanor shared about a History of Feminism course and three history courses focused on Nazi Germany and the Nazi seizure of power that she participated in. She highlighted, within the feminism course, “I didn’t realize how white whitewashed the history of the feminism movement was and all the kind of bad things about the early women’s movement.” She said the history courses, “inspired my passion for voting rights” and learning that “Hitler’s able to come to power, legally and kind of subvert democracy ... played a huge role in developing my civic-mindedness.”

Milena discussed her experiences in an ethnographic research methods course. In this course, she shared the class went on a field trip to a market research firm in the community. She said, “one of the things was it helped us, a student, see how this skill can be useful and ... in our careers and our day to day lives.” She also stated the class visited another company and they “saw how they use their research to help better the community.”

Theme 3: Participation in Pre-College Experiences

The third theme common among each of the participants was their participation in pre-college experiences. Each participant identified at least one experience prior to college that was influential to their own civic-mindedness. Brooke had a few experiences she shared. The first was her experience with the Miss America Organization and becoming the Outstanding Teen within the scholarship pageant during her junior year of high school. She said during the experience, “I saw the impact I could do with volunteering and that side of civic-mindedness.” Brooke also discussed her experience working with a local senator for two years prior to college. She said, “he owned a law firm and I helped with this campaign.” She then highlighted, “I think that was the first experience that I had, where I was like this, civic engagement, volunteering, voting, civic-mindedness thing, this is like a real thing, and I was very, I was interested in it.” Brooke further shared, “I think that was the first experience that influenced me into seeing this whole other world.” She also stated, “I was able to see the work that my Senator could do through his position and through his passion for civic-mindedness and so just utilizing those skills and taking from him and just continuing that passion to college.”

Ruby shared about her experiences being “involved in a Jewish Youth Group” prior to college. She said, “being Jewish like my Jewish values, also have a big like impact on that which have continued throughout my college experience.” She also stated, “I think that's probably a big

driving factor, as well as my like responsibility to community just because, I have, I play a part, and we all play a part in you know, making the world a better place.”

Victoria highlighted her experiences during high school and shared she, “went to an all-girls high school.” She said, “my civic mindedness started in high school and then like grew in college.” She also stated, “my teachers there were really influential in sparking my initial interest” and “I came into college with their influence.”

Elizabeth also spoke about her high school experiences and their influence on her civic-mindedness. She stated, “luckily in high school, I had a friend that was incredibly involved.” Elizabeth also shared this about her friend, “she got me registered to vote, so when I went into college, I was already you know, I was good to go, so, I learned from her originally.” Elizabeth also highlighted her experience volunteering with a recycling group called the “Tree Huggers Club” and picking up recycling out of the bins in the high school. She said, “every Thursday I’d stay after school and go through all the bins throughout the school with my best friends.” Elizabeth shared it was a “fun classic high school experience but I always looked forward to it, and it did count as you know, hours for community service but I always wanted to go and there was always like something exciting.” She also commented, “one of my favorite teachers led it” and “she really influenced, just who I would be in the future.”

Logan also spoke about a high school experience and shared about his involvement in an organization called Boys State. The program, Boys State, is described by Logan as a program “founded by the American Legion” and “put on in 49 of the 50 US states.” During the program, Logan explained the participants “engage for a week” and “build their own theoretical 51st state.” He said:

This particular experience (Boys State) was again so impactful because it was my first time, my junior heading into my senior year of high school, being exposed ... to the process, the legislative process, how the branches interact with one another through simulation and how it is that our state functions ... at a state level impacting citizens...and that, for me, was the sort of a spark for what, has also transitioned into my involvement in student government and what I also hope one day to be my involvement at the federal government level.

Veronica shared, in high school, “I was in the National Honor Society, I think we had to get volunteer hours, when we were younger and that was really before I guess, I found my passion for volunteering in direct service.” She also said, “from a younger age I’ve always been interested in issues related to hunger and homelessness and I think that’s just something that I saw pretty frequently and pretty heavily.” Veronica highlighted she was involved with an organization in high school that “helps women and girls that are facing cancer.” She said the experience “was just a great hands-on way to really help influence my own civic mindedness.” Overall, Veronica shared, “I volunteered heavily in high school, so I wanted to kind of carry that over into my college.”

Eleanor shared about her experiences in high school, but it was focused on the national politics at the time. She said, “it was mainly in 2016 when I was unable to vote, but I did watch my parents not vote in the election.” Eleanor shared, “there was a group of mostly women ... at my school that we all got together and wore pins one day. And that was kind of a turning point when I decided, I actually wanted to get involved.” She further shared, “once I got to college that’s why I joined [College Democrats], because my high school didn’t really have any political organizations like there was no high school democrat or republican club.” Eleanor also said, “my

town is, leans conservative as well, so that could be it too, but yeah that kind of got me into being more civically minded and engaged.”

Theme 4: Support Systems

The fourth theme common among each of the participants was support systems. Each participant identified multiple ways support systems existed in their college experience and were influential to their own civic-mindedness. The two sub-themes most participants shared for support systems included faculty and staff mentorship and campus center/offices/departments.

Faculty and Staff Mentorship

The first sub-theme participants highlighted from an analysis of the research was the influence on their civic-mindedness from faculty and staff mentorship. Each of the participants shared multiple experiences where faculty and staff served in a mentorship capacity. A few participants shared about the influence of their professors. Victoria shared that, “my Spanish community-based learning professor was pretty influential in getting me involved.” Paul stated this about his professor, “it’s kind of cool to see him like a computer professor get out there on the trails and encourage the students to do it and give extra credit.” Mary commented, “I have a lot of professors that you, of course, you know, push us to vote things like that.” Eleanor also shared about her faculty that, “most of my poli sci professors, whenever there is an election, or like a voter registration deadline, they would always make sure to say that in class.” She also said, “especially in my class with [one professor] we discuss current events, usually at the beginning, so that kind of just reinforces that you have to stay actively involved and aware.”

Milena highlighted two professors who had an influence on her civic-mindedness. She shared the first was a professor who lived on campus:

I had a professor here ... who was a ... she was a faculty fellow so that's like a faculty member that decides to basically volunteer to ... represent the ... freshman dorm so she was one of them at my freshman dorm and I came to her and was like, you know, how do I get more involved with the community and beyond. And she gave me like a list of different people to reach out to be it students organizations or even off campus stuff.

Milena also discussed another professor she met who had a background in environmental science. She said, “during my sophomore year he was basically my mentor” and “I did all those river cleanups with him.” Milena shared, “he does a lot to do with water systems so he will, he knows I’m also interested in those kinds of things so he will email me some stuff to do.” She said, “I think those two people have played a huge part in terms of faculty in pushing me to be more civic minded.”

Participants also shared the influence of staff and advisors. Brooke talked about her advisor for the voter organization she was part of in college. She said, “I think all the other experiences that I’ve mentioned would not have been possible without this [voter] organization and kind of just the empowerment that I felt from my advisor.” She further discussed the advisor, “has influenced me so much” and been “providing me with opportunities” and “helping the ideas that I have actually happen.”

Ruby shared her advisor was influential to her civic-mindedness. She said:

So, to have those people [advisors] to guide our ideas like that has definitely been very, very important, I think, for me, especially being a very indecisive type of person having difficulty like making my own decisions, having people to like give that guidance and just also, also reassurance, which I think is really important, as well within student involvement.

Ruby also shared, “[my advisor] she has I think she's like a little mom to me on campus and that it's so important to just have those like people who just give you that guidance that reassurance.”

Elizabeth was part of a voter organization on campus and said she was “grateful” to have met her advisor during her sophomore year. She said, “I think working with her like really broadened my perspective” and “kind of made me become more professional than I was you know ready for at the time.” Logan also shared the faculty and staff influenced his civic-mindedness. He said:

They (staff/faculty) have challenged me to think always outside of the box and to think in an inclusive way. Staff members have always challenged me to think beyond ... about ... how are you effectively advocating on behalf of students, how are you effectively creating an experience...whether it's creating a program, advocating for policy change ... how does that impact students ... not just being an extension of what I want as an individual, but the collective in the community.”

Logan highlighted:

Faculty and staff in a holistic way have really pushed me in the ways of civic engagement and civic mindfulness and then taught me a lot about how do you best serve on to others, and how you are good steward of community.

Veronica mentioned the advisor of her organization “really helped open my eyes to different ways that people can be civically minded.” She further highlighted:

She was kind of just helpful with helping us, you know get connected to certain organizations and projects to create those on campus service opportunities. But she was a person that kind of influenced me to make the podcast and really you know broaden my definition of service and her network of people that she's connected to really helped us.”

Veronica further stated this about her advisor:

I think that really helped me kind of see civic engagement a different way, because for a while I was just thinking about it as like the organizations and the issues as a broad overall lens but there are a lot of individual people in the community, that are working on it and so yeah just having that individual level really helped grow with my civic-mindedness is and kind of just individual serving in a community towards the greater issue rather than just issues happening in us trying to like blindly, I guess, trying to figure it out.

Campus Centers/Offices/Departments

The second sub-theme that developed from a review of the research data was the campus centers/offices/departments influence on civic-mindedness. Most of the participants shared experiences where they interacted with a campus center/office/department and how that was influential to them. Victoria shared the campus voter organization she participated in was part of a Center for Social Concerns. She commented the Center began to focus more on “pushing us to reach out more especially now that COVID restrictions are decreasing.” She said, “they've pushed us to become more involved in the community.” Victoria stated, through the Center, they “went to a high school and presented in their government class” and “I don't know that we necessarily would have done that, without a push from our faculty advisor who's in the Center.”

Ruby was involved with programs that came out of an office on campus. She said:

I'm in the office all the time, I'm seeing that various people I work with all the time, and my peers all the time, so it has become like a very important, just aspect of like my daily life, and so there for it's always in the front of my mind.

Elizabeth shared she was involved with an internship through a Center on campus that exposed her to various non-profit organizations in the community. Paul also mentioned his involvements and internship were in coordination with a sustainability department on campus. Through the experience with the department, he was reporting and collecting data to help show why they need certain things at the university regarding sustainability. Logan shared, “thinking about our administrators and those who are not occupied in classroom settings” across the “various departments of student life...they have poured into me.” Veronica also commented, “definitely working with the Center for Student Engagement on campus ... really has helped me kind of develop that civic mindedness in a way that felt tangible to me.”

Theme 5: Growth in Civic-mindedness

The fifth theme common among each of the participants was their growth in civic-mindedness throughout college. Each participant identified multiple ways they have grown in their civic-mindedness during their college experience. Paul shared his growth happened from being a first-year student to his senior year. He said, “my freshman year ... was more fun-based” and “now, I see really big problems that need like help getting solved.” Paul also commented, “I think I’m more motivated and encouraged to grow or to go to service and like help out because the issue, I see how like bad the issues are and how much they affect people.”

Eleanor described the growth she had in civic-mindedness through her experiences. She said:

I do think my experiences here have definitely shaped who, I am in regards to being a civically minded individual whether it's the political climate in [this region], in particular. But it's definitely made me more aware of what happens, especially on a local level and how to be part of even small change on local on the local level um so, yeah it's really

taught me about that and I'm not sure if I would have had that experience going to another university.

Veronica discussed her growth through her involvements and skills. She said:

As my involvements grew and I was creating those types of volunteering events or just talking to more people in different spaces that I wasn't used to, it really just helped learn again the importance of listening and really understanding how a community needs to be served, because I think there might be more common misconceptions that people overlook.

Veronica also shared her experience helped to “make me a more aware person” and being “really aware of what's going on around me, and you know, knowing that things affect people in different ways.”

Theme 6: Future Involvement in Civic Participation

The sixth theme common among each of the participants was their desire of future involvement in civic participation. Through the analysis of the research data, each participant identified ways they planned to be involved in the future past their collegiate experience. Paul shared, “I would really love to get involved with park programs or just like general like community things.” He also stated, “there’s a lot out there and I haven't looked into it, yet, but I would really like to get involved, like a park thing where we do park cleanups or something sustainability related.”

Mary stated she would like to go into careers that “primarily are environmental, health, and safety.” She said she wants a career, “making sure that people are safe in their environments, ensuring that people aren’t getting hurt.” Mary said, “just having that responsibility of making sure the environment doesn't get hopefully worse than what it already is in taking responsibility

in that way.” Ruby shared she is “planning to graduate” and “hoping to do a year of service after I graduate.” She also said, “I also just think kind of like consistent community service will probably always be a part of my life.”

Elizabeth shared, “I think it's just something that's always in the back of my head of going into not necessarily a field of work, but just having opportunities, where I can serve.” She said she will be involved, “probably through more political outlets, just raising awareness about getting involved, as you know, a voter.” Logan discussed his future career and involvements. He stated, “I want to get involved in civil rights and become a prosecutor.” He also said he would “stay and remain civically engaged and involved because that's what I want to do with my career.” Eleanor commented, “I applied to law school for after college so I’m hoping to go into public interest” She highlighted that, “the area of law that I’m very interested right now is electoral law. But I’m also interested in civil rights law or criminal law, pretty much anything where I can make Americans lives better and more equal.”

Veronica had a few different interests following college. One she shared was, “wherever I end up I do want to find ... at least find one organization that I know that I can go and work for on the weekends.” She also highlighted, “I want to contribute to hands on service.” She also stated she wanted to help with “voter advocacy and voter engagement” and “help people that are new to the process really learn more about why it's important.” Milena highlighted, in the future, she would like to stay continue working with sustainability. She said, “something I want to do in the future is like sustainability management as in like trying to work for a not sustainable company to make them more sustainable, because, like that to me, is just really important.” Milena also shared, “I definitely want to be involved with my community.” She said, “I’d probably ... you know, support local businesses try to make sure that, you know ... I get to know

the place that I live in and the people that live in there.” Finally, she said, “another thing that I would probably do is look for some type of community that engages in civic minded activities that I have enjoyed before.” She shared this may be “things to do with the outdoors in nature and environmental education or things like that, like cleanups.”

Research Question Answers

The study aimed to answer the overarching research question and six additional research questions using an interpretative phenomenological analysis (IPA) methodology. The following section highlights the answers to those research questions found from within the participant data. The answers to these questions come from both the emergent themes previously identified along with data outside of those themes.

1. How do college students describe their own understanding of civic-mindedness?

During the interview process, all the participants were provided with a definition of civic-mindedness by Pike et al. (2014). Civic-mindedness is defined by Pike et al. (2014) as a “person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (p. 93). The participants were asked to think about the term civic-mindedness and share what it means to them and how they personally define the term.

Upon analysis of the research, each of the participants provided various explanations to help describe their own understanding of civic-mindedness. The participants all agreed the definition provided was an accurate reflection. However, each participant had additional areas they felt described their own understanding of civic-mindedness. Below are excerpts from the participants sharing their understanding of civic-mindedness:

- “Being involved in your local community and then add on to it in the sense of participating in things that people would consider like being a good citizen, voting, and paying attention to issues facing your community and the country.” (Victoria)
- “I would say, civic-mindedness to me kind of has two parts, it has an education side, and then it has an action side.” (Brooke)
- “I would say my definition be someone who chooses to think and interact with the civic issues or local issues and community organizations.” (Paul)
- “I think, for me, civic mindedness means that being able to take responsibility for your role in society and potentially helping others as part of that role.” (Mary)
- “I think with civic mindedness it's more about I think the action and the intentionality that someone puts into their, you know, civic engagement that they that they participate in.” (Ruby)
- “Being involved and reaching out to as many different groups of people as possible, learning about different people and different backgrounds.” She also shared her definition as, “my definition, I guess, would just be learning knowledge and sharing it on certain topics that you may be passionate about that can overall better a community.” (Elizabeth)
- “I’ve always seen civic mindedness, as someone who is active and engaged within the community, that they occupy ... civic-mindedness manifests itself in several different ways, leadership, service, volunteerism extracurricular involvement, excelling in the classroom and applying what it is you're learning in the classroom to your community.” (Logan)

- “I would kind of think about civic mindedness, a little bit more with, I guess, a political tilt about like being involved in society, I guess, on like a political, social level, but that relates like a sense of responsibility to your community.” (Eleanor)
- “The biggest part of it is being involved in your community ... I feel you can't really understand how to be actively or correctly civically minded if you're not engaged in your community in some way and you're not really talking to the people that are involved in um that space.” (Veronica)
- “Being civic minded is like being involved with the community and what the community needs.” (Milena)

The participants all shared an individual understanding of civic-mindedness. However, each shared a collective sense of responsibility to the community and being active in the community at the core of their understanding of civic-mindedness.

2. How have college students’ experiences influenced their knowledge, skills, and dispositions as outlined by the Civic-Minded Graduate framework?

The researcher asked participants several questions in a semi-structured interview to understand experiences that influenced their knowledge, skills, and dispositions as outlined by the Civic-Minded Graduate framework. Steinberg et al. (2011) defined the cluster areas and domains in the Civic-Minded Graduate framework as follows:

Knowledge Cluster

- **Volunteer Opportunities:** Understand ways to contribute to society, through voluntary service and knowledge of nonprofit organizations.
- **Academic Knowledge and Technical Skills:** Understanding how knowledge and skills in at least one discipline are relevant to addressing issues in society.

- **Contemporary Social Issues:** Understanding of current events locally, nationally, or globally and understand the complexity of issues in modern society.

Skills Cluster

- **Communication and Listening:** Ability to listen to differing points of view and communicating with others.
- **Diversity:** Understanding the importance of working with others from diverse backgrounds and appreciation of and sensitivity to diversity in society.
- **Consensus-Building:** Ability to work with others, including those with diverse opinions and working across difference to solve a problem.

Dispositions Cluster

- **Valuing Community Engagement:** Understanding the importance of serving others and being actively involved in communities to address social issues.
- **Self-Efficacy:** Having a desire to take personal action.
- **Social Trustee of Knowledge:** Feeling a sense of responsibility and commitment to use knowledge gained in higher education to serve others.

Each of the participants shared examples of experiences that influenced their knowledge, skills, and dispositions during the research analysis. Within the knowledge cluster, all the participants highlighted at least one volunteer experience at their institution and knowledge about non-profit organizations in the community. The domain of academic knowledge and technical skills was also highlighted by all the participants. Each of the participants described participating in courses that helped them understand how knowledge and skills in at least one discipline are relevant to addressing issues in society. Mary highlighted, with one of her courses, they did water testing in a wetland. She shared, in the class, “we do field monitoring and field testing.”

Mary also stated, “we learn how to use the equipment, we learn how to go about a community and how to ask specific questions to determine, you know, what are the problems this community is facing.”

Within the domain of contemporary social issues, each of the participants shared an understanding of current events and issues in society. The participants highlighted a variety of organizations they are connected with in the community. Eleanor shared about her experiences working on national campaigns, phone banking, and training volunteers. She said these experiences, “forced me to just have to be adaptable and flexible to different people and be able to explain issues, in a way, that's understandable, even if it's a very complex issue like health care.” Paul stated his internships, “deepened my understanding of topics and their impacts.” Paul further commented, “I can help explain like why it's an issue to other people are like why it's important like what it actually means.”

The skills cluster and the three domains of communication and listening, diversity, and consensus-building were highlighted by the participants in the research study through the themes of participation in campus experiences, exposure within diversity experiences, and growth of the participants. The area of communication and listening was highlighted by at least four of the participants. Three of the participants directly shared that a skill they learned was communication and two stated directly they learned to listen through their experiences. Veronica shared she learned the “importance of listening and really understanding how a community needs to be served.” The domains of diversity and consensus-building were highlighted by multiple participants in the study. Logan shared this through his experiences being in a leadership role:

It's taught me about disagreeing but not being disagreeable. So how can you find common ground, how was it that sometimes you have to make tough decisions that aren't

always going to please the entire group, how is it that you can invite a diverse team, but also recognize that the natural companion of diversity is friction.

Finally, within the dispositions cluster, the domains of valuing community engagement, self-efficacy, and social trustee of knowledge were each highlighted by the participants. The domains were highlighted in the themes of exposure to civic-mindedness, participation in campus experiences such as student leadership roles and internships, and growth of the participants. These domains were highlighted by a few of the participants. Eleanor shared, “especially as a leader of an organization you kind of have to lead others into being more civically engaged.” Eleanor also stated, “leading meetings and learning how to foster discussion about current events or certain policies has really been influential and seeing what gets people motivated to actually go canvassing or register people to vote.” Milena discussed her leadership position in an internship, “really helped me feel really responsible, in a sense, to the community.”

Aside from the knowledge, skills, and dispositions outlined in the Civic-Minded Graduate framework, the participants shared others that were gained through their college experience. Some of the terms provided by participants included, mobilizing people, policy research skills, confidence, vulnerability, self-esteem, open-mindedness, creative, organization and planning skills, public speaking, deepened understanding of topics and impacts, professionalism, leading teams of people, confidence, using their voice, tenacity, grit, overcoming challenge, adaptable and flexible, networking skills, and five participants directly shared they gained leadership skills.

3. How has college students' participation and involvement throughout their college experience influenced their civic-mindedness?

As part of the research study, each of the participants were asked questions to gain a better understanding of how college students' participation and involvement throughout their college experience influenced their civic-mindedness. The research question was then broken down into four additional areas. These additional research questions were to answer how civic-mindedness was influenced through participation by students in curricular experiences, participation by students in co-curricular experiences, involvement by students in student organizations, and involvement by students in student leadership roles.

3a. How has participation by students in curricular experiences influenced their civic-mindedness?

All participants in the study shared a curricular experience influenced their civic-mindedness. In the analysis of the data, each of the participants highlighted at least one course they participated in and have taken that helped them connect to the community and/or provided them skills and knowledge. All but one of the participants highlighted a course they had taken within their selected major. Some of the courses from majors that were highlighted included Spanish, Economics, Public Policy, Political Science, History, and Biology.

One of the participants, however, described their curricular experience as an honors course where they worked on a policy proposal. Some of the curricular experiences shared by the participants were engagement in direct service to the community and other participants described the curricular experience as just providing them knowledge about a particular subject. All the variety of experiences provided an increased sense of civic-mindedness per the participants in the study.

3b. How has participation by students in co-curricular experiences influenced their civic-mindedness?

Each of the participants in the study were asked questions to understand their co-curricular experiences in college and the influence on their civic-mindedness. All the participants shared at least one co-curricular experience they believed influenced their civic-mindedness. Most of the experiences discussed included those in the theme of exposure to civic learning and democratic engagement experiences and the theme of participation in campus experiences. The campus experiences were included the sub-themes of participation in internships, participation in student organizations and programs, serving in student leadership roles, and engagement in campus political activities.

Each of the participants shared about a student leadership role and participation in student organizations and programs. However, six directly talked about an internship experience. The internship experiences included both campus internships and internships in the community. The participants discussed a campus voter internship, office of sustainability internship, political internship, environmental internship, and campus communication center internship. Six of the participants also shared directly about engagement in political activities as a co-curricular experience that influenced their civic-mindedness. Some of the experiences that participants highlighted included, involvement in campus voter organizations, voter registration activities, voter engagement, national political nonprofit organization, campaigning for candidates, serving as a leader in a political organization, and the elections in 2016 and 2018. All the participants also described a volunteer experience they participated in within a co-curricular setting. These were volunteer experiences they participated in with student organizations, campus centers/offices/departments, and first- or second-year experiences.

3c. How has involvement by students in student organizations influenced their civic-mindedness?

The participants in the research study were all asked questions to understand how their involvement in student organizations influenced their civic-mindedness. All the participants shared at least one student organization involvement they believed influenced their own civic-mindedness. The experiences discussed by the participants included those in the theme of exposure to civic learning and democratic engagement experiences and the theme of participation in campus experiences.

All the participants described a student organization they were a member of that influenced their civic-mindedness. Organization highlighted by the participants included, campus voter organizations, a sorority, Alpha Phi Omega service fraternity, Engineers Without Borders, student government, It's On Us Campaign, College Democrats, Black student organization, Dance Team, and Hillel. Through each of the organization experiences, each of the participants described they were making a difference in the community and learning about the community.

3d. How has involvement by students in student leadership roles influenced their civic-mindedness?

Each of the participants were all asked questions to understand how their involvement in leadership roles influenced their civic-mindedness. Following the analysis of the research, all the participants shared at least one leadership role they believed influenced their own civic-mindedness. The themes participants highlighted within this question was the theme of exposure to civic learning and democratic engagement experiences and the theme of participation in campus experiences. Having a specific sub-theme of serving in leadership roles highlights

further the participants shared the importance of leadership roles in their development of civic-mindedness.

Each participant identified a leadership role they held within a student organization, internship, or within the community throughout college. Some of the experiences by the participants included the position of president of a student organization. Four of the students highlighted being president of the College Democrats, student government, Alpha Phi Omega, and Hillel. Others shared involvement in executive leadership positions within their respective experiences. Some of the titles highlighted by participants were serving as a vice president, team leader, co-director, co-chair, captain, ambassador, and board director. The participants each shared more than one student leadership role they held but shared examples of serving in at least one of their leadership roles influenced their own civic-mindedness.

4. How do college student participants' perceive faculty and staffs' influence on their civic-mindedness?

Each of the participants were asked questions to help further understand how college students perceive faculty and staff's influence on their civic-mindedness. Through the analysis of the research and data, each of the participants shared an experience with a faculty or staff member that influenced their civic-mindedness. All the experiences shared were evidenced in the theme of support systems and specifically the sub-theme of faculty and staff mentorship.

All the participants immediately were able to share a faculty or staff member who was influential to their civic-mindedness throughout college. Most of the participants had a faculty member who taught a course to them and served in a mentorship role. Additionally, most of the participants also worked with an advisor for their student organization or a staff member of a center/office/department they were involved in as an undergraduate student.

5. How do college students perceive experiences not directly related to their college engagement influencing their civic-mindedness?

Each of the participants were asked questions to help further understand how college students perceive experiences not directly related to their college engagement influencing their civic-mindedness. Through the analysis of the research, each of the participants shared an experience not directly related to their college experience. Many of these experiences are evidenced in the theme of participation in pre-college experiences. Other experiences participants shared through volunteering in the community and or participation in political engagement.

All the participants shared about an experience that happened prior to coming to college they believed influenced their overall civic-mindedness. One of the experiences a participant highlighted included involvement in the Miss America Organization by being recognized as an Outstanding Teen. Other experiences were participation in Boys State through the American Legion, National Honor Society, internships, involvement in a religious group, and teachers in high school. All the participants indicated, while they had these pre-college experiences and it impacted their civic-mindedness, their overall civic-mindedness grew even more throughout their college experiences.

6. How do college students perceive their collegiate civic-minded experiences contributing to their future civic participation?

The participants in the study were all asked various questions to understand how they perceive their collegiate civic-minded experiences contributing to their future civic participation. One of the themes identified through the research was future involvement in civic participation.

Following the analysis of the data, each of the participants shared or described at least one way they planned to be involved in future civic participation.

Most of the participants shared an involvement or career they strived for in the future that was connected to their major or civic experiences they engaged in during college. Some of these included participation in areas of sustainability, environmental safety, political outlets, civil rights, criminal law, voter advocacy, and law school. A few of the participants did not mention any connection to their career but did share they would like to find a regular volunteer opportunity when they are not working. One participant stated they would like to take a year for service.

Essence of the Lived Experience

Each of the participants who joined the research study provided a glimpse into their lived experiences as an undergraduate student. As a senior student, the student participants shared a variety of experiences and events that provided answers to each of the research questions for the study. All the research questions were answered by the six themes identified in the research.

The first theme was exposure to civic learning and democratic engagement experiences including first- and second-year experiences, volunteering, campus and local community, and diversity experiences. The second theme highlights the lived experiences of the participants included participation in campus experiences including involvement in student organizations and programs, participation in internships, serving in leadership roles, engagement in campus political activities, and participation in courses. The third theme shared participation in pre-college experiences by the participants. The fourth theme the participants described as part of their lived experience was support systems that included faculty and staff mentorship and campus center/office/departments. Finally, the participants highlighted growth in civic-

mindedness and their future involvement in civic participation. The 10 participants each provided a view into their own unique undergraduate experience. Collectively, their data provided insight into how their civic-mindedness was influenced during their own lived experiences as an undergraduate student.

CHAPTER 5: DISCUSSION

The purpose of this interpretative phenomenological analysis (IPA) research study was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. The study highlighted the lived experiences of 10 undergraduate senior students from across Atlantic Coast Conference (ACC) institutions. The research study was intended to enhance the current literature and expand on experiences that influence the overall civic-mindedness in students.

The research study findings directly support the priorities set forth by The National Task Force for Civic Learning and Democratic Engagement (2012). The National Task Force reinforced the construction of environments and programs for students in higher education to engage and gain greater capacities for civic development. The findings also expand on Steinberg et al. (2011) who shared that further research is needed in higher education to “understand how curricular and co-curricular programs contribute to the civic development of students” (p. 28) and “which practices contribute to developing civic-minded graduates” (p. 28). Finally, the discussion of the findings support the literature that student development has not been studied extensively in relation to civic learning and democratic engagement (Astin & Sax, 1998; Cress et al., 2010; Gallini & Moely, 2003). In this chapter, I discuss the findings, implications for practice, and recommendations for future research.

Discussion of Findings

The findings in this chapter were developed through understanding each of the participants lived experiences and analyzing the data from the Chapter 4 themes and research

questions. The findings highlight overall experiences from the participants and how their shared experiences relate, enhance, or are contrary to the existing research. The seven findings include: exposure to experiences, curricular experiences, campus involvement, support systems and mentoring, diversity experiences, pre-college experiences, growth of civic-mindedness and future intentions.

Exposure to Experiences

The first finding evident from the experiences of the participants in the study was their exposure to civic experiences. Each of the participants described how being exposed to civic learning and democratic engagement activities had an influence on developing their own civic-mindedness. All the participants described they were first exposed to an experience at their institution in either the first or second year of college. In fact, almost all the students shared the experience happened their first year as a volunteer experience in the community. The participant experiences support current literature as direct exposure to engagement opportunities has been at the forefront in developing civic competencies (Barnhardt et al., 2015; Cole & Zhou, 2014; Finley, 2012). Additionally, students who volunteered in the community shared they gained skills and knowledge. These findings from the participants support previous research from Astin, indicating that leadership skills can be enhanced by “participating in volunteer work, tutoring other students, and working on group projects with other students” (HERI, 1996, p. 12).

The participants also highlighted how exposure to the campus and local community was influential on their civic-mindedness. Each shared unique and specific experiences about their community or the campus environment that exposed them to issues in the community or connected them to others. The findings from the participants support existing literature by Barnhardt et al. (2015) that students exposed to “consistent messages that they need to be active

and involved citizens” (p. 640), can be a considerable influence on their “overall civic commitments and skills” (p.640).

Curricular Experiences

The second finding discovered through the research study is the importance of curricular experiences in helping influence civic-mindedness within the participants. Each of the participants in the study shared at least one, or even multiple, curricular experiences they attributed influencing their development of civic-mindedness. Some of the students identified the course as a service-learning or civic course but others did not share it was specifically labeled.

The experiences most of the participants had as part of their courses was physically going into the community to volunteer and learn more about an aspect of that community. The findings of the experiences shared by the participants in a service-learning course support existing research. Service-learning is a High Impact Practice and when reviewing overall student civic engagement, service-learning courses are one of the best for reaching and engaging students that contributes to their civic knowledge, skills, and habits (Battistoni, 2001; Eyler & Giles, 1999). Finley and McNair (2013) also highlighted students who participate in service-learning experiences report the greatest amount of deep learning and perceived gains among the other High Impact Practices.

However, some of the participants shared curricular experiences connected to their major but were not civic or service-learning courses. Through their courses, the participants learned about current events, history, sustainability, policy, etc. Each of the participants also shared the courses influenced their own civic-mindedness even though it was not designated as a service-learning course. The experience of these participants enhances current literature as current studies show both that service-learning experiences with direct connection to the community and

those highlighted current events could impact civic knowledge and civic learning (Camp & Baugh, 2016; Gallini & Morely, 2003).

Campus Involvement

The third finding developed in analyzing each of the lived experiences of the participants is their campus involvement. Each of the participants described multiple campus involvement experiences that were influential to their development of civic-mindedness. Finley (2012) shared evidence suggesting, “that the more frequently students participate in a continuum of civic learning practices (e.g., service-learning, meaningful cross-racial interactions on campus or in classrooms, or real-world problem-based learning), the more they make gains on a variety of civic outcomes” (p. 1). The campus involvement findings by the participants support the existing literature but the study expands upon campus involvement and areas influential to civic-mindedness. The areas of involvement by the participants described as influential to development of civic-mindedness included internships, participation in student leadership roles, and participation in student organizations.

Internships

Participants in the study shared internships led to the growth and development of their civic-mindedness. Most of the participants shared about how internships they participated in provided them with a greater understanding and responsibility to the community. One participant also shared the opportunity provided them the ability to even practice their civic-mindedness. Each of the participants who shared about an internship reflected the experience was influential to the development of their overall civic-mindedness.

Prior literature lists an internship as a High Impact Practice (Kuh, 2008) and the experiences described by the participant having an internship supports current literature. Finley

and McNair's (2013) research on High Impact Practices indicated, "students who participated in any single high-impact practice perceived their learning significantly more positively than students who did not participate in that same practice" (p. 9). Additionally, McCormick et al. (2013) shared, "enriching educational opportunities" (p. 13) described internships as "high impact because of their positive effect on student learning and development" (p. 13).

Student Leadership Roles

Another campus involvement found to be influential to overall growth in civic-mindedness was the participants holding a student leadership role. Each of the participants shared at least one leadership role they highlighted was important for their overall development of civic-mindedness. While some of the participants served in an executive leadership role such as a president, other leadership roles were just as influential to their overall growth in civic-mindedness. This finding supports existing research from Dugan and Komives (2010) sharing, "that to be a good citizen is to work for positive change on the behalf of others and the community" (p. 526).

Student Organizations

The involvement of the participants on campus in student organizations was another experience that provided development for civic-mindedness. Each of the participants described they were involved in various activities during their time as an undergraduate student. Activities the participants highlighted involved a myriad of student organizations. Most of their organizations were philanthropic in nature, volunteer-based, religious-based, advocacy-based, and some just general involvement based. A few of the participants shared they were involved in a student government organization. Some of the student organization involvement by the participants also included political groups and engagement in voter organizations on campus.

There was not one specific student organization involvement experience that stuck out as more influential. Each experience provided a unique development of civic-mindedness to the participants and involvement in student organizations expands on the current literature. Existing literature shares the importance of co-curricular activities by students. Trolan and Barnardt (2017) indicated in a study that engagement by students in two cocurricular experiences by their fourth year can impact the importance placed on social and political involvement.

Support Systems and Mentoring

The fourth finding is the importance of support systems and mentoring for the development of civic-mindedness among the participants. During the interviews, each of the participants shared about someone who was a student, faculty, staff, or administrator who was influential to their overall civic-mindedness. The participants shared specifically about the support and guidance by these individuals to help them connect to the community, find volunteer opportunities, implement their ideas, and serve as a support person. One participant even described a staff member as a “mom” that helped guide them.

The participants found their support systems through the faculty teaching classes, advisors in their student organizations, staff in the centers/offices/departments across campus, and internship advisors. One of the participants described how a peer mentoring program her freshman year was influential to her growth and development around civic-mindedness. Barnhardt et al. (2015) highlighted in one of their studies students, “viewed their peers as the most vocal advocates on campus in communicating the expectation that students need to be active and involved citizens” (p. 635). The finding of faculty and staff influences on civic-mindedness supports existing literature. Barnhardt et al. (2015) shared, aside from peers,

“student affairs staff (41.1 %) were viewed as the most frequent advocates for citizenship, followed by faculty (38.9 %), and then senior campus leaders (35 %)” (p. 635).

Diversity Experiences

The fifth finding is how important diversity experiences are attributed to the overall growth and development of civic-mindedness in the participants. In the interviews, multiple participants shared about their experiences with exposure to diversity. Each participant who shared about a diversity experience, credited the experience to the development of their own civic-mindedness and growth. Some of the participants shared about their experiences in learning about diversity through the classroom, others in seeing it within their own community, and even diversity in thought. This finding supports existing literature and expands upon the literature. In a study by Cole and Zhou (2014), variables such as pre-college civic-mindedness, multicultural courses, service-learning, racial awareness workshops, student-faculty interactions, interracial interactions, and campus racial harmony significantly contributed to greater civic-mindedness at graduation. The participants in this study shared about their experiences prior to college with diversity, and also their participation in various groups on campus being diverse experiences. One participant even described leading their dance team as a place for learning about diverse thought and interactions with others.

Pre-College Experiences

The sixth finding is the influence of pre-college experiences on the overall growth and development of civic-mindedness in participants. Each of the participants described that prior to coming to college they were involved in an experience that was the start of their growth toward civic-mindedness. Many of the students were either involved in a high school organization or part of another community experience prior to attending their institution. Each of the experiences

shared by the participants were through volunteering, high school clubs, internships, religious groups, and community organizations. Each participant attributed their pre-college experience as the beginning of civic-mindedness but shared they grew through their college experience. The findings are consistent with the current literature. O'Dell et al. (2016) indicated, through their research, early involvement was a key contributor to involvement later in life and pre-college involvement facilitated social change behavior.

A unique aspect of this study was that only two students identified as African American males signed up to participate. All the other students identified as a female student, and all were involved in high school. In alignment with the current literature, Cole and Zhou (2014) shared there were significant factors for a variety of variables contributing to civic-mindedness upon graduation. However, Cole and Zhou (2014) found in their study that females with pre-college civic-mindedness prior to attending the campus had significant civic-mindedness upon graduation.

Growth of Civic-Mindedness and Future Intentions

The final and seventh finding was the growth of civic-mindedness and future intentions each participant shared through their experiences. Every participant described their overall growth in civic-mindedness started in high school and increased throughout their undergraduate experience. Some participants shared the growth of civic-mindedness was exponential and others indicated they showed some growth during their time as an undergraduate student. However, all of the participants shared they developed their civic-mindedness in some capacity. Additionally, each of the participants shared intentions of future engagement in civic learning and democratic engagement following their graduation. All the participants provided an example of a civic

focused career path they were planning to take or finding a regular volunteer opportunity in their community with non-profits or politics.

Overall Findings

As highlighted, the seven findings included: exposure to experiences, curricular experiences, campus involvement, support systems and mentoring, diversity experiences, pre-college experiences, growth of civic-mindedness and future intentions. These areas support the overall experiences shared by the participants during the interview process. During the interview, each participant shared their most influential experience in college that impacted their overall civic-mindedness. The answers shared by each of the participants varied and highlighted each of the findings shared previously. There was not one single experience that each of the participants shared collectively. The participants had some overlap but all experiences were unique to the participant and the campus experience. The results of these findings highlight that higher education will need to create multiple opportunities for students to gain or achieve civic-mindedness in a variety of ways across the campus community. Following is a compilation of the implications for practice within higher education that can help develop for future growth of civic-mindedness among undergraduate students.

Implications for Practice

Following the findings of the participants lived experience, this section provides insight into implications for practice in higher education. The participants shared multiple experiences higher education might model to promote a growth of civic-mindedness among future generations of students.

Civic Learning and Democratic Engagement in High School

One of the first implications for practice is that higher education could work collectively with local communities and schools to find ways to support and encourage pre-college civic learning and democratic engagement experiences among young people. Each of the participants shared an example of how they were directly impacted prior to college through a civic learning and democratic engagement experience. All participants shared how pre-college experiences influenced them to get involved once they attended college and were influential to their development of civic-mindedness today. Additionally, many of the participants shared about a volunteer experience in high school and some of the participants were part of national organizations or community groups. Due to existing literature from O'Dell et al. (2016) highlighting the importance of early involvement, I believe it is important to find ways to support civic learning and democratic engagement experiences for young people prior to college.

Higher education institutions can serve as a catalyst to work with local communities and schools in the region to find ways to increase civic participation among the youth. One of the specific ways an institution might carry this out is by collaborating with public and private school systems in the region. One of the options could be for an institution to host civic or volunteer-based summer youth camps. Another option is to engage civic-minded college students to interact and mentor middle school and high school youth by working together with social issues or volunteering in the community. Another option might be helping schools in the region to develop curriculum for civic or service-learning courses and incorporate that into high school courses.

First Year Exposure to Civic Learning and Democratic Engagement Opportunities

The second implications for practice are to provide exposure to civic learning and democratic engagement activities to students in the first year of college. All but one of the participants described becoming involved in experiences that influenced their civic-mindedness during the first year of college. A few of the participants described volunteering as an experience and others had civic learning and democratic engagement experiences through mentoring, campus voter organizations, courses, or through a campus leadership program. The participants shared that each of those experiences influenced their civic-mindedness. The participants also highlighted the experiences helped them gain a greater understanding of the community and social issues.

Due to the overall impact on first-year experiences influencing the participants civic-mindedness in the study, I would encourage higher education institutions to explore the creation of intentional experiences for first-year students. The intentional experiences might work to expose all students on campus to civic learning and democratic engagement opportunities. One of the first areas I believe might be critical to create is embedding a civic learning or democratic engagement experience in the orientation schedule. Adding experiences to orientation might allow all first-year students to participate and become engaged from the very beginning. Within orientation, students may have the opportunity participate in a volunteer service experience and campuses could provide all students the ability to register to vote before checking in. A second experience may be to collaborate with first year courses and embed a service-based experience into the curriculum for all students.

Finally, many students were involved in service-based student organizations. I might encourage higher education institutions to host a separate involvement event promoting

participation in civic learning and democratic engagement student organizations. An institution might host an involvement fair or share information through campus electronic newsletters and current social media platforms. Another option is to highlight civic learning and democratic engagement from the president and show visibility each year through a written communication to the students or highlighting community involvement on the campus social media platforms.

Civic and Service-Learning Courses

The third implications for practice might be to develop and/or increase the number of civic and service-learning courses at an institution. Each of the participants shared how their civic-mindedness was directly influenced through courses they have taken as an undergraduate student. Some of the courses were directly connected to the community through volunteerism and some were providing the participants knowledge about history, government affairs, or a social issue in their communities.

The impact on development of civic-mindedness was prevalent in the participants from taking a variety of courses at each institution they attended. Due to this finding, I would recommend or encourage higher education institutions consider an investment into enhancing the curriculum and developing pedagogy surrounding civic learning and democratic engagement. Developing civic and service-learning experiences is supported by Gallini and Moely (2003), who shared, the pedagogy of service-learning provides students the opportunity to connect with the community outside of the university and enhance their overall student engagement. Higher education institutions might find creative ways to encourage the development of civic or service-learning courses. Higher education might also create opportunities to support faculty through faculty development seminars, research funds, grants, etc. to support the process of innovation and curriculum enhancement. The funds and support may help re-structure current courses and

incorporate new civic learning and democratic engagement course experiences within the curriculum for all schools and colleges at an institution.

Mentorship Experiences

The final implications for practice from the research study is to recommend developing intentional mentorship experiences for students during their undergraduate experience. Each of the participants in the study shared about a faculty, staff, or peer on campus who was influential to their overall civic-mindedness. Due to this finding, higher education institutions might strive to find intentional ways to connect every undergraduate student to individuals and communities on campus that are passionate about civic learning and democratic engagement.

There are multiple ways to incorporate mentorship experiences into the campus community. The mentorship programs might be faculty and staff mentoring students or a student peer-to-peer approach. The purpose of the programs might allow students to find a faculty, staff, or a peer who could help them grow in their civic-mindedness and share the passion of civic learning and democratic engagement experiences. First, creating a faculty and staff mentoring program for students, it is important to find faculty and staff passionate about civic-mindedness. A campus might provide institutional training and development opportunities for participation in faculty and staff mentorship and about the importance of civic learning and democratic engagement in the community. Next, the campus might identify a list of interested campus faculty and staff leaders to serve in a formal or informal mentorship role. A formal mentorship may be pairing up students with faculty and staff in a one-to-one organized application experience.

An informal mentorship experience might happen organically between faculty and staff through engagements shared together and not organized. While a formal mentorship could be

ideal, a faculty or staff member may wish to have a more informal role as a mentor but provide knowledge about impacting civic-mindedness in undergraduate students. Most of the mentorship experiences shared by the participants were through informal engagements with faculty and staff who served as advisors to student organizations, campus programs, centers/offices/departments, and campus internships.

Another mentorship experience that might be developed is a peer-to-peer mentorship program between students. Barnhardt et al. (2015) highlighted through their research that peers can be the most influential in advocating to their peers of being an active and involved citizen. One of the participants described participating in a first-year experience program that had upper-class students serve as mentors for the first-year students. Some participants also described the importance of the community of students around them and how that was influential to their civic-mindedness. A peer-to-peer mentorship program might select upper-class student leaders who are actively engaged in civic learning and democratic engagement activities to serve as mentors. In the role as a peer mentor, upper-class students could pair up with first-year students looking to become engaged on campus in various future leadership roles on campus and in the community. The mentorship might lead to future campus leaders engaged in civic learning and democratic engagement activities and lead to overall student growth and development of civic-mindedness.

Essence Statement

The findings of the research provide higher education administrators with tangible ways to influence the development of civic-mindedness among undergraduate students. One of the important areas of student civic-mindedness development is early exposure and ensuring that students are provided civic experiences immediately in their undergraduate experience or prior to college. A second is that students have the ability to understand the context of community and

their own connection to the greater community in which they live. A third is to ensure that students have structured or supervised hands-on experiences to supplement their educational journey. The fourth is for a campus to integrate civic learning and democratic engagement as a core competency within their institution and overall mission. Finally, relationships are critical to the development of civic-mindedness through mentorship and connections with other students in the campus and local community. Each of these areas shared may be important to the development of civic-mindedness of undergraduate students in the colleges and universities across the country.

Recommendations for Future Research

As a result of the findings from this research study, I would recommend additional future research to understand the various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. Future research can continue to add to the literature of knowledge and cultivate future students to become civically minded at institutions throughout the world. Additionally, Steinberg et al. (2011) shared future research should continue to validate the Civic-Minded Graduate construct.

First, I would recommend a research study that focused on another geographic location of the country. This research study was focused on a specific subset of students in the Atlantic Coast Conference (ACC). Additional research could focus on institutions within a specific state, regional institutions, liberal arts colleges, four-year institutions, and additional athletic conference institutions such as the Southeastern Conference (SEC), Pac-12 Conference, Big 12 Conference, or Big Ten Conference.

The second recommendation is to understand the growth and development of civic-mindedness for students attending and graduating from a community college. This study did not have a focus on a community college. However, a future research study could examine the influence of a student's civic-mindedness by either attendance at a community college or college seniors that transferred and attended a community college prior to their current institution.

A third recommendation would be to increase the demographics of the study. In recruiting for the study, only two participants who identified as male signed up for the study. The male participants also identified as Black. In a future study, I would recommend finding a perspective from White identified males. The study also had three participants identifying with a sexual orientation other than heterosexual or straight. The participants all identified as female and identified as Bisexual, Queer, and unlabeled. I would recommend that an additional study incorporate Gay, Lesbian, or Transgender participants.

A final recommendation is to conduct a longitudinal qualitative research study on the influences of civic-mindedness in undergraduate students. One longitudinal study could be conducted from their first-year until the year they graduate from an institution. Another longitudinal research study could be from the time they graduate until five years post-graduation to gain insight into how they have been engaged in the community.

Conclusion

Overall, the purpose of this research study was to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation.

The interpretive phenomenological analysis (IPA) methodology used for the research study examined the lived experiences of 10 undergraduate students. Following the analysis of the

data, emergent themes were common across all participants interviewed and included: exposure to civic learning and democratic engagement experiences, participation in campus experiences, participation in pre-college civic experiences, support systems, growth in civic-mindedness, and future Involvement in civic participation. The emergent themes led to the following findings: exposure to experiences, curricular experiences, campus involvement, support systems and mentoring, diversity experiences, pre-college experiences, growth of civic-mindedness and future intentions.

The research study findings provide a framework for civic learning and democratic engagement activities students could participate in to help foster the development of civic-mindedness. As shared in a previous chapter, the Civic Learning and Democratic Engagement (CLDE) National Task Force developed a report and called on higher education to, “embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education” and that “colleges and universities are among the nation’s most valuable laboratories for civic learning and democratic engagement” (The National Task Force on CLDE, 2012, p. 2). Institutions should utilize the information gained by the participants of this research study to help develop further campus experiences and activities to continue fostering civic-mindedness in students.

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APPENDICES

APPENDIX A

Recruitment E-mail for ACC Campus Contact

Subject Line: Seeking participants for a research study on undergraduate student civic-mindedness.

Email:

Dear [name inserted here],

Hope you are having a wonderful week. My name is Andrew Wiemer, currently a doctoral candidate in the Higher Education Leadership program at Colorado State University. With the guidance of my doctoral chair, Dr. Linda Kuk, I am conducting my research dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

The overarching purpose of the study is to address the following research question:

- How do college students understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation?

Through the research, I hope to support an understanding of the experiences that develop civic-mindedness in college students.

The study is to be conducted at Atlantic Coast Conference (ACC) institutions with the hope of having representation from about 2-5 institutions. As a campus leader working to help support the development of civic-mindedness in undergraduate students, I would love to speak with you about helping recruit participants for the study. The student demographic must be an undergraduate graduating senior student during the 2021-2022 academic year.

Students that are recruited for the study as a research participant would need to complete the following as part of the research process:

- 1) Research participant must consent to the study via a Qualtrics form.
- 2) Research participant must complete the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument.
- 3) Research participant must be available for up to a 90-minute Zoom video recorded semi-structured interview.
- 4) Research participant will be asked to personally review a one-page summary of the interview to ensure authenticity and trustworthiness of the data collected.
- 5) Following completion of the full interview process, research participant will receive a \$25 e-Amazon gift card from the researcher immediately upon completion of the CMG-EI instrument, interview process, and review of transcripts.

If you are interested in supporting the study, please let me know if I can set up a virtual meeting for you to learn more. The meeting will provide you an opportunity to hear about the research study and how to identify student participants on your campus. Please let me know if you have any questions and you can contact me by email or via cell/text at 305-812-5469.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University

APPENDIX B

E-mail and Flyer to Recruit Students for Research Study

Subject Line: Recruiting participants for a research study on undergraduate student civic-mindedness. \$25 e-Visa gift card for participants.

Email:

Dear Potential Research Participants,

My name is Andrew Wiemer, currently a doctoral candidate in the Higher Education Leadership program at Colorado State University. With the guidance of my doctoral chair, Dr. Linda Kuk, I am conducting my research dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

The overarching purpose of the study is to address the following research question:

- How do college students understanding and participation in civic learning and democratic engagement relate to the development of their civic-mindedness and to their intentions for future civic participation?

Currently, I am recruiting undergraduate seniors to be part of the research study. The study is to be conducted at Atlantic Coast Conference (ACC) institutions with the hope of having representation from about 2-5 institutions.

If you are willing to join the study as a research participant, you would need to complete the following throughout the research process:

1. Research participant must consent to the study via a Qualtrics form.
2. Research participant must complete the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument.
3. Research participant must be available for up to a 90-minute Zoom video recorded semi-structured interview.
4. Research participant will be asked to personally review a one-page summary of the interview to ensure authenticity and trustworthiness of the data collected.
5. Following completion of the full interview process, research participant will receive a \$25 e-Amazon gift card from the researcher immediately upon completion of the CMG-EI instrument, interview process, and review of transcripts.

If you are interested in supporting the study, please contact Andrew Wiemer at a Andrew.Wiemer@colostate.edu. You are also welcome to call/text me if you have any questions at 305-812-5469. I look forward to having you join the research study.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University

Flyer:



Undergraduate Senior Students Needed

Sign-Up Today to Earn \$25 for a Research Study on Fostering Civic-Mindedness in Undergraduate Students

Participants must be enrolled full-time undergraduate seniors attending an Atlantic Coast Conference (ACC) institution and involved as a student by participating in multiple civic opportunities through student organizations, student leadership roles, co-curricular programs, and curricular experiences. A participant must also have experienced at least 4-5 years as an undergraduate at the same institution.

The purpose of the research study is to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation.



Interested in signing up for this qualitative research study?
Contact Andrew Wiemer, Co-Principal Investigator and Ph.D. Candidate at
Colorado State University - Andrew.Wiemer@colostate.edu
Interviews will take place electronically via Zoom

APPENDIX C

E-mail for Students Confirmed for Research Study

Subject Line: Confirmation of Research Study: Informed Consent Information

Email:

Hello [name inserted here],

Thank you so much for your interest in participating in my research dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

I am very excited for your participation and look forward to getting to know you during the research process. To confirm your participation in the study, please click on following link below which requires you to review and agree to the **informed consent form** before you are able to participate in the study.

[Link to Consent Form]

Upon completion of the informed consent form with your signature, I will start the research process. The first part of the study is for you to complete the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument. After completing and signing the informed consent, I will email you the link to the CMG-EI instrument. You will need to complete the CMG-EI instrument in one week.

Once the instrument is completed, I will send you a follow up email to set up the interview within three weeks after completion of the CMG-EI instrument.

Thank you again for agreeing to participate in the study. I look forward to working with you.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University

APPENDIX D

Electronic Consent Form

Colorado State University Consent to Participate in Research

Title of Research Study: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

Introduction:

The researcher for the study is Andrew D. Wiemer, a Ph.D. Candidate at Colorado State University in the Higher Education Leadership program. In collaboration with the doctoral chair, Dr. Linda Kuk, we are inviting undergraduate graduating seniors to take part in the study.

Purpose:

The overarching purpose of this research study is to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation. Throughout the study, the researcher will interview undergraduate seniors that are confirmed to graduate from their institution. The process will be accomplished by obtaining a sample size of 7-15 participants from 2-5 selected Atlantic Coast Conference (ACC) institutions and gather data on graduating seniors.

Procedures:

Participating in this study requires the following by the participant:

1. Research participant must first consent to the study via a Qualtrics form.
2. Research participant must complete the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument.
3. Research participant must be available for up to a 90-minute Zoom video recorded semi-structured interview.
4. Research participant will be asked to personally review a one-page summary of the interview to ensure authenticity and trustworthiness of the data collected.
5. Following completion of the full interview process, research participant will receive a \$25 e-Amazon gift card from the researcher immediately upon completion of the CMG-EI instrument, interview process, and review of transcripts.

Risks/Discomforts:

As a participant, you should not experience any personal risk or discomfort from taking part in this study. Additionally, the participant is free to not respond to any questions in the questionnaire along with the interview. Please let the researcher know at any time and they will stop the interview process or skip a question a participant does not wish to answer.

Benefits:

Participants may experience no direct benefits from the research process.

Confidentiality:

To minimize the risks to confidentiality, the researcher will do the following:

- Research participant responses and participation are kept confidential.
- Each participant will choose a pseudonym that will be how they identify throughout the research process.
- The researcher will use the pseudonym throughout the data collection, transcription, analysis process, and writing of the final manuscript.
- Data (audio, video, and notes) collected in interviews will be confidential and stored on a personal google drive and an external hard drive that will only be accessible by the researcher.
- All consent forms and initial requests for participation in the study will be collected via Qualtrics software. The information collected is only accessible by the researcher and the site is password protected.
- Emails will be collected to compensate the participants. Emails will be only accessible by the researcher and provided to the e-gift card provider to send the email with the compensation. Emails will be stored on a personal google drive and an external drive that is only accessible by the researcher.
- Transcription will be completed by an outside source and the researcher will ensure that all files, once returned, are deleted off of the host site and stored confidentially in a private google drive and external hard drive only accessible by the researcher.
- Finally, the results of the study may be published in peer-reviewed journals, professional publications, or educational presentations: however, no participant or institution will be identified. Additionally, the researcher may be asked to share the research files with the CSU Institutional Review Board ethics committee for auditing purposes.

Compensation and Cost:

There are no costs associated with participation in this study. To thank the research participant for taking part in the study, they will receive a gift card. The gift card will be a \$25 e-Amazon gift card and the researcher will send the card following completion of the CMG-EI instrument, interview process, and review of transcripts.

Rights:

Participation is strictly voluntary, and the research participant may withdraw at any time during the study. The research participant can decline to answer any questions and are free to stop taking part in the study at any time.

Contact Information and Questions:

If there are any questions about the research, please contact Andrew Wiemer, Researcher, Colorado State University, (305) 812-5469. The researcher will gladly answer any questions a research participant may have concerning the purpose, procedures, and outcome of the study. If the research participant has any questions about their rights or treatment as a research participant in the study, please contact the Colorado State University Institutional Review Board (IRB) at: 970-491-1381, or e-mail RICRO_IRB@mail.colostate.edu.

Participant Agreement:

Do you consent for the interviews to be audio recorded and video recorded through Zoom?

_____ Yes

_____ No

Do you agree to having your pseudonym and other non-identifying information to be included in all final reports, publications, and or presentations resulting from this research?

_____ Yes

_____ No

If you wish to participate in this study, please e-sign and date below. You will be provided a copy of the consent form to keep for your own records.

Participant Full Name (Print): _____

Participant Signature: _____

Date: _____

Note: This document will be created into an electronic Qualtrics form.

APPENDIX E

Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) Instrument

The questionnaire was developed by the researcher and has four sections that help make up the CMG-EI. The section includes a demographic section, student engagement information, civic experiences and involvement in the community, and a section on civic indicators. The tool was adapted and developed from the IUPUI Civic Minded Graduate Scale, as outlined by Steinberg et al. (2011) along with the Core Indicators of Engagement Questionnaire from the Center for Information and Research on Civic Learning and Engagement (CIRCLE).

SECTION I – DEMOGRAPHIC INFORMATION

First, please answer a few general questions about yourself.

1. Code #: _____
2. Please share a pseudonym that you would like to be used to identify yourself throughout the research process: _____
3. Gender Identity:
 - ☐ Male
 - ☐ Female
 - ☐ Transgender FTM (female-to-male)
 - ☐ Transgender MTF (male-to-female)
 - ☐ Gender Non-Conforming
 - ☐ Prefer to self-describe (please specify):
 - ☐ Prefer not to say
4. Sexual Orientation
 - ☐ Gay
 - ☐ Lesbian
 - ☐ Bisexual
 - ☐ Prefer to self-describe (please specify):
5. Ethnicity/Race
 - ☐ Asian
 - ☐ Black or African American
 - ☐ Hispanic or Latin/x
 - ☐ Native American/American Indian or Alaska Native
 - ☐ Native Hawaiian or Pacific Islander
 - ☐ White/Caucasian
 - ☐ Mixed Race
 - ☐ Multi-racial
 - ☐ Prefer to self-describe (please specify):
 - ☐ I'm not sure
 - ☐ Prefer not to say

6. Do you identify as a person of color?
- ☐ Yes
 - ☐ No
 - ☐ I'm not sure
7. Nationality:
- ☐ U.S. Citizen/U.S. Permanent Resident
 - ☐ Non-U.S. Citizen
8. First Generation College Student
- ☐ Yes
 - ☐ No
 - ☐ I'm not sure
9. Academic Majors and Minors
- ☐ Please List all Majors and Minors
10. Did you ever live on campus?
- ☐ Yes, if Yes how many years?
 - ☐ No
11. College class (by checking this you indicate you are confirmed undergraduate senior):
- ☐ Undergraduate Senior
12. Did you transfer during your undergraduate experience?
- ☐ No
 - ☐ Yes
13. If you answered "yes" to number 6, how long ago did you transfer to your graduating institution?
- ☐ Less than one year ago
 - ☐ One year ago
 - ☐ Two or more years ago
 - ☐ Not applicable

SECTION II – STUDENT ENGAGEMENT INFORMATION

Second, please answer a few questions about your engagement during your undergraduate experience.

14. Have you participated in community service during your undergraduate experience?
- ☐ No
 - ☐ Yes

15. Were or are you a member of a Greek Letter Organization?
- ☐ No
 - ☐ Yes
16. Were or are you a Division I Athlete?
- ☐ Yes
 - ☐ No
17. Were or are you a student employee at the institution?
- ☐ Yes
 - ☐ No
- If Yes, are you work study? Yes or No
18. Have you participated in any of the following programs throughout your undergraduate experience (check all that apply):
- ☐ Writing Intensive Course
 - ☐ Group Project
 - ☐ Study Abroad Experience
 - ☐ Internship
 - ☐ Capstone Course Project
 - ☐ Undergraduate Research
19. Please estimate the number of courses that you have taken that have included community involvement such as volunteer service, community-based learning experiences, one-time service projects, or other service activities:
- ☐ 0 courses
 - ☐ 1-2 courses
 - ☐ 3-4 courses
 - ☐ 5 or more courses
20. Please select any groups you were part of during your undergraduate experience for 2 years or more (select all that apply):
- ☐ Sports Recreation or Athletic Group
 - ☐ Political Organization
 - ☐ Cultural Group
 - ☐ Greek Letter Group
 - ☐ Academic/Professional/Honor Group
 - ☐ Programming Board/Group
 - ☐ Resident Assistant
 - ☐ Service Group
 - ☐ Campus/Student Governance Group
 - ☐ Religious Group

21. What leadership position do you hold or have held in the organization selected above (select all that apply)?
- ☐ President/Chairperson/Captain
 - ☐ Vice President/Vice Chairperson
 - ☐ Treasurer
 - ☐ Secretary
 - ☐ Resident Assistant
 - ☐ Senator
 - ☐ Orientation Leader
 - ☐ Other (please specify)
22. Please indicate and list all co-curricular experiences you participated in during your undergraduate experience and leadership roles you held?

SECTION III – CIVIC EXPERIENCES & INVOLVEMENT IN THE COMMUNITY

Realizing that you have had a variety of experiences in undergrad, we are interested in the opportunities you may have had to be **involved with the community**, either through coursework or extra-curricular activities. Examples of these activities may include *volunteer service, political activities, service-learning or other community-based learning experiences, one-time service projects, and service activities through a religious organization or student club.*

For the following items, please rate your response by circling the appropriate number on the scale. (1 = Strongly Disagree, 6 = Strongly Agree)

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		1. My college experiences have helped me know a lot about opportunities to become involved in the community.
1	2	3	4	5	6		2. My experiences as a college student have enabled me to plan or help implement an initiative that improves the community.
1	2	3	4	5	6		3. My college education has helped me appreciate how my community is enriched by having some cultural or ethnic diversity.
1	2	3	4	5	6		4. My college education has given me the professional knowledge and skills that I need to help address community issues.
1	2	3	4	5	6		5. Because of my college experiences, I plan to stay current with the local and national news after I graduate.
1	2	3	4	5	6		6. When discussing controversial social issues in college, I have often been able to persuade others to agree with my point of view.
1	2	3	4	5	6		7. Through my experiences in college, I am very familiar with clubs and organizations that encourage and support community involvement for college students.
1	2	3	4	5	6		8. My college education has prepared me to listen to others and understand their perspective on controversial issues.
1	2	3	4	5	6		9. My college education has increased my confidence that I can contribute to improving life in my community.

1	2	3	4	5	6	10. After being a college student, I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society.
1	2	3	4	5	6	11. As a result of my college experiences, I want to dedicate my career to improving society.
1	2	3	4	5	6	12. My college experiences helped me to realize that I like to be involved in addressing community issues.
1	2	3	4	5	6	13. My college education has motivated me to stay up to date on the current political issues in the community.
1	2	3	4	5	6	14. Based on my college experiences, I would say that the main purpose of work is to improve society through my career.
1	2	3	4	5	6	15. Based on my experiences in college, I would say that most other students know less about community organizations and volunteer opportunities than I do.
1	2	3	4	5	6	16. My experiences as a college student have helped make me a good listener, even when peoples' opinions are different from mine.
1	2	3	4	5	6	17. My experiences in college have increased my motivation to participate in advocacy or political action groups after I graduate.
1	2	3	4	5	6	18. My college experiences have helped me develop my ability to respond to others with empathy, regardless of their backgrounds.
1	2	3	4	5	6	19. Because of my college experiences, I intend to be involved in volunteer service after I graduate.
1	2	3	4	5	6	20. Because of the experiences I have had in my college education, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.
1	2	3	4	5	6	21. My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue.
1	2	3	4	5	6	22. My college education has made me aware of a number of community issues that need to be addressed.

1	2	3	4	5	6	23. My college education has convinced me that social problems are not too complex for me to help solve.
1	2	3	4	5	6	24. As a result of my experiences in college, other students who know me well would describe me as a person who can discuss controversial issues with civility and respect.
1	2	3	4	5	6	25. I believe that I have a responsibility to use the knowledge that I have gained through my college education to serve others.
1	2	3	4	5	6	26. My experiences in college have helped me to develop my sense of who I am, which now includes a sincere desire to be of service to others.
1	2	3	4	5	6	27. Because of my college experience, I believe that having an impact on community problems is within my reach.
1	2	3	4	5	6	28. My experiences as a college student have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus.
1	2	3	4	5	6	29. My college experiences have helped me to realize that I prefer to work in a setting in which I interact with people who are different from me.
1	2	3	4	5	6	30. My experiences in college have helped me realize that it is important for me to vote and be politically involved.

SECTION IV – CIVIC INDICATORS

Below you will find a list civic indicators, electoral indicators and political voice indicators. Please choose the response that best fits your own experiences.

<u>Civic Indicators</u>			
Community Problem Solving - Have you ever worked together with someone or some group to solve a problem in the community where you live?	Yes, Within the last 12 months	Yes, but not within the last 12 months	No, Never
Volunteering - Have you volunteered or done any voluntary community service for no pay?	Yes, Within the last 12 months	Yes, but not within the last 12 months	No, Never
<i>Indicate whether you have volunteered with any of the following types of organizations or groups:</i>			
Religious group	Yes, I have volunteered within the last 12 months	Yes, I volunteer once a month or more	Not within the last 12 months
Environmental organization	Yes, I have volunteered within the last 12 months	Yes, I volunteer once a month or more	Not within the last 12 months
Civic or community organization involved in health or social services	Yes, I have volunteered within the last 12 months	Yes, I volunteer once a month or more	Not within the last 12 months
An organization for youth, children or education	Yes, I have volunteered within the last 12 months	Yes, I volunteer once a month or more	Not within the last 12 months
Any other group: _____ (describe the group)	Yes, I have volunteered within the last 12 months	Yes, I volunteer once a month or more	Not within the last 12 months

Group Membership - Do you belong to or donate money to any groups or associations, either locally or nationally such as charities, labor unions, professional associations, political or social groups, sports or youth groups, and so forth?	Yes	No	
Are you an active member of this group or any of these groups, a member but not active, or have you given money only? Mark all that apply.	Active member of at least one of them	Member, But not active in at least one of them	Given money only
Participate in a run/walk/ride - Have you personally walked ran or bicycled for a charitable cause - this is separate from sponsoring or giving money to this type of event?	Yes, Have done it within last 12 months	Yes, But not within last 12 months	No, Never
Donate to a charity - Besides donating money, have you ever done anything else to help raise money for a charitable cause?	Yes, Have done it within last 12 months	Yes, But not within last 12 months	No, Never
<u>Electoral Indicators</u>			
Voter Registration - Many people are not registered to vote because they are too busy or move around often. Are you currently registered in your election district, or not?	Yes, Definitely	I think so	No
Voting - We know that most people don't vote in all elections. Do you vote in both national and local elections?	Yes, Always	Yes, Usually	No
Volunteer for a Candidate or Political Campaign - Have you volunteered for a political organization or candidate running for office?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Persuade Others to vote for a candidate or party - When there is an election taking place, do you try to convince people to vote for or against one of the parties or candidates, or not?	Yes, Always	Yes, Usually	No

Display Campaign Button or Sticker - Do you wear a campaign button, put a sticker on your car, or place a sign in front of your house?	Yes, Always	Yes, Usually	No
Contributing to a Campaign, party or group - Have you given money to a candidate, political party, or organization that supported candidates	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
<u>Indicator of Political Voice</u>			
<i>Have you done any of the following to express your views?</i>			
Contacted a Public Official - Contacted or visited a public official - at any level of government - to express your opinion	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Contacted a Newspaper - Contacted a newspaper or magazine to express your opinion on an issue?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Contacted a Radio or Television Talk Show - Called in to a radio or television talk show to express your opinion on a political issue, even if you did not get on the air?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Posted on Social Media - Utilized your voice on social media to express your opinion on an issue?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Protested - Taken part in a protest, march or demonstration?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Signed an Email or Electronic Petition - Signed an email or electronic petition about a social or political issue?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Signed a Written Petition - Have you ever signed a written petition about a political or social issue?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Boycotted - Have you ever NOT bought something from a certain company because you disagree with the social or political values of the company that produces it?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never

Boycotted - Have you bought something because you like the social or political values of the company that produces or provides it?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never
Canvassed - Have you worked a canvasser - going door to door for a political or social group or candidate?	Yes, Within the last 12 months	Yes, But, not within the last 12 months	No, Never

Note: This instrument was created into an electronic Qualtrics form.

APPENDIX F

E-mail for Students CMG-EI Instrument

Subject Line: Informed Consent Received: Complete Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument

Email:

Hello [name inserted here],

Thank you so much for completing and signing the informed consent form for my dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

As part of the next steps, I am excited to share with you the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument and code. Below you will find the link and code and please complete the instrument within one week.

[Link to Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument]

Upon completion of the Civic- Mindedness Graduate - Engagement Indicator (CMG-EI) instrument, I will send you an additional email to sign up for the Zoom interview. Your Zoom interview will take place one to three weeks following the completion of the CMG-EI instrument.

Thank you again for agreeing to participate in the study. I look forward to your responses and will be in touch soon with the interview link.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University

APPENDIX G

E-mail for Students Interview Signup

Subject Line: CMG-EI Received: Sign up for Interview

Email:

Hello [name inserted here],

Thank you so much for completing the Civic-Mindedness Graduate - Engagement Indicator (CMG-EI) instrument for my dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

You are now ready to sign up for an interview. Please click on the link below to sign up for your Zoom interview. You will receive a confirmation email with your interview time and date.

[Interview Signup Link – SignUpGenius]

Thank you again for agreeing to participate in the study. I look forward to speaking to you in the interview.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University

APPENDIX H

Interview Protocol Form and Schedule

Research Topic: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

Time:	
Date:	
Place:	
Interviewer:	Andrew Wiemer
Interviewee:	

Introduction:

Research Purpose: The overarching purpose of this research study is to develop a broader understanding of various forms of civic learning and democratic engagement activities that foster a student's development of civic-mindedness and their intentions for future civic participation.

Interview answers will be kept confidential and utilized only to meet dissertation requirements within the Colorado State University Higher Education Leadership program and possible inclusion in conferences, publications, and public presentations. However, all individual identities of participants will be kept confidential unless permission is requested.

All interviews will be recorded for accuracy via Zoom. If anytime a participant would like to step away from the interview, they are welcome to no longer participate in the study.

Interview Script:

- Overview and introduction of researcher to participant.
- Review the purpose of the study to the participant.
- Thank you for agreeing to participate in this research study with me. Throughout the interview, I'm going to ask you a variety of questions to guide our conversation. During our conversation, I may ask you to expand on your answer or to clarify what you mean for any answer you have provided. There are no wrong answers, and my goal is to create an environment where you can comfortably share as much as possible. Please feel free to ask me questions at any point if you need further clarity on a question. Also, you are welcome to not respond to any questions that may make you feel uncomfortable. Additionally, you are welcome to end the interview at any point and please just make me aware of the request.
- Define civic-mindedness for participant - Civic-mindedness is defined by Pike et al. (2014) as a "person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community" (p. 93).

Interview Questions:

1. I'd like you to think about the term civic-mindedness just defined. What does the term civic-mindedness mean to you and how do you personally define the term? Overall, do you believe that you are a civic-minded individual and why?
2. What do you see as the most important characteristic of yourself that defines who you are in relation to civic-mindedness, and why?
3. Could you share with me a little bit about your civic involvements across campus throughout your undergraduate experience?
4. Why are these involvements you shared important to you and how have they impacted your overall growth in civic-mindedness?
5. How have your college experiences contributed to the knowledge and skills you have gained? Can you provide some examples?
6. What college experiences contributed the most to giving you a sense of responsibility to the community?
7. Which curricular civic experiences or coursework in college have been the most influential on developing your civic-mindedness and why?
8. Which co-curricular civic experiences in college have been the most influential on developing your civic-mindedness and why?
9. Which, if any, student organization experiences in college have been the most influential on developing your civic-mindedness and why?
10. Which, if any, student leadership roles in college have been the most influential on developing your civic-mindedness and why?
11. Overall, which of the experiences that you have shared previously in college have been the most influential to your overall civic-mindedness?
12. Could you share how faculty and/or staff may have influenced your own civic-mindedness during college?
13. Could you share any experiences that are not directly related to your undergraduate experiences that may have influenced your own civic-mindedness and why?
14. How do you envision yourself continuing your civic experiences post-graduation or in the future? What types of activities might you be involved in?

15. On a scale from 1-10, with 10 being the highest and 1 the lowest. How high would you rate yourself as being a civically minded individual and why?
16. Do you think you have grown in your civic-mindedness since starting college and why?
17. Thank you for participating in the interview. I do not have any other questions, but is there anything you have not been able to share but would like to share with me about how college had influenced your own civic-mindedness?

Interview Schedule and Research Questions

Introduction:

- Overview and introduction of researcher to participant.
- Review of the purpose of the study to participant.
- Provide definition of civic-mindedness - Definition of Civic-Mindedness for this study provided to research participant: Civic-mindedness is defined by Pike et al. (2014) as a “person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (p. 93).

Interview Questions tied to Research Questions:

- *How do college students describe their own understanding of civic-mindedness?*
 - I’d like you to think about the term civic-mindedness just defined. What does the term civic-mindedness mean to you and how do you personally define the term? Overall, do you believe that you are a civic-minded individual and why?
 - What do you see as the most important characteristic of yourself that defines who you are in relation to civic-mindedness, and why?
- *How have college students’ experiences influenced their knowledge, skills, and dispositions as outlined by the Civic-Minded Graduate framework?*
 - How have your college experiences contributed to the knowledge and skills you have gained? Can you provide some examples?
 - What college experiences contributed the most to giving you a sense of responsibility to the community?
- *How has college students’ participation and involvement throughout their college experience influenced their civic-mindedness?*
 - Could you share with me a little bit about your civic involvements across campus throughout your undergraduate experience?
 - Why are these involvements you shared important to you and how have they impacted your overall growth in civic-mindedness?

- a) *How has participation by students in curricular civic experiences influenced their civic-mindedness?*
 - Which curricular civic experiences or coursework in college have been the most influential on developing your civic-mindedness and why?
- b) *How has participation by students in co-curricular civic experiences influenced their civic-mindedness?*
 - Which co-curricular civic experiences in college have been the most influential on developing your civic-mindedness and why?
- c) *How has involvement by students in student organizations influenced their civic-mindedness?*
 - Which, if any, student organization experiences in college have been the most influential on developing your civic-mindedness and why?
- d) *How has involvement by students in student leadership roles influenced their civic-mindedness?*
 - Which, if any, student leadership roles in college have been the most influential on developing your civic-mindedness and why?
 - Overall, which of the experiences that you have shared previously in college have been the most influential to your overall civic-mindedness?
- *How do college student participants' perceive faculty and staffs' influence on their civic-mindedness?*
 - Could you share how faculty and/or staff may have influenced your own civic-mindedness during college?
- *How do college students perceive experiences not directly related to their college engagement influencing their civic-mindedness?*
 - Could you share any experiences that are not directly related to your undergraduate experiences that may have influenced your own civic-mindedness and why?
- *How do college students describe their collegiate civic-minded experiences contributing to their future civic participation?*
 - How do you envision yourself continuing your civic experiences post-graduation or in the future? What types of activities might you be involved in?

Interview Conclusion Questions:

- On a scale from 1-10, with 10 being the highest and 1 the lowest. How high would you rate yourself as being a civically minded individual and why?

- Thank you for participating in the interview. I do not have any other questions, but is there anything you have not been able to share but would like to share with me about how college had influenced your own civic-mindedness?

Additional Supplemental Questions:

- What experiences do you personally attribute to your current capacities of civic-mindedness and where do you believe these came from?
- How have your college experiences increased your knowledge of ways to become involved in the community, such as through community organizations and volunteer opportunities?
- How have your civic college experiences contributed to your knowledge of current events and complex issues in modern society?
- How have your past civic experiences in college influenced your ability to listen to differing points of view and communicate with others?
- How do your past civic college experiences contribute to your ability to work with people from different backgrounds?
- What past civic experiences in college contribute to your ability to work with others across differences to solve problems?
- How have civic experiences in college contributed to your understanding the importance of serving others and actively involved in a community to address social issues?
- Can you share a time that you personally took action on an issue in the community and what civic experiences contributed to that desire to take action?

APPENDIX I

E-mail for Students Following Interview

Subject Line: Interview Summary and Gift Card: Approve Data

Email:

Hello [name inserted here],

Thank you so much for completing the interview for my dissertation study called: Fostering civic-mindedness in undergraduate students: An interpretative phenomenological analysis.

In order to ensure the accuracy of the data you provided in the interview; I would like you to personally review the summary of our interview. Once you have had a chance to review, please email me back indicating you have read the information and that it is an accurate summary of our interview. If you have any concerns, please let me know and I will adjust to ensure accuracy of our interview. If I do not hear back from you in three business days, I will assume you are Ok with the summary as provided to you.

Thank you again for agreeing to participate in the study. Once the summary is affirmed as accurate, I will send you the \$25 e-Amazon gift card for your participation in the research study to this email address.

Sincerely,

Andrew Wiemer, Doctoral Candidate
Co-Principal Investigator
Higher Education Leadership Program
School of Education - Colorado State University

Linda Kuk, PhD
Principal Investigator | Professor
Higher Education Leadership Program
School of Education - Colorado State University