

## CHAPTER FOUR

### RESULTS

Survey data were used to explore the civic attitudes of service learning (SL) students in relation to demographic variables, frequency of reflection by pedagogy and environment, and the likelihood of future service. The data were analyzed using crosstabulation procedures and chi-square tests. First a description of the sample is given regarding demographic characteristics and civic attitude scores. Then the results from the data analyses are described in the sections on civic attitudes and future service. Finally, the summary of the findings is discussed in the last section.

#### Sample

The participants used in the analyses consisted of 161 students who took both the Service-Learning Participant Profile (pre-test) and the Service-Learning Evaluation (post-test). Not all of the participants answered each of the questions regarding gender, class year, and grade point average (GPA). The Civic Attitude Scale questions were answered by 158 of the 161 participants.

Of the 161 respondents, 111 answered the question regarding gender. There were 87 (78.4%) females and 24 (21.6%) males. The item pertaining to class year had 110 respondents. Eleven (10.0%) participants were in their first year while 12 (10.9%) were in their second year, 41 (37.3%) were in their third year, and 46 (41.8%) were in their fourth year or above. One hundred and ten students indicated their GPA. There were 2 (1.8%) with a GPA below 2.0, 23 (20.9%) with a GPA between 2.0 and 2.49, 37 (33.6%) with a GPA between 2.5 and 2.99, 32 (29.1%) with a GPA between 3.0 and 3.49, and 15 (14.5%) with a GPA of 3.5 and above (see Table 3).

Table 3

Sample Demographic

Characteristic	<i>n</i>	% of <i>n</i>
Gender	111	100.0%
Female	87	78.4%
Male	24	21.6
Class Year	110	100.0%
First Year	11	10.0%
Second Year	12	10.9%
Third Year	41	37.3%
Fourth Year and Above	46	41.8%
GPA	110	100.0%
Below 2.00	2	1.8%
2.00 to 2.49	23	20.9%
2.50 to 2.99	37	33.6%
3.00 to 3.50	32	29.1%
3.50 and above	16	14.5%

There were 158 participants who answered the questions in the Civic Attitude Scale and had civic attitude scores. Thirty (19.1%) scored between 1.00 and 2.99 while 82 (52.2%) scored between 3.00 and 3.99 and 46 (28.7%) scored a 4.00 on civic attitudes (see Table 4).

### Civic Attitudes

This section explains the associations of civic attitude scores in relation to written reflection, discussion reflection, out-of-class reflection, and in-class reflection. Each of these sections is further broken down into the demographic variables of gender, class year, and GPA. Some of the categories in the data analyses were collapsed for valid chi-square tests to result. Changes are noted at the bottom of each table.

#### Civic Attitude Scores and Written Reflection

Civic attitude scores were examined by number of written reflections. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 54.9% (45) of them engaged in two written reflections. Twenty-two (26.8%) respondents with this level of civic attitude participated in zero or one written reflection while 15 (18.3%) participated in three written reflections (see Table 5).

Of the 46 participants who scored 4.00 on civic attitude, 25 (54.3%) engaged in two written reflections. Twelve (26.1%) respondents at this level of civic attitude engaged in zero or one, and nine (19.6%) engaged in three written reflections.

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude but had similar patterns of written reflection as respondents with higher civic attitude scores. Most of them (60.0%) engaged in two written reflections while 11 (36.7%) engaged in zero or one and one (3.3%) participated in three written reflections.

Table 4

Sample Civic Attitude Scores

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Scores	<i>n</i>	% of <i>n</i>
Civic Attitude Score	158	100.0%
1.00 to 2.99	30	19.1%
3.00 to 3.99	82	52.2%
4.00	46	28.7%

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Table 5

Frequency and Percentage of Civic Attitude Score Ranges by Number of Written Reflections

Civic Attitude Score ( <i>n</i> =158)		Number of Written Reflections			Range Total
		0 or 1	2	3	
1.00 to 2.99	Count	11	18	1	30
	% within Civic Attitude Score	36.7%	60.0%	3.3%	100%
	% of Total ( <i>n</i> =158)	7.0%	11.4%	0.6%	19.0%
3.00 to 3.99	Count	22	45	15	82
	% within Civic Attitude Score	26.8%	54.9%	18.3%	100%
	% of Total ( <i>n</i> =158)	13.9%	28.5%	9.5%	51.9%
4.00	Count	12	25	9	46
	% within Civic Attitude Score	26.1%	54.3%	19.6%	100%
	% of Total ( <i>n</i> =158)	7.6%	15.8%	5.7%	29.1%
Total	Count	45	88	25	<b>158</b>
	% within Civic Attitude Score	28.5%	55.7%	15.8%	100%

$$\chi^2=4.682, df = 4, n.s.$$

Note: The categories of 0 and 1 have been collapsed.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and number of written reflections ( $\chi^2=4.682$ ,  $df=4$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Written Reflection, and Gender. To examine civic attitude scores, written reflection, and gender, the data for this analysis were filtered to extract the participants with one or more written reflections. Of the 104 student participants in this analysis, 54 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 74.1% (40) of them were female. Only 14 (25.9%) of the participants at this level were male (see Table 6).

Of the 29 participants who scored 4.00 on civic attitude, 26 (89.7%) were female while three (10.3%) were male. There were 21 participants who had civic attitude scores between 1.00 and 2.99 with 16 (76.2%) being female and the remaining five (23.8%) male.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and gender in the students who performed one or more written reflections ( $\chi^2=2.858$ ,  $df=2$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Written Reflection, and Class Year. To examine civic attitude scores, written reflection, and class year, the data for this analysis were filtered to extract the participants with one or more written reflections. Of the 103 student participants in this analysis, 54 (52.9%) scored between 3.00 and 3.99 on civic attitude, and 51.9% (28) of them were in their fourth year or above in college. Twelve (22.2%) respondents with this level of civic attitude were in their first or second year while 14 (25.9%) were in their third year (see Table 7).

Of the 28 participants who scored 4.00 on civic attitude, 11 (39.3%) were in their third year of college while 10 (35.7%) were in their fourth year and above. Seven (25.0%) of the respondents at this level were in their first year or second year.

Table 6

Frequency and Percentage of Civic Attitude Score Ranges by Gender\*

Civic Attitude Score ( $n=104$ )		Gender		Range Total
		F	M	
1.00 to 2.99	Count	16	5	21
	% within Civic Attitude Score	76.2%	23.8%	100%
	% of Total ( $n=104$ )	15.4%	4.8%	20.2%
3.00 to 3.99	Count	40	14	54
	% within Civic Attitude Score	74.1%	25.9%	100%
	% of Total ( $n=104$ )	38.5%	13.5%	51.9%
4.00	Count	26	3	29
	% within Civic Attitude Score	89.7%	10.3%	100%
	% of Total ( $n=104$ )	25.0%	2.9%	27.9%
Total	Count	82	22	<b>104</b>
	% within Civic Attitude Score	78.8%	21.2%	100%

$$\chi^2 = 2.858, df = 2, n.s.$$

\*Extracted Cases: Participants with one or more written reflections.

Table 7

Frequency and Percentage of Civic Attitude Score Ranges by Class Year\*

Civic Attitude Score ( <i>n</i> =103)		Class Year			Range
		1st&2nd	3rd	4th+	Total
1.00 to 2.99	Count	4	10	7	21
	% within Civic Attitude Score	19.0%	47.6%	33.3%	100%
	% of Total ( <i>n</i> =103)	3.9%	9.7%	6.8%	20.4%
3.00 to 3.99	Count	12	14	28	54
	% within Civic Attitude Score	22.2%	25.9%	51.9%	100%
	% of Total ( <i>n</i> =103)	11.7%	13.6%	27.2%	52.4%
4.00	Count	7	11	10	28
	% within Civic Attitude Score	25.0%	39.3%	35.7%	100%
	% of Total ( <i>n</i> =103)	6.8%	10.7%	9.7%	27.2%
Total	Count	23	35	45	<b>103</b>
	% within Civic Attitude Score	22.3%	34.0%	43.7%	100%

$$\chi^2 = 4.350, df = 4, n.s.$$

\*Extracted Cases: Participants with one or more written reflections.

Note. The categories of 1<sup>st</sup> Year and 2<sup>nd</sup> Year were collapsed.



Twenty-one participants (20.4%) scored between 1.00 and 2.99 on civic attitude. Most of them (47.6%) were in their third year while seven (33.3%) were in their fourth year and above. Four (19.0%) respondents at this level were in their first or second year.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and class year in the students who performed one or more written reflections ( $\chi^2=4.350$ ,  $df=4$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Written Reflection, and GPA. To examine civic attitude scores, written reflection, and GPA, the data for this analysis were filtered to extract the participants with one or more written reflections. Of the 103 student participants in this analysis, 54 (52.4%) scored between 3.00 and 3.99 on civic attitude, and 33.3% (18) of them had a GPA between 3.00 and 3.49. Seventeen (31.5%) had a GPA between 2.50 and 2.99 while 12 (22.2%) had a GPA between below 2.00 and 2.49. Seven (13.0%) had a GPA of 3.50 or better (see Table 8).

Of the 28 participants who scored 4.00 on civic attitude, 10 (35.7%) had a GPA between 2.50 and 2.99 while seven (25.0%) had a GPA between below 2.00 and 2.49 and seven (25.0%) had a GPA between 3.00 and 3.49. Four (14.3%) participants at this level of civic attitude had a GPA of 3.50 or better.

Twenty-one participants (20.4%) scored between 1.00 and 2.99 on civic attitude. Almost a third of them (28.6%) had a GPA between 2.50 and 2.99 while five (23.8%) had a GPA between 3.00 and 3.49 and five (23.8%) had a GPA of 3.50 or better. Five respondents (23.8%) at this level had a GPA between below 2.00 and 2.49.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and GPA in the students who performed one or more written reflections ( $\chi^2=2.145$ ,  $df=6$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Table 8

Frequency and Percentage of Civic Attitude Score Ranges by GPA\*

Civic Attitude Score ( <i>n</i> =103)		GPA				Range Total
		<2.0-2.49	2.5-2.99	3.0-3.49	3.5+	
1.00 to 2.99	Count	5	6	5	5	21
	% within Civic Attitude Score	23.8%	28.6%	23.8%	23.8%	100%
	% of Total ( <i>n</i> =103)	4.9%	5.8%	4.9%	4.9%	20.4%
3.00 to 3.99	Count	12	17	18	7	54
	% within Civic Attitude Score	22.2%	31.5%	33.3%	13.0%	100%
	% of Total ( <i>n</i> =103)	11.7%	16.5%	17.5%	6.8%	52.4%
4.00	Count	7	10	7	4	28
	% within Civic Attitude Score	25.0%	35.7%	25.0%	14.3%	100%
	% of Total ( <i>n</i> =103)	6.8%	9.7%	6.8%	3.9%	27.2%
Total	Count	24	33	30	16	<b>103</b>
	% within Civic Attitude Score	23.3%	32.0%	29.1%	15.5%	100%

$$\chi^2 = 2.145, df = 6, n.s.$$

\*Extracted Cases: Participants with one or more written reflections.

Note. The categories of below 2.00 and 2.00-2.49 were collapsed.

### Civic Attitude Scores and Discussion Reflection

Civic attitude scores were examined by number of discussion reflections. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 51.2% (45) of them engaged in three discussion reflections. Ten (12.2%) respondents with this level of civic attitude participated in zero or one discussion reflection while 30 (36.6%) participated in two discussion reflections (see Table 9).

Of the 46 participants who scored 4.00 on civic attitude, 23 (50.0%) engaged in three discussion reflections while 15 (32.6%) engaged in two. Eight (17.4%) respondents at this level of civic attitude engaged in zero or one discussion reflection.

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude. Most of them (40.0%) engaged in two discussion reflections while seven (23.3%) participated in three discussion reflections. Eleven (36.7%) respondents at this level participated in zero or one discussion reflection.

A chi-square analysis yielded a statistically significant relationship of civic attitude scores and number of discussion reflections ( $\chi^2=11.514$ ,  $df=4$ ,  $p<.05$ ). The total percentages were compared with the civic attitude score range percentages to identify the strengths of the relationship between the variables.

A total of 29 (18.4%) participants performed zero or one discussion reflection while they comprised 36.7% of those who scored between 1.00 and 2.99 on civic attitude. A total of 57 (36.1%) participants did two discussion reflections while they comprised 40.0% of those who scored between 1.00 and 2.99 on civic attitude. There were 72 (45.6%) respondents in total who did three discussion reflections while they represented 51.2% of those with civic attitude scores between 3.00 and 3.99 and comprised 50.0% of those with a 4.00 civic attitude score.

Table 9

Frequency and Percentage of Civic Attitude Score Ranges by Number of Discussion Reflections

Civic Attitude Score ( <i>n</i> =158)		Number of Discussion Reflections			Range Total
		0 or 1	2	3	
1.00 to 2.99	Count	11	12	7	30
	% within Civic Attitude Score	36.7%	40.0%	23.3%	100%
	% of Total ( <i>n</i> =158)	7.0%	7.6%	4.4%	19.0%
3.00 to 3.99	Count	10	30	42	82
	% within Civic Attitude Score	12.2%	36.6%	51.2%	100%
	% of Total ( <i>n</i> =158)	6.3%	19.0%	26.6%	51.9%
4.00	Count	8	15	23	46
	% within Civic Attitude Score	17.4%	32.6%	50.0%	100%
	% of Total ( <i>n</i> =158)	5.1%	9.5%	14.6%	29.1%
Total	Count	29	57	72	<b>158</b>
	% within Civic Attitude Score	18.4%	36.1%	45.6%	100%

$$\chi^2 = 11.514, df = 4, p < .05$$

Note: The categories of 0 and 1 were collapsed.

Civic Attitude Scores, Discussion Reflection, and Gender. To examine civic attitude scores, discussion reflection, and gender, the data for this analysis were filtered to extract the participants with one or more discussion reflections. Of the 109 student participants in this analysis, 56 (51.4%) scored between 3.00 and 3.99 on civic attitude, and 75.0% (42) of them were female. Only 14 (25.0%) of the participants at this level were male (see Table 10).

Of the 32 participants who scored 4.00 on civic attitude, 29 (90.6%) were female while three (9.4%) were male. There were 21 participants who had civic attitude scores between 1.00 and 2.99 with 16 (76.2%) being female and the remaining five (23.8%) male.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and gender in the students who performed on or more discussion reflections ( $\chi^2=3.298$ ,  $df=2$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Discussion Reflection, and Class Year. To examine civic attitude scores, discussion reflection, and class year, the data for this analysis were filtered to extract the participants with one or more discussion reflections. Of the 108 student participants in this analysis, 56 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 50.0% (28) of them were in their fourth year or above in college. Twelve (21.4%) respondents with this level of civic attitude were in their first or second year while 16 (28.6%) were in their third year (see Table 11).

Of the 31 participants who scored 4.00 on civic attitude, 12 (38.7%) were in their third year of college. Eleven (35.5%) respondents at this level of civic attitude were in their fourth year and above and eight (25.8%) were in their first or second year.

Table 10

Frequency and Percentage of Civic Attitude Score Ranges by Gender\*

Civic Attitude Score ( $n=109$ )		Gender		Range Total
		F	M	
1.00 to 2.99	Count	16	5	21
	% within Civic Attitude Score	76.2%	23.8%	100%
	% of Total ( $n=109$ )	14.7%	4.6%	19.3%
3.00 to 3.99	Count	42	14	56
	% within Civic Attitude Score	75.0%	25.0%	100%
	% of Total ( $n=109$ )	38.5%	12.8%	51.4%
4.00	Count	29	3	32
	% within Civic Attitude Score	90.6%	9.4%	100%
	% of Total ( $n=109$ )	26.6%	2.8%	29.4%
Total	Count	87	22	<b>109</b>
	% within Civic Attitude Score	78.8%	21.2%	100%

$$\chi^2 = 3.298, df = 2, n.s.$$

\*Extracted Cases: Participants with one or more discussion reflections.

Table 11

Frequency and Percentage of Civic Attitude Score Ranges by Class Year\*

Civic Attitude Score ( <i>n</i> =108)		Class Year			Range
		1st&2nd	3rd	4th+	Total
1.00 to 2.99	Count	4	11	6	21
	% within Civic Attitude Score	19.0%	52.4%	28.6%	100%
	% of Total ( <i>n</i> =108)	3.7%	10.2%	5.6%	19.4%
3.00 to 3.99	Count	12	16	28	56
	% within Civic Attitude Score	21.4%	28.6%	50.0%	100%
	% of Total ( <i>n</i> =108)	11.1%	14.8%	25.9%	51.9%
4.00	Count	8	12	11	31
	% within Civic Attitude Score	25.8%	38.7%	35.5%	100%
	% of Total ( <i>n</i> =108)	7.4%	11.1%	10.2%	28.7%
Total	Count	24	39	45	<b>108</b>
	% within Civic Attitude Score	22.2%	36.1%	41.7%	100%

$$\chi^2 = 4.851, df = 4, n.s.$$

\*Extracted Cases: Participants with one or more discussion reflections.

Note. The categories of 1<sup>st</sup> Year and 2<sup>nd</sup> Year were collapsed.

Twenty-one participants (19.4%) scored between 1.00 and 2.99 on civic attitude. Most of them (52.4%) were in their third year while six (28.6%) were in their fourth year and above and four (19.0%) were in their first or second year.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and class year in the students who performed one or more discussion reflections ( $\chi^2=4.851$ ,  $df=4$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Discussion Reflection, and GPA. To examine civic attitude scores, discussion reflection, and GPA, the data for this analysis were filtered to extract the participants with one or more discussion reflections. Of the 108 student participants in this analysis, 56 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 33.9% (19) of them had a GPA between 2.50 and 2.99. Eighteen (32.1%) had a GPA 3.00 and 3.49 while 12 (21.4%) had a GPA between below 2.00 and 2.49 and seven (12.5%) had a GPA of 3.50 or better (see Table 12).

Of the 31 participants who scored 4.00 on civic attitude, 11 (35.5%) had a GPA between 2.50 and 2.99. Eight (25.8%) had a GPA between below 2.00 and 2.49, and eight (25.8%) had a GPA between 3.00 and 3.49. Four (12.9%) participants at this level of civic attitude had a GPA of 3.50 or better.

Twenty-one participants (19.4%) scored between 1.00 and 2.99 on civic attitude. Six (28.6%) had a GPA between 2.50 and 2.99 while five (23.8%) had a GPA between 3.00 and 3.49. Five (23.8%) had a GPA of 3.50 or better, and five (19.0%) respondents at this level had a GPA between below 2.00 and 2.49.

Table 12

Frequency and Percentage of Civic Attitude Score Ranges by GPA\*

Civic Attitude Score ( <i>n</i> =108)	<u>GPA</u>				Range Total
	<2.0-2.49	2.5-2.99	3.0-3.49	3.5+	



1.00 to 2.99	Count	5	6	5	5	21
	% within Civic Attitude Score	23.8%	28.6%	23.8%	23.8%	100%
	% of Total ( <i>n</i> =108)	4.6%	5.6%	4.6%	4.6%	19.4%
3.00 to 3.99	Count	12	19	18	7	56
	% within Civic Attitude Score	21.4%	33.9%	32.1%	12.5%	100%
	% of Total ( <i>n</i> =108)	11.1%	17.6%	16.7%	6.5%	51.9%
4.00	Count	8	11	8	4	31
	% within Civic Attitude Score	25.8%	35.5%	25.8%	12.9%	100%
	% of Total ( <i>n</i> =108)	7.4%	10.2%	7.4%	3.7%	28.7%
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Total	Count	25	36	31	16	<b>108</b>
	% within Civic Attitude Score	23.1%	33.3%	28.7%	14.8%	100%
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$$\chi^2 = 2.284, df = 6, n.s.$$

\*Extracted Cases: Participants with one or more discussion reflections.

Note. The categories of below 2.00 and 2.00-2.49 were collapsed.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and GPA in the students who performed one or more discussion reflections ( $\chi^2=2.284$ ,  $df=6$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

#### Civic Attitude Scores and Out-of-Class Reflection

Civic attitude scores were examined by amount of out-of-class reflection. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 50.0% (41) of them engaged in out-of-class reflections once a week or more. Fourteen (17.1%) respondents with this level of civic attitude reflected outside of class once or twice during the semester or less while 27 (32.9%) reflected outside of class one to two times per month (see Table 13).

Of the 46 participants who scored 4.00 on civic attitude, 29 (63.0%) engaged in out-of-class reflections once a week or more while 13 (32.6%) reflected outside of class one to two times per month. Four (8.7%) participants at this level of civic attitude performed out-of-class reflections one or two times during the semester or less.

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude. A little over a third (36.7%) reflected outside of class one to two times per month while nine (30.0%) reflected outside of class once or twice a week. Ten (33.3%) performed out-of-class reflections one or two times during the semester or less.

A chi-square analysis yielded a statistically significant relationship of civic attitude scores and amount of out-of-class reflection ( $\chi^2=10.645$ ,  $df=4$ ,  $p<.05$ ). The total percentages were compared with the civic attitude score range percentages to identify the strengths of the relationship between the variables.

Table 13

Frequency and Percentage of Civic Attitude Score Ranges by Amount of Out-of-Class Reflection

Civic Attitude Score ( <i>n</i> =158)		Amount of Out-of-Class Reflection			Range
		0-2/sem	1-2/mon	1/wk+	Total
1.00 to 2.99	Count	10	11	9	30
	% within Civic Attitude Score	33.3%	39.7%	30.0%	100%
	% of Total ( <i>n</i> =158)	6.3%	7.0%	5.7%	19.0%
3.00 to 3.99	Count	14	27	41	82
	% within Civic Attitude Score	17.1%	32.9%	50.0%	100%
	% of Total ( <i>n</i> =158)	8.9%	17.1%	25.9%	51.9%
4.00	Count	4	13	29	46
	% within Civic Attitude Score	8.7%	28.3%	63.0%	100%
	% of Total ( <i>n</i> =158)	2.5%	8.2%	18.4%	29.1%
Total	Count	28	51	79	<b>158</b>
	% within Civic Attitude Score	17.7%	32.3%	50.0%	100%

$$\chi^2 = 10.645, df = 4, p < .05$$

Note: The categories of did not reflect on service activities outside of class and once or twice during the semester were collapsed.

There were 28 (17.7%) respondents in total who performed out-of-class reflections once or twice a semester or less while they represented 33.3% of those who had civic attitude scores between 1.00 and 2.99. A total of 51 (32.3%) respondents performed one to two out-of-class reflections per month while they comprised 36.7% of those who scored between 1.00 and 2.99 on civic attitude. There were 79 (50.0%) respondents in total who reflected outside of class one to two times a week while they represented 63.0% of those with a 4.00 civic attitude score.

Civic Attitude Scores, Out-of-Class Reflection, and Gender. To examine civic attitude scores, out-of-class reflections, and gender, the data for this analysis were filtered to extract the participants who reflected outside of class at least once during the semester. Of the 102 student participants in this analysis, 53 (52.0%) scored between 3.00 and 3.99 on civic attitude, and 75.5% (40) of them were female. Only 13 (24.5%) of the participants at this level were male (see Table 14).

Of the 30 participants who scored 4.00 on civic attitude, 27 (90.0%) were female while three (10.0%) were male. There were 19 participants who had civic attitude scores between 1.00 and 2.99 with 14 (73.7%) being female and the remaining five (26.3%) male.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and gender in the students who reflected outside of class at least once during the semester ( $\chi^2=2.942$ ,  $df=2$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Out-of-Class Reflection, and Class Year. To examine civic attitude scores, out-of-class reflection, and class year, the data for this analysis were filtered to extract the participants who reflected outside of class at least once during the semester. Of the 101 student participants in this analysis, 53 (52.5%) scored between 3.00 and 3.99 on civic attitude, and

Table 14

Frequency and Percentage of Civic Attitude Score Ranges by Gender\*

Civic Attitude Score ( <i>n</i> =102)		Gender		Range Total
		F	M	
1.00 to 2.99	Count	14	5	19
	% within Civic Attitude Score	73.7%	23.8%	100%
	% of Total ( <i>n</i> =102)	13.7%	4.9%	18.6%
3.00 to 3.99	Count	40	13	53
	% within Civic Attitude Score	75.5%	24.5%	100%
	% of Total ( <i>n</i> =102)	39.2%	12.7%	52.0%
4.00	Count	27	3	30
	% within Civic Attitude Score	90.6%	10.0%	100%
	% of Total ( <i>n</i> =102)	26.5%	2.9%	29.4%
Total	Count	81	21	<b>102</b>
	% within Civic Attitude Score	79.4%	20.6%	100%

$$\chi^2 = 2.942, df = 2, n.s.$$

\*Extracted Cases: Participants who reflected outside of class at least once during the semester.

49.1% (26) of them were in their fourth year or above in college. Eleven (20.8%) respondents with this level of civic attitude were in their first or second year while 16 (30.2%) were in their third year (see Table 15).

Of the 29 participants who scored 4.00 on civic attitude, 11 (37.9%) were in their third year of college while 10 (34.5%) were in their fourth year and above. Eight (17.2%) participants at this level of civic attitude were in their first or second year

Nineteen participants (18.8%) scored between 1.00 and 2.99 on civic attitude. Most of them (52.6%) were in their third year while five (26.3%) were in their fourth year and above. Four (21.1%) respondents at this level of civic attitude were in their first or second year.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and class year in the students who reflected outside of class at least once during the semester ( $\chi^2=4.512$ ,  $df=4$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, Out-of-Class Reflection, and GPA. To examine civic attitude scores, out-of-class reflection, and GPA, the data for this analysis were filtered to extract the participants who reflected outside of class at least once during the semester. Of the 101 student participants in this analysis, 53 (52.5%) scored between 3.00 and 3.99 on civic attitude, and 34.0% (18) of them had a GPA between 2.50 and 2.99. Sixteen (30.2%) had a GPA between 3.00 and 3.49 while 12 (22.6%) had a GPA between below 2.0 and 2.49. Seven (13.2%) respondents with this level of civic attitude had a GPA of 3.50 or better (see Table 16).

Of the 29 participants who scored 4.00 on civic attitude, 11 (37.9%) had a GPA between 2.50 and 2.99 while eight (27.6%) had a GPA between below 2.00 and 2.49. Seven (24.1%) had

Table 15

Frequency and Percentage of Civic Attitude Score Ranges by Class Year\*

Civic Attitude Score ( <i>n</i> =101)		Class Year			Range
		1st&2nd	3rd	4th+	Total
1.00 to 2.99	Count	4	10	5	19
	% within Civic Attitude Score	21.1%	52.6%	26.3%	100%
	% of Total ( <i>n</i> =101)	4.0%	9.9%	5.0%	18.8%
3.00 to 3.99	Count	11	16	26	53
	% within Civic Attitude Score	20.8%	30.2%	49.1%	100%
	% of Total ( <i>n</i> =101)	10.9%	15.8%	25.7%	52.5%
4.00	Count	8	11	10	29
	% within Civic Attitude Score	27.6%	37.9%	34.5%	100%
	% of Total ( <i>n</i> =101)	7.9%	10.9%	9.9%	28.7%
Total	Count	23	37	41	<b>101</b>
	% within Civic Attitude Score	22.8%	36.6%	40.6%	100%

$$\chi^2 = 4.512, df = 4, n.s.$$

\*Extracted Cases: Participants who reflected outside of class at least once during the semester.

Note. The categories of 1<sup>st</sup> Year and 2<sup>nd</sup> Year were collapsed.

Table 16

Frequency and Percentage of Civic Attitude Score Ranges by GPA\*

Civic Attitude Score ( <i>n</i> =101)		GPA				Range Total
		<2.0-2.49	2.5-2.99	3.0-3.49	3.5+	
1.00 to 2.99	Count	5	5	5	4	19
	% within Civic Attitude Score	26.3%	26.3%	26.3%	21.1%	100%
	% of Total ( <i>n</i> =101)	5.0%	5.0%	5.0%	4.0%	18.8%
3.00 to 3.99	Count	12	18	16	7	53
	% within Civic Attitude Score	22.6%	34.0%	30.2%	13.2%	100%
	% of Total ( <i>n</i> =101)	11.9%	17.8%	15.8%	6.9%	52.5%
4.00	Count	8	11	7	3	29
	% within Civic Attitude Score	27.6 %	37.9%	24.1%	10.3%	100%
	% of Total ( <i>n</i> =101)	7.9%	10.9%	6.9%	3.0%	28.7%
Total	Count	25	34	28	14	<b>101</b>
	% within Civic Attitude Score	24.8%	33.7%	27.7%	13.9%	100%

$$\chi^2 = 1.919, df = 6, n.s.$$

\*Extracted Cases: Participants who reflected outside of class at least once during the semester.

Note: The categories of below 2.00 and 2.00-2.49 were collapsed.



a GPA between 3.00 and 3.49, and three (10.3%) participants at this level of civic attitude had a GPA of 3.50 or better.

Nineteen participants (18.8%) scored between 1.00 and 2.99 on civic attitude. Five (23.6%) had a GPA between 2.50 and 2.99, and five (26.3%) had a GPA between 3.00 and 3.49. At this level, there were four respondents (21.1%) with a GPA of 3.50 or better and another five (26.3%) with a GPA between below 2.00 and 2.49.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and GPA in the students who reflected outside of class at least once during the semester ( $\chi^2=1.919$ ,  $df=6$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

#### Civic Attitude Scores and In-Class Reflection

Civic attitude scores were examined by amount of in-class reflection. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 42.7% (35) of them reflected in class once or twice during the semester. Seven (8.5%) respondents with this level of civic attitude did not reflect in class while 25 (30.5%) reflected during class one to two times per month and 15 (18.3%) performed in-class reflections once or twice a week (see Table 17).

Of the 46 participants who scored 4.00 on civic attitude, 17 (37.0%) engaged in in-class reflections once or twice during the semester while 13 (28.3%) reflected in class one to two times per month. Ten (21.7%) performed in-class reflections once or twice a week, and six (13.0%) participants at this level of civic attitude engaged in no reflections during class.

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude. Most of them (40.0%) reflected in class one to two times per month while seven (23.3%) did not reflect during

Table 17

Frequency and Percentage of Civic Attitude Score Ranges by Amount of In-Class Reflection

Civic Attitude Score ( <i>n</i> =158)		Amount of In-Class Reflection				Range Total
		0/sem	1-2/sem	1-2/mon	1/wk+	
1.00 to 2.99	Count	7	6	12	5	30
	% within Civic Attitude Score	23.3%	20.0%	40.0%	16.7%	100%
	% of Total ( <i>n</i> =158)	4.4%	3.8%	7.6%	3.2%	19.0%
3.00 to 3.99	Count	7	35	25	15	82
	% within Civic Attitude Score	8.5%	42.7%	30.5%	18.3%	100%
	% of Total ( <i>n</i> =158)	4.4%	22.2%	15.8%	9.5%	51.9%
4.00	Count	6	17	13	10	46
	% within Civic Attitude Score	13.0%	37.0%	28.3%	21.7%	100%
	% of Total ( <i>n</i> =158)	3.8%	10.8%	8.2%	6.3%	29.1%
Total	Count	20	58	50	30	<b>158</b>
	% within Civic Attitude Score	12.7%	36.7%	31.6%	19.0%	100%

$$\chi^2 = 8.039, df = 6, n.s.$$

class at all. Six (16.7%) performed in-class reflections one or two times during the semester, and five (16.7%) participants at this level of civic attitude reflected in class once a week or more.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and amount of in-class reflection ( $\chi^2=8.039$ ,  $df=6$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, In-Class Reflection, and Gender. To examine civic attitude scores, in-class reflections, and gender, the data for this analysis were filtered to extract the participants who reflected in-class at least once during the semester. Of the 95 student participants in this analysis, 50 (52.6%) scored between 3.00 and 3.99 on civic attitude, and 72.0% (36) of them were female. Only 14 (28.0%) of the participants at this level were male (see Table 18).

Of the 28 participants who scored 4.00 on civic attitude, 25 (89.3%) were female while three (10.7%) were male. There were 17 participants who had civic attitude scores between 1.00 and 2.99 with 13 (76.5%) being female and the remaining four (23.5%) male.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and gender in the students who reflected in-class at least once during the semester ( $\chi^2=3.139$ ,  $df=2$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, In-Class Reflection, and Class Year. To examine civic attitude scores, in-class reflection, and class year, the data for this analysis were filtered to extract the participants who reflected outside of class at least once during the semester. Of the 95 student participants in this analysis, 50 (52.6%) scored between 3.00 and 3.99 on civic attitude, and 50.0% (25) of them were in their fourth year or above in college. Twelve (24.0%) respondents

Table 18

Frequency and Percentage of Civic Attitude Score Ranges by Gender\*

Civic Attitude Score ( <i>n</i> =95)		Gender		Range Total
		F	M	
1.00 to 2.99	Count	13	4	17
	% within Civic Attitude Score	76.5%	23.5%	100%
	% of Total ( <i>n</i> =95)	13.7%	4.2%	17.9%
3.00 to 3.99	Count	36	14	50
	% within Civic Attitude Score	72.0%	28.0%	100%
	% of Total ( <i>n</i> =95)	37.9%	14.7%	52.6%
4.00	Count	25	3	28
	% within Civic Attitude Score	89.3%	10.7%	100%
	% of Total ( <i>n</i> =95)	26.3%	3.2%	29.5%
Total	Count	74	21	<b>95</b>
	% within Civic Attitude Score	77.9%	22.1%	100%

$$\chi^2 = 3.139, df = 2, n.s.$$

\*Extracted Cases: Participants who reflected in class at least once during the semester.

with this level of civic attitude were in their first or second year while 13 (26.0%) were in their third year (see Table 19).

Of the 28 participants who scored 4.00 on civic attitude, 12 (42.9%) were in their third year of college while nine (32.1%) were in their fourth year and above. Seven (25.0%) participants at this level of civic attitude were in their first or second year.

Seventeen participants (17.9%) scored between 1.00 and 2.99 on civic attitude. Most of them (41.2%) were in their third year while six (35.3%) were in their fourth year and above. Four (15.8%) respondents at this level of civic attitude were in their first or second year..

A chi-square analysis yielded no significance in the relationship of civic attitude scores and class year in the students who reflected in class at least once during the semester ( $\chi^2=3.458$ ,  $df=4$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

Civic Attitude Scores, In-Class Reflection, and GPA. To examine civic attitude scores, in-class reflection, and GPA, the data for this analysis were filtered to extract the participants who reflected in class at least once during the semester. Of the 95 student participants in this analysis, 50 (52.6%) scored between 3.00 and 3.99 on civic attitude, and 36.0% (18) of them had a GPA between 3.00 and 3.49. Fifteen (30.0%) had a GPA 2.50 and 2.99 while ten (20.0%) had a GPA between below 2.00 and 2.49. Seven (14.0%) respondents with this level of civic attitude had a GPA of 3.50 or better (see Table 20).

Of the 28 participants who scored 4.00 on civic attitude, nine (32.1%) had a GPA between 2.50 and 2.99 while eight (28.6%) had a GPA between 3.00 and 3.49. Seven (25.0%) had a GPA between below 2.00 and 2.49, and four (14.3%) participants at this level of civic attitude had a GPA of 3.50 or better.

Table 19

Frequency and Percentage of Civic Attitude Score Ranges by Class Year\*

Civic Attitude Score ( <i>n</i> =95)		Class Year			Range Total
		1st&2nd	3rd	4th+	
1.00 to 2.99	Count	4	7	6	17
	% within Civic Attitude Score	23.5%	41.2%	35.3%	100%
	% of Total ( <i>n</i> =95)	4.2%	7.4%	6.3%	17.9%
3.00 to 3.99	Count	12	13	25	50
	% within Civic Attitude Score	24.0%	26.0%	50.0%	100%
	% of Total ( <i>n</i> =95)	12.6%	13.7%	26.3%	52.6%
4.00	Count	7	12	9	28
	% within Civic Attitude Score	25.0%	42.9%	32.1%	100%
	% of Total ( <i>n</i> =95)	7.4%	12.6%	9.5%	29.5%
Total	Count	23	32	40	<b>95</b>
	% within Civic Attitude Score	24.2%	33.7%	42.1%	100%

$$\chi^2 = 3.458, df = 4, n.s.$$

\*Extracted Cases: Participants who reflected in class at least once during the semester.

Note: The categories of 1<sup>st</sup> Year and 2<sup>nd</sup> Year were collapsed.

Table 20

Frequency and Percentage of Civic Attitude Score Ranges by GPA\*

Civic Attitude Score ( <i>n</i> =95)		GPA				Range Total
		<2.0-2.49	2.5-2.99	3.0-3.49	3.5+	
1.00 to 2.99	Count	4	5	4	4	17
	% within Civic Attitude Score	23.5%	29.4%	23.5%	23.5%	100%
	% of Total ( <i>n</i> =95)	4.2%	5.3%	4.2%	4.2%	17.9%
3.00 to 3.99	Count	10	15	18	7	50
	% within Civic Attitude Score	20.0%	30.0%	36.0%	14.0%	100%
	% of Total ( <i>n</i> =95)	10.5%	15.8%	18.9%	7.4%	52.6%
4.00	Count	7	9	8	4	28
	% within Civic Attitude Score	25.0 %	32.1%	28.6%	14.3%	100%
	% of Total ( <i>n</i> =95)	7.4%	9.5%	8.4%	4.2%	29.5%
Total	Count	21	29	30	15	<b>95</b>
	% within Civic Attitude Score	22.1%	30.5%	31.6%	15.8%	100%

$$\chi^2 = 1.782, df = 8, n.s.$$

\* Extracted Cases: Participants who reflected in class at least once during the semester.

Note: The categories of below 2.00 and 2.00-2.49 were collapsed.

Seventeen participants (17.9%) scored between 1.00 and 2.99 on civic attitude. Five (29.4%) had a GPA between 2.50 and 2.99, and four (23.5%) had a GPA between 3.00 and 3.49. At this level, there were four respondents (23.5%) with a GPA of 3.50 or better and another four (23.5%) with a GPA between below 2.00 and 2.49.

A chi-square analysis yielded no significance in the relationship of civic attitude scores and GPA in the students who reflected in class at least once during the semester ( $\chi^2=1.782$ ,  $df=8$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

#### Future Service

In this section, the relationship between continued service at the SL site and civic attitude scores is explained. Then the likelihood of future community service participation is described in relation to civic attitude scores.

#### Continued Service at the SL Site and Civic Attitude Scores

Continued service at the SL site was examined by civic attitude scores. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 58.5% (48) of them indicated they would not continue their service at the SL sites after the semester was over. Thirty-four (41.5%) respondents with this level of civic attitude indicated they would continue serving at their SL sites (see Table 21).

Of the 46 participants who scored 4.00 on civic attitude, there was an even split in the group. Twenty-three (50.0%) indicated they would not continue serving and the other 23 (50.0%) indicated they would continue serving.



Table 21

Frequency and Percentage of Civic Attitude Score Ranges by Continued Service at the Service Learning Site

Civic Attitude Score ( $n=158$ )		Continued Service		Range Total
		No	Yes	
1.00 to 2.99	Count	23	7	30
	% within Civic Attitude Score	76.7%	23.3%	100%
	% of Total ( $n=158$ )	14.6%	4.4%	19.0%
3.00 to 3.99	Count	48	34	82
	% within Civic Attitude Score	58.5%	41.5%	100%
	% of Total ( $n=158$ )	30.4%	21.5%	51.9%
4.00	Count	23	23	46
	% within Civic Attitude Score	50.0%	50.0%	100%
	% of Total ( $n=158$ )	14.6%	14.6%	29.1%
Total	Count	94	64	<b>158</b>
	% within Civic Attitude Score	59.5%	40.5%	100%

$\chi^2 = 5.423, df = 2, n.s.$

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude. Most of them (76.7%) indicated they would not continue serving while seven (23.3%) indicated they would continue serving.

A chi-square analysis yielded no significance in the relationship of continued service at the SL site and civic attitude scores ( $\chi^2=5.423$ ,  $df=2$ , *n.s.*). The significance level was greater than .05, so the null hypothesis failed to be rejected.

#### Future Community Service Participation and Civic Attitude Scores

Two of the categories in this data analysis were collapsed for a valid chi-square test to result. Changes are noted at the bottom of the table.

Future community service participation was examined by civic attitude scores. Of the 158 student participants in this analysis, 82 (51.9%) scored between 3.00 and 3.99 on civic attitude, and 80.5% (66) of them indicated there was a very good chance they would participate in community service in the future. Sixteen (19.5%) respondents with this level of civic attitude indicated there was little or some chance of future community service participation (see Table 22).

Of the 46 participants who scored 4.00 on civic attitude, 42 (93.1%) indicated a very good chance they would participate in community service in the future. Four (8.7%) respondents indicated little or some chance of future community service participation.

Thirty participants (19.0%) scored between 1.00 and 2.99 on civic attitude. Over half of them (53.3%) indicated there was a very good chance they would participate in community service in the future. Fourteen (46.7%) indicated little or some chance of future community service participation.

Table 22

Frequency and Percentage of Civic Attitude Score Ranges by Future Community Service Participation

Civic Attitude Score ( $n=158$ )		Future Participation		Range Total
		little or some chance	very good chance	
1.00 to 2.99	Count	14	16	30
	% within Civic Attitude Score	46.7%	53.3%	100%
	% of Total ( $n=158$ )	8.9%	10.1%	19.0%
3.00 to 3.99	Count	16	66	82
	% within Civic Attitude Score	19.5%	80.5%	100%
	% of Total ( $n=158$ )	10.1%	41.8%	51.9%
4.00	Count	4	42	46
	% within Civic Attitude Score	8.7%	91.3%	100%
	% of Total ( $n=158$ )	2.5%	26.6%	29.1%
Total	Count	34	124	<b>158</b>
	% within Civic Attitude Score	21.5%	78.5%	100%

$$\chi^2 = 15.908, df = 2, p < .05$$

Note. Zero participants used the no chance response option, so it was not included. The categories of little chance and some chance were collapsed.

A chi-square analysis yielded a statistically significant relationship of future community service participation and civic attitude scores ( $\chi^2=15.908$ ,  $df=2$ ,  $p<.05$ ). The total percentages were compared with the civic attitude score range percentages to identify the strengths of the relationship between the variables.

A total of three (1.9%) participants indicated there was very little chance they would participate in future community service while they comprised 6.7% of those who scored between 1.00 and 2.99 on civic attitude and 2.2% of those with a 4.00 civic attitude score. There were 31 (19.6%) respondents who indicated there was some chance for future community service participation while they represented 40.0% of those with civic attitude scores between 1.00 and 2.99. A total of 124 (78.5%) indicated a very good chance for future community service participation while they represented 80.5% of those who scored between a 3.00 and 3.99 and 91.3% of those who had civic attitude scores of 4.00.

#### Research Summary

To provide a summary of the research in this study, the results for the data analyses are described by first presenting each research question. Following each question is a discussion of the findings.

What is the relationship between civic attitude scores and the amount of variety in written reflection pedagogy?

No significant relationship was found between civic attitude scores and amount of variety in written reflection. This result suggests that amount of variety in written reflection does not have an impact on civic attitude score.

For students who perform written reflection, what are the associations between civic attitude scores and gender, class year, and GPA?

No significant relationship existed between the variables of civic attitude score and gender in participants who participated in at least one written reflection. From this finding, it appears that gender does not have an impact on the civic attitude scores of those who participated in at least one written reflection.

There was no significant relationship between civic attitude scores and class year in participants who participated in at least one written reflection. This result suggests that class year does not have an impact on the civic attitude scores of those who participate in at least one written reflection.

In participants who participated in at least one written reflection, no significant relationship existed between civic attitude scores and GPA. This result suggests that GPA does not impact the civic attitude scores of those who participate in at least one written reflection.

What is the relationship between civic attitude scores and the amount of variety in discussion reflection pedagogy?

There was a significant relationship between civic attitude scores and amount of variety in discussion reflection. When combined, the 3.00 to 3.99 and 4.00 civic attitude ranges represented 81.0% of the total participants. A majority (81.7%) of the total participants participated in two or three types of discussion reflection during the semester and represented 87.8% of the 3.00 to 3.99 and 82.6% of the 4.00 civic attitude ranges. These results suggest that students who participate in two or more types of discussion reflection are more likely to have higher civic attitude scores than those who participate in fewer than two types.

For students who perform discussion reflection, what are the associations between civic attitude scores and gender, class year, and GPA?

No significant relationship existed between the variables of civic attitude score and gender in participants who participated in at least one discussion reflection. From this finding, it appears that gender does not have an impact on the civic attitude scores of those who participated in at least one discussion reflection.

There was no significant relationship between civic attitude scores and class year in participants who participated in at least one discussion reflection. This result suggests that class year does not have an impact on the civic attitude scores of those who participate in at least one discussion reflection.

In participants who participated in at least one discussion reflection, no significant relationship existed between civic attitude scores and GPA. This result suggests that GPA does not impact the civic attitude scores of those who participate in at least one discussion reflection.

What is the relationship between civic attitude scores and the frequency of performing out-of-class reflection?

There was a significant relationship between civic attitude scores and amount of out-of-class reflection. When combined, the 3.00 to 3.99 and 4.00 civic attitude ranges represented 81.0% of the total participants. A majority (82.3%) of the total participants reflected outside of class once a month or more during the semester and represented 82.9% of the 3.00 to 3.99 and 91.3% of the 4.00 civic attitude ranges. These results suggest that students who reflect outside of class once a month or more are more likely to have higher civic attitude scores than those who reflect outside of class less than once a month.

For students who perform out-of-class reflection, what are the associations between civic attitude scores and gender, class year, and GPA?

No significant relationship existed between the variables of civic attitude score and gender in participants who reflected outside of class at least once during the semester. From this finding, it appears that gender does not impact the civic attitude scores of those who reflect outside of class at least once during the semester

There was not a significant relationship between civic attitude scores and class year in participants who reflected outside of class at least once during the semester. This result suggests that class year does impact the civic attitude scores of those who reflect outside of class at least once during the semester.

In participants who reflected outside of class at least once during the semester, no significant relationship existed between civic attitude scores and GPA. This result suggests that GPA does not impact the civic attitude scores of those who reflect outside of class at least once during the semester.

What is the relationship between civic attitude scores and the frequency of performing in-class reflection?

There was no significant relationship between civic attitude scores and frequency of in-class reflection. This result suggests that the frequency of in-class reflection does not impact civic attitude scores.

For students who perform in-class reflection, what are the associations between civic attitude scores and gender, class year, and GPA?

No significant relationship existed between the variables of civic attitude score and gender in participants who reflected in class at least once during the semester. From this finding,

it appears that gender does not impact the civic attitude scores of those who reflect in class at least once during the semester.

There was no significant relationship between civic attitude scores and class year in participants who reflected in class at least once during the semester. This result suggests that class year does not impact the civic attitude scores of those who reflect in class at least once during the semester.

In participants who reflected in class at least once during the semester, no significant relationship existed between civic attitude scores and GPA. This result suggests that GPA does not impact the civic attitude scores of those who reflect in class at least once during the semester.

What is the relationship between continued service at the service learning site and civic attitude scores?

There was no significant relationship between continued service at the service learning (SL) site and civic attitude scores. This result suggests that whether or not students indicate they will continue at the SL site after the semester ends does not impact civic attitude scores.

What is the relationship between the likelihood of future community service participation and civic attitude scores?

There was a significant relationship between future community service and civic attitude scores. When combined, the 3.00 to 3.99 and 4.00 civic attitude ranges represented 81.0% of the total participants. A majority (78.5%) of the total participants indicated there was a very good chance they would participate in future community service and represented 80.5% of the 3.00 to 3.99 and 91.3% of the 4.00 civic attitude ranges. These results suggest that students who indicate there is a very good chance they would participate in future community service are more likely to



have higher civic attitude scores than those who indicate there is some or little chance of participating in future community service.