Original Research Article

Civic identity among undergraduate students at the Hashemite university in Jordan

Aieman Ahmad Al-Omari*[1,2]

[1]College of Education, Sultan Qaboos University, Sultanate of Oman.
[2]Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan.

*Author's E-mail:
a.alomari@squ.edu.om,
aieman66@hotmail.com

The goal of this study is to identify significant differences in civic identities among undergraduate students at Hashemite University and to analyse those differences based on gender, discipline, academic year, and GPA. Data was collected at random from 467 Hashemite University students enrolled in one of the university elective courses as part of their degree programmes during the first semester of 2016/2017. A descriptive method was used, with a 44-item Civic Attitudes and Skills Questionnaire covering six areas: civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes. According to the responses, students ascending by means had the following civic identities: "Political Awareness," "Civic Action," "Interpersonal and Problem-Solving Skills," "Leadership Skills," "Social Justice Attitudes," and "Diversity Attitudes." Except for "civic action" and "political awareness," all of these competencies were at the moderate level. The results revealed that academic year and gender had significant differences on the combined dependent variable of undergraduate students' civic identities at Hashemite University, whereas discipline and GPA did not.

Keywords: Civic identity, undergraduate students, the Hashemite University, Jordan, higher education

INTRODUCTION

It is necessary to clarify why certain students have different patterns of civic behavior relative to others. Such awareness is important in the formation of undergraduate civic learning programs that effectively represent an increasingly diverse students' body. Nothing is understood about the features of students that are different on their personality expression. This research sought to explain the characteristics of students who have diverse expectations for civic behavior in universities. Conceptual and observational work sheds light on the particular way students embrace civic identities in university (Moely et al., 2008; Weerts et al., 2014).

All in, the researches on civic identities in universities shows that students are leaning toward one or two distinct frameworks of civic activity. Mainly, the model of social change reflects students who are committed to engaging in programs that concentrate on long-term change. Such events are also politically oriented and discuss pervasive societal issues (e.g., social, economic, environmental, etc.). Additionally, other students choose instant, non-political and cooperative initiatives. These practices come under the voluntary model, which focuses on short-term compassionate acts such as delivering meals in homeless shelters (Morton, 1995; Moely and Miron, 2005; Kahne et al., 2000; Moely et al., 2008; Westheimer and Kahne, 2004).

Various fields in sociology, youth development and political science offer information about how college students can gravitate to various types of civic action (or away from civic action altogether). Next, civic action is related to providing a developmental political experience as a youth (Otto, 1976; Verba et al., 1995; Glanville, 1999). Several adult volunteers had parents who were civilly active, served as role models for participation, and involved in volunteer events with their children (Dunham and Bengston, 1992; Zaff et al., 2003). Those experiences can be influenced by family wealth, since people who are civilly

engaged in adulthood are likely to be from a higher socio-economic context (Youniss et al., 1999). In furthermore, religious education is essential for the understanding of civic behavior and orientation. Past findings have found that parental religious participation is correlated with pro-social behavior (Bekkers, 2005).

In addition, high school experience and academic readiness are essential for understanding civic behavior in and after college. Engagement in high school policy making is strongly related to civic participation in adult years (Otto, 1976, Verba et al., 1995; Glanville, 1999). Astin, Sax, and Avalos (1999) have found that people who volunteer regularly in high school are twice as likely to dedicate at least some time to social work service nine years later. Moreover, they found that civically engaged students are expected to be among the most academically qualified. Higher verbal proficiency scores are correlated with increased political activity (Nie and Hillygus, 2001) and higher SAT scores are associated with civic engagement among college graduates (Bowen and Bok, 1998). Moely et al. (2008) found that academic expectations are significant in forecasting the civic interests of college students.

College settings and curricular options often form the civic engagement and identity of individuals during and after college. Hurtado, Engberg and Ponjuan (2003) reported that learners who have ongoing communication with different peers are more likely to vote in federal and state elections. Students who have studied in multicultural studies, majored in political science, history, or social science, have been found to be more likely to interact in groups after they have graduated from college (Misa et al., 2005).

A study of similar literature in Jordan found a lack of studies discussing the civic features and identities of undergraduate students at Hashemite University. Thus, this research attempted to examine the major variations between graduate students based on gender, discipline, academic year and GPA.

Literature Review

An analysis of Youniss et al. (1999) responses from a nationwide survey group of 13,000 high school seniors was analyzed to identify predictor variables of normative, non-conventional and deviant youth orientation. Normative orientation was indexed using indicators of traditional political engagement, religious participation, and the value of faith. Unconventional orientation was indexed to unconventional political participation (e. g., boycotting). Deviance was calculated by the use of marijuana. The level of community service greatly improved the predictability of these factors over and above the context features and part-time job participation. Participation in several forms of school-based extracurricular programs was favorably associated with doing service, as was modest part-time employment. The basic characteristics of attending Catholic school, being female, possessing a high socio-economic status and coming from an intact family all predicted service participation.

Kahne et al. (2000) study draws on three fields of study on the interaction between college service learning and citizenship. It explored the need to: consider the relationship between diverse approaches to service learning and good citizenship; link service learning study to scholarly problems and structures in relevant disciplines; and examined relationships between higher education's civic mission and the design, implementation, and impact of civic curriculum. The research article of Moely, McFarland, Miron, Mercer, and Ilustre (2002) showed that students in service-learning courses across fields of study had improved Civic Attitudes and Skills Questionnaire scores on all subscales, excluding diversity perceptions, after a semester of enrollment.

The Westheimer and Kahne (2004) study indicates that educators and policy makers are gradually implementing initiatives aimed at improving democracy through civic education, service learning and other pedagogy. However, their underlying values are distinct. This study brings attention to a number of theories about what good citizenship is and what good people do that are reflected in civic training. It provides analyzes of a 2-year educational activities in the United States aimed at fostering democracy. Drawing on democratic theory and the results of their research, the authors expand on three principles of the "good" citizen—personally accountable, participatory, and justice-oriented—that underscore the political consequences of education for democracy. Analysis reveals that the narrow and sometimes ideologically conservative definition of citizenship, reflected in many of the latest attempts to teach democracy, represents not subjective decisions, but democratic choices with political implications.

A result replicated through another research by Simons and Cleary (2005) used the CASQ that observed reductions in political awareness, social justice behaviors, and problem-solving abilities in service-learners operating in two separate schools across a total of 59 undergraduates studying in two sections of an educational psychology course at a private university in the eastern metropolitan area during the spring of 2003.

Schamber and Mahoney (2008) used some of the CASQ subscales to equate students who willingly participated in the service-learning section of the General Education Seminar with those who did not. Students in both sections engaged in readings, debates and group work relating to civic engagement and social justice concerns, while students in the community-based section provided 12 to 15 hours of service in their choice of a variety of local agencies. Results showed statistically substantial changes in the attitudes of service-learning participants to political knowledge and social justice relative to no improvement for those who did not participate. However, service-learning students also reported a drop in their civic action plans.

The Seider et al. (2013) study compared the perceptions of 244 white students and 118 colored students enrolled in a community service learning program at Beacon University during the 2008–2009 academic year. The Social Action Program is a community service learning program funded by the philosophy department of Beacon University

that aims to teach the participants about social injustice. Participants devote 10 hours per week for the whole school year at one of about 50 separate anti-poverty service classes. The findings of the study showed that students of color involved in the community service learning program identified the academic aspect of the program as providing a poorer sense of community than their white classmates did, and many demonstrated an unwillingness to participate in race discussions with their classmates or to react to viewpoints that they interpreted as inexperienced, incorrect, or insulting.

This study considered on and off campus, students interact with a variety of individuals who may or may not represent the same race, ethnicity, religion, sexual orientation, and so forth. These interactions created dissonance that fosters personal and civic growth when students reflect on and critically analyze their thoughts, reactions, and feelings related to new concepts, belief systems, and backgrounds. More importantly, students' civic identities were assumed have an impact on how they perceive the world around them and their role in it.

This study provides an enhanced understanding of the student population at the case study institution and aids in refining the ways it can best support the university's students as they engage civically. However, it does not examine faculty or community agency perspectives.

METHODOLOGY

Research Design

The research was a quantitative one utilizing "Civic Attitudes and Skills Questionnaire (CASQ)" among participants' undergraduate students in the Hashemite University.

Population and Sample of Study

A total of 500 undergraduates studying in four sections of the "university and Student" course during the first semester of the 2016/2017 academic year was sampled. Just 467 students successfully completed and used the survey in this research, with a response rate of 93%. Therefore, the final study contained 256 females (55%) and 211 males (45 %). As far as classification is concerned, seniors made up 196 (42%), juniors made up 140 (30%), sophomores made up 131 (28%) of the research. As far as GPA is concerned, there were 187 students with 3 to 4 GPA, 225 students with 2 to 2.9 GPA and 55 students with 1.0 to 1.9 GPA. As far as discipline is concerned, there were 271 scientific and 196 humanities disciplines. Students were told that participating was optional, and they were informed that their contributions were confidential.

Research Instrument

Moely et al. (2002) developed the Civic Attitudes and Skills Questionnaire (CASQ). The CASQ breaks the broad understanding of civic development down into six subscales: civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes.

The original questionnaire contained 84 items focusing on skills that would be useful in civic endeavors, values related to civic engagement, and the likelihood of action and involvement in community issues. Factor analysis of responses from two samples of predominantly White, female undergraduate and graduate students in liberal arts courses yielded 44 items which were grouped into 6 conceptually meaningful subscales: Civic Action, Interpersonal and Problem-Solving Skills, Political Awareness assessing knowledge of current local/national politics, Leadership Skills, Social Justice Attitudes, and, Diversity Attitudes. The authors reported good internal consistency for the measure, with Cronbach's alpha for the various subscales ranging from .69 to .88. Test-retest reliability over a three-month period for students who did not engage in service-learning was also good (.70 or greater in at least one of the two samples) for five of the subscales, while the Interpersonal and Problem-Solving scale demonstrated more variability over time (r = .56 and .62).

Civic Action; assessed plans for future community involvement (8 items). Interpersonal and Problem-Solving Skills; assessed communication and teamwork abilities (12 items).Political Awareness; assessed knowledge of current local/national politics (6 items). Leadership Skills; measured the ability to guide others (5 items). Social Justice Attitudes; measured understanding of institutions' effect on the individual (8 items). Finally, Diversity Attitudes; assessed appreciation of relationships with diverse others (5 items). Responses were rated on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), with scale scores created by taking the mean of each subscale's items.

For the aim of examining the validity of the instrument (face validity evidence) was confirmed by post-secondary education specialists. They were asked to assess whether the statements in the instrument were clear and suitable for what is required to be measured. Concerning the reliability of the instrument split-half procedure was used; a pilot study was conducted. Thirty-five undergraduate students participated within the pilot study; those students didn't participate within the final study. Stability coefficients for the instrument in every case were 0.88, 0.78, 0.78, 0.75, 0.83 and 0.86 for the first, second, third, fourth, fifth, and sixth subscales, respectively. These values were thought to be moderately satisfactory to support the objectives of the present study.

Procedure, Data Collection and Analysis

The researcher administered a survey to the students at the placement site. Each survey took about 15 minutes for the students to complete.

The Statistical Package for Social Sciences (SPSS) version 17 was used to analyze the data collected from the surveys. Descriptive statistics providing means and standard deviations were calculated for the first question. T-test was

Table 1. Means and standard deviations of subscales of civic identity perceived by undergraduate students at Hashemite University

	Dimensions	Mean	SD	Level
1	Civic action	3.75	0.51	High
2	Interpersonal and Problem-Solving Skills	3.62	0.72	Moderate
3	Political Awareness	4.04	0.51	High
4	Leadership Skills	3.45	0.71	Moderate
5	Social Justice Attitudes	3.45	0.46	Moderate
6	Diversity Attitudes	3.23	0.50	Moderate

Table 2. Four-way MANOVA for undergraduate students' civic identities at Hashemite University differ based on their academic year, discipline, gender, and GPA

Effect	Value	F	Hypothesis df	Error df	P
Academic Year	0.740	11.582	12.00	854.00	0.00*
Discipline	0.013	0.953	6.00	427.00	0.457
Gender	0.077	5.446	6.00	427.00	0.00*
GPA	0.988	0.427	12.00	854.00	0.953

employed to answer the second question. In order to understand the results of this study, it was important to set specific cut-off points to interpret the participants total scores related to their perception of their medical leadership competences. Regarding the cut-off points, it should be noted that the researcher used the response scale of each item that ranged from 1 to 5 to determine these cut-off points according to the following manner: 1-2.33 = low, from 2.34 to 3.67 = moderate, and 3.68-5.00 = high levels.

RESULTS

Question 1: How do undergraduate students at Hashemite University perceive their civic identities?

Research question 1 was about how the undergraduate students at Hashemite University perceive their civic identities. Means and standard deviations were used to answer this question. Table 1 presents means and standard deviations of each subscale ranked according to its highest mean value. As shown in the Table 1, the mean of the "Political Awareness" dimension has the higher mean (M=4.04) comparing to all other dimensions; "Civic action" (M=3.75), "Interpersonal and Problem-Solving Skills" (M=3.62), "Leadership Skills" (M=3.45), "Social Justice Attitudes" (M=3.45), and "diversity attitudes" (M=3.22), all of these competencies were in moderate level except "civic action" and " political awareness" that were in high levels.

Question 2: Do undergraduate students' civic identities at Hashemite University differ based on their academic year, discipline, gender, and GPA?

Four-way MANOVA were conducted to determine whether there are significant mean differences in the undergraduate students' civic identities at Hashemite University based on their academic year, discipline, gender, and GPA. Table 2 presents the four-way MANOVA results. MANOVA results revealed that academic year, and gender had significant differences on the combined dependent variables of undergraduate students' civic identities at Hashemite University, while discipline, and GPA had no significant differences.

Table 3 revealed Means and Standard deviation for undergraduate students' civic identities at Hashemite University differ based on their academic year, and gender.

Table 4 revealed ANOVA summary for undergraduate students' civic identities at Hashemite University differences based on their gender, and academic year. From the table, gender, indicates that male undergraduate students with all dimensions "civic action" M=3.92, SD= .437, "Interpersonal and Problem-Solving Skills" M=3.90, SD= .592, "Political Awareness" M=4.18, SD= .486, "leadership skills" M=3.71, SD=.530, "social justice attitudes" M=3.54, SD=.485, and "diversity attitudes" M=3.39, SD= .453 differ significantly from female undergraduate students.

Table 5 showed Scheffe post hoc analysis for undergraduate students' civic identities at Hashemite University differences based on their academic year.

The results in Table 5 indicates that undergraduate students with "civic action" dimension in first year (M=3.99) differ significantly from students in second (M=3.66), third (M=3.47), and forth years (M=3.88). In "political awareness" dimension, undergraduate students in first year (M=4.30) differ significantly from second (M=3.84) and third year (M=3.84) students. Forth year students (M=4.17) differ significantly from second year students (M=3.84), and differ significantly from third year students (M=3.84). Undergraduate students with "Leadership skills" dimension in first year (M=3.82) differ significantly from students in second (M=3.46), third (M=3.04), and forth years (M=3.50). Second year students (M=3.46) differ significantly from third year students (M=3.04), Forth year students (M=3.50) differ significantly from third year students (M= 3.04). In "diversity attitudes" dimension, undergraduate students in first year (M=3.44) differ significantly from second (M=3.13), third (M=3.18),

Table 3. Means and Standard deviation for undergraduate students' civic identities at Hashemite University differ based on their academic year, and gender

	Variable		Civic action	Interpersonal and Problem-Solving Skills	political awareness	Leadership skills	Social justice attitudes	Diversity attitudes
Gender	Female (281)	M	3.63	3.43	3.94	3.29	3.38	3.12
		SD	.524	.726	.505	.765	.425	.503
	Male (186)	M	3.92	3.90	4.18	3.71	3.54	3.39
		SD	.437	.592	.486	.530	.485	.453
Academic Year	1 (130)	M	3.99	3.89	4.30	3.82	3.60	3.44
		SD	.484	.679	.438	.523	.564	.414
	2 (107)	M	3.66	3.43	3.84	3.46	3.31	3.13
		SD	.332	.445	.503	.623	.314	.545
	3 (129)	M	3.47	3.50	3.84	3.04	3.44	3.18
		SD	.550	.903	.414	.811	.331	.530
	4 (101)	M	3.88	3.62	4.17	3.50	3.40	3.11
		SD	.458	.612	.534	.601	.511	.432

Table 4. ANOVA summary for undergraduate students' civic identities at Hashemite University differ based on their gender, and academic year

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Civic action	3.536	1	3.536	17.253	.000*
	Interpersonal and Problem-Solving Skills	11.057	1	11.057	25.337	.000*
	Political Awareness	2.210	1	2.210	10.313	.001*
	Leadership Skills	4.479	1	4.479	11.444	.001*
	Social Justice Attitudes	1.272	1	1.272	6.461	.011*
	Diversity Attitudes	1.924	1	1.924	8.717	.003*
Academic Year	Civic action	5.349	3	1.783	8.699	.000*
	Interpersonal and Problem-Solving Skills	3.373	3	1.124	2.577	.053
	Political Awareness	6.535	3	2.178	10.164	.000*
	Leadership Skills	9.953	3	3.318	8.476	.000*
	Social Justice Attitudes	1.318	3	.439	2.233	.084
	Diversity Attitudes	3.904	3	1.301	5.894	.001*
Error	Civic action	86.293	421	.205		
	Interpersonal and Problem-Solving Skills	183.725	421	.436		
	Political Awareness	90.224	421	.214		
	Leadership Skills	164.795	421	.391		
	Social Justice Attitudes	82.863	421	.197		
	Diversity Attitudes	92.949	421	.221		
Corrected Total	Civic action	122.084	466			
	Interpersonal and Problem-Solving Skills	237.602	466			
	Political Awareness	122.012	466			
	Leadership Skills	235.776	466			
	Social Justice Attitudes	96.962	466			
	Diversity Attitudes	116.784	466			

and forth year (M= 3.11) students.

DISCUSSION

The results show that the mean of the "Political Awareness" dimension is higher than all other means, followed by "Civic action", followed by "Interpersonal and Problem-Solving Skills", followed by "Leadership Skills", "Social Justice Attitudes", and "diversity attitudes", all of these competencies were in moderate level except "civic action"

and " political awareness" which were in high levels.

MANOVA results revealed that academic year, and gender had significant differences on the combined dependent variables of undergraduate students' civic identities at Hashemite University, while discipline, and GPA had no significant differences. Male undergraduate students with all dimensions "civic action", "Interpersonal and Problem-Solving Skills", "Political Awareness ", "leadership skills", "social justice attitudes", and "diversity attitudes" differ significantly from that of female undergraduate students.

Results of the study indicate that undergraduate students

Table 5. Scheffe post hoc analysis for undergraduate students' civic identities differences at Hashemite University based on their academic year

Dependent Variable	(I) year	(J) year	Means	SD	Mean Difference (I-J)	Std. Error	Sig.
Civic action	1	2	3.66	.332	.4568	.086	.000*
	(3.99)	3	3.47	.550	.3924	.082	.000*
	.484	4	3.88	.458	.2659	.087	.028*
	2	3	3.47	.550	-.0645-	.086	.906
	(3.66)	4	3.88	.458	-.1910-	.091	.228
	3	4	3.88	.458	-.1265-	.087	.557
	(3.47)						
Political Awareness	1	2	3.84	.503	.4601	.060	.000*
	(4.30)	3	3.84	.414	.4564	.057	.000*
		4	4.17	.534	.1283	.061	.226
	2	3	3.84	.414	-.0037-	.060	1.000
	(3.84)	4	4.17	.534	-.3318-	.064	.000*
	3	4	4.17	.534	-.3281-	.061	.000*
	(3.84)						
Leadership Skills	1	2	3.46	.623	.3564	.081	.000*
	(3.82)	3	3.04	.811	.7704	.077	.000*
		4	3.50	.601	.3111	.082	.003*
	2	3	3.04	.811	.4139	.081	.000*
	(3.46)	4	3.50	.601	-.0454-	.086	.965
	3	4	3.50	.601	-.4593-	.083	.000*
	(3.04)						
Diversity Attitudes	1	2	3.13	.545	.3066	.061	.000*
	(3.44)	3	3.18	.530	.2555	.058	.000*
	.414	4	3.11	.432	.3282	.062	.000*
	2	3	3.18	.530	-.0511-	.061	.875
	(3.13)	4	3.11	.432	.0216	.065	.991
	3	4	3.11	.432	.0727	.062	.716
	(3.18)						

with "civic action" dimension in first year differ significantly from students in second, third, and forth years. In "political awareness" dimension, undergraduate students in first year differ significantly from second and third year students. Forth year students differ significantly from second year students, and differ significantly from third year students. Undergraduate students with "Leadership skills" dimension in first year differ significantly from students in second, third, and forth years. Second year students differ significantly from third year students. In "diversity attitudes" dimension, undergraduate students in first year differ significantly from second, third, and forth years' students.

The findings from this study offer vital insights associated with civic identity in Hashemite University, suggesting that undergraduate students might gravitate in distinctive expressions of civic engagement that fluctuate across gender, and year of admission. In different words, year and gender appears to play crucial roles in predicting whether or not students can or won't be civically engaged in university. Such findings support past literature suggesting that spiritual practices, traditions, and beliefs inform civic formation (Bekkers, 2005).

More analysis is needed to explain why academic discipline and GPA have not played such a crucial role in separating civic identities between undergraduate students. This study indicates that civic educators may need to devise supportive method on civic education that takes into consideration each student's unique demographic context, high school experience, interest, and religious background. Applied to the present research, a supportive method to civic education will concentrate on drawing the talents and passions of students to formulate their civic commitments. Based on the results of this research, civic learning programs should be structured to provide students with the opportunities to optimize their efforts in this area. Such a method will honor diverse expressions of civic engagement and roles of civic educators as mentors and catalysts to help students understand their full potential in contributing to their society.

This research results considered relevant delimitations and limitations. The following are limited generalized statements in this study: The research study involves undergraduate students enrolled in four sections of "University and Student" course during the first semester of academic year 2016/ 2017, limited to undergraduate students' perceptions. The delimitations and generalizations apply to this study: Instruments used in this study to measure undergraduate students' civic attitudes and skills, may not be representative of other instruments measuring dependent and independent variables of other studies. Data obtained from the study is limited to undergraduate students at the Hashemite University;

consequently, outcomes of this research may not be generalized to other universities in the country.

Conclusions and Recommendations

From this research several recommendations for policy concerning university and higher education institutions and Ministry of Higher Education are desirable: Civic identity; the main policy theme should be the ultimate aim of any higher education development. Policies can be targeted at connecting students to university and community services that promote students' civic identity.

Policies must support students and community relationships at all levels. Colleges, Universities and the Ministry of Higher Education must inspire students through legislation, instruction and communication; funding for college and university activities. Formulation of legislation, creation of knowledge networks (both human and technological) and the pursuit of creativity are some of the requirements. that can facilitate the formation of students' civic identity.

Establishing and maintaining students and community partnerships is a social, political, and educational activity involving multiple parties with diverse perspectives, which can help to foster strong relationships.

University students are grappling with questions of independence and control, but need help and assistance from their parents and families. Encouraging supportive environments under which students themselves play a larger role in the design of programs affecting their parents and their families, can play a crucial role in defining their civic identities.

Conflict of interests

The authors declare that there is no conflict of interests regarding the publication of this manuscript.

REFERENCES

Astin AW, Sax LJ, Avalos J (1999). Long-term effects of volunteerism during the undergraduate years. The Review of Higher Education. 22(2):187-202 .

Bekkers R (2005). Charity Begins at Home: How Socialization Experiences Influence Giving and Volunteering. 34th Annual ARNOVA-Conference. Washington, DC, USA. Microsoft Word - charity begins at home2.doc (wordpress.com)

Bowen WB, Bok D (1998). The shape of the river: Long-term consequences of considering race in college and university admissions. Princeton University Press .

Dunham C, Bengston V (1992). The long-term effects of political activism on intergenerational relations. Youth and Society. 24(1):31-51 .

Glanville J (1999). Political socialization of selection? Adolescent extra-curricular participation and political activity in early adulthood. Social Science Quarterly. 80(2): 279-290 .

Hurtado S, Engberg M, Ponjuan L (2003). The impact of the college experience on students' learning for a diverse democracy. Paper presented at the 2003 Annual Meeting of the Association for the Study of Higher Education: Portland, Oregon .

Kahne J, Westheimer J, Rogers B (2000). Service-learning and citizenship: Directions for research. Michigan J. Community Service Learning. 7: 42-51.

Misa K, Anderson J, Yamamura E (2005, November). The lasting impact of college on young adults' civic and political engagement. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA .

Moely B, Furco A, Reed J (2008). Charity and social change: The impact of individual preferences on service-learning. Michigan Journal of Community Service-Learning. 15(1): 37-48.

Moely BE, McFarland M, Miron D, Mercer S, Ilustre V (2002). Changes in college students' attitudes and intentions for civic involvement as a function of service-learning experiences. Michigan Journal of Community Service Learning. 9(1): 18-26.

Moely BE, Mercer SH, Ilustre V, Miron D, McFarland M (2002). Psychometric properties and correlates of the Civic Attitudes and Skills Questionnaire (CASQ): A measure of students' attitudes related to service-learning. Michigan J. Community Service-learning. 8(2):15-26.

Moely BE, Miron D (2005). College students' preferred approaches to community service: Charity and social change paradigms. In S. Root, J. Callahan, SH. Billig (Eds), Improving service-learning practice: Research on models to enhance impacts. Information Age Publishing .

Morton K (1995). The irony of service: Charity, project, and social change in service-learning. Michigan J. Community Service Learning. 2(1): 19-32.

Nie N, Hillygus D (2001). Education and democratic citizenship. In Ravitch, D, Viteritti, J. (Eds.). Making good citizens: Education and civil society (30-57). Yale University Press.

Otto LB (1976). Social integration and the status attainment process. American J. Sociology. 81(6): 1360-1383 .

Schamber J, Mahoney S (2008). The development of political awareness and social justice citizenship through community-based learning in a first-year general education seminar. J. General Education. 57(2): 75-99.

Seider S, Huguley JP, Novick S (2013). College students, diversity and community service learning. Teacher College Record. 115(30): 1-44.

Simons L, Cleary B (2005). Student and community perceptions of the "value added" for service learners. J. Experiential Education. 28: 164-188.

Verba S, Schlozman KL, Brady HE (1995). Voice and equality: Civic voluntarism in American politics. Harvard University Press.

Weerts DJ, Cabrera AF, Pérez P (2014). Uncovering classes of civically engaged college students: A latent class analysis. Review of Higher Education. 37(2):   141-168.

Westheimer J, Kahne J (2004). What kind of citizen? The politics of educating for democracy. American Educational Res. J. 41(2): 2-28 .

Youniss J, McLellan JA, Su Y, Yates M (1999). The role of community service in identity development: normative, unconventional, and deviant orientations. J. Adolescent Res. 14(2): 248-261 .

Zaff JF, Moore KA, Papillo AR, Williams S (2003). Implications of extra-curricular activity participation during adolescence on positive outcomes. J. Adolescent Research. 18: 599-63