

University Students' Views of a Public Service Graduation Requirement

Barbara E. Moely

Vincent Ilustre

Tulane University

As New Orleans began to rebuild after Hurricane Katrina, Tulane University also began its recovery process. A new initiative in the recovery was the establishment of a public service graduation requirement for undergraduate students. Attitudes toward the requirement were assessed for 290 first-year and 257 advanced students in fall 2006. The survey was repeated with students beginning study in 2007 (n = 185) and 2008 (n = 195). First-year students' reasons for choosing the university and expectations for college reflected interest in community engagement, with little variation among the three cohorts, who all differed from the students entering before 2006. Students' positive views of the requirement varied as a function of gender, high school service experiences, and attitudes toward community engagement. Findings may be generalizable to other institutions and settings, depending upon the ways in which a requirement is justified and the extent to which students are offered options in meeting the requirement.

University Students' Views of a Public Service Graduation Requirement

As New Orleans began to emerge from the devastation caused by Hurricane Katrina in August, 2005, the administration of Tulane University responded proactively to the needs of the campus and the community for rebuilding and rebirth. Tulane is a private, Research I university located in the city, enrolling a total of approximately 12,000 students (approximately 6,000 undergraduates). As part of a major reorganization at the University, an intensive effort was made to increase the involvement of the University with the New Orleans community. The Renewal Plan created at this time (Tulane, 2006) emphasized Tulane's "unique relationship" with the city of New Orleans. Quoting from the Strategic Planning document:

The Renewal Plan defines Tulane University by four characteristics:

- a. world-class educational and research programs;
- b. a unique relationship to the culturally rich and diverse city of New Orleans, which is characterized by one of the world's greater waterways and serves as a gateway to the Americas;
- c. the university's historical strengths and ability to strategically redefine itself in light of an unprecedented natural disaster in ways that will ultimately benefit the Tulane community, New Orleans, and other communities around the globe;

d. financial strength and vitality.

The Vision for Tulane's Future (Tulane University, n.d.), envisions the future relationship between the University and the New Orleans community as follows:

Tulane will be a university in service to the public, a university truly committed to building and renewing the communities in which its people live and work, from those in New Orleans and Louisiana to those in the far reaches of the world where Tulane has a presence. We will be engaged in community activities that are innovative, of the highest quality and impact, and integrated with our missions of learning and research.

An important step taken to implement this vision was the establishment of a new public service graduation requirement, such that all undergraduate students would take a service-learning course in their first two years of study and a second academically-based public service experience before graduation. The second experience might be a higher-level service-learning course, a public service internship, or a community-based research project done as an Honor's thesis, an independent study, or in collaboration with a faculty member.

The Center for Public Service (CPS), established in early 2006, has been responsible for implementing this requirement. Extensive efforts have been made by CPS staff, working with University faculty and community partners, to establish procedures and processes by which the University would be able to meet the needs of students for high-quality service-

learning and other public service course experiences. Currently, each semester CPS staff members work with faculty to coordinate approximately 120 academic courses involving service in the community. CPS staff engage with representatives of a wide variety of community agencies, assisting agency staff in developing procedures by which to work effectively as co-educators of students doing service at their agencies. In addition, CPS has created programs that encourage the development of student leaders in public service, placed VISTA participants at community agencies, and implemented a number of externally-funded projects to enhance the efforts to connect campus and community (See Tulane University (2010) for further information about CPS activities.)

In instituting the requirement, the university administration was taking a "leap of faith" about student reactions because there is little literature upon which to draw about the impact of required academically-based service in higher education. Only a few colleges or universities have instituted service-learning requirements, including California State University Monterey Bay, La Sierra University, Tusculum College, the University of Redlands, and Waynesburg University. At other institutions, smaller programs within the university may require service-learning. For example, at Wayne State University, students wishing to graduate with University Honors must complete a course with a service-learning component; at the Massachusetts College of Pharmacy and Health Sciences, students in the accelerated PharmD program complete a service-learning course.

How might students react to an academically-based service requirement? One widely-held view is that a requirement will have negative effects, in terms of outcomes for students and the communities in which they perform their service. For example, Cooper (n.d.) lists a number of reasons why service should not be required. Among them, he asserts that students should have the right to choose whether or how to engage in service, that a requirement says to students that they are deficient in some way, and that an emphasis on "putting in the hours" is likely to be deleterious. Research with high school students provides some support for this viewpoint, although the findings are often complex (Patterson, 1987). Marks and Jones (2004), in a study involving a large national sample of college students surveyed two years out of high school, found that high school experience with required community service was a negative predictor of future volunteering. Similarly, when Jones, Segar, and Gasiorski (2008) asked a diverse group of college students to reflect on the required service they had done during high school in Maryland, they

found that many of the students viewed the requirement as a burden that limited their interest and involvement in service activities. Students were unaware of the reasons for the requirement, were not clear about how their activities had met the criteria, and were not able to identify personal outcomes or benefits of their service experiences. On the other hand, most students acknowledged the possibility that mandated service could be worthwhile if implemented effectively. The authors conclude that "...the question is not simply about required versus voluntary service, but more so, how required service is structured in the school setting and the types of service in which students are involved" (p. 13).

There is research from the social psychology literature suggesting that college students' reactions to service requirements vary as a function of prior experience, but also are influenced by personal attitudes. Stukas, Snyder, and Clary (1999) surveyed business majors at the University of St. Thomas in St. Paul, MN, who were required to engage in 40 hours of community service to complete their undergraduate degrees. Students who saw the requirement as a strong external control indicated at the end of the course that they were less likely to consider volunteering in the future; this effect was seen most dramatically for those who had extensive prior experience as volunteers. In a follow-up laboratory study, the importance of the student's perception of external control was again predictive of a negative reaction to a service requirement. In both studies, however, students who indicated that they would volunteer regardless of the requirement (thereby showing low perceived external control) were not affected negatively by a service mandate. In those students, a prior history of volunteering was positively related to plans for future involvement. The present study offers a test of this model, examining relationships between students' motives for attending this university and their history of community service as possible determinants of their reactions to the public service graduation requirement.

The first class for which the graduation requirement was in effect began their studies at Tulane in fall 2006. Before they arrived, a survey was created in consultation with the CPS Executive Committee. The Executive Committee, consisting of faculty, administrators, and CPS staff members, made sure that the survey questions would reflect the missions of the University and CPS and would yield information useful for program planning. Of interest were first-year students' reasons for choosing Tulane, their expectations for college, their views of the new requirement and plans for meeting it, and their previous experiences with community service activities.

Students also completed survey items regarding aspects of community engagement. As indicated in Appendix A, these survey items queried attitudes toward civic responsibility and awareness of social issues as well as self-assessments of knowledge and skills for community engagement. Such tripartite models of attitudes, knowledge, and skills, reflecting the domains originally developed by Bloom (1956) to describe educational expertise, have been used in research and training in the area of cultural competence (D'Andrea, Daniels, & Heck, 1991; Kim, Cartwright, Asay, & D'Andrea, 2003; LaFromboise, Coleman, & Hernandez, 1991; Schim, Doorenbos, Miller, & Benkert, 2003) as well as many other areas of educational programming and assessment. Our aim was to assess attitudes, knowledge, and skills that support effective community engagement as students might experience it through service-learning courses, community-based research projects, public service internships, or other credit-bearing or volunteer service activities.

Data were obtained in 2006 from first-year students and from higher-level students to allow comparisons of those who entered before and after the requirement was implemented. To see if any unique characteristics of first-year students were maintained for subsequent years, the same survey was used with two additional cohorts, those matriculating in 2007 and in 2008.

Research questions were as follows:

- a. Were students who began study at the University after Katrina (to whom the graduation requirement applied) different from those who entered in earlier years in their reasons for attending the university and their expectations for the university experience? How did these views vary for the three cohorts?
- b. How did these first-year students view the public service graduation requirement? How much service did they plan to complete?
- c. Were students' personal and background characteristics and their high school experiences related to their views of the public service requirement?
- d. Were students' civic attitudes, knowledge, and skills related to their views of the public service requirement?

Method

Research Participants

In fall 2006, a survey was completed by 290 students in their first semester at the university and by 257 advanced students (49% sophomores, 26% juniors, 23% seniors). The same survey was given subsequently to students who began their studies in 2007 ($n = 185$) and 2008 ($n = 195$).

Table 1 compares the three first-year student cohorts and the more advanced group on various demographic indices. The percentage of the first-year class com-

Table 1
Characteristics of Each Group of Research Participants

Demographic Indices:	2006-2007 First-year Students ($n = 290$) (33% of entering class)	2007-2008 First-year Students ($n = 185$) (13% of entering class)	2008-2009 First-year Students ($n = 195$) (14% of entering class)	2006-2007 Advanced Students ($n = 257$) (5%)
Gender: % female **	53%	68%	65%	52%
Race: % white	74%	80%	83%	83%
% from Louisiana	24%	25%	24%	25%
Father's Education: % Graduate Degree	47%	49%	55%	48%
Mother's Education: % Graduate Degree	36%	39%	44%	39%
% Planning Graduate or Professional Degree	87%	87%	91%	87%
% Attending Public High School	67%	70%	70%	63%
High School GPA ** (4-point scale)	3.61	3.72	3.80	3.73
% Quite or Very Religious	27%	28%	30%	28%
Registered to Vote **	54%	79%	86%	77%
Voted in Past Election**	20%	21%	76%	33%

Note. ** Groups differ at $p < .001$ by univariate Anovas of means or X^2 tests of frequencies.

Table 2

Comparing 2006 and 2008 Research Participants with Their Respective Entering Classes

Demographic Indices:	2006-2007 First-year Students in Sample (<i>n</i> = 290)	2006-2007 Survey of First-year Students (<i>N</i> = 882)	2008-2009 First-year Students in Sample (<i>n</i> = 195)	2008-2009 Survey of First-year Students (<i>N</i> = 1,353)
Gender: % female	53%	50%	65%	57%
Race: % white	74%	79%	83%	89%
Father's Education: % Graduate Degree	47%	46%	55%	55%
Mother's Education: % Graduate Degree	36%	36%	44%	47%
% Planning Graduate or Professional Degree	87%	90%	91%	89%
% Attending Public High School	67%	—	70%	68%

pleting the surveys was highest in 2006 (33% of the entire class). Smaller proportions of the classes completed the surveys in 2007 and 2008. The groups did not differ on most of the indices queried (race/ethnicity, in- or out-of-state, parents' education, planned highest degree, type of high school attended, and religiosity). The two groups surveyed in 2006 included a larger proportion of men than did the latter-surveyed groups. High school GPA was lower for the 2006 first-year students. Reports of increased voting behavior (registering in the 2007 and 2008 samples, and voting in the 2008 group) probably reflect strong interest in the 2008 Presidential primaries and general election.

For the 2006 and 2008 samples, it was possible to make comparisons with the entire first-year classes on some variables (see Table 2). The samples were similar in parents' education levels, highest degree sought, and public high school attendance to the classes from which they were drawn. They differed slightly in gender and ethnicity, with more women and more students of color completing the surveys, but these differences were not significant according to Chi-square tests comparing the samples with the groups from which they were drawn. Overall, the samples appear to be fairly representative of the first-year classes for those two years.

Measures

A survey was developed with input from members of the CPS Executive Committee, whose interests are reflected in items concerning reasons why students chose to attend Tulane, students' expectations for college, their evaluations of the public service requirement, as well as their background experiences and attitudes toward public service.

Several civic attitude measures were taken from the service-learning literature, including the Civic

Responsibility scale from Furco's Higher Education Service-Learning Survey (Furco, 1999) and the Social Justice, Interpersonal Skills (in a shortened form), and Leadership Skills scales from the Civic Attitudes and Skills Questionnaire (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). Other scales, created for this project, measured students' Valuing of Community Engagement, Cultural Awareness, Seeking Knowledge of Civic Events and Issues, Knowledge of New Orleans, Knowledge of Current Events, and Cultural Skills. These new scales were derived from a larger set of items through factor analysis. Items and internal consistency coefficients for each of the scales are shown in Appendix A. A factor analysis of the scale scores, summarized in Table 3, shows three groupings such that four of the scales measure aspects of civic attitudes, three are concerned with knowledge of civic issues, and three assess aspects of skills for civic engagement. These groupings are used to present findings in the analyses below.

Procedure

For the 2006 data collection, representatives of the Center for Public Service visited classes, with instructor permission, and distributed surveys that students completed in their classrooms. For the 2007 and 2008 groups, we used the Student Voice online data collection system. Students received e-mails telling them about the survey, asking for their participation, and instructing them as to how to access Student Voice. Several reminders were sent out, and students had the opportunity to complete the surveys over several months. Potential participants were told that when they completed the survey, their names would be entered into a drawing for prizes (restaurant or day spa gift certificates) to be awarded at the end of data collection.

Table 3

Factor Analysis Showing Grouping of Scales Concerned with Civic Views: Loading of Scales on Each of Three Factors

Scale	Loadings: Factor 1	Loadings: Factor 2	Loadings: Factor 3
Civic Responsibility	.84	.16	.13
Social Justice	.77	.07	.27
Valuing Community Engagement	.75	.37	.17
Cultural Awareness	.66	-.02	.15
Seeks Knowledge	.08	.83	.03
Knowledge of New Orleans	.00	.75	.33
Knowledge of Current Events	.43	.74	.20
Interpersonal Skills	.05	.22	.78
Leadership Skills	.31	.09	.67
Cultural Skills	.46	.16	.65

Note: Principal Component Analysis with Varimax rotation was used to extract components, accounting for 66% of the variance in scale scores for $N = 694$ participants.

Results

The first research question concerned the extent to which the students who entered the University after implementation of the requirement differed from those who entered in earlier years, in terms of their reasons for attending the University and their expectations for college. Analyses to address this question also allow us to make comparisons of the three first-year cohorts, to see if students' views changed over the three years following Katrina. Note that throughout the presentation of findings below, a conservative *alpha* level was used (.01 or less) to minimize reporting of spurious relationships that might occur with relatively large sample sizes and the use of multiple statistical tests.

Students' Reasons for Choosing Tulane

When asked to rate possible reasons for choosing Tulane, first-year students were more interested in con-

tributing to New Orleans than those who had entered before the storm, as shown in Table 4. The first-year students gave higher ratings to items concerned with providing service to the New Orleans community and helping to rebuild the city than did the more advanced students. There were also some differences between first-year groups: The 2006 group was less concerned about scholarship and the availability of major areas of study than was the 2008 group.

Students' Expectations for College

When asked about what they hoped to gain from college, the first-year students differed from the more advanced students on a number of items, as shown in Table 5. First-year students were more likely to mention contributions to New Orleans: helping with the revitalization of the community and making a difference. They also emphasized developing leadership skills and exploring career possibilities and preparing

Table 4

Reasons Students Chose Tulane

"Why did you choose to attend Tulane University?"	First-year Students 2006-2007	First-year Students 2007-2008	First-year Students 2008-2009	Advanced Students 2006-2007
Opportunities for me to engage in service in New Orleans communities. **	2.74 ^a (.99)	2.84 ^a (.93)	2.90 ^a (.92)	2.16 ^b (.91)
Tulane will make it possible for me to help rebuild New Orleans. **	2.79 ^a (.98)	2.83 ^a (.95)	2.86 ^a (.92)	2.07 ^b (1.07)
Tulane's reputation for scholarship. **	3.01 ^a (1.08)	3.21 ^{a,b} (.98)	3.45 ^b (.74)	3.21 ^{a,b} (1.00)
The major area of study I want is available at Tulane. **	3.12 ^{a,b} (.98)	3.29 ^{a,c} (.90)	3.41 ^c (.76)	2.97 ^b (1.01)

Note: Participants responded to the question by rating each alternative on a scale ranging from 1 = not at all important to me to 4 = very important to me. All items showed significant ($p < .001$) differences between the groups, according to multivariate and follow-up univariate analyses of variance. Least Significant Differences comparisons of the means are indicated by superscripts; in each row, means sharing the same letter do not differ.

Table 5
Students' Anticipated Gains from College

<i>"What do you hope to gain from your college experience?"</i>	First-year Students 2006-2007	First-year Students 2007-2008	First-year Students 2008-2009	Advanced Students 2006-2007
Helping with the revitalization of the New Orleans community. **	2.98 ^a (.87)	3.01 ^a (.89)	2.96 ^a (.91)	2.25 ^b (.98)
Making a difference. **	3.26 ^a (.85)	3.42 ^a (.77)	3.41 ^a (.79)	2.87 ^b (.98)
Gaining leadership experiences and developing leadership skills. **	3.19 ^a (.89)	3.24 ^a (.84)	3.25 ^a (.84)	2.79 ^b (.96)
Exploring career possibilities and preparation for a chosen career. **	3.76 ^a (.56)	3.70 ^a (.59)	3.76 ^a (.50)	3.52 ^b (.75)
Conducting research. **	2.31 ^a (.94)	2.71 ^b (.94)	2.49 ^{a,b} (.95)	2.04 ^c (.99)
Becoming active in politics. **	2.02 ^a (.95)	2.34 ^b (1.01)	2.38 ^b (1.05)	1.73 ^c (.94)

Note: Participants responded to the question by rating each alternative on a scale ranging from 1 = not at all important to me to 4 = very important to me. All items showed significant ($p < .001$) differences between the groups, according to multivariate and follow-up univariate analyses of variance. Least Significant Differences comparisons of the means are indicated by superscripts; in each row, means sharing the same letter do not differ.

for a career. Interest in research was lower for both groups surveyed in 2006 than for the groups entering later. Students surveyed in 2007 and 2008 were more interested in politics than those surveyed in 2006, probably reflecting interest in the 2008 election.

With regard to the first research question, then, we see major differences in views about college by students entering after Katrina, as compared with those entering the university before the storm. One limitation of these findings is that the advanced students were asked to respond retrospectively to questions about the views they had held several years earlier when they were beginning college. Often perceptions of past events or thoughts are colored by recent experiences so as to make the validity of responses questionable (Achenbach, 1978; Bowman & Brandenberger, 2010). However, even when responding in the post-Katrina environment, when all students might be expected to be more concerned about the New Orleans community, these students were less likely to express such reasons as important in their decisions and plans about college.

Students' Views of the Public Service Requirement

The second research question concerned first-year students' views of the public service graduation requirement and their plans for public service involvement while at the University. Survey questions addressing their views are given in Table 6. As shown there, all three first-year groups were very positive about the requirement, with 85% to 92% evaluating public service experiences as a way of learning about academic subject matter as "a good idea" or "OK." Only about 6% overall saw it as "a

bad idea." Similarly, when asked about how much public service they planned to do while at the University, only 12% to 19% indicated that they would limit their involvement to meeting the requirement. More than half were open to exceeding the requirement if it proved beneficial to them, while about a quarter of each group planned to become very active in the community. There were no differences between the three groups of first-year students on these evaluations.

Students' Awareness of the Public Service Requirement

First-year students were asked whether they were aware, when they applied to the University, that public service would be a part of their learning experience. For the 2006 and 2007 cohorts, 55% indicated early awareness; for the 2008 group, 71% indicated that they were aware of the requirement when they applied. Awareness at application was positive though not highly correlated with students' evaluations of the requirement ($r = .18, p < .01$) and their plans for completing the requirement ($r = .21, p < .01$).

Predicting Students' Reactions to the Public Service Requirement

Although students' views of the public service requirement were generally positive, there was enough variability to allow exploration of possible factors affecting responses. The third research question concerned personal characteristics and background experiences of the first-year students that

Table 6
First-year Students' Views of the Public Service Requirement

Evaluating and Planning for the Public Service Requirement:	2006 Students	2007 Students	2008 Students	Total First-year Students (N = 670)
<i>Evaluation: "Do you think that learning about academic subject matter through public service experiences is..."</i>				
A good idea	56%	54%	62%	57%
OK	31%	31%	30%	31%
No opinion	9%	5%	4%	6%
A bad idea	4%	10%	4%	6%
<i>Plans: "How much public service do you plan to do while here at Tulane?"</i>				
I plan to become very active in the community	25%	25%	32%	27%
More than the amount required if it seems beneficial	56%	59%	56%	57%
Just the amount that is required, no more	19%	15%	12%	16%

might be related to their views of the requirement. In the analyses reported below, the three first-year cohorts were combined into one group because there were no differences between them in their views of the requirement.

In these analyses, responses to the Evaluation and Plans items are treated separately. The rationale for this is as follows: Although the two items showed a bivariate correlation of .38, indicating some consistency in students' evaluations of the requirement and their plans for involvement in public service, the magnitude of this correlation shows that the two items tap into somewhat different aspects of students' reactions. The strategy for analyses was to treat Evaluations and Plans as two separate indices and to look for similar patterns in their relations to other variables, which would provide support for the

validity of conclusions about students' views of the requirement.

Student characteristics as predictors. Students' personal characteristics, shown in Table 7, were entered as independent variables into multiple regressions predicting students' Evaluations and Plans. The entire set of variables in combination significantly predicted both Evaluation and Plans, in separate analyses (*Adjusted R*² for Evaluations = .076, $F(8, 605) = 7.26, p < .001$; *Adjusted R*² for Plans = .108, $F(8, 600) = 10.25, p < .001$). The contributions of each variable to the predictions are shown in Table 7. Students' Evaluations of the requirement were predicted by gender and area of origin: Women were more positive about the requirement, as were students who came from outside Louisiana. The same is true for Plans, but here, the degree of religiosity

Table 7
Predicting First-year Students' Reactions to the Public Service Requirement from Personal and Background Characteristics

Characteristics:	Evaluations				Plans			
	<i>b</i>	<i>SE b</i>	<i>r</i>	<i>r</i>	<i>b</i>	<i>SE b</i>	<i>r</i>	<i>r</i>
Gender (1 = male, 2 = female)	.39	.07	.23**	.21	.23	.05	.18**	.18
Area of Origin (1 = Louisiana, 2 = Other)	.22	.08	.11*	.12	.25	.06	.17**	.17
Level of religiosity (5-point scale)	.07	.03	.09	.07	.08	.02	.15**	.11
Race (1 = Person of Color, 2 = White)	.18	.08	.09	.10	.14	.06	.09	.12
Father's Education (6 levels)	.03	.03	.05	.06	.02	.02	.05	.10
Mother's Education (6 levels)	.01	.03	.02	.06	.04	.03	.08	.13
Highest Degree Planned (3 levels)	.03	.04	.03	.04	.06	.03	.08	.10
Registered to vote (no = 0, yes = 1)	.01	.07	.00	.01	.11	.05	.08	.09

Note: These variables, in combination, predicted both Evaluations and Plans, $p < .001$ for each regression analysis. Correlation coefficients (*r*) describe the relationships between variables. * $p < .01$, ** $p < .001$, for contributions of variables to the prediction of the criterion variables.

Table 8

Predicting First-year Students' Reactions to the Public Service Requirement from Students' Reports of High School Service Experiences

	Evaluation of the Public Service Requirement: <i>Good idea?</i>				Plans for Completing the Requirement: <i>How much service?</i>			
	<i>b</i>	<i>SE b</i>		<i>r</i>	<i>b</i>	<i>SE b</i>		<i>r</i>
Enjoyment of Prior Community Service	.21	.05	.20**	.30	.18	.03	.24**	.35
Impact of Prior Community Service	.14	.04	.16**	.23	.01	.03	.02	.20
Hours of Community Service in Past Year	-.01	.02	-.02	.09	.06	.01	.20**	.36
Service was Volunteer Activity	.32	.12	.11*	.18	.33	.08	.16**	.32
Service was a School Requirement	.06	.07	.04	.01	-.02	.05	-.02	-.02
Service was for College Applications	-.16	.07	-.09	-.06	-.06	.05	-.05	.04
Service was for a Service-Learning Course	.18	.07	.10*	.07	.14	.05	.10*	.11
Service through a Service Organization	.03	.08	.02	.05	.12	.05	.09	.16
Service was part of a Church Activity	-.02	.08	-.01	.06	.11	.06	.08	.20
Service for a Political Campaign	.02	.12	.01	.03	.08	.08	.03	.10

Note: These regression analyses predicted Evaluations and Plans by controlling for Personal Characteristics significant in analyses in Table 7 as a first step. The variables listed above were entered as the second step in the regression analyses and as a group increased the prediction of each criterion at $p < .001$. Correlation coefficients (*r*) describe the relationships between variables. * $p < .01$; ** $p < .001$

students reported was also important: Students who rated themselves as more religious showed more ambitious plans for involvement in public service. Other variables, concerned with race, parents' education, level of degree sought, and voting behaviors did not add to the prediction.

High school service experiences as predictors. Next, the impact of high school service experiences on students' views of and plans for the graduation requirement was investigated. Students reported on their past service experiences by rating the extent to which they had enjoyed their service, the impact the service had made, and hours of service completed. They also indicated all purposes for which their service had been done: as a volunteer activity (85%), to meet a school requirement (43%), for college applications (35%), for a service-learning course (32%), through a service organization or church (24% each), or for a political campaign (8%). Findings of regression analyses predicting students' Evaluations and Plans are summarized in Table 8. Each of these analyses held constant relevant personal characteristics (from Table 7: Gender and Area of Origin for both criteria, and Level of Religiosity for the Plans variable) by including them as the first step in the regression analysis. The variables listed in Table 8 were entered as the second step in each analysis. The set of high school variables added significantly to the prediction of both Evaluations (R^2 Change = .116, $F(10, 589) = 8.25, p < .001$) and Plans (R^2 Change = .205, $F(10, 582) = 16.50, p < .001$). Looking at the separate variables, important contributors to the prediction of students' views were enjoyment of their

prior service activities, service that had been carried out as a volunteer activity or (to a lesser extent) completed as part of a service-learning course. For the Evaluation item, students' ratings of the impact of the service were important, as well. For Plans, the number of hours of service completed in the past year was also a significant predictor. Other kinds of service (as part of a high school requirement, for college applications, for church or service organizations, or for a political campaign) did not contribute to the prediction of students' views of the requirement.

Civic attitudes, knowledge, and skills as predictors. The fourth research question concerned the relationships of students' civic attitudes, knowledge, and skills to views of the public service requirement. Table 9 shows the means and standard deviations for these measures. Multivariate analyses of variance of these scales showed an overall gender difference, with women scoring higher on scales measuring Civic Responsibility, Valuing of Community Engagement, Social Justice, and Cultural Awareness. Women also rated themselves higher than men on Interpersonal Skills.

To describe the ways in which civic attitudes, knowledge, and skills were related to students' Evaluations and Plans, several regression analyses were conducted. In each of these analyses, relevant personal characteristics (from Table 7) again were held constant in the first step of the regression. In the second step, the set of variables of interest was entered to determine how much it contributed to prediction of either Evaluations or Plans. Considering first the Civic Attitude scales shown in Table 10, these scales added

Table 9

Mean Scores on Measures of Civic Attitudes, Knowledge, and Skills for First-year Students (2006, 2007, and 2008 groups combined)

Attitudes and Skills	Gender	N	M	SD
CIVIC ATTITUDES				
Civic Responsibility (4-point scale)**	Men	226	2.95	.51
	Women	327	3.22	.42
Valuing Community Engagement**	Men	228	3.42	.73
	Women	358	3.75	.61
Social Justice**	Men	224	3.65	.54
	Women	353	3.85	.55
Cultural Awareness**	Men	236	3.55	.60
	Women	363	3.94	.49
CIVIC KNOWLEDGE				
Seeks Knowledge		574	3.36	.55
Knowledge of New Orleans		593	3.37	.78
Knowledge of Current Events		596	3.54	.89
CIVIC SKILLS				
Interpersonal Skills*	Men	228	3.90	.52
	Women	359	4.07	.46
Leadership Skills		596	3.67	.65
Cultural Skills		586	3.79	.55

Note: On the Civic Responsibility Scale, responses can range from 1 = Strongly Disagree to 4 = Strongly Agree. The other scales used a five-point scale: 1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree. On each of the four Civic Attitude measures, men and women differed at $p < .001$, according to a multivariate analysis of variance. On Interpersonal Skills, men and women differed at $p < .01$.

significantly to the prediction of Evaluations (R^2 Change = .208, $F(4, 495) = 36.02$, $p < .001$) and, similarly, were predictive of Plans (R^2 Change = .334, $F(4, 488) = 69.76$, $p < .001$). Furco's (1999) Civic Responsibility scale was strongly related to both Evaluations and Plans. This scale emphasizes involvement in the community through volunteering, donating to help those in need, being concerned about local community issues, and finding a career that benefits others. A second important predictor was a new scale developed for the present study concerned with the Valuing of Community Service and Involvement. Items on this scale emphasized the enjoyment of community involvement, feelings of connection to the University and the City, and interest in a career in community work. Plans for completing the requirement were also related significantly to the CASQ Social Justice scale, which evaluates the extent to which individuals are aware that people's lives are affected by the larger social structures around them.

Two regression analyses were carried out to assess the extent to which Civic Knowledge variables predicted Evaluations and Plans. Again, predictions were increased by adding these variables as the second step in each regression: for Evaluation, R^2 Change = .135, $F(3, 536) = 16.93$, $p < .001$, and for Plans: R^2 Change = .188, $F(3, 529) = 28.75$, $p < .001$. The most important predictor in this set was a new scale assessing the extent to which students actively

sought knowledge about political and social issues (reading newspapers, seeking information from television and on-line sources, paying attention to events on the campus, etc.). Students who described themselves as actively seeking information about the City were more positive in their views of the public service requirement and their plans for completing it.

The last two regression analyses were done to assess the contributions of measures of Civic Skills to prediction of Evaluations and Plans. These variables also increased predictions over those of relevant personal variables. For Evaluations, the increase in R^2 in the second step of the regression was significant (R^2 Change = .108, $F(3, 546) = 12.15$, $p < .001$), and the same was true for Plans (R^2 Change = .089, $F(3, 538) = 18.97$, $p < .001$). As indicated in Table 10, students who described themselves as high in Interpersonal Skills were more positive about the requirement and had more ambitious plans for completing it. Students who saw themselves as high in Leadership Skills and Cultural Skills were more positive about how much they would do in completing the requirement.

Discussion

Students in the present study were positive about the public service requirement and planned to do more than the required amount of service during their time at the university. This finding held for students beginning their studies over three consecutive years.

Table 10

Predicting First-year Students' Reactions to the Public Service Requirement from Civic Attitudes, Knowledge, and Skills

	Evaluation of the Public Service Requirement			Plans for Completing the Requirement				
	<i>b</i>	<i>SE b</i>	<i>r</i>	<i>b</i>	<i>SE b</i>	<i>r</i>	<i>r</i>	
CIVIC ATTITUDES								
Civic Responsibility	.49	.10	.28**	.51	.40	.07	.29**	.59
Valuing Community Engagement	.23	.07	.19*	.46	.27	.05	.29**	.59
Social Justice	.04	.06	.03	.25	.14	.05	.12*	.36
Cultural Awareness	.07	.07	.05	.38	.04	.05	.03	.44
CIVIC KNOWLEDGE								
Seeks Knowledge	.49	.08	.32**	.29	.47	.06	.40**	.37
Knowledge of New Orleans	.04	.06	.04	.08	-.04	.04	-.04	.07
Knowledge of Current Events	-.11	.05	-.11	.05	-.03	.04	-.04	.12
CIVIC SKILLS								
Interpersonal Skills	.33	.09	.19**	.27	.15	.07	.12*	.28
Leadership Skills	.13	.06	.10	.18	.13	.05	.14*	.25
Cultural Skills	-.04	.07	-.03	.12	.15	.05	.13*	.25

Note: This table summarizes three separate regression analyses predicting Evaluations and three analyses predicting Plans. For each analysis, the Personal Characteristics significant in analyses in Table 7 were held constant in the first step in the regression. Then, the variables in a given group (Attitudes, Knowledge, and Skills) were entered, and in each case, increased the prediction of the criterion at $p < .001$. Correlation coefficients (*r*) describe the relationships between variables. * $p < .01$; ** $p < .001$

Contrary to findings with high school students and to assertions expressed in the service-learning literature, these students did not show a negative reaction to the requirement.

The conclusions reached by Stukas, Snyder, and Clary (1999) may explain the positive reactions of students in the present study, and also may point to the conditions under which other higher education institutions can implement a graduation requirement successfully. First, Stukas and his colleagues found that past service predicts plans for future involvement when students do not feel that their behavior is being strongly controlled as a result of the requirement. In the present study, students were attracted to the University because of their interest in public service and the desire to contribute to the New Orleans community. It is likely that their awareness of the damage to the city in 2005 by Hurricane Katrina made community needs very salient to these students. But the effects did not “wash out” over the three years in which we gathered data: Students in the class beginning in 2008 were as positive as the earlier groups in their endorsement of the requirement and their plans for completing it. The Tulane admissions process increased its emphasis on public service in admissions materials, campus visits, and orientations: While only 55% of the 2006 and 2007 samples indicated that they were aware of the requirement before applying, more than 70% of the 2008 group reported such awareness. For students interested in community involvement, the public service requirement would not be seen as onerous or

controlling. Rather, it was consistent with their reasons for attending the University and their plans for their college experience, as shown by the positive correlations between early awareness of the requirement and students’ evaluations of and plans for completing the requirement.

Another implication of the Stukas et al. (1999) study is that requirements will be less negatively received if there is a substantial element of choice in exactly how the requirement can be satisfied. This could be an important difference between required service-learning in K-12 and in higher education: If students have little or no choice about the nature of the activities that will satisfy the requirement, it is more likely that negative feelings will result. Stukas, Clary, and Snyder concluded on the basis of their literature review that service-learning programs should be autonomy-supportive, allowing students as well as community partners and others a voice in determining the details of service activities. “Programs that limit choice, remove autonomy, or exert too much control may end in harming more than helping.” (p. 14)

Students’ perceptions of the external control aspect of a requirement can be minimized if they are offered a substantial number and variety of service-learning courses as well as other options for meeting a requirement. Students at Tulane learn that they will have choices from a number of different service-learning courses in meeting the first part of the public service graduation requirement, and within these courses they will have choices of service activities.

Further, they learn that they will have options in meeting the second part of the requirement, which can be satisfied by a higher-level service-learning course but also by a public service internship, a community-based research project carried out with a faculty member, an Honor's thesis or an independent study, or an international service-learning course.

The second finding of the Stukas et al. (1999) study was that, given perceptions of low control, past service experiences will predict plans for future involvement. This is also consistent with our findings, in that students who reported positive community service experiences during high school were more likely to endorse the requirement and plan for service beyond what was required. Their enjoyment of prior service was an important predictor of both Evaluations and Plans. Students were most positive when prior service had been done as a volunteer activity or (to a lesser extent) as part of a service-learning course. Students who saw their prior service as having a positive impact on the community were more positive about the requirement, and those who had previously spent more time in service planned to contribute more time in the future. These students did not show any impact of a high school service requirement on their evaluations or plans for the University requirement. These findings differ from those of previous studies that showed negative carry-over effects of high school service requirements to college views and service activities (e.g., Marks & Jones, 2004). It is possible that in the intervening years since prior data were gathered improvements in the quality of K-12 programs (as articulated by Billig, 2009) has reduced the negative impact of high school requirements. The conclusions of Jones et al. (2008) from their research with college students reflecting on their high school mandated service are consistent with this view:

Students resisted the required nature of their community service; however, this was largely due to the way it was implemented in their schools. Had the schools been more actively involved in structuring the requirement and assuring meaningful service, it is reasonable to speculate that the outcomes for students would have looked quite different. None of them resisted service and giving back to the community; indeed, many of them were engaged in this kind of service outside of the requirement. (p. 15)

Although the Tulane students were generally positive about the public service requirement, there was enough variability in their responses to allow us to investigate the ways in which their attitudes and self-assessed knowledge and skills might predict Evaluations and Plans. The Civic Attitude measures were the strongest predictors. Students who felt a

sense of civic responsibility, valued community service, and (for Plans) were aware of social justice concepts were most positive about the requirement. Attitudes they brought with them to the University influenced their views and plans.

Some scales in the Civic Knowledge and Skills domains also contributed to students' views. In particular, students who reported making efforts to be aware of social and political issues affecting their communities were more positive about the requirement. Mean scores on scales concerning self-assessed knowledge of New Orleans or current events were relatively low and unrelated to views of the requirement. These measures may become more important as students gain experience with service in the New Orleans community. With regard to self-assessed skills for community engagement, students who felt that they had strong interpersonal skills were more positive about the requirement (both Evaluation and Plans). Self-assessments of leadership skills and skills at interacting with persons from different cultures, things that would contribute to their ability to get along well with the varied groups they might encounter in the community, were related to their plans for service.

The findings reflect aspects of Deci and Ryan's (2000) Self-determination Theory, which holds that innate psychological needs affect personal goals and regulatory processes, moving the individual toward those goals. These needs have been characterized as needs for autonomy, competence, and relatedness. These concepts are useful in understanding our findings: The role of autonomy, as reflected in perceptions of choice, is important in understanding students' reactions to required service, as Stukas, Snyder, and Clary (1999) have shown. Greater competence for community engagement is shown in students' evaluations of their skills for interpersonal interactions with varied cultures and in leadership roles, and in their efforts to seek information about social issues. Relatedness can be seen in terms of interpersonal skills students perceive they possess and in their valuing of opportunities for community engagement, and also, more abstractly, in their views of civic responsibility and social justice, which are concerned with how members of society relate to one another in interaction and through larger social institutions.

Some limitations of the present study must be noted. First, the comparisons of first-year students with the 2006 sample of more advanced students involve retrospective responses of the latter group. We cannot be sure that their views accurately reflect those they held 1-3 years earlier when they began their university studies. However, any biases due to the time and situation should have shifted them toward greater interest in contributing to the City, and

their responses did not show this. A second limitation is the unknown extent to which these samples are representative of the entire classes entering at the same time. After we shifted in 2007 to an on-line data collection system, smaller proportions of the first-year classes completed the survey. Although comparisons of groups on demographic characteristics (Table 2) did not reflect significant differences between the samples and the classes they represent, it is still possible that students holding more positive views were drawn to complete the surveys.

Despite these limitations, it is reasonable to consider the ways in which these findings may be useful for practice. First, a very general implication concerns the importance of appropriate “advertising” of institutional requirements and emphases during the admissions process; students select a college/university for many reasons, but those who come to the campus with a good idea of what is offered and an accurate view of what they can gain from their educational experience will very likely be more positive about attending. When academic requirements, whether they involve public service or other experiences, are featured in admissions materials, Websites, on-campus tours and information sessions, etc., they enable prospective students to make informed decisions about the institution they choose. Second, student perceptions of choices in ways of completing the requirement are very important. This was recognized early in the Tulane effort, with efforts to engage faculty and departments in offering students a variety of service-learning courses as well as other academic experiences emphasizing community engagement. Third, considering correlates of student attitudes toward required service-learning or public service, programmatic efforts can be directed toward enhancing students’ knowledge and skills for community engagement; opportunities for students to gain knowledge about a city and social agencies involved with the service-learning or public service program can be provided through events featuring community representatives presenting an informed view of historical events, current issues, and activities of importance for community residents. Community partners’ participation might involve guest lectures in courses, presentations during training sessions for students beginning service, or featured speakers or panel discussions organized by programs. Students can also learn about the community from more senior peers who have been involved in service and who may adopt leadership roles in the implementation of courses or community-based projects. We expect that skills for civic participation will develop as students engage in service, but programs can facilitate skill development through training sessions that involve role-playing, reflection on leadership strategies, and discussion of cultural issues that students may encounter as they become involved in the

community. Community agency representatives should be encouraged to structure onsite activities so that students have support as necessary for interpersonal interactions and leadership efforts. Frequent communication between university faculty and staff and agency representatives about situations in which students appear to be having difficulties will make it possible for campus representatives to intervene as necessary. Changes in civic attitudes will be influenced by students’ experiences during service, but also can be influenced by the models provided by faculty, program staff, and community representatives. Awareness of citizenship roles, purposes of and constraints on the community agency vis-a-vis the larger society, and the importance of community engagement in producing positive change can be discussed in courses, training sessions, and at the community agencies. Oral and written reflections can provide structures for students to consider these issues and develop their own conceptualizations of citizenship roles and values.

The three groups of students we surveyed in their first year of study are to be followed as they proceed through four years at the University and beyond. We will ask them to participate in followup surveys at the end of their sophomore and senior years to track progress as public service course requirements are completed, and after graduation to see if their choices regarding further education and careers are related to their college public service experiences. Thus, the data described in the present study is baseline for a comprehensive examination of change over the college years and beyond in young adults’ perspectives on public service and their civic attitudes, knowledge, and skills.

References

- Achenbach, T. M. (1978). *Research in developmental psychology: Concepts, strategies, methods*. New York: Free Press.
- Billig, S. H. (2009). Does quality really matter? Testing the new K-12 service-learning standards for quality practice. In B. E. Moely, S. H. Billig, & B. A. Holland (Eds.), *Creating our identities in service-learning and community engagement* (pp. 131-157). *A volume in the series Advances in Service-Learning Research*. Charlotte, NC: Information Age.
- Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The Cognitive domain*. New York: Addison Wesley.
- Bowman, N. A., & Brandenberger, J. (2010). Quantitative assessment of service-learning outcomes: Is self-reported change a reasonable proxy for longitudinal change? In J. Keshen, B. A. Holland, & B. E. Moely (Eds.), *Research for what? Making engaged scholarship matter* (pp. 25-43). *A volume in the series Advances in Service-Learning Research*. Charlotte, NC: Information Age.

- California State University Monterey Bay. Undergraduate Degree Requirements. Retrieved March 10, 2010 from <http://catalog.csumb.edu/undergrad-education/undergraduate-degree-requirements>
- Cooper, M. (n.d.). Is a service requirement the best way to go? Retrieved March 10, 2010 from <http://www.fiu.edu/~time4chg/Library/req.serv.html>
- D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training. *Journal of Counseling and Development, 70*, 143-150.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268.
- Furco, A. (1999). Higher Education Service-Learning Survey. Retrieved March 10, 2010 from <http://www.servicelearning.org/filemanager/download/HEdSurveyRel.pdf>
- Jones, S. R., Segar, T. C., & Gasiorski, A. L. (2008). "A double-edged sword": College student perceptions of required high school service-learning. *Michigan Journal of Community Service Learning, 15*(1), 5-17.
- Kim, B. S. K., Cartwright, B. Y., Asay, P. A., & D'Andrea, M. J. (2003). A revision of the Multicultural Awareness, Knowledge, and Skills Survey – Counselor Edition. *Measurement and Evaluation in Counseling and Development, 36*, 161-180.
- LaFromboise, T. D., Coleman, H. L. K., & Hernandez, A. (1991). Development and factor structure of the Cross-Cultural Counseling Inventory-Revised. *Professional Psychology: Research and Practice, 22*(5), 380-388.
- La Sierra University, The Office of Service Learning. Retrieved March 10, 2010 from <http://www.lasierra.edu/index.php?id=2517>
- Marks, H. M., & Jones, S. R. (2004). Community service in the transition: Shifts and continuities in participation from high school to college. *Journal of Higher Education, 75*(3), 307-339.
- Massachusetts College of Pharmacy and Health Sciences. Accelerated PharmD. Retrieved March 10, 2010 from http://www.mcphs.edu/academics/programs/pharmaceutical_sciences/accelerated_pharmd/curriculum.html
- Moely, B. E., Mercer, S. H., 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 Journal of Community Service Learning, 8*, 15-26.
- Patterson, E. W. (1987). *Effects of participation in required and not required community service programs on the process of self actualization in high school students*. Unpublished doctoral dissertation. Abstract retrieved March 10, 2010 from <http://www.servicelearning.org/library/resource/3292>
- Schim, S. M., Doorenbos, A. Z., Miller, J., & Benkert, R. (2003). Development of a cultural competence assessment instrument. *Journal of Nursing Measurement, 11*(1), 29-40.
- Student Voice: The first comprehensive assessment platform for higher education. Retrieved March 10, 2010 from <http://www.studentvoice.com/app/Views/Home/Default.aspx>
- Stukas, A. A., Clary, E. G., & Snyder, M. (1999). Service learning: Who benefits and why. *Social Policy Report: Society for Research in Child Development, 8*(4), 1-19.
- Stukas, A. A., Snyder, M., & Clary, E. G. (1999). The effects of "mandatory volunteerism" on intentions to volunteer. *Psychological Science, 10*(1), 59-64.
- Tulane University (2006). Survival to renewal. Retrieved March 10, 2010 from <http://renewal.tulane.edu/>
- Tulane University (n.d.). A vision for the future. Retrieved March 10, 2010 from <http://tulane.edu/strategicplanning/vision.cfm>
- Tulane University (2010). Center for Public Service. Retrieved March 10, 2010 from <http://tulane.edu/cps/>
- Tusculum College. Academics: Service learning. Retrieved March 10, 2010 from <http://www.tusculum.edu/academics/servicelearning.html>
- University of Redlands, Graduation Requirements - Community Service Activity Courses. Retrieved March 10, 2010 from <http://www.redlands.edu/x13306.asp>
- Waynesburg University. Center for Service Leadership. Retrieved March 10, 2010 from http://www.waynesburg.edu/?q=Office_Directory/Center_for_Service_Leadership
- Wayne State University. Irvin D. Reid Honors College: Graduating with Departmental/College Honors. Retrieved March 10, 2010 from <http://www.honors.wayne.edu/gradhonors.php>

Author

BARBARA E. MOELY (moely@tulane.edu) is professor emerita in Psychology at Tulane University and research affiliate at Tulane's Center for Public Service. She has published research on service-learning in higher education and on the benefits of service-learning for community agencies, and has served as Principal Investigator for grants supporting service-learning program development. She served as an editor in two volumes in the Information Age *Advances in Service-Learning Research series: Creating Our Identities in Service-learning and Community Engagement* (2009) and *Research for What? Making Engaged Scholarship Matter* (2010).

VINCENT ILUSTRE (vilustr@tulane.edu) is executive director of the Center for Public Service (CPS) at Tulane University, where he is responsible for a full-service support program for faculty and student initiatives in service-learning and community engagement, and for efforts to implement and support the public service graduation requirement for undergraduates. He is PI for a number of grants for CPS projects and has created new programs to strengthen campus-community partnerships.

APPENDIX A

Scales Measuring Attitudes, Knowledge, and Skills for Community Engagement

Civic Attitude Measures

Civic Responsibility - From Furco's (1999) *Higher Education Service-learning Survey*

Response Alternatives for this scale only: 1 = Strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Being involved in a program to improve my community is important.

It is not necessary to volunteer my time to help people in need. (R) *

I am concerned about local community issues.

It is important for me to find a career that directly benefits others.

Giving some of my income to help those in need is something I should do.

I feel that I can have a positive impact on local social problems.

I think that people should find time to contribute to their community.

I plan to improve my neighborhood in the near future.

It is important that I work toward equal opportunity (e.g., social, political, vocational) for all people.

Internal Consistency: Coefficient α (N = 819) = .85 for 9 items

* R - item is reverse scored

Social Justice - From the *Civic Attitudes and Skills Questionnaire (CASQ)*

Response Alternatives for this and all other scales presented below:

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

It is important that equal opportunity be available to all people.

I don't understand why some people are poor when there are boundless opportunities available to them. (R)

In order for problems to be solved, we need to change public policy.

People are poor because they choose to be poor. (R)

We need to institute reforms within the current system to change our communities.

Individuals are responsible for their own misfortunes. (R)

We need to change people's attitudes in order to solve social problems.

We need to look no further than the individual in assessing his/her problems. (R)

Internal Consistency: Coefficient α (N = 833) = .73 for 8 items

Valuing of Community Engagement and Service (*new scale*)

I enjoy engaging in community service.

I find it rewarding to help improve my Tulane community.

I feel connected to the Tulane community.

I feel connected to the New Orleans community.

I am interested in a career in community work.

It is important to me to be involved in community service.

I find it rewarding to help improve the New Orleans community.

Internal Consistency: Coefficient α (N = 838) = .81 for 7 items

Cultural Awareness (*new scale*)

I want to gain an understanding of the lives of people from different backgrounds.

I enjoy learning about different cultures.

I have a strong interest in working with people from diverse backgrounds.

I enjoy meeting people who come from backgrounds very different from my own.

Cultural diversity within a group makes a group more interesting and effective.

I prefer the company of people who are very similar to me in background and expressions. (R)

I think it is important for a person to think about his/her racial identity.

My own cultural background influences the ways in which I act toward others.

Internal Consistency: Coefficient α (N = 866) = .77 for 8 items

Civic Knowledge Measures

Seeks Knowledge about Political/Societal Issues (*new scale*)

- There is no point in paying attention to national politics. (R)
- I watch for stories about New Orleans on TV.
- I read the local newspaper (or on-line version) every day.
- I pay attention to what the New Orleans Mayor says about the city.
- I make sure that I know about political activities on campus.
- I look for articles about New Orleans in the national press (Time or Newsweek, New York Times, etc.)
- I follow news from Baton Rouge about state government policies that affect New Orleans.
- I am learning about the New Orleans community.
- I am learning about the Tulane community.
- I have no interest in political decisions affecting New Orleans. (R)
- I don't think it is important to pay attention to local political issues. (R)
- I want to become more aware of my campus community.

Internal Consistency: Coefficient *alpha* ($N = 821$) = .80 for 10 items

Knowledge of New Orleans Culture and Issues (*new scale*)

- I am able to describe the communities of color in the New Orleans area.
- I am able to describe the strengths of the cultural groups in New Orleans.
- I am able to describe the social problems of the cultural groups in New Orleans.
- I know a great deal about the African American communities in New Orleans.
- I am aware of prevailing beliefs, customs, norms, and values of the cultural groups in New Orleans.
- I am aware of conflicts between cultural groups in New Orleans.
- I know a great deal about the Hispanic communities in New Orleans.
- I know a great deal about the Vietnamese communities in New Orleans.
- I understand the complex problems faced by the people of New Orleans.
- I am aware of significant events happening in the New Orleans community.
- I am well-informed about the problems facing the New Orleans community.
- I understand the issues facing the New Orleans community.

Internal Consistency: Coefficient *alpha* ($N = 820$) = .90 for 12 items

Knowledge of Current Events (*new scale*)

- I am well-informed about current news events.
 - I am knowledgeable of the issues facing the world.
 - I am well-informed about the issues facing this nation.
- Internal Consistency: Coefficient *alpha* ($N = 850$) = .87 for 3 items**

Civic Skills Measures

Interpersonal Skills (*Selected from a larger set of items in the CASQ*)

- I can listen to other people's opinions.
- I can work cooperatively with a group of people.
- I can communicate well with others.
- I can successfully resolve conflicts with others.
- I can easily get along with people.
- I try to place myself in the place of others in trying to assess their current situation.
- I find it easy to make friends.
- When trying to understand the position of others, I try to place myself in their position.

Internal Consistency: Coefficient *alpha* ($N = 844$) = .78 for 8 items

Leadership Skills (*From the CASQ*)

- I would rather have somebody else take the lead in solving problems. (R)
- I am a better follower than a leader. (R)
- I am a good leader.

I have the ability to lead a group of people.

I feel that I can make a difference in the world.

Internal Consistency: Coefficient *alpha* ($N = 849$) = .78 for 5 items

Cultural Skills (*new scale*)

I find it difficult to relate to people from a different race or culture. (R)

I find it difficult to communicate effectively with persons from different cultural backgrounds. (R)

I find it easy to relate to people from a race or culture different from my own.

My leadership efforts are well-received by persons from other races or cultures.

I often interact with persons from different cultural groups.

I am able to interact effectively with people from different races or cultures.

It is hard for a group to function effectively when the people involved come from very diverse backgrounds. (R)

I am able to deal effectively with biases or stereotyping directed at me by a person from a different culture or race.

Internal Consistency: Coefficient *alpha* ($N = 847$) = .78 for 8 items