

## Contribution to Society Among Graduates of the University of Washington

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### REPORT OVERVIEW

Surveys sent to University of Washington (UW) alumni graduating in 1989, 1994, and 1997 contained seven items relating to contribution to society, service-related activities and citizenship. (Please see [OEA Report 98-7](#) and [OEA Report 98-8](#) for the specific methodologies of these surveys and [OEA Report 99-7](#) and [OEA Report 99-8](#) for more information about the response bias). The purpose of this report is to analyze the success of the UW's promotion of good citizenship, as stated in its mission statement. The report examines how many, and in what ways, UW alumni are participating in activities that contribute to society.

#### [Defining Contribution to Society:](#)

Four specific questions were posed regarding contribution to society to the three alumni groups used for this study (alumni graduating one year ago, five years ago and ten years ago). Three items revolve around behaviors that exemplify alumni contribution to society in the last year, and a fourth item asks about alumni's participation in contribution to society while attending college.

#### [The Number of UW Alumni Contributing to Society:](#)

- **By Hours Donated:** Results illuminate that across all three alumni groups, nearly 70% of UW alumni are making time for civic responsibilities by donating time to philanthropic causes, events and/or organizations during the past year. No significant differences were found between groups; however, significant differences were found between men and women.
- **By Money Donated:** Results indicate that almost 80% of alumni graduating ten years ago donate money to charities, slightly more than 60% of alumni graduating five years ago donate money to charities, and 36% of alumni graduating one year ago donate money to charities. Significant differences were found between groups and between men and women.

#### [Ways UW Alumni Contribute to Society:](#)

- **While in College:** Alumni report participating in four different types of service-related activities during college. These include: community volunteer service, community service as part of a UW course (more commonly known as service-learning), public internships, and faculty research projects. All three groups indicated they participated more frequently in the same type of activities. The activities are ranked ordered as follows for all three groups: community volunteer service, internships, faculty research, and service learning.

- After College: Fourteen different areas are listed which alumni can indicate their rate of involvement and participation. The three most popular activities among all three alumni groups were: conservation, teaching/tutoring, and religious activities. The four least popular activities among all three alumni groups were: homeless shelter support, school alumni organizations, political campaigns, and public safety.

### **Conclusions**

The results from this examination of how UW alumni demonstrate and act upon their citizenship are positive. From the results presented in this report, it is clear that the UW is meeting its mission of producing students (present and past) who contribute to society and are good, productive citizens. However, this report does not explore the positive and negative factors that impact contributing to society among alumni. Further research is needed to explore that related question.

## INTRODUCTION AND PURPOSE

According to established research and scholarship on college impact and student development (Feldman and Newcomb, 1969; Tinto, 1975 and 1984; Bowen, 1977; Boyer, 1987; Pascarella and Terenzini, 1991; Astin 1977, 1990, 1993; Dey and Hurtado, 1997), the college experience helps students actualize their potentials in a number of areas. Such growth can manifest itself in various arenas: intellectual, academic, social, emotional, and behavioral. However, one of the earliest and fundamental purposes of American higher education has been to help a student become a functioning and aware citizen within democracy (Brubaker and Rudy, 1982; Bowen, 1977). Colleges and Universities have the societal charge to help their students "improve their performance in citizenship" along with furthering their "cognitive learning" and "affective development" in order to form a "total personality" (Bowen, 1977). After an extensive review of modern day mission statements of colleges and universities, Astin found that "...promoting 'good citizenship' is one of the most commonly stated values in the mission statements of most colleges and universities" (Astin, 1994, page 4). From the Colonial Era through this contemporary era, higher education is "publicly on record as committing [the] institutions [and their resources] to the values of promoting good citizens" (Astin, 1994, page 4).

The UW reflects the promotion of good citizenship within its [Role and Mission Statement](#) by emphasizing the importance of participation in society by its students' and UW alumni. According to the most recent version (February 1998), one fundamental role of the institution is to "...encourage sustained participation in ... the large and diverse community ... by its students, its faculty, and its staff." The UW "makes indispensable contributions to the state ... the region and the nation" through its "long tradition of educating undergraduates and graduate students." Embedded within the mission of the UW is a dedication to being of service, both at the institutional level and at the individual level, to the larger community.

Therefore, it is of great current interest to this institution and the various sectors and constituents of the larger community UW serves to measure the extent to which its students, past and present, are contributing to society and being of service. The purpose of this report is to examine how alumni of the UW are currently being of service to society and in what manner. There are two research questions guiding this study:

1. How many UW alumni are participating in activities that contribute to society?
2. In what ways are UW alumni contributing to society?

## BACKGROUND AND HISTORICAL CONTEXT

Since the founding of the first colleges in Colonial America and then the United States of America, there has been a strong link between higher education and serving the greater society. Over the history of American higher education, public service and social responsibility have been defined in many ways. The tradition of social responsibility, regardless of its operationalization, remains a central principle in the 350 year history of American higher education. This portion of the report traces the history of higher education's role in public service and its fluid, evolving nature.

One of the original charges of colleges was to educate children of the privileged in religion, politics, and social roles in order for them to assume careers in these arenas. This charge is demonstrated by observing that most leaders of the Colonies were college graduates and one half of those who signed the Declaration of Independence were college educated (Jencks and Riesman, 1968).

During the Expansionist Era (1790 through 1869), the nation was growing in physical size and values. Over time, egalitarian ideas became enfolded into the American colleges, as demonstrated by the appearance of women as students. Students were still being trained for traditional careers in ministry, law, medicine and politics; however, new career avenues were appearing as well, especially in commercial pursuits such as industry and small businesses, agriculture, engineering and technology. American colleges and their alumni were tightly entwined with the agricultural and technological prosperity of the nation. During the Industrial Age (1870 through 1944), colleges' commitment to producing students who had expertise in agriculture was strengthened via the Morrill Act of 1890 when the Federal government began to donate land to states for state run "land-grant" colleges. Many of these institutions of higher education became known as the "Agricultural and Mechanical" (A and M) colleges and produced alumni who concentrated in these fields.

After World War II, the 1944 Public Law 346 (more commonly referred to as the "G. I. Bill") allowed more access to institutions of higher education for returning veterans. During this period, the ethos of these returning veterans-turned-students was a mentality to be of service, which institutions of higher education used to advance the technology and space industries to be competitive at a global level. Moreover, for the first time in the history of American higher education, the federal government was directly investing significant amounts of money into colleges and universities. Given this investment, much of these grants and endowments went for advancing technology.

During the mid-1960s and early 1970s, student activism on college campuses revolved around two dominant social issues: advancing civil rights for disenfranchised/minority groups and demonstrating an unwillingness to participate in the Vietnam War. Because of this era, many still equate student activism with protests and sit-ins.

In the 1980s, volunteerism was primarily a mechanism whereby high school students made themselves appear more alluring/marketable to elite colleges and universities in order to gain admission (McDonough, et al, 1997). However, attitudes have shifted from students being self-promoting and selfish to being more outwardly focused and altruistic (Levine and Hirsch, 1991).

A genuine altruistic interpretation of contributing to society has become increasingly visible during the 1990s. Conversations and initiatives at the national, state, and local revolve around: 1) the strengthening of the linkages between education and service, and 2) ways to have students at all levels and college-educated citizens become more involved with community service. For example, the National and Community Services Act of 1990 began to delineate different models for service, including that by students at the college level. More recently, the Clinton administration has supported and advanced the values of contributing back to society and service by proposing several different pieces of legislation (Jennings, 1994). In the State of Washington, the Department of Community Development issues a compilation of information regarding service opportunities in the state as well as coordinating strategies for collaborations between schools, nonprofit agencies, businesses, and labor groups in order to provide access to the benefits of a service experience. The level of commitment to service explicitly stated by UW is yet another manifestation of these conversations.

## PRIOR RESEARCH

Although there has been increasing discussion of a concern with public service among college students and alumni, analytic studies in this area comprise a small and limited collection. The majority of these studies utilize small student or alumni samples located at single institutions in which the authors attempt to determine the relationship (at a single point in time) between public/volunteer service and any positive benefits for the student or alumni. Within these studies, social responsibility and community participation takes many forms and is defined in many ways. Social responsibility may be defined as simply understanding the voting process and then voting in the most recent political election or may be defined in more complicated ways, such as being active in community service.

However, longitudinal analyses in two studies expanded upon the initial findings that participating in volunteer work is a benefit for students and/or alumni. The University of California, Los Angeles (UCLA) and the RAND Corporation jointly conducted an evaluation of the National Service's Learn and Serve America Higher Education Program. The same researchers at UCLA also conducted independent studies using data collected by the Cooperative Institutional Research Program for one cohort of freshmen over nine years (1985-1994). These studies are significant because they assessed the impact of service-related activities on students' growth, especially students' intellectual/cognitive development and self-esteem.

The studies used more elaborate definitions and a variety of variables (such as level of involvement with volunteer activities, type of volunteer activity, motivation for volunteer activity) to determine the social and cognitive benefits of public service. In one of the studies conducted by the UCLA researchers, it was shown that "social activism is ...[positively] related to hours per week spent in volunteer work" (Astin, 1993, page 117). This is a significant finding for two reasons: 1) it indicates that the more a student is involved with service, the more likely he/she will continue to be involved with volunteer/service activities; and 2) the more a student is of service, the greater the benefit to the student from this type of involvement. Both studies found that "even when pre-college service participation is controlled, student participation in volunteer service during [college] is positively associated with a variety of cognitive and affective outcomes" (Astin, Sax, Avalos, 1998). Participation in service-learning projects had strong positive influences on many outcomes, such as college graduate grade point average, persistence in college (retention), aspirations for educational degrees, increases in general knowledge, preparation for graduate school, and academic self-concept (Astin and Sax, 1998). Clearly, this type of experience has positive academic benefits. The researchers also found that being involved with public service has positive effects on life skills as well. These results indicate strong policy implications for institutions of higher education: student involvement with service-related activities should be encouraged as part of the formal and informal curriculum because of the positive impact on students' growth.

## METHOD OF ANALYSIS AND DEFINING VARIABLES

### Data Source

To examine UW alumni's contribution to society, data were drawn from a survey of UW alumni themselves. Via two different surveys, information regarding three distinct groups of alumni were analyzed for this report: alumni who graduated one year ago, alumni who graduate five years ago, and alumni who graduated ten years ago.

#### *One Year Out*

All students who received an undergraduate degree from the UW during the 1997 calendar year (N=6,346) were surveyed. Questionnaires were sent to graduates approximately eleven months after they were awarded their degrees. This questionnaire consisted of two single-page, two sided pages that included many questions about their current activities (especially in terms of work activities or continuing education), their UW college experience, and the worth of their college education at the UW. Out of the 6,346 surveys mailed, a total of 2,271 surveys were completed, returned and scanned. [OEA Report 98-7](#) contains a detailed description of the methodology for the survey, the survey instruments, and response frequencies for all items on the survey.

#### *Five and Ten Years Out*

All students who received an undergraduate degree from the UW during the 1987/88 (N=4,626) and the 1992/93 (N=5,431) academic years were surveyed in 1998. The two-page survey booklet included many questions about the lives of the UW alumni five and ten years post graduation as well as the worth of their college experience. [OEA Report 98-8](#) contains a detailed description of the methodology for the survey, the survey instrument, and response frequencies for all items on the survey. Out of the 10,052 surveys mailed, a total of 3,025 surveys were returned and completed. Of the 3,025 in this total respondent pool, 1,628 respondents graduated five years ago and 1,315 respondents graduated 10 years ago.

### Analytic Sample

The analytic sample consists of combined respondents from the one-year, five-year, and ten-year alumni groups and is described below with respect to selected demographic variables.

For the purposes of analyses for this report, the respondent pool (also called an analytic sample) consists of those 2,271 alumni who graduated in 1997, 1,628 respondents who graduated five years ago, and 1,315 respondents who graduated 10 years ago. Therefore, the overall analytic sample for this report is a combined group of 5,214 alumni who responded to the surveys. Variables are taken from the UW student database, as well as responses to this survey. The degree to which the respondents groups are representative of the populations surveyed is discussed in [OEA Report 99-8](#) and [OEA Report 99-9](#).

## Defining Contribution to Society

For all alumni groups (one-year, five-year, and ten-year), four questions specifically regarding contribution to society were posed. Three items revolve around behaviors that exemplify alumni contribution to society in the last year, and a fourth item asks about alumni's participation in contributing to society while they were in college. Via these questions, contribution to society is defined for this report as: time donated, money donated and specific activities relating to charity work or organizations. The questions are as follows:

### ***Hours Donated:***

"During the past year, how many hours each month, on average, did you devote to volunteer work or a community action program?"

Over 10                      7-10 hours                      4-6 hours                      1-3 hours                      None"

### ***Money Donated:***

"In the past year, approximately how much have you contributed monetarily to charities or philanthropies?"

Over \$1000                      \$500-1000                      \$250-500                      \$100-250                      Less than \$100"

### ***Activities During Past Year:***

"During the past year, what types of service/charity/volunteer work did you perform? (mark all that apply)

- tutoring/teaching
- homeless/shelter support
- recreational (such as coaching)
- community clean-up/rebuilding
- child care
- school UW alumni organization support
- conservation activities (such as recycling or planting trees)
- public safety (such as crime prevention, volunteer fire fighting)
- related to medical/health causes (such as AIDS, breast cancer)
- counseling/mentoring (such as big brother/sister, crisis hotline)
- religious activities
- political or campaign activities
- other
- none"



**Activities During College:**

"While a UW student, did you participate in:

community volunteer service?	yes	no
community service as part of UW course?	yes	no
a public service internship?	yes	no
faculty research project?	yes	no"

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**Analytic Methods**

Descriptive statistics were conducted in order to discern how many UW alumni are participating in public service and in what ways (see [Table 1](#)). The descriptive statistics conducted include: frequencies, correlations, means, cross-tabulations, chi-squares, and t-tests of significance. Results are presented in the following section based on these analyses.

## RESULTS AND DISCUSSION

In order to determine how many of the UW alumni currently participate in some type of public service, frequency analyses were conducted on the four items specifically designed to measure contribution to society. The first two items presented measure the number of UW alumni who contributed to society either by 1) time donated and by 2) money donated. The other two items measure specific ways in which UW alumni contribute to society. Presented in Tables 2 through 10 are the results for:

- comparison among those graduating one, five and ten years ago
- comparison between male and female UW alumni

### The Number of UW Alumni Contributing to Society

#### *By Hours Donated*

[Table 2](#) shows the average number of hours donated during the past year by UW alumni who graduated one, five and ten years ago. Across all groups, results illustrate that nearly 70% of UW alumni graduating one, five and ten years ago are making time for civic responsibility while nearly one third of the alumni graduating one year ago report not contributing time to charities nor philanthropic causes. More students graduating five years ago reported they did not donate any time (33.7%) as compared to those graduating ten years ago (29.0%). For the one year alumni, fewer report donating one to three hours than the five and ten year alumni; however, more of the one year alumni do donate over ten hours than the five year out and the ten year out. Across all alumni groups, more women (approximately 75%) make time for charitable activities than do men (approximately 60%).

The means reflect the differences shown in the frequencies. However, chi-square analysis on the difference in frequencies and Analysis of Variance (ANOVA) on the difference of means did not show any significant differences between those alumni graduating one, five and ten years ago in regard to the time these alumni donate. This is an important finding in that the three different groups of alumni, in regards to donating time, mirror one another. Given this, it is possible to speculate that the alumni graduating one year ago will contribute to society in the same ways that the alumni graduating five and ten years ago have shown they contribute to society. Moreover, for further analyses, it is possible to combine these groups of alumni.

As shown in [Table 3](#), women, regardless of when they graduated (one, five or ten years ago), report donating more time to service related activities and/or organizations than male alumni. Over 77% of the female alumni graduating ten years ago, 72% of the female alumni graduating five years ago, and 71% of the female alumni graduating one year ago report contributing one or more hours per month to philanthropic activities and/or organizations. In contrast, men seem to be not as involved when examining how many hours they contribute per month. Slightly under two thirds of the men report donating time to philanthropic activities and/or organizations: 62% of the male alumni graduating one year ago, 59% of the male alumni graduating five years ago, and 64% of the male alumni graduating ten years ago contribute one or more hours per month. Broadly speaking, nearly 3 in 4 female alumni donate their time and 2 in 3 male alumni donate their time. The gender gap ( $p < 0.05$ ) exhibited in these results may be due to how

women, from a very young age, are oriented by both formal and non-formal types of schooling as well as society to be more nurturing and service-oriented.

### ***By Money Donated***

[Table 4](#) presents the amount of money donated by UW alumni in the past year. [Table 5](#) presents the amount of money donated by years since graduating and by gender. Almost 80% of those alumni graduating ten years ago donate money to charities. In comparison, slightly more than 60% of the five years contribute money and only 36% of the those graduating one year ago donate money. Looking at the same data from the opposite perspective, nearly two-thirds of the one year olds report they donate no money at all: this is nearly twice as many five years (38.9%) who reported not donating any money and almost three times as many of the ten years (21.2%) who reported not donating any money. In relation to those graduates from five and ten years ago, those graduating only one year ago may not feel they (as yet) have accrued the money to donate to philanthropic organizations. Overall, the those alumni graduating ten years are the largest donors of money and the one years are the least like to donate, no matter the size of the contribution. The means, as shown in [Table 4](#), reflect to the differences between groups shown in the frequencies of how much money each group alumni donates.

The Analysis of Variance conducted on the means for each group shows that the pattern of donating money is distinctly different across alumni groups. For the three groups of alumni surveyed, [Table 4](#) presents the means, the results of F-tests of significance, and the percentage of variance explained by the mean differences (Eta Squared) for each scale.

This is important to note because this finding indicates that it is not possible to conclude that one group of alumni will contribute like another group of alumni when donating money to charities. Moreover, for further analyses, the groups cannot be combined into one larger group and treated as if there are no differences between the three groups of alumni in regards to donating time.

These findings are relatively easily explained: alumni with more work experience accrued via years working and relatively larger salaries may feel that they have more money to donate. However, that nearly two-thirds of alumni graduating one-year ago donate no money is disappointing. These results, also, may be a reflection of the different groups' attitudes towards service and their commitment towards supporting philanthropic activities and organizations and the differences among the groups will continue over time.

As demonstrated in the analyses for contribution by hours, women donate more time. The same pattern holds when analyzing contribution of money by different groups and by gender ( $p < 0.05$ ). [Table 5](#) depicts the frequencies and differences for each alumni group by gender. As shown in the table, more men give no money to charities/philanthropies than do women as seen in the category of "none". However, men are more likely to donate money in the higher categories of amount donated. This may be due to men having more means to donate than women have. Men are traditionally paid more than women and therefore may have more money to donate. Alternatively, these results may be due to men attempting to compensate for the lack of time they donate by donating more money.

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## Ways UW Alumni Contribute to Society

### *While in College*

In order to discern how UW alumni have contributed or are contributing to society currently, one survey item specifically queried UW alumni about their service-related activities while in college. [Table 6](#) (below) depicts the percentage of those UW alumni who indicated they had participated in one or more of four public service areas as an undergraduate at the UW: volunteer community service, internships, faculty research projects, service-learning projects. For the three groups of alumni surveyed, Table 6 also presents the means, the results of t-tests of significance, and the percentage of variance explained by the mean differences (Eta Squared) for the three groups on each scale. [Table 7](#) presents these results by gender.

Alumni graduating one year ago, five years ago and ten years ago ordered the rate of their participation with these four service experiences the same. Each group had the highest level of participation in common -- volunteer work followed by internships, faculty research, and service learning. Those graduating ten years ago reported the least amount of participation in all four activities while those alumni graduating one year ago exhibit the most involvement in service during college. While slightly over one-third of the alumni graduating ten years ago participated in community volunteer service, over half of those graduating one year ago participated in community volunteer service. Slightly under a third of both graduates from ten years ago and five years ago participated in internships, while over a third of alumni graduating one year ago participated in this form of service. Over one in five alumni graduating one year ago participated in research projects of faculty, while nearly one in five for both those graduating five and ten years ago were involved with this type of service. Ten years ago, only one in ten alumni participated in service-learning projects. Five years ago, participation in service-learning projects was only slightly higher (11.9%). For those alumni graduating only one year ago, nearly one in five report being involved in a service-learning project while in college.

The increase of students participating in service-learning projects, internships and faculty research projects over the past decade may be explained via two speculations: 1) students may be seeking out these opportunities more, especially because they provide direct application of skills and knowledge gained in the classroom to the practical world; or 2) there are currently more opportunities of this sort for students. Probably both reasons pertain to some degree, but the larger influence is most likely that there are more opportunities within both the formal and informal curriculum to participate. This change from ten years ago to one year ago may indicate that all four activities are more valued not only by students/alumni, but by the institution as well as demonstrated by providing more opportunities of this nature for their students. The UW has made a concentrated effort in this direction which has resulted in an increasing emphasis on this type of beyond-classroom mechanism of learning, which in turn has created more opportunities of this nature.

When analyzing the trend of participating in service/volunteer activities during college by gender, a higher proportion of women almost always are involved than male alumni. The exception to this is men's higher rate of participated in faculty research projects where men participated in professors' research projects slightly more than women did in the five year and ten year sample. As the results shown in Table 7 indicate male students higher rate of involvement in professors' research projects may suggest who

professors prefer to work with as assistants or reflect that more men are in fields where professors allow undergraduates to assist them.

### ***After College***

The final item on the survey measuring volunteer activity asks the UW alumni to identify the different types of volunteer activities they participated in during the last year. [Table 8](#) presents the frequency rate of participation in different types of service activities for the three alumni groups in this study (ten years after graduation, five years after graduation, one year after graduation). For the three groups of alumni surveyed, Table 8 also presents the means, the results of one way analysis of variance, and the percentage of variance explained by the mean differences (Eta Squared) for each scale. [Table 9](#) presents the rank-ordering and, thus, popularity of activities by alumni group. [Table 10](#) compares the popularity of these activities by gender in order to discern if men and women gravitate towards different types of service experiences. In other words, these tables show where alumni are expending energy (via money and/or time) towards service-related activities.

With the exception of the activities related to child care, alumni graduating one year ago are the least active group in comparison to those alumni graduating five years ago and ten years ago. This same pattern was seen also when examining the rate of participation via hours (see Table 1) and via monetary donations (see Table 3). Nearly one in three alumni graduating both five and ten years ago participate in conservation activities, whereas only one in five of the alumni graduating one year ago participate in this type of service. In all three alumni groups over one in four participate in service activities revolving around teaching and/or tutoring. One quarter of the alumni graduating ten years ago report being active with religiously-affiliated service compared to a fifth of those who graduated five years ago and seventeen percent of those who graduated one year ago. Over 20% of those graduating five years ago and those graduating ten years ago report being involved in service activities that are unspecified while 16% of the alumni graduating one year ago report being involved in unspecified related activities.

The most active set of alumni in the medical/health areas are the alumni graduating five years ago (16.8%), followed by those graduating ten years ago (14.8%) and those graduating one year ago (12.9%). Community clean-up and other environmental projects are more popular among those alumni graduating ten years ago (13.9%) than it is for those graduating five years ago (12.8%) and those graduating one year ago (9.2%). Alumni graduating ten years ago are more involved with service in relation to the area of recreation (14.4%) than are those graduating five years ago (11.5%) and those graduating one year ago, where only one in ten are active. For all three groups, slightly more than one in ten alumni are active with counseling and/or mentoring.

Alumni across all three groups showed the least amount of interest in three primary categories. Alumni graduating five years ago are slightly more active with matters involving the homeless or homeless shelters (8.4%) than are those graduating ten years ago (7.9%) and those graduating one year ago (7.4%). All groups demonstrate little interest in giving their energies to politics or campaigns; however, those graduating one year ago are the least involved (one in twenty), which may reflect the current political climate. Across all groups, all alumni appear to be the least involved with service in the area of public safety: this may reflect a lack of interest in the field or the lack of opportunities in the field.

One category within this survey item regarding service activities in the past year is "none." It is not possible to add up all the other categories to determine how many alumni from each group report being active because alumni could mark more than one activity. However, via the "none" category, it is possible to determine how many alumni are not participating in service-related activities in the past year. For both the one year graduates and the ten year graduates, close to 83% are involved (only 17% in both groups indicated "none."). And only one in ten alumni graduating five years ago reported not being involved.

One of the most intriguing results revolves around how the three alumni groups give back to where they were educated. For as active as these three alumni groups are, it is surprising that they are not very active when it comes to their own alma maters. Less than ten percent of each group of alumni are active with school alumni organizations. These specific findings may help school alumni organizations develop different types of soliciting contributions from alumni, including non-monetary alternatives.

There was little difference in the rank orderings when comparing those graduating one year ago to those graduating five years ago and those graduating ten years ago. When examining the popularity of different types of activities by alumni groups, there seems to be some commonalities between groups. Teaching/Tutoring and Conservation-related activities tend to be the most popular among all three groups. The next tier down in popularity shows that all three groups tend to participate in other service-related activities or religiously-affiliated activities or the alumni do not participate at all. All three groups rank activities related to the medical/health field as the third most popular grouping. The fourth popular set of activities for all three groups include: child care, recreation, counseling/mentoring, and community clean-up efforts. The fifth group by popularity for all alumni include being involved with: homeless shelters, alumni organizations, or political campaigns. The least popular service-related activity is the same for all three sets of alumni: participating in public safety activities.

The same can not be said when comparing male to female UW alumni. Men gravitated towards activities that were more sports/action-oriented or took place outdoors, while female UW alumni participated more in activities that center around their traditional societal roles such as tutoring/teaching, child care, counseling/mentoring. More men reported being involved in no activities than women.

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## CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH

As stated in the UW Role and Mission Statement, a primary goal of the University is to have students and alumni participate, in a sustained manner, in the community. In other words, the UW has a deep commitment to promoting its past and current students to contribute to society and be good citizens. The purpose of this report was to examine how many alumni are contributing to society and in what ways. Response to four specific questions regarding alumni's service-related behaviors provide information relevant to how well the UW is meeting this portion of its mission.

The results from this examination of how UW alumni demonstrate and act upon their citizenship are positive. The analyses for this assessment demonstrate that UW alumni are good citizens in that they contribute to the society via donating both time and money to philanthropic activities and organizations and/or events. Over sixty-eight percent of UW alumni report they spend some amount of time on service-related activities and sixty-nine percent of UW alumni report they donate some amount of money to philanthropic or charitable organizations and events. The philanthropic activities vary widely among UW alumni. They participate in: conservation activities, tutoring/teaching, religious activities, medical/health causes, community clean up and rebuilding, recreational activities, counseling/mentoring, child care and homeless support, school alumni programs and campaign/political causes, as well as public safety activities. Over eighty-percent of alumni (graduating ten years ago, five years ago, and one year ago) report being involved in one or more of these specific service activities within the past year.

Nonetheless, differences arise when comparing the three groups of alumni (ten years out, five years out, and one year out). The alumni graduating five years ago and ten years ago are much more active than those graduating one year ago both in terms of their time and their money. Most likely, this is due to different stages where the three different alumni groups are in life. Moreover, all analyses indicate that women are more involved regardless of the measure of activity than men.

The alumni who graduated one year ago tend to be more involved with service oriented activities while in college than those alumni who graduated five and ten years ago. This may be a result of the UW placing more emphasis on these types of activities or providing more opportunities to participate in this nature within the formal and informal curriculum. Although, this result may also be a reflection of the students' own desire to participate in these activities and seek them out more than did their counterparts who graduated five and ten years ago. Another possibility is that both students and the UW are reflecting the increasing concern of the overall society. This particular finding raises the question of will the alumni graduating one year ago, based on their higher rate of involvement with service activities during college, be more active in four and nine years from now than those alumni who graduate five and ten years ago? Further analysis (such as analysis of variance and/or multiple regression) may yield results that can provide some prediction about whether or not the alumni graduating one year ago will continue in the future to be as highly or more highly active in contributing to society.

From these results, it is clear that the UW is meeting its mission of producing students and alumni who contribute to the society and are good citizens.

Yet, this report does not illuminate why UW alumni are good citizens. Are UW alumni good citizens because of their college experience at UW? Are there experiences specific within the UW environment

(courses, curriculum, pedagogical techniques, skill development, extra-curricular activities, service-related projects while in college) that promote students being involved with philanthropic work after graduation? Are there factors within the UW environment that may impede students and alumni's active involvement with service-related behaviors after graduation? What are those positive and/or negative factors? In order to discern what is unique in the UW undergraduate experience and education that helps students be active citizens, more research is required. Information from such a study can yield recommendations that can reinforce the factors that promote good citizenship and weaken or remove factors that impede past and current students being involved with service-related activities. Such findings can inform policies and practices at the UW in regards to courses, curriculum, pedagogical techniques, emphases on practical application and practice of skills, extra-curricular activities and service related opportunities within the college experience.

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## TABLES

**Table 1. Demographic Characteristics of Alumni Survey Respondents (Percentages)**

	<b>One-Year Alumni</b>	<b>Five-Year Alumni</b>	<b>Ten-Year Alumni</b>
<b>No. of Respondents</b>	2,271	1,628	1,315
<b>Gender</b>			
<b>Male</b>	39.6	40.4	43.9
<b>Female</b>	60.4	59.6	56.1
<b>Ethnicity</b>			
<b>African-American/Black</b>	2.3	2.4	1.7
<b>Asian-American/Asian</b>	16.9	12.3	10.3
<b>Caucasian/White</b>	69.3	74.1	76.3
<b>Hispanic/Latino/Chicano</b>	3.1	3.0	1.5
<b>Native-American</b>	1.1	1.0	0.7
<b>Highest Degree Earned</b>			
<b>Bachelor's Degree</b>	n/a	75.9	70.4
<b>Master's Degree</b>	n/a	16.9	19.0
<b>Medical (MD, DO, DVM)</b>	n/a	2.4	2.9
<b>Law (LLB, JD)</b>	n/a	3.2	4.1
<b>Ph.D. or Ed.D.</b>	n/a	0.5	2.2
<b>Other</b>	n/a	1.0	1.3
<b>Current Activity</b>			
<b>Employed Full-time</b>	74.7	87.0	89.7
<b>Employed Part-time</b>	6.7	7.3	9.4
<b>Student</b>	20.5	7.9	2.1

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**Table 2. Number of Hours Donated by UW Alumni During Past Year (Percentages)**

<b>Hours Donated</b>	<b>One-Year Alumni</b>	<b>Five-Year Alumni</b>	<b>Ten-Year Alumni</b>	<b>Combined Groups</b>
<b>none</b>	32.4	33.4	28.8	31.8
<b>1 to 3</b>	31.1	33.7	36.6	33.5
<b>4 to 6</b>	13.6	13.0	13.2	13.3
<b>6 to 10</b>	9.3	7.2	9.5	8.7
<b>10+</b>	13.5	12.7	11.9	12.8
<b>Total</b>	100.0	100.0	100.0	100.0
<b>Mean *</b>	2.41	2.32	2.39	2.37

\* No significant differences at  $p < .05$

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**Table 3. Number of Hours Donated by UW Alumni During Past Year by Gender (Percentages)**

<b>Hours Donated</b>	<b>One-Year Alumni</b>		<b>Five-Year Alumni</b>		<b>Ten-Year Alumni</b>		<b>Combined Groups</b>	
	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
<b>none</b>	37.6	29.0	40.8	28.5	36.2	23.1	38.3	27.3
<b>1 to 3</b>	31.1	31.2	31.8	34.9	35.3	37.6	32.6	34.1
<b>4 to 6</b>	12.1	14.6	11.0	14.3	10.8	15.0	11.4	14.6
<b>6 to 10</b>	8.8	9.6	6.6	7.7	8.2	10.5	7.9	9.2
<b>10+</b>	10.4	15.6	9.8	14.6	9.5	13.8	9.9	14.7
<b>Total</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Mean *</b>	2.23	2.52	2.13	2.45	2.20	2.54	2.19	2.50

\* No significant differences at  $p < .05$

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**Table 4. Amount of Money Donated by UW Alumni During Past Year (Percentages)**

<b>Money Donated</b>	<b>One-Year Alumni</b>	<b>Five-Year Alumni</b>	<b>Ten-Year Alumni</b>
<b>none</b>	63.9	38.5	21.4
<b>\$100-250</b>	16.1	24.8	21.7
<b>\$250-500</b>	7.9	15.4	19.5
<b>\$500-1000</b>	5.7	9.1	17.9
<b>Total</b>	100.0	100.0	100.0
<b>Mean *</b>	1.75	2.32	2.92

\* F=289.27, p<.05, eta<sup>2</sup>=11.2%

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**Table 5. Amount of Money Donated by UW alumni During Past Year by Gender (Percentages)**

<b>Money Donated</b>	<b>One-Year Alumni</b>		<b>Five-Year Alumni</b>		<b>Ten-Year Alumni</b>	
	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
<b>none</b>	65.2	63.1	42.0	34.8	21.9	21.0
<b>\$100-250</b>	16.3	15.9	21.7	25.8	19.1	23.7
<b>\$250-500</b>	6.7	8.6	15.0	15.0	16.3	22.0
<b>\$500-1000</b>	5.3	6.0	8.5	9.2	20.4	16.0
<b>over \$1000</b>	6.4	6.4	12.9	11.2	22.4	17.2
<b>Total</b>	100.0	100.0	100.0	100.0	100.0	100.0
<b>Mean *</b>	1.71	1.77	2.29	2.24	3.03	2.84

\* F=3.637, p<.005, eta<sup>2</sup>=0.3%

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**Table 6. Service/Volunteer Activities While in College (Percentages)**

Type of Activity	One-Year Alumni	Five-Year Alumni	Ten-Year Alumni	F	Sig	Eta <sup>2</sup>
community volunteer	55.4	45.0	35.8	66.94	.000	2.5%
internships	36.3	31.3	30.8	21.96	.000	0.8%
faculty research projects	21.3	18.0	17.4	7.612	.001	0.3%
service-learning	17.3	11.9	10.1	5.128	.006	0.2%

Note: Numbers may not add to 100% because respondents were asked to mark all that applied.

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**Table 7. Service/Volunteer Activities While in College by Gender (Percentages)**

Type of Activity	One-Year Alumni		Five-Year Alumni		Ten-Year Alumni	
	Men	Women	Men	Women	Men	Women
community volunteer	49.6	59.2	44.0	45.7	31.6	39.1
internships	33.2	38.3	27.5	33.9	24.8	35.6
faculty research projects	20.0	22.2	19.1	17.2	18.7	16.5
service-learning	14.2	19.4	8.9	13.9	6.8	12.8

Note: Numbers may not add to 100% because respondents were asked to mark all that applied.

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**Table 8. Service/Volunteer Activities During Past Year (Percentages)**

Type of Activity	One-Year Alumni	Five-Year Alumni	Ten-Year Alumni	F	Sig	Eta <sup>2</sup>
conservation	17.9	29.2	32.8	1.284	n/s	0.0
tutoring/teaching	26.0	27.9	26.7	0.510	n/s	0.0
religious activities	15.9	20.8	24.3	6.130	.002	0.2%
other	15.5	21.5	22.8	11.58	.000	0.4%
none	16.7	19.4	17.2	1.985	n/s	0.1%
medical/health causes	12.9	16.8	14.8	5.924	.003	0.2%
community clean-up	9.2	12.8	13.9	58.99	.000	2.2%
recreational	10.3	11.5	14.4	11.61	.000	0.4%
child care	12.2	10.2	12.2	4.971	.007	0.2%
counseling/mentoring	10.2	11.9	11.0	1.196	n/s	0.0
alumni organization	6.6	9.6	7.7	20.16	.000	0.8%
homeless shelter	7.4	8.4	7.9	14.36	.000	0.5%
political/campaign	5.0	8.6	8.3	17.69	.000	0.7%
public safety	3.0	5.2	6.3	1.849	n/s	0.1%

Note: Numbers may not add to 100% because respondents were asked to mark all that applied.

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**Table 9. Rank Ordering of Service/Volunteer Activities During Past Year**

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<b>Rank Order</b>	<b>One-Year Alumni</b>	<b>Five-Year Alumni</b>	<b>Ten-Year Alumni</b>
1	tutoring/teaching	conservation	conservation
2	conservation	tutoring/teaching	tutoring/teaching
3	none	other	religious activities
4	religious activities	religious activities	other
5	other	none	none
6	medical/health causes	medical/health causes	medical/health causes
7	child care	community clean-up	community clean-up
8	recreational	counseling/mentoring	recreational
9	counseling/mentoring	recreational	child care
10	community clean-up	child care	counseling/mentoring
11	homeless shelter	alumni organization	political/campaign
12	alumni organization	political/campaign	homeless shelter
13	political/campaign	homeless shelter	alumni organization
14	public safety	public safety	public safety

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**Table 10. Service/Volunteer Activities During Past Year by Gender (Percentages)**

Type of Activity	One-Year Alumni		Five-Year Alumni		Ten-Year Alumni	
	Men	Women	Men	Women	Men	Women
<b>conservation</b>	16.0	19.1	26.9	30.5	29.9	35.2
<b>tutoring/teaching</b>	23.2	27.8	25.3	30.2	22.6	29.4
<b>religious activities</b>	15.5	16.3	19.9	21.3	22.0	26.3
<b>other</b>	13.9	16.6	20.4	22.0	19.3	25.4
<b>none</b>	19.4	14.9	24.8	15.2	22.2	13.5
<b>medical/health causes</b>	8.7	15.7	12.7	19.1	11.8	17.3
<b>community clean-up</b>	10.2	8.5	12.7	12.8	13.4	14.7
<b>recreational</b>	12.0	9.1	14.0	9.9	17.2	11.8
<b>child care</b>	5.3	16.4	4.6	14.1	6.1	17.5
<b>counseling/mentoring</b>	8.0	11.6	8.3	13.7	9.4	12.0
<b>alumni organization</b>	6.0	7.1	11.3	8.6	8.2	7.3
<b>homeless/shelter</b>	6.0	8.3	4.6	10.5	6.8	9.2
<b>political/campaign</b>	4.7	5.2	8.5	9.4	7.8	9.3
<b>public safety</b>	3.0	2.9	4.9	5.6	6.8	5.5

Note: Numbers may not add to 100% because respondents were asked to mark all that applied.

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