

## ABSTRACT

Title of Dissertation: UNCOVERING TYPOLOGIES OF  
CIVICALLY ENGAGED LATINX/A/O  
COLLEGE GRADUATES

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This dissertation examined how Latinx/a/o college graduates engage civically. Guided by Morton's (1995) paradigms of service, Drezner's (2018) philanthropic mirroring framework, and Moll et al.'s (1992) funds of knowledge, I investigated how Latinx/a/o college graduates engage civically in their communities and with their alma maters. Through an exploratory sequential mixed-methods design, I found that Latinx/a/o college graduates vote, volunteer, advocate, donate money, serve as cultural and political resources, and run for elected office.

I also identified five typologies, or classes, of civically engaged Latinx/a/o college graduates: *Activistas*, *Mentores*, *Politicos*, *Votantes*, and *Indiferentes*. This study sought

to address analytical and methodological shortcomings in the existing literature on Latinx/a/os and how college graduates engage civically.

Overall, this dissertation expands the knowledge of Latinx/a/os' civic engagement. Practitioners, researchers, and policymakers all have a role to play in fostering and supporting Latinx/a/o college graduates' civic participation. Moreover, Latinx/a/o college graduates have the potential to serve as change agents that contribute to society and encourage their families and communities to do the same.

UNCOVERING TYPOLOGIES OF  
CIVICALLY ENGAGED LATINX/A/O COLLEGE GRADUATES

by

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I dedicate this dissertation to my late father Jorge Arancibia and my mother Ana Arancibia. Thank you for showing me right from wrong and always believing in me. I hope that I have made you proud.

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## Chapter 1: Introduction

### **Background and Problem**

Civic engagement<sup>1</sup> is the cornerstone of any democracy (de Tocqueville, 2003; Ehrlich, 2000; Putnam, 1996, 2000). Through civic participation, individuals help choose elected officials, lobby representatives on important issues, and donate money to causes and organizations (Ehrlich, 2000; Gilman, 2017; Putnam, 1995, 1996). In addition to its social benefits, civic engagement bestows individual benefits. In particular, people who are civically engaged have better health and are more satisfied in their jobs than those who are not engaged (Myers, Myers, & Peters, 2019; Pastor, Ong, & Orem, 2018). Civically engaged individuals also develop extensive social networks and contribute more creative solutions to social problems (Greenblatt, 2012; Kawashima-Ginsberg, Lim & Levine, 2015; Levine, 2011; Myers et al., 2019; Pastor et al., 2018). These abundant benefits underscore the importance of civic engagement and provide context for the current study. In this study, I rely on Ehrlich's (2000) definition of civic engagement, which is understood as:

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (p. vi)

Some of the most frequently cited types of civic participation in the literature include voting, volunteering, serving in elected office, contacting legislators, charitable giving, or participating in a rally or protest (Adler & Goggin, 2005; Bowman, 2011;

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<sup>1</sup> The terms civic engagement and civic participation are used interchangeably.

Brady, Verba, & Schlozman, 1995; Ehrlich, 2000; Gilman, 2017; Levine, 2014; Miller, 2008; Putnam, 1996, 2000; Reason & Hemer, 2015; Verba, Schlozman, & Brady, 1995; Voight & Torney-Purta, 2013). These activities are also known as prosocial behaviors (Ahammer & Murray, 1979; Drezner, 2009, 2010, 2018; Eisenberg, 1982; Grusec, 1982; Rushton, 1975, 1982; Smith, Gelfand, Hartmann, & Partlow, 1979). An important factor in whether individuals choose to engage in a prosocial behavior is empathy, which entails understanding another's situation from her or his perspective (Drezner, 2018; Eisenberg, Eggum, & Di Giunta, 2010).

Over the past 25 years, civic engagement in the United States has declined (Gilman, 2017; Liu, 2017; National Task Force on CLDE, 2012; Parvin, 2018; Putnam, 1995, 1996, 2000). In 2002, nearly 40% of adults in America volunteered as tutors; 11 years later, only 25% did so (Corporation for National & Community Service, 2016; U.S. Bureau of Labor Statistics, 2015). Between 1994 and 2004, membership in civic organizations such as the Sierra Club, Rotary International, and the League of Women Voters fell by 21% (Applebaum, 2018; Morton, Dolgon, Maher, & Pennell, 2012; Putnam, 2000). The number of Americans voting is also decreasing (File, 2017; Frey, 2017; Putnam, 2000). In 2008, a record 64% of registered voters voted during the Presidential election, while only 57% of Americans voted during the 2012 Presidential election (Barr, 2008; Berrang, 2012). During the 2014 midterm Congressional elections, only 36% of Americans voted, which was the lowest turnout since 1942 (Del Real, 2014).

Civic participation among college students and college graduates is also declining (American Council of Trustees and Alumni, 2016; Baum, Ma, & Payea, 2013; Boyer, 1996; Harvard, 2013; Reich, 2014). In 2015, merely 39% of college graduates

volunteered as tutors (U.S. Bureau of Labor Statistics, 2015). In 2016, only 26% of alumni gave to their alma mater (Council for Advancement and Support of Education, 2019). Many college graduates also lack the civic knowledge necessary to navigate the U.S. political system. In 2015, nearly half of college graduates were unable to report the correct procedure for electing representatives to Congress, nor were they able to explain the role the Supreme Court plays in the U.S. Federal Government (American Council of Trustees and Alumni, 2016). These disturbing trends have prompted influential associations of higher education such as the Association of American Colleges and Universities ([AAC&U], 2012) to ask colleges and universities to renew their responsibility towards developing civically minded college graduates. Likewise, the American Council of Trustees and Alumni (2016) suggested that colleges and universities play a leading role in providing civic education to undergraduate students via curricular reform and experiential learning opportunities.

Latinx/a/o<sup>2</sup> college graduates are an ideal group to serve as a new generation of civic leaders. Latinx/a/o graduates engage in prosocial behaviors such as voting, tutoring elementary school students, and mentoring young professionals (Leighley & Vedlitz; Ma, Pender, & Welch, 2016; Nie, Verba, & Petrocik, 1979; Verba et al., 1995). Latinx/a/o college graduates also have the potential to help foster civic participation in the larger Latinx/a/o community (Gonzalez, 2003; Espino, Munoz, & Marquez Kiyama, 2010; Moll, Amanti, & González, 1992; Velez-Ibanez & Greenberg, 1992). For example, Latinx/a/o college graduates can serve as political liaisons in their communities by

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<sup>2</sup> The terms Latina, Latino and Latinx are used interchangeably.

sharing important information on the political system and current events (Espino & Guzman, 2017).

### **Purpose of the Study**

The literature documenting prosocial behaviors among college graduates is growing (e.g., Drezner, 2018; Reason & Hemer, 2015; Weerts & Cabrera, 2017). However, knowledge of the full scope of Latinx/a/o college graduates' engagement is still lacking. There is insufficient information about the specific types of prosocial behaviors characterizing Latinx/a/o college graduates' civic engagement, nor is it known whether there are identifiable typologies<sup>3</sup>, or classes, of engaged Latinx/a/o college graduates.

Accordingly, the purpose of this study was to examine how civically engaged Latinx/a/o college graduates participate in a set of prosocial behaviors. I focused on six areas of civic engagement: voting, volunteering, serving in elected office, advocacy, charitable giving, and serving as a political liaison. I first examined how civically engaged Latinx/a/o college graduates participate in 37 prosocial behaviors. Then, I examined whether there are identifiable typologies of civically engaged Latinx/a/o college graduates. Through these steps, I answered the following two research questions:

1. What types of prosocial behaviors do civically engaged Latinx/a/o college graduates participate in?
2. Are there identifiable typologies of civically engaged Latinx/a/o college graduates?

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<sup>3</sup> Typologies are another name for groupings or classes of individuals. Typologies, groupings, and classes are used interchangeably throughout.

## **Theoretical Frameworks**

I utilized three theoretical frameworks to better understand Latinx/a/o college graduates' engagement in prosocial behaviors: Morton's (1995) paradigms of service, Drezner's (2018) philanthropic mirroring framework, and Moll et al.'s (1992) funds of knowledge. Morton (1995) advanced three paradigms of service: (a) charity, (b) project, and (c) social change. The charity and project paradigms describe both short- and long-term volunteer activities, such as tutoring, mentoring, or creating a community garden. In the charity and project paradigms, individuals are driven by a desire to "help someone less fortunate" and "give back to the community." The social change paradigm describes activities that address the root cause of social issues, such as lobbying elected officials or organizing community protests. Drezner's (2018) philanthropic mirroring framework posits that alumni giving increases when an alumnus' social identity is mirrored in solicitation efforts. For example, Latinx/a/o college graduates may be more likely to give to their alma mater if the nature of the solicitation benefits a group with whom they empathize (e.g., Dreamers). Lastly, Moll et al.'s (1992) funds of knowledge describes how the knowledge, skills, and resources present in Latino households can be incorporated into K-12 classrooms. Subsequent research has used funds of knowledge to illustrate the college-going process and the transition to college for Latinx/a/o students (Delima, 2019; Kiyama, 2010, 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012).

## **Summary of Literature**

This study was informed by two bodies of research: Latinx/a/os' civic engagement and the emerging scholarship on typologies of civically engaged undergraduates and college graduates. Research has indicated that Latinx/a/os engage

civically through volunteer, advocacy, and philanthropic activities, such as mentoring, tutoring, protesting, and raising funds for nonprofit organizations (Alemán, Pérez-Torres, & Oliva, 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Djupe & Neiheisel, 2012; Galindo, 2012; Leal et al., 2016; Mora, 2013; Schuster & Stebleton, 2016). Latinx/a/os participate in these activities through a number of avenues, including service-learning courses while in college and community-based organizations as K-12 students (Del Real, 2017; Miranda & Martin de Figueroa, 2000; Muñoz & Guardia, 2009; Pak, 2018; Teranishi, 2007).

An emerging body of literature has examined civic typologies based on patterns of civic engagement (Moely & Miron, 2005; Moely, Furco, & Reed, 2008; Mosser, 1993; Pastor et al., Ong & Orem, 2018; Weerts & Cabrera, 2015, 2018; Weerts, Cabrera, & Mejías, 2014; Weerts, Cabrera, & Sanford, 2010a, 2017; Weerts & Ronca, 2006). For instance, Moely et al. (2008) identified four categories of undergraduates that engaged in seven prosocial behaviors. The Charity Group participated in volunteer activities such as tutoring or mentoring, while the Social Change Group participated in activities including actively lobbying government officials. The High Value Undifferentiated Preference Group engaged in both charity and social change activities, while the Low Value Undifferentiated Preference Group did not engage in prosocial behaviors (Moely et al., 2008).

Weerts et al. (2014) identified four categories of undergraduates that participated in eight types of prosocial behaviors. Super Engagers participated in a robust set of charity and social change activities, while Apolitical Engagers engaged primarily in charity activities such as mentoring and tutoring. Social Cultural Engagers participated in

activities that were primarily social and cultural, such as attending a heritage event for Latinx/a/o history month, that were not connected to civic purposes. Non-Engagers did not engage in any prosocial behaviors while in college (Weerts et al., 2014).

Weerts and Cabrera (2017) identified four categories of college graduates that engaged in five prosocial behaviors. Super Engaged alumni participated in a range of political and nonpolitical prosocial behaviors. Political Advocates engaged in political activities on behalf of their alma mater, while Apolitical Recruiters sought to mentor alumni and recruit students. Lastly, Disengaged Alumni did not participate in any prosocial behaviors (Weerts & Cabrera, 2017).

Weerts and Ronca (2006, 2007) identified four categories of college graduates that engaged in seven prosocial behaviors. Volunteers participated in mentoring undergraduates, contacting legislators on behalf of the institution, and assisting with special university events. Donors made charitable gifts to their alma mater. Supporters participated in at least one volunteer activity and made a charitable contribution to their alma mater. Inactive alumni never volunteered or made a charitable contribution to their alma mater (Weerts & Ronca, 2006, 2007).

Weerts et al. (2010a) identified two categories of college graduates that engaged in eight prosocial behaviors. Graduates that engaged in political advocacy contacted local, state, and federal legislators on behalf of their alma maters. Graduates that engaged in volunteerism recruited prospective students, mentored new alumni, and hosted events (Weerts et al., 2010a).

Research has also indicated that college graduates participate in a number of philanthropic, advocacy, and volunteer activities, such as charitable giving, lobbying in

support of their alma mater, and serving as mentors to undergraduate students (Bumbry, 2016; Gonzalez, 2003; Komaratat & Oumtanee, 2009; O'Connor, 2007; Rogan, 2009; Volkwein, Webster-Saft, Xu, & Agrotos, 1989; Weerts et al., 2017; Weerts & Ronca, 2006, 2007).

The research on Latinx/a/os civic engagement as well as civic typologies provides a foundation for this study. The Latinx/o/a population is engaging in a variety of volunteer and advocacy activities and it is evident that there are classes of engaged college graduates in the general population. However, it is not known whether there are typologies of civically engaged Latinx/a/college graduates. Understanding this missing piece may allow key stakeholders to better foster the civic engagement of Latinx/a/o college graduates. In turn, civically engaged Latinx/a/o college graduates may play a role in helping foster the civic engagement of the Latinx/a/o community.

### **Methodology**

My target population for this study was civically engaged Latinx/a/o college graduates. Specifically, this population consists of members of the Latinx/a/o community who have obtained at least a bachelor's degree and engage in prosocial behaviors. Given this group's demonstrated civic participation, it was the ideal target population to uncover civic typologies for Latinx/a/o college graduates. To recruit my target population, I partnered with eight Latinx/a/o-based professional associations: (a) Congressional Hispanic Caucus Institute (CHCI) Alumni Association; (b) Prospanica; (c) Society of Hispanic Professional Engineers (SHPE); (d) Hispanic National Bar Association (HNBA); (e) Congressional Hispanic Staff Association (CHSA); (f) Hispanic Alliance for Career Advancement (HACE); (g) Association of Latino Professionals for America



(ALPFA); and (h) the Hispanic Women’s Network of Texas. Each partner organization has chapters in cities across the country and boasts a membership of at least 1,000 Latinx/a/o college graduates (CHCI, 2017b; HBA-DC, 2018a; Prospanica, 2018a; SHPE, 2018b).

### **Research Design**

To answer my two research questions, I engaged in a three-phase exploratory sequential mixed-methods design. Phase one of the research design consisted of the development of the National Latinx/a/o Alumni Engagement Survey, a content valid survey instrument. This two-part survey examines engagement in 37 prosocial behaviors. The first part of the survey captures demographic information, such as name, sexual orientation, Latinx/a/o ethnicity, alma mater, graduation year, and occupation; the second part captures respondents’ engagement in six dimensions of engagement: voting, volunteering, elected office, advocacy, political liaison, and philanthropic giving (Appendix O). Following the approach of Wang and Lee (2019), I provided respondents with contextual information to help recall their engagement in the prosocial behaviors, including definitions and examples of each prosocial behavior.

In phase two, I administered the survey to a sample of 1,367 civically engaged Latinx/a/o college graduates. I took four steps to recruit my survey respondents. First, I asked my eight partner organizations to distribute the survey. Second, I asked several university Latinx/a/o alumni association groups to distribute the survey. Third, I conducted individual outreach to Latinx/a/o college graduates who fit my target population. Lastly, I encouraged all survey respondents to share the survey with other Latinx/a/o college graduates that fit the target population. In phase three, I analyzed the

survey data through descriptive statistics, an exploratory factor analysis (EFA), item response theory (IRT), and a latent class analysis (LCA). Through these analyses, I answered my two research questions.

## **Study Significance**

### **Summary of Research Contributions**

This dissertation study contributes to the body of research on college graduates' civic participation by examining the engagement of Latinx/a/o college graduates.

Numerous scholars have examined how the general population of college graduates vote, volunteer, lobby, and contribute to their alma maters (e.g., Goldman et al., 2017; Guild, 2018; Holmes, 2009; Weerts & Ronca, 2007; Weerts et al., 2010b, 2010c, 2014).

Researchers have also examined how Latinx/a/o college graduates donate to their alma maters (Bumbry, 2016; Cabrales, 2011, 2013; Drezner, 2009, 2010, 2018; Drezner & Garvey, 2016; Gonzalez, 2003; Melero, 2011). However, a gap still remains in understanding how Latinx/a/o college graduates are contributing to their alma maters, their communities and the larger society. Moreover, the existing literature on the civic participation of the general population college graduates is limited in its analytical approach and data.

This study addressed analytical limitations in the literature through the use of LCA on a diverse sample of civically engaged Latinx/a/o college graduates. LCA is a statistical method for identifying subgroups or subclasses of related cases (i.e., latent classes) based on a set of observed values (Cabrera, Weerts & Mejias, 2014; Masyn & Nylund-Gibson, 2012; Rost, 2003; Wang & Wang, 2012). LCA expands the methods used in the literature, such as interviews and descriptive statistics, that provide a general

understanding of Latinx/a/o college graduates' civic engagement (e.g., Ayala & Ramirez, 2019; Jabbar, 2019; Munoz et al., 2016; Perez & Taylor, 2016). Nearly 60% of the sample for this study is of Mexican descent, while the remaining 40% can trace their origins to Caribbean, Central American, and South American countries. The diversity of the sample is a marked improvement over research that predominantly relies on Mexicans and Mexican-American populations (e.g., Alfaro, 2020; Convertino, 2018; DeLeon, 2012; Franklin, 2019).

### **Summary of Implications**

This study contributes to how college graduates and the Latinx/a/o community engage civically. This research can provide practitioners and policymakers with a deeper understanding of Latinx/a/o college graduates. Through this nuanced understanding, practitioners and policymakers can target their efforts to foster and support the civic engagement of diverse classes of Latinx/a/o college graduates. As change agents, Latinx/a/o college graduates have the potential to not only engage civically, but also encourage the larger Latinx/a/o population to do the same.

**Practice.** This study can aide higher education institutions and Latinx/a/o community and professional<sup>4</sup> organizations in developing civic engagement opportunities for Latinx/a/o college graduates. Tailored civic engagement opportunities will resonate with the different classes of civically engaged Latinx/a/o college graduates. For example, rallies, protests, political candidate forums, voter engagement activities, issue campaigns, and programs to run for elected office can engage Latinx/a/o college graduates that

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<sup>4</sup> Examples include: Congressional Hispanic Caucus Institute Alumni Association, CASA De Maryland, National Association of Latino Elected Officials, Prospanica, Society of Hispanic and Professional Engineers, and more.

participate in political activities. Furthermore, mentoring programs, admissions ambassador programs, and alumni associations can appeal to the Latinx/a/o college graduates that participate in volunteering and cultural activities. By providing these opportunities, higher education institutions and organizations can build stronger bonds with Latinx/a/o college graduates and spur the civic engagement of the larger Latinx/a/o community (Bumbry, 2016; Cabrales, 2011, 2013; Gonzalez, 2003; O'Connor, 2007).

**Policy.** This research provides policymakers with a guide to amend existing state and federal level policies. This study highlighted three changes that local, state, and federal policymakers can take to foster and support Latinx/a/os' civic engagement. First, state and local policymakers can support the passage of legislation that allows non-citizens to vote in local and state-wide elections such as the City Council and School Board. Second, state and local policymakers can pass legislation to lower the age limits for individuals to vote and run for elected office. Third, through revisions and clarifications to the federal Hatch Act, policymakers can provide guidance to Latinx/a/o college graduates employed by the federal government.

### **Positionality**

When conducting a study, it is important to understand how the researcher's positionality, or worldview, impacts their work (Baden & Howell, 2013; Jafar, 2018). As the researcher, I must detail how my prior experiences played a role in shaping this research study. Throughout my life, I have voted, volunteered, and participated in numerous community-based organizations. I feel that it is my duty to give my time and energy to various causes and organizations. In third grade, I served as a conflict manager between my peers; in college, I tutored Latinx/a/o elementary students; and as a doctoral

student, I have participated in various fellowship programs. Since 2008, I have been actively involved with the CHCI in multiple roles—first as a 2008-2009 Public Policy Fellow focused on education policy, and later as a member of the National Board of the CHCI Alumni Association as well as Programs Coordinator (2010-2012) and Vice President (2012-2014). In 2015 and 2016, I served as the President of the Washington, D.C. chapter of the Alumni Association, where I carried out the vision of both the CHCI and the CHCI Alumni Association. In early 2017, I became National President of the CHCI Alumni Association and a board member of CHCI. In my current role as National President, I provide the national vision for chapters across the country, particularly by developing and implementing high-level partnerships with other Latinx-based organizations. In addition, I represent the interests of the 4,000 CHCI alumni across the country while sitting on CHCI's Board of Directors. The CHCI Alumni Association has played a significant role in my personal life, as many of closest friends and my wife have participated in the program.

Being a Latinx/a/o college graduate, along with my long-standing ties and multi-faceted role with the CHCI Alumni Association, can impact the lens in which I view this work. I wholeheartedly believe in the transformative nature of the Congressional Hispanic Caucus Institute and its Alumni Association. Both of these institutions have shaped my personal and professional trajectory and given me the tools necessary to succeed. Furthermore, these experiences have solidified my desire to be civically engaged and create long-term, sustainable change in Latinx communities across the country. As I engaged in the dissertation process, I expected to find that CHCI Alumni were civically engaged and working to improve the communities in which they live. I

firmly believe Latinx college graduates can play a key role in ensuring the future prosperity of the nation.

### **Definition of Terms**

The following section provides an overview of key terms used in this dissertation. The section is divided into two areas: terms that help define and contextualize civic participation and terms that define and contextualize the Latina/o/x community.

***Civic participation.*** I relied on Ehrlich’s (2000) definition of “civic engagement,” which is as follows:

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (p. vi)

I focused on Ehrlich’s definition for two reasons: (a) scholars commonly cite this definition in the civic engagement literature, and (b) the definition is broadly used across multiple contexts within higher education (Hatcher, 2011; National Task Force on CLDE, 2012). While Ehrlich’s definition allows for a broad examination of civic engagement (e.g., knowledge, skills, attributes, and motivations), I narrow the definition of “civic engagement” to reflect the six areas of engagement: (a) voting, (b) volunteering, (c) elected office, (d) advocacy, (e) political liaison, and (f) charitable giving. Mirroring the approach taken by scholars in previous research (Ehrlich, 2000; Hatcher, 2011), I used both “civic engagement” and “civic participation” interchangeably throughout this dissertation.

***Prosocial behaviors.*** Prosocial behaviors are defined as voluntary actions that are carried out to benefit others (Rushton, 1982). I chose this definition because it is frequently used across the higher education literature on civic engagement (Ahammer & Murray, 1979; Drezner, 2009, 2010; Eisenberg, 1982; Grusec, 1982; Rushton, 1975, 1982; Smith et al., 1979). Scholars have indicated that empathy or understanding another's situation or condition is closely tied to engaging in prosocial behavior (Drezner, 2018; Eisenberg et al., 2010).

***Latina/o/x community.*** The terms “Latinx,” “Latino,” and “Latina” are used interchangeably throughout this dissertation to describe individuals from a diverse set of Latin American cultures. In recent years, “Latinx” has emerged in popular culture as a gender-neutral alternative to the terms “Latino” or “Hispanic” (Padilla, 2016; Scharrón-Del Rio & Aja, 2015; Ramirez & Blay, 2017).

The U.S. Office of Management and Budget defined “Latino” or “Hispanic” as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race (Office of Management and Budget, 1997). The terms “Latino” and “Latina” emerged in the early 1990s, encompassing the broader geographical reference to countries in Latin America, such as the Dominican Republic, Mexico, or Cuba (Garcia, 2017; Hamilton, Sutton, & Ventura, 2001; Massey & Denton, 1989). Due to the frequent use of these terms in higher education research and practice, I used “Latino/a” and “Latinx” interchangeably through this dissertation (Gonzalez & Morrison, 2016). The 1970s United States Census introduced the term “Hispanic” to describe individuals from Spanish-speaking countries (Bishop & Vargas, 2014). Initially, advocates who lobbied public officials to create the category viewed the creation of the

term “Hispanic” as a victory for the larger community (Bishop & Vargas, 2014). In recent years, however, activists and researchers have increasingly rejected the use of this term, as it falls short of describing, and ignores, the racial and ethnic background of Latina/os in the United States and fails to capture the complexity of the experiences of this group (Bishop & Vargas, 2014; Cohn, 2017; Pittman, 2015). As such, unless otherwise denoted in prior literature, policies, or practices that specifically use “Hispanic,” I did not use this term.

The term “Latinx/o/a students” refers to Latinx/o/a students pursuing a K-12 education who have not yet enrolled in postsecondary education. The term “Latinx/o/a undergraduates” refers to individuals of Latinx/a/o descent enrolled in higher education. These individuals have not completed their postsecondary education. Lastly, the term “Latina/o/x college graduates” refers to individuals of Latina/o/x descent who have completed their postsecondary education.

### **Chapter Summary**

The nation faces a crisis as Americans are not engaging civically (AAC&U, 2012; Applebaum, 2018; Morton, Dolgon, Maher, & Pennell, 2012; Putnam, 2000). College graduates, in particular, are not volunteering, donating money, or engaging with their communities and lack fundamental knowledge on how government works. The growing Latinx/a/o population, however, provides an opportunity to develop new generations of civically engaged college graduates. Notwithstanding, little is known about the nature of civically engaged Latinx/a/o college graduates’ participation. Through a three-phase mixed-methods research design, this study provided insights into how Latinx/a/o college graduates engage civically. Through this research, higher education administrators,



researchers and policymakers, and Latinx professional and leadership organizations can help support and engage Latinx/a/o college graduates as they become the next generation of civic leaders.

In *Chapter 2: Literature Review*, I provide a review of the literature on (a) civic engagement typologies for undergraduates and college graduates, (b) the civic engagement of Latinx/a/o students, the civic engagement of Latinx/a/o undergraduates, and (c) the civic engagement of the general population of college graduates. Through this review, I identify key behaviors that Latinx/a/o students, undergraduates, and college graduates participate in. These behaviors helped inform my research design.

## Chapter II: Literature Review

### Introduction

This chapter is divided into two sections. The first section is a discussion of theoretical frameworks used by scholars to examine civic engagement and the resources inherent in the Latinx/a/o community. The frameworks included Morton's (1995) Paradigms of Service, Drezner's (2018) Philanthropic Mirroring Framework and Moll et al.'s (1992) funds of knowledge. The second section in this chapter is a review of four bodies of literature: civic engagement typologies of undergraduates and college graduates, Latina/o students' civic engagement, Latinx undergraduates' civic engagement, and the civic engagement of the general population of college graduates. Following this review, I identify significant gaps and methodological limitations in the literature.

This dissertation relies on Ehrlich's (2000) definition of civic engagement,<sup>5</sup> which Reason and Hemer (2015) used to guide their extensive review of the literature on civic participation. According to Ehrlich, civic engagement consists of:

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (p. vi)

Civic engagement is composed of, but not limited to, (a) a variety of service and political activities that include activism or advocacy through participation in rallies and protests; (b) political participation through voting; and (c) volunteering or service through

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<sup>5</sup> As indicated in Chapter 1, the terms "civic engagement" and "civic participation" are used interchangeably in this dissertation.

mentoring, tutoring, and feeding the homeless (Bickford & Reynolds, 2002; Myers et al., 2019; Hodgkinson & Weitzman, 1997; Kivel, 2007; Nolin, Chaney, Chapman, & Chandler, 1997; Youniss, McLellan, & Mazer, 2001). In the following section, I detail how Morton's (1995) Paradigms of Service, Drezner's (2018) Philanthropic Mirroring Framework, and Moll et al.'s (1992) Funds of Knowledge helped to guide this dissertation.

### **Theoretical Frameworks**

Morton's (1995) work is regarded as the landmark conceptualization of civic engagement (Reason & Hemer, 2015; Weerts et al., 2014). Morton argued that civic engagement falls into three separate paradigms: (a) charity, (b) project change, and (c) social change (Bringle, Hatcher, et al., 2006; Moely et al., 2008; Weerts et al., 2010a; Weerts & Cabrera, 2015, 2017, 2018). The charity paradigm is comprised of short-term volunteer activities focused on addressing deficits in communities. Individuals are driven by a desire to "help someone less fortunate" and "give back to the community." For example, serving as a language interpreter at a 1-day citizenship workshop for the Latinx/a/o community. The project paradigm takes a broader approach to projects that address larger community concerns. According to Morton (1995), "...the logic of the project approach is that no solutions are ultimate, and that thoughtful, reasonable approaches leading to measurable action—doing something—is the appropriate response to community needs" (p. 27). For example, Latinx/a/o college graduates serving as mentors to disadvantaged Latinx/a/o youth as part of a college access program. The social change paradigm focuses on building relationships with disenfranchised communities to address root causes to societal problems. Examples include, Latinx/a/o college graduates

teaming with immigrants to lobby state, local, and federal officials in hopes of influencing public policy.

Drezner (2018) developed the philanthropic mirroring framework to better understand how social identity impacts alumni giving. Drezner drew from social identity theory and identity-based motivation theory (Oyserman & Destin, 2010; Tajfel & Turner, 1986). Drezner's philanthropic mirroring framework posits that an alumnus is more likely to give when her or his social identity is mirrored in solicitation efforts from her or his alma mater. In addition, an alumnus may also be more likely to give if the nature of her or his donation benefits a group she or he empathizes with. For example, alumni that shared a marginalized identity (i.e., racial and ethnic minority, women, sexual minority, and first generation) with students profiled in solicitation efforts were likely to assign importance to the cause and contribute accordingly.

Funds of knowledge refers to "historically accrued cultural bodies of knowledge or developed skills essential for individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 1992). K-12 scholars have used funds of knowledge to examine how skills and knowledge present in Latinx/a/o households can be incorporated into the classroom (Aquino & Rodriguez-Valls, 2016; Brown, 2017; Petrone, 2013). Conversely, higher education scholars have used funds of knowledge to illustrate the influence of family and communities on the college-going process and transition to college for Latinx/a/o students (Delima, 2019; Kiyama, 2010; 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012). Latinx/a/os students and their families rely on their funds of knowledge to help navigate systems and overcome obstacles (Delima, 2019; Kiyama, 2010; 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012).

In recent years, scholars have used funds of knowledge to further examine Latinx/a/os' experiences in higher education, focusing on how Latinx/a/o undergraduates develop their identities and navigate career obstacles. Montiel (2016) described how undocumented Latinx/a/o draw on cultural bodies of information to navigate the admissions and financial aid processes at Ivy League institutions. Smith and Lucena (2016) indicated Latinx/a/o undergraduates rely on funds of knowledge acquired in childhood to establish a sense of belonging in the engineering profession. As this growing body of research indicates, funds of knowledge can be used to understand how students navigate obstacles achieve a sense of belonging in college and beyond. More specifically, funds of knowledge might be used to examine how college graduates their families and communities navigate systems.

### **Summary of Theories**

Taken together, the three theories reviewed in this section provide a foundation to better understand how Latinx/a/o college graduates civic engagement. Morton's (1995) fundamental work suggests that individuals group based on their civic participation (charity, project, and social change). Drezner's (2018) philanthropic mirroring highlights how social identity and empathy impact alumni likelihood to engage civically. Lastly, Moll and associates' funds of knowledge highlights the inherent strength of the Latinx/a/o community to navigate systems and achieve success by overcoming obstacles.

In the following section, I summarize research on Latinx/a/o students, Latinx/o/a undergraduates, and the general population of college graduates' civic engagement. The literature has largely examined both non-monetary and monetary forms of engagement, including participating in rallies, lobbying government officials, and charitable giving to

graduates' alma mater. The literature provides strong evidence college students and graduates vary in their civic participation, underscoring typologies of individuals who share common patterns of behaviors.

### **Civic Engagement Typologies**

In this section, I describe the literature on civic engagement typologies. *Table 1* below provides an overview of the typologies.

Table 1

*Civic Engagement Typologies*

Typology	Definition	Example
<b>Morton (1995)</b>		
Charity	Short-term volunteer activities	Translating at a 1-day clinic, community garden
Project	Longer-term volunteer activities	Tutoring program, Mentoring program
Social Change	Social change activities focused on root causes of issues	Rallying, protesting, lobbying
<b>Moely, Furco, and Reed (2008)</b>		
High Value Undifferentiated Preference group	Engaged in advocacy and volunteering behaviors	Translating at a 1-day clinic, community garden, tutoring, mentoring, rallying, protesting
Low Value Undifferentiated Preference Group	Not engaged	No activities
<b>Westheimer and Kahne (2004)</b>		
Personally responsible citizen	Acts responsibly in his or her Community	Community cleanups, recycling
Participatory citizens	Participate in the civic affairs and social life of the community at the local, state or national level	Organizing a food drive

(Continued)

Typology	Definition	Example
<b>Weerts, Cabrera, and Perez (2014)</b>		
Super Engagers	Engaged in advocacy and volunteering activities	Tutoring, mentoring, rallying, lobbying
Apolitical Engagers	Engaged in volunteering activities	Tutoring, mentoring
Social-Cultural Engagers	Engaged in primarily social and cultural activities	Latino heritage events
Non-Engagers	Not engaged	N/A
<b>Weerts, Cabrera, and Sanford (2017)</b>		
Residence Hall Leaders	Engagement primarily confined to residence hall leadership activities	Resident assistant
Off Campus Student Government Leaders	Participation in university leadership activities but not through residence life	Student government
Off Campus Volunteers	Students who steer clear of-campus politics and serve in more off-campus volunteer activities	Volunteering for a community-based organization
Disengaged Students	Not involved in any of the activities	N/A



(Continued)

<i>Typology</i>	Definition	Example
<b>Corning and Myers (2002)</b>		
Student Labor Unions	Likely to participate in social activism	Members of a labor union
Women's Studies	Participants in Women's Studies courses	N/A
Sociology Group	Undergraduate students enrolled in introductory courses	N/A
Communication Group	Juniors and seniors from a communications course	N/A
<b>Weerts and Ronca (2006)</b>		
Donors	Charitably give to alma mater	Giving money to a scholarship program
Volunteers	Donate time to alma mater but do not give	Recruit students to attend alma mater
Donors/Volunteers	Charitably give to alma mater and donate time	Giving money to a scholarship while recruiting students to attend alma mater
Inactive	Do not give or donate time	N/A
<b>Weerts and Cabrera (2017a)</b>		
Super Engaged Alumni	Alumni who are active in a full range of volunteering and advocacy activities	Recruiting, lobbying, rallying, protesting
Apolitical Recruiters	Alumni who are likely involved in recruiting students to attend their alma mater	Attending a recruiting fair
Political Advocates	Support the institution through political activities	Lobbying, rallying, protesting
Disengaged Alumni	Unlikely to participate in any activities in support of the institution	N/A

## **College Students**

Research utilizing Morton's (1995) paradigms of service has focused on undergraduates' engagement in charity, project, and social change activities. Bringle, Hatcher, et al. (2006) developed a questionnaire to measure interest in and preference for different types of community service. The authors administered the instrument to 267 undergraduates at a large urban campus. Results indicated that undergraduates had a clear preference for charity/project activities and less interest in social change activities, such as participating in rallies. This finding mirrored work conducted by Moely and Miron (2005) and Bringle, Magjuka, et al. (2006), which surveyed undergraduates' preferences. In both studies, students indicated a slight preference for participating in charity/project activities, such as feeding the homeless or environmental cleanup, instead of social change activities, such as participating in a protest or civil disobedience (Bringle, Magjuka, et al., 2006; Moely & Miron, 2005).

Moely et al. (2008) expanded on Morton's (1995) work by noting that undergraduates' civic engagement may go beyond choosing to engage in activities that fall into either the social or the charity/project paradigms. Relying on a survey data from 2,233 students enrolled in service-learning courses at seven postsecondary institutions, Moely and associates reported four distinct typologies of civically engaged undergraduates. Twenty percent of the respondents grouped into the charity/project paradigm, while 16% of the respondents grouped into the social change paradigm. Additionally, 35% of the respondents engaged in activities corresponding to both paradigms (labeled as Undifferentiated Preference group). Moely and associates also found that 29% of the respondents did not engage in charity/project or social activities

(labeled as Low Value Undifferentiated Preference group). The authors noted that African-American and Latino students were more likely to participate in both social change and charity activities, as part of the High Value Undifferentiated Preference group. Moely et al. (2008) posited that students of color might have acquired a greater awareness of social issues through life experiences, prompting their interest in social change, while at the same time focusing on giving back to the community through charity activities.

Work by Weerts et al. (2014) examined college students' civic participation. The authors used latent class analysis (LCA) to identify classes of undergraduates who engage in eight dimensions of civic engagement: professional, service, social, cultural, youth, community, political, and environmental. Based on a sample of undergraduates drawn from over 268 colleges and universities, the authors identified four classes of civically engaged undergraduates; namely, Super Engagers, Apolitical Engagers, Social-Cultural Engagers, and Non-Engagers. Similar to Moely et al.'s (2008) High Value Undifferentiated Preference group, Super Engagers participated in a robust set of activities that pertained to the charity/project/social change paradigms. As in the case of Morton's (1995) charity/project paradigms, Apolitical Engagers' behaviors were less political in nature. This group represented students who were likely to be involved in professional organizations as well as service and social oriented activities. Social-Cultural Engagers participated in activities that were primarily social and cultural and might not be connected to civic purposes. Non-Engagers mirrored Moely et al.'s (2008) Low Value Undifferentiated Preference group. This class of students displayed no involvement in civic and social programs.

Pastor et al. (2018) sought to understand how undergraduates viewed civic engagement at one institution of higher education. Pastor et al. administered the Cooperative Institutional Research Program's (CIRP) social agency scale to 2,591 undergraduate students over a three-year period. Results revealed four identifiable typologies of undergraduates; Super Engagers had the highest probability of considering civic engagement as important followed by Political Engagers, while Non-Political Engagers and Non-Engagers had the least probability of considering civic engagement as important.

Earlier work conducted by Lopez et al. (2006) also uncovered typologies of civic engagement. The authors administered the Civic and Political Health of a Nation Survey to 1,700 college-age individuals between the ages of 15 and 25. Results revealed four identifiable classes based on the participants' patterns of civic engagement. Electoral Specialists participated in at least two political activities, while Civic Specialists participated in at least two non-political activities. Disengaged individuals did not participate in political or non-political activities, and Dual Activists engaged in both political and non-political activities (Lopez et al., 2006).

Corning and Myers (2002) examined undergraduates' social activism. The researchers administered the Activism Orientation Scale (AOS) to a sample of 100 undergraduate and graduate students from across two Midwestern universities. Corning and Myers noted that respondents grouped into four categories based on their likelihood to participate in activism and academic experiences. The Student Labor Unions group consisted of members of a graduate teaching assistant labor union who were prone to participate in social activism. The Women's Studies group consisted of juniors and

seniors who participated in Women's Studies courses and were most likely to participate in social activism. The Sociology group consisted of undergraduate students enrolled in introductory courses; lastly, the Communication Skills group consisted of juniors and seniors from a communications course and were the least likely to participate in social activism. Corning and Myers's findings also indicated that participation in social activism had positive effects on undergraduates' interest in social issues after graduating from college, a finding mirrored by earlier research from Biddix (2010) and Klar and Kasser (2009).

Weerts and Cabrera (2015) explored the extent to which gender, civic engagement while in high school, academic ability, family income, and academic major played a role in undergraduates' civic engagement. Results indicated that gender and academic ability play a significant role in shaping college students' preferences for civic participation. For example, Super Engagers were more likely than Apolitical Engagers to be men with high school leadership experiences, while Apolitical Engagers were more likely to be females with strong academic ability. The authors noted that college major was the most important predictor of types of activities that civically engaged undergraduates participate in. For example, students from conventional majors such as Business and Accounting were more likely to be Apolitical Engagers, while students from social and enterprising fields such as Political Science and Sociology were more likely to be Super Engagers.

### **College Graduates**

Some of the earliest research examining college graduates' civic participation focused on charitable giving (Hoyt, 2004; Mann, 2007; Mosser, 1993; Volkwein et al., 1989). Philanthropy, specifically alumni charitable giving, is a central component of

American higher education. In order to supplement tuition and other institutional income, institutions of higher education rely on charitable giving from alumni (Brittingham & Pezzullo, 1990; Clotfelter, 2003; Gaier, 2005; Gasman & Anderson-Thompkins, 2003; Poock & Siegel, 2005) The decision to give, however, is influenced by a number of factors, including the graduates' demographics, academic background, and college experiences (Clotfelter, 2003; Gaier, 2005; Gasman & Anderson-Thompkins, 2003; Hoyt, 2004; Mann, 2007; Mosser, 1993; Volkwein et al., 1989; Weerts & Ronca, 2007).

Scholars have examined college graduates' typologies based on their monetary support to their alma mater. Weerts and Ronca (2006) observed four groups of alumni: those who give financially, those who volunteer, those who give financially and volunteer, and those who are inactive. Similar to Moely et al.'s (2008) Low Value Undifferentiated Group, the researchers defined inactive alumni as those who have no record of giving or volunteering at their alma mater (Weerts & Ronca, 2006). Like Morton's (1995) charity/social change paradigms, volunteers are defined as supporting the institution as an alumni club leader, political advocate, or advisory club member. Donors financially supported the institution but did not volunteer, and supporters both volunteered and financially supported the institution. Results indicated that participants' age and employment status played a critical role in their decision to engage. For example, alumni who were older were more likely to group into the volunteer and supporter categories, while employed alumni were nearly twice as likely to give and volunteer than unemployed alumni (Weerts & Ronca, 2006).

In a follow-up study, Weerts and Ronca (2007) developed profiles of alumni based on their non-monetary and monetary civic participation. The authors classified

alumni into two groups based on their engagement with their alma mater. Active donors charitably gave to the institution at any level. On the other hand, active donors/volunteers donated both their money and time. The authors found that the majority of alumni were active donors/volunteers who supported the institution through charitable giving and volunteering in activities such as recruiting for the university and attending special events. An important finding was the larger role that active donors/volunteers played in their communities. Weerts and Ronca noted that these alumni were likely to volunteer at nonprofits and other organizations in their communities, including religious organizations and neighborhood groups. Alumni's likelihood to volunteer at nonprofits underscores that they engaged through non-monetary forms of engagement as well.

Weerts et al. (2010a) examined the political advocacy and volunteer activities that alumni participate in on behalf of their alma mater. The authors conducted seven focus groups with three sets of university alumni to better understand the types of civic behaviors alumni engaged in support of their alma mater. The researchers identified two groups of alumni based on their engagement in prosocial behaviors. The first group consisted of individuals who engaged in political activism through activities such as contacting legislators on behalf of an institution, contacting their Governor's office, contacting local officials, and serving on a university political action team. The second group consisted of individuals who expressed their volunteerism through hosting events or volunteering for the university, participating in university special events, recruiting students to attend the institution, and mentoring new alumni. Results indicated that nearly 40% of alumni volunteered by recruiting students to attend the institution, and that more than 30% of alumni volunteered by participating in special events. Twenty-eight percent

of alumni contacted legislators on behalf of their alma mater, comprising the political advocacy group.

Recent work by Weerts and Cabrera (2017) further examined alumni patterns of non-monetary civic engagement. Similar to earlier work by Weerts et al. (2014), results indicated that alumni grouped into four distinct typologies based on their prosocial behaviors. Super Engaged alumni were active in a full range of non-monetary activities on behalf of their alma mater, such as hosting foundation events, recruiting students, and contacting legislators and local politicians in support of the institution. Apolitical Recruiters were alumni who were likely to be involved in recruiting students to the institution through hosting events and attending recruitment fairs but steered clear of being engaged in political activities. Political Advocates only supported the institution through political activities such as lobbying their Governor. Lastly, Disengaged Alumni consisted of alumni who were unlikely to participate in any activities in support of their alma mater. An important finding is that alumni exhibited the same patterns of engagement while they were undergraduates. For example, those who engaged in political action in college were also likely to become Political Advocates as alumni.

## **Conclusion**

Research indicates that there are identifiable civic typologies for the general population of undergraduates and college graduates (Bringle, Hatcher, et al., 2006; Bringle, Magjuka, et al., 2006; Corning & Myers, 2002; Moely & Miron, 2005; Moely et al., 2008; Mosser, 1993; Volkwein et al., 1989; Weerts et al., 2010a, 2017; Weerts & Cabrera, 2015, 2018; Weerts et al., 2014; Weerts & Ronca, 2006, 2007). A number of factors influence the types of activities that college students and college graduates choose



to participate in, including academic major, gender, employment status, financial aid status, extracurricular participation, race, academic ability, high school leadership, and involvement in religious activities while in college (Hoyt, 2004; Mann, 2007; Mosser, 1993; Volkwein et al., 1989; Weerts & Cabrera, 2015; Weerts et al., 2017; Weerts & Ronca, 2006). For example, African-American and Latinx/a/o students are far more likely than their peers to engage in both project/charity and social change forms of engagement (Moely et al., 2008). Furthermore, apolitical-engagers are more likely to be females with high academic ability, and majoring in traditional fields (Weerts & Cabrera, 2015). In the following section, I explore how Latinx students engage civically.

### **Latina/o Students' Civic Engagement**

Research indicates that Latinx/a/o students participate in a number of volunteer and advocacy activities including mentoring, tutoring, rallying, and protesting (Djupe & Neiheisel, 2012; Leal, Patterson, & Tafoya, 2016; Mora, 2013; Wilkin, Katz Vikki, & Sandra, 2009). Latinx/a/o students participate in these activities through a number of avenues, including K-12 education and religious organizations (Djupe & Neiheisel, 2012; Leal et al., 2016; Mora, 2013; Perez, Espinoza, Ramos, Coronado, & Cortes, 2010; Stepick, Stepick, & Labissiere, 2008; Terriquez, 2011). Examining Latinx/a/o students' civic participation in K-12 education provides a glimpse into how individuals begin to form their civic identities.

#### **K-12 Education**

For many Latina/o students, K-12 education serves as an important avenue to engage civically (Perez et al., 2010; Stepick et al., 2008). Stepick et al.'s (2008) conducted a mixed-methods study of Latino immigrant high school students. The

researchers interviewed Latina/o high school seniors across Florida. Results indicated that Latina/o students engaged in different forms of civic participation including voting, volunteering in school-based tutoring programs and lobbying state and local officials to improve school policies. Furthermore, Latinx/a/o high students also played a key role in galvanizing their peers and family members to vote and participate in rallies. This finding mirrored later work conducted by Perez et al. (2010). The authors administered a survey to 126 undocumented Mexican high school students from California, Texas, New York, and Illinois. Results indicated that over 90% of respondents were civically engaged through activities such as volunteering in school-based mentoring programs and attending rallies and protests. Females and students with high levels of academic achievement demonstrated higher levels of civic engagement than their male counterparts.

### **Family**

The Latina/o household serves as an important support for Latina/o students to engage civically (Jensen, 2008; Terriquez, 2011; Wilkin et al., 2009). Terriquez (2011) examined how Latina/o immigrant parents, who were members of a labor union in Los Angeles, and their children engaged civically. The author utilized a mixed-method approach consisting of administering a survey to 378 Latino/a parents and conducted in-depth interviews with 40 Latina/o parents. Results indicated that parents were involved in critical forms of engagement, which allowed them to voice their interests and exercise their leadership. For example, parents were more likely to be engaged in developing school improvement policies and procedures instead of attending one-day volunteer events. When developing school policies and procedures, parents involved their children,

so they could also have input in their education. By doing so, parents helped to foster their child's civic participation.

Terriquez's findings mirrored earlier work by Wilkin et al. (2009), who conducted a survey of 739 Latino immigrant parents in Los Angeles. Results indicated that parents had a positive impact on their children's civic engagement while in high school. For example, Latina/o students were likely to attend rallies or community activities if they were encouraged to do so by their parents. Additional research conducted by Jensen (2008) also highlighted the importance of parents' influence on Latina/o students' civic engagement. The author conducted focus groups with 80 immigrant parents and students from El Salvador and India. Results indicated that parents considered it very important to be engaged civically in both political and non-political activities. Furthermore, students who were pushed by their parents to engage civically were likely to participate in school and community-based political and non-political activities.

### **Religious Organizations**

Religious organizations are an important avenue for Latina/o students to express their civic identity (Djupe & Neiheisel, 2012; Leal et al., 2016; Mora, 2013). Djupe and Neiheisel (2012) examined how Latina/o parents and students engaged civically through religious organizations. The authors examined a dataset of 15,000 Latina/os from across the country. Results indicated that religious organizations provided numerous opportunities for Latina/o students to engage civically. For example, Latina/o students volunteered in short-and long-term community service projects or served as mentors to children. Djupe and Neiheisel also found differences in how students' religion impacted their frequency of civic engagement. For example, Catholics exhibited higher levels of

engagement in political activities than did non-Catholics (Djupe & Neiheisel, 2012). Mora (2013) also supported the importance of the Catholic Church in shaping civic participation. The author conducted interviews with Mexican immigrant parents and students and collected ethnographic data regarding their experiences. Results indicated that the Catholic Church cultivated Latina/os immigrant parents' and students' connection to political and non-political issues. For example, the church often shared information regarding local and national elections. Furthermore, through the Catholic Church, Latina/o parents and students also participated in debates, day-long volunteer events and mentoring opportunities. Subsequent research by Weerts and Cabrera (2015) confirmed the positive influence of Catholicism on the civic engagement of undergraduates.

## **Conclusion**

Research indicates that Latina/o students engage civically through K-12 education and religious organizations (Djupe & Neiheisel, 2012; Leal et al., 2016; Mora, 2013; Perez et al., 2010; Stepick et al., 2008; Wilkin et al., 2009). A number of factors, including parents' level of engagement, religious affiliation and students' demographic characteristics impact the frequency of Latina/o students' civic participation. In the following section, I explore how Latinx/a/o undergraduates participate in project/charity and social change activities and provide philanthropic support to organizations that support important causes.

### **Latinx/a/o Undergraduates' Civic Engagement**

Latina/o undergraduates participate in a number of volunteer, advocacy, and philanthropic activities, including mentoring, tutoring, protesting, and raising funds for

nonprofit organizations (Alemán, Pérez-Torres, & Oliva, 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal, Alemán, & Garavito, 2009; DeAngelo, Schuster, & Stebleton, 2016; Galindo, 2012; Torres Campos et al., 2009). Latina/o undergraduates participate in these activities through a number of avenues, including service-learning courses and student organizations (Del Real, 2017; Miranda & Martin de Figueroa, 2000; Muñoz & Guardia, 2009; Pak, 2018; Teranishi, 2007). Examining undergraduates' civic participation provides an important glimpse into how these Latinx/a/os might engage as college graduates. As research indicates that civic participation as an undergraduate is a key predictor of civic engagement after college (Baum et al., 2013; Weerts, Cabrera, & Sanford, 2010b, 2010c). In the following section, I examine participation in four activities: mentoring, tutoring, advocacy, and philanthropic support.

### **Mentoring**

Latina/o undergraduates serve as mentors and role models to elementary students (Amaro-Jimenez & Hungerford-Kresser, 2013; Torres Campos et al., 2009). Amaro-Jimenez and Hungerford-Kresser (2013) conducted interviews with Latina/o undergraduates at one Southwest university. The authors found that the mentors helped to support elementary students by providing academic and social supports focusing on the importance of college. This finding is consistent with earlier work by Torres Campos et al. (2009), who conducted interviews with Latina/o upperclassmen that mentored Latino/a freshman. Mentors believed that they were helping improve the educational outcomes of their mentees by providing moral support and key tips on how to navigate the institution. Mentors also expressed a willingness and desire to continue serving in their role in subsequent years.

Latina/o undergraduates also participate in gender-based mentoring programs (Caplan, Turner, Piotrkowski, & Silber, 2009; Knoche & Zamboanga, 2006; Lowe & Nisbett, 2013; Sáenz, Ponjuan, Segovia, & Viramontes, 2015). Caplan et al. (2009) examined a Latina mentoring program that paired undergraduate mentors with Latina mentees between the ages of 11 and 15. The authors administered a 10-item pretest-posttest questionnaire at the beginning and end of the program. Results indicated that mentees gained increased levels of self-esteem and a deeper commitment to their Latina identities. Similarly, additional research on Latino male mentoring programs found that mentees can obtain tangible benefits from their participation including a stronger sense of community, increased desire to attend college and persist to graduation (PBS NewsHour, 2016; Sáenz, 2018; Sanchez, 2014).

By mentoring and tutoring younger students, Latina/o undergraduates enhance their own social development (Alemán et al., 2013; Bernal et al., 2009). Bernal et al. (2009) sought to understand Latina/o undergraduates' experience mentoring Latina/o elementary students. The authors held a focus group and conducted interviews with students; then, used axial and thematic coding to analyze the transcripts. Results indicated that Latina/o undergraduate mentors provided important academic and social support to help their mentees' educational development. Bernal and colleagues noted that by serving as mentors to young students, Latina/o undergraduates also strengthened their own commitment to higher education and Latina/o identity. Results from Bernal et al.'s (2009) work mirrored Alemán et al.'s (2013) later research, which found that as a result of mentoring, Latina/o undergraduates feel an increased sense of connection to the Latina/o community and a desire to serve in leadership roles.

Serving as mentors can help Latina/o undergraduates obtain tangible skills to further their academic and career trajectories. Haber-Curran, Everman, and Martinez (2017) conducted a phenomenological inquiry into Latina/o college students personal and educational gains from participating in a mentoring program. Results indicated that mentors had significant gains in three areas: (a) self-development and awareness, (b) skill development, and (c) career development. The authors defined *self-development and awareness* as increased confidence, greater sense of responsibility, and broadening perspectives; *skill development* as improved organizational and interpersonal skills, such as time management and conflict management; and *career development* as either a confirmation or shift in a career based on participation as a mentor. The results of this study mirrored earlier work conducted by Lowe and Nisbett (2013) on a university-based mentoring program with incarcerated youth. The authors conducted interviews and focus groups with 20 Latina/o undergraduate Social Work students. Participating mentors reported having improved organizational skills as well as securing a deeper awareness of the criminal justice system. As a result of their participation, some mentors indicated an increased desire to work in the criminal justice system.

### **Activism**

Latina/o undergraduates participate in activism for issues they deem important (Borjian, 2018; DeAngelo et al., 2016; Diaz-Strong & Meiners, 2007; Forenza & Mendonca, 2017; Hope, Keels, & Durkee, 2016; Solorzano & Bernal, 2001). Undergraduate Latina/o students engage in protests, rallies, or lobbying of elected officials and the general public to achieve important outcomes, such as the passage of university, state, or national policies (CASA De Maryland, 2017; United We Dream,

2018). The origins of Latina/o undergraduates' activism in the United States dates back to the 1960s Chicano Movement in California (MacDonald, Botti, & Clark, 2007). The Chicano movement served as a starting point for the larger Latina/o community to advocate for improvements in the labor industry as well as a basis upon which to advocate for rights on college campuses.

Latina/o undergraduates have a strong history of advocating for changes to higher education curriculum (J. Armas, 2017; Mireles, 2011; Rodriguez, 2013; Solorzano & Bernal, 2001). Solorzano and Bernal (2001) used Latina/o critical race theory in order to understand student resistance at the University of California, Los Angeles (UCLA). The authors conducted focus groups with undergraduate students, who at the time participated in the efforts to develop a Chicano Studies department at the institution. Chicano Studies are important for Latina/o undergraduates as they address the social, political, cultural, and economic conditions of Chicano/Mexicano people (Solorzano & Bernal, 2001). Results indicated that participants took part in several protests at UCLA in order to raise awareness of the need for a Chicano Studies department on campus. This finding mirrored recent research that examines the need for Chicano studies on campuses in the Midwest, South, and Southwest (J. Armas, 2017; Rodriguez, 2013; Mireles, 2013). Since the establishment of the Chicano Studies department in 1969, Latina/o undergraduates have successfully advocated for the creation of other educational departments across the country including Pan-African and Caribbean Studies (Escobar, 2018; Ferrer, 2016; National Education Association, 2013).

Latino/a undergraduates have also advocated against immigration policies that are detrimental to the larger Latina/o community (Barreto, Manzano, Ramirez, & Rim, 2009;



Getrich, 2008; Pantoja, Menjívar, & Magaña, 2008). In 2005, the U.S. House of Representatives passed the Border Protection, Antiterrorism, and Illegal Immigration Control Act (H.R. 4437), which increased criminal penalties against unauthorized immigrants, while making helping undocumented individuals a felony (Curtius, 2005; Siskind, Susser, & Bland, 2005; Suro & Escobar, 2006). Barberena, Jiménez, and Young (2014) conducted interviews with Latina/o students in Texas who participated in the massive protests and rallies in response to H.R. 4437. Results indicated that Latino/a students were galvanized to participate in activism to protect their families and community members from an uncertain future. Getrich (2008) found that Latino/a students in California who participated in the rallies and protests gained tangible benefits such as a heightened consciousness and identification with the plight of the Latina/o community in the United States.

In recent years, Latina/o undergraduates have advocated against harmful state policies. (Bada, Fox, & Selee, 2006; Perez et al., 2010). In 2010, the Arizona state legislature introduced SB 1070 and HB 2281, two controversial policies focused on strict immigration enforcement and a ban on Mexican American studies programs in K-12 schools across the state (Lundholm, 2011; O'Leary & Romero, 2011; O'Leary, Romero, Cabrera, & Rascon, 2012; Santa Ana & González de Bustamante, 2012). Mendez and Cabrera (2015) conducted focus groups and interviews with 18 Latina/o undergraduates at the University of Arizona. Participants engaged in numerous protests after the passage of SB 1070 and HB 2281. Similarly, Cabrera and Holliday's (2017) found that the Latina/o undergraduates engaged in rallies and protests as a result of the passage of HB 2881.

Latina/o college students have also engaged in activism to support the enactment of the federal DREAM Act (Moyer & Sacchetti, 2018; Schmidt, 2018; Stein, 2017). The DREAM Act provides undocumented youth with a pathway to citizenship and the ability to qualify for federal financial aid programs (National Immigration Law Center, 2017). Latina/o undergraduates have engaged in efforts to pass the DREAM Act because they believed that the legislation was critical to their future as undergraduates as it allows them a pathway to become citizens (Enriquez, 2011; Forenza & Mendonca, 2017; Galindo, 2012; Gonzales, 2009; Nicholls & Fiorito, 2015). Galindo's (2012) study examined one of the first cases of civil disobedience practiced by the DREAM 5—a group of undocumented Latina/o undergraduate students. The author conducted an in-depth analysis that consisted of reviewing letters written by the five students, examining press media articles, interviews, and student advocacy blogs. Results indicated that the DREAM 5 made the difficult choice to participate in civil disobedience and risk deportation for two reasons: Congress' inability to pass the federal DREAM Act and a sense of urgency to enact change, as they knew their future depended on it.

Through supporting the DREAM Act, Latina/o undergraduates have strengthened their sense of self and connectedness to their communities (DeAngelo et al., 2016; Forenza & Mendonca, 2017; Mahatmya & Gring-Pemble, 2014). DeAngelo et al. (2016) used constructivist grounded theory to study the experiences of 16 undocumented Latina/o undergraduate students at one selective California research institution. The authors found that DREAMer advocates' civic engagement took place through a three-step process: coming to activism, pushing for existence, and inscribing power. In the third state (inscribing power), participants described feelings of empowerment as they

experienced a unique sense of identity due to their status as undocumented Latina/o students (DeAngelo et al., 2016). Morales, Herrera, and Murry's (2011) earlier work on the experiences of 15 DREAM-eligible students in the Midwest aligns closely with DeAngelo et al.'s (2016) work. The DREAM-eligible students expressed a sense of empowerment rooted in their communities and a strong commitment to resist against structures that hinder their development. For example, the majority of students indicated that they participated in events and rallies in an effort to fight for their rights.

Latina/o college students have also gained positive benefits while advocating for a range of social issues (Hope, Velez, Offidani-Bertrand, Keels, & Durkee, 2018; Tijerina Revilla, 2004; Wigglesworth, 2018). Tijerina Revilla (2004) conducted ethnographic observations of Latina participants in an undergraduate student organization. Participants engaged in a number of events, activities, and rallies intended to eliminate racism and sexism. As a result of their engagement, participants felt a connection to a universal resistance to American structures, languages, and customs (Tijerina Revilla, 2004). Recent research has underscored the importance of social activism in shaping the positive experiences of Latina/o students on college campuses. Hope et al. (2018) examined how social activism can serve as a protective factor against stress, anxiety, and depressive symptoms among Latina/o students at one institution. Results indicated that political activism can serve as a tool to help mitigate the negative effects of college by decreasing stress and depressive symptoms.

### **Philanthropic Support**

Latina/o undergraduates also engage civically by financially supporting nonprofit organizations (M. Armas, 2017; National Association of Latino Fraternal Organizations,

2018). Each year, Latina/o fraternities and sororities participate in philanthropic activities such as planning and executing events to raise money for a cause (Del Real, 2017; Good, 2013). Moreno (2012) conducted interviews with Latina Greek sorority members at one institution in the Midwest. The author reported that participants planned and participated in numerous fundraisers during an academic school year. Participants raised funds for local nonprofit organizations while deepening their commitment to social causes such as breast cancer and AIDS. Sanchez (2011) reported similar results when examining the experiences of Latino fraternity members at one university in California. Participants developed a sense of belonging and brotherhood while planning and executing philanthropic events in support of a cause.

### **Conclusion**

This review of Latina/o undergraduates' civic engagement helps provide context for the current study. Research indicates that civic participation in college predicts civic engagement after college (Weerts et al., 2010b, 2010c; Weerts & Ronca, 2006, 2007). While in college, Latina/o students participate in charity/project activities, social change activities, and philanthropic activities. As a result of participating in these activities, Latina/o undergraduates receive a number of intrinsic benefits, including a stronger sense of self, connectedness to their community and increased motivation to persist and complete their postsecondary degrees (Del Real, 2017; Hope et al., 2018; Mendez & Cabrera, 2015; Moreno, 2012; Sanchez, 2011; Tijerina Revilla, 2004). In the following section, I explore how the general population of college graduates engages civically.

## **College Graduates' Civic Engagement**

Research indicates that college graduates participate in a number of philanthropic, advocacy, and volunteer activities, such as charitable giving, lobbying in support of their alma mater, and serving as mentors to undergraduate students (Bumbry, 2016; Gonzalez, 2003; Komararat & Oumtanee, 2009; O'Connor, 2007; Rogan, 2009; Volkwein et al., 1989; Weerts et al., 2017; Weerts & Ronca, 2006, 2007). In this section, I examine the experiences of college graduates as they participate in both monetary and nonmonetary forms of civic engagement. When possible, I will concentrate on reviewing the literature on Latina/o college graduates; however, given the dearth of research in this area, this is not always possible. To enhance the existing body of research, I include research on the African-American and LGBTQ communities.

### **Charitable Giving**

College graduates' philanthropic behaviors are often examined through the lens of alumni charitable giving (Drezner, 2009, 2013b, 2018; Volkwein et al., 1989; Walton & Gasman, 2008). Institutions of higher education rely on alumni charitable giving to help finance their operations, and as a result spend time devising strategies that entice graduates to give back financially (Drezner & Huehls, 2014). With the exception of foundations, alumni give more to higher education than any other constituent group (Council for Aid to Education, 2018). Numerous studies identify institutional leadership and ongoing engagement as key factors to foster alumni charitable giving (Bastedo, Samuels, & Kleinman, 2014; Bingham, Quigley, & Murray, 2002; Celly & Knepper, 2011; Le Blanc & Rucks, 2009; Satterwhite & Cedja, 2005; Schervish, 1993).

A growing body of research has examined how differing social identities impact college graduates' charitable giving (Cohen, 2006; Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Garvey & Drezner, 2013). Scholars have examined how African-American identity plays a role in shaping college graduates' giving to their alma maters. Drezner (2009) conducted a case study of the United Negro College Fund's National Pre-Alumni Council, a student alumni association where participants fundraise and build relationships with their alma mater. Racial uplift played a significant role in motivating African-American alumni to give to their alma mater (Drezner, 2009). By giving to their alma mater, alumni believed they were helping African-American students and benefiting the larger community (Anderson, 1988; Drezner, 2009; Perkins, 1981). These findings are consistent with additional studies on African-American alumni patterns of charitable giving (Drezner, 2010, 2013a; Gasman & Bowman, 2013).

Scholars have examined additional factors that impact African-American alumni graduates' charitable giving including religious involvement and connectedness to their alma mater (Cohen, 2006; Drezner, 2013b, 2018; Gasman, 2001; Gasman & Bowman, 2013). Drezner (2013b) studied the impact of faith and religion in shaping African-American college graduates' giving to their alma mater. Similarly, Cohen (2006) found that pastors positively influenced African-American college graduates' decision to charitably give to their alma mater (Drezner, 2013b). Consistent with previous research by Gasman (2001) and Lee (2004), inclusive practices such as seeking input from alumni, offering engaging volunteer opportunities, and developing diverse marketing materials are all likely to increase charitable giving (Drezner, 2018). In addition, recognizing

African-American alumni for their philanthropic contributions are also likely to reinforce their propensity to give (Gasman, 2001; Lee, 2004).

An emerging area within the research on alumni giving examines how sexual orientation impacts college graduates' charitable giving. Garvey and Drezner (2013) conducted the first empirical study on charitable giving by LGBTQ alumni. The authors interviewed 37 advancement staff and 23 LGBTQ alumni from three institutions. Results indicated that LGBTQ advancement staff were most aware and concerned about LGBTQ alumni engagement and giving. In addition, being a member of the LGBTQ population was helpful in building relationships with prospective LGBTQ donors (Garvey & Drezner, 2013). This finding is consistent with later work by Vervoort and Gasman (2016) on LGBTQ alumni and research from Gasman (2001) and Wagner and Ryan (2004) that highlight the importance of African-American advancement staff members in fostering giving among African-American alumni. Subsequent studies on LGBTQ alumni giving conducted by Drezner and Garvey (2016) and Garvey and Drezner (2016) found that LGBTQ alumni are motivated to give through a sense of community uplift. Similar to racial uplift for African-American alumni, LGBTQ alumni will generally support causes for the betterment of the LGBTQ community (Drezner & Garvey, 2016; Garvey & Drezner, 2016; 2019).

Charitable giving by Latina/o alumni is heavily influenced by their undergraduate experiences and a desire to give back to the Latina/o community (Bumbry, 2016; Gonzalez, 2003; Rivas-Vasquez, 1999). Bumbry (2016) conducted semi-structured interviews with Latina/o alumni from one Midwestern public university. Consistent with Drezner (2009, 2018) and Drezner and Garvey (2016), racial uplift played a significant

role in Latina/o alumni's decision to give to their alma mater (Bumbry, 2016). Similarly, Rivas-Vasquez (1999), participants preferred to designate their gifts toward Latinx/a/o student scholarships and other causes that would support the larger Latina/o community (Bumbry, 2016). Similar to Gonzalez 's (2003) study, Bumbry (2016) found that the experiences that Latina/o college graduates engaged in as undergraduates played a significant role in shaping their charitable giving. For example, participation in study abroad, service-learning, and student organizations that allowed participants to explore their identities were particularly important in fostering alumni charitable giving in later life.

Engagement with the alma mater after graduating also plays a critical role in shaping Latinx/a/o college graduates' giving (Cabrales, 2011, 2013; O'Connor, 2007). O'Connor (2007) administered a survey to 200 Latina/o alumni to examine their charitable giving at two private Hispanic Serving Institutions in California and Texas. Surprisingly, Latina/o college graduates were rarely asked to make gifts to their alma mater. However, they were more likely to give if they received direct outreach from the institution through mail and telephone contact. Furthermore, Latina/o alumni felt more compelled to give if they received direct communication from a Latina/o undergraduate student (O'Connor, 2007). This finding is supported by previous research indicating Latina/o college graduates are rarely asked to make a gift by universities because they are not seen as philanthropic compared to White alumni (Bumbry, 2016; Drezner, 2013a; Melero, 2011).

Alumni affinity groups also shape the charitable giving of Latina/o college graduates. Cabrales (2011) conducted semi-structured interviews with Latina/o alumni to



examine how they approach giving to their alma mater. Cabrales found that affinity-based alumni groups can play a role in helping to foster Latina/o alumni giving, as these groups can help create a community for Latina/o graduates and also help erase any negative experiences that Latinxs encountered as undergraduates (Cabrales, 2011, 2013). This finding is consistent with Garvey and Drezner (2016) in that participation by identity-based alumni groups can also help foster charitable giving.

While the majority of research on college graduates' civic engagement focuses on charitable giving, a limited body of research has examined non-monetary forms of engagement, such as mentoring, volunteering, and serving in elected office (Kairuz, Case, & Shaw, 2007; Komaratat & Oumtanee, 2009; Rogan, 2009). In the following section, I examine the experiences of college graduates as they participate in charity/project/social change activities. The activities encompassed within this section include mentoring, running for elected office, and voting. When possible, I concentrate on Latina/o college graduates; however, given the dearth of research on Latina/o college graduates, this is not always feasible. To enhance the existing literature, I include research on the general population of college graduates.

### **Mentoring**

College graduates can serve as mentors to undergraduate students (Gruber-Page, 2016; Pinkerton, 2003). Rogan (2009) administered a survey to registered nurses to examine their experiences mentoring undergraduate nursing students. Rogan reported that college graduates enjoyed serving in a mentoring role; however, participants' satisfaction fluctuated with their level of responsibilities. For example, mentors willingly provided career advice such as potential internship opportunities but were reluctant to aide mentees

in selecting courses or tackling issues with advising (Rogan, 2009). These results mirrored the findings from studies examining the experiences of both the college graduates who are mentors and their mentees. Komaratat and Oumtanee (2009) utilized a quasi-experimental design to examine how mentors engaged in the professional development of newly graduated nurses. Results indicated that participation in the mentoring program enhanced mentors' desire to engage and also increased recent graduates' understanding of serving disadvantaged communities and knowledge of how to accurately identify symptoms of diseases. Studies conducted by Gruber-Page (2016), Pinkerton (2003), and Ketola (2009) also found that college graduates gained personal satisfaction from participating in mentoring programs and positively impacted the professional development of their mentees.

College graduates also provide mentorship to students in pharmacy and education fields. Kairuz et al. (2007) administered a survey to pharmacists to examine their perceptions as mentors in programs designed to assist mentee undergraduate pharmacy students. Participants experienced a sense of satisfaction in volunteering as mentors. Through the program, mentors provided career advice, assisted with undergraduate course selection and assisted to secure internships (Kairuz et al., 2007). These results mirrored research conducted by Wepner, Krute, and Jacobs (2009), who examined the impact of veteran teachers participating in a mentoring program with undergraduate education teachers. Tyran and Garcia (2015) administered a survey to alumni mentors participating in an online program with undergraduate business students. Results indicated that participants involved in the mentoring program felt more connected with their institution and their previous academic program. Similarly, Maxwell, Harrington,

and Smith (2010) found that participation in an online mentoring program strengthened alumni's connection to their alma mater and previous academic program. As indicated, alumni mentoring programs can provide a mechanism for alumni to help support undergraduate students secure internships and also connect alumni back to their alma mater.

### **Politics and Advocacy**

College graduates also participate in politics and advocacy efforts separate from their alma maters (Bono et al., 2018; Carbone & Ware, 2017; Goldman, Burke, & Mason, 2017; Lane, 2011; Rice, Girvin, Frank, & Foels, 2016). Lane and Humphreys (2011) administered a survey to 416 social workers that have run for state, local, or federal office. Nearly 51% of respondents had served in elected office, at various levels including city and statewide positions. Thirty-nine percent of participants held office in the past decade. Survey respondents indicated their social work education played a key role in preparing and motivating them to run for elected office (Lane & Humphreys, 2011). These findings mirrored recent studies examining the impact of social work education in shaping participation in political advocacy. Meehan (2018) administered a survey to Master's in Social Work (MSW) graduates. Female students were more likely to want to run for positions at the local level such as city council, school board, and county commission. Furthermore, participants indicated that their social work education played a role in shaping their ambitions for political advocacy as graduates.

Researchers have also examined how college graduates advocate for important social issues. Rice et al. (2016) conducted a survey of participants in a continuing education program designed to foster social justice advocacy among college graduates.

Results indicated that after completing the program, participants called national and local elected officials, called community members, and participated in forums, to advocate for improved disability policies. Goldman et al. (2017) conducted a survey of 83 college graduates that participated in an advocacy training program designed to foster engagement in political advocacy. Results indicated that upon completing the program, participants engaged in a number of activities, including writing letters on behalf of families, coordinating meetings with students, speaking on panels, and conducting lobby days to ensure support for funding for disability support services.

### **Voting**

A narrow body of work has also examined the extent to which college graduates are voting. A 2005 study conducted by the *Journal of Blacks in Higher Education* examined the voting patterns of African-American college graduates in the 2004 Presidential election. Results indicated that education had a positive effect on the voting patterns of African-American college graduates. However, African-American college graduates were much less likely to vote than their White counterparts (JBHE Foundation, 2005). A follow-up study conducted by the *Journal of Blacks in Higher Education* found similar results, as postsecondary education had a positive effect on African-Americans voting during the 2008 election. However, African Americans lagged behind their White peers in voting rates (JBHE Foundation, 2009). This finding is supported by additional non-empirical work from the Pew Research Center, which noted that White college graduates were more likely to vote in the 2016 election than their African-American or Latinx counterparts (Suls, 2016).

Additional research has examined how experiences as an undergraduate impact college graduates' voting behaviors. Winston (2015) administered a survey to 386 graduates from a liberal arts college on the East Coast. Results indicated that college graduates who participated in political activities in college, such as rallies, protests, lobbying, and participation in student government were more likely to vote after college than college graduates who did not participate in these activities. This finding is consistent with research that found that undergraduates that engage in political activities while in college are also likely to engage in the same behaviors after college (Weerts & Cabrera, 2017, 2018).

### **Conclusion**

College graduates participate in a number of charity/project, social change, and philanthropic activities, including volunteering, lobbying, recruiting students, mentoring recent alumni, and charitable giving (Andreoni & Payne, 2003; Bekkers & Wiepking, 2006; Cohen, 2006; Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Garvey & Drezner, 2013; Rice et al., 2016; Goldman et al., 2017; Guild, 2018; Holmes, 2009; Johnson, 2013; Lane, 2011; Lyons & Nivison-Smith, 2006; Weerts & Ronca, 2007; Weerts et al., 2014; Weerts et al., 2010b, 2010c). The overwhelming majority of research on prosocial behaviors focuses on how the general population of college graduates engage civically on behalf of their alma mater. For Latinx/a/o college graduates, only a handful of studies has examined their civic participation in prosocial behaviors other than charitable giving to their alma mater (Bumbry, 2016; Cabrales, 2011, 2013; Gonzalez, 2003; O'Connor, 2007; Rivas-Vasquez, 1999) voting, and running for elected office (Lane & Humphreys, 2011; Meehan, 2018; Winston, 2015). At the time of this review, I

could not locate studies that have examined how Latina/o college graduates engage in charity, project, and social change behaviors, nor is it clear whether such engagement underscores the actions of different typologies of Latinx/a/o college graduates. These issues further underscore the importance and need for this current study.

## **Findings**

This section details the findings from my review of four extant bodies of literature. The findings center on undergraduates' and college graduates' civic engagement typologies and Latina/o/x civic engagement as students in K-12 education, undergraduates, and college graduates.

### **Civic Engagement Typologies**

The literature suggests that there are identifiable civic typologies for college students and college graduates (Bringle, Hatcher, et al., 2006; Moely et al., 2008; Pastor et al., 2018; Weerts & Cabrera, 2015, 2017; Weerts et al., 2014; Weerts et al., 2010a). Morton's (1995) three paradigms of service (charity, project, and social change) provide a framework to understand civic typologies. Charity/project activities include both short- and long-term mentoring and volunteering to assist individuals and the community. Social change activities include political activities such as voting and participating in rallies (Morton, 1995). There are numerous typologies to describe engagement in charity/project/social change activities including Super Engagers, Apolitical Engagers, Non-Engagers, Donors, Non-Donors, High Value Undifferentiated Preferencers, and Low Value Undifferentiated Preferencers (Moely et al., 2008; Weerts & Cabrera, 2015; Weerts et al., 2014).

### **Civic Engagement of Latina/o Students**

The literature suggests that Latina/o students engage civically through K-12 education and religious organizations (Djupe & Neiheisel, 2012; Leal et al., 2016; Mora, 2013; Perez et al., 2010; Stepick et al., 2008; Wilkin et al., 2009). Numerous factors impact the frequency of Latina/o students' civic participation, including parents' level of engagement, religious affiliation, and students' demographic characteristics and academic achievement.

### **Civic Engagement of Latina/o Undergraduates**

The literature suggests that a key aspect of Latina/o undergraduates' civic participation is mentoring elementary students. Through mentoring, Latinx undergraduates can enhance their own personal social and cultural development (Alemán et al., 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal et al., 2009; Caplan et al., 2009; Haber-Curran et al., 2017; Knoche & Zamboanga, 2006; Lowe & Nisbett, 2013; Sáenz et al., 2015; Torres Campos et al., 2009). Latina/o undergraduates also participate in social activism. Through rallies, protests, and lobbying, Latina/o undergraduates enhance their connection to issues that positively impact the Latinx community such as ethnic studies and immigration reform (M. Armas, 2017; Barreto et al., 2009; Borjian, 2018; DeAngelo et al., 2016; Diaz-Strong & Meiners, 2007; Forenza & Mendonca, 2017; Getrich, 2008; Hope et al., 2016; Mendez & Cabrera, 2015; Pantoja et al., 2008; Rodriguez, 2013; Solorzano & Bernal, 2001; Todd, 2013).

### **Civic Engagement of College Graduates**

The literature suggests that college graduates engage civically through a variety of charity, project, social change, and philanthropic activities. A number of factors, impact

graduates' decision to give including their experiences as an undergraduate and their connectedness to the university an alumnus (Clotfelter, 2003; Cohen, 2006; Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Gaier, 2005; Garvey & Drezner, 2013; Gasman & Anderson-Thompkins, 2003; Yao, 2015). The scant existing research on Latinx/a/o college graduates' giving indicates that identity groups are important in the decision to give, and that support for Latina/o undergraduates plays a key role in motivating Latinx alumni giving (Bumbry, 2016; Cabrales, 2011, 2013; Gonzalez, 2003; O'Connor, 2007; Rivas-Vasquez, 1999). A growing body of research has examined how college graduates participate in advocacy efforts in support of their alma mater through lobbying on behalf of the university, hosting events, and recruiting students to the university (Weerts et al., 2010a, 2010b; Weerts & Cabrera, 2017; Weerts & Ronca, 2006, 2007). Moreover, a body of research has examined how college graduates engage civically in larger society through voting, mentoring, and running for elected office (Gruber-Page, 2016; Kairuz et al., 2007; Komaratat & Oumtanee, 2009; Lane & Humphreys, 2011; Pinkerton, 2003; Rogan, 2009).

### **Critique and Methodological Limitations of Prior Work**

This section critiques the methodological limitations of the extant literature. In Chapter 3 I discuss how my study addresses the gaps in understanding of the civic engagement of Latinx/a/o college graduates.

### **Method**

The vast majority of literature I reviewed utilized qualitative methods, specifically interviews and focus groups, to examine the civic engagement of Latina/o undergraduates and college graduates, generally (Amaro-Jimenez & Hungerford-Kresser, 2013;



Barberena et al., 2014; Bernal et al., 2009; Cabrales, 2011; DeAngelo et al., 2016; Drezner, 2009, 2013a; Galindo, 2012; Gonzalez, 2003; Haber-Curran et al., 2017; Kairuz et al., 2007; Komararat & Oumtane, 2009; Mendez & Cabrera, 2015; Moreno, 2012; Sanchez, 2011; Solorzano & Bernal, 2001; Torres Campos et al., 2009; Vervoort & Gasman, 2016). One benefit of qualitative research is that it provides a thick, rich description of participants' feelings, opinions, and experiences (Denzin, 1989). However, due to smaller sample sizes, the findings from qualitative research are often difficult to generalize to larger populations (Harry & Lipsky, 2014; Thomson, 2011). Generalizability is particularly important when researching diverse communities such as the Latina/o college graduates (Flick, 2011; Gu, 2015).

A small number of studies have used quantitative methods to examine the civic engagement of Latina/o undergraduates and the general population of alumni (Goldman et al., 2017; Lane & Humphreys, 2011; Meehan, 2018; Rice et al., 2016; Winston, 2015). The benefits of quantitative methods include the ability to study a larger sample and the possibility of generalizing to a larger population (Carr, 1994; Connolly, 2007). While a limited number of studies I reviewed utilized a survey, little is known about how the researchers constructed their survey instruments. For example, Goldman et al. (2017), Meehan (2018), and Rice et al. (2016) only documented the procedure they followed in administering the survey to participants. There is also little information on how the questions were selected and piloted before being administered.

### **Data Analysis**

The majority of literature I reviewed relied on qualitative coding and descriptive statistics (Bringle, Hatcher, et al., 2006; Caplan et al., 2009; Garvey & Drezner, 2016;

Lane & Humphreys, 2011; Lowe & Nisbett, 2013; Rogan, 2009; Weerts & Cabrera, 2015; Weerts & Ronca, 2006, 2007; Winston, 2015). A smaller number of studies used latent class analysis (LCA) (Weerts et al., 2014; Weerts et al., 2017; Weerts & Cabrera, 2018). However, these studies did not focus specifically on Latinx/a/o college graduates. Instead, they examined the civic participation of undergraduates and the general population of alumni.

### **Population**

The majority of studies focus on Mexican-American native-born undergraduates and alumni (Alemán et al., 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal et al., 2009; Bumbry, 2016; Cabrales, 2011; Gonzalez, 2003; Torres Campos et al., 2009; Haber-Curran et al., 2017) and undocumented students (Barberena et al., 2014; DeAngelo et al., 2016; Mendez & Cabrera, 2015; Tijerina Revilla, 2004). Consequently, the literature ignores the diversity of experiences of the Latinx/a/o community in the United States. As the recommendations from the extant literature overgeneralize the experiences of Mexican-Americans to the general Latinx population. A more inclusive sample, however, could provide a deeper understanding of the civic engagement of Latinx/a/o alumni from a variety of Latinx backgrounds including El Salvador, Colombia, Cuba, and the Dominican Republic.

### **Chapter Summary**

This chapter reviewed typologies of civic engagement for the general population of college students and graduates, Latina/o students' civic engagement, Latina/o undergraduates' civic engagement, and college graduates' civic engagement. This chapter also examined three frameworks that help to explain college graduates' civic

engagement. My review of the literature identified several methodological limitations with the extant research including methods, data analysis, and sampling. In *Chapter 3: Methodology*, I discuss how I will carry out my study. Building on this review of the literature, I will engage in a systematic approach to answer my two research questions. Chapter 3 also discusses how my methodology will address some of the limitations of the literature examining prosocial behaviors among Latinx college graduates.

## Chapter III: Methodology

### Overview of Chapter

This chapter provides a detailed description of the methodology I used to answer my two research questions. The purpose of this study was to better understand how civically engaged Latinx/a/o college graduates engage in a set of prosocial behaviors. To this end, I sought to answer the following two research questions:

1. What types of prosocial behaviors do civically engaged Latinx/a/o college graduates participate in?
2. Are there identifiable typologies of civically engaged Latinx/a/o college graduates?

The outline for this chapter is as follows. First, I provide a brief description of the research design, including the type of mixed-methods research I used to answer my research questions. Second, I briefly describe a study I conducted in 2017 with Dr. Michelle Espino which informed the research design for my study. Third, I describe in detail the three phases of my research design. Phase one consisted of the development of a survey instrument. Phase two consisted of the administration of the survey to a national sample of civically engaged Latinx/a/o college graduates. Phase three consisted of analyzing the results of survey data through four analyses: descriptive statistics, exploratory factor analysis (EFA), item response theory (IRT), and latent class analysis (LCA).

### Research Design

This study follows the three-phase exploratory sequential mixed-methods design depicted in Figure 1 below.



*Figure 1.* Three-phase exploratory sequential mixed-methods design.

Exploratory sequential mixed designs allow a researcher to use qualitative findings to inform subsequent quantitative data collection (Creswell, 2009; Morgan, 1998; Morse, 1991). Creswell and Plano-Clark (2007) indicated that exploratory sequential mixed-methods designs are ideal when developing a new survey instrument as they allow the researcher to test new concepts or ideas (Creswell, 2009, 2013). In my study, I mirrored Creswell and Plano-Clark's (2007) three phase approach. In the first phase I collected qualitative data to help inform the development of the survey. In the second phase I administered the survey to my target population of civically engaged Latinx/a/o college graduates. In the third phase, I analyzed the survey results to understand how my sample engages civically and whether there are identifiable typologies of civically engaged Latinx/a/o college graduates.

### **Prior Research**

This section provides an overview of prior research I conducted in 2017 with Dr. Michelle Espino on Latinx/a/o college graduates (see Appendix A). This research served as a foundation for my dissertation. The purpose of the research was to understand how the Congressional Hispanic Caucus Institute (CHCI) fostered engagement in prosocial behaviors among participants of CHCI's Fellowship or Internship program (CHCI, 2017a). All study participants were alumni of CHCI's internship or fellowship program. CHCI's internship and fellowship programs provide training on the legislative process

and leadership development. Trainees also participate in seminars, receptions, and other events that help build their social networks (CHCI, 2017a, 2017b; Espino & Guzman, 2017). We selected a sample of CHCI alumni from diverse Latinx/a/o backgrounds (see Appendix A). Results indicated that CHCI provided the tools for participants to be engaged public citizens. Furthermore, findings indicated that CHCI alumni subsequently served as sources of information on politics and current events in their communities (Espino & Guzman, 2017).

### **Areas of Engagement**

Upon completing the 2017 study, I reexamined the data to further understand the types of prosocial behaviors my potential target group of Latinx/a/o college graduates might engage in. Through open coding, I found that focus group participants engaged in five areas of civic engagement (voting, volunteering, advocacy, serving in elected office, and serving as a political liaison) and 17 specific behaviors.

**Voting.** I identified casting a ballot in an election as a specific behavior. In Appendix B, participants indicated how they engaged in this activity. In my review of the literature, voting was broadly defined as casting a ballot in a Presidential election (JBHE Foundation, 2005, 2009; Winston, 2015).

**Volunteering.** I identified mentoring and serving on non-profit boards as two specific examples of volunteering. In Appendix B, I describe how participants reported their engagement in the volunteering activities. It is important to note that these volunteering behaviors are consistent with the extant literature. In my review of the literature, I identified the following prosocial behaviors as applying to the general population: volunteering at a homeless shelter, creating a community garden, picking up

litter, giving blood, organizing a food drive, feeding the homeless, hosting university events, participating in university special events, recruiting students to attend the institution, mentoring elementary students, and mentoring undergraduate students (Alemán et al., 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal et al., 2009; Bringle, Hatcher, et al., 2006; Caplan et al., 2009; Gruber-Page, 2016; Haber-Curran et al., 2017; Kairuz et al., 2007; Lowe & Nisbett, 2013; Moely et al., 2008; Pinkerton, 2003; Rogan, 2009; Torres Campos et al., 2009; Weerts et al., 2010a; Weerts et al., 2014; Weerts & Cabrera, 2015, 2017, 2018).

In the 2017 study, Dr. Espino and I did not identify participation in religious activities as an area of engagement among CHCI alumni. However, numerous scholars have found that religion positively influences college students' volunteerism (Edgell Becker & Dhingra, 2001; Enke & Winters, 2013; Johnston, 2013; Taniguchi & Thomas, 2011; Weerts & Cabrera, 2015; Wilson & Janoski, 1995). Furthermore, scholars have identified religious activities as an avenue for the general Latino population to express their civic engagement (Cohen, 2006; Djupe & Neiheisel, 2012; Drezner, 2013b; Mora, 2013). As such, I tested participating in religious activities as a potential prosocial behavior during phase one of this study.

**Elected office.** I identified serving in elected office as a specific prosocial behavior. Appendix B indicates how participants reported engaging in holding elected office. In my review of the literature, elected office was broadly defined as running for state or local elected office (Goldman et al., 2017; Lane, 2011; Lane & Humphreys, 2011; Meehan, 2018; Rice et al., 2016).

**Advocacy.** I identified lobbying, speaking on panels, and giving presentations as specific manifestations of advocacy. Appendix B documents how participants engaged in these behaviors. In my review of the literature, scholars defined the following activities as advocacy: serving as a community organizer; advocating for social change in neighborhoods or in public policy; participating in protests, sit-ins, rallies, or other civil disobedience; contacting legislators on behalf of an institution; lobbying the Governor's office; contacting local officials; and serving on a university political action team (Barberena et al., 2014; Borjian, 2018; Bringle, Magjuka, et al., 2006; Corning & Myers, 2002; Curtius, 2005; DeAngelo et al., 2016; Diaz-Strong & Meiners, 2007; Forenza & Mendonca, 2017; Hope et al., 2016; Hope et al., 2018; Mendez & Cabrera, 2015; Morales et al., 2011; Siskind et al., 2005; Solorzano & Bernal, 2001; Suro & Escobar, 2006; Tijerina Revilla, 2004; Weerts & Cabrera, 2017; Weerts et al., 2010a; Wigglesworth, 2018).

**Political liaison.** I identified two examples of serving as political liaison: understanding the political system and sharing information on the political system. Appendix B summarizes how participants engaged in these prosocial behaviors. In my review of the literature, Moll et al. (1992) noted that Latinos might serve as sources of information to the community they belong regarding education, government, politics, and general current events.

**Charitable giving.** Participants from the 2017 study did not report engaging in charitable giving. However, numerous scholars have indicated that Latinx/a/o undergraduates, Latinx/a/o college graduates, and the general population of college graduates donate money to organizations or raise money for organizations whose mission



they empathize with (Bumbry, 2016; Cabrales, 2011, 2013; Cohen, 2006; Cohen & Chaffee, 2013; Clotfelter, 2003; Del Real, 2017; Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Gaier, 2005; Garvey & Drezner, 2013; Gasman, 2001; Gasman & Anderson-Thompkins, 2003; Gonzalez, 2003; Good, 2013; Hoyt, 2004; Lee, 2004; Mael & Ashforth, 1992; Miller & Casebeer, 1990; Moreno, 2012; Mosser, 1993; O'Connor, 2007; Rivas-Vasquez, 1999; Sanchez, 2011; Srnka, Grohs, & Eckler, 2003; Taylor & Martin, 1993; Volkwein et al., 1989; Yao, 2015). As such, I tested donating money and raising money as two potential prosocial behaviors during phase one of this study.

The research I conducted with Dr. Michelle Espino in 2017 served as a starting point for the current study. Dr. Espino and I initially found that Latinx/a/o college graduates engage civically through participation in specific prosocial behaviors. During my review of the literature, I also found that Latinx college graduates engaged in similar prosocial behaviors. In the following section, I provide a detailed description of the development of the survey.

### **Phase One: Survey Development**

Phase one of the research design consisted of qualitative research to inform the development of a survey. Scholars have relied on focus groups as an important component to developing surveys (Krueger, 1994; Hughes, 1993; Nassar-McMillan & Borders, 2002; O'Brien, 1993; Weerts, Cabrera, & Sanford, 2010a). Through focus groups, researchers can gain important feedback on the layout, flow, and content of a survey (Krueger & Casey, 2015; Nassar-McMillan & Borders, 2002). I conducted four focus groups with a sample of civically engaged Latinx/a/o college graduates during the

summer of 2019. During each focus group, participants provided examples of their civic engagement and shared feedback on the draft survey instrument. During phase one, I identified eight Latinx/a/o professional organizations to serve as partners in recruiting participants for the focus groups. After completing the focus groups, I solicited feedback from two survey experts to further shape the content and structure of the instrument. Lastly, I piloted the final survey instrument with a select number of potential respondents.

**Procedure.** I held four focus groups from June 3 to June 12, 2019 (two in-person in Washington D.C. and two through Zoom video conferencing). Each focus group lasted between 60 and 70 minutes and followed a structured protocol (Appendix C). At the beginning of each session, I described the purpose of my dissertation, the structure of the focus group, and then provided participants with a copy of a consent form to complete (Appendix D). In the first part of each focus group, I asked participants to define civic engagement and provide examples of their participation. In the second part of the focus group, I asked participants to provide specific feedback on the structure and layout of the draft version of the survey instrument. By providing examples of their engagement, participants helped to contextualize civic engagement from their lived Latinx/a/o experience.

**Sample.** For phase one, I drew on a national sample of civically engaged Latinx/a/o college graduates. Most participants were members of eight of the largest and most prominent Latinx/a/o professional organizations across the country. These eight groups were: (a) Congressional Hispanic Caucus Institute Alumni Association (CHCI), (b) Prospanica, (c) Society of Hispanic Professional Engineers (SHPE), (d) Hispanic

National Bar Association (HNBA), (e) Congressional Hispanic Staff Association (CHSA), (f) Hispanic Alliance for Career Advancement (HACE), (g) Association of Latino Professionals for America (ALPFA), and (h) Hispanic Women's Network of Texas. All focus group participants held at least a bachelor's degree and resided in some of the most heavily Latino populated cities in the country, including Chicago and Dallas (Appendix E). In the following sections, I provide a brief description of each of the eight partner organizations.

***Congressional Hispanic Caucus Institute Alumni Association (CHCI Alumni Association).*** The CHCI Alumni Association represents nearly 4,000 Latinx/a/o professionals across the country. Since 1998, the organization has focused on providing high-quality civic engagement and leadership experiences to Latinos in some of the most populous Latinx cities in the country, including New York, Los Angeles, Miami, Dallas, and Chicago. The organization partners with local schools to provide its members with mentorship opportunities, conduct voter registration drives, and provide training for individuals on how to run for elected office (CHCI, 2017a, 2017b, 2018).

***Prospanica: The Association of Hispanic Professionals.*** Prospanica represents more than 4,000 Latinx professionals. Since 1988, this organization has empowered Hispanic business professionals to achieve their full educational, economic, and social potential (NSHMBA, 2014; Prospanica, 2018a). Prospanica has 41 chapters across the country in many populous Latino cities, including San Diego, Dallas, and Boston. Prospanica consistently works to propagate a culture of civic engagement and professional development to ensure that Hispanic professionals are reaching their full educational, economic, and social potential (Prospanica, 2018b).

***Society of Hispanic Professional Engineers (SHPE)***. SHPE represents over 10,000 Latinx college graduates who work as engineers or participate in other science, technology, education, and math (STEM) careers (SHPE, 2018a). Founded by Hispanic engineers in 1974, SHPE's mission is to change lives by empowering the Hispanic community to realize its fullest potential and to impact the world through STEM awareness, access, support, and development (SHPE, 2018a). To achieve this goal, SHPE provides members with leadership development opportunities such as professional conferences and the opportunity to mentor aspiring engineers (SHPE, 2018b).

***Hispanic National Bar Association (HNBA)***. The Hispanic National Bar Association (HNBA) is comprised of more than 5,000 Latina/o lawyers from across the country (HBA-DC, 2018a). Since 1977, the organization has focused on advancing and developing Latinos in the legal profession and providing professional development opportunities for Hispanic lawyers. This organization also fosters civic engagement among its membership through mentoring opportunities, advocacy days, and other forms of community service throughout the country (HBA-DC, 2018a, 2018b, 2018c).

***Congressional Hispanic Staff Association (CHSA)***. The Congressional Hispanic Staff Association (CHSA) is comprised of the more than 400 Hispanics who work in the U.S. Senate and the U.S. House of Representatives (CHSA, 2019). Since 1999, the organization has focused on recruiting and retaining the number of Latinx congressional staffers with a sharp focus on increasing diversity on Capitol Hill. The organization also provides opportunities for Latino college graduates to engage civically through advocacy days, mentoring opportunities and supporting the leadership development of Latinx students (CHSA, 2019).

*Hispanic Alliance for Career Advancement (HACE).* The Hispanic Alliance for Career Advancement (HACE) is comprised of over 64,000 Latino professionals from across the country. Since 1982, the organization has worked to support Latinos in every phase of their careers by ensuring their employment and career advancement (HACE, 2019a). A signature component of the organization is the Mujeres de HACE program where Latina college graduates receive training and career development (HACE, 2019b).

*Association of Latino Professionals for America (ALPFA).* The Association of Latino Professionals for America (ALPFA) is comprised of more than 14,000 Latino college graduates throughout the country in cities such as Boston, Philadelphia, San Diego, and San Francisco (ALPFA, 2019a; 2019b). As one of the oldest Latino professional organization in the nation, ALPFA provides Latinx/o/a college graduates with professional development programming and opportunities to lobby state and federal legislators on important and critical policies (ALPFA, 2019c).

*Hispanic Women's Network of Texas.* The Hispanic Women's Network of Texas represents more than 3,000 Latina college graduates from some of the largest cities in Texas including Houston, Dallas, and San Antonio. Since 1986, the organization has provided Latina college graduates the opportunity to mentor Latina undergraduate students and trains Latina college graduates on how to run for local and statewide elected office. The organization also hosts voter registration days in order to ensure that more residents in Texas can participate in the electoral process (Hispanic Women's Network of Texas, 2019a; 2019b).

**Recruitment.** To recruit participants for the focus groups, I used a purposive sampling approach. Purposive sampling relies on a researcher's situated knowledge in the

field and rapport with members of a targeted network (Barratt, Ferris, & Lenton, 2015; Lane & Humphreys, 2011; Palys, 2008). I relied on my existing knowledge of and rapport with the eight partner organizations. I followed a systemic approach to recruit focus group participants from each of the eight Latinx/a/o professional partner organizations. First, I sent an email to each organization's senior leadership (Executive Director, National President and National Vice-President). In the email, I discussed the purpose of the research and highlighted the benefits that each organization would receive for participating in the study (Appendix F). Second, I met with one member of each organization's senior leadership (either in-person or virtually) to further discuss my study and answer any pressing questions. During these discussions, I stressed the importance of the research and how their organization would benefit from participating in the study. Lastly, I created an email announcement for the potential focus group participants. In the announcement, I described the purpose of the study and invited potential participants to attend one of the four focus groups. I also indicated that food would be provided during each of the sessions (Appendix G). Within the announcement, I included a link to a short survey for participants to reserve their space in one of the focus groups (Appendix H). In the survey, I asked potential focus group participants about the nature of their current civic engagement. This information allowed me to discern how the focus group participants were representative of my target population of civically engaged Latinx/a/o college graduates.

**Incorporating focus group participants' feedback.** Focus group participants provided important feedback that helped shape the content, style, and functionality of the final version of the survey (Appendix I). Participants shaped the content of the survey

questions through two ways. First, participants identified prosocial behaviors not previously included in the survey. For example, civic participation through social media emerged as an important form of engagement. Several focus group participants started Podcasts, Blogs, or YouTube channels with the explicit purpose to help educate their communities on current political and social issues (Guzman, 2019a). Participants also indicated that their social media efforts served as source of motivation for many young students to engage civically. Nearly all the focus group participants helped their families navigate key systems including applying to college and becoming a U.S. citizen (Guzman, 2019a). I utilized these results to add the following questions to the survey instrument:

1. “I support students' participation in Latinx/a/o leadership programs (e.g., reviewing applications, conducting interviews).”
2. “I teach English or civic classes to immigrant communities.”
3. “I participate in boycotts of companies or products.”
4. “I participate in townhalls or other public events to share my concerns with elected officials.”
5. “I serve in non-paid appointed public service positions (e.g., local or state-wide commissions).”
6. “I give to my graduate institution.”
7. “I share information (current events and/or politics) with members of my community or family (in person or online).”
8. “I help members of my community or my family navigate systems (e.g., apply for citizenship, apply to college, obtain healthcare).”

Focus group participants also added key examples to the existing list of prosocial behaviors in the survey. These examples helped to improve the questions with an elevated focus Latinx/a/o community and the local, state, and national context. I utilized the results of the four focus groups to add the following examples to the survey instrument:

1. “I vote in local elections (Mayor, City Council, School Board).”
2. “I participate in local or state-wide cleanup efforts (e.g., Beautification Days, Habitat for Humanity Building Days).”
3. “I participate in political campaigns through non-paid acts of service (e.g., door knocking, phone calls, hosting events for candidates, hosting forums for candidates, fundraising for candidates or voter protection efforts).”
4. “I participate in unpaid lobbying efforts (e.g., lobby days at the local level, lobby days in State houses).”

Focus group participants also provided important feedback on the functionality and style of the survey. This feedback helped to shape the format, wording, and flow of the survey questions. Participants indicated that the options for the Country of Origin, Occupation, Language Spoken, and Highest Level of Education questions were confusing. For example, none of the participants felt that the Occupation options accurately represented their current employment. Additionally, participants suggested that adding “Spain” and “More than one Country of Origin” would accurately represent the complexity of the Latinx/a/o community. As a result, I refined the following questions based on the recommendations of the focus group participants:



1. Please indicate your/your family's predominant Latinx/a/o country of origin.
  - Added "Spain" and "More Than One Country of Origin" as options.
2. What was your primary language growing up/What is your primary language now?
  - Added "Spanish" and "Other" as options.
3. Undergraduate Graduation Year
  - Reorganized into descending years (2019-1950).
4. Which best describes your current employment?
  - Provided 7 options categorized into sector (i.e. For-Profit, Non-Profit, Government, Military).

These important recommendations helped me to strengthen the survey instrument and prepare for additional feedback from expert reviewers.

**Incorporating expert reviewers' feedback.** Expert reviewers can play an important role in facilitating the development of a content valid survey instrument. Expert reviewers critically analyze items and constructs to ensure that a survey has content validity (Garvey, 2013; Hopkins, 1998; Kerlinger & Lee, 2000). For my instrument, I had reviewers who were both content experts and potential respondents. Each group had different and distinct responsibilities when reviewing the survey instrument (Appendix J). Although expert reviewers provided helpful advice for clarifying and condensing items in a scale, the final decision to include or change an item rested solely on me as the survey developer. When examining all reviewer comments, I paid close attention to suggestions previously raised by the focus group participants such as improving the options for the Occupation and Country of Origin questions.

*Content experts.* I relied on two content experts, Dr. Noah Drezner and Dr. David Weerts, to provide feedback on my survey instrument. Both experts have substantial experience with conducting research on alumni engagement and developing survey instruments (Appendix K). I provided each content expert with reviewer instructions (Appendix J). In part one of the review, I asked the experts to evaluate the look and functionality of the survey. In the second part of the review, I asked the experts to review the individual survey questions.

The content experts indicated that the survey was easy to navigate, simple to read, and well-structured (Guzman, 2019b). The content experts provided substantial feedback on the demographic and occupation options and the Likert Scale (Appendix L). For example, Dr. Drezner indicated that I should expand the number of gender options to include “Trans Male/Trans Man”, “Trans Female/Trans Woman”, and “Genderqueer/Gender Nonconforming”. Dr. Weerts suggested that I should use a varied Likert scale for the survey. Binary choices would be best suited for behavioral questions, while a frequency or agreeability scale would be most appropriate for questions focused on respondents’ attitudes (Guzman, 2019b). After much deliberation, I incorporated this important feedback from the content experts into my final version of the survey (Appendix M). Specifically, for the questions that examined respondents’ engagement in Voting, Volunteering, Advocacy, Financial Giving and Cultural Resource behaviors I used a Likert consisting of (1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Always). While questions that examined respondents’ engagement in the Elected Office dimension used a binary (“Yes” or “No”) scale.

*Potential respondents.* One way to ensure a survey has content validity is by having a sample of potential respondents complete the instrument and provide feedback (Aiken, 2000; Cronbach, 1990; DeVellis, 2003; Ghiselli, Campbell, & Zedeck, 1981; Kerlinger & Lee, 2000). When choosing potential respondents, it is important to select individuals who represent the sample population for the survey instrument (AERA, APA, & NCME, 1999). For my study, I relied on five potential respondents that represented my target population of civically engaged Latinx/a/o college graduates. Each potential respondent was a member of at least one of the eight partner organizations (Congressional Hispanic Caucus Institute Alumni Association, Congressional Hispanic Staff Association, Hispanic National Bar Association, Hispanic Alliance for Career Advancement, Prospanica, Society of Hispanic Professional Engineers, Association of Latino Professionals for America, and the Hispanic Women's Network of Texas) and had recent experience participating civically by voting, volunteering, and giving financially to important organizations. I asked each potential reviewer to critique the appearance of the instrument, the instructions for completing the instrument, specific items, and the Likert scales for each question (Appendix J). By testing the survey with this group of potential respondents, I hoped to gain new perspectives on examples of civic engagement I did not capture during the focus groups. The comments provided by the potential reviewers mirrored the feedback provided by the content experts and focus group participants. For example, the potential reviewers suggested simpler Occupation and Country of Origin options and a Likert scale that captured the frequency of respondents' civic engagement (1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Always).

*A content-valid survey instrument.* As evidenced by feedback from the potential survey respondents, I developed a content valid survey instrument. Below is a sample of comments from individuals who later completed the survey as part of phase two of this study.

“Thank you for creating a dynamic survey.”

“Thank you for your work, and a great survey! It really captures a wide range of civic engagement.”

“Great job in putting this survey together. It captures so many forms of engagement that apply to the Latinx community.”

**Final survey instrument.** The final survey instrument is a product of input from focus group participants, content experts and potential respondents (Appendix M). *Table 2* below lists the final survey items and the corresponding dimension of civic engagement.

Table 2

*Final National Latinx/a/o Alumni Engagement Survey and Dimensions Underlying Engagement*

Dimension	Item	Survey Question	Theory
Voting	1	I vote in Presidential elections.	Morton's Paradigms of Service (1995)
	2	I vote in Congressional elections.	
	3	I vote in State elections.	
	4	I vote in Local elections	
Volunteering	5	I participate in mentoring programs.	Morton's Paradigms of Service (1995)
	6	I participate in tutoring programs.	
	7	I serve on non-profit boards.	
	8	I serve on corporate boards.	
	9	I teach English or civic classes to immigrant communities.	
	10	I recruit students to attend my undergraduate or graduate institution.	
	11	I support students' participation in Latinx/a/o leadership programs.	
	12	I participate in local or state-wide cleanup efforts.	
	13	I participate in political campaigns through non-paid acts of service.	
	14	I serve in non-paid appointed public service positions.	
Advocacy	15	I participate in political rallies.	Morton's Paradigms of Service (1995)
	16	I participate in protests.	
	17	I participate in boycotts of companies.	
	18	I participate in unpaid lobbying efforts.	
	19	I write to elected officials about policy issues.	
	20	I call elected officials about policy issues.	
	21	I participate in townhalls or other public events.	

(Continued)

Dimension	Item	Survey Question	Theory
Giving Financially	22	I give to help Latinx/a/os pursuing higher education.	Drezner (2018)
	23	I give to the church or a religious institution.	
	24	I give to non-profit organizations.	
	25	I give to my undergraduate institution.	Morton (1995)
	26	I give to my graduate institution.	
	27	I give to political candidates.	
	28	I give to political organizations.	
Political or Cultural Resource	29	I share information with members of my community or family.	Moll (1992)
	30	I encourage members of my community or family to engage civically	Drezner (2018)
	31	I help members of my community or my family navigate systems.	
Elected Office	32	I have run for local elected office.	Morton's Paradigms of Service (1995)
	33	I have hold/have held local elected office.	
	34	I have run for state elected office.	
	35	I have hold/have held state elected office	
	36	I have run for national elected office.	
	37	I have hold/have held national elected office.	

**Survey layout.** The final survey is divided into two sections. The first section captures key demographic information including respondent's occupation, educational attainment, ethnic, and gender identity. The second section captures respondents' civic participation (Appendix O). I organized the second section by the same six areas of engagement listed in *Table 2* (voting, volunteering, elected office, advocacy, political liaison, and giving financially). Following the approach of Wang and Lee (2019), I provided survey respondents with contextual information and directions relating to each prosocial behavior. This meant providing definitions and examples of each of the 37 prosocial behaviors. When listing each prosocial behavior, I inserted parentheses with examples I gleaned from the phase one focus groups.

**Item scales.** I used Likert scales to capture respondents' civic participation. In a Likert scale, participants are presented with several options that vary in degrees of intensity (Croasmun & Ostrom, 2011; DeVellis, 2003; Hartley, 2014; Hopkins, 1998; Kerlinger & Lee, 2000; DeVellis, 2003). As suggested by the experts and potential respondents, I provided the options of 1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Always. When constructing the Likert scales for each question, I adhered to the tenets of scale construction, ensuring each question and corresponding scale were simple, rarely exceeded 20 words, and read grammatically correct (Crocker & Algina, 1986; DeVellis, 2003). Taking these steps also helped to avoid developing questions and scales that were complex and difficult to understand (Barge & Gehlbach, 2012; Bowman, 2010; Krosnick, 1991; McIntyre & Gehlbach, 2014).

The first phase of my research design served as the foundation for this study. In this phase, I created a content-valid survey instrument, capturing respondents'

engagement in 37 prosocial behaviors. A key component of phase one was ensuring that the survey had construct and content validity. Through feedback from content experts and potential respondents, I improved the survey questions, the look and structure of the survey, and the functionality of the instrument.

### **Phase Two: Administering the Survey**

In phase two, I administered my survey to my target population of civically engaged Latinx/a/o college graduates. In the following sections, I describe how I administered the survey between July and September 2019. First, I describe my target population. Second, I detail the multifaceted strategy I used to recruit respondents. Lastly, I describe the procedure for respondents to complete the survey.

**Target population.** My target population was civically engaged Latinx/a/o college graduates from across the country. When administering a survey, researchers indicate that it is important to reach the largest sample possible (DeVellis, 2003; Guadagnoli & Velicer, 1988; Kerlinger & Lee, 2000; Lenth, 2001; Martínez-Mesa, González-Chica, Bastos, Bonamigo, & Duquia, 2014). Moreover, using latent class analyses (LCA), which was necessary to answer my second research question, also requires large samples (Pastor et al., 2018; Campbell, Cabrera, Ostrow Michel, & Patel, 2017; Weerts & Cabrera, 2017). To this end, my goal was to reach a sample of at least 1,000. Before recruiting survey respondents, I established a set of criteria in order to help guide my selection of respondents. In order to complete the survey, respondents needed to have at minimum a bachelor's degree and identify as Latinx/a/o.

The ideal approach to reach my target population would have been to access a nationally representative database of Latinx/a/o college graduates. After consulting with



several higher education leaders at Hispanic Association of Colleges and Universities (HACU) and Excelencia in Education (D. Santiago, personal communication, February 4, 2019; R. Decerega, personal communication, February 4, 2019), I learned this approach was not possible. There is no national database with key contact information for Latinx college graduates including name, email address, alma mater and graduation year. While many colleges and universities have contact information for their alumni, few institutions are willing to share this information (D. Santiago, personal communication, February 4, 2019; R. Decerega, personal communication, February 4, 2019). An alternative approach would have been to contact several institutions and request their Latinx /a/o college graduates' contact data. However, institutions are not obligated to provide this individual-level data. This approach would have also limited the sample to a handful of colleges and universities (D. Santiago, personal communication, February 4, 2019). As a result, I identified an alternative approach that allowed me to recruit my target population, while capitalizing on my long-standing connections with civically engaged Latinx/a/o college graduates.

**Recruitment.** I engaged in a four-step approach to recruit respondents to complete the survey. First, I relied on the eight partner organizations for this study (Congressional Hispanic Caucus Institute Alumni Association, Congressional Hispanic Staff Association, Hispanic National Bar Association, Hispanic Alliance for Career Advancement, Prospanica, Society of Hispanic Professional Engineers, Association of Latino Professionals for America, and the Hispanic Women's Network of Texas) to distribute the survey to their membership of Latinx/a/o college graduates. To facilitate this process, I provided each organization's senior leadership (Executive Director,

National President, and National Vice President) with a short paragraph highlighting the importance of completing the survey (Appendix P). The partner organizations then used multiple methods to share the survey with their membership including email blasts, newsletters, and social media postings (Appendix Q). Second, I asked several university Latinx alumni association groups to distribute the survey. I conducted an internet search to identify groups and Latinx/a/o-based alumni groups across the country (Appendix R). I then identified the senior leadership for the alumni group and sent them a with a short paragraph explaining the purpose of the survey (Appendix P). The alumni groups then used multiple methods in order to share the survey with their membership including email blasts, newsletters, and social media postings (Appendix S). Third, I conducted individual outreach to Latinx/a/o college graduates who fit my target population in two ways. I first searched for Latinx-based professional groups, such as “Latinx Scholars” and “Latinxs in Student Affairs” using Facebook and LinkedIn. I then posted a message to the group asking potential respondents to complete the survey (Appendix P). I then solicited individuals from these groups directly. To do so, I sent direct messages to group members (Appendix P). Lastly, I used a snowball sampling approach to help increase the sample. I encouraged survey respondents to share the survey with other Latinx/a/o college graduates through social media and via email. Advocates can play a key role in encouraging additional respondents to assuage any potential concerns about participating; research indicates that finding an advocate within groups is critical to growing the number of survey respondents through social media (Johnson et.al., 2016).

**Procedure.** Respondents received an online Qualtrics link to the survey ([https://umdsurvey.umd.edu/jfe/form/SV\\_bsghonoulaLIBEV](https://umdsurvey.umd.edu/jfe/form/SV_bsghonoulaLIBEV)). Qualtrics is a web-based

survey tool used to conduct research, evaluations, and other data collection activities (Qualtrics, 2018). Qualtrics is widely used in social science research across numerous disciplines, including social work, education, psychology, and sociology (Massat, McKay, & Moses, 2009; Qualtrics, 2018). The beginning of the survey outlined its purpose and defined the terms “Latinx,” “Latino,” and “Latina” as the unifying term “Latinx/a/o”, a gender-neutral term that describes individuals from a diverse set of Latin American cultures. I then required respondents to complete a two-step verification process in order to proceed to the survey. Through this process, I avoided any robot or non-human respondents attempting to infiltrate the survey. Before beginning the survey, respondents had to complete a form outlining their consent to participate (Appendix T).

The third phase of my research design was the distribution of the survey to my target population of civically engaged Latinx/a/o college graduates. Initially, I relied on purposive sampling to reach my intended target of about 1,000 survey respondents. I drew potential respondents from eight professional organizations with robust memberships. When possible, I drew on my existing relationships with members of these organizations to distribute the survey. I also identified several university-based Latinx/a/o associations to help distribute the survey. To increase my number of survey respondents, I also relied on individual outreach through professional organizations. Lastly, I used snowball sampling by encouraging all respondents to share the survey with their networks.

### **Phase Three: Data Analysis**

The third phase of my research design was divided into six steps. First, I transformed my data and identified my sample or analysis. Second, I conducted

descriptive statistics to provide a profile of my sample. Third, I conducted frequencies to answer my first research question. Fourth, I conducted an exploratory factor analysis (EFA) to better understand the underlined constructs within my survey data. Fifth, I used item response theory (IRT) to examine the measurement properties of my survey items. Lastly, I used LCA to answer my second research question.

**Transforming data and identifying sample.** In order to conduct my analyses, I transformed my data and identified my sample. First, I cleaned my Excel output from Qualtrics. I eliminated data from the dataset was not germane to answering my two research questions. For example, “Survey Start Date”, “Survey End Date”, “Duration of Survey”, “Survey Location”, and “User Language”. I then coded each of the questions from the demographic section and each dimension of civic engagement (Appendix U). Lastly, I created two variables to further add context to my dataset: Latin American Region (LATIN\_REG) and Institution Type (INST\_TYPE). Both variables helped to provide a demographic profile of my survey respondents. After transforming the data, I identified my target population: Latinx/a/o college graduates with a minimum of a bachelor’s degree. I first removed cases from the dataset where respondents did not have a minimum of a bachelor’s degree ( $N = 17$ ). I then removed cases where respondents did not identify with origin from a Latinx/a/o region ( $N = 24$ ). Finally, I removed cases missing data for either the “Highest Degree” or the “Country” variable ( $N = 37$ ). Upon completing these steps, I identified my final sample of 1,367 cases.<sup>6</sup>

**Descriptive statistics.** I conducted descriptive statistics to provide a profile of my sample. Scholars have used descriptive statistics to highlight important aspects of their

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<sup>6</sup> A total of 1,445 respondents completed the survey.

survey data such as respondents' age, gender, sexual orientation, and educational attainment (Bringle, Hatcher, et al., 2006; Garvey & Drezner, 2019; Moely, Furco, & Reed, 2008; Wang, 2016; Wang & Lee, 2019; Weerts, Cabrera & Mejías, 2014; Weerts & Ronca, 2006, 2007). Numerous researchers studying the Latinx/a/o community have also collected data on their participants' individual or family's country of origin (Alemán et al., 2013; Alfaro, Weimer & Castillo, 2018; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal et al., 2009; Bumbry, 2016; Cabrales, 2011; Dika, 2014; Kirk & Watt, 2018; Gonzalez, 2003; Haber-Curran et al., 2017; Parmegiani, 2014; Torres Campos et al., 2009). In my first analysis, I focused on highlighting my sample's gender, educational attainment level, undergraduate graduation year, and Latinx/a/o country of origin. I used SPSS statistical software (Version 26) to conduct all descriptive analyses.

**Frequencies.** Through frequencies, I answered my first research question. Frequencies help researchers organize, interpret, and detect any irregularities in their data (Arkkelin, 2014; Bennett et al., 2011; Chang & Krosnick, 2003; Lavarkas, 2008). Researchers have used the mean, minimum, maximum, and standard deviation to describe their survey data (Wang & Lee, 2019; Weerts & Cabrera, 2018; Weerts & Ronca, 2007). Following the guidance of prior researchers, I found the mean, minimum, maximum, and standard deviation for each of my survey items. Additionally, I also calculated the percentage of my sample that engaged in each behavior and the percentage of missing cases for each behavior. Taken together, these frequencies provide the answer to my first research question. I used SPSS statistical software (Version 26) to conduct all frequency analyses.

**Exploratory factor analysis.** To better understand the underlined constructs of my survey data, I conducted an EFA, which is a useful method to verify the extent to which survey items represent a theoretical structure. A key consideration when conducting a factor analysis is sample size. Research indicates that an absolute minimum sample size of 50 is required in order to conduct a factor analysis (Brown, 2006; de Winter, Dodou, & Wieringa, 2009; Maydeu-Olivares, 2017; Wang & Lee, 2019). Given the sample for this study was 1,367, I far exceeded the minimum required. Two reasons guided my choice for conducting an EFA. First, I sought to test the assumption that there were six dimensions that could help explain the sample's civic engagement. Second, I aimed to understand the underlying relationship between the 37 prosocial behaviors I examined in my first research question. I used STATA statistical software (Version 16) to conduct the EFA.

**Item response theory.** I conducted an IRT to assess the measurement properties of 25 survey items. IRT is a set of statistical techniques that appraise the quality of survey items (Baker, 2001; Le, 2013; Reeve & Fayers, 2005; Schaap-Jonker, Egberink, Braam, & Corveleyn, 2016; Sharkness & DeAngelo, 2011; Sijtsma & Molenaar, 2002; Wang & Lee, 2019). Over the past 50 years, numerous large-scale education assessment companies, such as the Educational Testing Service and the College Board, have relied on IRT to refine and improve their survey instruments (Carlson & von Davier, 2017; Embretson, 1996; Fan, 1998; Hambleton & Jodoin, 2003; Janssen, Meier, & Trace, 2014; Sudol & Studer, 2010; Zanon, Hutz, Yoo, & Hambleton, 2016). IRT can also be used to assess the validity of new survey instruments, as the models allow for an analysis of how each item measures its intended behavior or trait (Baker, 2001; Sharkness & DeAngelo,

2011; Shu, Bergner, Zhu, Hao, & von Davier, 2017; Wang & Lee, 2019). One benefit of IRT is the ability to assess each of the response options for survey items. Traditional measurements that examine the quality of survey items, such as Cronbach's Alpha, only measure the entire scale as opposed to the individual response options (Baker, 2001; de Ayala, 2009; Embretson & Reise, 2000; Wang & Lee, 2019).

I utilized the graded response model (GRM) of IRT to examine the quality of my survey items. While there are numerous IRT models, GRM is often used to examine surveys that utilize ordered categorical responses, or Likert scales (Baker, 2001; Ostini & Nering, 2006; Samejima, 1969; 1997; Sijtsma & Molenaar, 2002; Wang & Lee, 2019). Given that my survey items used Likert scales, GRM was the appropriate IRT model to assess my survey items. GRM examines survey items in two ways. The first is through the item discrimination parameter (denoted as  $a_i$ ), which assesses how well an item measures an intended behavior or trait. Under the GRM, the strength of the item discrimination parameter can be very low (0.01 to 0.34), low (0.35 to 0.64), moderate (0.65 to 1.34), high (1.35 to 1.70), and very high (above 1.70; Baker, 2001; Sharkness & DeAngelo, 2011; Wang & Lee, 2019). For the purposes of my study, a high item discrimination parameter value indicates that the item accurately measured a respondent's engagement in a prosocial behavior. The second assessment of quality is through the item threshold, or difficulty, parameter (denoted as  $b_{ij}$ ), which measures the probability of selecting one of the response choices on the Likert scale. The item threshold is represented by a continuum, where the probability of selecting a given response or higher is 0.50 and the probability of selecting a given response or lower is also 0.50 (Baker, 2001; Sharkness & DeAngelo, 2011; Wang & Lee, 2019). For my study, the item

threshold indicates the probability of selecting one of the responses on the Likert scale (Always, Often, Sometimes, Rarely, or Never). The most preferred items are those whose range covers both positive and negative values (Baker, 2001; Raykov & Marcoulides, 2018). I used STATA statistical software (Version 16) to conduct the IRT.

**Latent class analysis.** I conducted an LCA to answer my second research question. LCA is a statistical method for identifying subgroups or subclasses of related cases, or latent classes, based on a set of observed values (Cabrera, Weerts, & Mejias, 2014; Campbell et al., 2017; Masyn & Nylund-Gibson, 2012; Rost, 2003; Wang & Wang, 2012). The identification of classes is a clear benefit from studies that utilize LCA, as stakeholders can tailor their marketing and outreach efforts to each of the specific subgroups. For this study, I utilized LCA to uncover typologies of civically engaged Latinx/a/o college graduates based on respondents' engagement in 11 prosocial behaviors.

Prior to conducting the LCA, I ensured that my data met three required criteria for the analysis. A relatively large sample size (at least 1,000), a small number of behaviors included in the analysis and a random pattern of missing data (Masyn & Nylund-Gibson, 2012). With a sample of 1,367 respondents and 11 prosocial behaviors, I met the first and second criterion. The hypothesis of data missing completely at random was also supported ( $\chi^2 [13,190] = 1,034.5, p > .05$ ).

Developing an LCA is a multi-step process which involves the estimation of two types of parameters. The first type is item parameters, which indicate the likelihood that an individual will select a survey item. For the purposes of my study, an item parameter pertains to estimating whether a respondent engages one of the 11 civic behaviors. The



second type is class probability parameters, which estimate the probability that an individual belongs to a specific class (Masyn, 2013; Nylund, Asparouhov, & Muthen, 2007). For my study, the probability parameter estimated whether a respondent belongs to specific civic typology.

When conducting an LCA, there are several steps to selecting the appropriate number of classes. The process begins by testing the fit of a one-class model as a baseline and then subsequently increasing the number of classes by one in a successive step (Cabrera, Weerts, & Mejias, 2014; Geiser, 2013; Masyn, 2013; Nylund et al., 2007; Pastor, 2010; Wang & Wang, 2012). For example, the fit of class one is tested, followed by the fit of class two in relation to class one, and so on. The chosen model should fit the data and represent an improvement of fit based on five fit statistics: the absolute entropy fit index ( $E$ ); the Akaike's information criteria (AIC); the Bayesian information criteria (BIC); the adjusted Bayesian information criteria (BIC-adjusted); and the adjusted Young-Lo-Mendell likelihood test of alternative models ( $\text{Adj } \chi^2_{\text{LMR-LRT}}$ ; Lo, Mendell, & Rubin, 2001; Masyn, 2013). The entropy statistic provides an overall assessment of the model. Values close to 1 signify the solution is reliable in classifying cases as members of the model (Geiser, 2013). While lower BIC, BIC-Adjusted and AIC signify good fit. A reduction in the Young-Lo-Mendell likelihood test ( $\chi^2_{\text{LMR-LRT}}$ ) indicates that the alternative model represents an improvement of fit over the previous model (Masyn, 2013; Wang & Wang, 2012; Weerts, Cabrera, & Mejias, 2014). Lastly, after selecting the appropriate number of classes, the quality of the class model should be assessed for two criteria. First, each item should have either a high probability ( $w_{mk} > .7$ ) or a low probability of belonging to a class ( $w_{mk} > .3$ ). Second, there should be a high degree of separation between classes

(Masyn, 2013; Wang & Wang, 2012). I used Mplus statistical software (Version 8.3) to conduct the LCA.

### **Chapter Summary**

This study relied on a three-step exploratory sequential mixed-method design consisting of the collection and analysis of qualitative and quantitative data. I used qualitative data to inform the subsequent quantitative phase of this study. I first conducted four hour-long focus groups that helped me to develop my survey instrument. During these groups, I tested the look, flow, and functionality of the survey and identified additional prosocial behaviors and examples of engagement. I then administered the survey to my target population of civically engaged Latinx/a/o college graduates. I partnered with eight Latinx/a/o professional organizations and conducted outreach to additional Latinx/a/o professional organizations and university alumni associations to surpass my intended target of 1,000 respondents. To answer my two research questions, I conducted five analyses: descriptive statistics, frequencies, EFA, IRT, and LCA. In *Chapter 4: Results*, I describe the results of each of the five analyses and answer to my two research questions.

## Chapter IV: Results

### Overview of Chapter

The purpose of this study was twofold: (a) to examine what prosocial behaviors civically engaged Latinx college graduates participate in, and (b) to identify civic typologies based on Latinx/a/o college graduates' patterns of civic engagement. In this chapter, I answer the two research questions at the core of this study:

1. What types of prosocial behaviors do civically engaged Latinx/a/o college graduates participate in?
2. Are there identifiable typologies of civically engaged Latinx/a/o college graduates?

As explained in Chapter 3, I used five different types of statistical analyses to answer my research questions. This chapter is organized by these five statistical analyses. First, I conducted a descriptive statistical analysis to better understand the demographic profile of my sample of engaged Latinx/a/o college graduates. Then, I proceeded to answer my first research question by documenting levels of engagement in 37 prosocial behaviors. Next, I answered the second research question through and EFA, IRT, and LCA. I conducted all analyses using three statistical packages: SPSS 26, Stata 16, and Mplus 8.3 (Weerts et al., 2014).

#### **A Profile of Civically Engaged Latinx College Graduates**

Table 3 below reports the demographic profile of the participant sample. In total, my study included 1,367 individuals who identified as Latinx/o/a and who have at least a bachelor's degree from an accredited college or university. I excluded survey respondents

who (a) were not from a Latinx/a/o country; (b) lacked a bachelor’s degree; or (c) or did not report their country of origin or educational attainment.<sup>7</sup>

Table 3

*Sample Characteristics*

Demographics	<i>N</i>	%	% Missing
<b>Gender</b>			
Man	425	31	5
Woman	840	61	
Trans Male/Trans Woman	2	.01	
Genderqueer/Gender Nonconforming	5	.01	
Different Identity	19	2	
<b>Region</b>			
Northeast	36	3	1
Mid-Atlantic	519	38	
Southeast	95	7	
Mid-West	229	17	
Southwest	232	17	
Northwest	24	2	
West	214	15	
<b>Highest Level of Education</b>			
Bachelor’s Degree	600	44	3
Master’s Degree	513	38	
Professional Degree	88	7	
Doctoral Degree	123	9	
<b>Undergraduate Graduation Year</b>			
1960-1969	2	.001	.001
1970-1979	18	1	
1980-1989	26	2	
1990-1999	123	9	
2000-2009	473	35	
2010-2019	712	52	

<sup>7</sup> A total of 1,455 respondents completed the survey.

## **Gender and Region**

The majority of Latinx/a/o college graduates in the sample are female (61%), while men constitute a third of the sample (31%) and 3% identify as “Genderqueer/Gender Nonconforming,” “Trans Man/Trans Woman,” or “Different Identity.” Nearly 40% of the sample lives in Mid-Atlantic<sup>8</sup> region, in states such as Maryland and Virginia. Moreover, 34% of the sample resides across the Midwest and Southwest. Lastly, 15% resides in the West, primarily in the state of California. Overall, the sample is more geographically diverse compared to the general population of Latinos in the United States, where 27% of Latinos reside in California and 19% reside in the Southwest region, primarily in the state of Texas (Pew Hispanic Center, 2016d).

## **Educational Attainment**

The sample represents Latinx/a/o alumni who graduated over a span of 49 years, ranging from 1966-2019. However, most of the sample (87%) graduated within the past 20 years (2000-2019). Nearly 90% has attained some form of advanced education beyond a bachelor’s degree, including 9% who attained a doctoral degree and 5% who obtained a professional degree (i.e. a law degree or medical degree). The sample also displays higher levels of educational attainment than the general population of Latinx/a/os. In 2017, only 13% of Latinos in the United States held a bachelor’s degree, 10% held a master’s degree, and 8% held a doctoral degree (United States Department of Education, 2018a).

The sample represents alumni from 378 4-year not-for-profit institutions of higher education across the country. Respondents attended a variety of institution types, including doctoral universities, master’s colleges and universities, and baccalaureate

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<sup>8</sup> Regional designations based on U.S. Census Divisions and Regions.

colleges (Carnegie Classifications, 2019). In total, 68% of the sample graduated from doctoral universities such as Arizona State University, the University of Maryland, College Park, the University of California Los Angeles, the University of Illinois at Urbana-Champaign, the University of Michigan, and Stanford University. The remaining 32% graduated from master’s colleges and universities and baccalaureate colleges, such as Gonzaga University, Amherst College, Wellesley College, and numerous California State University institutions.

### **Regional Diversity**

Table 4 presents the sample’s Latinx/a/o regional diversity. Overall, the sample is more regionally diverse than the general population of Latinx/a/os. More than 55% of the sample has Mexican origins while 12% are from Central American countries. Fifteen percent of the sample are from Caribbean<sup>9</sup> countries, slightly lower than that of the general population of Latinx/a/os (17%).

Table 4

#### *Latinx/a/o Regional Diversity*

Latinx/a/o Regional Group	N	Sample %	General Population of Latinx/a/os % <sup>a</sup>
1. Mexican	748	55	62
2. Caribbean	206	15	17
3. Central American	159	12	10
4. South American	181	13	6

<sup>a</sup> U.S. Census Bureau, Current Population Survey, 2017.

<sup>9</sup> To calculate respondent’s Latinx regional identity, I created a new variable based on the U.S. Census Bureau (Latin American Region) and coded each response accordingly: Caribbean = 1, Central American = 2, South America = 3, and Mexico = 4.

## **Conclusions from Descriptive Analysis**

Overall, the sample is highly educated, with numerous respondents having advanced educational degrees. Given the sample's advanced level of education, they were an appropriate group to answer my two research questions, as it was likely that this group would engage civically. As prior research indicates, civic engagement is highly correlated with an advanced education level; the higher the educational level, the more likely it is that an individual will engage civically (AGB, 2018; Baum, Ma, & Payea, 2013; Perrin & Gillis, 2019). As indicated in Chapter 2, past research examining Latinx/a/os in higher education has focused primarily on Mexican-American native-born undergraduates and alumni (Alemán et al., 2013; Amaro-Jimenez & Hungerford-Kresser, 2013; Bernal et al., 2009; Bumbry, 2016; Cabrales, 2011; Gonzalez, 2003; Torres Campos et al., 2009; Haber-Curran et al., 2017). Nearly 40% of the sample for the present study had origins from a region outside of Mexico. This more regionally diverse sample helped provide a deeper understanding of the civic engagement of Latinx/a/o alumni from a variety of backgrounds, including El Salvador, Colombia, Cuba, and the Dominican Republic. In the next section, I address my first research question through a frequency analysis, which details the types of prosocial behaviors the sample participates in.

### **Research Question One**

My first research question sought to document Latinx/a/o college graduates' engagement in a set of prosocial behaviors. To appraise their level of engagement, I gave respondents a 5-anchor Likert scale ranging from 1 (never) to 5 (always). During my exploratory analyses, I found that most answers grouped around anchors 1 through 3 and

around anchors 4 to 5. Due to this ceiling effect in the distribution of answers, I collapsed the five anchors into two categories: engaged (1), and non-engaged (0), which was aligned to the bipolar distribution I found for most items. Table 5 below reports the frequency of participation in the 37 behaviors comprising each of the 6 dimensions of civic engagement identified in Chapter 3; (a) voting, (b) volunteering, (c) advocacy, (d) giving financially, (e) cultural and political resource, and (f) elected office.



Table 5

*Engagement by Dimension/Behavior*

Civic Engagement Dimension/Behavior	% Sample Engaged <sup>a</sup>	Descriptive Statistics		
		<i>M</i>	<i>SD</i>	% Cases Missing
<b><i>Voting</i></b>				
1. I vote in Presidential elections.	91	4.6	1.0	2
2. I vote in Congressional elections.	82	4.3	1.2	2
3. I vote in State elections.	78	4.1	1.3	2
4. I vote in Local elections.	68	3.9	1.3	2
<b><i>Volunteering</i></b>				
5. I participate in mentoring programs.	45	3.3	1.3	3
6. I support students' participation in Latinx/a/o leadership programs.	42	3.0	1.5	4
7. I serve on non-profit boards.	32	2.5	1.6	3
8. I participate in political campaigns through non-paid acts of service.	23	2.3	1.4	4
9. I participate in tutoring programs.	21	2.3	1.2	3
10. I recruit students to attend my undergraduate or graduate institution.	21	2.3	1.4	4
11. I participate in local or state-wide cleanup efforts.	13	2.2	1.1	4
12. I serve in non-paid appointed public service positions.	9	1.6	1.1	4
13. I serve on corporate boards.	8	1.3	.93	4
14. I teach English or civic classes to immigrant communities.	6	1.3	.84	4

(Continued)

Civic Engagement Dimension/Behavior	% Sample Engaged <sup>a</sup>	Descriptive Statistics		
		<i>M</i>	<i>SD</i>	% Cases Missing
<b><i>Advocacy</i></b>				
15. I boycott companies or products.	34	2.9	1.2	4
16. I rally.	30	2.8	1.2	3
17. I protest.	20	2.4	1.2	4
18. I write to elected officials.	19	2.3	1.2	4
19. I call elected officials.	18	2.3	1.2	4
20. I participate in townhalls.	18	2.3	1.2	4
21. I lobby.	11	1.8	1.1	4
<b><i>Giving Financially</i></b>				
22. I give to non-profit organizations.	45	3.3	1.2	4
23. I give to help Latinx/a/os pursuing higher education.	31	2.9	1.2	4
24. I give to the church or a religious institution.	22	2.3	2.4	4
25. I give to political candidates.	21	2.4	1.2	4
26. I give to my undergraduate institution.	15	2.0	1.2	5
27. I give to political organizations.	10	1.9	1.1	4
28. I give to my graduate institution.	7	1.6	1.0	5

(Continued)

Civic Engagement Dimension/Behavior	% Sample Engaged <sup>a</sup>	Descriptive Statistics		
		<i>M</i>	<i>SD</i>	% Cases Missing
<b><i>Cultural and Political Resource</i></b>				
29. I encourage members of my community/family to engage civically.	75	4.1	1.0	5
30. I share information with members of my community/family.	73	4.0	1.0	5
31. I help members of my community/ family navigate systems.	65	3.9	1.2	5
<b><i>Elected Office</i></b>				
32. I have run for local elected office.	6	.07	.25	5
33. I hold/have held local elected office.	5	.06	.23	5
34. I have run for state elected office.	2	.02	.14	5
35. I hold/have held state elected office.	1	.01	.11	5
36. I have run for national elected office.	0	.01	.09	5
37. I hold/have held national elected office.	0	.01	.07	5

<sup>a</sup> Based on Likert Scale anchors 4: "Often" and 5: "Always."

As one examines Table 5 above, it is possible to discern three tiers of engagement across the six dimensions of civic engagement. The first tier displays the highest level of engagement as shown by high means (e.g., 4.2 for voting) and high average percentage of engagement (e.g., 80% for voting). The two dimensions in the highest tier are voting and cultural and political resources. The second tier displays a moderate level of engagement as displayed by modest means (e.g., 2.3 for giving financially) and modest average percentages of engagement (e.g., 22% for giving financially). The three dimensions in the moderate tier are volunteering, advocacy and giving financially. The third tier displays the lowest level of engagement (6% and below). What follows is a detailed description of each of the six dimensions.

### **Voting**

The sample exhibits a high percentage of engagement across the four voting behaviors (68% to 91%). Most of the sample votes in Presidential elections (91%). Followed by voting for members of Congress (82%). Seventy-eight percent of respondents participate in state elections. While, 68% voted in local elections. Accordingly, the mean scores for the survey items range from 4.6 for voting in Presidential elections to 3.9 for voting in Local elections. This dimension displays the lowest percentage of missing cases (2%).

### **Volunteering**

Overall, the sample exhibits a modest level of engagement across the behaviors in the volunteering dimension. Almost fifty percent of respondents participate in mentoring programs (45%). Less than half (42%) of respondents support students participating in Latinx/a/o leadership programs. Thirty-two percent of the sample serves on various non-

profit boards. Only 23% of the sample participate in political campaigns. One out of five recruits students to attend their undergraduate alma mater. Twenty percent of respondents participate in structured tutoring programs, and only 13% of respondents engage in cleanup efforts. Nine percent serve in appointed public service positions. Eight percent serve on corporate boards, and just 6% of the sample teach English or civics classes to immigrant communities. Accordingly, the mean scores for these seven behaviors range from 1.3 for teaching English classes to 3.3 for participating in mentoring programs. The percentage of missing cases was between 3% and 4%.

### **Advocacy**

The sample exhibits a modest level of engagement across the seven behaviors in the advocacy dimension. The largest percentage boycott companies or products (34%) followed by participating in political rallies (30%). A smaller percentage participates in protests (20%), writes to elected officials (19%), or calls elected officials (18%) about policy issues that are important to them. Only 18% participate in town halls or other public events to share concerns with elected officials. Lastly, only 11% lobby members of Congress, state, and local governments. Accordingly, the mean scores for the behaviors within this dimension range from 1.8 for lobbying to 2.9 for boycotting companies or products. The percentage of missing cases in this dimension ranged between 3% and 4%.

### **Giving Financially**

The sample exhibits a modest level of engagement across the seven behaviors within the giving financially dimension. The largest portion of the sample gives to non-profit organizations (45%) and gives to Latinx/a/o students pursuing higher education

(31%). A smaller portion gives to a church or religious institution (22%), individuals running for political office (21%), or to their undergraduate alma maters (15%). Ten percent reported giving to political organizations, and 7% give to their graduate alma mater. Accordingly, the mean scores range from 1.6 for giving to graduate institutions to 3.3 for giving to non-profit organizations. The percentage of missing cases across ranged from 4% to 5%.

### **Cultural and Political Resource**

The sample exhibits a high level of engagement across the three behaviors in the cultural and political resource dimension. Most of the sample (75%) encourages members of their family or community to engage civically. A large majority of respondents (73%) share information with family members or their communities. Sixty-five percent of the sample help family members and their communities navigate complex procedures such as applying to become U.S. citizens, going to college, or securing healthcare coverage. The mean scores for this dimension ranged from 3.9 to 4.1. The percentage of missing cases for this dimension was 5%.

### **Elected Office**

Of all the six dimensions under investigation in this study, Latinx/a/o college graduates engaged in running or serving in an elected office the least. Six percent of the sample has run for local elected office, while only 5% has held local elected office. Two percent of respondents have run for state elected office, while 1% have held state elected office. Less than 1% have run for national elected office. The percentage of missing cases for this dimension of engagement was 5%.

## **Conclusions from Research Question One**

Three tiers define the civic engagement of Latinx/a/o college graduates (high, modest, and low). The first tier represents the highest intensity of engagement and includes the voting and cultural and political resource dimensions. In the voting dimension, most of the sample votes in Presidential elections (91%) and in Congressional elections (82%). In the cultural and political resource dimension, a large majority of the sample encourages their community and family members to engage civically (75%); they also share information with their communities and family members (73%). The second tier represents a modest intensity of engagement and includes the advocacy, volunteering, and giving financially dimensions. Roughly one-third of the sample boycotts companies or products (34%) and participates in political rallies (30%). Close to 40% mentor and support students' participation in Latinx/a/o leadership programs (42%). Nearly half give to non-profit organizations (45%), and one-third give to Latinx/a/os pursuing a higher education (31%). The third tier represents the lowest intensity of engagement and is comprised of the elected office dimension. Given the sample's low level of engagement and upon consulting with civic typology experts (A. Cabrera, personal communication, October 21, 2019), I excluded the elected office dimension in answering research question number two. In the following section. I will discuss how I answered my second research question.

## **Research Question Two**

My second research question sought to identify typologies of civically engaged Latinx/a/o college graduates. As explained in Chapter 3, and consistent with best practices in scale development (e.g., Sharkness, 2014; Wang & Lee, 2019; Weerts,

Cabrera & Mejias, 2014), I followed a two-step procedure before selecting the most representative survey items to be used in identifying the typologies. I first conducted an exploratory factor analysis (EFA) to confirm the extent to which 27 prosocial behaviors fell into five of the six dimensions I hypothesized in Chapter 3 (see Table 5). The EFA also allowed me to identify those behaviors most representative of each factor. I deemed items with loadings 0.50 or higher as the most representative of the factor (Wang & Lee, 2019). Next, I relied on item response theory (IRT) to document the extent to which the items had acceptable levels of information and discrimination (Sharkness & DeAngelo, 2011; Wang & Lee, 2019). The combination of an EFA and IRT led me to the selection of the 11 items used in my latent class analysis (LCA). In the following sections, I discuss the results of the EFA, IRT, and LCA.

### **Results: Exploratory Factor Analysis**

The EFA suggested that six factors should be retained. Those factors were (a) voting, (b) volunteering, (c) advocacy, (d) giving financially, (e) cultural and political resource, and (f) political service. I conducted the EFA using the original scale (1-5). The six factors account for nearly 60% of the total variance in the correlation matrix. The structure of the factors differed from the initial dimensions of civic engagement I presented in Chapter 3. Two behaviors I hypothesized to be part of the giving financially dimension (giving to political campaigns and political candidates) loaded onto the advocacy factor. The political service factor emerged as a new structure comprised of serving on corporate boards and in non-paid appointed positions. Out of 31 behaviors initially included in the factor analysis, four items<sup>10</sup> did not meet the minimum .50

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<sup>10</sup> Serving on nonprofit boards, teaching English classes to immigrant communities, participating in cleanup efforts, and giving to the church or a religious organization.



loading threshold for inclusion in a factor (Brown, 2006). Therefore, I excluded those four items from all future analyses.

Table 6 below presents the results of the factor analysis. The table is organized by six factors with the corresponding behaviors. Column one (*Factor*), two (*Item*), and three (*Survey Question*) display each behavior within its corresponding factor. The fourth column, *Loading*, lists the standardized factor loadings for the behaviors, ranging from 0.566 to 0.928. The fifth column, *% Variance Accounted*, displays the total variance accounted for by each factor. The final column, *Cronbach's Alpha* (denoted as  $\alpha$ ), measures the internal reliability of each factor ranging from  $\alpha$  0.58) to high (0.90). In the following sections, I discuss the structure of each of the six factors.

Table 6

*Construct Factor Loadings for Hypothesized Six-Factor Mode*

Factor	Item <sup>a</sup>	Survey Question	Loading	% Variance Accounted	Cronbach's Alpha
1. Voting	V1	Voting in Congressional elections.	.928	7	.92
	V2	Voting in State elections.	.915		
	V3	Voting in Presidential elections.	.887		
	V4	Voting in Local elections.	.821		
2. Volunteering	VOL1	Participating in tutoring programs.	.707	4	.74
	VOL2	Supporting students' participation in Latinx/a/o leadership programs.	.653		
	VOL3	Participating in mentoring programs.	.638		
	VOL4	Recruiting students to attend my undergraduate or graduate institution.	.566		
3. Advocacy	A1	Participating in political rallies.	.792	28	.90
	A2	Participating in protests.	.788		
	A3	Participating in unpaid lobbying.	.659		
	A4	Participating in political campaigns.	.650		
	A5	Giving to political candidates.	.641		
	A6	Participating in boycotts.	.632		
	A7	Calling elected officials.	.559		
	A8	Writing elected officials.	.549		
	A9	Participating in townhalls.	.538		
	A10	Giving to political organizations.	.525		
4. Giving Financially	G1	Giving to my undergraduate institution.	.792	10	.75
	G2	Giving to my graduate institution.	.713		
	G3	Giving to non-profit organizations.	.695		
	G4	Giving to help Latinx/a/os pursuing higher education.	.568		
5. Cultural and Political Resource	PC1	Helping members of my community or my family navigate systems.	.740	5	.79
	PC2	Sharing information with members of my community or family.	.723		
	PC3	Encouraging members of my family or community to engage civically.	.674		
6. Political Service	PS1	Serving in non-paid appointed public service positions.	.590	3	.58
	PS2	Serving on corporate boards.	.586		

**Factor 1: Voting.** The voting factor is comprised of four items (see Table 6). The factor analysis results mirror the hypothesized voting dimension posed in Chapter 3. The overall loadings range from 0.821 to 0.928, representing the highest loadings across all of the six factors. Voting in congressional elections (0.928) and in state elections (0.915)

have the highest loadings within the factor. Followed by voting in presidential elections (0.887) and voting in local elections (0.821). The voting factor accounts for 7% of the total variance across all of the factors and has a reliability of .92 indicating a sound homogenous structure.

**Factor 2: Volunteering.** The volunteering factor is comprised of four items (see Table 6). The factor analysis results mirror the hypothesized volunteering dimension posed in Chapter 3. The individual loadings for each behavior range from 0.566 to 0.707. Tutoring (0.707) and supporting students' in Latinx/a/o leadership programs (0.653) had the highest loadings followed by mentoring (0.638) and recruiting students to pursue higher education (0.566). The volunteering factor accounted for 4% of the total variance with a reliability of .74, indicating an appropriate homogeneous structure.

**Factor 3: Advocacy.** The advocacy factor is comprised of 10 items (see Table 6). This factor accounts for 28% of the total variance, the largest total variance across all of the six factors. The factor analysis results differed from the hypothesized advocacy dimension posed in Chapter 3. It grouped two indicators of giving financially with two indicators of advocacy. The overall loadings range from 0.525 to 0.792. Participating in political rallies (0.792), protesting (0.788) had the highest loadings followed by lobbying (0.659), campaigning for political candidates (.650) giving to political candidates (.641) and boycotting (.632). Calling elected officials (0.559), writing elected officials (0.549), participating in townhalls (0.538), and giving to political organizations (0.525) had the lowest loadings. With a .90 reliability, the advocacy factor had the highest reliability of all the six factors.

**Factor 4: Giving financially.** Accounting for 10% of the total variance, the giving financially factor is comprised of four items (see Table 6). The factor analysis results differed from the hypothesized giving financially dimension posed in Chapter 3. The analysis grouped two indicators of giving with two indicators of advocacy. The overall loadings range from 0.568 to 0.792. Giving to my undergraduate alma mater (0.792) and giving to my graduate alma mater (0.713) had the highest loadings followed by giving to non-profit organizations (0.695) and giving to help Latinx/a/os pursue higher education (0.568). If treated as scale, the reliability of the factor is .75.

**Factor 5: Cultural and political resource.** The cultural and political resource factor is comprised of three items (see Table 6). The factor analysis results mirrored the hypothesized cultural and political resource dimension posed in Chapter 3. The overall loadings range from 0.674 to 0.740. Helping communities or family navigate systems (0.740) and sharing information with communities or family (0.723) had the highest loadings followed by encouraging communities or family to engage civically (0.674). The cultural and political resource factor accounted for 7% of the total variance and with a reliability of .79.

**Factor 6: Political service.** The political service factor is comprised of two items (see Table 6). The factor analysis results differed from the hypothesized dimensions posed in Chapter 3. It grouped two indicators of volunteering into a new structure. The overall loadings for this factor are the lowest across all of the six factors (0.586 and 0.590). Overall, this factor accounts for just 3% of the total variance and with a low reliability index of .58.

## **Conclusions**

The factor analysis suggested that six factors (voting, volunteering, advocacy, giving financially, cultural and political resource, and political service) define the civic engagement of Latinx/a/o college graduates in this study. Within each factor, the most representative behaviors have loadings with 0.70 or higher (Wang & Lee, 2019). Those behaviors are: congressional elections and in state elections (voting factor), tutoring (volunteering factor), rallying and protesting (advocacy factor), giving to undergraduate alma mater and giving to graduate alma mater (giving financially factor), navigating systems and sharing information with communities or family (cultural and political resource factor). No behaviors met the 0.70 threshold within the political service factor. Upon consulting with quantitative experts, I excluded these two behaviors<sup>11</sup> from all remaining analyses (A. Cabrera, personal communication, October 21, 2019). In the next section, I detail the results of the IRT.

## **Item Response Theory**

Following best practices in scale development (Raykov & Marcoulides, 2018; Sharkness & DeAngelo, 2011; Wang & Lee, 2019), I utilized IRT to further examine the measurement properties of 25 survey items. While the factor loadings reflect the correlation of the item in the factor, IRT documents the extent to which items have acceptable levels of discrimination, difficulty, and information (Raykov & Marcoulides, 2018; Sharkness, 2014). As described in Chapter 3, discrimination parameters can range from very low (0.01 to 0.34), low (0.35 to 0.64), moderate (0.65 to 1.34), high (1.35 to 1.70), to very high (above 1.70). Difficulty parameters measure the spread of the items in

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<sup>11</sup> Serving in non-paid appointed public positions and serving on corporate boards.

the underlying construct which range from negative (-4) to positive (4) values. The most preferred items are those whose range covers both positive and negative values (Baker, 2001; Raykov & Marcoulides, 2018). Table 7 below displays the results of the IRT. I conducted the IRT utilizing the original scale for each of the variables (1-5). Across all 25 items, the discrimination parameters range from moderately high (1.29) to very high (above 1.75). In the following sections, I detail the discrimination, difficulty, and information for each item through factor information functions (Karim, 2010; Magis, 2013; Weiss & Yoes, 1985). Figures 2 through 6 display the level of information of the 25 items within each of the five corresponding factors.

Table 7

*Item Response Theory Analysis*

Factor	Item	Behaviors	Item Discrimination ( $a_i$ )	<i>SE</i>	Item Difficulty ( $b_1$ )	Item Difficulty ( $b_2$ )	Item Difficulty ( $b_3$ )
Voting	V1	Voting in Congressional	9.37	(.93)	-1.37	-1.17	-.903
	V2	Voting in State	9.11	(.78)	-1.35	-1.13	-.768
	V3	Voting in Presidential	3.85	(.28)	-1.71	-1.59	-1.42
	V4	Voting in Local	3.78	(.22)	-1.39	-1.02	-.55
Volunteering	VOL2	Supporting Latinxs	2.28	(.18)	-.772	-.404	.272
	VOL3	Mentoring	1.97	(.14)	-1.42	-.784	.165
	VOL1	Tutoring	1.44	(.10)	.732	.222	1.25
	VOL4	Recruiting students	1.50	(.11)	-.055	.374	1.13
Advocacy	A1	Calling officials	2.65	(.14)	-.412	.230	1.05
	A2	Participating in townhalls	2.56	(.13)	-.400	.254	1.05
	A3	Writing officials	2.30	(.11)	-.541	.186	1.03
	A4	Rallying	2.30	(.11)	-1.07	-.415	.603
	A5	Lobbying	2.29	(.13)	.146	.695	1.48
	A6	Political campaigns	2.08	(.11)	-.240	.280	.939
	A7	Protesting	1.90	(.10)	-.652	.132	1.07
	A8	Giving to candidates	1.51	(.08)	-.625	.102	1.17
	A9	Boycotting	1.40	(.07)	-1.40	-.634	.635
	A10	Giving to organizations	1.29	(.08)	.164	.983	2.05
Giving Financially	G1	Giving to undergrad	2.50	(.20)	-.104	.560	1.26
	G2	Giving to grad	2.40	(.20)	.494	1.06	1.73
	G3	Giving to nonprofits	1.52	(.10)	-1.88	-1.05	.225
	G4	Giving to Latinx/a/os	1.43	(.10)	-1.36	-.427	.754
Cultural and Political Resource	PC3	Encouraging to engage	4.08	(.49)	-1.95	-1.45	-.752
	PC2	Sharing information	2.85	(.22)	-2.09	-1.55	-.717
	PC1	Navigating systems	1.73	(.10)	-2.25	-1.50	-.597

**Voting.** All four items have very high discrimination levels (see factor 1 in Table 7). Congressional elections (9.37) and state elections (9.11) have the highest discrimination levels followed by presidential elections (3.85) and local elections (3.78). All items also provide a spread of values in the negative domain of the construct. Voting in local elections provides the widest spread (-1.39 to -.02) followed by state elections (1.35 to -.27), congressional elections (-1.37 to -.44), and presidential elections (-1.71 to -1.04). Figure 2 depicts the item information function for the voting factor. Voting in congressional elections has the highest level of information followed by state elections.

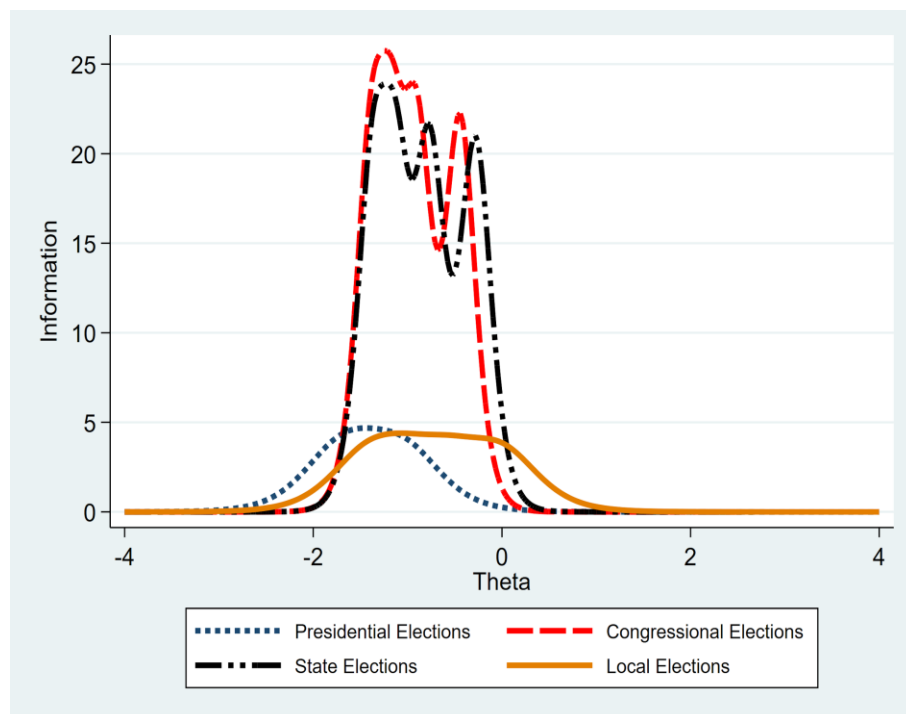
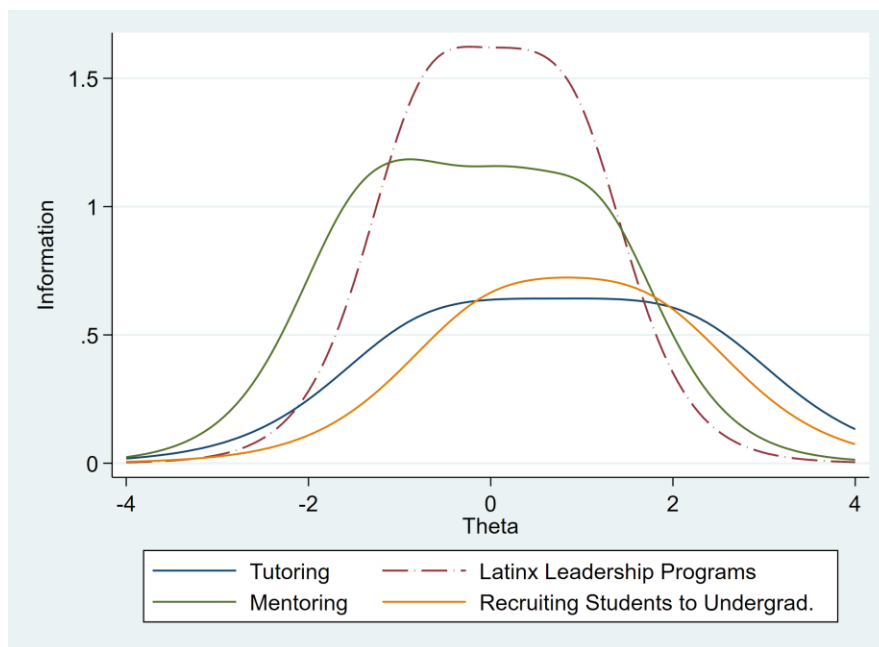


Figure 2. Voting factor item information function.

**Volunteering.** All four volunteer items have high to very high discrimination levels (see factor 2 in Table 7). Supporting students pursuing Latinx/a/o leadership programs (2.28) and mentoring (1.97) have the highest discrimination levels followed by



tutoring (1.44) and recruiting students to undergraduate alma mater (1.50). Items in the volunteering factor also have a wide spread of negative and positive values. Mentoring provides the widest spread (-1.42 to 1.12) followed by recruiting students (-0.55 to 1.77), supporting students pursuing Latinx/a/o leadership programs (-.772 to .886) and tutoring (.732 to 2.18). Figure 3 depicts the item information function for the volunteering factor. Latinx/a/o leadership programs displays the highest level of information. This item also discriminates between low and high levels of engagement in this behavior. To a certain extent, the same observation applies to mentoring, which displays the second largest level of information among the four items.



*Figure 3.* Volunteering factor item information function.

**Advocacy.** The 10 advocacy items have moderate, high, and very high discrimination levels (see factor 3 in Table 7). Calling elected officials (2.65), participating in townhalls (2.56), and writing elected officials (2.30) have the highest discrimination levels. Followed by rallying (2.30), lobbying (2.29), campaigning for

political candidates (2.08), protesting (1.90), giving to political candidates (1.51), boycotting (1.40), and giving to political organizations (1.29). Items in the advocacy factor also have a widespread range of negative and positive values. Boycotting has the widest spread (-1.40 to 1.92) followed by giving to political candidates (-.625 to 2.14), giving to political organizations (.164 to 2.90), rallying (1.07 to 1.51), protesting (-.652 to 1.86), writing elected officials (-.541 to 1.77), participating in townhalls (-.400 to 1.74), lobbying (.146 to 2.08), and campaigning for political candidates (-.240 to 1.60). Figure 4 depicts the item information function for the advocacy factor. Calling elected officials has the highest level of information followed by participating in townhalls, writing elected officials, and lobbying. While protesting and rallying have lower levels of information and discriminate better between high and low values in the domain. In contrast, calling elected officials, participating in townhalls and lobbying have a shorter range of values.

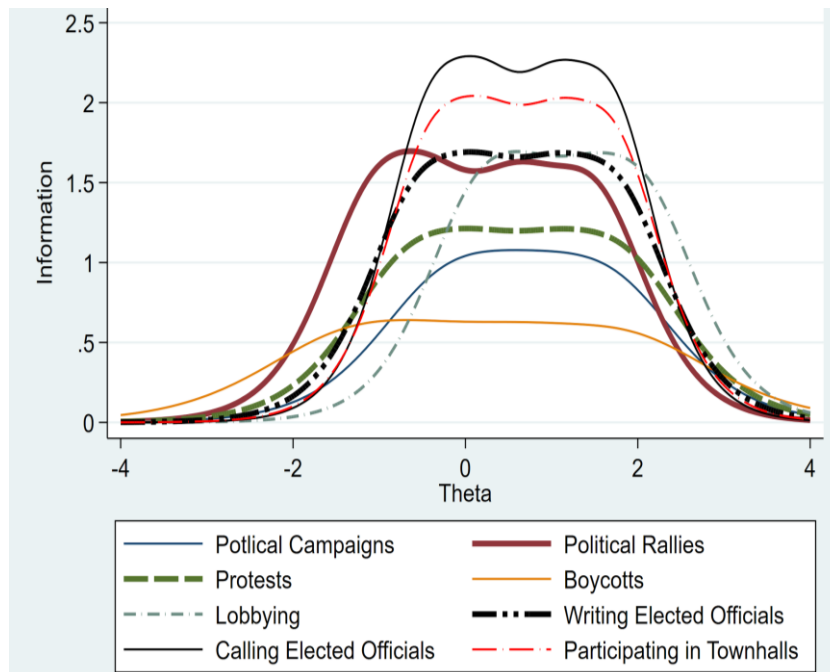


Figure 4. Advocacy factor item information function.

**Giving financially.** The four giving financially items have high and very high levels of discrimination (see factor 5 in Table 7). Giving to undergraduate alma mater (2.50) and giving to graduate alma mater (2.40) display the highest discrimination levels followed by giving to non-profit organizations (1.52) and giving to Latinx/a/os pursuing higher education (1.43). The items in the giving financially factor also have a wide spread of positive and negative values. Giving to non-profit organizations has the widest spread (-1.88 to 1.18), followed by giving to Latinx/a/os pursuing higher education (-1.36 to 1.18), giving to undergraduate alma mater (-.104 to 1.80), and giving to graduate alma mater (.494 to 2.19). Figure 5 depicts the item information function for the giving financially factor. Giving to undergraduate alma mater has the highest level of information. This item also discriminates between both low and high levels of engagement. As does giving to my graduate alma mater also discriminates between both and high and low levels of engagement, which displays the second largest level of information among the four items in the giving financially factor.

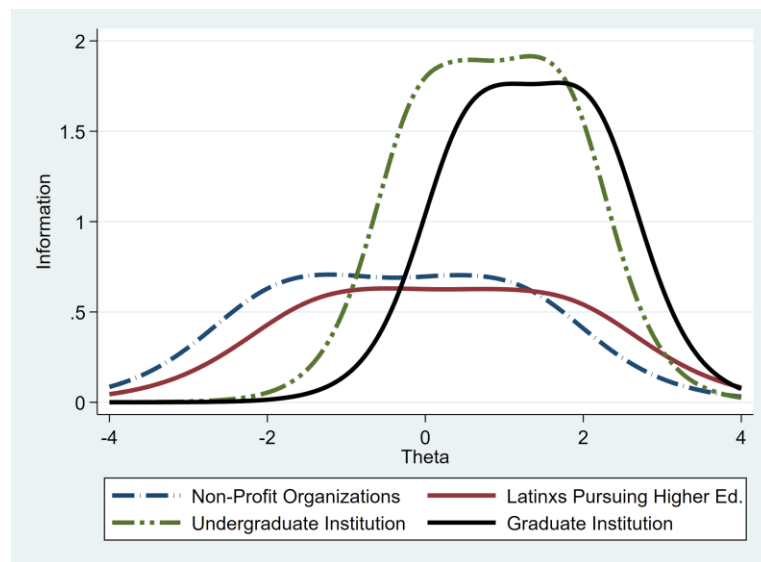


Figure 5. Giving financially factor item information function.

**Cultural and political resource.** The three cultural and political resources items have very high discrimination levels (see factor 5 in Table 7). Encouraging community and family members to engage civically (4.08) has the highest discrimination level followed by sharing information with community and family members (2.85) and navigating systems (1.73). The items in the cultural and political resource factor also have a wide spread of positive and negative values. Navigating systems has the widest spread (-2.25 to 2.42), followed by sharing information with community or family members (-2.09 to .047) and encouraging community and family members to engage civically (-1.95 to .047). Figure 6 depicts the item information function for the three items in the cultural and political resource factor. Encouraging community and family members to engage civically has the highest level of information and discriminates between low and high levels of engagement. Sharing information with community and family members provides the second highest level of information and discriminates between low and high levels of engagement.

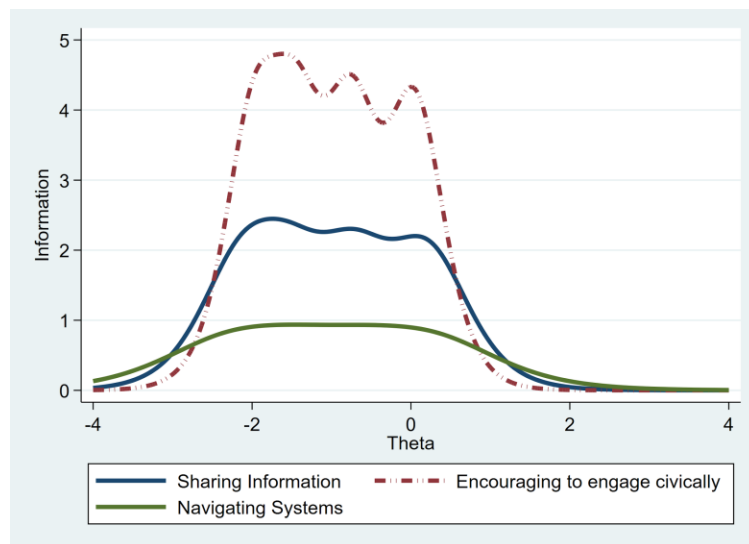


Figure 6. Cultural and political resource factor item information function.

## Conclusions from Factor Analysis and Item Response Theory

Based on the factor analyses and IRT results, I identified 11 items as the best to use in the latent class analysis (see Table 8). The majority of the items I selected: (a) display loadings of 0.5 or higher; (b) provide high levels of discrimination; (c) have a wide spread of positive and negative values; (d) display high levels of information; and (e) have at least 40% of the sample engaging in the behavior.

Table 8

### *Candidates for Latent Class Analysis*

Factor /Behavior	Loadings	Item Discrimination	Item Difficulty	% Engaged <sup>a</sup>
<b>Voting</b>				
1. Voting in Congressional elections.	.928	9.37	-1.37 to -.442	82
2. Voting in State elections.	.915	9.11	-1.35 to -.279	78
<b>Volunteering</b>				
3. Participating in mentoring programs.	.638	1.96	-1.42 to 1.12	45
4. Supporting students' participation in Latinx/a/o leadership programs.	.635	2.28	-.772 to .886	42
<b>Advocacy</b>				
5. Participating in political rallies.	.792	2.30	-1.07 to 1.51	30
6. Participating in protests.	.788	1.90	-.65 to 1.86	20
7. Writing to elected officials.	.549	2.30	-.541 to 1.77	19
<b>Giving Financially</b>				
8. Giving to non-profit organizations.	.695	1.52	-1.88 to 1.18	45
9. Giving to my undergraduate institution.	.792	2.49	-.104 to 1.80	15
<b>Cultural Resource</b>				
10. Encouraging members of my community/family to engage civically.	.674	4.08	-1.95 to .047	75
11. Sharing information with members of my community/family.	.723	2.85	-2.09 to .196	73

<sup>a</sup> Based on Likert scale anchors 4: "Often" and 5: "Always."

## Latent Class Analysis

I utilized LCA to determine if respondents' engagement in prosocial behaviors underscore classes of civically engaged Latinx/a/o college graduates. My null hypothesis was that Latinx/a/o college graduates are homogenous in their civic engagement. Prior to conducting LCA, I that ensured my data met the required criteria for this type of analysis; namely, a sample size of at least 1,000, a small number of behaviors under investigation, and a pattern of data missing at random (Masyn, 2013; Masyn & Nylund-Gibson 2012; Wang & Wang, 2012). With a sample size of 1,367 and 11 behaviors under investigation my data met the criteria. Furthermore, the hypothesis of data missing completely at random was supported ( $\chi^2 (13,190) = 1,034.5, p > .05$ ).

Table 9 below reports the results of testing five alternative model classes of civic engagement. As suggested in the LCA literature (Geiser, 2013; Masyn, 2013; Nylund et al., 2007), I followed a stepwise procedure in choosing the best model. I began the analysis with a one-class model as a baseline. This model assumes Latinx/a/o college graduates are homogenous in their prosocial behaviors, or that there is just one class of civically engaged Latinx/a/o college graduates. Then, I added additional alternative models of classes of civic engagement. As I added classes, I examined five fit statistics indices to assist me in selecting the best class solution. Those indices included: the absolute entropy fit index ( $E$ ); the Akaike's information criteria (AIC); the Bayesian information criteria (BIC); the adjusted Bayesian information criteria (BIC-adjusted); and the adjusted Young-Lo-Mendell likelihood test of alternative models ( $\text{Adj } \chi^2_{\text{LMR-LRT}}$ ). The entropy statistics provide an overall assessment of the quality of the solution. Values close to 1 signify the solution is reliable in classifying cases as members of the class

(Geiser, 2013), while low BIC, BIC-Adjusted and AIC signify good fit. A statistically significant reduction in the Young-Lo-Mendell likelihood test ( $\chi^2_{\text{LMR-LRT}}$ ) indicates that the alternative model represents an improvement of fit over the previous model (Masyn, 2013; Wang & Wang, 2012; Weerts, Cabrera & Mejias, 2014).

As shown in Table 9 below, the hypothesis that civic engagement among Latinx/a/o college graduates is homogenous is rejected. In contrasting the 2-class model in relation to the 1-class model, model-2 yields a significant improvement of fit ( $\text{Adj } \chi^2_{\text{LMR-LRT}} = 1406.4, p < .001$ ). The 2-class model also has lower BIC (15192.5), BIC-adjusted (15119.4) and AIC (15072.6) values compared to the 1-class model. When contrasting the 3-class model to the 2-class model, the 3-class model provides a better fit ( $\text{Adj } \chi^2_{\text{LMR-LRT}} = 673.6, p < .001$ ). The 3-class model also displays slightly lower BIC (14605.4), BIC-adjusted (14494.2) and AIC (14423.0) values than the 2-class model. When one observes the 4-class model in comparison to the 3-class model, there is a marked and statistically deterioration of fit ( $\text{Adj } \chi^2_{\text{LMR-LRT}} = 269.9.4, p = 1.0$ ). Furthermore, the 3-class model has a higher entropy value ( $E = .884$ ) than the one displayed by the 4-class model ( $E = .803$ ). In contrasting the 4-class model and the 5-class model, the 5-class model has excellent fit ( $\chi^2_{\text{LMR-LRT}} = 269.9.4, p = .06$ ). The 5-class model also has the lowest BIC (14311.7), BIC adjusted (14124.3) and AIC (14004.3) values among all the five class models. In view of these results, I retained the 5-class solution for further analysis.

Table 9

*Fit and Modification Indices for Alternative Cluster Models of Latinx Prosocial Behaviors*

Model	LL	Npar	$\chi^2_{LR}$ (df) (p value)	E	BIC	BIC- adjusted	AIC	Adj $\chi^2_{LMR-LRT}$ Ho:k classes vs. H1 k+1 classes (df) (p value)
1-class	-8216.5	11	3180.2 (2017) ( $p < .001$ )	-	16512.4	16477.4	16512.4	-
2-classes	-7513.3	23	2085.2 (2008) ( $p = .11$ )	0.702	15192.5	15119.4	15072.6	1406.4 (12) ( $p < .001$ )
3-classes	-7176.5	35	1453.9 (1999) ( $p = 1.0$ )	0.884	14605.4	14494.2	14423.0	673.6 (2) ( $p < .001$ )
4-classes	-7041.5	47	1173.6 (1987) ( $p = 1.0$ )	0.803	14421.9	14272.7	14177	269.9 (12) ( $p = 1.0$ )
<b>5-classes</b>	<b>6943.1</b>	<b>59</b>	<b>971.6</b> <b>(1974) (<math>p = 1.0</math>)</b>	<b>0.808</b>	<b>14311.7</b>	<b>14124.3</b>	<b>14004.3</b>	<b>196.8</b> <b>(12) (<math>p = .06</math>)</b>

<sup>a</sup> Bold items denote the chosen class model for this study.



Having selected the 5-class solution, I proceeded in examining the classification quality of this solution (see Table 10), and the extent to which each of the five classes was made up of distinct and homogenous behaviors (see Table 11) as recommended by the LCA literature (Geiser, 2013; Masyn, 2013; Masyn & Nylund-Gibson 2012; Wang & Wang, 2012). Table 10 below displays the average latent class probabilities of subjects assigned per each of the 5 classes. Values in the main diagonal of the table report the average probability of being correctly classified as a member of the corresponding class. As noted by Geiser (2013), the average latent class probabilities is an important indicator of the reliability of the LCA solution. Referencing Rost (2006), Geiser suggested that values of 0.8 or higher indicate a reliable class solution. Class 1 has the highest level of internal consistency with a 0.95 probability of being correctly classified as a member of the class. Classes 2, 4, and 5 are in the middle range with average latent class probabilities hovering over the middle and upper 0.8 values. On the other extreme is Class 3, which displayed the lowest internal consistency (0.808). Evidently, there is some degree of overlap between Classes 3 and 5. Members of Class 3 have a relatively high probability of .119 of being classified as members of Class 5 as well. However, Class 3's classification meets Rost's reliability threshold. Further support on behalf of each of the 5 classes can be found in Table 11. As shown in Table 10 and Figure 7, each of the 5 classes also has a high internal consistency in that the probability of engaging in the behavior within the class is 0.70 or higher (Masyn, 2013).

Table 10

*Average Latent Class Probabilities for Most Likely Latent Class Membership (Row) by*

*Latent Class (Column)*

	Class 1 Activistas (Activists) (19.8%)	Class 2 Mentores (Mentors) (7.3%)	Class 3 Políticos (Politicos) (31.7%)	Class 4 Votantes (Voters) (28.7%)	Class 5 Indiferentes (Indifferents) (12%)
Class 1 <i>Activistas</i> (Activists)	<b>0.954</b>	0.011	0.027	.000	.008
Class 2 <i>Mentores</i> (Mentors)	0.008	<b>0.877</b>	0.041	.054	.020
Class 3 <i>Políticos</i> (Políticos)	0.062	0.009	<b>.808</b>	.002	.119
Class 4 <i>Votantes</i> (Voters)	0.000	0.079	0.002	<b>0.893</b>	.026
Class 5 <i>Indiferentes</i> (Indifferents)	0.005	0.004	0.134	0.020	<b>.836</b>

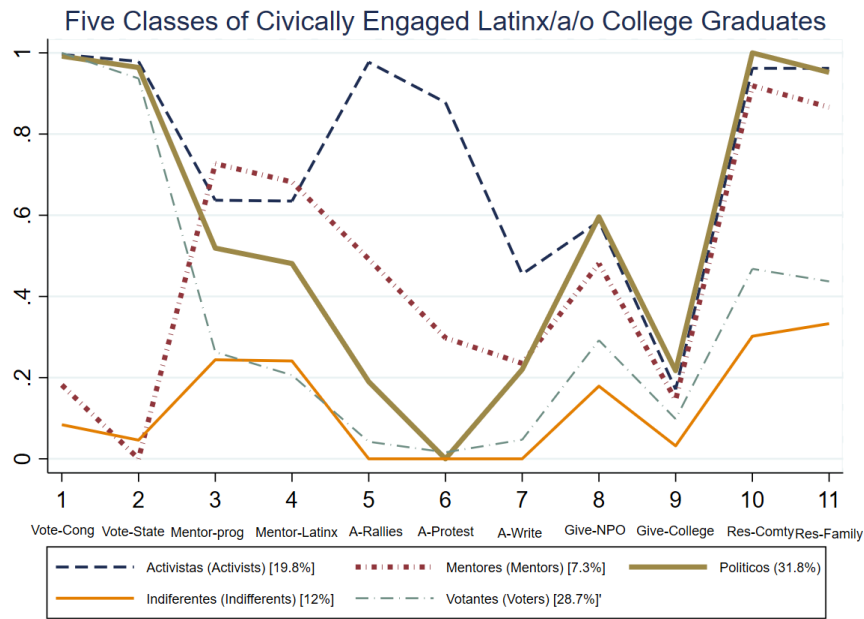


Figure 7. Probability plot for five classes of civically engaged Latinx college graduates.

Table 11 below provides an overview of each of the five classes of civically engaged Latinx/a/o college graduates. The class profile plot is provided in Figure 7 above. Column one, *Behavior*, lists each of the 11 prosocial behaviors used in the LCA. Columns 2 through 6 list the five classes including the probabilities of engagement in the prosocial behaviors within the classes. Across all classes, the probabilities range from .70 (supporting students in Latinx/a/o leadership programs) to .996 (voting in congressional elections). Three behaviors did not meet the threshold of .700 or above within any of the 5 classes: writing to elected officials, giving to non-profit organizations, and giving to undergraduate institutions. What follows is a detailed discussion of each of the five classes.

Table 11

*Probabilities of Engagement in Prosocial Behaviors Within Classes*

Behavior	Class 1 Activistas (Activists) (19.8%)	Class 2 Mentores (Mentors) (7.3%)	Class 3 Politicos (Politicos) (31.7%)	Class 4 Votantes (Voters) (28.7%)	Class 5 Indiferentes (Indifferents) (12%)
Voting in Congressional elections.	<b>.996</b>	.18	<b>.992</b>	<b>1.00</b>	.084
Voting in State elections.	<b>.979</b>	.00	<b>.964</b>	<b>.937</b>	.046
Participating in mentoring programs.	.637	<b>.727</b>	.519	.263	.244
Supporting students' participation in Latinx/a/o leadership programs.	.635	<b>.682</b>	.481	.206	.241
Participating in political rallies.	<b>.977</b>	.492	.190	.042	0.00
Participating in protests.	<b>.878</b>	.299	.000	.016	0.00
Writing to elected officials.	.455	.236	.220	.047	0.00
Giving to non-profit organizations.	.585	.482	.596	.292	.179
Giving to my undergraduate institution.	.171	.145	.217	.098	.032
Encouraging members of my community/family to engage civically.	<b>.962</b>	<b>.919</b>	<b>1.00</b>	.468	.302
Sharing information with members community/family.	<b>.962</b>	<b>.866</b>	<b>.952</b>	.437	.333

*Note.* Item probabilities of .70 or higher indicate a high degree of class homogeneity. See Masyn and Nylund-Gibson (2012).

**Class 1: Activistas (Activists).** Class 1 is a category of Latinx/a/o college graduates who are highly prone to participate in elections as well as political manifestations on issues related to the Latinx/a/o community and serve as leaders in their communities. All the probabilities of engagement in this class are .90 or higher. It is the only class to include advocacy behaviors (e.g., rallying and protesting). One out of five respondents in the sample belongs to this group ( $N = 273$ ). In view of the nature of the prosocial behaviors, I labeled this group *Activistas*, or *Activists* (see Table 11, column 1). The naming of Class 1 is further supported by research indicating that Latinx/a/os and Latinx/a/o undergraduates participate in advocacy activities such as rallying, protesting, and lobbying (Djupe & Neiheisel, 2012; Leal, Patterson, & Tafoya, 2016; Mora, 2013; Wilkin, Katz Vikki, & Sandra, 2009).

**Class 2: Mentores (Mentors).** Class 2 is a group of Latinx/a/o college graduates who provide guidance and support to Latinx/a/os students and their families. The probability of engagement ranges from .70 (supporting Latinx/a/o students in leadership programs) to .92 (sharing information with family and community members). Only 7% of the sample are members of this class ( $N = 96$ ). This is the only class to include volunteer behaviors (e.g., mentoring and supporting Latinx/a/o students). I labeled this class, *Mentores*, or *Mentors* (see Table 11, column 2). The naming of Class 2 is further supported by research indicating that Latinx/a/o undergraduates and college graduates serve as mentors (Djupe & Neiheisel, 2012; Leal, Patterson, & Tafoya, 2016; Mora, 2013; Wilkin, Katz Vikki, & Sandra, 2009).

**Class 3: Politicos.** Class 3 is a category of Latinx/a/o graduates who vote and encourage members of their family and communities to do the same. All the probabilities

of engagement in this class are .90 or higher. Probabilities of engagement range from 0.95 (sharing information) to 1.00 (encouraging others to engage civically). This class represents 32% of the total sample, the largest among the five classes ( $N = 437$ ). I labeled this group, *Politicos* (see Table 11, column 3). The naming of Class 3 is further supported by research indicating that college graduates vote and that Latinx/a/os navigate systems by relying on cultural bodies of knowledge (JBHE Foundation, 2005; 2009; Moll et al., 1992; Suls, 2016).

**Class 4: *Votantes (Voters)*.** Class 4 is a group of Latinx/a/o graduates who only vote. For this group, the probability of voting in congressional elections is 1.00 while the probability of voting in state elections is 0.94. This class represents 30% of the total sample, the second largest of all the classes ( $N = 396$ ; see Table 11, column 4). I labeled this group *Votantes*, or *Voters*. The naming of Class 4 is further supported by research indicating that college graduates vote (JBHE Foundation, 2005; 2009; Suls, 2016).

**Class 5: *Indiferentes (The Indifferents)*.** Class 5 is a category of Latinx/a/o graduates who do not engage in any of the 11 behaviors examined through the LCA (see Table 11, column 5). This class represents nearly 12% of the total sample ( $N = 164$ ). Given their indifference to participate in any of the 11 behaviors, I labeled this group *Indiferentes* or *Indifferents*.

### **Conclusions from Latent Class Analysis**

Results reveal that Latinx/a/o college graduates' civic engagement is not homogenous. Civically engaged Latinx/a/o college graduates can be understood through five identifiable classes representing 8 prosocial behaviors (see Table 11).<sup>12</sup> The voting

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<sup>12</sup> Three behaviors did not meet the minimum .70 threshold for inclusion into any class (see Table 11).

and political and cultural resource behaviors serve as a core component across four of the five classes. The advocacy behaviors are found within just one class (*Activistas/Activists*), a class representing 20% of the total sample. The volunteering behaviors serve as a component of one class (*Mentores/Mentors*), representing 7% of the total sample. Lastly, the two giving financially behaviors failed to meet the threshold for inclusion into any of the five classes of civically engaged Latinx/a/o college graduates.

### **Chapter Summary**

This chapter presented the findings from the current study. This chapter reports the results of (a) descriptive statistics, (b) frequencies, (c) EFA and IRT, and (d) LCA that I relied upon to answer my two research questions. Most of the sample obtained their bachelor's degrees within the past 20 years and have origins from Mexico, El Salvador, Colombia, Cuba, and the Dominican Republic. Through frequencies, I discovered that Latinx/a/o college graduates' civic engagement is defined by three tiers. The first tier displays the highest intensity of engagement and includes the voting and political resource dimensions. The second tier displays a moderate level of intensity of engagement and includes volunteering, advocacy and giving financially dimensions. The third tier has the lowest intensity of engagement and includes elected office dimension. Through a factor analysis I found that six factors (voting, volunteering, advocacy, giving financially, cultural and political resource, and political service) define the civic engagement of Latinx/a/o college graduates in this study. Through a combination of factor analysis and IRT, I selected 11 prosocial behaviors to conduct in my final analysis. I selected behaviors that have loadings of 0.5 or higher, provide high levels of discrimination, display high levels of information, and have at least 40% of the sample

engaging in the behavior. Lastly, through LCA, I uncovered five identifiable typologies of civically engaged Latinx/a/o college graduates (*Activistas, Mentores, Politicos, Votantes, and Indifferents*).

In *Chapter 5: Discussion and Conclusions*, I discuss the implications of the present study. Building on the results covered in this chapter, I describe the importance of the findings for researchers, practitioners, and policymakers. I also address limitations of this study and discuss directions for future research focusing on the civic engagement of Latinx/a/o college graduates.

## Chapter V: Discussion and Conclusions

### Overview of Chapter

This chapter summarizes and discusses the implications of the present study. I begin by reviewing the purpose of the study. Following a discussion of the findings, I then provide an overview of the study's limitations, strengths, and research contributions. Finally, I end this chapter discussing implications for practitioners, researchers, and policymakers.

### Purpose of the Study

The purpose of this study was to examine how civically engaged Latinx/a/o college graduates participate in a set of prosocial behaviors. Through this study, I sought to address gaps in previous research on Latinx/a/o college graduates' civic engagement. I also sought to expand the methodological and analytical approaches used in the existing literature on Latinx/a/os. The main conceptual and methodological gaps include (a) the predominant use of qualitative methods and descriptive statistics; and (b) an overwhelming focus on Mexican-American native-born undergraduates and alumni. Furthermore, I sought to discern if there are typologies, or classes, of civically engaged Latinx/a/o college graduates. Two questions guided this study:

1. What types of prosocial behaviors do civically engaged Latinx/a/o college graduates participate in?
2. Are there identifiable typologies of civically engaged Latinx/a/o college graduates?

In the next section, I discuss the findings in relation to the existing literature and the theoretical frameworks that guided this study.



## **Discussion**

In this section, I discuss the results of my two research questions. I also describe how the findings are consistent, contradict, or expand the existing literature and theory.

### **Research Question One**

Through this research, I found that Latinx/a/o college graduates engage civically in numerous ways. Most Latinx/a/o graduates vote and serve as cultural and political resources. More than 80% of the sample for this study vote in Presidential elections (91%) and in Congressional elections (82%). While over 75% encourage their community and family members to engage civically and 73% share information with their families and communities. This engagement is consistent with prior literature which found that college graduates vote and Latinx/a/os frequently serve as a source of information for their communities and families (Espino, Munoz, & et al., 2010; Espino & Guzman, 2017; Gonzalez, 2003; JBHE Foundation, 2005, 2009; Moll, Amanti, et al., 1992; Suls, 2016; Velez-Ibanez & Greenberg, 1992).

Latinx/a/o college graduates also advocate for important issues, volunteer, and donate money to non-profit organizations. Nearly one-third of the sample boycotts companies or products (34%) and participates in political rallies (30%). Almost 40% mentor and 42% support students' participation in Latinx/a/o leadership programs. About half give to nonprofit organizations (45%), and one-third give to Latinx/a/os pursuing a higher education (31%). This participation is consistent with existing literature which indicates that Latinx/a/os rally, protest, mentor, tutor, and give to nonprofit organizations and their alma maters (Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Garvey & Drezner, 2013; Goldman et al., 2017; Guild, 2018; Holmes, 2009; Johnson,

2013; Lane, 2011; Rice et al., 2016; Weerts & Ronca, 2007; Weerts et al., 2010b, 2010c, 2014). Only 6% of the sample have run for local, state, or national elected office. This finding is consistent with prior research that finds a dearth of Latinx/a/os serving in any elected office (NALEO, 2019; Nanez, 2020; Rojas, Felix, Gomez, & Corbella, 2016).

### **Research Question Two**

The findings revealed five typologies underscoring Latinx/a/o college graduates' civic engagement. These civic engagement typologies are consistent with two theoretical frameworks: Morton's (1995) paradigms of service and Moll et al.'s (1992) funds of knowledge and contradict Drezner's (2018) philanthropic mirroring framework. In the following section, I briefly review each typology, then discuss each theoretical framework, and lastly, detail how the five typologies are consistent, contradict or expand three theoretical frameworks and the existing literature.

### **Five Typologies of Civically Engaged Latinx/a/o College Graduates**

Table 12 below lists the five typologies I uncovered in this study. In the table below, I provide a description of each class with the corresponding behaviors and the percent of the sample represented by each class.

Table 12

*Five Typologies of Civically Engaged Latinx/a/o College Graduates*

	<b>Class</b>	<b>Description</b>	<b>Corresponding Behaviors</b>	<b>% of Sample</b>
1	Activistas (Activists)	A class of Latinx/a/o college graduates who vote, participate in political manifestations on issues related to the Latinx/a/o community and serve as leaders in their communities.	<ul style="list-style-type: none"> <li>• Voting in Congressional elections</li> <li>• Voting in State elections</li> <li>• Rallying</li> <li>• Protesting</li> <li>• Encouraging family/community to engage civically</li> <li>• Sharing information with family/community</li> </ul>	19.8%
2	Mentores (Mentors)	A class of Latinx/a/o college graduates who provide guidance and support to Latinx/a/o students and their families through mentoring and supporting Latinx/a/o students in leadership programs.	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Supporting students in Latinx/a/o leadership programs</li> <li>• Encouraging family/community to engage civically</li> <li>• Sharing information with family/community</li> </ul>	7.3%
3	Políticos	A class of Latinx/a/o graduates who vote and encourage members of their family, and communities to do the same.	<ul style="list-style-type: none"> <li>• Voting in Congressional elections</li> <li>• Voting in State elections</li> <li>• Encouraging family/community to engage civically</li> <li>• Sharing information with family/community</li> </ul>	31.7%
4	Votantes (Voters)	A class of Latinx/a/o graduates who only vote.	<ul style="list-style-type: none"> <li>• Voting in Congressional elections</li> <li>• Voting in State elections</li> </ul>	28.7%
5	Indiferentes (Indifferents)	A class of Latinx/a/o graduates who do not engage in any of the 11 behaviors included in the latent class analysis.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	12%

## **Theoretical Frameworks**

As noted in Chapter 2, I relied on three theoretical frameworks to guide this study: Morton's (1995) paradigms of service, Drezner's (2018) philanthropic mirroring framework, and Moll et al.'s (1992) funds of knowledge.

**Morton's Paradigms of Service.** Prior literature has suggested that undergraduates' and college graduates' civic engagement can be defined by typologies (e.g., Moely & Miron, 2005; Moely et al., 2008; Weerts et al., 2010a, 2014, 2017; Weerts & Cabrera, 2015, 2018). Many of these typologies are rooted in Morton's (1995) three paradigms of service: charity, project, and social change. The charity paradigm includes short-term and non-political volunteer activities that are limited in their duration and potential impact on society, such as serving as a language interpreter at a 1-day citizenship workshop for Latinx/o/as. The project paradigm encompasses longer-term non-political volunteer activities such as serving as mentors to disadvantaged Latinx/a/o youth as part of a college access program. The social change paradigm focuses on addressing root causes of societal problems through political activities. Such as Latinx/a/o college graduates teaming with immigrants to lobby state, local, and federal officials in hopes of influencing public policy.

**Philanthropic mirroring and funds of knowledge.** Drezner's (2018) philanthropic mirroring framework posits that alumni engagement is closely linked to social identity. In other words, alumni are likely to engage with their alma mater, through charitable giving, when their participation benefits someone of their same identity or empathize with. Moll et al.'s (1992) funds of knowledge theory describes how the knowledge, skills and resources present in Latino households could be incorporated into

K-12 classrooms. Higher education scholars have used funds of knowledge in order to illustrate the college-going process and the transition to college for Latinx/a/o students (Delima, 2019; Kiyama, 2010; 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012). This body of research indicates that Latinx/a/os students, and their families rely on their funds of knowledge to help navigate systems, overcome obstacles and develop career interests (Delima, 2019; Kiyama, 2010; 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012; Smith & Lucena, 2016). In this study, Latinx/a/o college graduates rely on their own skills, knowledge, and resources in order to engage civically and encourage their families to do the same.

### **Consistencies with Theory and Literature**

Three typologies (*Activistas*, *Mentores*, and *Indiferentes*) are aligned with Morton's (1995) paradigms of service, Drezner's (2018) philanthropic mirroring framework, and Moll and associates (1992) funds of knowledge.

***Activistas (Activists)***. The *Activistas* (Activists) class is strongly associated with Morton's (1995) social change paradigm. *Activistas* rally and protest for issues that are important to the Latinx/a/o community. Sharing information with one's family and community and encouraging their civic engagement are behaviors that indeed address the root causes of societal problems. In the existing literature, *Activistas* are most closely aligned with Weerts and Cabrera's (2017a) Political Advocates. A class of college graduates who lobby, rally, or contact elected officials on behalf of their alma mater. While the sample in this study does not explicitly engage in political activities on behalf of their alma mater, their behavior is consistent with the Political Advocates class in that they are engaging in the same type of behaviors. The *Activistas* class is also consistent

with prior research on college graduates contacting elected officials, rallying, and protesting for important causes (Brady, Verba, & Scholzman, 1995; Bringle et al., 2006; Miller, 2008; Moely et al., 2008; Weerts et al., 2010a; Westheimer & Kahne, 2004; Winston, 2015).

***Mentores (Mentors)***. The *Mentores* (Mentors) class is aligned with Morton's (1995) project paradigm. *Mentores* volunteer through mentoring and supporting Latinx/a/o students in leadership programs. *Mentores* also mirror Weerts, Cabrera, and Mejias' (2014) Apolitical Engagers class and Weerts and Cabrera's (2017a) Apolitical Recruiters. The Apolitical Engager and Apolitical Recruiter classes represent individuals who are unlikely to be involved in political activities. Instead, they engage in volunteer activities such as mentoring, tutoring, or volunteering at a homeless shelter. While *Mentores* do not explicitly engage in non-political activities on behalf of their alma mater, their behavior is consistent with Apolitical Engagers and Apolitical Recruiters as they are engaging in volunteer behaviors with a social focus. The *Mentores* class is also consistent with prior research on how college graduates mentor and tutor young students (Lopez et al., 2006; Moely et al., 2008; Weerts, Cabrera, & Sanford, 2010).

The *Mentores* class is also aligned with Drezner's (2018) philanthropic mirroring framework and Moll et al.'s (1992) funds of knowledge. This typology is defined by behaviors centered on Latinx/a/o graduates' social identity. *Mentores* mentor Latinx/a/o students and professionals and support students participating in Latinx/a/o leadership programs.

***Indiferentes (Indifferents)***. The *Indiferentes* (Indifferents) class mirrors prior research on civic typologies. Numerous scholars have identified classes of individuals

who do not engage in prosocial behaviors including: Moely, Furco, and Reed's (2008) Low Value Undifferentiated Preference Group, Weerts et al.'s (2014) Non-Engagers, Weerts et al.'s (2017) Disengaged Students, Weerts and Ronca's (2006) Inactive Alumni, and Weerts and Cabrera's (2017a) Disengaged Alumni. This study is consistent with this prior research in that the *Indiferentes* class represents a segment of the sample that does not engage in any of the 11 behaviors included in the latent class analysis (LCA) of my study.

### **Contradictions and Expansions to Existing Literature and Theory**

The results of this study contradict and expand the existing literature on college graduates' civic engagement in two ways. First, I did not find a group of super-engaged Latinx/a/o college graduates (Latinx/a/os involved in both advocacy and volunteering) or a group of Latinx/a/o college graduates that give financially. Second, I identified typologies rooted in voting behaviors and serving as cultural and political resources for family members and the Latinx/a/o community. The discovery of classes of individuals that vote in elections, share information with their families and encourage their communities expands the literature on Latinx/a/o college graduates and theory that seeks to explain patterns of civic engagement.

**Super engaged Latinx/a/o college graduates.** Numerous scholars have identified civic typologies of individuals who engage in a wide variety of volunteering and advocacy behaviors such as mentoring, tutoring, protesting, rallying, lobbying, recruiting students to attend college, and contacting elected officials (Moely et al., 2008; Pastor et al., 2018; Weerts et al., 2010a; Weerts & Cabrera, 2017a; Weerts et al., 2014; Weerts & Ronca, 2006, 2007). The typologies include Moely et al.'s (2008) High Value

Undifferentiated Preference group, Weerts et al.'s (2014) Super Engagers, and Weerts and Cabrera's (2017a) Super Engaged Alumni. The current study did not uncover a super-engaged typology that spans across volunteering, advocacy, voting, and political resource engagement dimensions. This contradicts Moely et al.'s (2008) work which indicates that diverse populations are likely to engage in both advocacy and volunteering behaviors.

**Latinx/a/o college graduates as donors.** Researchers have examined how alumni charitably give to their alma mater (Bumbry, 2016; Cabrales, 2011, 2013; Drezner, 2009, 2010, 2013a, 2018; Drezner & Garvey, 2016; Garvey & Drezner, 2013; Goldman et al., 2017; Gonzalez, 2003; O'Connor, 2007; Rice et al., 2016; Rivas-Vasquez, 1999). Scholars have identified typologies of college graduates based on their charitable giving (Weerts & Ronca, 2006, 2007). The two behaviors included in the LCA results (giving to nonprofits and undergraduate alma maters) did not meet the threshold for inclusion into any of the five classes. Giving to nonprofits and undergraduate alma maters did not have a .70 probability of belonging to any of the five classes. Given the abundant research on increasing alumni giving (Bumbry 2016; Drezner & Garvey, 2016; Garvey & Drezner, 2016) this is a significant contradiction to the existing literature.

**Voting and political and cultural resource behaviors.** Numerous researchers have examined the voting patterns of college graduates, and the knowledge, skills and resources present in Latinx/a/o families and communities (Delima, 2019; Gonzalez, 2003; JBHE Foundation, 2005; 2009, Kiyama, 2010; 2011; Moll et al., 1992; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012; Suls, 2016). The results of this study revealed voting behaviors and political and cultural resource behaviors to be core components of



four of the five identifiable civic typologies documented in this study. The inclusion of voting and political and cultural resource behaviors expands on the existing literature by introducing new forms of engagement to be considered when examining civic typologies.

**Morton's Paradigms of Service.** The results of the study challenge Morton's (1995) Paradigms of Service in two ways. Morton's theory posits that individuals engage in distinct and mutually exclusive forms of civic engagement. For example, individuals either volunteer or advocate for important issues. However, the typologies I uncovered are not mutually exclusive. Four of the five, typologies, are rooted in the same voting and cultural and political resource behaviors. The overlap of these behaviors conflicts with Morton's (1995) conceptualization of how individuals engage civically. Second, the findings expand Morton's Paradigms of Service by incorporating the behaviors engrained in the Latinx/a/o community, such as voting and cultural and political resource behaviors.

**Moll's Funds of Knowledge.** The results of the study can expand the application of Moll et al.'s (1992) Funds of Knowledge. As indicated in Chapter 2, higher education scholars have used funds of knowledge to illustrate the influence of family and communities on the college-going process and transition to college for Latinx/a/o students (Delima, 2019; Kiyama, 2010; 2011; Rios-Aguilar, 2010; Rios-Aguilar & Kiyama, 2012). The results of this study reveal how civically engaged Latinx/a/o college graduates navigate systems and obstacles to engage civically and help others do the same. Future work on how Latinx/a/o college graduates serve as cultural and political resources can help further expand the application of funds of knowledge in higher education. In the following section, I discuss the key limitations of this study.

## Scope and Limitations

There are several limitations to this study associated with survey development and administration. The five typologies uncovered through this study are bounded by the characteristics of my sample. As indicated in Chapter 4, I drew on a predominantly female sample of recently graduated Latinx/a/os that primarily reside in the Mid-Atlantic region of the United States (see Table 3). Furthermore, nearly 70% of the sample graduated from large public universities such as Arizona State University, the University of Maryland, College Park, the University of California Los Angeles, the University of Illinois at Urbana-Champaign, the University of Michigan, and Stanford University. If a broader sample of Latinx/a/os were included representing a wider variety of postsecondary institutions, it is possible that the composition of the typologies might change.

The Likert scale I utilized to examine respondents' civic engagement can in itself be a limitation. For example, research has indicated that presenting respondents with a "Non-Applicable" or "N/A" response choice in a survey can lead to an increase in satisficing (Hamby & Taylor, 2016; Krosnick, Narayan, & Smith, 1996; Tourangeau & Tan, 2007). Satisficing is when respondents are likely to choose an N/A response in order to quickly complete the survey (Barge & Gehlbach, 2012; Kaminska, McCutcheon, & Billiet, 2010; Krosnick, Presser, Fealing, Ruggles, & Vannette, 2015; Schaeffer & Presser, 2003). To reduce satisficing, I decided not to include an "N/A" option in my survey. This decision was supported through discussions with survey design experts (A. Cabrera, personal communication, June 18, 2019; D. Weerts, personal communication,

June 26, 2019). While this forced choice reduced satisficing, it hindered respondents' ability to opt-out of a question that did not apply to them. Two survey respondents noted:

“The survey is limited in its nature, particularly by offering narrow options on which one you can choose.” – Survey Respondent 9

“There were some questions that were not applicable and areas where there should have been options.” – Survey Respondent 10

Surveys with multi-ethnic demographic categories hinder the data analysis process (Harrison, 2002; Liebler & Halpern-Manners, 2008; Snipp, 2003). To make my analysis process easier, I limited participants' ability to select more than one ethnicity, or more than one predominant language. This decision was further supported through discussions with survey design experts (A. Cabrera, personal communication, June 18, 2019). While this forced choice aided in later data analysis, it hindered respondents' ability to fully represent their Latinx/a/o background. In the words of survey respondents:

“I should have been able to pick black and Latinx instead of having to pick one or the other or put down multiracial. Most of my black heritage comes from my Cuban side, which is Latinx, but our experience is different because we're viewed as just black people in this country.... I wish you didn't have to pick either/or categories in some of these. I grew up in a household that spoke both English and Spanish. Neither was more dominant.” – Survey Respondent 11

“Please allow us to identify as more than one ethnicity. I picked Latina but I come from a multicultural background (Latina, Asian, Native American, Caucasian).”

– Survey Respondent 12

“... the inability to choose multiple races/countries is going to bias your study. I'm literally half my mother's DNA and half my father's (and so is every other person on earth), so forcing me to choose a dominant side isn't really appropriate.” – Survey Respondent 13

Several respondents remarked on technical issues surrounding the color scheme and functionality of the survey:

“You guys should really change the color theme on this. It's very hard to see which answers you are choosing, and when there is an error, I'm not getting the appropriate error message.” – Survey Respondent 14

“I couldn't keep clicking forward in the survey.” – Survey Respondent 15

“I was stuck on a page and was not able to move forward.”

– Survey Respondent 16

Lastly, a common limitation in survey research is measurement error (Fowler, 2008; Porter, 2011; Weerts et al., 2014). Measurement error accounts for the self-reported nature of survey data where respondents might overestimate their participation (Biemer, 2010; Gerhart, Wright, & McMahan, 2006; Saris & Gallhofer, 2014). Respondents could have overestimated their engagement in any of the prosocial behaviors examined in this study.

### **Strengths of the Study**

My study is one of the first attempts to understand how Latinx/a/o college graduates are engaging civically in their communities and with their alma maters. Numerous scholars have examined how the general population of college graduates vote, volunteer, lobby, and contribute to their alma maters (e.g., Goldman et al., 2017; Guild,

2018; Holmes, 2009; Rice et al., 2016; Weerts & Ronca, 2007; Weerts et al., 2010b, 2010c, 2014). These efforts are also evident in the work of scholars who have examined how Latinx/a/o college graduates donate to their alma maters (Bumbry, 2016; Cabrales, 2011, 2013; Drezner, 2009; 2010; 2018; Drezner & Garvey, 2016; Gonzalez, 2003; Melero, 2011; O'Connor, 2007; Rivas-Vasquez, 1999). However, a gap still remains in understanding how Latinx/a/o college graduates are contributing to their communities and the larger society. This study posits that Latinx/a/o college graduates might serve as change agents through voting, volunteering, advocating for important issues, and serving as sources of knowledge and encouragement for their family and community to do the same. This study also addresses key methodological and analytical limitations in the extant literature. In the next sections, I discuss the strengths and contributions of this study: (a) the development of the National Latinx/a/o Alumni Engagement Survey, (b) a multifaceted data collection strategy and diverse sample, and (c) a refined analytical approach.

My examination of civically engaged Latinx/a/o college graduates rests on a content valid survey instrument, the National Latinx/a/o Alumni Engagement Survey. This instrument measures how Latinx/a/o college graduates' engagement in six dimensions: *voting, volunteering, advocacy, giving financially, serving in elected office, and being a cultural and political resource*. The survey was informed by six, hour-long focus groups, with a total of 30 participants, conducted over a 2-year period. To build a survey that accurately captured Latinx/a/o college graduates' civic engagement, I partnered with eight national professional organizations.<sup>13</sup> Members from each

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<sup>13</sup> Congressional Hispanic Caucus Institute Alumni Association, Prospanica: The Association of Hispanic Professionals, The Society of Hispanic Professional Engineers (SHPE), The Hispanic National Bar

organization participated in the six focus groups and helped guide the development of the survey. Two survey design experts also provided critical feedback on the survey items and scale constructs. As appraised by the comments section of the survey, respondents remarked on the quality of the survey:

“Great job on putting together a dynamic survey!” – Survey Respondent 17

“I love this survey! There were things that I didn’t even think of as civic engagement.” – Survey Respondent 18

“The survey was excellent! So many things I do that I didn’t count as engagement.” – Survey Respondent 19

Compared to prior research, this study can provide a profile of civically engaged Latinx/a/o college graduates. The profile is that of a population with diverse Latin American origins. Sixty percent of my sample is of Mexican descent, while the remaining 40% can trace their origins to Caribbean, Central American and South American countries. In contrast, most of the extant literature focus on focus of Mexican-Americans (e.g., Alfaro, 2020, Convertino, 2018; DeLeon, 2012; Franklin, 2019).

My study pioneered the use of LCA to identify subgroups or subclasses of civically engaged Latinx/a/o college graduates. This is an expansion over prior research that relies solely on qualitative methods and descriptive statistics which provide a general understanding of how Latinx/a/o college graduates engage civically (e.g., Ayala & Ramirez, 2019; Jabbar, 2019; Munoz et al., 2016; Perez & Taylor, 2016).

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Association (HNBA), The Congressional Hispanic Staff Association (CHSA), The Hispanic Alliance for Career Advancement (HACE), The Association of Latino Professionals for America (ALPFA), and the Hispanic Women’s Network of Texas.

## **Implications for Practice, Policy, and Future Research**

This study provides insight into the nature of civic engagement among Latinx/a/o college graduates. The results reveal that civic engagement among Latinx/a/o college graduates is not monolithic. On the contrary, it is heterogeneous. Five identifiable typologies define Latinx/a/o college graduates' civic engagement (*Activistas, Mentores, Votantes, Politicos, Indiferentes*). Each typology reflects a different combination of prosocial behaviors ranging from voting, volunteering, advocating, giving financially, to serving as a political and cultural resource. Each typology might require a different strategy to foster and channel civic engagement. In the following sections, I discuss the specific implications of my study for practitioners, researchers, and policymakers.

### **Implications for Practitioners**

Postsecondary institutions may foster Latinx/a/o college graduates' civic engagement. In particular, colleges and universities could provide opportunities for Latinx/a/o undergraduates to mentor, volunteer, protest, rally, and raise money for causes and nonprofit organizations during their undergraduate studies (e.g., Alemán, Pérez-Torres, & Oliva, 2013; DeAngelo, Schuster, & Stebleton, 2016; Galindo, 2012). Such an investment in civic engagement opportunities in college could nurture future civically engaged Latinx/a/o college graduates. The American Association of Colleges and Universities and alumni research supports this investment in nurturing the civic engagement of undergraduate students through service-learning programs. Weerts and associates (2017) also noted that undergraduates exhibit the same patterns of civic engagement after college. For example, students that volunteer while in college through service-learning activities, are likely to volunteer after college.

National, state, and local Latinx/a/o organizations might provide Latinx/a/o college graduates with opportunities to engage civically as well. Professional Latinx/a/o organizations such as Prospanica, SHPE, and HNBA can train graduates to participate in lobby days on important issues like immigration reform and healthcare access. They might also create opportunities for Latinx/a/o professionals to engage in mentoring. Leadership and community-based Latinx/a/o organizations such as the Congressional Hispanic Caucus Institute Alumni Association and the Hispanic Women's Network of Texas can implement programs for Latinx/a/o college graduates to hone their leadership development skills pursuing causes that benefit their communities.

Political organizations such as the National Association of Latino Elected Officials (NALEO) and the National Hispanic Caucus of State Legislators, may launch programs designed to help Latinx/a/o college graduates run and win local, state, and national elected office. The program should target a diverse group of Latinx/a/os from across the United States and from diverse professional fields. The most effective programs would provide training on how to raise funds and build a robust network of influences, key barriers for Latinx/a/os running for elected office (NALEO, 2018). In the following sections, I describe in detail how higher education institutions and Latinx/a/o organizations might foster and support the engagement of each of the five classes of civic engagement. Table 13 below provides a summary of the implications for practitioners I see as applicable per each class of prosocial behaviors.



Table 13

*Recommendations for Practitioners*

<i>Classes</i>	<b>Higher Education Institutions</b>	<b>Latinx/a/o Organizations (Professional, Community-Based, Leadership, and Political)</b>
<i>Activistas</i> (Activists)	Design new engagement opportunities through rallying or protesting in support of the alma mater and Latinx/a/o community.	Organize lobby days on important issues and partner with community-based groups for professionals to participate in rallies and protests (i.e., HNBA's yearly Advocacy Day and LULAC's Day of Action).
<i>Mentores</i> (Mentors)	Develop mentoring programs to support Latinx/a/o undergraduate and high school students.	Establish new mentorship opportunities to mentor Latinx/a/o college graduates in the same profession (i.e., Hispanic Women's Network of Texas' Latina Mentoring Program and SHPE's Professional Mentoring Program).
<i>Politicos</i>	Launch an enrollment-management sponsored program to help recruit Latinx/a/o students to their alma maters.	Initiate Latinx/a/o voter engagement programs with <i>Politicos</i> serving in key roles (e.g., outreach directors, campaign managers, press secretaries) to help galvanize the Latinx/a/o community (i.e., CASA De Maryland's state and local electoral programs in Virginia and Pennsylvania).
<i>Votantes</i> (Voters)	Host candidate forums and political events that will entice Latinx/a/o college graduates to return to campus.	Elevate local and state issues and elections through organizing efforts (i.e., United We Dream's Here to Stay campaign and the League of Women Voters People Powered Fair Maps Campaign).
<i>Indiferentes</i> (Indifferents)	Establish and support Latinx/a/o alumni associations with dedicated staff and funding streams.	Create a program to recruit, train, and support Latinx/a/o college graduates to serve as local, state, and national elected officials (i.e., the Latino Center for Leadership Development's Fellowship Program).

***Activistas (Activists).*** Institutions of higher education may provide *Activistas* with opportunities to advocate for issues that impact their alma mater and the larger Latinx/a/o community. For example, currently many colleges and universities host lobby days where alumni speak to elected officials about pressing higher education issues (Ackley, 2019; Mullins, Belkin, & Fuller, 2015; Underwood, 2012; University of Maryland Alumni Association, 2019). Universities should build on these existing efforts by organizing forums, rallies, or protests on issues that are also important to both the Latinx/a/o community. Examples of those efforts include a rally at a state capitol to increase state

financial aid for underrepresented students, a lobby day in support of the passage of in-state tuition for undocumented students, or a forum to discuss microaggressions at predominantly white institutions.

Latinx/a/o professional organizations might expand their advocacy efforts to better engage *Activistas*. HNBA, for example, holds an annual lobby day where members speak to elected officials on important issues (HBA-DC, 2018a, 2018b, 2018c).

Professional groups should further engage *Activistas* by hosting rallies and protests on issues that are important to the Latinx/a/o community such as K-12 reforms, and higher education funding. Given their mission and connection to the general population of Latinx/a/os, community-based organizations can serve as ideal partners for professional organizations to host rallies and protests.

***Mentores (Mentors)***. Colleges and universities may provide *Mentores* with opportunities to establish mentoring relationships with Latinx/a/o high school students and undergraduates. In particular, universities' alumni engagement offices are well suited to lead the development and implementation of programs where *Mentores* could provide guidance and support to current Latinx/a/o undergraduate students. The most impactful mentoring programs would align *Mentores* with Latinx/a/o undergraduates and graduate students of the same gender, as mentors of the same gender are effective in building Latinx/a/os' social identity and self-esteem (Knoche & Zamboanga, 2006; Lowe & Nisbett, 2013; Sáenz, Ponjuan, Segovia, & Viramontes, 2015). *Mentores* can also play a key role in helping Latinx/a/o high school students navigate the college-going process. Outreach programs such as Gear Up and TRIO are some examples where universities could harness the mentoring predisposition of this class of Latinx/a/o college graduates.

In doing so, outreach programs should seek to match *Mentores* with students who share the same racial or ethnic identity as implied by Drezner 's (2018) mirroring model.

Latinx/a/o leadership and professional organizations, such as the Congressional Hispanic Caucus Institute Alumni Association and Congressional Hispanic Staff Association, might strengthen existing initiatives between *Mentores* and other Latinx/a/o professionals. For example, both organizations match young Latinx/a/os with older professionals. The most impactful programs would pair *Mentores* with Latinx/a/o college graduates from the same professional careers. As mentors in the same field are critical to the success of Latinx/a/o professionals (Bickle, Witzki, & Schneider, 2009; Flores & Obasi, 2011; Rivera-Goba & Nieto, 2007).

***Votantes (Voters)***. Postsecondary institutions may facilitate *Votantes* ' participation in state and local elections. During election season, political candidates often visit college campuses in hopes of garnering support. Through debates, public forums, and panels, candidates have the opportunity to make their case for support directly to current students, alumni, and community members (American Council on Education, 2018; National Association of Independent Colleges and Universities, 2020). Alumni engagement offices could capitalize on these efforts by conducting extensive outreach to *Votantes* in anticipation of political events on campus. By attending events at their alma mater, *Votantes* could obtain critical information to influence their vote. The outreach efforts that would resonate the most with *Votantes* would center on local and state-level elections for Mayor, School Board, State Representative, and State Senator roles. Latinx/a/o community-based organizations can follow a similar approach. Through organizing efforts that elevate important issues for the Latinx/a/os, community-based

organizations can provide opportunities for *Votantes* to learn about important issues that might impact their voting behaviors (e.g., student loan debt repayment plans, universal health care).

***Politicos.*** Universities might rely on *Politicos* to increase the number of Latinx/a/os enrolling in postsecondary education. *Politicos* can participate in outreach programs aimed at Latinx/a/o communities. As ambassadors for their alma mater, *Politicos* can leverage their knowledge of the higher education system and share important information with aspiring college students' parents and family members. As the hub for the college application process, enrollment management offices should lead efforts to create and manage ambassador programs that draw on *Politicos* propensity to navigate systems and share information with their families.

Latinx/a/o community-based organizations may also develop initiatives for *Politicos*. The general population of Latinx/a/os do not consistently vote in presidential, state, or local elections (Medina & Fernandez, 2020; Paz, 2020; Schechter, 2012). Latinx/a/o outreach organizations such as CASA De Maryland, can provide avenues whereby *Politicos* could play key roles in voter engagement campaigns designed to help Latinx/a/os vote in elections. As trusted sources of information and frequent voters, *Politicos* can register and mobilize Latinx/a/os to vote in elections through town hall events and hosting voter registration drives.

***Indiferentes (Indifferents).*** Institutions of higher education might support the development and growth of Latinx/a/o alumni associations to engage *Indiferentes*. Alumni associations can provide graduates with opportunities for professional networking, holding conferences, and providing leadership development training. The

UCLA and USC Latino Alumni Associations, for example, organize cultural events that celebrate graduates' social and cultural identities. By participating in these events and activities, *Indiferentes* can engage civically and build a connection with their alma mater.

### **Implications for Policymakers**

My analysis of the survey revealed three factors limiting Latinx/a/o college graduates' engagement: their legal status, their age, and the Hatch Act. Existing federal, state, and local citizenship and age-of-candidacy laws require individuals to be citizens in order to vote and to be a certain age before being eligible to serve in elected office (Illegal Immigration Reform and Immigrant Responsibility Act, 1996; Lopez, 2018; National Conference of State Legislators, 2015; Nwanevu, 2014; Seery, 2011; Wines, 2008). In the comments section of the survey, respondents remarked:

“I am a DACA recipient. I am ineligible to vote or run for office”

– Survey Respondent 1

“I cannot legally vote because of my citizenship.” – Survey Respondent 2

“The reason I answered no to many of the voting questions is because I am undocumented and cannot engage civically in this way.” – Survey Respondent 3

“As a non-citizen, I am unable to vote.” – Survey Respondent 4

“In my hometown, I'm too young to run for elected office. But I plan to one day.”

– Survey Respondent 5

“I plan to run for elected office once I am old enough. I tried before but the state the government wouldn't let me.” – Survey Respondent 6

Many Latinx/a/o federal employees are reluctant to engage in political activities because of the Hatch Act, a federal law limiting federal employees' engagement in

political activities such as making contributions to individuals and organizations (Hatch Act, 1939; Office of Special Counsel, 2020). Respondents remarked:

“As a federal employee I've really slowed down on the engagement of political activities for fear of Hatch Act violations. I tend to just shy away from certain activities, but I've started to re-engage when appropriate.” – Survey Respondent 7

“I am subject to the Hatch Act, which has impacted my political activity following college. Due to the nature of my job I also shy away from activities not restricted by the Hatch Act as they could have a negative impact on my ability to credibly do my job while serving abroad.” – Survey Respondent 8

Changes to non-citizen voting laws, voting age limits, and the Hatch Act can facilitate Latinx/a/o college graduates' civic engagement.

**Non-citizen voting.** New York and San Francisco illustrate how voting in state and municipal elections could be fostered among the Latinx/a/o community (Carcamo, 2018; Lajka, 2020; Perez, 2018). In early 2020, local New York City lawmakers introduced legislation to provide non-citizens the right to vote in municipal elections (City College of New York, 2014; Gartland, 2020; Hayduk, 2006; Mena, 2020). In 2017, San Francisco passed Proposition N, which allowed non-citizens to vote in local school board elections (Associated Press, 2018; San Francisco Department of Elections, 2020).

**Voting age limits.** As one of the youngest demographics in the country, a change to voting age limits can significantly boost the number of Latinx/a/os who are eligible to vote (Patten, 2016; Lopez, Krogstad, & Flores, 2018). As is state and local laws restrict the age that individuals can vote (Nwanevu, 2014; Seery, 2011; Voting Rights Act of 1965). State and local policymakers interested in enhancing voting among the young

Latino population should look at Maryland and Massachusetts as models. In 2013, policymakers in Takoma Park, Maryland pioneered legislation allowing 16-year-olds the right to vote in local elections (Cournoyer, 2013; Richie & Male, 2013; National League of Cities, 2019; Piper, 2019). Since then, four additional Maryland cities have passed legislation to lower the voting age to 16 (Beckwith, 2019; Hernandez, 2015; Generation Citizen, 2016). In 2020, Massachusetts became the first state to propose legislation to make it easier for cities across the state to lower the local voting age to 16 (Associated Press, 2020; House No. 720).

**The Hatch Act.** At the Federal level, policymakers should consider clarifying aspects of the Hatch Act to facilitate federal Latinx/a/o employees' political engagement. The Hatch Act is a federal law that limits federal employees' participation in political activities (Hatch Act, 1939; Office of Special Counsel, 2020). However, many aspects of the Hatch Act remain unclear, including the parameters of public support, volunteering, and fundraising for political candidates (Davidson, 2014; Fuller, 2014; Samuels, 2019).

### **Areas for Future Research**

My study suggests numerous areas for future research, including (a) better understanding Latinx/a/o college graduates' motivation to engage civically; (b) understanding how Latinx/a/o college graduates make meaning of civic engagement; (c) demographic differences in engagement; (d) expanding data collection efforts at Hispanic Serving Institutions (HSIs); and (e) refining the survey instrument.

**Motivation for engaging civically.** Future research may examine what motivates Latinx/a/o college graduates to engage civically. Motivational theories such as social exchange theory, expectancy theory, and investment theory could serve as frameworks to

guide future qualitative studies on this topic. Social exchange theory posits that individuals weigh the costs (elements of negative value), and the benefits (elements of positive value) when making a choice (Blau, 1964; Chadwick-Jones, 1976). Accordingly, future research might examine the costs and benefits that Latinx/a/o college graduates weigh when choosing to run for elected office or serving as a mentor. Expectancy theory assumes that an individual's effort will result in an intended positive outcome (Lunenburg, 2011; Vroom, 1964). Future research might examine the extent to which a desired positive outcome plays a role in the decision for Latinx/a/o college graduates to vote or serve as a cultural or political resource. Investment theory underscores how an individual's satisfaction with an organization motivates them to remain engaged (Barry & Okun, 2012; Rusbult, 1980, 1983). Future research could examine the extent to which Latinx/a/o college graduates' level of satisfaction with their alma mater or a nonprofit organization influences their decision to contribute financially.

**Meaning of civic engagement.** Additional research may examine how Latinx/a/o college graduates make meaning of their civic engagement. In the comments section of the survey, many respondents remarked about the importance of documenting the nature of the uniqueness of their civic engagement. In the words of three survey respondents:

“This research is so needed right now. Bravo!” – Survey Respondent 20

“This research can help fight some of the negative stereotypes against Latinx/a/os” – Survey Respondent 21

“This findings research can help fight some of the negative stereotypes against Latinx/a/os” – Survey Respondent 22



**Demographic differences in civic engagement.** The Latinx/a/o community is a diverse population with different political and social preferences. Qualitative researchers can examine whether there are differences in civic engagement among Latinx/a/os. For example, through focus groups and interviews, researchers can explore the differences in how Mexicans and Dominicans vote, volunteer, or participate in advocacy activities. Understanding the demographic differences in Latinx/a/os civic engagement would also assist practitioners and researchers to better understand the similarities and differences between Latinx/a/o subgroups.

**Expanded data collection efforts.** Researchers are advised to establish partnerships with institutions of higher education to expand the size of the sample while capturing the diversity of the population of Latinx/a/o college graduates. In particular, the 523 Hispanic Serving Institutions appear to be the most promising avenue to enhance data collection efforts. HSIs enroll nearly 66% of the total population of Latinx/a/o undergraduates across the United States and are located in 25 states and Puerto Rico (Excelencia in Education, 2018, 2019). With detailed alumni contact information, researchers will be able to secure more Latinx/a/o college graduates to complete the survey. The payoff of such collaboration goes beyond the realm of research. HSIs can also gain a better understanding of how their emphasis on civic engagement in their curriculum and service learning are generating civically engaged college graduates (New, 2016).

**Refining the survey instrument.** Prior to future administrations of the National Latinx/a/o Alumni Engagement Survey, researchers should refine the existing survey items. Currently, only a limited number of survey items capture the full extent of

Drezner's (2018) philanthropic mirroring framework in that philanthropic efforts are directed to communities or individuals the donor identifies with. Two examples of mirroring include two items that measure mentoring of Latinx/a/os students and encourage Latinx/a/o families and community members to engage civically. Researchers should ensure that more items reflect a respondent's willingness to engage civically in support of the Latinx/a/o community.

### **Conclusion**

This dissertation examined how Latinx/a/o college graduates express their civic engagement. Guided by Morton's (1995) paradigms of service, Drezner's (2018) philanthropic mirroring framework, and Moll's (1992) funds of knowledge, I addressed gaps in previous research through nuanced methodological and analytical approaches. I also developed a content-valid survey that examines how Latina/x/o college graduates are engaging civically.

The methods I employed included descriptive statistics, exploratory factor analysis, item response theory, and latent class analysis. The results of these analyses suggest that Latinx/a/o college graduates engage in a diverse array of prosocial behaviors, including voting, volunteering, rallying, protesting, and giving to nonprofit organizations and institutions of higher education. The results also indicate that there are five identifiable typologies of civically engaged Latinx/a/o college graduates. *Activistas* (Activists) is a category of Latinx/a/o college graduates who vote, participate in political manifestations on issues related to the Latinx/a/o community, and serve as leaders in their communities. *Mentores* (Mentors) are a group of Latinx/a/o college graduates who mentor, support Latinx/a/o students in leadership programs and encourage their families

to engage civically. *Politicos* are a group of Latinx/a/o college graduates who vote and encourage members of their family and communities to do the same. *Votantes* (Voters) are a group of Latinx/a/o graduates who only vote. *Indiferentes* (Indifferents) is a category of Latinx/a/o graduates who do not engage in any of the 11 behaviors<sup>14</sup> included in the LCA.

These five typologies provide a starting point for practitioners, researchers, and policymakers to better understand and engage Latinx/a/o college graduates. In particular, this research holds implications for practitioners and policymakers to develop practices and policies to foster and support Latinx/a/o college graduates' civic engagement. The practices and policies should include developing programs, initiatives, and passing legislation that facilitate voting, volunteering, advocating, giving financially, and running for elected office. Future research may seek to examine what motivates Latinx/a/o college graduates to engage civically, how Latinx/a/os make meaning of their engagement, and if there are demographic differences in Latinx/a/o college graduates' civic engagement. Overall, this dissertation expands the knowledge base on how Latinx/a/o college graduates engage civically in their communities and with their alma maters. Latinx/a/o college graduates have the potential to serve as change agents who not only engage but also encourage their families and community members to do the same.

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<sup>14</sup> The 11 behaviors I used in the LCA were: voting in congressional elections, voting in state elections, mentoring, supporting students in Latinx/a/o leadership programs, rallying, protesting, writing to elected officials, giving to nonprofit organizations, giving to undergraduate alma mater, sharing information with family/community, and encouraging family/community members to engage civically.

Appendix A

**Demographics of Espino and Guzman (2017) Participants**

Gender		Ethnicity	
Women	14	Cuban	2
Men	10	Colombian	1
		Latina/Latino/Latinx	10
		Mexican	6
		New Mexican	1
		Puerto Rican	2
		Unknown	2
Highest Level of Education		Geographic Region	
High School	1	Mid-Atlantic	14
Bachelor's	8	Mid-West	4
Master's	11	Northeast	2
J.D.	1	Northwest	2
Ph.D.	1	South	1
Occupation			
Educational Services		6	
Professional and Scientific		2	
Public Administration		14	

## Appendix B

### **Espino and Guzman (2017) Participants' Selected Quotes**

#### Voting

“... I casted my first ever vote in the [Democratic] primary in Virginia. I then cast my fist vote ever in the presidential election this year [2016].”

#### Volunteering

“[As an older alumna of the CHCI Internship Program] I could guide her a little bit... and told her about my experience [working on Capitol Hill].”

“[I] coached him on the interview process, this is who you are going to meet— this is what he does. This is what you have to say... [I said] let me see your resume, let’s work through it together.”

“... Many times, people do not realize that is a way to impact your community. You know usually it’s like local community-based organizations, volunteering, pro-bono.”

“I’m on the SHPE DC board—Society of Hispanic and Professional Engineers. And we are trying to have a more stem policy focus.”

#### Elected Office

“I’m in EMERGE...Uh...I’m a current participant. It’s like Emily’s List [an American political action committee that aims to help elect pro-choice democratic candidates to office] its EMERGE America.”

“I... uh ran for a small, um, local school board. A local school council in Chicago.... I won.”

“[To serve as leaders in public office]—that’s one place we start. We start on school boards.”

### Advocacy

“...I have been seeking opportunities to lobby, to do advocacy... to learn more about the local level.”

“...I came here as a community organizer so I had grassroots organizing background... it’s my responsibility to give back to my community.”

“This year, I got to open an advocacy panel for a global time organization that urges people to engage in foreign exchange programs.”

“[I had to] put on presentations... about a policy issues and kind of give you like an overview of like healthcare 101 or affordable housing.”

### Political Liaison

“... [E]ngaging in those conversations not only with family but also friends, then I have friends hitting me up on Facebook, about how to... like during this past election how to get involved with candidates, how to volunteer. Um, trying to understand their ballot. Um, I was preaching about going down.”

“... Like, I never imagined my *Tias* [aunts] out there like marching [during the Women’s March in LA] ... it was crazy. To see pictures of them or to get text messages from them (‘oh, did you see what Trump is cutting in the budget?’) ... [I would then say] now you need to call your members of Congress—give me your address and I can look it up.”

## Appendix C

### Structured Protocol for Focus Groups

*To be read aloud to participants:*

Thank you very much for taking time for participating in this focus group. The purpose of my research study is to explore how Latinx/a/o college graduates are engaging civically. I will be asking questions to:

- Help operationalize civic engagement
- Provide feedback on my existing survey instrument

As I read each question, tell me what comes to your mind. And, if you have clarifying questions, please ask.

This focus group will be recorded. When transcribing this focus group, I will assign you pseudonym. I will then use this same pseudonym for any research reports, presentations, or publications that are produced from this research study.

This focus group will take approximately 60 minutes. Your participation is voluntary, and you may withdraw from participating in or answering a question at any time. Do you have any questions before we begin? Great. Let us proceed.

First, please take a few moments to complete the survey in front of you.

Great. Thank you. Now I want to talk about the types of civic engagement I asked about in the survey. For now, please focus on the content of the questions.

Then, we will discuss your feedback on the structure and style of the survey instrument.

#### **Section 1: Operationalizing Civic Engagement**

- In your words, what does civic engagement mean? Be sure to discuss activities that are within a four-year timeframe.
  - Give me some examples of what might come to your mind?
- Are there forms of engagement that you participate in that are not included in the survey?
- Is there a way to provide more of a Latinx/a/o lens to the types of engagement included in the survey?

#### **Section 2: Survey Instrument**

- Are the survey questions clear?
- Do you have any feedback on the layout of the survey?
  - How is the design of the survey?
  - Do the colors of the survey make it hard to read?
  - Does the layout make it hard to read or follow?

## Appendix D

### Consent Form for Phase One Focus Groups

#### **Project Title**

*Uncovering Typologies of Latinx/a/o Civically Engaged College Graduates*

#### **Purpose of the Study**

This research is being conducted by Amilcar Guzman at the University of Maryland, College Park. I am inviting you to participate in this research project because you are a Latina/o college graduate who is civically engaged. The purpose of this study is to examine how civically engaged Latinx college graduates are participating.

#### **Procedures**

The procedures involve a 60-minute focus group with the principal investigator in person or online. The conversation will be audio recorded and transcribed verbatim. A copy of the transcribed focus group will be sent to you for verification purposes.

#### **Potential Risks and Discomforts**

There may be some risks from participating in this research study. It is possible that you may feel uncomfortable or embarrassed discussing your civic engagement experiences. You do not have to answer any questions that make you feel uncomfortable.

#### **Potential Benefits**

The research is not designed to help you personally, but the results may help me learn more about Latinx college graduates who are engaging civically.

#### **Confidentiality**

We will not ask your name or any other identifiable information during the recording of the focus group. Your information and responses will be handled in a secure way using pseudonyms that will be kept in a secure and password-protected place. Only I will have access to the data. Your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

#### **Medical Treatment**

The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.

#### **Right to Withdraw and Questions**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

**Amilcar Guzman (Lead Principal Investigator)**

[aguzman@umd.edu](mailto:aguzman@umd.edu)



**Participant Rights**

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

**University of Maryland College Park  
Institutional Review Board Office  
1204 Marie Mount Hall  
College Park, Maryland, 20742  
E-mail: [irb@umd.edu](mailto:irb@umd.edu)  
Telephone: 301-405-0678**

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

**Statement of Consent**

Your participation indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.

If you agree to participate, please sign your name below.

<b>Signature and Date</b>	<b>NAME OF PARTICIPANT [Please Print]</b>	
	<b>SIGNATURE OF PARTICIPANT</b>	
	<b>DATE</b>	
	<b>Do you agree to be audio recorded?</b>	<input type="checkbox"/> Yes  <input type="checkbox"/> No

Appendix E

**Demographics of Phase One Focus Groups Participants**

<b>Participants' Gender</b>	<b>Participants' City/State</b>	<b>Participant's Associated Organization (s)</b>
<ul style="list-style-type: none"> <li>• Women: 10</li> </ul>	<ul style="list-style-type: none"> <li>• Washington, DC</li> </ul>	<ul style="list-style-type: none"> <li>• Association of Latino Professionals of America</li> </ul>
<ul style="list-style-type: none"> <li>• Men: 5</li> </ul>	<ul style="list-style-type: none"> <li>• Cockerel Hill, TX</li> <li>• Dallas, TX</li> <li>• Arlington, VA</li> <li>• Alexandria, VA</li> <li>• Chicago, Illinois</li> </ul>	<ul style="list-style-type: none"> <li>• CHCI Alumni Association</li> <li>• Latino Center for Leadership Development</li> <li>• HACE</li> <li>• Hispanic Women's Network of Texas</li> <li>• Hispanic National Bar Association</li> <li>• HACE</li> <li>• Prospanica</li> <li>• UMD Latinx Alumni Association</li> </ul>

## Appendix F

### Potential Benefits for Organizational Partners

#### **Background:**

Civic engagement is the cornerstone of any democracy. Through civic participation, individuals help choose elected officials, lobby representatives on important issues, and donate money to causes and organizations. Latinx/a/o college graduates are the ideal group to serve as a new generation of civic leaders. Through a national survey, this study examines how Latinx/a/o college graduates are engaging civically in their communities. Partner organizations can play a key role in shaping the development of this national survey.

#### **Invitation:**

In view of your important role in channeling Latinx/a/o college graduates' civic engagement, you are in a unique position to help recruit survey respondents. I would appreciate your support in distributing the upcoming survey to your membership.

1. At least one member of your leadership team participates in one group interview to discuss and provide feedback on the instrument (sessions held in June 2019).
2. Your group agrees to distribute the survey instrument during Hispanic Heritage Month (September-October 2019)
  - a. 1 email blast including the survey
  - b. 1 social media post including the survey (minimum)

#### **Benefits:**

Participating organizations receive several benefits including:

- Playing a key role in developing a national survey instrument that will measuring Latinx/a/o civic engagement
- A one-page factsheet on how each participating organizations' members are engaging civically. Preliminary results projected to be available in 2020.

## Appendix G

### **Draft Email to Recruit Phase One Focus Group Participants**

Greetings,

I hope this email finds you well. My name is Amilcar Guzman and I am currently pursuing a Ph.D. at the University of Maryland College, Park where I study the postsecondary outcomes of Latinx college graduates. As part of my research, I will be conducting four hour-long focus groups in order to better understand what prosocial behaviors civically engaged Latinx college graduates are participate in. Each focus group will be held at 1730 M Street NW Washington, DC or online through Zoom. If you are interested in participating in one of the groups, please complete this short survey no later than May 31.

If you have any questions, please contact me at [aguzman@umd.edu](mailto:aguzman@umd.edu).

Please note that your participation is voluntary, and that food will be provided at the focus group.

Thank you,

Amilcar Guzman

[aguzman@umd.edu](mailto:aguzman@umd.edu)

## Appendix H

### Demographic Survey to Reserve Space in Phase One Focus Groups

1. Name:
2. Age
  - a. \_\_\_\_\_
3. Gender
  - a. Male
  - b. Female
  - c. Gender non-conforming
  - d. Other \_\_\_\_\_
  - e. Prefer not to say
4. What is the highest level of education you have completed?
  - a. Associate's degree
  - b. Bachelor's degree
  - c. Master's degree
  - d. Professional degree (e.g., Law Degree, LLM)
  - e. Doctorate degree
5. From what institution did you obtain your bachelor's degree?
6. What year did you graduate with your bachelor's degree?
7. What is your occupation?
  - a. None
8. How and why would you consider yourself civically engaged? [open ended]
9. Please Select 1 of the following 3 dates to participate in the focus group:
  1. Option 1
  2. Option 2
  3. Option 3
  4. Option 4

## Appendix I

### Focus Groups Feedback on Survey Instrument

#### Operationalizing civic engagement

- **Latinx examples of civic engagement**
  - Focus group participants provided a number of examples of civic engagement through a Latinx lens. Uncovering these additional examples was a vital component of the phase 1 focus groups. Quotes from the participants include:
    - “Teaching English classes”
      - (*Jessica- June 10<sup>th</sup>, 2019 Focus Group*)
    - “Teaching civics, or [teaching] naturalization test preparation”
      - (*Ralph- June 10<sup>th</sup>, 2019 Focus Group*)
    - [Donating] “Scholarship funds for Latinx college students, to your Alma Mater”
      - (*Ralph- June 10<sup>th</sup>, 2019 Focus Group*)
    - ... having a presence at Quinceaneras to have like a voter registration table”
      - (*Veronica- June 3<sup>rd</sup>, 2019 Focus Group*)
    - [I own a Latinx restaurant]. “I offer my restaurant and space to them. I also cater events for political candidates”
      - (*Esmeralda- June 4<sup>th</sup>, 2019 Focus Group*)
    - “I know that I'm going to have to donate some serious cash [to Latinx candidates for local office] in the future.”
      - (*Sasha- June 10<sup>th</sup>, 2019 Focus Group*)
- **Social media as a form of engagement**
  - Focus group participants also indicated that social media is an important avenue to help share news on important causes and current events to their friends, family and the general public. Furthermore, a number of respondents curated knowledge in the form of podcasts and other resources.
    - “I also think social media has been really good, because I feel like from a perspective of even understanding what's going on in your community, understanding what's going

on in the entire country, understanding what's going on in other communities has been really important, I think, to really sort of bring awareness to folks who otherwise may not have been exposed to sort of other communities, or other issues.”

○ *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*

- “But, I also think even sharing on social media. What I've done is just kind of share my participating, why it's important. Maybe sharing even just like media, or just content on certain issues.”

○ *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*

- “I've been recently exposed to YouTubers and pod casters and bloggers and writing. Writing material, material of any kind, depending on what media you're comfortable with. I think that would be a good form of civic engagement.”

○ *(Jessica- June 10<sup>th</sup>, 2019 Focus Group)*

- “... I go out of my way to post scholarships and resources and check on how to get into and out of law school. Specifically, for black and brown girls.”

○ *(Jessica- June 10<sup>th</sup>, 2019 Focus Group)*

- “I see people...they're very comfortable sharing their opinions publicly, but not so much in person.”

○ *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*

○ **Navigating systems as a form of engagement**

- Focus group participants indicated that they played a key role in supporting their family, friends and community members through navigating key systems in the United States.

- ... when I was helping my Mom study for her US citizenship test. And then once she became naturalized, [I was]helping pull together what was on her ballot, and providing my recommendations to her, so I would just help her study, and that has continued since, every single time there's a federal state or local election in Miami, I, it's like a ritual, it takes a solid 5 hours to sit down and go through different voter guide, nonpartisan, like union endorsed stuff, through the newspapers and then just send her my recommendations, whether she takes them or not is up to her. Most of the time she takes them and that now has also

translated to doing the same thing for my Dad who became a naturalized citizen and my sister as well.”

- *(Jared- June 10<sup>th</sup>, 2019 Focus Group)*

- ... Because going through that entire process [a Green Card] requires you to read up. Even if you don't understand it, you have to read up on the application process itself. You have to ask a lot of questions, and you have to start looking at the legal system. And even if you have to hire an attorney, to then take it the rest of the way. Going through that process for one, two, three, four people, and then maybe talking to your trusted friend or your family to say "Okay, I did it" and now this other person may have been born here. Now, that they can do it, that takes longer.

- *(Jessica- June 10<sup>th</sup>, 2019 Focus Group)*

- I'll send an email out to the entire office and say, "Here's our nearest polling location."

- *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*

### **Style of the survey**

The following section provides an overview of feedback that I received from focus group participants when taking the survey. This section is divided into the style of the survey (functionality, look and feel, technology issues with the survey) and the content of the survey (education options, racial options, occupation options).

#### ○ **Functionality**

- Focus group participants indicated that had little issues completing the survey Overall, the survey was easy to navigate.

- “I did it on my phone, because you sent me the link, I just did it on my phone. It wasn't bad.”

- *(Sasha- June 10<sup>th</sup>, 2019 Focus Group)*

- ...It was easy to navigate. And I also like the way it was organized. I thought that was very neatly presented, and easy to know what you were answering questions about. It was very easy to understand.”

- *(Pablo- June 3<sup>rd</sup>, 2019 Focus Group)*

#### ○ **Look and feel**

- Focus group participants also indicated that they enjoyed the look and feel of the survey. Adding to the ease of completing the survey. The average time for respondents to complete the survey was: **9:21**.



- “I like the color. I thought it was easy to read. It was simple. Very easy to navigate.”
  - *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*
- “I flew through the survey. It was so easy to follow and just questions were clear, and then you had the explanation at the top for each one too.”
  - *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*
- “I thought they [the questions] were easy to follow. I don't remember being confused by anything. Yeah, overall, I feel like it, I think before I started it I was like, oh, man. This is going to be a long survey. And then I did it, and I was like, Oh, that was easy.”
  - *(Cecilia- June 3<sup>rd</sup>, 2019 Focus Group)*
- I will echo what [Pablo] said. Very easy to get a follow. I was expecting those fill in the text box, the long, wordy, essay response. So, I was excited to see that there were so many just click and move to the next. So, I think you did a really great job....”
  - *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*
- “I would say that it was pretty user friendly. Like I didn't have a hard time navigating at all. I mean, is it like aesthetically appealing when I first went into it? I mean, it looks like a survey. I think surveys aren't supposed to look any different.”
  - *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*
- “I think it was definitely very user friendly and I was able to navigate through it. And it didn't take very long for me to load it. In fact, the entire survey took, I think even less than 10 minutes.”
  - *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*
- “I think some of the questions were appropriate where I'm like, okay, I have the option that actually did apply to me. So, I felt that was really good.”
  - *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*

- “I think it was pretty short. I think had I known it was only going to take like 12 to 12 minutes, I would've probably appreciated that more. I didn't know what was coming or how long it was going to be. So, I get interrupted a lot. And I would've known like how long it was going to take.”
        - (*Esmeralda- June 4<sup>th</sup>, 2019 Focus Group*)
      - “Yes. Like I was thinking it was going to take 40-50 minutes, and I was like, oh gosh. You know, I would've known that I didn't have to pause in between.”
        - (*Cecilia- June 4<sup>th</sup>, 2019 Focus Group*)
    - **Technology issues**
      - Focus group participants indicated that they ran into several technological issues when completing the survey.
        - “So, I had an error, and it didn't tell me that I had an error. It just repopulated the page, took me back to the top and then I had to scroll down. I read "next", but then just take me back to the top. So, what did I do? I'm going to make sure I had everything clicked, but unfortunately there was a cell that was unpopulated because that's where my settings are, populated when I was typing my name, but it didn't tell me that that was an error.”
          - (*Ralph- June 10<sup>th</sup>, 2019 Focus Group*)
        - ... it auto filled a couple, one of the pages, and it wouldn't let me advance, and I didn't realize that, it wouldn't accept that.
          - (*Esmeralda- June 3<sup>rd</sup>, 2019 Focus Group*)
  - **Content of the survey**
    - Operationalizing Latinx/a/o
      - Focus group participants indicated that the terminology of Latinx/Latina/Latino was confusing.
        - “I didn't pay close attention, I say in your consent form here, around consistency around Latina some use the old AOX and the other you just put X, I mean for consistency purposes, so some do identify with the X, some do not.”
          - (*Rodolfo- June 10<sup>th</sup>, 2019 Focus Group*)

- “But then, to that point, whichever one you use, it would be good to have a clarifying statement so that people understand, because some people may not understand what the NX means.”
    - *(Jared- June 10<sup>th</sup>, 2019 Focus Group)*
  - “So maybe at the beginning in terms of the consent, like this is what I mean, the definitions, and why. That might make sense. To have a cover page.”
    - *(Jared- June 10<sup>th</sup>, 2019 Focus Group)*
- **Clarity of Questions**
  - Overall, focus group participants indicated that the questions in the survey were clear. However, there were specific recommendations regarding adding specific details to help improve the clarity of the questions.
    - And this is what I alluded to earlier how when I was answering the survey there were questions where it was asking about voting, and whether I had voted or not. And I almost wanted to, as I was going through it, I was like, yeah, I haven't participated in it. But, I wouldn't want my selections to be thought of as, he hasn't done it because he's apathetic or hasn't done it, but there's a reason for it. There's an explanation behind it. So, I just, I don't know. I felt like the survey wasn't really capturing that. And I don't necessarily have a solution of how it would easily do that in this type of question. But, I was in that situation where I wanted to say no, but just as why.”
      - *(Pablo- June 12<sup>th</sup>, 2019 Focus Group)*
    - “You should put (e.g.) as well for each questions.”
      - *(Josue- June 12<sup>th</sup>, 2019 Focus Group)*
    - “For question 14- when I read that I thought presidential right away. There was only 1 presidential election in the last year, though. There is also senate and house races though. Spell it out for people, though. It should include and explain Congress as well.”
      - *(Victoria- June 12<sup>th</sup>, 2019 Focus Group)*
    - “Anytime you have questions national, state, local have examples. People don’t really know the difference between

a US Rep and a State Rep. Where does school board fall in? School Board v. PTA as well.”

○ *(Victoria- June 12<sup>th</sup>, 2019 Focus Group)*

- “Separate the church out- it might be helpful. I didn’t see it in your question.”

○ *(Victoria- June 12<sup>th</sup>, 2019 Focus Group)*

- “Even more options for non-profit could be a 501c3, tax deductible, non-profit organizations.”

○ *(Lorna- June 12<sup>th</sup>, 2019 Focus Group)*

- “I didn’t know what charitably giving meant. I would take that out. I would just say giving”

○ *(Josue- June 12<sup>th</sup>, 2019 Focus Group)*

- “Just to build off that, I did think having after each one of those questions, or the ones that you're asking for these insights, having kind of that space to share why. Because for me, when I did the college education one, or college involvement, I wanted to put I wasn't involved, but let me tell you why.... I would add it, and just leave it as an optional. Like not required to fill out, to move on to the next question. But there if someone is still compelled to justify, like I am, why.”

○ *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*

○ **New forms of engagement**

- Focus Group participants indicated a number of additional new forms of engagement that they participate in.

- ... you have those that you just give to because, you know, the Red Cross or something. Somebody had a fire, they did a "Go fund me" because they want to send their kids to school.”

○ *(Ralph- June 10<sup>th</sup>, 2019 Focus Group)*

- “One thing is missing is appointments to different positions. Something that you aren’t elected for but that someone picks you for. You have to make it clear that it is unpaid appointments.”

○ *(Lorna- June 12<sup>th</sup>, 2019 Focus Group)*

- “There is voter protection and individuals taking folks to polls. Voter protection are non-partisan. Think about adding that.”
      - (*Lorna- June 12<sup>th</sup>, 2019 Focus Group*)
    - “I would say for my examples of civic engagement, or civic involvement include serving on a city commission for tourism affairs, representing district two.”
      - (*Veronica- June 3<sup>rd</sup>, 2019 Focus Group*)
  - **Race options**
    - Focus group participants indicated that I should add “other” as an option under race.
      - Add an “other” category to Race.
        - (*Alexandra- June 12<sup>th</sup>, 2019 Focus Group*)
  - **Language options**
    - Focus group participants indicated that I should add questions to clarify the purpose of gathering information regarding respondent’s language proficiency.
      - “The question about what your first language is. Even though I was born in New York, in my house we only spoke Spanish, then, when they went to the street it’s both. That question always ... what the first language was, I was born in New York, but I didn't speak English unless I spoke to my friends outside my house, and even then, they might be Latinos themselves too.”
        - (*Rodolfo- June 10<sup>th</sup>, 2019 Focus Group*)
      - “The English question is tough. Spanish was my first language, but now I’m more comfortable in English. I never know what the point of that question is. I assumed it was what language do you speak the most. I’m ESL in Spanish and English. “What did you grow up speaking at home” “What is your primary language now.”
        - (*Luis- June 12<sup>th</sup>, 2019 Focus Group*)
  - **Country options**
    - Focus group participants indicated that I phrase this question differently and provide and
      - “You might want to make rows for the Latino country. You might want to add Spain as an option. Some people identify

as such. You could also have people type it in- make it a required field. Add United States as well as a country. You could be 5 generations but still live here.”

○ *(Lorna- June 12<sup>th</sup>, 2019 Focus Group)*

- Ask “Where were your parents born in the United States”

○ *(Victoria- June 12<sup>th</sup>, 2019 Focus Group)*

- I was going to say it's clear. However, I only put Mexico, because my biological parents are both Mexican and my step-dad is Salvadorian. And I wasn't sure if that was information that I should put. So, I think I just put Mexican.”

○ *(Cecilia- June 3<sup>rd</sup>, 2019 Focus Group)*

○ **Occupation options**

- Focus group participants indicated that I should make significant changes to the occupation options listed in the survey. By doing so, I will clarify the options for respondents.

- “For the Occupation, you might want to put the “sector” and the “other” You could make it a 2-part question.”

○ *(Alexandra- June 12<sup>th</sup>, 2019 Focus Group)*

- “Yeah. I agree. I work for a nonprofit doing advocacy, and I think I went through and read each one, and I didn't catch nonprofit. But now looking back I see legal community and social service, so perhaps I couldn't go there. But, I didn't see it. So, then I just ended up clicking other.”

○ *(Veronica- June 3<sup>rd</sup>, 2019 Focus Group)*

- “So, I'm used to going to other. But, maybe a way that would make it clear for people is if you list industry, and then let them type in their title, or their role. I don't know if you want a whole bunch of like pre-typed answers, because that also messes up your data.”

○ *(Cecilia- June 3<sup>rd</sup>, 2019 Focus Group)*

- If I may, I've worked in the health professions space, just going back to the previous one, degree. I know pharmaceutical dentists, beyond medicine get upset when they all see there's no [crosstalk 00:58:03] and all I see is medical, even though it's a professional, medicine,

dentistry, pharmacy are all professional degrees, but you don't."

○ *(Rodolfo- June 10<sup>th</sup>, 2019 Focus Group)*

- "So, for me I couldn't really find where I would fall into it either. But, because I work for an accounting firm, I went with the accounting option for business. And I think it was business and accounting."

○ *(Pablo- June 3<sup>rd</sup>, 2019 Focus Group)*

- "I guess if I had a freeform box, it's not what I would type. But, I don't think the question itself was confusing, or I think you were limited to those options, right?"

○ *(Pablo- June 3<sup>rd</sup>, 2019 Focus Group)*

- "... because you have multiple professions, because I'm also a finance accountant, and I also work in the hospitality industry. So, I wasn't able to click one or the other, or even push other for some reason, and type them both in. And I think, oh, I can't believe I remember this."

○ *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*

- "...sometimes if I need to fill out a form about myself and there's a drop down, it'll say occupation, but sometimes it's not ... you know, there's so many roles that you can do that don't fit into a specific category. And sometimes what helps is putting like the industry that you're in, kind of like what if you're, you know, in a nonprofit you may be doing a lot of things."

○ *(Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)*

- "I struggled with it, I'm not going to lie. It said, hospitality, server, or waiter. And then the other profession, but that doesn't really apply to me, because I own it. And then the other one was accounting and finance, which is also my profession, which I do for my restaurant still, but that's also what my degree is in. So, I didn't feel like I fit either one. I don't even remember what I chose, honestly. But, I never fit in really anywhere anyway. It may be something that would be easier, would be like, what is your professional background, or degree maybe, or something. And then what's your current occupation? Then maybe that would be

a little easier to tell you, other than the census, because they obviously don't know what they're doing.”

- (Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)

○ **Education options**

- “So, to that point, maybe editing to "Where did you receive your bachelor’s degree?"

- (Rodolfo- June 10<sup>th</sup>, 2019 Focus Group)

- “Clarify what you mean by college degree. Make sure you are referring to 4-year degree.”

- (Victoria- June 12<sup>th</sup>, 2019 Focus Group)

- “Add “Other” option to education so that you can kick out individuals who should not be completing the survey.”

- (Victoria- June 12<sup>th</sup>, 2019 Focus Group)

- “Clarify that alma mater is undergraduate and not graduate institution.”

- (Alexandra- June 12<sup>th</sup>, 2019 Focus Group)

- “The K-12 and Child is the same.”

- (Lorna- June 12<sup>th</sup>, 2019 Focus Group)

- “Prior to starting college” “Since College”.

- (Luis- June 12<sup>th</sup>, 2019 Focus Group)

○ **Parent’s education option**

- “The other thing that I noticed was that the, it asked me about my parent’s background. But, it didn't specifically ask about my mother’s education versus my father’s education, because those were very different. So, I just picked high school, even though my father only had a sixth-grade education.”

- (Esmeralda- June 4<sup>th</sup>, 2019 Focus Group)

- “Because my Dad's and my Mom's educational level are not the same, so I had to decide to do I go with the lowest or the highest. I think that you should break that down into two.”

- (Rodolfo- June 10<sup>th</sup>, 2019 Focus Group)

- “I would've specifically probably said, "What is your mothers background? Your fathers?" But, I don't know what y'all are researching exactly.”

- (Francesca- June 4<sup>th</sup>, 2019 Focus Group)



- “I’m just looking at it, and I’m going back to your questions. The challenge there sometimes is applies to more people than me, but you can have that person that, your parent is your parent, right? But they got divorced and remarried, now you have ... or is that who you consider who your parent is? That can be a little challenging there but.”
      - (Rodolfo- June 10<sup>th</sup>, 2019 Focus Group)
    - “Split the parent’s education question.”
      - (Victoria- June 12<sup>th</sup>, 2019 Focus Group)
    - “Add unknown to their education because people might not know their parent’s education level.”
      - (Josue- June 12<sup>th</sup>, 2019 Focus Group)
    - You should put “Parent 1” “Parent 2”.
      - (Lorna- June 12<sup>th</sup>, 2019 Focus Group)
      - “The “How So” question after parent engagement is split. Make it on one page.”
        - (*Luis- June 12<sup>th</sup>, 2019 Focus Group*)
  - **Likert scale options**
    - “I had trouble with that, because when you say, how many times I’m looking for a number and even if I had to estimate college to now, it could have been 5 times a year, 3 times a year, when it was never, sometimes, or often, I don’t know what to put for this. I think I put “often” for most of them, but I had some trouble with that.”
      - (*Jessica- June 10<sup>th</sup>, 2019 Focus Group*)
    - A challenge for you in this area, what your demographics are, you may have somebody who’s young and could vote only 2 years ago, so they only voted rarely. They voted every time, every year, but they will fall rarely, because they only were able to vote last year.”
      - (*Ralph- June 10<sup>th</sup>, 2019 Focus Group*)
    - “The five years make sense for a time period. I’m 34 right now and me at my age- 5 years is a very short with the change from when I was in college. 10 years ago, would be from college. College and post-college would be a different. Maybe ask a question like, from college or 4 years a after college or 5 years from now.”
      - (*Luis- June 12<sup>th</sup>, 2019 Focus Group*)

- “You could say “Since college, has your voting decreased or increased”. “Have there been times in your life when you have voted more or less”.
  - (*Victoria- June 12<sup>th</sup>, 2019 Focus Group*)
- “Rarely, often don’t make sense if it’s only been one election. One the time frame I can expand it to ten years total.”
  - (*Alexandra- June 12<sup>th</sup>, 2019 Focus Group*)
- “Make the scale numerical- never, rarely, etc. (add the numbers). You could do “since you graduated from college.”
  - (*Alexandra- June 12<sup>th</sup>, 2019 Focus Group*)
- “Volunteering questions were hard to answer. I don’t know how to quantify things in a frequency so there has to be a range in the options.”
  - (*Luis- June 12<sup>th</sup>, 2019 Focus Group*)
- But, those terms aren’t helpful. Quantify them.”
  - (*Alexandra- June 12<sup>th</sup>, 2019 Focus Group*)
- **Miscellaneous**
  - “It might be of interest to list what types of issues Latinx college graduates are advocating for.”
    - (*Victoria- June 12<sup>th</sup>, 2019 Focus Group*)

## Appendix J

### **Content Experts Instructions & Potential Respondents Instructions**

#### *Content Experts*

Greetings X,

Thank you for providing feedback on my draft survey instrument. Your feedback is critical as I shape my survey instrument. The areas that I am struggling with is defining the occupation areas, the country of origin options and the Likert scale. During my focus groups, respondents indicated that the current setup for these questions are confusing. Thank you and I look forward to your feedback.

#### *Potential Respondents*

Please provide your feedback on the survey instrument by answering the following questions.

1. Critique instructions and instrument's appearance.
  - a. Are the instructions clear and easy to follow?
  - b. Should additional instructions be included?
  - c. Does the instrument's overall appearance look professionally designed?
  - d. Is the instrument easy to read and answer? Is it easy to understand and mark the response items?
  - e. Are there parts of the instrument that need to be deleted?
  - f. Would an example of how to answer an item help to clarify the instructions?
2. Cognitive interviewing with sample of items
  - a. Paraphrase your understanding of the question.
  - b. Define the term in your own words.
  - c. Is anything confusing or ambiguous with the question?
  - d. How confident are you that you can give an accurate answer?
  - e. What was the process by which you answered that question?
3. Track general impressions
  - a. How long did it take you to complete the survey?
  - b. Is the survey too short? Too long?
  - c. Was there any portion of the survey that you were uncomfortable answering?
  - d. Is there anything on the survey that is culturally insensitive, particularly to Latinx individuals?

## Appendix K

### Experts Reviewer Qualifications

**Dr. Noah D. Drezner** is an Associate Professor of Higher Education in the Higher and Postsecondary Education Program at Teachers College, Columbia University, founding editor of *Philanthropy & Education*, and a leading researcher on educational philanthropy. His research interests include philanthropy and fundraising as it pertains to colleges and universities, including higher education's role in the cultivation of prosocial behaviors. Currently, Dr. Drezner's work is based in identity-based philanthropy. In other words, he is researching how a person's social identities affect their giving to higher education and how colleges and universities can engage their alumni in more inclusive ways. He is the co-PI for the National Study of Lesbian, Gay, Bisexual, and Transgender (LGBT) Alumni, a multi-institutional mixed methods project, and recently completed a population-based survey experiment that evaluates how a person's social identities affect their propensity to donate and at what level when exposed to different types of fundraising solicitations. Dr. Drezner has published numerous articles and given several presentations on related topics. His dissertation, *Cultivating a Culture of Giving: An Exploration of Institutional Strategies to Enhance African American Young Alumni Giving*, was recognized in 2009 with the Council for the Advancement and Support of Education (CASE) H.S. Warwick Award for Outstanding Research in Alumni Relations for Educational Advancement. Additionally, Noah is an associate editor of *Philanthropy, Fundraising, and Volunteerism in Higher Education* (2007) which was named the 2009 CASE John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement. His book *Philanthropy and Fundraising in American Higher Education* has been adopted in master's and doctoral programs across the country. He holds his Bachelor of Science from the University of Rochester, a graduate certificate in non-profit leadership from Roberts Wesleyan College, and his Masters of Science in Education and Doctor of Philosophy degrees from the University of Pennsylvania.

**Dr. David Weerts** is an *Associate Professor, Department of Organizational Leadership, Policy and Development at the University of Minnesota*. David's teaching and scholarly interests include state financing of higher education, university-community engagement, and alumni giving, advocacy and volunteerism. His research on these topics appears in leading higher education journals including *The Journal of Higher Education*, *Research in Higher Education* and the *Review of Higher Education*. David has eight years of experience in university advancement and has held major gifts officer positions at the University of Wisconsin Foundation and University of Minnesota Foundation. He holds a Ph.D. in higher education from the University of Wisconsin-Madison.

## Appendix L

### Expert Reviewer Feedback

#### Demographics/Background

One expert provided guidance regarding the best way to ask about gender

What is your current gender identity? (Check all that apply)

- a) Man
- b) Woman
- c) Trans Male/Trans Man
- d) Trans Female/Trans Woman
- e) Genderqueer/Gender Nonconforming
- f) Different Identity (please specify): \_\_\_\_\_

One expert provided guidance on how to ask the question regarding respondents' education level. I will incorporate this feedback and change my question. From what college or university did you receive your bachelor's degree? {please write full name of institution- no initials).

One expert suggested that I should reframe the parent demographic questions.

- Add N/A to Parent #1 and Parent #2
- Add "Guardian" to wherever I have the word "Parent"

The experts provided substantial feedback on the occupational options. One expert advised to review the GSS Survey for the occupation questions-based on the Census.

#### PRIVATE SECTOR EMPLOYEE

- For-profit company or organization
- Non-profit organization (including tax-exempt and charitable organizations)

#### GOVERNMENT EMPLOYEE

- Local government (for example: city or county school district)
- State government (including state colleges/universities)
- Active duty U.S. Armed Forces or Commissioned Corps Federal government civilian employee

#### SELF-EMPLOYED OR OTHER

- Owner of non-incorporated business, professional practice, or farm
- Owner of incorporated business, professional practice, or farm Worked without pay in a for-profit family business or farm for 15 hours or more per week

## Areas of Engagement

The experts provided substantial feedback to my six areas of engagement. The feedback was primarily focused on how the questions are worded and the need for more specificity in certain areas.

- **Voting**
  - Might want to break out Presidential elections and Congressional elections (it might be interesting to see if there is a difference between voting in mid-term and presidential elections).
- **Elected office**
  - Check language and wording-should I use “have run” or “I have ran”?
  - Elected office should be yes/no and then include N/A
- **Advocacy**
  - Provide more clarity
    - “I participate in political rallies”
    - “I write to elected officials about policy issues that I am concerned about”
    - “I call elected officials about policy issues that I am concerned about”
- **Giving Financially**
  - “I give to the church or my religious institution”
  - “I gave to faith-based organizations”
- **Volunteering**
  - Provide more clarity
    - “**Mentoring:** career investigation”
    - “**Tutoring:** classroom based”
- **Knowledge Resource**
  - People might not be used to that topic or issue- “serving as a fund of knowledge”
- **Prior Civic Engagement**
  - Indicate your participating in college and after college (have it all in one spot)-
    - During College/After College

Appendix M

**Constructs and Items Revised Based on Expert Reviewer Feedback**

Items Before Expert Review	Items Revised After Expert Review
<p>Gender Options:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Woman</li> </ul>	<p>Gender Options:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Woman</li> <li>• Trans Male/Trans Man</li> <li>• Trans Female/Trans Woman</li> <li>• Genderqueer/Gender Nonconforming</li> <li>• Different Identity (please specify): _____</li> </ul>
<p>Occupation Options (Open-Ended)</p>	<p>Occupation Options:</p> <ul style="list-style-type: none"> <li>• For-Profit</li> <li>• Non-Profit</li> <li>• Education</li> <li>• Government</li> <li>• Military</li> <li>• Business</li> <li>• Other</li> </ul>
<p>Likert Scale Options</p> <ul style="list-style-type: none"> <li>• Strongly Agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly Disagree</li> </ul>	<p>Likert Scale Options</p> <ul style="list-style-type: none"> <li>• Always</li> <li>• Sometimes</li> <li>• Frequently</li> <li>• Rarely</li> <li>• Never</li> </ul>

Appendix N

**Theoretical Alignment – Constructs and Items**

<u>Theory</u>	<u>Construct</u>	<u>Items</u>
Morton’s Paradigm of Service (1995) [Charity Paradigm]	Volunteering	I participate in mentoring programs
		I participate in tutoring programs
		I serve on non-profit boards
		I serve on corporate boards
		I serve on corporate boards
		I teach English or civic classes
		I recruit students to attend my alma mater
		I support students in Latinx/a/o programs
		I participate in cleanup efforts
		I participate in political campaigns
		I serve in appointed public service positions
Morton’s Paradigm of Service (1995) [Social Change Paradigm]	Voting	I vote in Presidential elections
		I vote in Congressional elections
		I vote in State elections
		I vote in Local elections
	Elected Office	I have run for local office
		I have held/hold local office
		I have run for state office
		I have held/hold state office
		I have run for federal office
		I have hold/held federal office
	Advocacy	I participate in rallies
		I participate in protests
		I participate in boycotts or products
		I participate in unpaid lobbying
		I write elected officials on specific issues
I call elected officials on specific issues		
Drezner’s Philanthropic Mirroring Framework (2018)	Giving Financially	I give to non-profit organizations
		I give to issues and events
		I give to my undergraduate institution
		I give to my graduate institution
		I give to political candidates
		I give to political organizations
<i>Moll, Amanti, Neff &amp; Gonzalez (1992) Funds of Knowledge</i>	Fund of Knowledge	I stay up-to-date on current events
		I am a curator of knowledge
		I share information on current events
		I encourage members of my community to engage civically
		I help members of my community to engage civically



## Appendix O

### Final Survey Instrument

# The National Latinx/a/o Alumni Engagement Survey

Thank you for your willingness to take the National Latinx/a/o\* Alumni Engagement Survey. Your participation in this survey will help tell the story of how Latinx/a/o graduates are contributing to society through civic engagement. Please complete this survey to the best of your ability. This information will be used to better understand what types of activities civically engaged Latinx/a/o college graduates are participating in. \*The terms “Latinx,” “Latino,” and “Latina” are represented throughout this survey as the unifying term “Latinx/a/o”. This term is a gender-neutral term that describes individuals from a diverse set of Latin American cultures.

## **Consent Form for Participation in National Latinx/a/o Alumni Engagement Survey**

### **Purpose of the Study**

This research is being conducted by Amilcar Guzman at the University of Maryland, College Park. I am inviting you to participate in this research project because you are a Latinx/a/o college graduate who is civically engaged. The purpose of this study is to examine how civically engaged Latinx/a/o college graduates are participating civically.

### **Procedures**

The procedures involve the completion of an online questionnaire.

### **Potential Risks and Discomforts**

There may be some risks from participating in this research study. It is possible that you may feel uncomfortable or embarrassed listing your civic engagement experiences. You do not have to answer any questions that make you feel uncomfortable.

### **Potential Benefits**

The research is not designed to help you personally, but the results may help me learn more about how Latinx/a/o college graduates are engaging civically.

### **Confidentiality**

Your information and responses will be handled in a secure way. Only I and my advisor, Dr. Alberto Cabrera, will have access to the data. All analyses will be conducted and shared in the aggregate. Your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland,

College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

### **Medical Treatment**

The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.

### **Right to Withdraw and Questions**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

**Amilcar Guzman, (Lead Principal Investigator)**

aguzman@umd.edu

### **Participant Rights**

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

**University of Maryland College Park**

**Institutional Review Board Office**

**1204 Marie Mount Hall**

**College Park, Maryland, 20742**

**E-mail: irb@umd.edu**

**Telephone: 301-405-0678**

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects

### **Statement of Consent**

Your participation indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this survey.

Check this box to indicate your consent (13)

Please complete this survey to the best of your ability. This information will be used to better understand what types of activities civically engaged Latinx/a/o college graduates are participating in.

**Your Current City:**

**Your Current State:**

▼ Alabama (5) ... Wyoming (54)

**Your Email:**

**What is your current gender identity?**

- Man (1)
- Woman (2)
- Trans Male/Trans Man (3)
- Trans Female/Trans Woman (9)
- Genderqueer/Gender Non-Conforming (10)
- Different Identity (please specify): (8)

**Please indicate your broad racial membership.**

- American Indian or Alaska Native (1)
- Asian American or Asian (2)
- Black or African American (3)
- Latinx/a/o (4)
- Middle Eastern (5)
- Multiracial (6)
- White or Caucasian (7)
- Prefer not to say (8)

**Please indicate your/your family's predominant Latinx/a/o country of origin.**

- Argentina (1)
- Belize (2)
- Bolivia (3)
- Brazil (4)
- Chile (5)
- Colombia (6)
- Costa Rica (7)
- Cuba (8)
- Dominican Republic (9)
- Ecuador (10)
- El Salvador (11)
- Guatemala (12)
- Honduras (13)
- Mexico (14)
- Nicaragua (15)
- Panama (16)
- Paraguay (17)
- Peru (18)
- Puerto Rico (19)
- Spain (25)

- Uruguay (20)
- Venezuela (21)
- More than one country of origin (27)
- Other (22) \_\_\_\_\_
- Prefer not to say (24)

**Were you born in the United States?**

- Yes (1)
- No (2)
- Prefer not to say (3)

**What was your primary language growing up?**

- English (5)
- Spanish (6)
- Other (7)

**What is your primary language now?**

- English (4)
- Spanish (5)
- Other (6)

**From what college did you receive your Bachelor's degree? (please write full name – no initials)**

---

**Undergraduate Graduation Year:**

▼ 2019 (4) ... 1950 (73)

**What is your highest level of education?**

- Associate's degree (1)
- Bachelor's degree (2)
- Master's degree (3)
- Professional degree (e.g., Law degree, Medical degree, LLM) (4)
- Doctorate degree (including EdD) (5)

**Which best describes your current employment?**

- For-profit company (e.g., corporations, consulting firms) (10)
- Non-profit organization (e.g., 501c3, 501c4, tax-deductible organizations) (11)
- Education (e.g., School Districts, Colleges, Universities) (13)
- Government (e.g., local, state and federal) (8)
- Military (e.g., U.S. Armed Forces or Commissioned Corp) (14)
- Business Owner (e.g., incorporated and unincorporated) (22)
- Other (20) \_\_\_\_\_
- Prefer not to say (23)

**Please list your current occupation:**

\_\_\_\_\_

**Please list your current employer:**

\_\_\_\_\_

Associated Partner Organization (select all that apply if any)

- Association of Latino Professionals of America (5)
- CHCI Alumni Association (1)
- Congressional Hispanic Staff Association (7)
- Hispanic Alliance for Career Advancement (4)
- Hispanic National Bar Association (2)
- Hispanic Women's Network of Texas (10)
- Latino Center for Leadership Development (8)
- Latino Greek Letter Organization (11)
- Prospanica (3)
- Society of Hispanic Professional Engineers (9)
- University Latino/a/x Alumni Group (6)

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**Q15** This section examines your voting activities. Please complete this section to the best of your ability. This information will be used to better understand what types of voting activities you have participated in AFTER college. Voting is defined as casting a ballot in national, state or local elections. (Examples of voting include Presidential elections, Congressional elections, State elections, Local elections).

---

**Q16 Voting in elections.**

	1- Never (5)	2-Rarely (6)	3- Sometimes (7)	4-Often (8)	5-Always (9)
<b>I vote in Presidential elections. (16)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I vote in Congressional elections (U.S. Representative, U.S. Senator). (17)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I vote in State elections (State Representative, State Senator). (18)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I vote in Local elections (Mayor, City Council, School Board). (19)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**Start of Block: VOLUNTEERING**

This section examines your volunteering activities. Please complete this section to the best of your ability. This information will be used to better understand what types of volunteering activities you have participated in AFTER college. Volunteering is defined as engaging in non-paid acts of service toward others. (Examples of volunteering also might include teaching English or civics classes, participating in mentoring programs, serving on boards on in appointed public service positions).



<b>Volunteering.</b>	1-Never (5)	2-Rarely (6)	3- Sometimes (7)	4-Often (8)	5-Always (9)
<b>I participate in mentoring programs (e.g. structured programs with youth or career support programs for young professionals). (11)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I participate in tutoring programs (e.g. structured programs with students). (12)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I serve on non-profit boards (e.g. the governing body of a non-profit organization). (14)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I serve on corporate boards (e.g. the governing body of a corporate organization). (15)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I teach English or civic classes to immigrant communities. (16)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**I recruit students to attend my undergraduate or graduate institution (e.g. reviewing applications, conducting interviews). (17)**



**I support students' participation in Latinx/a/o leadership programs (e.g. reviewing applications, conducting interviews). (18)**



**I participate in local or state-wide cleanup efforts (e.g. Beautification Days, Habitat for Humanity Building Days). (19)**



I participate in political campaigns through non-paid acts of service (e.g. door knocking, phone calls, hosting events for candidates, hosting forums for candidates, fundraising for candidates or voter protection efforts). (20)



I serve in non-paid appointed public service positions (e.g. local or state-wide commissions). (21)



---

Please complete this section to the best of your ability. This information will be used to better understand what **advocacy** activities you have participated in AFTER college. **Advocacy is defined as participating in rallies, protests, writing elected representatives or calling elected representatives.** (Examples of advocacy might also include participating in boycotts or unpaid lobbying).

	1- Never (5)	2-Rarely (6)	3- Sometimes (7)	4-Often (8)	5-Always (9)
I participate in political rallies (e.g., marches in favor of a political cause). (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in protests (e.g., sit-ins). (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in boycotts of companies or products. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in unpaid lobbying efforts (e.g. lobby days at the local level, lobby days in State houses). (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I write to elected officials about policy issues that I am concerned about. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I call elected officials about policy issues that I am concerned about. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in townhalls or other public events to share my concerns with elected officials. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Please complete this section to the best of your ability. This information will be used to better understand your financial giving AFTER college. **Giving financially is defined as donating money to various organizations or causes.**

	1-Never (5)	2-Rarely (6)	3-Sometimes (7)	4-Often (8)	5-Always (9)
I give to non-profit organizations (e.g., 501c3, tax-deductible organizations). (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to help Latinx/a/os pursuing higher education (e.g., college funds, scholarship funds, college GoFundMe). (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to the church or a religious institution. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to my undergraduate institution. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to my graduate institution. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to political candidates (e.g., individuals running for political office). (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give to political organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Political or Cultural Resource.

	1-Never (5)	2-Rarely (6)	3-Sometimes (7)	4-Often (8)	5-Always (9)
I share information (current events and/or politics) with members of my community or family. (in person or online) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage members of my community or family to engage civically (e.g. voting, volunteering, giving financially and serving as an advocate). (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help members of my community or my family navigate systems (e.g. apply for citizenship, apply to college, obtain healthcare). (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 This section examines holding elected office. Please complete this section to the best of your ability. This information will be used to better understand how civically engaged Latinx/a/o college graduates are running for or holding public office. Elected office is defined as running for or holding elected office. (Examples of elected office includes serving as a local school board member, serving as a member of a City Council, serving as a member of a School Board or serving as State Representative).

Q186 Elected Office.

	1-Yes (5)	2-No (6)
I have run for local elected office (e.g., School Board, City Council). (11)	<input type="radio"/>	<input type="radio"/>
I hold/have held local elected office (e.g., School Board, City Council). (12)	<input type="radio"/>	<input type="radio"/>
I have run for state elected office (e.g., State Representative, State Senator). (14)	<input type="radio"/>	<input type="radio"/>
I hold/have held state elected office (e. g., State Representative, State Senator). (22)	<input type="radio"/>	<input type="radio"/>
I have run for national elected office (e.g., Member of Congress). (23)	<input type="radio"/>	<input type="radio"/>
I hold/have held national elected office (e.g., Member of Congress). (24)	<input type="radio"/>	<input type="radio"/>

**Q56 Please complete this section to the best of your ability. This information is critical to understanding more about your background and how you engaged civically while IN college.**

**My Parent/Guardian (#1) was born in the United States.**

- Yes (11)
- No (12)
- Prefer not to say (13)
- Don't know (14)

**My Parent/Guardian (#2) was born in the United States.**

- Yes (11)
- No (12)
- Prefer not to say (13)
- Don't know (14)

**Please indicate Parent/Guardian (#1's) highest level of education completed.**

- Elementary School (8)
- Middle School (7)
- High School (9)
- Associate's degree (1)
- Bachelor's degree (2)
- Master's degree (3)
- Professional degree (e.g., Law Degree, Medical Degree, LLM) (4)
- Doctorate degree (5)
- Don't know (10)
- Prefer not to say (12)



**Please indicate Parent/Guardian (#2's) highest level of education completed.**

- Elementary School (8)
- Middle School (7)
- High School (9)
- Associate's degree (1)
- Bachelor's degree (2)
- Master's degree (3)
- Professional degree (e.g., Law Degree, Medical Degree, LLM) (4)
- Doctorate degree (5)
- Don't know (10)
- Prefer not to say (12)

**Q61 As a child my family was civically engaged (e.g., voting, volunteering, serving elected office, serving as an advocate, or giving financially)?**

- Yes (1)
- No (2)
- Prefer not to say (12)

**Please indicate your Civic Engagement while IN College.**

	1- Never (5)	2-Rarely (6)	3- Sometimes (7)	4-Often (8)	5-Always (9)
<b>In college I voted (e.g., national, state or local elections). (11)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In college I volunteered (e.g. mentoring, tutoring, serving on non-profit or corporate boards, teaching civic classes, recruiting students, participating in cleanup efforts). (12)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In college I participated in advocacy activities (e.g., protests, rallies, boycotts, unpaid lobbying, writing elected officials, calling elected officials). (14)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In college I gave financially to organizations or causes (e.g., non-profit organizations, religious organizations, political candidates, political organizations). (22)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In college I helped members of my community or my family navigate systems (e.g. apply for citizenship, apply to college, obtain healthcare). (23)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In college I encouraged members of my community or family to engage civically (e.g. voting, volunteering, advocacy, giving financially). (24)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for completing the survey. Is there anything else you'd like to share?**

**Q168 If you are interested in being entered into a raffle for completing this survey please click on [this link](#).**

## Appendix P

### **Recruitment Email for Partners to Distribute Survey**

The National Latinx/a/o Alumni Engagement Survey captures how Latinx/a/o college graduates are contributing back to society through civic engagement.

Civic engagement is the cornerstone of any democracy. Through civic participation, individuals help choose elected officials, lobby representatives on important issues, and donate money to causes and organizations.

Now more than ever, it is important to understand how Latinx/a/os contribute civically to society. The National Latinx/a/o Alumni Engagement Survey is led by Amilcar Guzman, Doctoral Candidate, University of Maryland, College Park ([aguzman@umd.edu](mailto:aguzman@umd.edu)).

The survey only takes 10 minutes to complete and all respondents are entered into a later raffle.

You can complete the survey by visiting here:

[https://umdsurvey.umd.edu/jfe/form/SV\\_bsghonoulaLIBEV](https://umdsurvey.umd.edu/jfe/form/SV_bsghonoulaLIBEV)

## Appendix Q

### Sample of Partners' Social Media Distribution



**Hispanic Women's Network of Texas**  
August 20 at 9:46 PM · 🌐



HWNT for 37 years has been devoted to the promotion of women in public and civic life and has stressed the importance of education in advancing the economic well-being of all women in our communities.

Latinx/a/o college graduates are one of the best-positioned groups to engage civically. These individuals are part of one of the fastest-growing groups in the country and also have the potential to help foster civic participation in the broader Latino community by encouraging t... [See More](#)

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  You and 4 others 5 Comments 2 Shares



**ALUMNI ASSOCIATION**

JOIN VOLUNTEER ADVOCATE GIVE



Hello Latinx Terps,


We hope you are enjoying your summer! LAN is planning some exciting events for the coming months, so stay tuned. For now, we encourage you to participate in the "National Latinx/a/o Alumni Engagement Survey" which only takes 5-10 mins. Your responses will help us understand how you as a Latinx/a/o college graduate are contributing back to society through civic engagement.

Please take a few minutes to complete the survey, it would be greatly appreciated!





[TAKE SURVEY](#)

\*Note: Please be sure to select "University Latinx/a/o Alumni Group" under the Associated Partner Organization when completing the survey.

[JOIN TODAY](#) [EVENTS](#) [TRAVEL](#)

**#STAYFEARLESSUMD** **ALUMNI ASSOCIATION**

University of Maryland Alumni Association  
Samuel Riggs IV Alumni Center / 7821 Alumni Drive / College Park, MD 20742-1521  
301.405.4678 / 800.336.8527 / [alumni.umd.edu](http://alumni.umd.edu)

You received this email because of your affiliation with the University of Maryland.  
[Unsubscribe](#)


## Appendix R

### **List of University Latinx-Based University Alumni Groups**

American University Latino Alumni Alliance  
Arkansas Latino Alumni Association  
Association of Latino Princeton Latino Alumni  
Brown Latino Leadership Council  
Case Western University Latino Alumni  
Cornell Latino Alumni Association  
CU Boulder Latino Alumni Association  
Dartmouth Latino Alumni  
Georgetown University Latino Alumni Association  
GW University Latino Alumni Association  
Harvard Latino Alumni Alliance  
Illinois State Alumni Association  
Indiana University Latino Alumni Association  
Latino Alumni Association of Rutgers University  
Loyola Marymount  
Northwestern Latino Alumni Association  
Oberlin Latino Alumni Association  
Penn Latino Alumni  
Rutgers Latino Alumni Association  
Stanford Latino Alumni Association  
Texas Exes  
The Association of Latino Alumni (Penn)  
U of M Latino Alumni  
UCLA Latino Alumni Association  
University of Illinois Latino Alumni Association  
University of Florida Alumni Association  
University of Maryland Latinx Alumni Network  
USC Latino Alumni Association  
Vermont Latino Alumni  
Wisconsin Latino Alumni Association  
Yale Latino Alumni Association


Appendix S

Sample of University Alumni Group's Social Media Distribution

 **UCLA Latino Alumni Association** ...  
August 17 at 12:44 PM · 🌐

"Latinx/a/o college graduates are one of the best-positioned groups to engage civically. These individuals are part of one of the fastest-growing groups in the country and also have the potential to help foster civic participation in the larger Latino community by encouraging their families, friends, and neighbors to engage civically.

However, little is known about whether Latinx/a/o college graduates are in fact engaging civically. The [The National Latinx/a/o Alumni Engagem...](#)  
[See More](#)



 **Stanford Latino Alumni Association** ...  
August 28 at 3:36 PM · 🌐

Assist Amilcar Guzman, Doctoral Candidate at the University of Maryland, by taking his dissertation research survey focusing on how Latinx college graduates are engaging civically through voting, volunteering, etc...



**THE NATIONAL  
LATINX/A/O ALUMNI  
ENGAGEMENT SURVEY**

---

AMILCARGUZMAN.WIXSITE.COM i  
**LatinxaoAlumniEngage**

## Appendix T

### **Consent Form for National Latinx/a/o Alumni Engagement Survey**

#### **Purpose of the Study**

This research is being conducted by Amilcar Guzman at the University of Maryland, College Park. I am inviting you to participate in this research project because you are a Latinx/a/o college graduate who is civically engaged. The purpose of this study is to examine how civically engaged Latinx/a/o college graduates are participating civically.

#### **Procedures**

The procedures involve the completion of an online questionnaire.

#### **Potential Risks and Discomforts**

There may be some risks from participating in this research study. It is possible that you may feel uncomfortable or embarrassed listing your civic engagement experiences. You do not have to answer any questions that make you feel uncomfortable.

#### **Potential Benefits**

The research is not designed to help you personally, but the results may help me learn more about how Latinx/a/o college graduates are engaging civically

#### **Confidentiality**

Your information and responses will be handled in a secure way. Only I and my advisor, Dr. Alberto Cabrera, will have access to the data. All analyses will be conducted and shared in the aggregate. Your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

#### **Medical Treatment**

The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.

#### **Right to Withdraw and Questions**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

**Amilcar Guzman, (Lead Principal Investigator) [aguzman@umd.edu](mailto:aguzman@umd.edu)**

### **Participant Rights**

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

**University of Maryland College Park  
Institutional Review Board Office  
1204 Marie Mount Hall  
College Park, Maryland, 20742  
E-mail: [irb@umd.edu](mailto:irb@umd.edu)  
Telephone: 301-405-0678**

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

### **Statement of Consent**

Your participation indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this survey.

**Please check this box to indicate your consent:**



## Appendix U

### Sample Codes for Data Analysis

#### **Predominant Latinx/a/o country of origin.**

1	Argentina
2	Belize
3	Bolivia
4	Brazil
5	Colombia
6	Costa Rica
7	Cuba
8	Dominican Republic
9	Ecuador
10	El Salvador
11	Guatemala
12	Honduras
13	Mexico

#### **Latinx/a/o American region.**

1	Caribbean
2	Central America
3	South America
4	Mexico

#### **Civic Engagement Questions**

1	Never
2	Rarely
3	Sometimes
4	Often
5	Always

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