CIVIC ENGAGEMENT ACTIVITIES AND OUTCOMES IN CHILEAN PRIVATE

FOR-PROFIT AND PUBLIC GRADUATE EDUCATION

by

LISA ROCHELLE BROWN

(Under the Direction of Lorilee R. Sandmann)

ABSTRACT

This research examined civic engagement outcomes among Chilean post-graduate and graduate level adult learners (*postgraduados*) who were educated under a privatized higher educational system. The four research questions guiding this study were: (1) In what ways are Chilean public and private for-profit institutions committed to doing civic engagement education and practices? (2) What are the prevailing ᵛMEMEs (worldviews) of Chilean graduate students in public and private for-profit higher educational institutions? (3) To what extent is there a relationship between graduate students' personal characteristics and civic engagement outcomes? (4) Is there a relationship between institutional type and graduate students' civic engagement outcomes? Participants at the private for-profit were compared with those at not for-profit universities using civic engagement as a key dependent variable. Personal characteristics of academic credentials, enrollment status, annual family income, and Spiral Dynamic Theory (SDT) constructs among post-graduate adult learners served as independent variables in this study and were submitted to analysis in relationship to the participants' civic engagement outcomes.

The assumption at the beginning of the study was that no difference existed among the Chilean university environments—traditional not for-profit (public) and private for-profit—with regard to expected civic engagement outcomes. This research examined that assumption as it introduced the use of memetic science to the field of adult education and learning via an application of a SDT interpretive framework. The first conclusion was that adult civic engagement, broadly conceptualized, was not well integrated into Chilean higher education through its institutional missions or academic pedagogy.

Although this mixed methods study found both quantitative and qualitative differences among the three identified university environment types, the private for-profit university more consistently expressed lower levels of civic engagement outcomes than the other two not for-profit university types. The second conclusion was that overall, adult civic engagement outcomes were most influenced by the university environment and the personal characteristics of the subjects such as their socioeconomic factors and SDT worldviews. There are also broad implications for theory, policy, and practice that includes an emerging memetic conceptualization related to adult social justice awareness called *Educatedness* (*Educadodad* in Spanish).

INDEX WORDS: Adult education, Adult cognitive development, Chilean graduate
                education, Civic engagement, Educatedness, Educadodad, Memetics,
                Privatized higher education, Spiral Dynamic Theory

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DEDICATION

This dissertation is dedicated to my family, especially my parents James Allen Brown Sr. and Johnnie Elaine Brown. No matter the failure or victory, you two were and continue to be there for me and my brothers and sisters. It is because of who you are that all of your children, from the youngest great-grandchild to the oldest, arise and call you blessed (Proverbs 31:28).

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CHAPTER 1

INTRODUCTION

During the first decade of the new millennium, the United States experienced a severe economic downturn that resulted in an increase of laid-off workers and "downsized" professionals. This phenomenon contributed to an increase in the number of adults seeking advanced employment skills through the pursuit of higher education (Autor, 2010; Clark, 2010). The view of higher education as a viable means for Americans to access better economic and career opportunities helped to create a surge in academic capitalism themes (Ortmann, 2006; Slaughter & Rhoades, 2009) leading to an emphasis on workforce readiness, which became a key marketing point of many emerging for-profit universities. According to the National Center for Education Statistics (NCES, 2012), over a 10-year period, for-profit schools' enrollments within the United States (US) increased exponentially and the number of graduate degrees conferred among its students within that decade who were seeking masters and doctoral degree credentials rose even more significantly.

Did those changing enrollment trends in higher education emerge at the expense of graduate students' civic engagement (CE) and social consciousness development? Private for-profit universities in the United States do not have a long-standing history focused on the tripartite mission of teaching, research, and service (Saltmarsh, 1996; Sigmon & others, 1996) which has served to promote university engagement work within external campus communities. Whereas, US public higher education, partially funded by the Federal Government, has

historically emphasized education as a public good. The 1862 Morrill Act, in particular, codified the service mission of US higher education (Key, 1996).

Private for-profit institutions have strived to meet the adult learner population's desire for higher education (i.e., degrees) by offering accelerated completion pathways (Kelly & Education Commission of the States, 2001) while expanding their markets to include graduate and professional degree credentials. Demands for more access and opportunities to obtain a university degree from the adult learner population, introduces unique sets of challenge for higher education (Cooley, 2012; Gumport, 2000; Simmons, 2013). For example, in addition to the administrative need to manage rising costs, universities must also negotiate their roles as both businesses and academic agents for the public good. Public institutions of higher education that provide academic instruction for purposes of civic learning, democratic engagement, and student development (Saltmarsh & Hartley, 2011), must do so as they negotiate the expectation that state funding and appropriations be tied to performance metrics that are based upon their production of degree holders who are workforce ready. It was within this complex changing environment that an evolving purpose of the college education/degree emerged which coincided with the private for-profit universities' ascendency of mission to provide increased access to adults seeking academic credentialing (Cooley & Cooley, 2008).

Background of the Problem

Sullivan (2000) has described private for-profit institutions as engaged in a "program of instrumental individualism" (p. 22) intended to grant degrees to adults with immediate value toward careers in business and technology (Jez, 2011; Mars, Slaughter, & Rhoades, 2008; Millora, 2010). However, the The National Task Force on Civic Learning and Democratic Engagement [NTFCLDE] (2012) has opposed a prevailing dialogue that limited the mission of

higher education to workforce preparation and training while at the same time marginalizing academic disciplines, such as the humanities, that it judged were vital to the creation of a civically engaged democracy. Yet the goal to prepare technologically competent workers combined with the need for a retooling of the pending global workforce through graduate education has led to an increased desire for expedient master's and doctoral degrees (NCES, 2010). A refocusing of graduate education in the contemporary university has led to what has been described as an over-specialization of academic departments such that it privileges certain career tracks over others. Bellah et al. (1996), described the development model of modern US higher education in these terms:

> It was only late in the nineteenth century that the research university replaced the college as the model for higher education—contemporaneously with the rise of the business corporation. The two institutions were manifestations of the same social forces. Graduate education, research, and specialization, leading to largely autonomous departments, were the hallmarks of the new universities [and subsequently higher education]. (p. 299)

Colby (2003) examined the more contemporary role of American higher education and found early twenty-first century universities inadequate due to what she argued was their remission of effort to universally offer moral development and civic education for their students. The role that market-based discourse has played in redirecting the purpose of public higher education—as an agent of civic engagement, public good, and a stimulus for students' moral and civic responsibility (Colby, Ehrlich, Beaumont, & Stephens, 2003; Ehrlich 1997)—has raised concerns among north American scholars, particularly those who have studied the emergence of the private for-profit university (Cooley, 2012; Gumport, 2000; Simmons, 2013).

Metrics that require the rapid production of graduates with masters and doctoral degrees—educated under a paradigm shift of *workforce readiness*—contributed to the reshaping of the higher education landscape such that the fostering of, for example, civic virtues became subordinated to obtaining a degree credential (Colby, Beaumont, Ehrlich, & Corngold, 2007; Ehrlich, 1997). Instrumentalist forms of higher education, which hold that education's primary purposes are for participation in career and professional pursuit(s), have been criticized as restrictive with regard to the student development goal of civic awareness (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1996; Jez, 2011; Sullivan, 2000), community engagement, and social consciousness development. American for-profit higher education—focused on providing structured and expedited pathways toward obtaining a degree credential or job skill—has grown in popularity (Jez, 2011). Yet, very little is known about the long-term outcomes of a higher education paradigm shift that marginalizes the civic development goals (Colby et al., 2007) of adult students.

Generally, the study of civic engagement (CE) as a phenomenon of higher education is a challenge due to the fact that there is no universally accepted definition or model of civic engagement, particularly, within the field of adult education. Nevertheless, this research defined CE through adopting some of the conceptualizations offered by the Association of American Colleges and Universities (2012), NTFCLDE (2012), and the Franke, Ruiz, Sharkness, DeAngelo, and Pryor (2010) report. Therefore, in this study CE was defined as *maintaining interest and action in one's world as evidenced by active participation in both civic and political matters within one's community, ranging from the local to international domains.*

Saltmarsh and Hartley (2011) in defining the phenomenon of civic engagement have used the term *democratic engagement*, and stated "Democratic engagement seeks the public good

'with' the public, and not merely 'for' the public, as a means of facilitating a more active and engaged democracy" (p. 20). Saltmarsh and Hartley (2011) go on to critique higher education paradigms that emphasize connecting the private for-profit educational sector of society to the vast resources offered at a research-oriented public university centered on missions of public good. Consequently, civic engagement—in this study—finds contrasts with democratic engagement as the latter would explicitly seek to grapple with issues of politics, power distribution, and social justice in direct ways. Saltmarsh and Hartley (2011) do suggest however, that under the democratic engagement paradigm, university students are encouraged to be socially aware and engaged in practices that challenge the dynamics between complex university-community relationships that might conflict with corporate interests.

Civic Engagement and Tertiary Education

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) showed that US baccalaureate degree holders, as a consequence of achieving advanced educational attainment post-high school, tended to be more civically engaged than their high school peers (Lopez & Elrod, 2006). The literature also indicates that student CE is enhanced if the activities are a part of in-school learning requirements or are built into out-of-school adult learning and literacy programs (Daniels & Gillespie, 2005; González, 2008; Hartman, 2008; Huerta & Jozwiak, 2008). Persell and Wenglinsky (2004) found that students enrolled at two-year for-profit proprietary schools exhibited lower levels of CE when compared to their counterparts who had attended two-year public community colleges. However, no such comparative studies exist that have examined CE among post-graduate level adult learners within the context of private for-profit higher education.

As a result of the absence of longitudinal studies of adult civic engagement which could offer benchmarks for the study of highly privatized educational systems, this study was situated in Chile, South America. The country of Chile has had a market-based for-profit educational system following the coup d'etat directed under the authority of Dictator Augusto Pinochet in 1973. Therefore, the educational context in Chile—under the dictatorship that "disappeared" university professors and others—made it an optimal case for understanding the potential impact of for-profit education on the civic engagement outcomes of adult learners.

Civic Engagement Education in Latin American

Education in Chile has experienced, for more than forty years, a privatization schema, which has led to a significant increase in the number of for-profit universities in the country. Nevertheless, traditional public universities in Chile have continued to persist in the wake of having to compete with the expanded presence of a privatized university environment. An examination of the University of Chile (a traditional public university) website reveals how some of their academic units have sought to use a variety of programming venues to reflect what could be considered social justice education and community engagement by US standards (e.g., volunteerism services and educational awareness programs). However, similar articulations and programs for purposes of community engagement were not easily discernible upon examining the website of the private for-profit University for the Arts, Sciences, and Communication (UNIACC). Operating in Santiago, Chile, UNIACC's parent company was the US-based Apollo Education Group, which had operated the private for-profit University of Phoenix franchise in America at the onset of this study, but the Apollo Education Group has been subsequently sold to another group of US investors (Bomey, 2016).

Nevertheless, no explicit framing of civic engagement appeared to exist within UNIACC. While the UC website did include this framing via volunteerism, as an example, further examination revealed no clearly explicated way of distinguishing the UC's internal university engagement activities (e.g., a medical school offering a free student health and awareness day) from external outreach programs targeted toward the community.

Website Reviews: A Traditional Public and a Private For-Profit University

The websites of both the University of Chile (UC) and UNIACC made their institutional mission statements public. Contained within were some general themes which were related to engagement and/or outreach activity. For example, the website at the for-profit university (UNIACC) stressed having a commitment to remain academically competitive through international student exchange—*la Universidad promovió fuertemente las relaciones internacionales, constituyendo una amplia red de vínculos y contactos con instituciones académicas de gran prestigio en América Latina, Estados Unidos y la Unión Europea* [*Translation*: The University promoted strongly international relations, continuing an extensive network of links and contacts with academic institutions of great prestige in Latin America, the United States and the European Union]—which could be viewed as a type of international civic engagement agenda.

In comparison, the website of the traditional public UC was far more explicit than UNIACC in its mission statement about what could be viewed as civic engagement. Part of Article 3 of the UC mission document states that UC

> posits the comprehensive, balanced and sustainable development of the country, contributing to the solution of their problems from the University perspective, and tends to the common good and the formation of *citizenship inspired by democratic values*

[emphasis added], ensuring the protection and enrichment of the national and universal cultural heritage. (Universidad de Chile, 2012)

It was interesting to note that the UC mission statement was written in both Spanish and English, making it accessible to a broader audience. Although the mission statement of UC was replete with democratic language (e.g., pluralism, civic and social solidarity, and respect for people), the actual implementation of these outcomes appear to be directed more internally at the university. Continued review of the UC website provided no mention of an institutionalized civic engagement agenda that specifically targeted external communities.

By contrast, the advertised prioritizing of teaching, academic excellence, research and development, as well as international student exchange education were much more explicitly articulated as goals in the UC mission statement than that of UNIACC. Nevertheless, the goals set out in the mission statement at UC were primarily in service to the university's own promotional interest or to its generalized reference to the promotion of country.

No explicit mention of an institutional-community reciprocity program that encouraged cooperative relationships to either institution's local citizenry was a part of their web-accessible public mission statement(s). UNIACC, similar to UC, operated their educational institution within the country's largest region, referred to as *Región Metropolitana* (RM), located in Santiago, Chile. The UNIACC online accessible mission statement made no reference to any language of democracy or pluralism, unlike UC's statement. In fact, UNIACC was explicit in its statement that the institution operated as an "autonomous private higher education corporation" (Universidad UNIACC, 2012). Moreover, there was no mention of a responsibility for or obligation to either the country (Chile) or to a local community.

The UNIACC mission statement was replete with language focused on vocational excellence, innovation, and new information and communication technologies. For example, in translation from Spanish to English, UNIACC's corporate mission was centered on the field of teaching, where strengthening diversity in teaching contributes to the functions of applied research and University extension (Universidad UNIACC, 2012). In Santiago, at one point UNIACC lost its state accreditation (L.G., 2013) because it was judged to be profiteering in higher education. Nevertheless, the for-profit UNIACC continues to operate without accreditation from the Ministry of Education and at the time of this writing was still enrolling new adult learners in their graduate programs.

Violations of Chilean non-profiteering in education law have led to the penalizing of institutions via the loss of their state-sanctioned accreditations. In addition to losing their accreditation status, UNIACC was also found in violation of educational reform law, which is part of the mechanism that allows institutions to operate as privatized educational corporations within the country (UNESCO, 2014).

In the fall semester of 2013, UNIACC's website had no functional search engine. Therefore, any online investigation into how University extension activities would have been defined, contextualized, or operationalized by the institution was not discoverable using their webpage. Information available about the institution and its policies were tightly controlled, as only what is posted on the website was publically accessible, which was common practice among many of the other for-profit university websites in Chile. UNIACC had no capacity to allow an internet-based institutional search for a document, which may have provided more in-depth information about their for-profit university and its operations in Chile.

Former Chilean Minister of Education Beyer had called for increased transparency in higher education operations (Ministerio de Educación, 2012a). The existence of limited online access to university documents is in direct conflict with allowing the public to delve more deeply into administrative operations within Chilean higher educational institutions. Criticism from the public, particularly students, relative to the business operations at the private for-profit universities—and Chilean privatized education more generally—served in part as a tipping point. More specifically, national student protests have called for the retrenchment of privatized education in the country and a return to free education for all. Many found the costs under the privatized system too expensive for Chilean families, many of whom who are poor, thus serving as an impediment to social mobility within the country (Villalobos-Ruminott, 2012).

Problem Statement

Adult Education has undergone a memetic[1] shift in response to globalism that has placed new demands on adult learning paradigms and the projected workforce of the future. The advocacy of social justice with the simultaneous embracing of diverse ways of knowing and being in the world (Brookfield & Holt, 2011) has become more complex at the intersection of higher education and civic engagement. For example, in the US, issues of social justice and civic engagement learning are particularly challenging in higher education. This is particularly evident when the juxtaposition of academic competitiveness metrics used for the recruitment of students are examined in light of educational opportunities afforded to graduate study which exclude a nation's poorest and most marginalized groups (Lott II, 2013).

Chile offered a prototype case of a county negotiating the challenges of market-based for-profit higher education that was occurring within a context of civic disruption and social justice

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[1] The theory and study holding that mental contents of culture operate in a manner analogous to Darwinian evolution.

activism. In 2011, university and pre-collegiate student protesters were demanding educational reforms, and a retrenchment of privatized education with a return to free-public education in Chile (Simbuerger & Neary, 2015; Villalobos-Ruminott, 2012).

The Chilean Ministry of Education commissioned research on how adults chose to pursue higher education as they managed educational debt while also negotiating the demands of their personal and financial lives (Gambi & González, 2013). As a comparison case, in the US many adult learners have sought advanced credentials—as they try to negotiate the demands of work, family, and career—by attending private for-profit higher educational institutions. Private for-profit institutions have responded to the US adult learner population's desire for a higher education by offering accelerated pathways to degrees (Kelly & Education Commission of the States, 2001) and expanding their markets to include graduate and professional degree credentials.

Have such changes in post-graduate level higher education materialized at the expense of the students' social and civic development? Many for-profit graduate programs do not operate in physical spaces such as a college campus (Millora, 2010), which makes evaluating their structural administrative operations far more elusive. Despite the wealth of literature available that addresses the impacts of civic engagement upon the lives and development of undergraduate students (Hartman, 2008; Huerta & Jozwiak, 2008; Lopez & Brown, 2006; Lopez & Elrod, 2006), there is a paucity of scholarship for similarly situated post-graduates in higher education relative to their civic engagement outcomes.

The Purpose of the Study

The purpose of this research was to investigate civic engagement activities and outcomes in Chilean private for-profit and not for-profit graduate institutions, and to interpret that engagement through the lens of Spiral Dynamic Theory (SDT). Institutional mission and commitment to civic education practices in relation to workforce readiness and technical careers preparation were sub-theme areas of interest (Bernasconi, 2005). Likewise, graduate student civic orientation was also an important subtheme, as civic engagement levels of graduate students provides a unique dimension for viewing the educational paradigm shift that occurred in Chile under the Pinochet dictatorship. More specifically, approximately half a century ago, his reforms decentralized the historical authority of the Ministry of Education to direct compulsory national plans and programs of study in education (Valverde, 2004). This study was guided by the following research questions:

1. In what ways are Chilean public and private for-profit institutions committed to doing civic engagement education and practices?

2. What are the prevailing ᵛMEMEs[2] of Chilean graduate students in public and private for-profit higher educational institutions?

3. To what extent is there a relationship between graduate student personal characteristics and civic engagement outcomes?

4. Is there a relationship between institutional type and graduate students' civic engagement outcomes?

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[2] ᵛMEME(s) represent ontological Spiral Dynamics organizing principles and values embedded within a taxonomy of emergent worldviews and hierarchical cognitive problem solving abilities. The vMEME is mimetically influenced and therefore functions as a type of meta-meme within the SDT framework.

Theoretical Framework

A deep understanding of the complexity and nuances of the dynamic Chilean context and its privatized higher education required the support of an adult developmental biopsychosocial systems theory (Beck & Cowan, 2006). Such a theory would be capable of detecting emergent changes that move one toward higher order thinking and expanded worldviews.

A biopsychosocial model incorporates a general approach which indicates that biological, psychological (which include thoughts, emotions, and behaviors), and social (which include socio-economic, socio-environmental, and socio-cultural) factors all integrally contribute to human function. The model posits that the well-being of a person is best understood in terms of a combination of the aforementioned three factors (Purdy, 2013).

Therefore, Spiral Dynamic Theory (SDT) was selected as the most appropriate theoretical framework from which to represent the biopsychosocial adult development model for this study. The elemental constructs of the SDT framework combine in connection to a complex network of social structures or ontological memetic unit called ^{v}MEME. SDT offered the necessary framework in which to examine and contextualize civic engagement in Chilean higher education. SDT also provided a means from which to interpret emergent adult thinking and civic engagement outcomes in connection to the unique types of university environments under study.

Spiral Dynamic Theory

Commonly referenced as *Spiral Dynamics* in the corporate domain, in this study the theoretical framework is termed Spiral Dynamic Theory (SDT). The SDT framework is best defined by the notion that individuals have a way of interpreting and negotiating their worlds that is inclusive of their ontology, their epistemology, and also their personal values. As adults mature, their way of thinking, problem solving, and negotiating the world evolves to become

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more complex. Graves (2005) held that such evolutionary change—which is the mechanism by which a person moves from one way of viewing the world to another—is not inevitable. Usually, there is some event of crisis or an existential challenge that requires a person learns to think and problem solve in different ways.

Movement on the SDT framework (see Figure 1) can be progressive, moving toward an evolutionary higher-order thinking, or regressive, where one resorts to a more simplistic way of negotiating a problem due to their not having developed the neurological and cognitive abilities to solve problems within a new phase of reality. Another very valuable aspect of the SDT framework, which distinguishes it from other adult learning models, is that its worldview conceptions are subsuming. Therefore it differs, for example, from transformational learning models because one retains and integrates lower-order systems (i.e., ways of thinking and viewing the world), and when required one may regress in thinking in order to negotiate a new type of problem or situation. SDT is a hierarchal system in which people interpret and respond to the world from the simplistic to more complex ways.

SDT is grounded in the research of psychologist Clare W. Graves (2005), who labeled his original theory the "Emergent Cyclical Double-Helix Model" (p. 167). Graves (2009) explained cognitive development in his theory as having systems of thoughts or points of view, which he said were, "emergent cyclical levels of existence conception" (p. 29) or E-C. The term ECLET serves as the full acronym for his original theory. SDT in this study provided a model that helped frame and guide the research and its analysis, accounting for the complexity and the diversity among university environments found in Chile. SDT applies a biological construct (e.g., gene) from the natural sciences to the social science fields in the form of *memes*—

behavioral units of culture that are imitated and transferred between people (Beck & Cowan, 2006; Blackmore, 1996, 1998; Dawkins, 1976, 1989).

In *Spiral Dynamics*, a lettered and color-coded mnemonic device (Beck & Cowan, 2006) exists in order to assist in the distinguishing of each hierarchical system level. The currently identified ten organizing principles of the systems on the SDT open-ended framework function as subsuming ontologies, which means that lower-order systems are absorbed, retained, and drawn upon when necessary as a means to problem solve. SDT offered a unique lens through which to examine the study phenomenon due to its having representative organizing principles of meta-themed worldviews called value memes ^{v}MEMEs[3] (the superscripted "v" is to represent the word *value*). Each of the ten meta-themes or ^{v}MEMEs represents on the SDT framework a particular ontology (Figure 1), which is a way of interpreting reality in one's material world.

The ten ^{v}MEMEs of the SDT framework have triad applicability at either an individual, organizational, or societal level. This research centered on the dominant and transitioning ^{v}MEME expression—which operated within the case institutions (organizational) and the volunteers (individuals)—that was obtained from interviews, discussions, and an online self-administered survey.

The color-coded ^{v}MEMEs on the SDT framework oscillates between the two theme groupings of collectivism and individualism, which in this research were termed *themata* (see Figure 1). There are five individualistic "me" organizing principles located on the right side of the SDT framework while the more self-sacrificial "we" organizing principles (Graves, 2005; Cowan & Todorovic, 2000, p. 6) are located on the left side. Given the stated problem and the context of this research, it was hypothesized that individuals who manifested a more collectivist

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[3] ^{v}MEMEs are the Spiral Dynamic units that represent a unique meta-ontological worldview and deep value system.

ᵛMEMEs orientation were more inclined toward higher levels of civic engagement and also that such collectivism would be predominantly represented within traditional Chilean public not for-profit university environments. The null hypothesis for the quantitative portion of this mixed methods study was that there would be no statistically significant difference between the for-profit and not for-profit university environments.

Each of the mnemonically color-coded boxes in Figure 1 represents a unique SDT construct or organizing principle of the hierarchical ᵛMEME taxonomy. The arrows reflect how movement through the *cyclical spiral* is both progressive and regressive in nature as one moves from simple to more complex thinking. More on this theoretical framework will be featured in Chapters 4 and 5.

Open-ended System of Value Memes (ᵛMEMEs)
The Spiral Dynamic Theory (SDT) Organizing Principles/Worldviews ©

This color represents the next yet undefined projected level **TEAL (J/W)**	**The Through Era** Bioengineering; Futurist **CORAL (I/V)**
Holistic Global Accepting dichotomies General life not personal life is most important **TURQUOISE (H/U)**	**Complex Systems** Restoring viability *1st being level* Postmodernism **YELLOW (G/T)**
Humanistic Living with ecosystems Neo-Moderrnism **GREEN (F/S)**	**Strategic Materialistic** Conquering the physical world Positivism **ORANGE (E/R)**
Purposeful Saintly Absolutism and dogmatic order **BLUE(D/Q)**	**Power Impulsive** Domination & force; Living with self-awareness **RED (C/P)**
Magical Mystical World Safety tribalism and traditionalism **PURPLE (B/O)**	**Basic Instinctive** Physiological imperatives; Precultural existence **BEIGE (A/N)**

Collectivist *ᵛMEMEs* We/Us/Our *Sacrifice Self* Themata

Individualist *ᵛMEMEs* I/Me/Mine *Express Self* Themata

Figure 1. SDT's dynamic oscillating framework. Lowest order thinking begins at the color BEIGE (A/N) and moves in an upward, zig-zag pattern through the open-ended spiral to TEAL (J/W). Copyright 2015 by Brown.

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Significance of the Study

A higher education system that privileges workforce readiness and instrumentalist learning which potentially marginalizes the civic engagement development of adult learners may have counterproductive outcomes, particularly within a democracy in relationship to its capacity to remain dialogical within the public sphere (Habermas, 1989) as citizens seek to engage with their government(s). Education that inhibits the development of personal human agency tends toward the suppression of democratic philosophies, which leads to the destabilization of social systems (Dewey, 1903; Alexander, 2003). Therefore, encouraging graduate students to value civic engagement as part of their university learning and encouraging critical analysis of their social context(s) introduces a healthy global curiosity about diverse people and cultures (Campbell & Nutt, 2008). Obtaining data that speaks to how adults take up issues of social justice learning and praxis within the context of a private for-profit higher education system can offer valuable knowledge and insights for theorists focused on adult education epistemology, for adult education practitioners, and law-makers (Cooley, 2012; Simmons, 2013) interested in the phenomenon of civic engagement.

Theoretical

The results of civic engagement research in Chile has the potential to influence modes of thinking that can impact civil societies in a positive way (Freire, 1972, 1985, 1996) by confirming the explanatory power of empirical findings that also serve as the scaffolding for future research and theory building. This study brings together knowledge creation tools that incorporate the disciplines of psychology, social anthropology, and the natural sciences, thus enriching interdisciplinary scholarship across these academic fields. The research also helps to

advance the adult education literature relative to how adult developmental processes of change and learning occur over time in connection to social justice praxis.

Practical

Currently no published research has examined the phenomenon of civic engagement from the domain of adult graduate or post-graduate students who have attended and graduated from private for-profit degree granting universities. Gaining some understanding of the adult learning pathways that graduate students identify as best suited to meet their academic needs, professional and personal development, and career goals has the potential to be significant (Chu & Chu, 2010) in terms of adult pedagogy. That is, this research informs scholars and practitioners in the field with models and benchmarks from which to facilitate the development of civic engagement curricula and co-curricular learning needs alongside establishing mutually beneficial community partnerships. The SDT framework can be used as a diagnostic tool in the identification of diverse ways of knowing and subsequently support those learning styles that optimize academic engagement and scholarship in higher education.

This research is particularly valuable through its offering of an increased understanding within the context of an internationally based research study that has the potential to produce transferrable results. Findings from a study of this nature presents a broader global viewpoint relative to the needs and demands placed upon twenty-first century adults who are negotiating their lives within a new knowledge economy and living context (Merriam & Bierema, 2014).

Public Policy

The predictive information from this research provides benchmarks or models for adult educators and public policy makers who are currently examining the increased presence of entrepreneurial private for-profit educational institutions that serve poor and marginalized adult

learners internationally. Obtaining data to inform public policy is important to the public good,
particularly given the challenge of how citizens finance their higher education with student loans.

For example, a recent study in Chile found that the more upper income elite college
applicants tended toward debt (loan) aversion due to their having the personal wealth to finance
their educations. However, poorer Chilean families did not have that same luxury and as a result
inherit more economic indebtedness (Gambi & González, 2013) through high-interest student
loans that pays for their education, a phenomenon that government could work to ameliorate
through public policy (Hill, 2010a). Additionally, rising educational debt brings into
consideration the question of the role of government as a public policy setter. That role is
particularly important when one views public support of privatized higher education as either
directly or indirectly contributing to negative impacts for low-income families.

Finally, the discussions among educational leaders in Chile, the United States, and
internationally—relative to the topic of student civic engagement and its value toward nation
building—could be undergirded by the empirically findings of this study that can be used in
setting future public policy. The health and strength of a democracy is predicated on the
participation of its citizens. Hill (2010a) argues that citizens should have the power to affect
educational public policy and reforms such that participation in education goes beyond an
instrumentalist acquisition of skills. Thereby, making higher education learning more than job
readiness/skills training (Sullivan, 2000); but to also ensure through public policy that the pursuit
of higher education includes the personal development of democratic agency among a nation's
adult citizenry.

Summary

This international research examined the phenomenon of civic engagement from the domains of Chilean not for-profit and for-profit higher education as a means to identify what factors contribute to the promotion of adult civic learning as pedagogy and practice in university environments. The resulting dissertation will be shared with the researcher's host country of Chile. The findings from this research will provide the participants and institutions with benchmarks and indicators of civic engagement outcomes that can subsequently be used for the production of institutional mission statements and strategic planning as well as for broad-based student development objectives. Additionally, this chapter addressed the potential for the introduction of a new adult developmental learning theory to the field of adult education as a guide for best practices and public policy concerns that can impact access to higher education. In the next portion of this dissertation, Chapter 2 discusses how civic engagement and adult developmental learning have been historically framed through an analysis of the relevant literature, and discusses of how both areas have served to contextualize this research.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter presents a review of literature related to civic engagement in the context of private for-profit, public not for-profit, and international graduate-level higher education. It begins with a review of: (a) the emerging social contexts under which civic engagement is framed, (b) the progression of entrepreneurial academic capitalism in the US and its connections to the for-profit Latin American education context, (c) a measurement framework for adult learning theory, and lastly (d) the empirical *Spiral Dynamics* related research. Additionally, the literature review subtopic areas include: (i) social capital research, (ii) an extrapolation of privatization within Chilean for-profit higher education, and (iii) preeminent emancipatory adult learning theories proffered by the scholarship of renowned Latin American adult educator and scholar Paulo Freire.

Search Methods

A literature search was conducted on Academic Search Complete, Business Resource Complete, ERIC, Google Scholar, PsycINFO, and SocINDEX using the following keywords: academic capitalism, adult developmental theory, Chilean higher education, civic engagement, community engagement, Conscientization, critical consciousness, democratic engagement, emancipatory theory, entrepreneurial education, emergence theory, for-profit higher education, service learning, and spiral dynamics. Those resources outside of the 10-year time frame were included when: (a) the resource was a landmark study (the study was considered landmark if it was identified as a key literary source and/or cited repeatedly by critical resources selected for

inclusion in this review); and/or (b) the resource was the most up-to-date on a key area of focus. Primary sources used in this section were obtained from refereed peer reviewed journals, online electronic scholarly resources, or published books that served to inform and frame this review.

Civic Engagement Defined and Conceptualized

When examining the evolution of civic engagement in the United States, it is important to identify the commonly accepted frameworks and/or general epistemology that qualify as civic engagement. Beginning with American higher education's civic origins, Hartley (2011) specifically directs attention to the arrival of Europeans as settlers to the colonies of New England. These newcomers subsequently established elite colleges and universities such as Harvard, founded in 1636, and Yale, chartered in 1701, due to the need to "provide instruction for the youth in the arts and science" (p. 27). Alongside an academic instructional imperative was a social one and the need to develop character and leadership amongst a privileged class of young men who were to be educated in the colonies as future leaders.

The academic instruction during the colonial period possessed both religious and secular overtones, as it was meant to prepare youth for public employment in both church and civil state. Explicit ideologies of a Christian-religious ethos and moral values were embedded in the public language of that period in relation to both community and civic service, which continued well into early 19th century society. Through efforts to establish a thriving democracy and the achievement of public good, early university learning sought to educate men who were, "fit by education and attainments for the greater usefulness and higher duties of citizenship" (Hartley, 2011, p. 28).

During the early establishment of colonial universities both religious and secular moral ethos were intertwined with notions of civic engagement. For example, a reading of an early

Yale University mission document revealed language suggesting a partnership of church and state as it proclaimed, "[providing education] wherein youth may be instructed in the arts and sciences, who through the blessing of Almighty God, may be fitted for public employment, both in Church and civil State" (Hartley, 2011, p. 27). The literature reveals that historically—at least in the case of colonial higher education—universities held fast to notions that both religious and moral values were integral parts of the educated citizen's development. Such educated men were to be ready for leadership and to possess—both implicitly and explicitly—a desire for learning whose teaching promoted civic service as a key outcome of higher education.

There existed within this same higher education context the understanding that educated leaders should transfer their practical knowledge to the community in the form of civic service while also serving as exemplars of high religious and moral values. The inclusion of church and religious values promotion in higher education continued throughout early iterations of the American university and was a vital part of the foundational teaching and learning well into the late 19th century. As the United States moved toward a more cohesive and centralized society, American higher education continued to develop. The country would later seek to adopt aspects of the German university system as its model for collegiate adult learning. German university educational systems held strongly to scholarly models that emphasized research and specialization of academic field (Chomsky, Nader, Wallerstein, Lewontin, & Ohmann, 1998; Hartley, 2011).

In congruence with the embracing of an emerging German model, American higher education found itself needing to develop a specialized knowledge production that was more secular in its orientation and not as entangled in some of the moral and religious dogma once embedded in earlier forms of American teaching and learning curricula. Hartley (2011)

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suggested that changes in university knowledge production may have led to a deemphasizing of the role that higher education was to exercise in shaping the civic actor (i.e., individual student) on moral and ethical dimensions—leaving such works to the church—which would in essence redirect the purposes of higher education within its changing social context (Bellah et al., 1996).

Civic and Community Engagement as Social Capital in the US

The German model gained popularity in US higher education particularly during the twentieth century, due in part to growing tensions associated with the Cold War between 1946 and 1991. Themes of national security moved the United States toward a need for greater research and development production from its university scholar community (Chomsky et al., 1998). The threat of an emerging communist superpower caused the federal government to more heavily invest in higher education by providing more spending for university research. This increased federal spending at universities and the ensuing academic competition for funds led to the concentration of faculty into separate enclaves of study. Such an environment did not serve to bolster ideas of academic community and interdisciplinary cooperation. It in fact fostered individualism and, arguably, an environment of social isolation as scholars and universities began to feel pressured to compete for limited national research funds.

Putnam (1995) lamented the rise of American individualism that leads to social isolationism. He described a declining appreciation for the development of a cooperative social trust in the US and chided our emerging society for losing its sense of community and group associations. In *Bowling Alone: America's Declining Social Capital*, Putnam adopted a unique stance defining civic engagement through the exercise of social associations. He saw a declining American civic engagement—which he defined as decreasing social connectedness. However, the narrative advanced by Putnam serves to frame university civic engagement when it is

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operationalized as a form of benevolence in which its wealth would be extended in service to the community.

Putnam (1995) was explicit in connecting civic engagement directly to academic scholarship, saying that "Researchers in such fields as education, urban poverty, unemployment, the control of crime and drug abuse, and even health have discovered that successful outcomes are more likely in civically engaged communities" (p. 66). He also argues that the public good rests with the citizens (and not necessarily the state).

A particular worldview was provided in Putnam (1995) relative to the phenomenon of civic engagement as part of social capital. More specifically, he held that the erosion of a people's social capital subsequently leads to the erosion of their society. Therefore, successful civic engagement would consist of a collective social engagement—via association memberships—in the resolution of public problems. By maintaining the conceptual position of civic engagement as social capital, Putnam held that the achievement of personal prosperity is also obtained through the collective vehicle of civic engagement in the form of a *social trust*, stating that "The close correlation between social trust and associational membership is true not only across time and across individuals, but also across countries" (p. 73). Putnam (1995) goes on to emphasize that a precondition of any developing democracy is the presence of an intact and civically engaged citizenry.

Thomas Ehrlich (1997) continued the effort to define what exactly civic engagement entails, in *Civic Learning: Democracy and Education Revisited*, he echoed the arguments made by Putnam (1995) with regard to the need for engaged citizenship. Discussing immigrant populations' quest for citizenship, Ehrlich emphasized that simply knowing the colors of the flag and number of Supreme Court justices were not sufficient criteria for obtaining good citizenship.

He stated, "Civic engagement means believing that you can and should make a difference in enhancing your community, and it means possessing the combination of knowledge, skills, and values necessary to help make that difference" (p. 57).

Ehrlich (1997) held that achieving good citizenship also must include the promotion of a positive quality of life in a community, through both political and non-political processes. He referenced John Dewey's *Democracy and Education*, while making the case for a *Deweyian* worldview as the basis from which a fundamental civic engagement metric could be formulated. More specifically, he envisioned an American society in which, "most citizens, not only the elite, can have a life of the mind; and that life that is only of the mind is inadequate to the challenges of American democracy" (Dewey, 1903 as cited in Ehrlich, p. 58).

In essence, the early university appeared to approach engagement, of any kind, as doing more philanthropically based work in its relationship to local community partnerships (Saltmarsh & Hartley, 2011). However, a subsequent scholarship of engagement movement in higher education (Boyer, 1996) that emerged during the late 20th century became more progressive with regard to the role of the modern day university in its interactions with communities. In the context of an emerging progressive stance about university-community relations during the late 90s in higher education, universities found that their political capital needed to be negotiated carefully. Therefore, how institutions operated within the external (and campus) community— due to how access to resource funding could be negatively impacted at the state and federal levels—needed to be undertaken with finesse (Lowry, 2001). Engaged scholarship and community-based research became an explicit objective of the evolving public university mission (Boyer, 1996; Sandmann, 2008), however, due to the fact of State appropriated funding

being subject to political influence the implicit need to appear apolitical in its stance was an emerging reality of the public university (Lewis, 2016).

The Engagement Movement in Higher Education

Colby (2003) specifically discussed the inadequacies present within early twenty-first century US higher education as it relates to providing undergraduate moral and civic education support. Although many institutions of higher education welcomed the rhetorical language of community and civic engagement in their vision and mission statements, Colby (2003) realized that very few had gone on to create powerful programs of moral and civic education. The strongest examples of successful civics programs identified by Colby (2003) were those that possessed high-level leadership types such as university presidents or top administrators, key faculty, and staff who were all committed to ideals of civic learning. Moreover, when identifying exemplar universities Colby (2003) stated,

> These institutions' attention to clarity of learning outcomes, the importance of teaching, curricular reform, and new approaches to assessment has created environments that are especially conducive to the development of holistic and intentional programs of undergraduate moral and civic education. (p. 50)

Civic engagement as pedagogy. The literature was not consistent when drawing distinctions between the terms civic engagement and community engagement.   Colby et al. (2007) take up the discussion of engagement in the report *Educating for Democracy*, introducing yet another term called "political engagement" (p. 1).   The report's emphasis when describing political engagement was more pedagogical in nature versus a prescription for political activism; as it examined teaching strategies and course work that should lead to students being more democratically engaged in American public life. The report described political engagement as

"high-quality teaching for college-level political learning, which reflects basic principles that are evident in good teaching more generally" (p. 4), but did not explicitly represent student activism as an intended outcome. More specifically, absent from the political engagement conception was the notion of praxis as part of student learning that leads to political organizing and actionable activism.

The *political engagement* term, mentioned in the report offered by Colby et al. (2007) that was conducted under the auspices of the Carnegie Foundation, reflected an evolutionary change in the Foundation's thinking about engagement. For example, in its 2006 community engagement classifications—which have since been updated—The Carnegie Foundation emphasized teaching, learning and scholarship, engaged faculty, students, and community, in mutually beneficial and respectful collaboration. The classification indicated that "Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community" (Saltmarsh & Driscoll, 2006). Of note within the earlier classification definition is the explicit mention of deepening students' civic learning. However, such civic learning appeared to be framed within the context of enhanced institutional scholarship and community engagement (Saltmarsh & Driscoll, 2006), but not in forms of political activism.

By the late twentieth century the higher education community in the US had embraced an engagement concept that sought to extend the university's benevolence through offering its expertise and knowledge to an awaiting and often needy local community (Wuthnow, 1999). However, the benevolence was typically one directional where the university operated as *giver* to the community, which in turn automatically positioned it as the *receiver* of the institution's gifts (Saltmarsh & Hartley, 2011).

During the Association of American Colleges and Universities' *Pedagogies of Engagement Conference*, Adams-Gaston, Jacoby, and Peres (2005) offered the following working definition of civic engagement:

> Civic engagement is acting upon a heightened sense of responsibility to one's communities. This includes a wide range of activities, including developing civic sensitivity, participation in building civil society, and benefiting the common good. Civic engagement encompasses the notions of global citizenship and interdependence. Through civic engagement, individuals—as citizens of their communities, their nations, and the world—are empowered as agents of positive social change for a more democratic world. (p. 2)

The working definition posited by Adams-Gaston et al. (2005) offers a view and intentionality toward a global perspective with regard to civic engagement. It is important to recall that up until the early twenty-first century, the US community engagement movement had indeed been democratic in nature; however, its focus and activities were limited in scope being largely American and not international in its attentions.

As a result of an increasingly more complex world and evolving social context of higher education there was a reexamination of the town-gown partnership (Association of American Colleges and Universities, 2012). An evolving paradigm shift had opened discussions about a need for a new movement and reconceptualization of engagement work (Weerts & Sandmann, 2010). An example of the changing notion of university engagement is reflected in Saltmarsh and Hartley (2011) as they describe an emerging *democratic engagement* movement. Initial interpretation of democratic engagement seemed only to be a semantic terminology change from its predecessor of *civic engagement*; however, Saltmarsh and Hartley (2011) state that

"Democratic engagement seeks the public good '*with*' the public, and not merely '*for*' the public, as a means of facilitating a more active and engaged democracy" (p. 20). Another clear distinction of the democratic engagement movement from its predecessors was the straightforward intention to engage issues of politics and power.

Under the democratic engagement concept, university students are encouraged to have an explicit awareness and experience that enabled their understanding of and negotiation with power dynamics existing between and among university-community partnerships. Saltmarsh and Hartley (2011) maintained that civic engagement without reciprocity merely functions as a type of political actor, whereby the institution is reduced to a simple partisanship and/or advocate. Saltmarsh and Hartley (2011) held that "Civic engagement without an intentional and explicit democratic dimension keeps academics and universities disengaged from participating in the public culture of democracy" (p. 21).

Whether democratic engagement emerges or becomes more amplified within an already existing conception that is understood to be civic engagement remains to be seen. Nevertheless, academic scholarship in higher education continues to embark upon opportunities that will allow for new and innovative ways to take up the civic engagement definition as the literature reflects that it should be an important aspect of foundational core curriculum in higher education.

Civic Engagement and Empirical Research

Daniels and Gillespie's (2005) research showed the value and importance of integrating civics course content into higher education learning as did Hartman (2008) and Huerta and Jozwiak (2008), who presented studies that showed the value of offering students practical experiences in learning outside of the classroom in order to increase levels of civic engagement. Taylor (2009) showed that the traditional view of the scholarship of engagement—teaching and

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research—benefited institutional student development goals as a mean to fulfill university objectives of "doing public good" (pp. 137-139). At the private University of Denver (DU), the case study of Fretz, Cutforth, and Nicoter (2009) led to the development of a theory and practice of participating in public good, which could be associated to activities of civic engagement.

Public Good as Civic Engagement

There is an interconnectedness of ideas between doing civic engagement work to that of the public good (Ehrlich, 1997; Sullivan, 2000; Colby, Ehrlich, Beaumont, & Stephens, 2003), particularly in the Fretz et al. (2009) DU study. For example, at DU, public good and engagement work were expressed as integral outcome variables. The university's goals were to diversify and increase its institutional outreach, support public scholarship—as teaching and learning—increase volunteerism and activism, and to generally make DU (an engaged) community vehicle for doing public good.

Engagement work such as institutional outreach, public scholarship (Sandmann, 2010; Shannon & Wang, 2010), and activism (Avila, 2010; Biddix, Somers, & Polman, 2009) were identified as important components of contemporary engagement work and also recurring themes in the civic engagement literature. For example, Fretz et al. (2009) found that institutional support was the critical factor in achieving any long-term sustainability relative to civic engagement and public good outcomes. Fretz et al. (2009) concluded that structural supports were crucial and should be in place in order to enable faculty development and the funding of programs that increase the institution's capacity to engage in public good work. However, Fretz et al. (2009) also noted that several challenges existed in relation to the practice of the public good and civic engagement activities by universities.

For example, Fretz et al. (2009) indicated the need to revise tenure and promotion criteria, as offered in Sandmann (2010) and Sandmann, Thornton, and Jaeger (2009), in an effort to accommodate successful and effective public scholarship academic programs. However, how one connected public scholarship approaches as civic engagement pedagogy to be directed by the faculty such that it would be translated in to graduate student learning was not present in the literature.

Civic Engagement Case Studies

In a single-case qualitative study, Biddix, Somers, and Polman (2009) examined how student development theory was used to encourage and support student civic engagement, as well as the use of technology to encourage digital democracy (i.e., online activism). The student-led protest movement on behalf of the campus's Student Workers Alliance (SWA) was examined at Washington University. The campus was a private, medium-sized Midwestern university. Findings indicated that both the actions of the students and the subsequent administrative response of the university contributed to enhanced student development and civic engagement outcomes—following a reversal of action from an initially unaccommodating and entrenched university. The negative reaction of the university at the onset, toward the student protesters, led to a public relations/negative perception problem as the external community witnessed the institution's strong-arm tactics in opposition to the student activism. The social activism of the 1960s and early 70s, served as a backdrop for contemporary college campuses that had come to see student protests as a form of disruption without a view for its developmental potential and value for adult learning.

Biddix et al. (2009) sought to deconstruct the university's simplistic assessment of the student protest by its examination of learning outcomes that were realized as a result of the their

activism and discovered the following three dimensions of desirable civic engagement: (1) a commitment to public service through communities of practices, similar to findings in Huerta and Jozwiak (2008), (2) students learned how to effectively engage in principled dissent, and (3) students exercised forms of effective leadership. Other positive civic engagement outcome of the protests were increased involvement in student associations, commitments to public service, participation in leadership courses, and continued social activism.

Biddix et al.'s (2009) found that the student-led civic engagement expressed on the campus of Washington University was grassroots activism in nature. At the start of the conflict the university response to student activism was administrative resistance and suppression, but latter the institution adopted a more encouraging stance toward the student political activists viewing it as a means to arrive at increased student development and heightened civic engagement learning. The findings were consistent with themes in the literature that indicated that supportive university structures should be in place in order to facilitate student civic engagement that leads to increases in moral and civic learning outcomes (Colby et al., 2003).

Biddix et al. (2009) provided an explicit view of civic engagement as student political activism. While the university's first response was to isolate the students and disrupt their access to Internet after they had commandeered a campus building, the negative public relations perception of the institution's heavy-handed response to students forced them to retreat and subsequently work *with* the student protesters in order to not impede their protest and help resolve the tensions. Biddix et al. (2009) found that the university changed its stance on supporting overt student civic engagement activism only after external political and external public pressures came to bear upon their uncooperative stance toward the student activism.

Nevertheless, there are other forms of international student protest movements, as documented in Edelmann, Parycek, and Schossbock (2011), which were not met with favorable and supportive administration responses or university leadership willing to cooperate with student civic engagement activism. For example, Edelmann, et al. (2011) found that bottom-up approaches for grassroots student civic engagement activism were not effective in leading to social change for students within an Australian university context. The Australian students— like those at Washington University—attempted to use the protest tactic of digital democracy (Biddix et al., 2009) in their efforts for civic engagement and reform on their campus, but the students were ultimately unsuccessful in getting the university to make any significant policy changes in response to their protests. The Biddix, et al., (2009) and Edelmann, et al., (2011) case studies provide interesting contrasts and insight on student protest activities and their associated dynamics, which were useful in the comparing of international student protests, more specifically, the political Chilean student-led educational reform movement dubbed in 2011, as the "Chilean Winter" (Villalobos-Ruminott, 2012, p. 11).

Chilean Higher Education Civic Engagement

The literature did not explicitly detail how Chilean universities were grappling with issues of institutionalize civic engagement as either a specific university missions or pedagogy. Nevertheless, university students in Chile were in the midst of civic engagement protests designed to reform their educational systems (Villalobos-Ruminott, 2012). The literature did reflect how Chilean students had been opposed to private for-profit university education and the associated problems of economic indebtedness as a result of privatized education being introduction into the country (Deming, Goldin, & Katz, 2012). The educational reform protests are ongoing in Chile and have been led by university student groups that were largely based in

Santiago. These leaders and student organizations have challenged power differentials by opposing government-backed educational policies that favor the wealthy. Their political stances have included the rejection of public policy that privileged the privatized higher education schema and demanded that social and economic justice that reduces the power differentials held by the country's wealthy socialite class (Aceituno, 2013) be introduced. Student activists believed that they were being denied free and open-access to high quality university education as they were being forced to assume high student loan debt (Gambi & González, 2013).

Fretz et al. (2009) discussed the university's role for promoting public good that allows for "higher education to play a role in the renewal of the associated life of the democracy" (p. 107). Therefore, civic engagement as an active expression of democracy within the context of higher education has important implications for adult learning epistemology in both the US and in Latin America.

Civic Engagement and Chilean Universities

Unlike the traditional college and university systems of the United States, higher education in Chile is far more entrepreneurial. Chile's educational system was privatized shortly after the installment of Dictator Augusto Pinochet's (Bernasconi, 2005) whose educational reforms began at the primary levels and subsequently advanced to the tertiary levels during the early 1980s. In March of 1990, the Pinochet government introduced the Constitutional Organic Law on Education (LOCE), which opened the door to increased free-market policies with regard to education generally, but most especially to privatized universities (Valverde, 2004).

The literature showed that during the late 20th century privatized higher education impacted more than one million university students (Pérez, 2012) and shifted academic curricula away from the social sciences toward more science and technology programs. More specifically,

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Bernasconi (2005) found that "the 'extension role', typically found alongside teaching and research in the idealized sense of mission, among Latin American universities was completely subverted" (p. 296). Chilean higher education was redirected toward having an emphasis on career study in the areas of technology, international business, and the sciences fields.

For example, due to the growth of privatization ideologies, one of the largest traditional public universities in Chile, Pontifical Catholic University (PUC) founded in 1888, has become responsible for one-fourth of Chile's mainstream scientific output and 40% of all Ph.Ds. awarded nationally. PUC had turned itself from a mostly teaching-focused institution into a research-oriented university, because government funding favored and encouraged the emerging redirected academic orientation (Bernasconi, 2005). Moreover, PUC's public funding was reduced from 90% governmental in 1972 prior to the Pinochet government, to just 17% by the year 2005 (Bernasconi, 2005).

Shifting away from the social sciences and humanities fields occurred in Chile during the Pinochet era, leading to a privileging of career programs in the natural sciences and technology (Valverde, 2004). In order to maintain economic viability universities reprioritized their academic programs. The changes were designed such that universities were more responsive to emerging demands for increased technological and scientific production that would enhance the nation's competitiveness within the context of a burgeoning international economy. However the broader student development (civic engagement) outcomes resultant from the academic and curricular shifts in Chilean Higher Education has not been well documented in the literature.

Operationally Defining Chilean University Types

        The Chilean higher education system is a multiplex of institutions which, for operational purposes, this research will classify into two main groups. The first group, not for-profits includes universities such as the Pontifical Catholic University (PUC) of Chile. It is one of the 25 members of the Council of Rectors of Chilean Universities (CRUCH). Private for-profit universities—which represent the study's second group—are distinguished from the not for-profit institutions in this study because they are not granted membership into CRUCH and report to a corporate board of shareholders.

        CRUCH membership includes the oldest traditional universities in Chile. All CRUCH institutions are not for-profit which, by and large, are considered traditional *public* universities, but some in CRUCH are *private* universities as well. For example, while some of the universities in CRUCH fall under the authority of the Chilean Catholic Archdiocese and are technically private institutions, all CRUCH institutions, by virtue of their not for-profit status are eligible for direct State educational funding. Private *for-profit* universities are not eligible for public funding (UNESCO, 2014). Although the Catholic universities that maintain membership in CRUCH are considered traditional non-for-profit (or public) in operation their administrative reporting is under the authority of The Church. The Chilean higher educational system is very complex, consisting of what can be described as a three-tier structure of: (a) traditional public universities, (b) a mix of private not for-profit universities, and (c) explicitly private market-based (i.e., for-profit) universities (UNESCO, 2014).   For purposes of the research survey, the study's first group, not for-profit universities, includes the first two tiers, and the study's second group includes the third tier—private market-based universities. The traditional CRUCH member universities tend to have higher student enrollments than the smaller private for-profit

universities. To reflect this representation, this study included 13 traditional public, one mixed

private not for-profit (tiers one and two), and 21 private for-profit universities (tier three).

For-Profit Higher Education in Chile

Due in part to Chile's educational emphasis on workforce readiness and technology

degree promotion—a priority of the national agenda under former Harvard educated President

Sebastián Piñera—Chile sought to maintain itself at the forefront of a globalized marketplace

and economy (Presidente, 2012). The graduate-level education in Chile offered a unique context

from which to examine long-standing private for-profit higher education among adult learners

and to compare that education juxtaposition to the traditional not for-profit universities in

CRUCH relative to their environmental civic engagement outcomes and differences. The

Chilean higher educational system has operated within a dynamic milieu of political, economic,

and social complexities (Castillo et al., 2014; Waissbluth, 2010).

However, the tipping point for dissatisfaction with Chile's market-based educational

systems among university-level adult learners occurred in 2011 via a national student protest

movement—the *Chilean Winter*—that demanded educational reform. The literature showed that

the beginnings of educational disruption in Chile were initiated more than three decades ago

(Villalobos-Ruminott, 2012). However, anti-privatization student protest began in earnest a

decade after the turn of a new millennium as students demanded a return to free higher

education. Student protesters have called for the removal of the entrepreneurial education model

in Chile desiring in its stead free public education for the masses (Carey, 2015; Guzman-Concha,

2012), which was a campaign promise of the current Chilean President Michelle Bachelet

(Esposito, 2015).

In 2012, 56 percent of the nation's 620,000 university students were enrolled in the private sector, four times as many as were enrolled in any type of university program in 1994. Current data indicated that 80% of Chilean students that are enrolled at the tertiary level are at private sector institutions (Rolwing, 2013), and according to the Organization for Economic Co-operation and Development (OECD), the country's general public investment in education is well below the world average (OECD, 2010). The majority of Chile's middle- to low-income students finance their higher education through private loans (André, 2012; Gambi, & González, 2013).

During the early phases of the national student protest crisis, past President Sebastian Piñera exacerbated tensions when he authorized the national military-police, called *carabineros,* to reduce protester activities, which resulted in violent clashes between students and police forces. The early clashes led to the death of at least one student protester (Villalobos-Ruminott, 2012) and multiple cases of reported bodily injury incidents among both protesters and *carabinero* forces. President Piñera's attempt to quall student activism—along with internal student leadership quarrels—led to a breakdown in communication between leaders of the university student opposition movement called CONFECH and Piñera's presidential administration (Goldman, 2012).

In an effort to reestablish negotiations, Piñera appointed a new *Ministerio de Educación* (Harald Beyer) who was to usher in new educational leadership and reform with the mission to assure fair and quality education that supported the development of the country. Beyer too was subsequently replaced as Bachelet's President Election victory in 2014, marked the departure of Piñera who previously had been charged with the responsibility of responding to the student protesters' demands for reform. Bachelet's promoted campaign platform promised to restore the

free Chilean education that existed under the tenure of her father, ousted President Salvador Allende, who was overthrown via the military *coup d'état* of Commander Augusto Pinochet in 1973. In 2016, Bachelet made good on her promise for free Chilean education implementing her plan for the country's poorest families desiring to have access to university education. (Maniebo, 2016; Fernandez &Vera, 2012).

The literature showed that the combination of both bottom-up resistance—as seen among the Chilean university student protesters—alongside a top-down strategy, as evidenced by Chilean President Bachelet, combined to produce more optimal strategies for the most effective response(s) to student civic engagement activism. Although the Chilean government under former President Sebastian Piñera attempted to negotiate with student protesters—by offering them more access to financial aid in the form of more private loans and scholarships to attend any university—leadership among the protesting student groups found that the Piñera compromises were wholly unsatisfactory (Villalobos-Ruminott, 2012).

The *Chilean Winter* and the students at Washington University (Biddix et al., 2009) were cases in the literature of the civic engagement phenomenon in higher education that were international in context and provided models of adult developmental change theory. The university-level adult learners demanded—and were successful in garnering—seats at the negotiation table of administrative power structures in order to affect systemic political change in higher education. In the case one of the chief leaders of the Chilean student protest movement, former President of FECh Camila Vallejo, she went on to win a national election bid earning a seat in the Chilean government as a member of the Chamber of Deputies, representing District 26 of La Florida, Santiago.

Adult Learning Theory and Developmental Learning Theorists

Understanding the phenomenon of civic engagement through developmental adult learning theory enhances one's ability to identify and interpret appropriate research variables and outcomes. Increased empirical research in the area of graduate-level learning has both theoretical and practical implications in the field of adult education, particularly in the area of civic engagement learning that supports the public good.

Adult education has a long-standing tradition of advocacy for transformational learning and social justice (Johnson-Bailey, Baumgartner, & Bowles, 2010; Merriam & Bierema, 2014; Mezirow, 1994, 2003) through challenging traditional and contemporary cultural paradigms of what is representative of social justice and the epistemology creation specific to adults. The field of adult education has been at the forefront of calls for critical examination of power dynamics, privilege, and economic exploitation in society (Brookfield & Holt, 2011; Hill, 2010a), which are legitimate key variables in examination of the civic engagement phenomenon. How much the key variables manifest in connection with the democratic engagement in Chile will serve to inform and frame studies that examine for-profit higher education and adult learning globally.

Researching Within a Cross-Cultural Context

Conducting a study on adult learning and civic engagement within a foreign country can present unique challenges in relation to social mores, language barriers, and cultural differences between the American and Chilean environments. Recognizing that Chile maintains a significant number of for-profit privatized higher educational universities is not by default problematic. However, claims that progressively fewer economically poor students are achieving admission and/or access to the money that allows them to attend the more expensive educational institutions—without also inheriting high financial indebtedness—is a legitimate

civic engagement and public policy concern the world over (Klaiber, 2009; Larrain & Zurita, 2008; Ortúzar, 2012). Therefore, how civic engagement variables are expressed and measured within an international context can become complicated, as meaning making and ways of knowing vary for diverse cultures (Gardner, 1983, 2012). Nevertheless, there is much knowledge to be gained for the field of adult education by conducting a transnational study of adult learners in a Latin America context.

Chilean lifelong learning. In Chile, it is against the law for universities that obtain public funding from the State to be *for-profit* as an educational institutions (UNESCO, 2014). Nevertheless, there was been mounting concern among Chilean citizenry—certainly at the university level—that academic institutions had in fact engaged in profiteering and that it contributed to the emergence of the *Chilean Winter* protest phenomenon.

The possibilities for adults to engage in lifelong learning and to have access to knowledge that will enable them to make contributions as global citizens is challenging under conditions of extreme economic disparity and has led to charges of elitist privilege being afforded wealthier Chileans classes (Cabalin, 2012; Ortúzar, 2012). Impeding or reducing access to civic engagement pedagogy and learning, particularly for graduate students, can serve to reduce one's abilities to function effectively as global citizens in possession of a well-rounded critical thinking capacity and social justice awareness (Merriam & Bierema, 2014). Avoiding such negative impacts served as the basis of Paulo Freire's adult learning theory and praxis in his lifework in the field of adult education.

Freirean Theory and the Latin American Context

Paulo Freire (1972, 1985, 1996, 1998c) made substantial contributions to adult educational theory and praxis internationally. Most notable among Freire's contributions were

epistemologies that addressed: the achieving of critical consciousness (i.e., *Conscientização* in

Portuguese) in order to take action against the oppressive elements in life, problem-posing

education, using generative word(s) production, cultural circles learning, challenging the culture

Table 1

Freirean and Emancipatory Theory Based Research

Study & Date	Research	Purpose of the Study (Themes)	Sampling	Methodology	Results & Implications
Weston-Barajas (1999)	Teacher research: Praxis for the oppressed.	Using Freire's Critical pedagogy to identify ways for teachers to share Praxis and engage in research for the development of critical knowledge	*n*=1	**Qualitative** Use of narrative reflection and application of the Freirean processes of reading the word in the world, acting critically, reflecting on the action, and reentering the cycle.	Teachers engage in research, sharing and collaborative models for educational reform; goals of teacher research are not generalizability but the sharing of knowledge was desirable
del Carmen Rodríguez (2004)	Participation Training: A Model for Experiential Learning.	Using Freire's theory of education for liberation in adult group discussion to promote experiential learning that is reflective and accountable to group participants	N/A	**Qualitative** Participants exercise control over learning (power) in the production of critical consciousness or Conscientization; Freire learning communities "cultural circles"	Implications are adult learning and knowledge is contributable by all and facilitated through dynamic engagement and dialogical communication versus polemic discourse
Holst (2006)	Paulo Freire in Chile, 1964-1969: "Pedagogy of the Oppressed" in Its Sociopolitical Economic Context	Identification of Freire's theory and concept development via his ideological, political, and pedagogical experience in Chile	Snowball sampling used to conduct semi-structured interviews in Spanish *n*=6	**Historical Case Study-** open-ended interviews w/ specific protocols per informant; document analysis; Audio recording transcribed and triangulated with document sources	Identifies Freire's movement during his time in Chile from a develop-mentalist outlook on adult education to a more radicalized political and theoretical epistemology that incorporated Marxism

of silence, and taking cultural action in order to identify a thematic universe (Freire, 1996; Hill, 2010b; Holst, 2006; Weston-Barajas, 1999). A findings table of Freirean based literature is offered below (Table 1) in order to assist in guiding the examination of empirical research.

Table 1

Freirean and Emancipatory Theory Based Research (continued)

Study & Date	Research	Purpose of the Study (Themes)	Sampling	Methodology	Results & Implications
Cronin & Connolly (2007).	Exploring the Use of Experiential Learning Workshops and Reflective Practice within Professional Practice Development for Post-Graduate Health Promotion Students	Review of curriculum, course evaluations, practitioner feedback, and development of a European Master's program in Health Promotion informed by Freire's critical awareness raising (Conscientization)	n=10 student questionnaire n=15 practitioner facilitator(s) reflective practice groups n=10 open-ended questions (focus groups)	**Mixed methods** Aggregated mean scores calculated from survey questionnaires Narrative responses documented and shared for reflection	More learning gained by responsibility to and respect for others; health promotion education needs critical and emancipatory opportunities to review and reflect with the capacity to take action recognizing that contemporary practice is complex. Workshops found to be the most effective delivery means
Hill, (2010b)	Critical Indigenism and Adult Learning and Education.	Use of Freirean praxis to examine Western epistemology and its relationship to Native American (NA) art as an indigenous adult learning form. Praxis is expressed through critical reflection that identifies the encroachment upon NA life and youth's social resistance acts via music	n=1 (Elder) +pueblo	**Ethnography** – researcher becomes a participant in the study and lives among the Indigenous groups learning from and with them.	Critical Indigenism provides for the inclusion and validation of different worldviews and multiple truths. Self-emancipation and praxis of adult learning is expressed in three creative domains: Art, Music & Pottery

During the early 1960s an expansion of then President Eisenhower's economic

diplomacy initiative was sought in the form of an alliance (i.e., Alliance for Progress) with Latin

America. The purported aim was to keep Latin American economies firmly integrated with the

expanding world market economy. As a result, the US encouraged and funded the introduction

of agrarian reform incentives through the Alliance for Progress goals in South America (Holst,

2006). During the mid-20th century Chile was among the United States' chief economic

interests and also happened to be the most modernized of the Latin American countries.

The promised $20 billion dollars from the US to Latin America arrived in the form of

needed agrarian reform programs administered under the auspices of the Alliance for Progress

(AP). During the time of the reforms the "Christian Democrats" (Holst, 2006, p. 252) held

political power in Chile under the centrist President Eduardo Frei Montalva. The economic

support provided by the US was in part designed for initiatives designed to reduce the threat of

the Cuban revolution and its movement against American economic interests in Latin America

(Holst, 2006). Funding from the agrarian reform efforts drew the interest and participation of

Freire, who initially had dedicated himself to the education of illiterate adults who worked as

peasant farmers in South America.

Emancipatory adult learning theory. In exile, following an ouster from Brazil by the

coup d'état that ushered in a military government in his home country (McLaren & Scatamburlo,

1999), Paulo Freire arrived in Chile in 1964. Freire (1996, 1998b) worked as a UNESCO

consultant on behalf of the agrarian reform efforts being employed by the Institute for Ways and

Means and Research in Agrarian Reforms (ICIRA). Freire had been recognized for his work

with the poor starting in the 1940s and found the opportunity to assist in preparing Chilean

peasant farmers for the transition to agricultural modernization—by helping to improve their literacy skills—an attractive undertaking (Freire, 1998b).

Through his work with the peasant classes in Chile, Freire "began to develop anti-imperialist and anti-capitalist literacy praxis" (McLaren & Scatamburlo, 1999, p. 16). As a result—in large measure due to his experiences in Chile—Freire (1985, 1996) wrote *Pedagogy of the Oppressed* and *The Politics of Education: Culture, Power, and Liberation*, which charted a journey that would establish him among the chief architects of adult education and emancipatory theory. Freire's (1996) epistemological theory that dealt with what he termed Conscientization (*Conscientização)* was grounded in post-Marxist critical theory that required adults to raise questions about political and social contradictions that existed within their world(s). However, in spite of the contributions made by Freire's (1985, 1996) adult critical consciousness theory, there remains a lack of literature surrounding emancipatory adult learning theory that specifically advances adult developmental learning frameworks intended to describe how adults infinitely change over long periods of time.

Freire and Adult Developmental Learning Praxis

Although Freire (1985) does offer the beginnings of a theory that speaks to the transitory nature of adult development in his stages of consciousness theory, many of the frameworks used in the field of adult education have not been entirely developmental in nature. For example, many of the adult learning models either peak, cycle, or terminate at a particular state/stage (Kegan, 2009; Mezirow, 1994, 2003) and do not accommodate the process of regression as a legitimate response for adult cognitive management. Those models have not consistently offered nor seemed to accommodate a more open-ended nuance toward the cognitive nature of

continuous adult developmental thinking and problem-solving capacities as hierarchical and/or increasing in levels of complexity.

The literature does not in a comprehensive way address adults' capacity to effectively negotiate a changing world or social context as a byproduct of new and integral global realities that emerge within a dynamic biopsychosocial system. Such a criticism is especially valid within the context of a rapidly evolving new knowledge and technological era. For example, the Freirean end state of *New Consciousness* (Rodríguez, 2004) does not offer the potential for a next phase awareness for the adult learner once he/she has come to challenge the power dynamics of the elite.

The literature does offer some research that speaks to the developmental aspects of adult learning for purposes of consciousness and civic learning, but the depth of such information is very limited relative to empirical studies that involved settings of international adult learning. A collection of some developmental learning theories (Table 2) were identified in order to consider their comparative values as possible adult learning frameworks for this study. The theories are displayed according to their key features and theoretical constructs. They have also been categorized to highlight their potential as viable adult developmental learning modalities for the study of the civic engagement phenomena. These theories offered useful scaffolding toward the future creation of a taxonomy of adult developmental thinking. The theories come from a variety of disciplines and have served to enhance the understanding of human developmental; however some are limited in their capacity to speak to the adult learner specifically. Many of the Table 2 theories are undergirded by the research examination of children and/or adolescents, as primary subjects, versus mature adults.

Comparative examinations were made of the relevant human developmental learning literature across a variety of academic fields. The display in Table 2 connected major theoretical explanations of how human beings have advanced and matured over time in psychological, biological, and anthropological terms. Those theories were then aligned in the table for comparisons and use for examining adult civic learning and engagement.

The theories in Table 2 were also categorized by their commonality to the SDT used in this study, based upon their possible connections to memetic science literature, in order to identify those that would appear to have the most comparative value and similarity to SDT. Several of the theories indicated that adult learning and development was in fact evolutionary; however, many stopped short of describing such adult development as open-ended and hierarchical in nature as they matured.

Table 2

Adult Learning & Cognitive Development Chart

Major Theorists	Framework or Theory's Modality	Theory's Constructs Amenable to Civic Engagement and Service Learning Scholarship							
		A.	B.	C.	D.	E.	F.	G.	H.
Graves, C. (2005) Beck, D & Cowan, C. (2006)	ECLET Spiral Dynamics	✓	✓	✓	✓	✓	✓	✓	✓
Dawkins, R. (1976) Blackmore, S. (1998)	Memetics		✓		✓	✓	✓	✓	✓
Gardner, H. (1983, 2013)	Multiple Intelligences	✓	✓	✓	✓	✓	✓		
Vygotsky, L. (1989)	Cultural Mediation		✓	✓	✓	✓	✓	✓	
Kolb, A. & Kolb, D. (2005)	4 Quadrant Cycle			✓	✓	✓			✓
Erickson, E. (1959)	Role Delineation	✓			✓		✓		✓
Freire, P. (1996)	Critical Consciousness				✓	✓	✓		✓
Mead, G. (1922)	Symbolic Interactionism		✓		✓	✓	✓		
Piaget, J. (2008)	Four Stages				✓			✓	

Theory Construct Key:
    A.   Identifies Dual Internal/External Loci of Control Operation
    B.   Emergent and Evolutionary Open-ended Learning Systems
    C.   Systems are Subsuming or Integral Systems in Operation
    D.   Incorporates High Levels of Linguistic and/or Logical Mathematical Intelligences
    E.   Superstructure Dominates Existential Living
    F.   Inclusive of Culturally Dynamic/ Divergent Worldviews
    G.   Emphasizes Neurobiological or Psychosocial Connections
    H.   Theory Formulated Using a Uniquely Adult Learner Research Focus

The field of adult education has witnessed an increase in scholarship that is inclusive of cognitive processes designed to more fully understand adult development (Johnson & Taylor, 2006). Increasingly, adult educators have sought to connect adult development themes with lifelong learning in their scholarship (Merriam & Bierema, 2014). For example, Baskas (2011) sought to identify the correlation of cognition and pedagogy relative to adult learning and adult development theories within a nontraditional Doctor of Education program. Three factors: (1) lecture/discussions, (2) scholarly papers, and (3) the capacity for reflection were considered most important and relevant to successful outcomes of adult learning, praxis, and pedagogy. Those three factors also served to inform adult readiness-to-learn themes such as technological self-efficacy as they intersect with the type of learning environment made available to the adult over extended periods of time.

Baskas (2011) concluded that by merging adult learning theories with practice specifically tailored to the particular adult helps to ascertain what types of motivations and best practices facilitate adult learning. The introduction of memetic concepts into the delivery system of adult learning and praxis could assist in explicating the mechanism of dynamic and emergent adaptive change.

Examining civic engagement in graduate education in the context of a changing cultural milieu would benefit from the use of an appropriate biopsychosocial systems theory which the SDT framework provides. Grave's (1970) Emergent Cyclical Level of Existence Theory—described in this study as Spiral Dynamic Theory—as outlined in Brown (2016a), offered a framework from which to identify and assess civic engagement outcomes within a framework of adult developmental learning that is hierarchical—or in some cases stagnant—in nature.

Emergent Cyclical Level of Existence Theory and Memetics

Clare Graves (2005) named his original theory about adult biopsychosocial systems development the "Emergent Cyclical Level of Existence Theory," or ECLET as an acronym (pp. 29-32). The theory was later reconstituted in the work of his protégées Beck and Cowan (2006), who used the term *Spiral Dynamics* to inculcate Graves's original theory into their book and practice. The expansion of Graves's (2009) ECLET—represented in this study as Spiral Dynamic Theory (SDT)—provided a theoretical framework that helped guide the study of civic engagement in Chile.

Although in his scholarship Graves (1971, 1974, 2005) never explicitly takes up the use of the term *meme*, the conceptualization of evolutionary aspects of culture that influence thinking (and change) similar to Darwinian natural selection process was most certainly implied in his early research and the associated literature (Graves, 2005, 2009). Those constructs served to inform this study's conceptual model (Figure 2).

In Beck & Cowen's (2006) *Spiral Dynamics* the concept of memes—artifacts and transferable units of culture—as study constructs were more fully embraced. However, Richard Dawkins (1989) is credited with the first usage and framing of the meme concept. He applied a preexisting biological natural science construct (e.g., genes) and how they operated to the social science fields via memetics.

The *meme,* as a unit of analysis, is most simply described as a unit of culture—such as an image or customs—that is imitated or transferred from person to person socially and by non-biologically hereditary means (Beck & Cowan, 2006; Blackmore, 1996, 1998; Dawkins 1989). The next section will begin with a foundational overview of the memetic science literature.

Conceptual Model Representing the SDT Substantive Theory

SPIRAL DYNAMIC THEORY
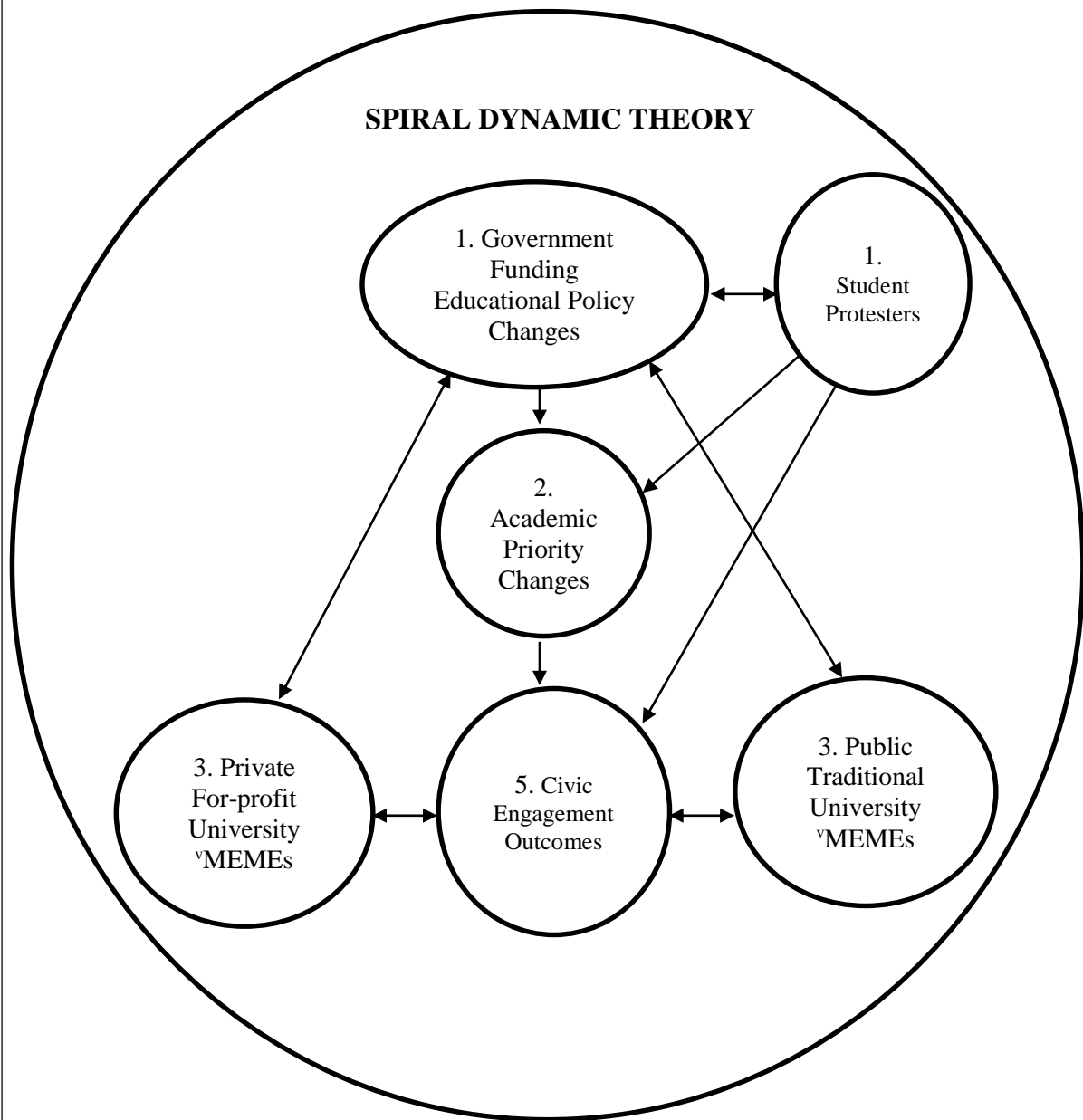
Figure 2. A graphic depiction of the conceptual model used for the study and how Spiral Dynamic Theory offers a meta-framework for the research.

Memetics Literature

Civic engagement within higher education can function memetically, and is subject to evolutionary process pathways of *replication*, *variation*, and *selection* for purposes of imitation and/or survival. Therefore, investigating civic engagement using the SDT framework can show how for example, adults' thinking can change about a particular phenomenon, such as how power is distributed within a society, over time. Understanding the complexity and nuances of the dynamic Chilean higher educational context required the support of an adult emergent systems theory, one that offered a three-point integration of the biological, psychological, and social sciences fields (Beck & Cowan, 2006). The SDT framework made possible the ability to postulate themes of adult educational development in relationships to institutional change within a dynamic cultural milieu.

Memetic shifts in adult education, and especially in entrepreneurial for-profit higher education, have occurred in response to globalization that has focused on the development of job readiness skills. Sullivan (2000) argued that the emerging refocusing of higher education ushered in a form of instrumental individualism. Nevertheless, issues of social justice—a foundational pillar of the field of adult education—and civic engagement praxis are particularly relevant today and pose a challenge from the domains of negotiating higher education access, environments, and course content (Brookfield & Holt, 2011; Rawls, 1971).

There is a shortage of empirical memetic research in education from which to draw; nevertheless, Yoon (2008) found that classroom social networks operated memetically, for example, when students were encouraged to "do as the smart kids do" (p. 1) or imitate their peers in order to obtain academic success. The seventh graders in the study utilized copying behaviors

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for both friendship selection and problem solving strategies that led to transferred cultural notions of *success* from one student to another student.

Defining a meme. The most universally held notion of the memetic idea or meme in the literature involves a Darwinian process of evolution as a means of sustainability (Dawkins, 1989, 2006). Blackmore (1999, 1996) defined memes as imitators, which is supported by the Oxford dictionary's definition of a meme as *"an element of a culture or system of behaviour passed from one individual to another by imitation or other non-genetic means,"* thereby offering the phenomenon of imitation as one of the key dimension to the meme/memetic concept.

Nonetheless, the term and conceptualization of a meme has been applied to a broad variety of dissimilar ideas and forms. For example, Knobel (2006) held that a meme could be a transferred popular tune. Castaño Díaz (2013), depicts memes in the form of popular images that are passed around via Internet social networking, or they can also be shared catchphrases. Bennet (2007) has associated memes with the complex process of displaying emotions, and Williams (2002) argued that memes were contagious "mind viruses" (p. 165) that travel as infectious agents from one mind to the next.

However, Gatherer (1998) challenged some the previously mentioned more abstract conception of a meme, arguing that Dawkins's (1989) reformulation of the meme concept—first introduced via his 1976 book *The Selfish Gene*—has contributed to the misdirected abstraction of the definition. Gatherer (1998) offered a more concisely defined conception of meme as

> an observable cultural phenomenon, such as a behavior, artifact, or an objective
> piece of information which is copied, imitated, or learned, and thus may replicate
> within a cultural system. Objective information includes instructions, norms, rules,
> institutions and social   practices, provided they are observable. (Section 9)

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The concept of the meme being advanced in this chapter and study is in part based on both Gatherer's (1998) and Blackmore's (1996, 1999) definitions of memes as imitators, yet confined more strictly and simply to that offered by the Oxford Dictionary (Meme, 2013). Therefore, how one teaches and what one teaches are memetically influenced (Brown & Sandmann, 2013). Pedagogy and policy can be memetically advanced—or preserved as habits and best practices—with very little reflective or critical evaluation of their continued utility.

Memetic science and adaptive learning. Beck and Cowan (2006) found that memes combine to form complex "onion-like profiles" which represents particular worldview constructs and ontologies (p.63). Blackmore (1999) also described these meme formulations in an individual as his/her own *memeplex*. The science of Memetics continues to more formally attempt to identify and explain the *structure* of a *meme* and its role as a mechanism of cultural transfer, yet no standardized meme taxonomy has yet been advanced from that field of study.

Aam (1996), Blackmore (1999), Blute (2005), and Gatherer (1998) in particular have challenged the more abstract concepts of meme, and criticized the uses of cornucopian formulations that are too broad. However, there remains much disagreement with those who sought to narrowly classify memes as simple axioms, thought contagions, or viral Internet images (Blackmore, 1999). In fact, Blackmore (as cited in Bennet, 2007, p. 250) emphasized that things such as thoughts and emotions cannot be memes, because they belong explicitly to the individual and may never be passed on to another person.

The belief that the meme operates as a *real* independent structural unit with agency and intentionality, residing in the human brain (Dawkins, 2006, 1989; Blackmore, 2000; Blute 2005) has been met with some skepticism, in part due to some of the more elusive descriptions of memes that are not easily measurable (Aam, 1996; Johnson, 2013) through traditional scientific

testing. For example, Bennett's (2007) and Williams's (2002), meme theories fall short due to their inability to provide a mechanism or the structural location of the meme unit—who both argued that memes were physically located in the brain.

Dawkins's (1989) latter beliefs about the meme concept was criticized by Gatherer (1998) who argued that his subsequent misdirection and abstracting of the meme definition made it subject to errant postulations held by social contagion theorists in the disciplines of social psychology. Gatherer (1998) further admitted that the memes concept faced an uphill battle that was very different from that of Gregor Mendel's (1866) biological inheritance *gene*. The challenges to memetic scholarship has also been caused, in part, by the *mentalist* notions often associated with memes as a construct, making its acceptance difficult within the traditional canons of empirical science and testing. Therefore, a basic meme concept remains somewhat elusive and as a unit of empirical analysis its validity is sometimes difficult to establish.

Nevertheless, there is emerging research within the natural science fields that have sought to structurally quantify what are arguably meme-like conceptions (e.g., mirror neurons). Becker, Cropanzano, and Sanfey (2011) and Kirkpatrick (2010) from the field of psychology have sought to create inferences about the role of mirror neurons, under the auspices of the neurological sciences field, in directing human social interactions. In depth research about mirror neurons could offer a more tangible physicality to the currently more abstract nature of memes that is at present quite limit in more contemporary literature.

Memes as replicators of culture. In the field of biology, genes are passed on generationally through inheritance that includes a Darwinian process of replication, variation, and natural selection (RVN), such that survival of the gene/trait is maximized within a particular ecosystem. The replication process of human genes is offered as comparison to the cultural

transfer mechanism of memes, and is concomitant with Dawkins' (1976) earliest propositions of the *meme* as expressed in his original book *The Selfish Gene*. Dawkins, a trained zoologist, held that memes were behavioral units of culture that were imitated from person to person, but accomplished non-genetically.

An argument could be made for a type of *measurable* memetic transfer mechanism in Yoon (2008), via an inference that could be applicable for the examination of adult learning or civic engagement. More specifically, in the case of adult learning, the meme or memetic information would be stored in books or in the lecture style and pedagogy of a professor (Yoon, 2008), which are quantifiable and observable units of analysis. Viewing meme(s) in these measurable ways allows for an observable transmission of imitated learning or knowledge in non-hereditary form(s). Knobel (2006) held that educators would do well to understand how memes operate in directing public policy formation and instructional design or as restrictive agents of power imposition whichever might be the case.

Spiral Dynamic Theory and Emergent Change

Clare Graves (1970) introduced an emergent adult developmental theory that offered scholars a framework in which to interpret complex problems juxtaposing levels of increasingly more complex hierarchical thinking. His ECLET took into account the multiplicity of ways adult human beings—as well as organizations and societies—memetically interpret and negotiate (Beck & Cowan, 2006; Freire, 1985) life within a milieu of evolving worldviews. Grave's work as expressed in the SDT framework used in this study has proven useful for understanding dynamic change(s) in adult thinking and praxis in relationship to civic engagement (Brown & Sandmann, 2013) and within the contexts of racialized systems in the US following the shooting deaths of unarmed African American males by law enforcement officers (Brown, 2016b).

The book *Spiral Dynamics* is based on Graves's (1970, 1974, 2005, 2009) original research. Beck and Cowan (2006) present displays of spiraling models that incorporate dynamically diverse worldviews that emerge in a type of memetic taxonomy. In *Spiral Dynamics*, a lettered and color-coded mnemonic device (Beck & Cowan, 2006) was created to assist in distinguishing the hierarchical levels of organizing principles, called ᵛMEMEs. The superscript *v* represents the world *value* associated with each of the ᵛMEME levels on the SDT framework (see Figure 1).

The SDT framework presents a system that allowed attribution of diverse ways of thinking and knowing—alongside their associated neurological problem-solving capacities—at three levels of cognition: the individual, organizational systems, and societal cultures. The SDT framework oscillates between two different collections of SDT ᵛMEME groupings termed *themata*. There are five ᵛMEME on the right side of the framework that represent expressing the self, or the "me" organizing principles and that grouping is called the *Individualistic/ism themata* in this study. There are also five other ᵛMEMEs located on left side of the framework, which represent self-sacrificial thinking that subjugates the self in the interest of the group, or the "we" organizing principle (Graves, 2005; Cowan & Todorovic, 2000, p. 6). That grouping are called the study's *Collectivist/ism themata*. The full narrative description(s) of each of the SDT ᵛMEMEs used in this research is offered in Appendix A.

Each meta-construct (i.e., ᵛMEME) is complex and formulated from a composition of a number of smaller cultural meme units that come together to create the memeplex that represents an individual and unique ontological worldview (Graves, 2005).   Based upon the *Spiral Dynamics* hierarchical change state mechanism (Beck & Cowan, 2006), lower order ᵛMEMEs are retained and subsumed into the next level higher order ᵛMEME worldview on the framework.

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Empirical research using Gravesian constructs. The general body of academic empirical research that explicitly applies *Spiral Dynamics* is very limited, as its applications have been largely in the private sector domains by consultants for purposes of training, workforce development, and business marketing strategy. Nevertheless, van Marrewijk (2010) found that the older more subjugated ᵛMEME could in fact reactivate when older problems resurface, causing a regression into lower level thinking. Such regressions have been known to result in periods of arrested development (Graves, 1974) until the life existential problem/challenge can be resolved (Appendix B). Graves (2005) held that progressive advancement in thinking—or higher-order system change—was not inevitable and that it was not in the least uncommon for a subject to live out the entirety of their lives centralized within a particular existential worldview.

Graves's (2009) research focused on people he described as *healthy adults*, and the research findings led him to conclude, "I hypothesized that the brain of man must be structured someway or another, probably functionally not physically, into a series of hierarchically ordered dynamic neurological systems" (p. 55). Moreover, Graves (1974, 2005) found a pattern in maturing human development in which thinking, values, and ontologies continuously moved toward more complex degrees of freedom in thought and action. Gravesian-based ᵛMEME constructs (Cowan & Todorovic, 2000; Graves, 2005) exist within an emergent, open-ended, cyclical framework that oscillates between two opposing dichotomous orientation *themata*. Although Graves's (1970, 1974, 2009) research was primarily in the academic arena of psychology and other social sciences, his Emergent Cyclical Level of Existence Theory (ECLET) has also had considerable application in the domains of business and management (Beck & Cowan, 2006).

In Darrell (2011), the Spiral Dynamics framework was applied to assist private businesses in predicting the individual shopping behaviors of customers. In van Marrewijk (2010) the framework was used to identify effective leadership styles that guided the development of a corporate sustainability strategy matrix. The SDT framework used in this study takes into account adult human development and more explicitly connects the research to the memetic science literature.

Spiral dynamics in social science research. For decades, the business sector has benefitted from the commercial use of the Gravesian-based Spiral Dynamics framework for purposes of managing people (Cowan & Todorovic, 2000) and in organizational development strategies (van Marrewijk, 2010). Empirical research that used Gravesian-based Spiral Dynamics has been quite diverse in its applications. Table 3 lists literature in which qualitative studies have been conducted using the Gravesian constructs for the examination of leadership skills (Beveridge, 2008; Cannon, 2000) and for assessing environmental conditions that affected social group interactions and consciousness ascendancy (Ooten, & O'Hara, 2010).

Table 3

Spiral Dynamics (SD) Research Findings Table

Study & Date	Research	Purpose of the Study (Themes)	Sampling	Methodology	Results & Implications
Graves, C.W. (1952)	In *Clare W. Graves Explores Human Nature The Never Ending Quest* Chapter 2 An approach for investigating the problem	Understanding the psychological development of adult human beings and that of the species Homo sapiens. Graves draws upon Pavlovian conditioning in explaining existential states and Maslovian hierarchy of needs theory to explain movements between human development levels	Students in Graves's Normal Personality class. Characteristics: full-time and part-time students both undergraduate and graduate in the field of teacher education and industrial management; ages 18-45 years, data collection largely from those between the ages 23-27; white, males some female. *n*=12 males	**Mixed-Method** Generated inventory of mature adulthood classifications. Experimental and control group design along with naturalistic observations; literature review research to interpret data results and conceptualize adult behavior generated from the data	An open-ended emergent cyclical (EC) human development theory of values evolution as man develops more complex and higher order thinking with continuous progression and revisiting through levels toward becoming a more intuitive person. Moral and ethical breakdown is attributed to retention of inappropriate values
LaBier, Graves, & Huntley (1965)	Personality Structure and Perceptual Readiness: An investigation of their relationship to hypothesized levels of human existence.	Test of Graves's theory that mature organisms move continuously as the conditions of human existence change (if the potential exists in the organism)	*n*=12 male undergraduates selected from an initial group of 52 on the basis of their scores on a Dogmatism-Rigidity questionnaire.	**Quantitative** Subjects given 20 representative words associated with particular levels of existence (5 words per 4 levels tested).	Recognition of words representing the unique existential levels was calculated and tested; statistical significance found in association between hypothesized states and recognition of particular word types.

Table 3

Spiral Dynamics(SD) Research Findings Table (continued)

Study & Date	Research	Purpose of the Study (Themes)	Sampling	Methodology	Results & Implications
Lee (1983) Dissertation UNC-Chapel Hill	A reliability and validity study of the selected levels of psychological existence scale.	Testing the constructs of Graves's (1970, 1974) Emergent Cyclical Levels of Existence Theory (ECLET).	Subjects male & female ages 18-22 from UNC psychological subjects pool; all undergraduate	**Quantitative Survey Instrument**	An objectively scored instrument for the measurement of individual's values systems was developed. The survey was found statistically valid and reliable across multiple psychometric instruments comparisons.
Cannon, (2002)	Constructing images of the future for the United States at the year 2020 with Seattle-area cultural creatives. (Doctoral dissertation).	Identifying directional positive future leadership among CC (Cultural Creative) leaders informed by complexity sciences	Hypothesis testing n= 13 interviews n= 12 surveys K-means Clustering of ISP Data Developed dimension scores to classify into dominant style types	**Mixed-Method** CC (Cultural Creative) leaders are holders of future integral culture; completed values questionnaire, style profiles, interviews to create themes associated with vMEMEs	Certified expert panel used SD as a framework, finding CCs' trended toward evolutionarily more complex and positive thinking and problem solving (2nd tier); rated by degree of 2nd tier vMEME (e.g., yellow)
Beveridge, (2005)	Leadership development in the modern call centre. (Doctoral dissertation).	Using SDT vMEME typologies to identify effective leadership among CRS (call center representatives, managers, and team leaders)	n=5 interview (managers) n=6 focus group (team leaders) n=120 survey (CRS)	**Action Research** Interviews which identified desirable categories of good leadership	Research participants indicated desired skills, attributes, and values of good leaders using the framework of SD as a lens to analyze the data which trended heavily toward the Green vMEME descriptors

Table 3

Spiral Dynamics(SD) Research Findings Table (continued)

Study & Date	Research	Purpose of the Study (Themes)	Sampling	Methodology	Results & Implications
van Marrewijk, (2010)	The Cubrix, an Integral Framework for Managing Performance Improvement and Organizational Development	Three dimensional approach (Cubrix) to corporate excellence and sustainability using SDi (SD integral); building a better business and better society	Company Research To Improve (RTI)	**Quant Survey** Feedback reports & a SD survey used to predict: patient trust, levels of well-being, loyalty, perceptions of patients, behavior towards patients	Survey results used to associate trust to SD leadership styles and qualities and the development of a Corporate Sustainability strategy matrix based on SD vMEMEs; Integral multilevel management framework
Ooten & O'Hara. (2010).	Consciousness ascending: Levels of consciousness and the Enneagram.	Isolated personality assessment tools (e.g., Enneagram, Meyer's Briggs) cause people not to evolve and simply identify with their type. In combination with SD a multi-dimensional psychology (worldview) is developed	Phase 1 $n = 38$ Enneagram teachers (provide one-word descriptors of types for comparative analysis with SD) Phase 2 $n=230$ (survey participants)	**Mixed methods** "The Values Test: Priorities for Life Choices, An Analysis of Seven ᵛMEMEs, Worldviews and Belief Systems in People, Organizations, and Cultures" instrument (Beck, 2002)	Enneagram personality framework used to describes ontogenetic (aspects of individuals) & SD used to describes phylogenetic (species evolution). Combining the two systems allowed for the deep compassion and understanding for fellow human beings.

Gravesian Research and Adult Developmental Theory

In 1952, Graves (2005) concluded that adult development research had been neglected by the field of psychology, whose emphasis at that time was primarily upon child development. Biological growth maturity models, with respect to the adult lifespan, within the field of psychology simply showed that adults reached a period of "stability and maturity" (p. 34).

However, models of how adults would change over time were not available during the mid-twentieth century (Graves, 2005), particularly as a typology and framework of systematic behavioral progression(s).

Graves (2005), while at Union College, developed an adult human development model—first termed the Emerging Cyclical Level of Existence Theory (ECLET)—using his students as the research participants. LaBier, Graves, and Huntley (1965) tested the constructs of ECLET among research participants using specific word recognition inventories that were aligned with Graves's framework of existential levels. The result from a comparison of means test revealed strong associations between the tested words and Graves's (2005) particular hierarchical levels of existence constructs.

Cannon (2000) and Beveridge (2005) expanded upon the work of LaBier et al. (1965) in their research, using the levels of existence constructs (color-coded Spiral Dynamics ^{v}MEMEs). Cannon (2002) found that participants could identify desired Yellow ^{v}MEMEs thinking among the Cultural Creative (CC) leaders whose data were used in the development of a predictive evolutionary and complex thinking instrument. In Cannon (2000), the Spiral Dynamics model constructs were "tested with over 50,000 persons globally and were found to be [statistically] reliable" (p. 148).

Beveridge (2005), examined management teams and Customer Service Representatives (CSRs) in a study designed to locate specific leadership skills necessary in order to function as productive team leaders within a call Centre environment. Using the mnemonically color-coded models of the Gravesian framework as guide, Beveridge (2005) analyzed collected data from research subjects using the method of focus group discussions, individual interviews, and a survey questionnaire instrument, and was able through aggregated data analysis to identify what

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was later considered typologies of good leadership. The researcher found that those who held to higher Orange ᵛMEME and Green ᵛMEME conceptions worldviews were also seen as the individuals in possession of the most desired traits/characteristics of leadership skills and attribution. Although the Blue ᵛMEME was the a priori hypothesized desired outcome to be associated with those deemed to have good leadership skills—being perceived as the best identifier variable due to its high association [to the] high moral values expected of "good leaders" (p. 113)—the findings did not confirm that hypothesis in Beveridge (2005), because it was the Orange and Green ᵛMEME constructs that prevailed in the best leadership findings.

The research design used by Ooten and O'Hara (2010) was different from some of the other studies as it used a ᵛMEME identification survey instrument in order to examine participant personality and levels of consciousness. Conversely, such an approach is discouraged by Todorovic and Cowan (N. Todorovic, personal communications, June 22, 2013), as they do not support applying Spiral Dynamics for purposes of personality assessments; in fact, they specifically discouraged its use as an assessment instrument for personality types.

Adult Education: Applications for Civic Engagement

This section of the literature review identifies how adult educators and scholars have used theories from the fields of critical pedagogy and adult development in application of both reflection and praxis as a means for introducing civic engagement learning. It also identifies how multicultural and international contexts serve to frame and illuminate civic engagement implementation and practice within unique cultural enclave. The literature ranges from adult education and learning exchanges within small tribal communities in the United States to larger international contexts in Latin America. Spiral Dynamic Theory (SDT) constructs are

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incorporated into the review of the relevant literature in order to highlight its value as an interpretive method for this study.

Civic Engagement and Culturally Specific Language, Mores, and Biblical Ethos

Houtzager and Acharya (2011), whose research was conducted in a Latin American context, found that *associationalism*—which is participation within a citizen association—led to increased demands that state officials be held more accountable for the distribution of public good services. Associationalism contributed to improved efforts by citizenry to negotiate directly with their state agents for access to goods and services legally mandated for public provision (e.g., healthcare, sanitation, and security). The concept of associationalism is very similar to Putnam's (1995) *social capital* theory, in which he claimed that citizens could advance community objectives in society through the formation of civic associations designed to advance both the public and private good.

Houtzager and Acharya's (2011) used a quantitative survey of 1,292 participants from São Paulo, Brazil and 1,285 participants from Mexico City, Mexico in examining the phenomenon of civic engagement. The adults taking the survey were 18 years or older. The study included in-person interviews with representatives obtained through a sub-sample of participants who had taken the original survey. During the interviews participants were specifically asked about their own personal types of civic activities. Findings indicated that increased levels of citizen activism were a direct function of increased education (Haoutzager & Acharya, 2010) even after the variable of economic differences between the two groups of citizens was held constant.

Comparisons of the two participant groups—relative to the civic engagement techniques used to demand access to the public good—captured the study's greatest contrasts. For example,

the more socioeconomically affluent São Paulo group tended to garner political redress through their associationalism (i.e., institutionalized petitioning and formal power brokerage third party advocates) using "contentious collective action" (Haoutzager & Acharya, 2010, p.1) far less than the Mexico City group.

The Mexico City research participants engaged in a different type of associationalism from the São Paulo group in pursuit of civic action for accessing public good services. Most predominant among the Mexico City participants' strategies were what Haoutzager and Acharya (2010) described as their use of techniques of contentious collective action. The Mexico City participant used, "'community-centric' efforts to collectively self-provision such goods without government involvement, such as participating in neighborhood watch [a collective decision and solution to increase one's security] or contributing to the excavation of sewage ditches with [personal] labor or materials" (p. 10).

The study showed that the participants from São Paulo, tended to be wealthier and more educated than Mexico City subjects. They also relied more upon their political connections and influences in motivating the government to respond to their public service needs. Haoutzager and Acharya (2010) showed how a self-directed praxis among adults could vary based on socioeconomic (SES) indicators. The two geographically different groups held a unifying belief that the external government needed to do more in meeting their communities' needs, but exercised very different problem-solving tools/resources in efforts to negotiate the resolution to their civic and public safety challenges.

In many emerging democracies (referred to as *Third Wave* in the literature), as well as within the *First Wave* democracies such as the United States, large groups of people have expressed concern about diminished forms of citizenship and access to public goods and services

(Katz & Spence, 2009; Klaiber, 2009), particularly among the poor where things such as higher education were once freely available. A review of emancipatory theories literature revealed that civil association within the public sphere (Habermas, 1971, 1973, 1989), when combined with the development of collective consciousness raising (Freire, 1996, 1998), can lead to increased social access and change. However, negotiating emancipatory concepts of public good and access to services can become complicated when the complexity of diverse moral values and religious worldviews operating among people, communities, and institutions are introduced into the equation.

Religious and moral imperatives. Findings in Beyerlein and Vaisey (2006, 2013) were concomitant with the collective action theories of Habermas (1989) and Freire (1998c), but also drew distinctions based in cultural and moral language usage which served as motivators for engaging in public good activities (e.g., civic and community engagement). Beyerlein and Vaisey (2006) drew upon the cultural theorists' debates by identifying how the use of moral and/or religious language impacted levels of civic participation among study groups. Discourse analysis of the survey data in Beyerlein and Vaisey (2006) revealed that languages grounded in the civic republican or biblical traditions were more likely to motivate individuals to become actively engaged in civic public good works (Bellah et al., 1996), and that individualistic language phrasing served to reduce levels of civic engagement even when the key predictor variable of educational attainment level was held constant (Beyerlein & Vaisey, 2006).

Juxtapositions of Beyerlein and Vaisey (2006) with Houtzager and Acharya (2011), revealed the different cultural/societal SDT ᵛMEMEs operated among the diverse participants. For example, Beyerlein and Vaisey (2006) was conducted in a Southern US social context, where subjects were more amenable to the influence of both a "biblical and republican [based]"

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Judeo-Christian ethos (Bellah, et al., 1996, pp. 28-31) that served to mediated their civic

engagement outcomes. More specifically, Beyerlein and Vaisey (2006, 2013) examined the

bivariate relationship between moral cultures and community volunteering. Findings showed

that participants who believed that it is most important to help the needy because it is personally

satisfying had lower rates of volunteering for a community project (29 percent), while the rate

among those who thought of engagement as a religious duty was higher (39 percent). Moreover,

the highest rate (45 percent) for community volunteering existed among those who viewed it as

civic responsibility. The latter two community project groups would be identified as more SDT

collectivist in their orientations reflecting the blue and green SDT ᵛMEMEs respectively.

Beyerlein and Vaisey (2006) found that when holding some demographic factors

constant, participants who were exposed to the language of civic responsibility were 70 percent

more likely to have volunteered for a community project, while those who relied on more

individualist language or were motivated by religious duty were only 40 percent more likely to

have volunteered for a community project. Therefore, the research showed that *civic language*—

represented as the higher order SDT green—was more predictive of higher community

volunteering than religious (SDT blue) or personal satisfaction based language (SDT orange).

Emancipatory and Critical Theories

Weston-Barajas (1999) explored Freire's (1972, 1985) theories of critical pedagogy and

the dialogical method by using narrative reflection to challenge the culture of silence among

teachers. Weston-Barajas (1999) held that the exercise of *Conscientização*—which involves the

exposing of social and political contridictions in the world based in Marxist critical theory—that

Freire (1996) championed among adult learners was also sorely needed among what was

described in the study as oppressed groups of schoolteachers.

Weston-Barjas (1999) argued that educators in the study complained that they were forced to blindly follow prepackaged educational materials produced in an authoritarian structure that reinforced the educational paradigm of privileging the subject (e.g., expert-teacher) as superior and all-knowing in relationship to the subordinate object (e.g., recipient-student). Having been placed under restrictive curriculum guidelines, the study found teachers were positioned in their instruction such that teaching civic engagement for critical consciousness proved difficult.

Holst (2006) documented how Freire's ideological and pedagogical development in Chile—after being exiled from Brazil—was politically stymied under Pinochet. Holst (2006) held that emancipatory theories, such as Conscientization (*Conscientização* in Portuguese), evolved during Freire's time in Chile, and had evolved to include definitional constructs that were viewed as being too closely aligned with Marxist class-based terminology. Holst (2006) held that Freire's concept of Conscientization, "did not have a theoretical foundation that adequately addressed the political nature of education and, more specifically, the complex political economic nature of the educational context like that of Chile in the late 1960s" (p. 259). Therefore, the association of Marxist rhetoric to Freirean theory added to rising political tensions in Chile, which the literature indicates contributed to the eventual ouster of Paulo Freire from Chile as the Pinochet military dictatorship began to assume power in the country.

Nevertheless, Rodríguez (2004) used Freire's (1972, 1996) theories of problem posing education for purposes of liberation in research to develop a Participation Training (PT) project. Similar to Weston-Barajas's (1999) use of Freirean theory, Rodríguez (2004), used experiential learning through discussions and critical pedagogy in order to challenge study participants' a priori assumptive notions that education was a neutral entity. However, Freire (1972) held that

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education was always a "social praxis" in service of either the domestication or liberation of the learner (p. 174). Rodríguez (2004) found that with PT, adult learners were primarily able to achieve critical consciousness when they were able to exert a more emancipatory approach to their learning. For example, having some control over the instructional delivery in the form of shared power and shared management of curriculum content with teachers worked best for adults.

Cronin and Connolly (2007) used Freirean experiential learning and reflective practice (Weston-Barjas, 1999) as a means to develop critical/emancipatory learning among post-graduate students enrolled in health promotion program in Ireland. Cronin and Connolly (2007) investigated the fostering of health promotion principles and critical thinking skills, using Conscientization as a theoretical framework to examine participants' conduct in workshop settings as they used a critical reflection method for learning. The goal of the study was for students to learn to question and problematize their work (Freire, 1973, 1986), as they maintained inquiry pathways of thesis-antithesis-synthesis. Student participants were expected to challenge their health agencies within their respective spheres regarding the delivery of health promotion services within an environment where politics, social-economic status, and professional competencies are navigated. The results were mixed, however the key findings suggested that the experiential workshops (using expert knowledge) were more desirable than the more emancipatory reflexive practice as the best pedagogical approach in the promotion of optimal professional development among postgraduate healthcare students.

Conversely, Weston-Barjas's (1999) use of critical pedagogy found that if encouraged through exploration, investigation, and participatory research, educators *would not* depend upon outside "experts" for their development of sound pedagogy (p. 21). However, statistical

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aggregates of Cronin and Connolly (2007) showed that students valued more highly the participatory, supportive and experiential approaches to their workshop as compared to the reflexive practice method that emphasized a more autonomous and individualistic process.

Shore and Freire (1987) explained emancipatory theory as being based in the dialogical method of teaching and education holding that "Liberation is a social act. Liberating education is a social process of illumination" (Freire as cited in Shore & Freire, 1987, p. 23). In essence, they found that emancipatory adult learning approaches serve to facilitate Conscientization awareness. However, Freire's (1998c) theory of Conscientization has been limited in its historically application being used primarily to examine evolutionary adult consciousness development within a uniquely Latin American educational context.

Freire (1987) identified the sociopolitical role of superstructure(s) in society. However, there is little empirical literature that more deeply analyzes the Freirean superstructure concept in connection to emancipatory theory. Upon deeper analysis, the Conscientization theory was limited in its capacity to respond to evolutionary processes of change due in part to its having had a termination point that does not offer an open-ended taxonomy of continuous adult development. Therefore, Conscientization does not account for the dynamic, emergent, and adaptive change mechanisms that adults experience (Beck & Cowan, 2006; Cowan & Todorovic, 2000; Graves, 1970, 1974, 2005, 2009) as offered vis-à-vis SDT.

The dichotomy of a dominator and the dominated relationship paradigm—discussed as the primary actors of Freirean (1998c) theory—does not fully inculcate the changing cultural themes and social complexities of contemporary higher education through a more international lens. Weston-Barajas (1999) indicated that praxis is "the cycle of reading the word and the world, reflection, action, and further reflection" (p. 19). Therefore, praxis must inevitably

engage one's ontological view. Freire (1996) presented the idea of praxis as reflection and

action ~~theory~~ directed at the structures to be transformed, whereby the "people [are assigned] a

fundamental role in the transformation process" (p. 107). Both the context and structures of

twenty-first century life have changed dramatically since the period in which Freirean theories

were developed, particularly as they relate to the more class-based assessments that are remiss in

their analysis of the emergence of neoliberalism. The body of Freirean theories, as a collective

cadre, do not offer the full complement needed in order to examine the complex phenomenon of

civic engagement within the context of a more contemporary post-Pinochet Chilean society.

Hill (2010b) provided a substantive contemporary adult education approach in his

ethnographic examination of native culture, using indigenous pedagogy that offered an

opportunity to identify emergence based in what he described as "re/visioning of critical

pedagogy" (p. 184). Through a Freirean lens, Hill (2010b) examined colonized Native American

tribes and discussed the phenomenon of 'Whitesteaming' (p. 184), where non-Euro-American

groups struggle to retain their native culture, languages, and traditions that had given them a

sense of community and security.

Beck and Cowan (1996) identify the phenomenon as discussed in Hill (2010b) as holding

to kinship ties and the belief in obedience to mystical spirituality located at the SDT Purple B/O

^{v}MEME level (see Figure 1). Individuals and societies that operate at the Purple B/O level hold

in great value the preservation of "sacred places, objects, and rituals" (Beck & Cowan, 2006, p.

203). Beck & Cowan (2006) found that there was a progression through the levels of existence

(Graves, 1970) in direct connection to the emergence of higher order thinking. In SDT ^{v}MEMEs

emerge and/or regress in response to environmental challenges or threats. The emergence is

brought about as a result of changes to "life conditions" (pp. 75-85) that often required a shift in

how one responds, thinks, and views the world. Therefore, in the presence of biopsychosocial systems stressors, the individual member or the Native American community could either regress toward the lower level Beige A/N ^{V}MEME level at worst, stay stagnant, or seek to negotiate passage to the next ontological level forward of SDT Red C/P.

Freire (1985) discussed the imposition of cultural norms by a dominator upon the dominated within a conflicted social context. In his discussion of the *Semi-Intransitive* Consciousness, Freire (1985) argued the "dominated consciousness does not have sufficient distance from reality to objectify it in order to know it in a critical way" (p. 75). Therefore, Freire (1985) found that at the *Semi-Intransitive* level of consciousness, one lacked the structural perceptions necessary for effective problem-solving or complex thinking. Therefore, such a person would attribute the sources of facts and situations that control their life as being based in a *superreality*—having a more external locus of control which was also reflected among the native group elders in Hill (2010b).

Nevertheless, Freire's (1985) consciousness theory progressed toward one becoming more critically aware at the *Transitive Consciousness* stage, in which the power elite become "unmasked by the masses" (p.77). The stages conclude at the arrival of *New Consciousness*, in which groups come to challenge the power elite (Rodríguez, 2004). Freirean consciousness theory required that stage movement be revolutionary in its intent, with the locus of control imperative being grounded in Marxist class-based conflict. However, Gravesian-based SDT hold no such political restrictions and does not assess any particular ^{V}MEME level of existence as being "naïve" or unrealistic, as in Freire (1985, p. 77), in ones interpretations of the world. In fact, Graves (1970, 2005, 2009) respected the fact that multiple realities—hence multiple truths—existed within the biopsychosocial systems of human thinking and being.

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Dissimilar to Freire's (1985) theory of consciousness stages, SDT is not grounded in radical or politically revolutionary imperatives, but is adaptive in nature such that it allows change as a function of evolutionary environmental challenges or threats. The capacity to engage such threats are based upon the available cognitive skills of each individual, organizational, or society in their ability to adjust within the confines of a particular niche (Beck & Cowan, 2006).

Critical race theory and culture. Hill (2010b) offered a contemporary model of civic engagement that was sensitive to the risk of imposed cultural hegemony; the research showed the value of engagement beyond the mere role of advocacy (Saltmarsh & Hartley, 2011; NTFCLDE, 2012). More specifically, Hill (2010b) held to methods of reciprocity between participants and investigator, being careful to not take up a paternalistic stance when working with the indigenous Native American tribe. Hill (2010b) celebrated and valued the pedagogically sacred ways of knowing used by the tribes in their efforts to respond as political activists when an encroachment was made upon their cultural ways and tropes.

Hill (2010b) described data generated from one of the tribe's films, *Woven Ways*, that highlighted sacred ways and tribalism as part of the Native Americans' daily rituals. The film's narrative began by describing a ritualistic activity: "Every morning I would open the Hogan door that faced East, into the rising sun, to sprinkle corn pollen in the *Diné* way of blessing the day" (p. 185). The descriptive data suggested a tribal practice that could be associated with the SDT Purple B/O ^{V}MEME system, where offering a blessings via the sprinkling of corn pollen would be a *reality* or way of knowing within that particular worldview system. Hill (2010b) provided more representation of the Purple B/O system when the following participant's quote was shared regarding the power of storytelling: "Evil is mighty but it can't stand up to our stories" (p. 186).

Such thinking gives agency to both the phenomenon of evil and the power that *a story* might possess when countering an *evil* force.

Hill (2010b), during his study of pottery in the Santa Clara Pueblo, encountered a Native American artesian who made clay bowls. He indicated that "The artist details how the bowl represents the tribal 'naval.' The bowl becomes a trope for the site of their creation myth" (p. 187). The aforementioned description continues to support a SDT Purple B/O ^{V}MEME system where the preservation of sacred places, objects, and clan rituals are dominant themes and behaviors within that particular system. Hill's (2010b) research provided evidence of an existential crisis between *Elders* among the Native American groups and a young Navajo male artist who was also a member of the community yet appeared to be transitioning to the next SDT level system of Red C/P. The worldview associated with the Red C/P ^{V}MEME included the desire to break away from constraints, demands for respect, and imperatives that required one to defend their reputation and power within the environment (Beck & Cowan, 2006).

Hill (2010b) offered the following portion of the Navajo youth's rap song, which provides data consistent with the participant's shift in thinking and embedded Red C/P worldview emergence:

> *…for all those who have been exposed to some form of judgment. For those who build Defenses against any form of prejudice. Ya see we're gonna expose these injustices y'all 'cause to … expose 'em is to kill 'em…. I gotta get this offa my chest y'all. And I ask u to forgive me for soundin' ignorant. It's not my fault, they made me like this, so if they kill me, put ur heads up. [Refrain: put your heads up, put your fists to the sky, resistance is my only reply, 'cause the price of freedom is what keeps us free. Overthrow government lies and powers that be].* (p. 187)

Discourse analysis of the lyrics from the Navajo youth's rap—a trope that he has culturally appropriated from urban black youth via the lyrical stylistics of Hip Hop music—showed how the native boy was responding from a more emergent individualistic SDT Red C/P posture in his expressions of domination, power, and resistance.

Rap was historically birthed out of a civic engagement imperative with expression of cultural empowerment and revolutionary black struggle on behalf of marginalized and oppressed groups (Dyson, 2004; Martinez, 1997). Notably, the youth rapper's thinking contrasted with that of the more collectivist *Elders*, who chose to engage with film and pottery making as their forms of resistance and cultural preservation. The Navajo young rapper was moving away from the traditionalism (SDT Purple B/O) of the tribe, as evidenced by his expressions that focused on gaining power, the risk of violence, and fighting for his own personal agency which is reflective of a more autonomous individualistic themata (Cowan & Todorovic, 2000).

Although the findings in Hill (2010b) showed a generally more collectivist (SDT_Purple B/O) worldview among the tribe *Elders*, the rapper appeared to have experienced a life conditions or a disruptive event(s) that required he develop a new and different way of interpreting the world. He had developed a more complex and contemporary way of dealing with his existential problem of cultural displacement than what was expressed by his *Elders* (Tribesmen), moving the Navajo youth upward on the SDT framework spiral toward the next system (vMEME Red C/P).

Globalization, Folk Ways, and Civic Engagement Praxis

Lifelong learning within the context of an increasingly more interconnected society are areas of significant academic and practical importance to the field of Adult Education. In a critique of globalization, Merriam (2010) notes that in a market-based economy not only are the

outputs of production and their corresponding goods at issue, the control of "information and knowledge are equally brokered across the globe" (p. 402). The rapid manner in which knowledge is procured and the rise of digital literacy via social media and networking has sparked revolutionary *digital democracy*. New realities brought about by the technology that has allowed for 24-hour access to online information has contributed to an emerging global inter-connectedness, thereby shifting the knowledge terrain for the 21st century adult learner and adult continuing education (Bennett & Bell, 2010).

Western adult education has a longstanding history of involvement in social justice praxis civic, and political activism (Johnson-Bailey, Baumgartner, & Bowles, 2010). The formal and informal learning in the field of adult education has been supported by theories grounded in themes of autonomy and self-directed learning as well as transformational learning (Mezirow, 2003; 1994). However, the literature indicated that in many non-westernized societies higher value is placed on communal and/or collectivist learning that promotes the sharing of knowledge (Merriam, 2010). As a result, collectivist oriented societies may privilege informal learning, as well as lifelong learning that makes space for the inclusion of somatic spirit, body, and emotion connectedness (Merriam, 2010).

Ideologies of globalization in connection to lifelong learning found in US adult education literature was incongruent with other less westernized societies whose perspectives were not conceived within the context of industrialization and the privileging of vocational/technical learning (Hartley, 2011; Sullivan, 2000). Therefore, this literature review exposed unique challenges for an investigation of civic engagement in Chile, South America, due in part to its simple sparsity. The limited amount of empirical research based in civic engagement was particularly clear in connection to university educated adults in Chile and Latin America more

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generally. Merriam (2010) and Hill (2010b) both warn that researchers be attentive to not allow Western epistemological hegemonies to interfere with the diverse ways of knowing and being for people groups when ethnographic investigations are undertaken within non-westernized contexts.

Summary

This chapter presented a review of the relevant literature and synthesized empirical research relative to civic engagement in higher education, connecting that information to private for-profit colleges and universities (Hartman, 2008; Huerta & Jozwiak, 2008; Lopez & Brown, 2006; Lopez & Elrod, 2006; Persell & Wenglinsky, 2004) in relationship to adult development theories. The framing of civic engagement in relation to for-profit higher education spanned US (Saltmarsh & Hartley, 2011; Colby, Ehrlich, Beaumont, & Stephens, 2003; Sandmann, 2010; Shannon & Wang, 2010), Chilean, and other Latin American contexts (Orellana, 2012; Ortúzar, 2012; Simonsen, 2012). Empirical research that examined the use of civic engagement as social capital was presented, as well as studies that sought to institutionalize civic and community engagement praxis (Houtzager & Acharya, 2011; Sandmann, Thornton, & Jaeger, 2009; Taylor, 2009). Literature relative to adult developmental learning theory and memetics science (Dawkins, 1976, 1989, 2006; Blackmore, 1996, 1998, 1999) were offered in connection to the SDT framework used in this study to analyze civic engagement praxis as democracy (Hill, 2010a, 2010b; Saltmarsh, 1996; Sigmon, 1996) and adult learning within a globalization paradigm (Merriam & Bierema, 2014).

The literature review revealed that the concept of civic engagement was defined as a very fluid concept containing elements of traditional outreach and community engagement, yet distinct in its class-based conflict and political overtones. Civic engagement as praxis challenged non-democratic political, social, and economic power structures under themes that advocated for

democracy and/or social justice (Freire, 1985). The literature illuminated the following key factors related to civic engagement: (a) cultural context was a strong indicator of civic engagement expression (Freire, 1972, 1995; Holst, 2006), (b) there was a lack of empirical study exploring for-profit graduate education in relationship to outcomes of civic learning and community engagement (Jez, 2011; Millora, 2010), particularly evident within the Chilean context (Castillo, Miranda, Bonhomme, Cox, & Bascopé, 2014; Gambi, & González, 2013), and (c) frameworks for describing and measuring civic engagement are best undertaken from an interdisciplinary approach that allows for a multifaceted view of human nature and adult development (Beck & Cowan, 2006; Dawkins, 2006; Graves, 2005).

Freirean theories such as Conscientization and critical consciousness development were formulated in advance of today's more globalized free-market based higher education schema. Therefore, they were limited in scope by lacking the ability to contextualize the long-term adult developmental learning and civic engagement outcomes of post-graduates within the emergent realities of 21st century Chile. Gravesian theory—from which SDT is derived—had applications across a broad and comprehensive range of scholarship (Beveridge, 2005; Darrell, 2011; Ooten, & O'Hara, 2010; van Marrewijk, 2010) with practical applications in both the academic and non-academic domains. Therefore, the open-ended nature of SDT's multiple ontologies, its evolutionary taxonomy of memetic concepts, and its emergent change and subsuming ^{v}MEME systems, offer a broader lens from which to conduct a deep examination of the civic engagement phenomenon in Chile.

Despite the wealth of available literature that speaks to the impacts of civic engagement upon the lives and development of undergraduate students (Lopez & Brown, 2006; Lopez & Elrod, 2006; Persell & Wenglinsky, 2004), little exists that speaks to the post-graduate level

civic engagement outcomes of adults. Moreover, no studies have examined the phenomenon of graduate student civic engagement from the domain of traditional not for-profit and private for-profit universities in Chile. This research addresses the existing literature gap.

CHAPTER 3

METHODOLOGY

This mixed methods research study aimed to investigate civic engagement activities and outcomes of adult learners within the environment of post-graduate level higher education. The highly privatized Chilean university system served as the context, with for-profit and traditional not for-profit institutions serving as the focal points from which to interpret that engagement through a Spiral Dynamic Theory framework. The following research questions guided this study:

1. In what ways are Chilean public and private for-profit institutions committed to civic engagement education and practices?

2. What are the prevailing ^{v}MEMEs of Chilean graduate students in public and private for-profit higher educational institutions?

3. To what extent is there a relationship between graduate student personal characteristics and civic engagement outcomes?

4. Is there a relationship between institutional type and graduate student civic engagement outcomes?

This chapter is organized into ten sections describing the study's research design, logic framework, research sites, study participants and sampling, instrumentation, data collection, data preparation, data analysis, limitations, and chapter summary.

Research Design

A mixed methods research design was used in this study with a substantive theory paradigmatic stance per Greene's (2007, 2008) typologies for mixed methods research. The substantive issues and conceptual theories most relevant to conducting the research guide this inquiry. Furthermore, this study followed a sequential mixed methods design (see Figure 3) with two parts. The data collection audit trail shown in Table 4 displays how the concurrent qualitative data-gathering portion of the study (Part I) was completed first, followed by Part II of the study, in which implementation of the survey instrument occurred. An analysis process that details both the qualitative and quantitative portions of the study and the resultant findings is offered in Chapter 4 with an integrated mixed methods meta-inference in the form of conclusions and discussion offered in Chapter 5.

Mixed Method Sequential Research Design Parts 1 & II

Part I
Qualitative Focus Groups and Interviews
(concurrent)

Production of Meta-Inference Conclusions

Triangulation
(Data, Methodolgies, & Environments)

Part II
Quantitiative Online Survey Instrument
(sequential)
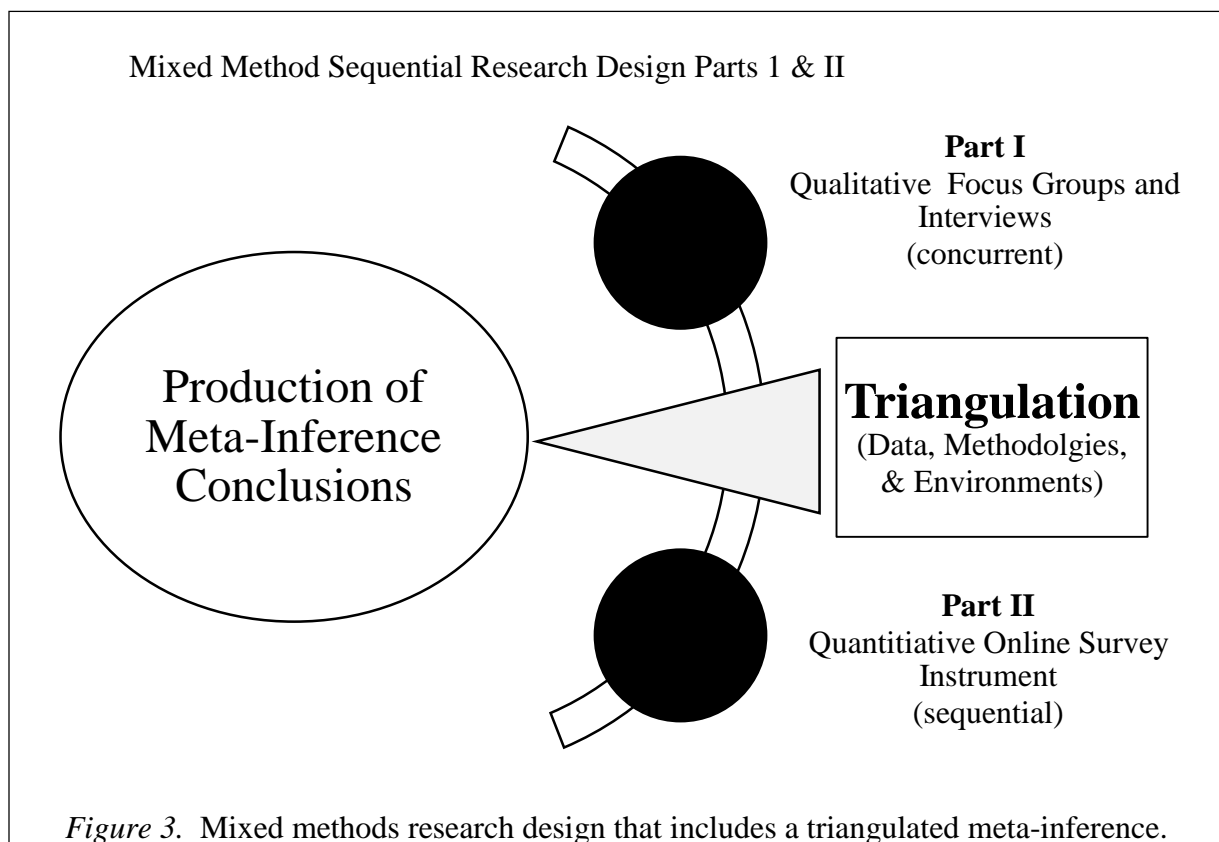
Figure 3. Mixed methods research design that includes a triangulated meta-inference.

Research Paradigmatic Stances: Substantive Theory

Green (2007, 2013) discussed four primary paradigm stances in mixed methods research design. This research employed what she described as the *substantive theory* stance, which holds that different paradigms are not inherently incommensurable. "The importance of this stance for a mixed methods argument is that method are subservient to concepts in theory" (Greene, 2007, p. 74). A paradigmatic stance typology or "mental model" as identified by Greene (2007) provides an important advantage for adopting a mixed methods approach, because in the case of substantive theory the data is framed and organized by the theoretical conceptions.

Table 4

Data Collection Audit Trail Process

Mixed Method Main Section(s)	Instrumentation & Relevant Research Questions (RQ)	Key Topics Covered
Part I (Concurrent)	Video & Audio Interviews Profile Sheet (RQ 1&4)	Perceptions of Civic Engagement Self-Assessed Descriptive Civic Engagement Prediction of Spiral Dynamic Theory (SDT) Worldviews Perceptions of Free-Market Based (For- profit) Higher Education Perceptions of Socioeconomic Mobility Defining University Civic Engagement
Part I (Concurrent)	Video & Audio Interviews (RQ 1&2)	University Mission in Relation to Civic Engagement Describing Institutional Civic Engagement Goals Prediction of Spiral Dynamic Theory (SDT) ^{v}MEME Worldviews
Part II (Sequential)	Online Self-Administered Survey (RQ 3&4)	Descriptive Statistics Statistical Analysis of Key Civic Engagement Variables Statistical Analysis of Key SDT Variables ANOVA Statistical Testing of Key Variables Multiple Regression Analysis of Key Variables Statistical Analysis of Key Variable(s) Inter-correlations

Table 5 displays the research questions in relation to the study's paradigmatic stance of substantive theory (i.e., SDT). Guiding the research under a substantive theory stance allowed the researcher to define study questions that aided in identifying the concepts and phenomena to be examined (Greene, 2007). As noted, the SDT substantive theory guided this study. Its framework contains multiple hierarchical ontologies that produce worldviews leading to how individuals, systems, and societies think—respond to and interpret reality—which were used in the examination of civic engagement in the higher educational context of Chile, South America.

Table 5

Mixed Method Research Process and the SDT Substantive Theory Outline

Research Questions	Data Collected	Methods
In what ways are Chilean public and private for-profit institutions committed to doing civic engagement education and practices?	QUAL	• Mini Focus Group Interviews • In-depth Individual Interviews
What are the prevailing ᵛMEMEs of Chilean graduate students in public and private for-profit higher educational institutions?	QUAL + quan	• Mini Focus Group Interviews • Online Survey
To what extent is there a relationship between graduate students' personal characteristics and civic engagement outcomes?	qual + QUAN	• Mini Focus Group Interviews • Online Survey
Is there a relationship between institutional type and graduate students' civic engagement outcomes?	qual + QUAN	• Mini Focus group Interviews • Online Survey

Mental models as drivers of research. Greene, Benjamin, and Goodyear (2001) indicated that a substantive theory stance to inquiry is guided by the issues under study, such as inputs, activities, and outcomes. Greene (2007) held that the mental models one operates under justify our social science research. These models are "the set of assumptions, understandings,

predispositions, and values and beliefs with which a social investigator approaches the research" (p. 35). Metal models are dialogical and seek connections, conversations, and understanding. The SDT's framework makes space for the application of diverse mental models via its multiple ontologies and conceptions of *truths* in the form of its hierarchical ^{v}MEMEs that serve as meta-memetic conceptions used to predict and describe civic engagement outcomes.

Graves's (1970, 1974, 2005) research showed how spiral-like movement occurred along the SDT framework. He found that there was dynamic movement within the SDT systemic network, which was emergent in nature as well as subsuming subordinate systems during the adult developmental process of arriving at more complex levels of thinking. The (ECLET) emergence theory offered by Graves (1970, 2005) and further developed under Beck and Cowan (1996) in *Spiral Dynamics* offered a tangible memetic taxonomy and a corresponding Darwinian replication process specifically related to meme unit. The introduction of a memetic classification system based on Gravesian theory stands to be an important academic contribution. Specifically, because the literature surrounding the field of Memetic Science has been criticized for its lack of presenting a memetic classification taxonomy (Aunger, 2000; Johnson, 2013) for example, as offered in this research.

The substantive theory stance in mixed method research privileges the substantive issues and conceptual theories versus a particular paradigm or philosophical assumption of reality, knowledge, methodology, and values (Greene, 2007). The SDT framework informed the conceptual model of this study, as it employs a multiplicity of thought organizing principles called ^{v}MEMEs that were used in the attribute and magnitude coding of participant responses (Miles, Huberman, & Saldaña, 2014) and data interpretation. The paradigm stance used in this study was both inductive and deductive in nature. It was not exclusively focused on the nature of

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knowledge creation or interpretation of the social world for exploratory purposes alone, but the stance was open to both results and the potential predictive power of using the SDT framework.

Logic Framework

This mixed methods study was guided by the Gravesian adult development theory and the work of Beck and Cowan (2006) via *Spiral Dynamics* and is being referred to in this study as Spiral Dynamic Theory (SDT), which provided the framework from which the coding of variables (Miles, Huberman, & Saldaña, 2014) were assigned and analyzed. The SDT framework used memetic constructs to more deeply describe and explain post-graduate level adult learners' thinking in relationship to their environmentally influenced civic engagement outcomes as a function of university type, socioeconomic (SES) factors, and memetic worldviews. The rationale for use of the SDT framework in the study of the civic engagement phenomenon was detailed and discussed in the Chapter 2 literature review.

Research Sites

The investigator was in the country of Chile for approximately two years traveling the countryside and engaging with people in the cities of Maule, Linares (both of the former were within the Maule province), and Santiago, the largest city in the country. The host university provided office space, supplies, and access and introduction to university faculty, key staff members, and administrators within the three aforementioned provinces.

Immersion Experiences

As a visiting scholar in Chile, there were opportunities for the investigator to teach students at various university and public school campuses in order learn about the people, their culture, and personal life experiences. During this prolonged observation and ethnographic immersion, the investigator was able to blog about her social encounters as she collected field

notes and data used to chronologically and systematically record information about the Chilean peoples, their culture, and political environs. This provided a fuller, richer understanding of the context within which higher education civic education and practices were enacted.

University Selection

Two different university sites served as the environments from which the Part I qualitative portions of the study design was conducted. The first site was a traditional public university (TPU) where both a graduate student focus group and an in-depth administrator interview was completed. The TPU is a member of the Council of Rectors of Chilean Universities (CRUCH) and was established in 1991. It offers undergraduate and master's degrees—developing doctorate programs—in a variety of career fields including a medical school. The TPU was the former regional campus of one of Chile's largest and most prestigious Catholic Universities.

The second site was a private for-profit university (PFPU), from which data similar to that from the TPU was collected. The PFPU site does not hold membership in CRUCH because it is a private free-market based university, which membership in the group of 25 traditional Chilean universities does not include. The PFPU was founded in 1989 and has campuses in four different provinces throughout the country of Chile, offering undergraduate and post-graduate programs that lead to both master's and doctorate degrees.

Both universities have access to state funding in the form of student grants (*becas*) that are selectively awarded to matriculating Chileans of lower socio-economic quintiles who use the funding to pay for their tuition. However, only the membership of CRUCH can obtain direct university state funding support (UNESCO, 2014) to support institutional operations. The student *becas* (grants) are competitive and awarded to select Chilean students based in part on

their performance on the national college entrance exam called the *Prueba de Selección Universitaria* (PSU) [University Selection Test].

Even still, more than 85% of the total higher education cost is born by Chilean families (André, 2012). Educational loans cover 75% of the monthly tuition payments and families are left to make up the difference. Government financed loans called *crédito con aval del estado* (CAE) typically have interest rates of 5.8%. However, some 40% of Chileans fail to complete their degrees, and those who do graduate struggle to repay loans whose interest rates at private banks—often the financial source for those attending for-profit schools—can exceed 8% (André, 2012).

Online Research Site: Self-Administered Survey

The Part II quantitative portion of the study design occurred online. Chile is divided into 15 governmental administrative regions (Figure 4) and the online self-administered survey was randomly sent to subjects whose regions included universities that offered postgraduate academic programs. A large portion of the online surveys were obtained from the RM (Santiago) region that had the highest concentration of graduate level degree offering universities in the country.

Mixed University Environment. An unexpected third type of university environment was discovered during Part II of the quantitative data collection. The sample revealed, after the pilot survey's administration, another typology of university that will be discussed in more detail in Chapters 4 and 5. Nevertheless, the third university type was a private not for-profit university (being termed a *mixed* university in this study) and was also a member of the CRUCH.

Diagram of the 15 Administrative Regions in Chile

Region Key	Numbers	Name	Capital	Population	
XV	15	Arica y Parinacota	Arica	213,596	
I	1	Tarapacá	Iquique	298,257	
II	2	Antofagasta	Antofagasta	542,504	
III	3	Atacama	Copiapó	290,581	
IV	4	Coquimbo	La Serena	704,908	
V	5	Valparaíso	Valparaíso	1,723,547	
RM	RM	Santiago Metropolitan	Santiago	6,683,852	
VI	6	Liberatado General Bernardo O'Higgins	Rancagua	872,510	
VII	7	Maule	Talca	963,618	
VIII	8	Bio Bío	Concepción	1,965,199	
IX	9	La Araucanía	Temuco	907,333	
XIV	14	Los Ríos	Valdivia	363,887	
X	10	Los Lagos	Puerto Montt	785,169	
XI	11	Aysén del General Carlos Ibáñez del Campo	Coihaique	98,413	
XII	12	Magallanes y la Antártica Chilena	Punta Arenas	159,152	

Figure 4. Population statistics 2012 Chilean census data.

Study Participants and Sampling

The adult participants in the Part I qualitative portions of the study were recruited from central Chile geographic areas. The sample included a total of eight participants for both the focus groups and in-depth interviews. Those who participated in the Part II quantitative portion of the study were recruited from all over country's 15 regional provinces in order to obtain a representative simple random sample (SRS). The researcher attempted to recruit over 3,000 post-graduate adult Chileans using listservs that were provided by university staff members and administrators and via purposeful sampling in order to obtain the 202 completed surveys in

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accordance with Pearson's power chart sampling criteria in order to achieve the standard of $\beta =$ .80 power for studies with 2 to 8 groups (Feldt & Mahmoud, 1958; Keppel & Wickens, 2004).

Interview Participants and Survey Subject Selection

In the recruitment strategies for focus group participation and in-depth interviews selection the researcher used the strategy of purposeful sampling. Creswell (2009) held that with regard to qualitative data collection, one can purposefully select participants or sites that best help the researcher understand the phenomenon, thus enhancing the ability to answer the research questions. Purposeful sampling—commonly used in qualitative research—differs from SRS where samples are designed to be representative of the larger population universe. SRS is also used for the intent of generalizability due to its having sampling that is statistically representative (Huck, 2008; Keppel & Wickens, 2004).

Focus group discussions and in-depth interviews are well suited for qualitative research as they connect well to social constructivist assumptions. People attempt to seek understanding of the world in which they negotiate their lives. As a result, they develop subjective meaning(s) related to their experiences and such meaning making is varied and multiple (Creswell, 2009; Gardner, 1983, 2012). The naturalistic approach of focus groups and interviews enabled the researcher to look for the complexities of meaning making and resist the attempt to reduce thinking and expression into narrow categories and binary judgments. The mini focus groups in this study allowed the researcher to delve more deeply into what participants were really thinking about civic engagement within a social context that facilitated the response from group members, which encouraged participants to be reflective relative to their own individual responses (Fraenkel & Wallen, 2006).

The Chilean graduate student participants and high-level university administrators who took part in the Part I qualitative portion of the study are described in Table 6. Some of the focus group participants from the private for-profit university (PFPU) were either continuing their graduate study or had obtained their degrees and were working as employees of the institution. The information offered in the display table includes some demographic data about each of the participants in Part I of the study. Five of the participants who took part in the focus group discussions also volunteered to take the self-administered online survey for purposes of quantitative data collection and instrument testing during the piloting phase.

Table 6

Demographic Information on Qualitative Study Participants

Pseudonym	Age	Gender	TPU or PFPU	Data Collected	Racially Self-Identified	Graduate Degree Level
Marge	28	F	TPU	Focus Group	Latina	MA
Homer	43	M	TPU	Focus Group	Latino	First Year MA
Flanders	44	M	PFPU	Focus Group	Hispanic	MA
Moe	35	M	PFPU	Focus Group	White/Spanish	MA
Bart	*	M	PFPU	Focus Group	Latino	First Year MA
Lisa	65	F	PFPU	Focus Group	Hispanic	MA
Skinner	*	M	TPU	Face-to-Face Interview	*	PhD
Chalmers	*	M	PFPU	Face-to-Face Interview	*	PhD

*Denotes that data were either not offered by or collected from the participant(s)

The focus group volunteer profile sheet used to collect the participants' demographic data is available for review in Appendix G. Ideally, focus groups work best when there is no excessive diversity or homogeneity and when there is fairness in representing the participant's

perspectives (Shannon & Hambacher, 2014). Gibbs (1997) notes that a focus group can be empowering for individuals as it gives them the perception of offering their own personal expertise in the discussion with the researcher. The adult focus group participants in this study were either enrolled in the first year or higher of a master's program or had already graduated and obtained at least a Chilean *títuto* (a credential similar to a US Bachelor's degree). An effort was made in the sampling to include both male and female volunteers.

The two high-level university administrators—one from the traditional public university and the other from the private for-profit university—both held terminal degrees. The TPU interviewee was a departmental Director who reported directly to the University *Rector* (similar to a US university president or Chancellor), and was in doctoral candidacy at the time of the interview. The PFPU administrator (*Vice Rector*) whose duties were similar to a traditional university *Rector*, but within the contexts of a privatized university, already held his doctorate degree at the time of his interview. The researcher estimated the age of the TPU administrator to be early to mid-40s while the PFPU administrator appeared to be in his early to mid-60s.

Recruitment of Survey Subjects

Gender balance was important in the selection of survey subjects. Such efforts served to promote diversity of perspective amongst the participants. Additionally, the quality of homogeneity was also an important factor as it enabled the researcher to collect data from mature adult learners. More specifically, the recruited subjects were working professionals or pursuing graduate degrees.

Volunteers who were recruited to take the final online survey were solicited by use of email invitations obtained from university student listservs and flyers shared with potential volunteers. The flyer was also posted on social media sites such as Facebook with a hyperlink

that connected to the survey. Snowballing and face-to-face invitations recruitment strategy were used with professors and student who distributed the flyer invitations in class and/or shared the hyperlinks to the survey with their colleagues and classmates respectively. The researcher was also invited by university faculty to attend classes in order to pass out flyers and make direct requests for study volunteer participation. The survey website link was shared with students after the researcher introduced herself and the study at the beginning of the classes. Small business cards that contained the survey website link on one side of the card and the researcher's contact information on the other were also disturbed to potential volunteers.

The researcher also gained access to students via direct appeal to and assistance from a variety of Chilean university faculty members and administrators throughout the provinces. A standard recruitment letter was written in Spanish and administered to subjects with the assistance of Chilean university administrators and information technology coordinators on the various campuses. Most of the subjects who took the quantitative online self-administered survey were identified from the listservs provided to the researcher, who subsequently sent email invitation links to those addresses that were valid. The large list provided by the Chilean universities was obtained to collect a relatively large sample size in order to achieved representativeness in the data (Huck, 2008). The population from which the sample was drawn included only postgraduate level adult learners.

The researcher used email addresses and electronic listservs obtained from Chilean departmental faculty and academic administrators in order to perform scheduled follow-up email invitations to targeted volunteers in an effort to increase survey response rates. A research incentive in the form of a lottery draw for a weekend for two at the *Termas de Panimavida* hotel

resort was added to the IRB in an effort to increase participation in the survey. The winners were chosen by a random number generator at the close of collection phase.

The survey was sent to over 3, 236 potential participants who were located at 21 different private for-profit universities, one mixed private not for-profit university, and 13 traditional public universities. Some of the email addresses given to the researcher from listservs provided by the participating universities were invalid, and subsequently many of the emails sent to potential survey volunteers were electronically returned with a message indicating that it was undeliverable. Therefore, an accurate response rate would be difficult to calculate, as undeliverable survey email addresses were not separately tracked in relationship to addresses of recipients who were valid recruits. Nevertheless, completed surveys were received from 104 volunteers at the traditional public universities, 60 respondents at the private for-profit universities, and 38 from the mixed private not for-profit university for a total of 202 completed online surveys.

<center>**Instrumentation**</center>

A variety of methods were used for this two-part study necessitating development of both parts of the data collection instruments. The first part involved the development and use of qualitative interview protocols, which were created cooperatively with the researcher and the qualitative expertise of her dissertation chair, and another member, a qualitative data expert on her committee. The researcher created a quantitative survey instrument in English and Spanish language versions for the second part of the study design; which also required that the developed protocols be registered and approved by the University of Georgia (UGA) campus Internal Review Board (IRB) in both languages.

Development of the research study instrument(s) were accomplished in two stages. First, the qualitative instruments required that questions be developed in order to obtain in-depth and descriptive feedback from study participants about the phenomenon of civic engagement. Secondly, the quantitative survey instrument (Brown, 2013) was created and first tested in the United States with UGA graduate students and other adult learners. It was subsequently finalized for administration in Chile in th pilot study. After the piloting of the instrument in Fall 2013, the survey protocols were modified and resubmitted for IRB modification approval, which subsequently granted on April 24, 2014.

Developing the Part I Qualitative Protocols

In depth interviews are conversations with a specific purpose, which is to allow for an emergent conversation between the researcher and informant/participant that focuses on the latter's perception of self, life, and experiences as expressed in their own words (Krenke & McKay, 2002). Focus groups are another interview form in which qualitative data can be collected within the context of a group setting. Fraenkel and Wallen (2006) describe focus groups as providing an environment in which the researcher can obtain data about what participants "really think about an issue within a social context where people can hear the views of others which they may or may not take into consideration when formulating their own personal stance" (p. 461).

Semi-structured open-ended interview question protocols were developed through an iterative process in cooperation with academic expert(s) who were members of the dissertation research committee led by the chair, Dr. Lorilee Sandmann, and one other dissertation committee member, Dr. Anne Bliss, who possessed expertise in Chilean qualitative research.

Two separate sets of seven key civic engagement protocol questions were developed for use with both the videotaped focus group(s) and the audio recorded direct interview with the university administrator(s). The qualitative protocol instruments can be located in Appendix C and were designed such that each of the interview sittings would last for approximately one-hour at each of the two separate data collection sites.

Generating qualitative variables. Key constructs were identified for Part I in order to obtain rich descriptions and were assessed and categorized via magnitude coding (Appendix D) of the focus group and interview data. Qualitative examination of mission statements and academic program offerings on Chilean university websites were also reviewed as part of the literature search to help inform the research design and facilitate the establishing of the key study variables and SDT constructs.

Developing the Part II Quantitative Survey Instrument

Two major sources informed the final instrument. Brown (2013) adapted the Gravesian ^{v}MEME constructs identified in Lee (1983) using his SLOPES (Selected Level of Psychological Existence Scale) instrument. The civic engagement constructs were adopted from the 2009 College Senior Survey (CSS) developed by the Higher Education Research Institute (HERI). The 2009 CSS (Franke et al., 2010) instrument had been administered at 111 baccalaureate institutions in the United States, resulting in a respondent pool of over 24,000 graduating college seniors.   Portions of the two preexisting questionnaire instruments were combined into one assessment tool in order to obtain quantitative measures of both the civic engagement variable(s) and the SDT ^{v}MEME variable construct(s).

The development of the final instrument (Brown, 2013) followed a ten-stage process (see Table 7) as follows: identifying the appropriate items to measure civic engagement and ^{v}MEMEs

using Franke et al. (2010) and Lee (1983), respectively; selecting the personal and predictor variables; developing the preliminary instrument in English; the researcher completing Spiral Dynamics training and gaining Gravesian ECLET certification; achieving instrument validity by consulting with Gravesian and Spiral Dynamics experts in Santa Barbara, California; revising the online instrument; translation and back translation of the instrument from English to Spanish; conducting the instrument pilot study; and finalizing the online survey for upload.

Table 7

Instrumentation Development Process

10 Stages of Instrument Creation

1. Identifying items to measure civic engagement using the Franke et al. (2010) HERI instrument and SDT constructs from Lee (1983)

2. Selecting the appropriate civic engagement and ECLET-*Spiral Dynamics* items as predictor variables.

3. Developing preliminary instrument in both English and Spanish.

4. Obtaining education, training, and certification under the direction of Chris Cowan in the use of Gravesian ECLET theory at *Spiral Dynamics* workshop in Santa Barbara, CA.

5. Obtaining expert review and feedback on the preliminary instrument with workshop leaders regarding ECLET constructs. Chris Cowan (author of *Spiral Dynamics*) and Natasha Todorovic of NVC consulting provided expert knowledge to the investigator.

6. Establishing validity by revising the instrument based upon expert feedback.

7. Translating and back translating the new instrument into Spanish using Chilean doctoral researchers, Chilean graduate students, and a professional Chilean translator.

8. Creating the online English and Spanish versions of the questionnaire.

9. Piloting both language instruments with focus group participants in Talca, Chile.

10. Finalizing the online instrument for use in the larger research study throughout the country of Chile.

Identifying Survey Construct Items

Lee (1983) objectively scored and measured the individual behavioral functions as outlined by Graves's (1970, 1974, 2005) ECLET theory, which is the foundation for the SDT framework used in this study. Validation scales were used to test the reliability in Lee (1983) along with content and construct validity of Graves's conceptions. Lee's (1983) SLOPES instrument was used to assess the presence of particular *memetic* constructs and was coupled with the Rokeach Dogmatism Scale, Gough-Sanford Rigidity Scale, the Khale List of Values, and the Adjective Check List (ACL) in order to form a battery of comparative tests.

The finalized version of the SLOPES instrument, from which items in this study were drawn, held to coefficient alpha reliability estimates for at least five of the Gravesian concepts (i.e., Red, Blue, Orange, Green, and Yellow) producing coefficient scores between .87 to .94 alpha. Lee (1983) administered his 215-item survey test instrument to 226 undergraduate students and found that the Gravesian levels of existence constructs held to acceptable statistically reliable tests. Generally, for purposes of aggregation, coefficient alphas are considered acceptable when above the range of .70 alpha. However, Lance, Butts, and Michels (2006) argued that the statistical reliability standard for social science research should be at least .80 alpha. In fact, results from the SLOPES instrument presented coefficient alpha scores well above the standard as it related to the five Gravesian level of existence constructs used in this study.

Construct validity in Lee (1983) was achieved through a comparative *t*-test of two versions of his SLOPE instrument, in which it was determined that no statistically significant difference existed between the two instruments. The final version of SLOPE underwent factor

analysis according to Lee (1983), who concluded that the majority of the variance (54.11%) in the SLOPES conceptions was explained by five conception factors of Gravesian-based thinking:

- Duty Bound

- Achievement-oriented

- Humanism

- Survivalism

- Rigid Conformity

The above five factors are consistent with the SDT ^{v}MEMEs color-codes for nodal (or *peak*) Blue, Orange, Green, Red, and transitioning Blue levels, respectively. Lee (1983) concluded from a multivariate analysis of variance of the ACL, that the SLOPES instrument indeed measured the different conceptions as predicted in the Gravesian theory used in the formulation of the *Spiral Dynamics* ^{v}MEMEs (Beck & Cowan, 2006) and the subsequent SDT constructs instrument used in Brown (2013). The SLOPES instrument also met the standards of validity and reliability accepted within the field of psychometrics.

The set of constructs that are associated with Graves's (1970, 1974) levels of existence theory and subsequently Beck and Cowan's (1996) nine levels of ^{v}MEME existences were also tested and found to be reliable and valid in Dobbelstein and Krumm (2012). However, the latter Dobbelstein and Krumm (2012) instrument included measures for the Purple and Turquoise constructs for Gravesian ECLET theory that Lee's (1998) instrument did not. Therefore, due to the limited items in Lee (1983) that addressed the SDT Yellow and Turquoise construct levels, the researcher relied upon *expert* validity assessments for these items in Brown (2013) obtained during her training and certification in the use of *Spiral Dynamics* levels I & II assessments. The researcher also consulted with training workshop experts in formulating the items to represent

the Yellow and Turquoise constructs on the final study instrument. The English version of the instrument was first tested with UGA graduate students. Both versions (after being translated to Spanish) were uploaded online using Google Docs' survey creation tools. Both versions of the instrument were piloted in Chile with members of the graduate student mini focus groups.

Civic engagement constructs. The survey items used to capture the civic engagement variable were not altered (apart from translation into Spanish) from the original CSS instrument produced by HERI at the University of California Los Angeles. The adopted CSS items were identified from the technical report that specifically indicated areas of the original CSS survey designed to measure civic engagement. The researchers at HERI used an item response theory (IRT) model procedures (Baker & Kim, 2004) in order to test item reliability based upon the response of graduating college seniors who served as the survey subjects.

The Pre-Pilot Instrument

The pre-pilot English instrument was administered to eight adult volunteers: four were University of Georgia students, including two adult undergraduates; two were UGA faculty members; and two were community-based adult learners holding graduate and professional degrees. Four of the testers were bilingual Spanish speakers and four were native English speakers. Their feedback was used to address issues of clarity in the areas of grammar and syntax inherent in the differences between the English and Spanish languages. Following a second trial administration of the pre-pilot instrument (http://tinyurl.com/vMEMEs-Civic-Engagement) with volunteers in the United States—who took both the English and Spanish versions of the survey—the investigator moved forward with uploading the final online pilot survey through Google Forms (http://tinyurl.com/Compromiso-Civico) for use in Chile, South America.

Pre-pilot generated key predictor variables. The pre-pilot research helped the investigator in the confirmation and selection of the key predictor variables for the survey. The results from the pilot survey also aided in the identification and selection of the predictor and dependent variables that were used in the Part II quantitative portion of the final study instrument which aided in the statistical measurement of the civic engagement and SDT outcomes. The survey civic engagement predictor variables were also selected based upon the literature and discussions with scholars and professionals in the adult education field.

Personal characteristics variables. Chilean university degree levels were more diverse in designation than what is traditionally seen in the US (e.g., Associate, Bachelors, and Graduate/Professional degree classifications). The first university degree awarded in Chile were somewhat similar to the US bachelor's degree, but there also existed a complex array of post-graduate level degrees and certifications called *títulos* and *post-títulos*. Accordingly, in consultation with the dissertation chair, the decision was made to allow any post-graduate degree holders to serve as a survey volunteer. The personal characteristics that were identified from a literature review led to the following predictor variables: *enrollment status*, *socioeconomic indicators*, *political stances*, and *gender* (Jenkins, 2005; Kawashima-Ginsberg & Thomas, 2013). These types of predictors were used in the analysis in which civic engagement served as the dependent variable.

Survey integration. The College Senior Survey (Franke et al., 2010) and the literature also identified voting frequency, volunteering in the community, and/or participating in civic engagement events such as social and political activism as appropriate civic engagement outcome (dependent) variables. Table 8 shows the distribution of items in relation to the civic engagement variables and SDT constructs by authors of each of the three integrated instruments

used in this study. The items in columns two and four were included in the original pilot study,

but subsequently modified for inclusion on the final online survey instrument. Also displayed in

Table 8 are each of the SDT items that corresponded to Lee (1983), which are located in column

three; column four shows the civic engagement constructs adopted from the Franke et al. (2010).

Table 8

Survey Items and Predictor Variables by Instrument Type

Item Constructs	Brown (2013)	Lee (1983)	CSS (2009)
Civic Engagement	10 11 12 13 14 15 16 17 32 33 50 51 52 53 54 81 82 83 96 97	N/A	10.9, 10.10, 5.8, 5.9, 5.24, 6.23, 23.13, 9.18, 13.9, 13.10, 16.4, 16.18, 19.16, 19.20, 28, 13.11, 13.12, 13.13, 13.16, 13.18
Red ᵛMEMEs	31 42 43 46 57 58 65 66 75 78 87 89 92 100 106	* * * * * * * * * * * * * *	N/A
Blue ᵛMEMEs	3 20 26 30 40 55 61 74 80 90 91 94 95 101 110	7 18 21 35 49 74 87 112 130 152 168 173 179 185 215	N/A
Orange ᵛMEMEs	1 4 18 21 29 38 41 48 63 71 76 85 98 102 108	3 10 14 19 28 43 51 73 96 109 119 141 180 188 211	N/A
Green ᵛMEMEs	2 5 7 9 19 24 28 34 47 56 59 64 70 88 103	4 13 * * 17 * 24 40 72 79 83 * 107 147 196	N/A
Yellow ᵛMEMEs	8 23 27 36 39 62 68 72 73 77 84 93 104 105 109	* * 23 * 46 94 * 110 111 120 132 * 197 208 214	N/A
Turquoise ᵛMEMEs	6 22 25 35 37 44 45 49 60 67 69 79 86 99 107	* * * * * * * * * * * * * *	N/A

* Represents missing or unreliable ᵛMEME constructs in Lee (1983) that had to be adjusted or developed for inclusion on the final survey instrument created by Brown (2013a)

Final Translation and Back Translation

An American Spanish instructor within the Romance Languages Department at the

University of Georgia took the English version of the instrument. The English version was next

translated into Spanish by the investigator and a professional Chilean translator and that second version of the survey was then tested with a Chilean tenured professor also from the UGA Romance Languages Department. The instrument's questions relative to the SDT [v]MEME items were adjusted for clarity based upon the feedback of the two professors and then submitted to the final translation and back translation process.

English to Spanish Translation Process for the Survey Instrument

Spanish → Native Uruguaian PhD UGA Student → English → Native Chilean PhD UGA Student → Spanish → Native in-Country Chilean Masters PUC STudent → Final Instrument Review Chilean *Castellano* Spanish Expert

Figure 5. Adaptation of the Mendonça et al. (2015) Survey language translation process.
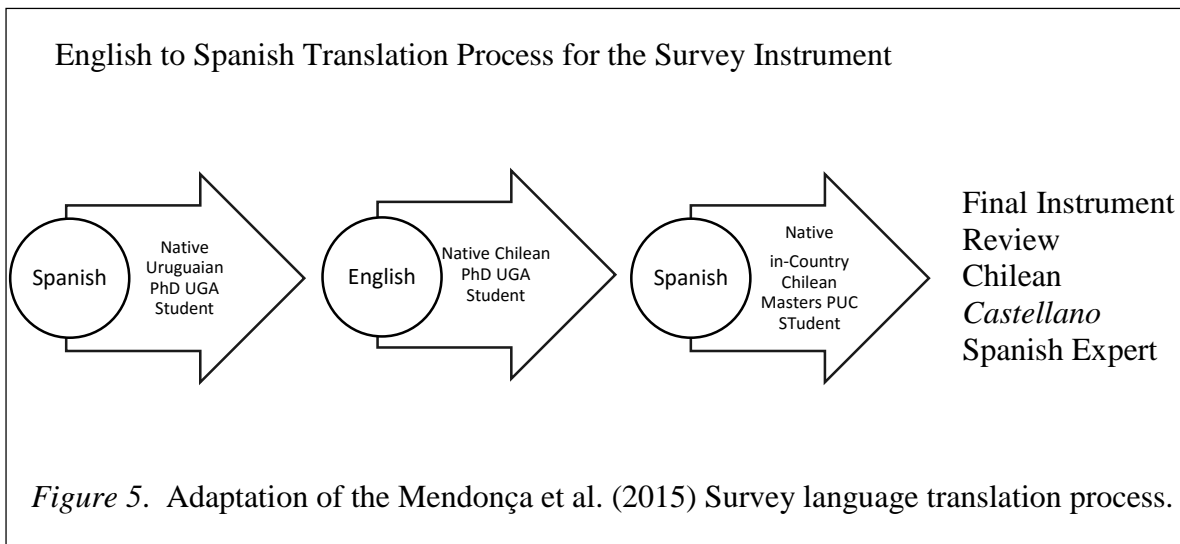
While Mendonça, Bevilaqua-Grossi, Ferreira Pinheiro, Mendes Bragatto and Chaves (2015) used five stages of native expert speakers as a template for back translation, the production of the final instrument in this study used four levels of native translators, which included: two UGA doctoral students (one Chilean and the other Uruguayan), one Chilean master's degree student matriculating in South America at the Pontifical Catholic University of Chile (PUC), and the same Chilean professional expert in *Castellano* Spanish who aided in the first translation of the pre-pilot study instrument. The Spanish version of the instrument was back-translated into English by the doctoral student from Uruguay. In order to increase internal consistency measures, the researcher used the described adaptation of the Mendonça et al. (2015)

method (Figure 5), for purposes of translation, cross-cultural adaptation, reliability, and structural validation.

Table 9

Pilot Study—Independent two Sample t-test of Survey Instruments

	Survey Type	n	M	SD	SE Mean	t	df	p
Avg_CP	English	2	3.03	0.05	0.03	0.54	3	.63
	Spanish	3	2.91	0.30	0.17			
Avg_DQ	English	2	2.67	0.47	0.33	0.83	3	.47
	Spanish	3	2.31	0.47	0.27			
Avg_ER	English	2	2.43	0.61	0.43	-0.14	3	.90
	Spanish	3	2.49	0.32	0.18			
Avg_FS	English	2	1.57	0.05	0.03	0.49	3	.66
	Spanish	3	1.42	0.39	0.23			
Avg_GT	English	2	1.90	0.42	0.30	0.16	3	.88
	Spanish	3	1.82	0.57	0.33			
Avg_HU	English	2	2.07	0.00	0.00	0.39	3	.73
	Spanish	3	1.82	0.85	0.49			
CE_Frequency	English	2	2.08	0.12	0.08	0.05	3	.96
	Spanish	3	2.06	0.70	0.40			
CE_Progress	English	2	2.00	0.00	0.00	1.55	3	.22
	Spanish	3	1.33	0.58	0.33			
CE_Hours	English	2	0.00	0.00	0.00	-1.01	3	.39
	Spanish	3	2.00	2.65	1.53			
CE_Intensity	English	2	1.63	0.18	0.13	-0.55	3	.62
	Spanish	3	2.00	0.90	0.52			
CE_Politics	English	2	2.00	0.00	0.00	-1.55	3	.22
	Spanish	3	2.67	0.58	0.33			

Pilot Study

Once the researcher arrived in Chile, the focus groups were organized. In total, six Chilean graduate students participated in the mini-focus group discussions and five of them in

the piloting of the survey. Demographic information about focus group participants is provided

under the study sample section of this chapter. All pilot study participants had attended a

Chilean university at some point in the pursuit of or attainment of their master's degrees. Both

the English and Spanish versions of the online instrument were piloted with the focus group

volunteers. Two participants took the English version and three took the Spanish version of the

pilot survey. An independent sample *t*-test of the aggregated SDT and civic engagement

constructs items from the survey (Table 9) showed that there were no statistically significant

differences between the two versions of the instrument.

Pilot survey reliability. The exact questions from the CSS instrument were used in the

pilot survey in order to measure the civic engagement constructs. However, the sample size was

very small (*n=5*), which may have contributed to the problematic coefficient alpha scores

generated for some of the SDT ᵛMEME constructs in particular (see Table 10).

Table 10

PILOT Study – ᵛMEMES Internal Consistency Reliability Indictors

Constructs	Coefficient alpha reliability	# of Items	Aggregated ᵛMEMES	*M*	*SD*
RED	.75	13	AvgMEME_CP	2.96	.22
BLUE	.67	14	AvgMEME_DQ	2.45	.45
ORANGE	.92	14	AvgMEME_ER	2.47	.38
GREEN	.73	11	AvgMEME_FS	1.48	.29
YELLOW	.64	14	AvgMEME_GT	1.85	.46
TURQUOISE	.69	14	AvgMEME_HU	1.92	.62
Totals		80			

n=5

Table 11

PILOT Study Inter-Item Correlation Matrix of SDT Worldview Constructs

	Avg_CP	Avg_DQ	Avg_ER	Avg_FS	Avg_GT	Avg_HU
Avg_CP	1.00					
Avg_DQ	.54	1.00				
Avg_ER	-.33	-.03	1.00			
Avg_FS	.90	.65	-.61	1.00		
Avg_GT	.68	.91	-.15	.78	1.00	
Avg_HU	.79	.76	-.58	.97	.88	1.00

n = 5

The pilot survey results led the researcher to revisit some of the SDT survey items. More specifically, the aggregated SDT [v]MEMEs for the BLUE, YELLOW, and TURQUOISE constructs, because they were lower than the standard accepted stability value of .70 (Huck, 2008). Also noted in the pilot study data results was the lack of expected oscillation pattern (Table 11) between collectivist and individualistic themata, which was inconsistent with the assumptions of ECLET and the SDT framework used in this study, thus requiring that some items be redeveloped.

Adjusted survey correlation matrix. All of the item responses for the SDT constructs were formatted using a Likert type scale ranging from 1 = *Totalmente de acuerdo* (Totally in agreement) to 4 = *Totalmente en desacuerdo* (Totally in disagreement). This was undertaken as a psychometric scaling practice that removes the option for a mid-point response with the aim of reducing the subject's display of social desirability bias (Garland, 1991).

A final correlation matrix was produced from the data obtain from the study's 202 completed surveys following its administration to the Chilean post-graduate volunteers. Table 12 shows the aggregated SDT construct correlations from the final instrument. The coefficient alpha scores generated from the inter-rater reliability scales and the descriptive statistics obtained

for the final instrument justified the aggregation of the SDT constructs and are available for review in Appendix E.

The researcher observed that in the finalized instrument, post-pilot item adjustments, the aggregated SDT constructs produced the expected patterns of oscillation based upon the a priori assumption of the framework's SDT individualistic and collectivist themata—the matrix reflected higher correlations among similar ᵛMEMES and lower correlations between dissimilar ones.

Table 12

Finalized Correlation Matrix of SDT Aggregated Survey Constructs

SDT Constructs	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	*M*	*SD*
(1) Red	1.00								2.67	.48
(2) Blue	.41**	1.00							2.53	.55
(3) Orange	.76**	.49**	1.00						2.63	.51
(4) Green	-.07	.31**	-.01	1.00					1.70	.44
(5) Yellow	.26**	.25**	.29**	.65**	1.00				1.87	.35
(6) Turquoise	.18**	.52**	.12	.69**	.62**	1.00			2.02	.52
(7) Individual	.88**	.49**	.90**	.17*	.58**	.34**	1.00		2.39	.36
(8) Collective	.23**	.77**	.26**	.79**	.60**	.90**	.42**	1.00	2.67	.48

** Correlation is significant at the 0.01 level (2-tailed).* Correlation is significant at the 0.05 level (2-tailed) *n* = 202.

Final instrument CE reliability. Initially with the pilot survey, the civic engagement items were aggregated into three groups based upon similar continuous scales. These groupings (Appendix E) produced coefficient alphas in three categories with scores of .72 (civic engagement progress), .64 (civic engagement intensity) and .76 (civic engagement frequency). Two additional CE single item response measures were obtained for number of volunteer hours per week and self-identified political affiliation. The coefficient alpha score of the civic

engagement intensity grouping was below .70 alpha and thereby did not justify examining those four items as a single aggregated construct grouping.

An initial one-way ANOVA testing of the survey data determined that only the civic engagement items from the aggregated grouping of CE frequency were statistically significant among the three university types. Therefore, the analysis proceeded with those four civic engagement items (CE13, CE17, CE33, and CE83) serving as key study variables and they represented student voting frequency, volunteer hours, protest and demonstration frequency, and frequency in which politics was discussed with family members, respectively.

Statistical reliability tests were also conducted for the 15 items per each aggregated SDT construct —for a total of 90 items—that represented the six SDT ᵛMEMEs used in this study. They produced the following coefficient alpha scores based upon the six respective SDT framework color codes: .80 (RED), .87 (BLUE), .83 (ORANGE), .85 (GREEN), 70 (YELLOW), and .84 (TURQUOISE). Since all of the coefficient alpha scores of the SDT constructs were above .70 alpha, the researcher was confident of their reliabilities as measures for aggregated SDT constructs having acceptable inter-relatedness and dimensionality (Tavakol, & Dennick, 2011). Additionally, the SDT constructs used in this study were previously validated and found reliable in other academic and practice-based empirical research (Cannon, 2000; Darrell, 2011; LaBier, Graves, & Huntly, 1965; van Marrewijk, 2010).

IRB Incentive Modification

Based upon advice and concerns generated from the pilot study participant feedback and consultation with other Chilean faculty and staff at the researcher's host university, it was determined that a survey incentive needed to be offered to volunteers in order to promote better

response rates. Recruitment documents used to promote survey participation, including email invitations, are located in Appendix F.

Data Collection

Teddlie and Tashakkori (2003) when discussing the major controversies in the use of mixed methods argued that there exist three groups in social science research. Quantitative researchers worked within a postpositivist tradition and were primarily interested in numerical analysis, while qualitative analysis researchers were oriented toward constructivist traditions (Guba & Lincoln, 1989) whose analyses are based in the interpretation of narrative and descriptive data. Lastly, were the mixed methodologists who work within other paradigms such as pragmatism, substantive theory, and transformative-emancipatory traditions (Greene, 2007) and are interested in both of the previously two-mentioned inquiry approaches.

Part I. The Qualitative Sequence

This research embraced a mixed methods approach. Its design methodology was that of a quasi-experimental sequential study that begins with a qualitative phase that was triangulated with its Part II quantitative phase. There were two concurrent qualitative methods used in Part I of this sequential research design and a single quantitative collection in Part II.

Focus group interviews. One of the primary data sources for this study were mini focus group discussions among Chilean graduate students at both TPU and PFPU. Kitzinger (1995) found that focus groups allow for a naturalistic approach to data collection that encouraged people who were reluctant to be interviewed on their own an opportunity to speak in a larger social setting. Focus groups facilitate data collection among those within a group who might fear that their opinions are not valuable, but within a group setting may feel that they have something of importance to say. As a result, the setting becomes integral to the method and quality of data collection.

Procedures for the focus group interviews. The researcher used focus groups in order to facilitate her interactions with participants, but also at the same time as a means to facilitate the interactions that occurred among the participants. The focus group meetings were held on their respective campuses and were valuable because they helped the researcher to organize the semi-structured discussion of the selected participants—in this case graduate students—in order to keep the conversations centered around specific topics (Gibbs, 1997) as the group progressed through the civic engagement protocol. The focus group interviews lasted approximately one hour.

The semi-structured focus group questions were framed around the participants' individual and institutional perceptions of civic engagement as educational outcomes. The questions were organized as engagement questions, exploration questions, and closed with an exit question surrounding the study phenomena of CE as to solicit any final thoughts they might be willing to share. Additionally, SDT worldviews were assessed in relationship to the individual participants' responses. This data collection approach helped the researcher in the process of gathering shared and divergent perspectives among the participants who were being influenced by each other. As a result, in the case of the focus groups, the environment became reflective of a more real world conversational social situation (i.e., naturalistic).

By video recording the sessions, the researcher was able to reflectively review and interpret participant data and the diverse communication and stylistics expressions (i.e., pragmatics) made during their in-the-moment speech as well as her own role as facilitator (Roulston, 2006). Focus group participants were asked about their perceptions of civic engagement as a function of their university learning, as an institutional priority, and its value

under the present Chilean social structure. Pseudonyms were used in order to identify all of the interview participants.

Nevertheless, there were restrictions to such an approach, because focus groups can be intimidating, particularly in consideration of the Chilean research context. Chileans have survived a very oppressive dictatorship under Augusto Pinochet, who openly penalized expressions of political dissent or opposition toward government rule. Some members had direct memory of life in Chile under the Pinochet regime, while others only had connections to that epoch as a function of stories told to them by their parents and/or older relatives who had lived under the Pinochet government. Since the age ranges of focus group participants was broad, therefore their connections to the experiences of the Pinochet regime was diverse and allowed the collection of a range of perspectives relative to the change from free to privatized higher education.

Procedure for focus group profile sheet data.   All of the graduate level mini-focus group student participants completed a pre-focus group biographical profile sheet. In this step, the graduate students each provided selected demographic and SES information. Additionally, each volunteer was asked to rate their own personal civic engagement activity level on a Likert-like scale ranging from 0 to 5 (none to very high respectively). Again no midpoint was provided in the scale in order to reduce socially desirable neutral responses (Garland, 1991).

Administrator interviews. The other source of qualitative data in Part I of this study was the information collected from in-depth face-to-face administrator interviews that were conducted onsite at the institutions that provided the focus group participants.   Merriam (2002) held that in understanding qualitative research one must be conscious of the idea that meaning making is a socially constructed action and therefore not necessarily a fixed, single, or agreed

upon phenomenon that is measurable (in the statistical sense). Therefore, in conducting interviews, the qualitative collection is typically inductive with aims of gathering data in order to build concepts or theories. It differs from the deductive process where propositions and/or hypotheses are tested. The overarching goal of qualitative research is to obtain rich descriptions, including emergent data, which serve to enhance the inductive process.

However, mixed method research introduces an emerging paradigm shift in relationship to the formerly more established traditional approaches to social science research. More specifically, it holds that making sense of conversations can be achieved via the use of mental models (Greene, 2007) so that data is sought in order to embrace the value and data collection of both qualitative and quantitative methods within the same space. This approach enabled the researcher to gain a better understanding of complex phenomenon as the converging methods led to new epistemology.

Fraenkel and Wallen (2006) described the semi-structured interview with a number of types of questions as a qualitative means from which to find out how a participant thinks or feels about something. However, the protocol used with the administrators in this study focused on their: (a) knowledge about civic engagement, (b) their personal experience (or behaviors) related to civic engagement as well as how their university conducted civic engagement, and (c) their opinions (values) relative to the institutional mission for civic engagement at their respective universities.

Procedure for administrator interviews. Participants were asked to provide detailed examples (in audio recorded sessions) relative to each of their university's civic engagement activities. They were encouraged to relate their responses to the at-large university mission statement and educational activities that they viewed as examples of civic engagement. Through

the course of the semi-structured interviews the participants also were afforded space to freely discuss their worldviews, values, and their perceptions of institutional civic engagement goals. The in-depth interviews between the researcher and the TPU and PFPU administrators lasted approximately one to two hours respectively. A content analysis of the transcribed interviews followed in which the civic engagement responses and SDT ᵛMEME patterns and clusters were identified using a jotting process with the researcher's notes made in connection with the interview feedback. Further, the researcher performed attribute and magnitude coding of the collected data.

Qualitative Data Quality and Trustworthiness

In Part I of this study, the research questions were clearly written, which added to the trustworthiness of data collection, and a display was provided to show how the research questions connected to the study's methods and their relationship to the inquiry protocol topics. Data were collected across a range of appropriate settings in accordance with the research questions (Miles, Huberman, & Saldaña, 2014). The researcher was able to check interpretive quality and the trustworthiness of responses by comparing one participant's description to another participant's (via the transcripts) and determined that they had the same understanding of the question protocol(s).

Greene (2007) emphasizes the importance of construct validity in mixed methods research through the establishment of accuracy and authenticity during the research interpretation phase. This study also attended to the requirements of trustworthiness by the use of in-the-moment member-checking protocols during the video and audio taped sessions. For example, during the course of the interviews the researcher periodically solicited feedback from

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the participants in order to verify and deepen the understanding of responses in an effort to

enhanced quality (Miles, Huberman, & Saldaña, 2014; Patton, 2015).

Additionally, the researcher secured professional transcription of the audio and

videotaped focus groups sessions, along with those of the audio-recorded face-to-face

administrator interviews. Transcriptons helped her increase the quality of the collected data, as

session discussions could be revisited for accuracy, categorizing, and coding. In order to

maintain the quality and integrity (Roulston & deMarrais, 2003) of the Part I participant

observations, the researcher has provided a subjectivity statement located in Appendix H.

Part II. The Quantitative Sequence

The statistical data generated in Part II of this study provided numerical measures for use

in locating convergence of collected data sources from Part I through triangulation of the key

study variable(s) within the Chilean higher educational environments. Mathison (1988) viewed

triangulation of qualitative and quantitative data as a means to enhance validity because diverse

data sources can lead to a converging of a proposition around a particular phenomenon, which in

the case of this study was civic engagement.

Self-Administered online survey. The researcher-created survey (Brown, 2013) was a

110 item instrument. It contained 20 civic engagement items adopted from the 2009 CSS

instrument and 90 items, some adapted from Lee (1983), in order to capture the SDT constructs.

The SDT items were grouped as aggregates based upon the six ᵛMEME constructs used in this

study each grouping having 15 questions item that served to represent them on the survey. The

subsequent six aggregated SDT color-coded mnemonic ᵛMEMEs were used to statistically

predict subjects' worldviews grounded in the constructs of the SDT framework. Data from the

survey was collected using the Google Forms tool that automatically placed the responses into a

spreadsheet format that was subsequently downloaded into Microsoft Excel. The collected

alphabetic response data were then recoded with numerical values so as to be prepared for

upload into the Statistical Package for the Social Sciences (SPSS) analysis software program.

Finalized independent variables. The independent variables in this study included the

following socioeconomic and personal characteristic variables: (a) age (Item I), (b) gender (Item

II), (c) study abroad status (Item III), (d) GPA (Item IV), (e) level of academic credential (Item

V), (f) race (Item VI), (g) type of university (Item VII), (h) enrollment status (Item VIII), annual

family income (Item IX), and 90 SDT items (15 per each six ᵛMEME levels).

Finalized dependent variables. The dependent variables in this study were civic

engagement outcomes. The phenomenon of CE was measured by the quantitative survey

instrument's civic engagement items which were collected into the following groupings (a)

civic engagement progression (items 10-11), (b) civic engagement frequency (items 12-16; 32-

33; 81-83; 96-97), (c) civic engagement volunteer hours (item 17), (d) civic engagement

intensity (items 50-53), and (e) civic engagement political affiliations (item 54).

Procedure for administering online survey. After recruitment of survey study

participants, communication was handled via an email received by subjects in three stages of

invitation and one final completion request. The first email was a request that introduced the

study and researcher, the second a reminder request that they complete the survey, and the third

email requested participation and included a thank you email to all of the volunteers. The emails

were sent out to volunteers every 2-weeks on an interval basis. Upon logging in to the website

subjects found the informed consent information embedded in the survey, and the option to

decline or continue was made available to all. The website also included full disclosure about

the research incentive and its guidelines. There was 24-hour access to the survey for all potential

volunteers where anyone who had the hyperlink could access the instrument. Survey takers who did not meet the minimal criteria of already holding a Chilean *título* (degree) were excluded from the analysis.

Quantitative data validity and reliability

Issues of validity and reliability of the quantitative Part II portion of the study and the selection of study variables were discussed earlier this chapter under the instrumentation development section ranging from the pre-pilot stage to the finalized survey instrument. The researcher used two separate preexisting surveys and incorporated some of her own SDT items as constructs on the final study instrument because they were either absent from the original SLOPES surveys or produced coefficient alpha scores that were below the accepted statistical reliability standards. Changes to some of the SDT items in Brown (2013) were made to in order to increase reliability and thereby increase construct validity that helped to justify the use of aggregated SDT ᵛMEMEs in the final data analysis phase.

<div align="center">

Data Preparation

</div>

The data preparation in this mixed methods research involved two phases, the first being the Part I qualitative data followed by the Part II quantitative data. The qualitative data preparation from Part I of the study served to answer the research questions: (1) *In what ways are Chilean public and private for-profit institutions committed to doing civic engagement education and practices?* and (2) *What are the prevailing ᵛMEMEs of Chilean graduate students in public and private for-profit higher educational institutions?*

Part I Qualitative Data

Discourse analysis (Wodak & Meyer, 2008; Ziegler, Paulus, & Woodside, 2014) helped the researcher to categorize and prepare the collected qualitative data and enabled the

identification of civic engagement and SDT patterns and trends that were generated in response to the interview discussion protocols. The interview and focus group data were prepared by using display matrices. Miles, Huberman, and Sardaña (2014) recommended the display matrix technique as it places data in defined columns and rows in order to enhance observational value and aid analysis.

The study's key variables were identified and catalogued in relation to each of the narrative responses generated from qualitative protocols. Data were subsequently magnitude coded per each of the individual focus group and in-depth interview responses. For example, they were asked to describe in their own words what they considered to be civic engagement and listed corresponding activities reflective of one being either a civically engaged individual or institution. Those data were then coded for civic engagement level and SDT expressions.

Data coding. The researcher was consistent in preparing the civic engagement assessment data using the same six-point coding scale used in the focus group participant biographical profile form, which was a Likert-like scale that ranged between 0-5 for self-evaluation of civic engagement magnitude. Preparation of nominal grand totals of attribution codes were arranged from lowest to highest scores. Additionally, the graduate student focus group data (see Table 13) were ordered so as to identify patterns or trends of the SDT worldview expressions among the participants and contextualized by university type.

Table 13

Graduate Student Spiral Dynamic ^{v}MEME Clusters by Institutional Type

^{v}MEME Clustering Patterns	SDT Color Codes exiting/PEAK/entering	Public University	For-Profit University
R	RED	1	-
r/B	red/BLUE	2	1
r/B/o	red/BLUE/orange	-	1
B	BLUE	7	7
B/o	BLUE/orange	9	2
b/O	blue/ORANGE	-	4
b/O/g	blue/ORANGE/green	-	1
O	ORANGE	10	5
O/g	ORANGE/green	-	3
G	GREEN	-	14
G/y	GREEN/yellow	-	6
Y	YELLOW	-	8

The researcher used her expert training in SDT in order to code (Miles, Huberman, & Saldaña, 2014) the associated ^{v}MEME variables based upon categorized quotes and/or answers that expressed a particular SDT worldview thinking orientation. Discourse analysis of the Part I transcript data allowed for the locating of what was at times considered the single *peak/nodal* (or dominant) SDT color-code ^{v}MEME. The color-coded worldview constructs were labeled as either *dominant*—using a capitalized letter code on the display matrix—or as *in transition* (i.e., entering or exiting a system) and thereby displayed with lower-cased lettered ^{v}MEME clustering patterns.

Part II Quantitative Data

The quantitative data preparation from Part II of the study involved the use of the online self-administered survey in order to primarily answer research questions (3) *To what extent is there a relationship between graduate students' personal characteristics and civic engagement*

outcomes? and (4) *Is there a relationship between institutional type and graduate students' civic engagement outcomes?*

Screening of Survey Data. Before conducting the formal analysis, data screening included several steps. There was no missing data as the subject could not advance on the survey if a required response had not been selected per each prior item. However, two surveys were excluded from the analysis because the subjects were not post-graduates who had already obtained their initial university degree. The qualifying 202 surveys were download from the Google Forms and converted in to a MS Excel file, which was subsequently uploaded to the SPSS program. Alphabetic responses were coded into numeric data and all of the survey cases were exported successfully without any missing data. The next step included generating an initial frequency distribution and histograms charts using the SPSS software relative to each of the study variables in order to visually scan the data points for purposes of identifying normal distribution curves.

A statistical display of the demographic characteristics of the survey data along with sample sizes and frequency distributions are provided in Appendix I. There were three levels of key study variable codes obtained from the survey data: (a) demographic and socioeconomic variables, (b) civic engagement variables, and the (c) Spiral Dynamic Theory variables. The raw data for the latter two variables were nominal from the onset and did not require recoding prior to the SPSS upload.

Coding. The quantitative data preparation procedures were intended to create data points that could be analyzed using a multiple regression procedures to show the interrelatedness of the key study variables (Pedhazur, 1997). For example, the independent variable of university type, which had three categories, was recoded into two binary groupings using dummy coding

procedures. In the case of this study, the tripartite variable of university types was separated into public, not for-profit private mixed, and private for-profit categories and dummy coded accordingly. Lastly, the data entries for the fill-in-the-blank item responses on the instruments (e.g., non-numerical fill-in-blank responses) were standardized with continuous scale re-codes while the participants' actual self-reported nominal ages were accepted as entered.

Personal Characteristic Variable(s) Normality Test Histograms

Figure 6. Normal distribution histograms of key socioeconomic variables.
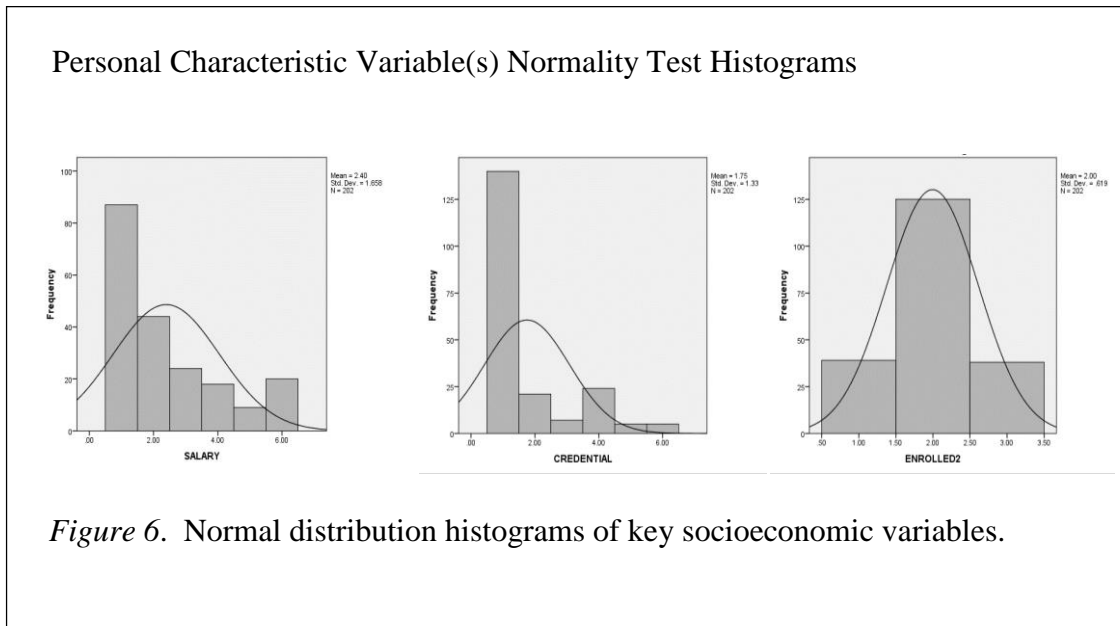
Variable normality. After a visual scan of the histograms and normality curves, there appeared to be some skewing of the SES data in relation to salary levels and educational credential attainment (Figure 6). Also, some of the curves for the aggregated civic engagement items and [v]MEME items appeared normally distributed while others did not (Figure 7). The visual scan evaluations led the researcher to go further into the initial data preparation by testing the raw sample data. The assumption of distribution normality is a fundamental requirement of statistical analysis (Huck, 2008).

Civic Engagement Variable(s) Normality Test Histograms
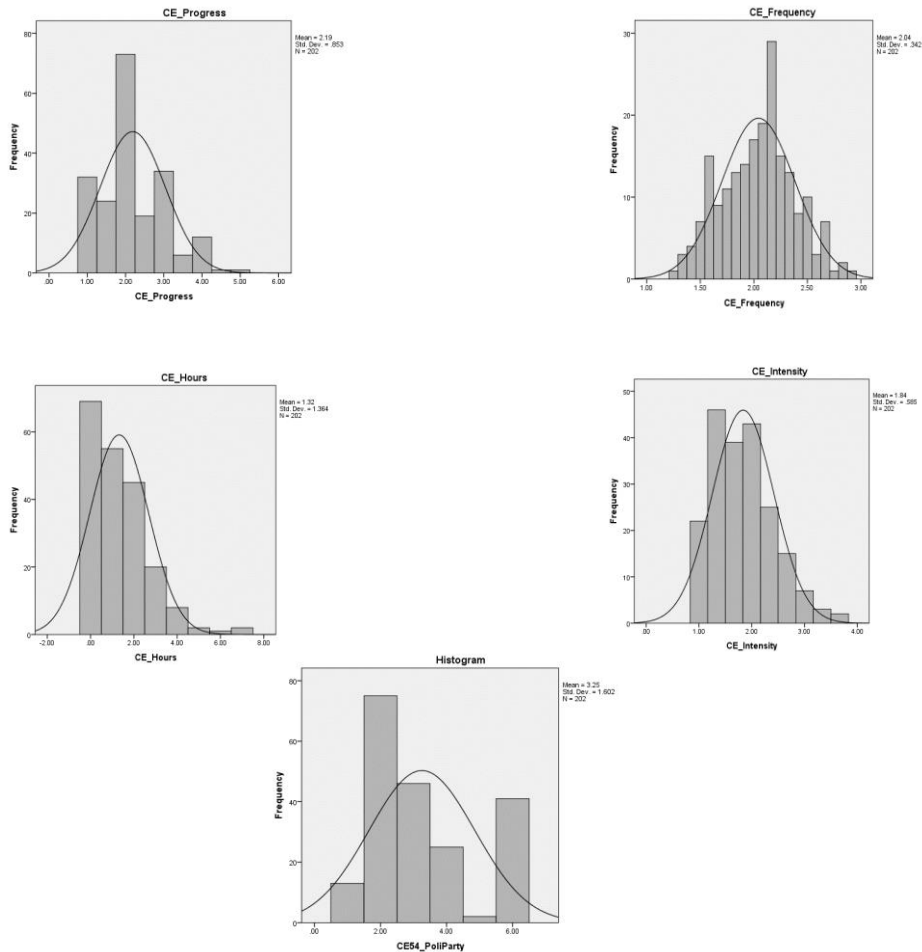
Figure 7. Distribution histograms for aggregated civic engagement variables.

A Shapiro-Wilko test of normality was performed on the raw data and proved not significant in relation to the aggregate civic engagement variables (Figure 8). However, the Shapiro-Wilko tests for the normality of the ᵛMEME constructs were acceptable (statistically significant) for the aggregated groupings of SDT worldviews (Figure 9). Therefore, the researcher rejected the

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Spiral Dynamic Theory (SDT) ᵛMEMEs Normality Test Histograms
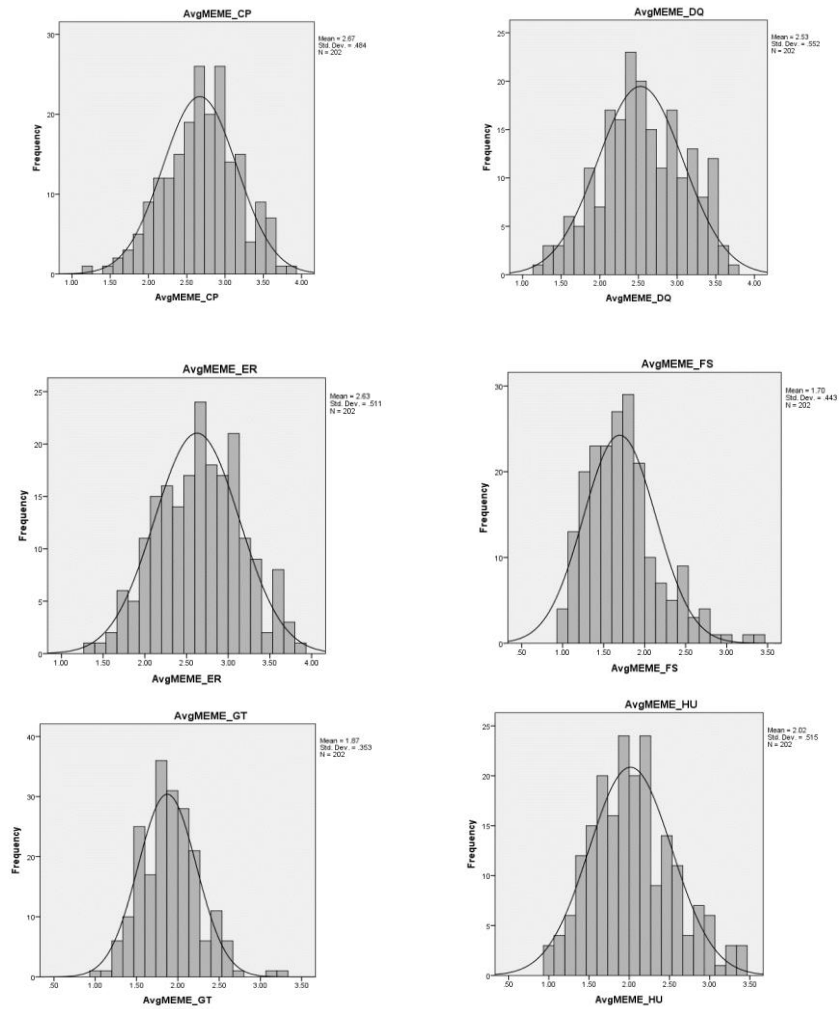
Figure 8. Histograms and distributions of aggregated SDT ᵛMEME Constructs, AvgMEME_CP represents the RED mnemonic, AvgMEME_DQ represents the BLUE, AvgMEME_ER represents the ORANGE, AvgMEME_FS represents GREEN, AvgMEME_GT represents YELLOW and AvgMEME_HU represents TURQUOISE.

SDT Themata Normality Test Histograms

v_Collectivist

Mean = 2.08
Std. Dev. = .413
N = 202

v_Individual

Mean = 2.39
Std. Dev. = .363
N = 202
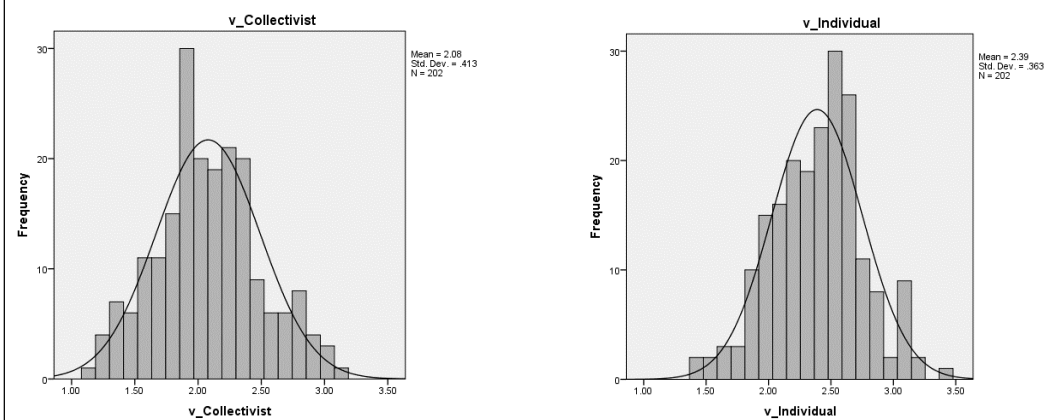
Figure 9. Histograms and distributions of SDT collectivism and individualism themata.

null hypothesis of a normal distribution as it related to the aggregated civic engagement variables and moved forward with the analysis of the civic engagement variables as individual items and not as aggregated categories of civic engagement groupings as previously sought.

It was also important to note that the sample data represented in the histograms were based upon the data analysis of all three university types combined. It is very possible that the assumption of normality would not have been violated with some of the aggregated CE variables had a larger sample size been collected, thereby increasing the number of surveys for analysis at each of the three types of universities. For example, the sample size of the mixed university was very small when a sample of 53 (Keppel & Wickens, 2004) would have been optimal. However, the mixed university was an unexpected discovery of the analysis. Therefore, the mixed university (i.e., private not for-profit) provided for the analysis of only 38 cases, which may have compromised the effort to establish sample normalcy, particularly in relationship to aggregated CE variable groupings.

Data Analysis

Distinct analysis strategies were undertaken for each of the respective two data sets (i.e.,

qualitative and quantitative). The study data were integrated at the level of analysis so that they

could be merged for purposes of triangulation. At the close of the focus group session, the

participants were again asked to rate their civic engagement levels, and their responses were later

quantitized (Teddlie & Tashakkori, 2006) by the researcher into a value consistent with the

original pre-focus group Likert-like scaling convention. Miles, Huberman, and Saldaña (2014)

indicated that magnitude coding is very useful in mixed methods research because it offers

nominal indicators to qualitative data that serves to enhance description.

Part I Qualitative Analysis

The discourse analysis (DA) technique used with the Part I portion of this research was

applied to the discursive data collected in order to build an account of the interview content and

process (Wooffitt, 2005). The DA process involved 1) collecting statements by interview or

observation within a natural setting, 2) searching for broad similarities between statements, 3)

locating the similarities based upon their frequency of appearance and then taking those

statements at face value, and finally 4) constructing a generalized version of the participants'

accounts and presenting those records as one's own analytic conclusions.

The qualitative data of this study subjected to discourse analysis included the SDT color-

coded [v]MEME framework, which served as a guide to categorize statements transcribed from

discussions and interviews. An interpretative phenomenological analysis (IPA) assessment was

made of the civic engagement phenomenon and then attributed a score code using the following

categories: (0-1) *Low civic engagement* (participant's response reflected little to no CE), (2-3)

Medium engagement (participant's response reflected some CE), and (4-5) *High civic*

engagement (participant's response reflected multiple CE descriptions). IPS is used as a method

to discover meaning from sources such as interviews and diary entry. The aim of the IPA used

in this analysis phase was not to discover facts, but interpret the meaning of data from original

accountings (Larkin, Watts, & Clifton, 2006).

Quantitizing. Teddlie and Tashakkori (2006) discussed the value of *quantitizing*

collected qualitative data—which in mixed method research is converting qualitative data into

numerical codes—so that it can be statistically/numerically analyzed. However, in this study the

qualitative data were quantitized for the purposes of description via the identification of SDT

data clustering. The mixed methods quantitizing technique allowed for the data to be

categorized for purposes of description and not in order to perform any statistical testing of Part

1 data. Using a technique per Miles, Huberman and Saldaña's (2014) typologies of mixed

methods data analysis, the transcribed responses were nominally rated (quantitized) for civic

engagement attribution coding and SDT thinking patterns coding in accordance with the study's

substantive theory SDT framework. Each of the response statements was analyzed and then

assigned a SDT [v]MEME color code. The researcher used her expert training to interpretively

assign the appropriate [v]MEMEs expressed worldview to analyze the participants' thinking as

articulated in transcript data and recorded discussions (Wooffitt, 2005).

Part II Quantitative Analysis

The quantitative data from this study were analyzed using the version 22 SPSS software

statistical package. Statistical procedures included the generation of descriptive statistics, internal

consistency inter-rater reliability scales, and inter-item correlation matrices of the SES, CE, and

SDT variables. ANOVA tests, multiple regression analyses, and a two-way cross-classification

table were used in order to identify and construct tables that displayed the interconnectedness of study variable relationships.

In Franke et al. (2010), descriptive statistics had been used for the identification of civic engagement outcomes from the 2009 CSS survey, which was used in collecting the Brown (2013) data. Additionally, in this study, a two-way table was created with the data in order to delve more deeply into the role of some of the SES factors that contributed to specific civic engagement outcomes. Similar to Lee's (1993) psychometric analysis of the Gravesian constructs, this study used correlation matrices as a means to establish statistical validity.

ANOVA analysis was used, in this quasi-experimental mixed methods design where the assumed null hypothesis was that the civic engagement outcomes of those attending either the traditional public versus private for-profit university were the same. ANOVA analysis enabled testing of the null hypothesis because it divides the total sample variability of all scores into systemic sources of variability (Keppel & Wickens, 2004). In this study, the sources of variability measured in relation to the civic engagement outcome variables were tested among three different distinct university types. Post hoc Tukey testing and multiple regression analysis helped to illuminate the complex CE phenomenon that proved to have several sources of variation (Pedhazar, 1997). The sample data in this study were well suited for multiple regression analysis, as it permitted both collective and separate effects of multiple independent variables on the dependent CE variable. Multiple regression testing was suited for this inquiry and served as an analytical tool for answering the research questions because it provided explanatory statistics that located the sources of variation (Pedhazur, 1997).

Triangulation in Mixed Methods Analysis

The researcher conducted a "between methods" triangulation (Jicks, 1979, p. 602) in which the clustering factors of CE and ^{v}MEMEs from the qualitative Part I attributions were examined in relation to the quantitative survey statistical outcomes for CE an SDT. Triangulation was particularly useful in answering research questions 3 and 4, which drew upon CE outcomes as a function of personal characteristics and university environment. In the social science community, triangulation has been a concept to enhance validity and strengthen research results when examining a particular phenomenon.

Mathison (1998) describes triangulation as the use of multiple data sources and/or the inclusion of multiple individuals. Greene (2007) held that triangulation was valuable for its ability to offset or counteract the inherent biases associated with two different investigation traditions (i.e., qualitative and quantitative). The triangulation in this study was accomplished by locating the comparative similarities among the different individuals from the two different phases of the study in the areas of CE outcome and SDT construct data that converged during the meta-analysis of the Part I and II phases. The analysis found a converging of data points around the key study variables of income, higher order SDT GT_Yellow thinking, Individualism Themata, and civic engagement outcomes grounded in part upon university type.

Limitations

The number of study participants in the qualitative Part I focus groups in the study was restricted as some volunteers did not appear for the discussions forcing the researcher to conduct "mini-focus" groups (Patton, 2015). As with any research, there were unexpected changes from the original design that were out of the control of the researcher. This is especially true when dealing with human subjects. Recruitment for the focus groups was handled by potential

recruits' professors, and the researcher was told that at least six volunteers had agreed to participate in each of the two focus group sessions. They simply did not appear as planned (two for the TPU and four in the PFPU group). This was conjectured to be, in part, a cultural issue, as the commitment to attend the focus group was not obtained from participants directly by the investigator. The researcher surmised that the recruits did not attend the focus group sessions because there was no direct appeal by her to the recruits. In hindsight, that omission of a direct appeal to participate may have contributed to the low attendance. Ideally, best practice dictates having a minimum of five persons participate in any focus group discussion and Patton (2015) recommends between 6 to 10 member groups.

Additionally, the two qualitative source data in Part I—focus groups and in-depth interviews—were obtained from a single traditional public and one private for-profit university though purposeful sampling (Miles, Huberman, & Sardaña, 2014). Only two case institutions were represented in Part 1: therefore the findings represented the perspectives of only those students and administrators who would be similar to the participants. As a result, the qualitative findings cannot be used to represent the entirety of all Chilean graduate students that attend public or private not for-profit or private for-profit universities. Additionally, some data were derived from what the researcher has termed "mini-focus" groups.

Another limitation on the study design was the lack of combining the two focus groups of TPU and PFPU participants (into a single research space) in order to observe joint participant social interactions which may have differed if not the TPU and PFPU discussions were separate. The study was thus constrained in its ability to identify how participant responses may have converged differently due to the real world influence of social interactions between the TPU and PFPU participants (Fraenkel & Norman, 2006). For example, the participants' answers might

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have changed due to the influences of social desirability bias (Garland, 1991) within a less homogeneous and mono-contextual university setting. Therefore, this research was limited in that regard, because the focus groups were not combined and the number of participants was suboptimal.

Response Rates and Listservs

The survey sampling was not able to employ a randomized, systematic, or stratified sampling method (Huck, 2008) due to cost limitations for the researcher. Therefore, a purposive sample of post-graduates who had already at least completed their first Chilean degree was obtained via email listservs given to the researcher and also by the researcher performing *cold calls* to a listing of all Chilean universities in order to recruit survey participants. The raw data was initially examined using a Shapiro-Wilko test, which justified the use of the data for statistical analysis.

The inability to generalize the statistical results outside of this specific Spanish speaking Chilean context—due in part to a less than optimal response rate of 30 percent (Huck, 2008)—is another study limitation. Therefore, the statistical inferences made with the quantitative data extends only to the individuals who are similar to those that completed the survey in this study. Additionally, only the Spanish version of the survey was administered in Part II of the final administration of the instrument in this research study, and no comparison data from the English version was collected or used in the final statistical analysis.

It is also important to mention that the quantitative survey instrument used in Part II of this study was not designed to statistically capture the exact points at which the SDT dynamic ^vMEME change movement occurred from one SDT level to another. Such movements were interpretively inferred in the Part I of the study via the discourse analysis of the qualitative data.

The Part II data analysis was not designed to identify dynamic movement with respect to the *entering*, *nodal (or peak)*, and *exiting* phases happening among the volunteers taking the survey. Such dynamic changes in the data were limited to the Part I qualitative data analysis obtained through a subjective process of IPA.

This study did not seek time series data that could only be obtained through longitudinal measures and analysis of the complete cadre of the SDT ᵛMEME variable constructs (i.e., Beige, Purple, Coral, and Teal), which were not under examination in this study of graduate level adult learners. The researcher assumed that the lower level constructs of Beige and Purple were not appropriate for measures of post-graduates who matriculated at institutions of higher education. Moreover, to even perform a longitudinal research focus and examination would have required repeated measures of the same subjects—at the same points—over a much longer period of time. Such processes were beyond the scope of this dissertation study. However, generalizability could have been enhanced in this study through a larger scale sampling and the use of Structural Equation Modeling (SEM). MacCallum and Austin (2000) highlight the value of SEM for observational studies that seek correlational relationships amongst variables. However, such an approach would also have required a more longitudinal design, which this study lacked.

Finally, the researcher's access to and subsequent review of documents related to funding schema and actual curriculum development at the universities was not available and this not included in the study design. Perhaps, such data would have made the qualitative evaluation of the CE differences between the universities much richer, because the activities of the CE phenomenon—as articulated by some the respondents—could have been better contextualized and examined more deeply.

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Summary

This chapter includes a detailed description of the study's research design and paradigmatic stance, logic model, research sites, study participants and sampling, instrumentation, data collection, data preparation, data analysis, and limitations. The research methodology was described in detail for both the Part I qualitative and Part II quantitative portions of this mixed method research approach. The techniques used in the preparation and analysis of focus group discussions, face-to-face interviews, and the online self-administered online survey were discussed from the pre-pilot to the analysis stages. Issues of reliability were discussed as trustworthiness for the qualitative data and validity in relationship to the quantitative data in their specific sections of Chapter 3. Methodologies were outlined to show the piloting of the survey instrument from its pre-pilot inception until its final IRB approval with corresponding statistical reliability and validity measures. The finalized study survey was examined to insure that the appropriate statistical assumptions were met in order to use ANOVA and multiple regression analysis procedures. The next Chapter 4 is structured to detail how the data analysis led to study findings in connection to each of the research questions.

CHAPTER 4

FINDINGS

The purpose of this research was to investigate civic engagement activities and outcomes in Chilean private for-profit and not for-profit graduate institutions, and to interpret that engagement through the lens of Spiral Dynamic Theory (SDT). The research data revealed that there were three different types of universities in this study that were categorized as follows: public—traditional public Chilean state-funded universities that were members of CRUCH; mixed—not for-profit private universities that were also members of CRUCH; and for-profit—market-based private universities that did not hold membership in CRUCH and were legally accountable to shareholders.

This chapter includes the findings from the data collection described in Chapter 3. This chapter is formatted to first describe the qualitative findings and, where appropriate based upon the mixed methods research process (see Table 5), follow with the explanatory quantitative findings. The study was completed in relation to the following research questions:

1. In what ways are Chilean public and private for-profit institutions committed to civic engagement education and practices?

2. What are the prevailing [v]MEMEs of Chilean graduate students in public and private for-profit higher educational institutions?

3. To what extent is there a relationship between graduate students' personal characteristics and civic engagement outcomes?

4. Is there a relationship between institutional type and graduate students' civic engagement outcomes?

In what ways are Chilean public and private for-profit institutions committed to civic

engagement education and practices?

Data gathered to respond to this research question consisted of two research face-to-face

interviews with high-level university administrators. Additionally, informal conversations with

two university deans, an administrator from the office of the Chilean Ministry of Education, a

private for-profit university attorney, and several academic department heads at both TPUs and

PFPUs helped the researcher better understand the administrative higher education context in

Chile.

The high-level university administrators who interviewed with the researcher indicated

that civic engagement was important within the context of university learning. However, the two

administrators interviewed described engagement in diverse ways, and Chalmers (pseudonym)

made it clear that civic engagement as pedagogy was subordinate to the institutional mission of

job readiness and professional skills development. Skinner (pseudonym) emphasized the

institutional mission to create social mobility for their graduate level learners, stating that any

civic engagement would need to be more voluntary than compulsory. Nevertheless, Chalmers

was more descriptive in his attention to the value of degree marketability (over civic

engagement) as the higher-ranked and expected outcome for graduate level education.

Institutional Commitment to Civic Engagement

The data gathered through the face-to-face interviews with two high level university

administrators were used to answer research question 1 (RQ1). One sub-theme of the research

proposed that the expression of more individualistic SDT themata would also reflect lower civic

engagement outcomes. Discourse analysis of the transcribed data obtained from the two in-depth

administrator interviews were coded in order to attribute a SDT worldview construct per their responses to each of the seven civic engagement protocol questions. Researcher interpretations were made such that data could be assigned a nominal civic engagement score and descriptive SDT attribution. All civic engagement (CE) attributions were performed by the researcher and based upon use of the same Likert like 6-point scale that was used on the focus group demographic profile sheets that each graduate student completed when they individually self-assessed their civic engagement levels.

Administrator SDT Construct Clustering. All participants' names are pseudonyms assigned by the researcher and based upon "The Simpsons" television program, which is extremely popular in Chile. The findings indicated that the TPU administrator's (Skinner) assessed SDT responses were almost evenly split between SDT collectivist and individualist ᵛMEME themata. However, upon construction of a cluster matrix, the display showed that Skinner was slightly more collectivist in his overall SDT orientation, since his most dominant pattern cluster was located within the D/Q (Blue) worldview construct (see Table 14).

In contrast, the private for-profit university administrator (Chalmers) reflected a much stronger orientation toward the individualistic themata and a greater clustering of the E/R (Orange) ᵛMEMEs worldviews in his SDT attribution stream. In short, the private for-profit university administrator's SDT cluster stream was dominated by the individualistic themata of E/R (Orange), while the traditional public university administrator appeared to be better represented by the collectivist D/Q (Blue) in his SDT assessment (see Table 14).

Civic engagement attribution. The civic engagement (CE) magnitude code was formulated through an interpretive process based upon the discourse analysis of the interview transcripts (Miles, Huberman, & Saldaña, 2014; Wooffitt, 2005). The numerations were

intended to represent a qualitative description of the magnitude of the administrator's civic

engagement or ᵛMEME assessments. The magnitude codes assigned by the investigator relative

to civic engagement levels are descriptive and based on the interpretation of the responses.

Table 14

SDT Assessments of Administrator(s) Civic Engagement Protocols

Pseudonyms Institutional Typology and Themata Orientation	Face-to-Face Interviews								
	B	**B/o**	**b/O**	**O**	**O/g**	**o/G**	**G**	**G/y**	**g/Y**	**Y**
Skinner Public University *Collectivist*	9	1	1	6	4	-	2	6	-	2
	B	**B/o**	**b/O**	**O**	**O/g**	**o/G**	**G**	**G/y**	**g/Y**	**Y**
Chalmers Private University *Individualist*	2	-	1	3	6	1	1	-	1	-

The SDT ᵛMEME color coding is located at the top of the table in bold typeface. The letters represent how participant responses were categorized based upon their responses to the seven protocol questions posed to them in the interview(s). Capital letters represent the dominant ᵛMEME worldview construct. For example, b/O = exiting blue/peaking Orange or G/y = peaking green/entering yellow. Depending upon the position of the lowercase letter, it is either exiting when on the left side or entering another SDT level when the lower case is on the right side. Categorization of responses was based upon a discourse analysis of the interview transcripts.

The Themata attribution for each participant is written in italics directly under their name. This designation displays where the majority of their vMEMEs clustered on a binary of either majority individualistic or collectivist ᵛMEME orientations.

The frequency with which each administrator articulated a particular SDT worldview and

CE level was based upon responses to the question protocols that were categorized by the

researcher. An example of one of the protocols is represented via the display matrix in Table 15.

Table 15

SDT Coding of Civic Engagement Example Protocol Question #3

Interview Query	Skinner	Chalmers
3. Considering your institutional mission statement, in what ways does your university operationalize its role in the moral and civic development of graduate students? For example, do the curriculum and the co-curricular activities give attention to the moral and civic development of graduate students? Can you please share some examples of each?	"Well, first, for example, some lectures including the curriculum, such as …that is not civic engagement if we teach for examples, things related to God." **BLUE** "…it's moral, but it's not civic engagement actually…" **BLUE** "In post-graduate I don't know, because with the curriculum they have some ethics, could be that one." "Secondly, the university is promoting civic engagement in terms of culture. We have a big building there [downtown Talca], but it doesn't sit for the community." "…all the students have access to art, to movies, to etcetera…" **Orange/GREEN** "The students come here because they want to carry on with their studies, but there is not direct activities to improve civic engagement at that level... I don't think so." **ORANGE** **CE = 2**	"I think that –that is a sort of weakness we have here, because since we –we always use the word that we want to prepare people, integrate people. You know the concept, in the right concept to integrate people; not only technical, not teaching just technical aspects but also other concepts like ethical or moral concepts. But, we don't have the time, I think, to prepare people to, and we have to work on that, I think. **ORANGE/Green** **CE = 0**

The CE attribution of 0 was described as *none* or *no discernable* CE made from the response while an attribution of 5 was described as a *very high* attribution of CE per the assessed qualitative response data. The total collection of CE attributions for Skinner—who was the TPU administrator—relative to the seven protocols was sequentially (5, 5, 2, 0, 3, 0, and 4) while the attributions for Chalmers—the PFPU administrator—were (4, 2, 0, 1, 0, 4, and 4).

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Administrator SDT and CE analysis. Both administrators generally expressed highly favorable views for the value of civic engagement as a part of graduate level student learning. However, clear differences emerged when each administrator was allowed to describe in their own words how they viewed and operationalized civic engagement within their respective universities. More specifically, the PFPU administrator spoke more consistently about his university's involvement in community, based upon what he interpreted to be civic engagement work and focus. That was reflected in the responses he provided to protocol question # 2: *Would you please identify three key priorities referenced in your institution's mission statement that you believe relate to civic engagement? Why do you think they are important?* Chalmers offered the following response, which was also coded with its corresponding SDT attribution:

> *"Yes, yes, well, ... our mission is to prepare good professional people that can help not only to make money, but to help people and – let me – I don't know how to write, to say to you* [in English]*"* **ORANGE/Green**

> *"But we are not only involved in producing professional people, but to also try to help people from the surrounding of the, our, uhm what we call extension, and research."*
> **Orange/GREEN**

A discourse analysis of the responses showed that the PFPU administrator possessed a greater orientation toward SDT *Orange* level competitiveness and the goal for making money, or materialism. Yet at the same time, there is a collectivist *Green* orientation in his expression as he mentioned the desire to help people as an outcome. The TPU administrator (Skinner) offered his own response to the same protocol question #2 that related to his university's civic engagement mission, stating the following:

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"Yeah! Mission and mission statement… some words?" "Yes, yes, could be social change, no, no, no, no, social mobility…quality of life of the population, and economic development of the country, for example." **ORANGE**

"For this university, social mobility is first. We say social mobility, regional economic development…" **ORANGE**

"Universities were created for training the elite at the beginning. In some ways, they still do, but afterwards, with the inclusion of research as a basic university function, in a modern concept of the university, the university becomes a really, really relevant actor in country development." **Blue/ORANGE**

Skinner mentioned repeatedly the goal for socioeconomic advancement and mobility in his responses. Such thinking was consistent with the individualistic E/R *Orange* [v]MEME orientation, particularly when the respondent mentioned that the university had been a place "for training the elite," signaling a competitiveness worldview as associated to E/R *Orange*. Also, the idea of the university as a place for training in service to the country's development versus, for example, the development of critical thinking skills among its students reflected an orientation toward D/Q *Blue*. For example, worldviews that were more purposeful and saintly are associated to the D/Q *Blue* SDT construct and were reflected in the TPU administrator's privileging of the greater good of the country over the personal benefits accrued by the individual (student).

Below are some additional statements from the administrators obtained from the raw data. They include some of the researcher's condensed field notation and memos. These statements are in response to the interview protocol question four: Are there opportunities for

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graduate students to research or learn how to do research in civic engagement? (a) If so, can you provide examples of how these opportunities are realized? If not, why do you think this is the case? (b) Are there any service learning opportunities that give attention to civic engagement?

Skinner:

[Interviewer: So are there opportunities for graduate students to research or learn   how to do research in the area of civic engagement?] *"Yeah of course, yeah, yeah. But it's the student's decision. It's not deliberate by the university… it's not a requirement actually."* **ORANGE**

Chalmers:

"We have some institute and through this institute, a student can do their research but it – and that research is related to aspects related to the city." **Orange/GREEN**

"Like to know how people live, how the economy of the—of certain areas of the—of the community. So all the research that they do is related to the people of the community." *"No, we have different institutes… for each group of careers. What we call here facultad."* **ORANGE**

[Interviewer explained faculty directed service learning in the U.S. and asked if it was part of the learning process.] *"No no. We don't have that."* [When asked what he thought about the concept of service-learning] *"That, that is excellent. Yes, I—that is an excellent—yes, I know that but we don't do much really."* **GREEN**

Interview protocol question number five was How are your graduate students involved in addressing external local community needs and problems that you can connect to your mission statement?, and the administrators responded as follows:

Skinner:

> *"Well, I think it's important to mention that at that level* [graduate] *the university is only 23 years old. Most of the [graduate level] studies here began in 1998, the first master's degree in education. Today, five percent of the population of students here is involved in postgraduate study. It is rising. It's grow, actually the postgraduate study… this in the last strategic plan, the new one, is given more emphasis... it's still under discussion, what kind of training, for example, what kind of support needs postgraduate students."*

> **ORANGE/Green**

> *"For example, we could say yes, in terms of undergraduates, we are responsible, we receive one student here and we need to graduate one student here. Yes? This student needs development not only in technical areas, need personal development, need civic engagement, etc... etc… need more development, social development, personal development, etc… than others, the first compromise* [commitment] *is over those students."* **BLUE**

> *"The postgraduate study here at this university only come her on Fridays and Saturdays, then I think it is quite difficult to give them more skills or open their conscious in terms of etc. etc., etc."* **GREEN**

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"It can't be compulsory, we give some options, your thesis if you want to can improve civic engagement and so on, but it's up to you actually." **ORANGE**

"I'm sorry, pardon, pardon, I think, could be one area in civic engagement, which is the faculty of medicine." *"They do their postgraduate with the hospital…we divided the public health system primary and more complexity. Hospital, are a more complexity level and primary means for the communities, etc. etc. and they do* [postgraduates of medicine] *all their training, 2 years, 3 years, within the hospital or within the primary health service."* **ORANGE/Green**

"If you go Sunday night to the hospital, the likely doctor that will be one, possibly a student of ours." *"They are doing that* [hospital work] *as part of their curriculum… in primary health, there is not a specialist doctor* [his example was gynecologist], *if you want one you have to be placed in the queue at the hospital and it could take days, they are busy, busy, it could be 15 days, could be a month."* **GREEN/yellow**

"And now, because of our postgraduate program in medicine, yes, part of the training they come some days to primary health, then the community goes for an appointment faster and easier too." **GREEN/yellow**

["So medicine can be one example of your university civic Engagement?"] *"No* [not] *really, no really, no really. I think…, no really."* *"It could be, but it's not a trend, it's not a trend, yeah, yeah, yeah."* **BLUE**

Chalmers:

> *"When they graduate? I couldn't tell you, I'm not sure, I prefer not to tell you."* [The
>
> researcher interprets this as intentionally preferring not to attempt an informed response
>
> to the protocol questions] **ORANGE**

   SDT themata orientation and civic engagement. As mentioned earlier, the SDT

framework holds that the ᵛMEMEs can be classified into two groupings. The groupings that are

more self-focused or individualistic are located along the right side of the SDT framework (see

Figure 1) under what are described as the *warmer* mnemonically coded colors. The left side of

the framework reflects those ᵛMEMEs that are more collectivist oriented and are described as the

cooler mnemonic colors (Beck & Cowan, 2006).

   Collectivist themata. The orientation toward D/Q *Blue* connects to themes of absolutism,

the belief that there is an established universal moral/religious truism that all are subject to obey.

The F/S *Green* orientation also orients toward the more collectivist and authority-focused

construct themata, but the authority in F/S *Green* emanates from the group (e.g., team consensus

building), where input is solicited from all affected parties in the group in order to resolve an

existential problem. The goal at the F/S *Green* level is to arrive at the best solutions that serve

the greater interest of everyone as a whole. The orientations associated with the more collectivist

ᵛMEME themata also have greater tendencies toward an external locus of control, due to a belief

that an outside force (e.g., the government, God, the devil) exists in the material world that

serves to direct/assist in the resolution (or creation) of existential problems. The expectation is

that this orientation would be dominant within findings of high civic engagement outcomes.

   Individualist themata. The individualist themata have a more internal locus of control.

Existential problems are resolved using tools of personal competency, expertise, competition and

if necessary strategic manipulation. For example, the individualist E/R *Orange* construct was

identified among both of the administrators and tended toward responses that privileged

competitiveness for purposes of gaining superior advantage and/or the accumulation of material

gains (e.g., money) reflective of personal achievement. When one operated from the position of

an E/R *Orange* worldview, an idealized *best solution* to existential problems is sought with

minimized attention toward the overall impact that solution might have on the group. Problem

resolution is typically achieved in an autonomous manner when operating from an individualist

themata that would allow one to obtain the best vantage point(s). The individualistic themata

orientation dominated the PFPU administrator who expressed in his view that civic engagement

was a subordinate university mission. Therefore, the expectation is that the individualistic

themata would be dominant within findings of low civic engagement outcomes.

Institutional civic engagement commitment. Data analysis of the overall responses

from the TPU interviewee appeared to align more closely than the PFPU administrator's

responses to the original civic engagement definition established before the onset of the study—

civic engagement in this study is defined as *maintaining interest and action in one's world as*

evidenced by active participation in both civic and political matters within one's community,

ranging from the local to international domains. This led the researcher to conclude that the TPU

held civic engagement, as an institutional commitment, in higher priority than the PFPU

administrator. This was determined in large part due to how the TPU administrator explicitly

described his university as having a role to play in serving the needs of the country and region.

However, service to the country (or region) was never described as a goal within the responses

obtained from the PFPU administrator when he discussed institutional mission and/or goals.

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How the two administrators defined their institution's civic engagement mission and practices made them distinct. For example, the TPU administrator interpreted their civic engagement mission in relationship to how they could better and more efficiently *give* to their external community (i.e., more collectivist themata) through academic internships performed by their graduate students at free community based clinics. The PFPU administrator seemed to hold to a worldview that their university civic engagement was more of a *give-and-take* relationship with the community. PFPU students and faculty would give of their services as benefit to the community in the form of sharing their knowledge and expertise in community organizations that were external to the university. At the same time there was the expectation that the community interactions would give opportunities for new learning and skills development among their students, whose applied experiences in the community would give them a competitive edge in the marketplace upon graduation. Faculty could benefit by receiving monetary compensation for their time if the opportunity afforded such compensation, but it was not explicitly stated as an expectation for the community work of PFPU faculty members and/or students.

Chalmers suggested that generally the PFPU was very open to the idea of the future expansion of civic engagement pedagogy for graduate students, but such priorities would be secondary to institutional goals of academic competitiveness. An interpretation of the PFPU administrator's responses led the researcher to conclude that civic engagement would serve as a vehicle to better position the institution to produce graduates who were job-market-ready and highly trained professionals. Although there was clear acknowledgement by Chalmers that his university needed to more directly improve themes of social and moral development in graduate

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students through civic engagement, such goals were secondary to developing students'

professional marketability and skills.

The PFPU administrator concluded that as an institutional mission, they simply did not

have the time to operationalize civic engagement as part of formal university pedagogy or

institutional practice due to their focus on preparing students for professional careers, which

again reflected the more SDT individualistic themata in comparison to the TPU. As an

observation, the researcher found that formal civic engagement learning was a relatively new

phenomenon in Chilean higher education. Chile is a country still recovering from the legacy of

the Pinochet regime. In 2014, the Presidential election was marked as the first time that many

adult Chileans voted voluntarily without the threat of a monetary fine, because voting had

become mandatory under the dictatorship. Nevertheless, high interest existed at both universities

for civic engagement learning as an instrument for graduate student development with its

implementation being voluntary at the TPU and it being a secondary goal to workforce readiness

at the PFPU.

<div align="center">

Research Question #2

What are the prevailing ᵛMEMEs of Chilean graduate students in public and private

for-profit higher education institutions?

</div>

Qualitative and quantitative data were used to answer research question 2 (RQ2). The

qualitative data clustering from Part I showed that the Blue and Orange SDT ᵛMEMEs were

most pronounced among the TPU focus group members and that the Yellow SDT ᵛMEME was

absent from the TPU members, yet showed dominance in at least one particular focus group

member from the PFPU. However, the qualitative data alone did not enable a clear distinction to

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be drawn between the graduate students' SDT collectivists and individualistic themata as a function of university environment.

Nevertheless, the researcher was able to identify dynamic SDT emergent changes and clustering of particular kinds of ^{v}MEME worldviews that were unique in their orientations and complexity based upon university environment. The categorizing of information into the SDT framework was facilitated by the fact that responses clustered into the a priori ^{v}MEME ontological constructs as offered by the SDT framework (see Figure 1) that was used to code collected data. The focus groups did not contain any participants who would be identified as members of a mixed university typology.

Graduate student ^{v}*MEME*s. Data generated from the graduate student mini focus group discussions were used in order to qualitatively answer research question 2 (RQ2) while the survey data provided quantitative answers. A data display matrix was used to organize the graduate students' mini focus group responses that included their civic engagement and SDT codes in response to each of their seven interview protocol inquiries. A partial sample analysis matrix of the data from the TPU participants is offered in Table 16.

Table 16

Matrix Data from Public University Focus Group: Participant Demographics

Participant Source: Profile Sheet Data		
Age:	28	43
Gender:	F	M
Participant Pseudonym:	Marge	Homer
Self-Identified Race:	Latina	Latino
Level of Education:	4th year or higher	1st year
Academic Area of Study:	Not provided	MA Education
Enrollment Status:	Part-time	Full-time
Estimated Family Income:	Less than 10.000.00 pesos/year	Less than 10.000.00 pesos/year
Self-Identified Political Status:	Liberal/Socialist	Liberal/Socialist
Profile Sheet Self-Reported Civic Engagement (CE) Level:	5	1
Reporting of any recent life events within the past year	"I changed job. Now I work as an English teacher in the rural part of Linares and has been a great experience as a professional"	"The first like many exhibitions organized by ME"

Data clustering. SDT attribution codes were identified for each of the focus groups' participants. Patterns emerged after data coding that revealed higher order SDT thinking was clustered more deeply among the graduate students at the PFPU. These findings suggested that the participant group at the PFPU displayed more complex thinking in their analysis and responses to the seven civic engagement question protocols (Table 17). The investigator also noted that the two female participants in the focus groups (one at each university type) tended to self-assess their pre- and post- civic engagement levels much higher than did any of the males, but gender was not a significant variable in any of the statistical civic engagement tests.

Table 16 (continued)

Matrix Data from Public University Focus Group: Participant Demographics

Participant Source: Discussion Group		
Protocol 1. Could each of you share your own definition or give examples of what you consider to be civic engagement? • *¿Podría, cada uno de ustedes, compartir su propia definición o dar ejemplos de Participación Cívica / Compromiso Cívico?*	"It's commitment to the country and all the elements and surrounding country. Your nationality, your identity, and also the way that you involve within the society, as part of the society…" **BLUE/ orange** **CE = 4**	"In general, the way that people live in a country to be citizens, maybe." **ORANGE** **CE = 3**
Civic Engagement (CE)* Magnitude Codes for Protocol Questions 2-7	**5, 0, 1, 5, 5, 5**	**3, 0, 2, 3, -, 1**

*The researcher used the same Likert type CE scale on the profile sheet to assign a civic engagement attribution to each of the data points generated from the focus group protocol responses. An attribution of 0 = none or no discernable CE, while 5 = very high CE assessment. A dash (-) symbol indicates no response data was offered by the participant for that particular protocol.

The ᵛMEME color codes denoted SDT dynamic movement where all upper case letters denoted peaking (or dominant worldview) and lowercase letters denoted transition (or less dominant worldview). When two or more SDT levels are dynamic and changing, the display shows that hierarchical movement as either exiting a dominant construct (lowercased on the left) or as entering the next level (lowercased on the right).

For example, BLUE/orange is summarized as peak BLUE worldview but entering the next level orange ᵛMEME. A construct of red/BLUE denotes exiting red but holding a peak BLUE worldview. These types of transitional phases suggest that elements of orange and red worldviews are latently influencing the peak BLUE worldview.

Table 17
Coding of Graduate Student SDT and Civic Engagement Self Assessments

Participants	ᵛMEME Coding												Civic Engagement	
	R	r/B	r/B/o	B	B/o	b/O	O	b/O/g	O/g	G	G/y	Y	Pre	Post
FLANDERS *Collectivist*	1	1	3	1	3	1			1	6	1		1	D
MOE *Individualistic*							3		1				1	I
BART *Equally Both*					1					3	2	6	3	D
LISA *Collectivist*				4		1	1	1	1	5	3	1	3	I
MARGE *Collectivist*	1	2		6	8		5						4	I
HOMER *Individualistic*				1	1		5						1	N/R

The SDT ᵛMEME color coding is located at the top of the table in bold typeface. The letters represent how participant responses were categorized based upon their responses to the seven protocol questions posed to them in the interviews (s). Capital letters represent the dominant ᵛMEME worldview construct. For example, b/O = exiting blue/peaking Orange or G/y = peaking green/entering yellow. Depending upon the position of the lowercase letter, it is either exiting when on the left side or entering another SDT level when the lower case is on the right side. Categorization of responses was based upon a discourse analysis of the interview transcripts. *The Themata* attribution for each participant is written in italics directly under their name. This designation displays where the majority of their vMEMEs clustered on a binary of either majority individualistic or collectivist ᵛMEME orientations.

Pre CE are the pre-focus group discussion self-assessed civic engagement levels. Each participant ranked his/her own score using a 5-point Likert-like scale located on their biographical profile sheets. A score of 1) represented the lowest civic engagement activity and 5) represented the highest activity.

Post CE are the post-focus group discussion self-assessed civic engagement levels. Participants were asked by the researcher to indicate if their civic engagement activities had (I) increased, (D) decreased, or offered no response to the question (NR).

Higher-order thinking capacity. The reported annual family income levels of the PFPU participants were much higher than those at the TPU. Higher incomes at the PFPU led the researcher to the inference that higher incomes made space for the resolution of basic (or SDT lower-order) existential problems and perhaps could be related to better basic education, health,

and learning exposures. The civic engagement magnitude coding and the SDT data clustering of

^{V}MEMEs from the focus groups drew the investigator to conclude that there were in fact

differences in the graduate students as a function of university type. For example, Part I data

consistently showed that higher-order thinking SDT ^{V}MEMEs (e.g., Green and Yellow) were

more dominant among the PFPU students in comparison to the TPU graduate students.

Statistical ^{V}MEME Patterns

The descriptive statistics shown in Table 18 are provided for the key study variables.

They are categorized into three groupings of indicators: socioeconomic variables, civic

engagement variables, and the SDT ^{V}MEME construct variables. The sample means are derived

from sets of questions that were either measured on a continuous three-point scale—such as the

civic engagement question items—or on a four-point Likert-like scale ranging from strongly

agree to strongly disagree. All of the survey items designed to collect the SDT constructs

responses were measured on the four-point Likert like scale.

The statistical tests showed that the prevailing ^{V}MEMEs among all of the post graduate

students were: DQ_BLUE ($\mu = 2.53$), ER_ORANGE ($\mu = 2.63$), GT_YELLOW($\mu = 1.87$),

and the SDT Individualism themata($\mu = 2.39$). Pairwise comparisons among the three

university types showed that the private for-profit university had the lowest mean average for all

of the statistically significant ^{V}MEME categories, DQ_BLUE ($\mu = 2.37$), ER_ORANGE ($\mu =$

2.46), GT_YELLOW($\mu = 1.79$), and SDT Individualism ($\mu = 2.28$) respectively.

Table 18

Descriptive Statistics of Key Study Variables

		N	Mean	Std. Deviation	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound
Credential	Public	104	1.94	1.49	1.65	2.23
	Mixed	38	1.26	0.92	0.96	1.57
	For-Profit	60	1.73	1.18	1.43	2.04
	Total	202	1.75	1.33	1.57	1.94
Enrollment	Public	104	2.10	0.57	1.99	2.21
	Mixed	38	1.55	0.55	1.37	1.74
	For-Profit	60	2.10	0.63	1.94	2.26
	Total	202	2.00	0.62	1.91	2.08
Salary	Public	104	2.53	1.69	2.20	2.86
	Mixed	38	1.71	1.16	1.33	2.09
	For-Profit	60	2.60	1.78	2.14	3.06
	Total	202	2.40	1.66	2.17	2.63
CE_13	Public	104	1.87	0.70	1.73	2.00
	Mixed	38	1.95	0.73	1.71	2.19
	For-Profit	60	2.20	0.73	2.01	2.39
	Total	202	1.98	0.73	1.88	2.08
CE_17	Public	104	1.17	1.15	0.95	1.40
	Mixed	38	1.87	1.85	1.26	2.48
	For-Profit	60	1.23	1.28	0.90	1.56
	Total	202	1.32	1.36	1.13	1.51
CE_33	Public	104	2.08	0.73	1.93	2.22
	Mixed	38	1.87	0.58	1.68	2.06
	For-Profit	60	2.27	0.61	2.11	2.42
	Total	202	2.09	0.68	2.00	2.19
CE_83	Public	104	1.46	0.57	1.35	1.57
	Mixed	38	1.84	0.59	1.65	2.04
	For-Profit	60	1.55	0.67	1.38	1.72
	Total	202	1.56	0.62	1.47	1.65

Table 18

Descriptive Statistics of Key Study Variables (continued)

		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	*Upper Bound*
DQ_BLUE 1-4	Public	104	2.54	0.55	2.43	2.65
	Mixed	38	2.74	0.47	2.58	2.89
	For-Profit	60	2.37	0.57	2.22	2.51
	Total	202	2.53	0.55	2.45	2.60
ER_Orange 1-4	Public	104	2.67	0.50	2.57	2.77
	Mixed	38	2.78	0.43	2.64	2.92
	For-Profit	60	2.46	0.53	2.33	2.60
	Total	202	2.63	0.51	2.56	2.70
GT_Yellow 1-4	Public	104	1.92	0.34	1.86	1.99
	Mixed	38	1.87	0.31	1.77	1.97
	For-Profit	60	1.79	0.39	1.69	1.89
	Total	202	1.87	0.35	1.82	1.92
Individualism 1-4	Public	104	2.43	0.35	2.36	2.50
	Mixed	38	2.46	0.33	2.35	2.57
	For-Profit	60	2.28	0.38	2.18	2.38
	Total	202	2.39	0.36	2.34	2.44

Research Question #3

To what extent is there a relationship between graduate students' personal characteristics and civic engagement outcomes?

Both qualitative and quantitative data informed the findings for RQ3 with the former being more interpretive and the latter statistical. How civic engagement was valued and described by the graduate students varied between the TPU and PFPU participants. The diversity in which they described the CE phenomenon also varied in connection to their assessed SDT memetic worldviews. Statistically, the socioeconomic item that measured levels of academic attainment (i.e., Credential variable) was measured on an eight-point nominal continuous scale. The enrollment item was measured on a three-point scale that included continuous full-time enrollment, part-time enrollment, and those students who did not maintain consistent course enrollment each semester as they pursued their education. Lastly, the salary item variable—used to measure annual household family income—was measured on a six-point continuous scale.

Flanders also self-assessed to have had the lowest pre- and post-civic engagement levels among all of the discussion group members. This suggested to the researcher that the personal characteristic of family income and educational attainment were influential variables of graduate student civic engagement outcomes. Additionally, the researcher observed that the responses to question protocols were consistently more detailed and robust among the PFPU focus group members compared to those of the TPU graduates. Those findings also showed that the personal characteristic of possessing higher wealth and higher-order SDT complex thinking—more located among the PFPU graduate students—was associated with lower civic engagement outcomes, which was certainly the case for Flanders and Bart (see Table 17).

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Table 19

Item Scoring Scales for Key Study Variables

Survey Item

	1ST – 4th Year Post Graduate	1
	Received Título and working	2
	1st – Last Year of *Postítulo*	3
Credential	Received Master and working	4
	Received Doctorate and working	5
	None of the above	6
	Other	7
	Full-time	1
Enrollment	Part-time	2
	Not Applicable/None of the above	3
	Less than $10.000.000 USD CLP pesos anuales	1
	$10,000.500 USD $15.000.000 CLP pesos anuales	2
	$15.000.500 - USD $20.000.000 CLP pesos anuales	3
Salary	$20.000.500 - USD $25.000.000 CLP pesos anuales	4
	$25.000.500 - USD $30.000.000 CLP pesos anuales	5
	Above USD $30.000.500 CLP pesos anuales	6
	Frequently	1
CE 13, 33, & 83	Occasionally	2
	Never	3
	None	0
	Less than 1 hour per week	1
	1 to 2	2
CE 17	3 to 5	3
(Volunteer)	6 to 10	4
	11 to 15	5
	16 to 20	6
	Over 20 hours per week	7
Spiral Dynamic	Strongly Agree	1
Theory (SDT)	-	2
^{v}MEME Scale	-	3
	Strongly Disagree	4

Table 19 displays the coding and scales for each of the key study variables. The

Credential, Enrollment, and Salary variables were all used in the analysis to answer research

questions about the personal characteristics of the subjects, while the four civic engagement

questions (CE) served as the dependent variable. Both the personal characteristic and SDT

indicator variables served as independent predictor variables when the four CE items served as

dependent variables in the analysis of student election voting (CE13), volunteering during the

week (CE17), participating in student demonstrations and protests (CE33), and discussing

politics (CE83).

Personal Characteristics and Civic Engagement Outcomes

The statistical analysis initially used with the survey data was a One-way ANOVA test

(Table 20), which performed pairwise comparison among the three university types and

determined which of the categories of variables in the sample were statistically significant.

Complementarity as a purpose of mixed method research could emerge in connection to the Part

II quantitative data analysis findings.

Table 20

One-Way Analysis of Variance of Key Study Variables by University Type

Source	*df*	*SS*	*MS*	*F*	*p*	η^2
Credential						
Between groups	2	12.87	6.43	3.74	.03	.04
Within groups	199	342.76	1.72			
Total	201	355.62				
Enrollment						
Between groups	2	9.16	4.58	13.44	.00	.12
Within groups	199	67.83	0.34			
Total	201	77.00				

Note. *Following post-hoc Tukey testing of the universities, the SDT AvgMEME_GT
variable was subsequently statistically significant.

Table 20 (continued)

One-Way Analysis of Variance of Key Study Variables by University Type (continued)

Source	df	SS	MS	F	p	η^2
Salary						
Between groups	2	22.19	11.09	4.16	.02	.04
Within groups	199	530.13	2.66			
Total	201	552.32				
CE_13						
Between groups	2	4.31	2.16	4.22	.02	.04
Within groups	199	101.61	0.51			
Total	201	105.92				
CE_17						
Between groups	2	14.12	7.06	3.90	.02	.04
Within groups	199	359.96	1.81			
Total	201	374.08				
CE_33						
Between groups	2	3.75	1.88	4.17	.02	.04
Within groups	199	89.46	0.45			
Total	201	93.21				
CE_83						
Between groups	2	4.04	2.02	5.45	.00	.05
Within groups	199	73.75	0.37			
Total	201	77.79				
DQ_BLUE						
Between groups	2	3.38	1.64	5.62	.00	.05
Within groups	199	58.04	0.29			
Total	201	61.32				
ER_ORANGE						
Between groups	2	2.70	1.35	5.44	.00	.05
Within groups	199	49.91	0.25			
Total	201	52.12				
GT_YELLOW						
Between groups	2	.68	0.34	2.79	.06*	.03
Within groups	199	24.40	0.12			
Total	201	25.08				
Individualism						
Between groups	2	1.12	0.56	4.39	.01	.04
Within groups	199	25.38	0.13			
Total	201	26.50				

Note. *Following post-hoc Tukey testing of the universities, the SDT AvgMEME_GT variable was subsequently statistically significant.

Greene (2013) describes complementarity as a feature of triangulation that allows for the analysis of the data to achieve elaboration, illustration, enhancement, and clarification of results. In Part II of this mixed methods research study, quantitative analysis of the collected survey data was conducted in order to statistically identify relationships among the key study constructs and variables particularly in relationship to the post-graduates' personal characteristics and CE.

The ANOVA tests allowed the researcher to identify the three personal characteristics used in the statistical analysis that helped to answer RQ3. The ANOVA results led to the identification of three significant SES personal characteristic variables among the survey takers at the three different universities: academic attainment (Credential), status of university study (Enrollment), and annual family income (Salary) as measured by the self-administered online study instrument (Brown, 2013).

Correlation Matrix of Key Study Variables

Prior to undertaking tests to determine the relationships among the key study variables, a correlation matrix (Table 21) was constructed. In addition to the initial one-way ANOVA testing, multiple regression tests were also performed in order to answer research question number 4, which addressed the relationship of civic engagement outcomes by university type.

Table 21

Correlations Matrix of Key Variable Inter-Correlations and Descriptive Statistics

Measures	(1)	(2)	(3)	(4)	(5)	(6)	(7)	*M*	*SD*
Credential (1)	1.00							1.75	1.33
Enrollment (2)	.53**	1.00						2.00	0.62
Salary (3)	.13	.10	1.00					2.40	1.66
CE_13 (4)	-.13	.02	-.03	1.00				1.98	0.73
CE_17 (5)	-.02	-.01	-.11	-.13	1.00			1.32	1.36
CE_33 (6)	.05	.01	.15*	.37**	-.19**	1.00		2.09	0.68
CE_83 (7)	-.10	-.04	-.11	.19**	-.01	.17*	1.00	1.56	0.62
DQ_Blue (8)	.11	.04	.04	-.13	.04	-.32**	-.12	2.53	0.55
ER_Orange (9)	.05	-.02	-.10	-.05	.13	-.27**	-.15*	2.63	0.51
GT_Yellow (10)	.09	.02	-.10	-.13	-.05	.04	-.05	1.87	0.35
Individual (11)	.10	.00	-.11	-.08	.06	-.18*	-.15*	2.39	0.36
Public (12)	.15*	.17*	.08	-.16*	-.11	-.03	-.16*	0.51	0.50
Mixed (13)	-.18*	-.34**	-.20**	-.02	.19**	-.16*	.22**	0.19	0.39
For-profit (14)	-.01	.11	.08	.20**	-.04	.17*	-.01	0.30	0.46

Note. * Correlation is significant at the 0.05 level (2-tailed).   ** Correlation is significant at the 0.01 level (2-tailed).

Table 21 (continued)

Correlations Matrix of Key Variable Inter-Correlations and Descriptive Statistics

Measures	(8)	(9)	(10)	(11)	(12)	(13)	(14)	*M*	*SD*
Credential (1)								1.75	1.33
Enrollment (2)								2.00	0.62
Salary (3)								2.40	1.66
CE_13 (4)								1.98	0.73
CE_17 (5)								1.32	1.36
CE_33 (6)								2.09	0.68
CE_83 (7)								1.56	0.62
DQ_Blue (8)	1.00							2.53	0.55
ER_Orange (9)	.48**	1.00						2.63	0.51
GT_Yellow (10)	.25**	.29**	1.00					1.87	0.35
Individual (11)	.49**	.89**	.58**	1.00				2.39	0.36
Public (12)	.03	.08	.15*	.11	1.00			0.51	0.50
Mixed (13)	.19**	.14*	-.01	.10	-.50**	1.00		0.19	0.39
For-profit (14)	-.19**	-.21**	-.15*	-.20**	-.67**	-.31**	1.00	0.30	0.46

Note. * Correlation is significant at the 0.05 level (2-tailed).   ** Correlation is significant at the 0.01 level (2-tailed).

ANOVA Testing

The One-way ANOVA tests performed among the key study variables indicated that for this study at least two of the group means (among the three university types) were different from each other. However, Levene's (Huck, 2008) homogeneity of variance test was violated (see Table 22) on four of the key study variables: CREDENTIAL, SALARY, CE17, and CE83, two

of which represented the personal characteristics of the subjects. These violations were an

indication that the samples had different variability (Huck, 2008). Therefore additional robust

means testing was needed in order to further explore the Levene's violations and respond to the

inequality of variances.

Table 22
Levene's Test of Homogeneity of Variances

	Levene's Statistic	*df1*	*df2*	*p*
CREDENTIAL	12.74	2	199	.00
SALARY	6.93	2	199	.00
CE17_Hours	4.83	2	199	.01
CE83_Frequency(3)	4.12	2	199	.02

Robust Means Testing

As a follow-up to assumptions violation, as it related to the sample variances, robust

means testing was performed using both Welch and the Brown-Forsythe in the analysis (Table

23), which indicated that we could be reasonably confident that the means of the groups were

different for the key variables in question from the earlier Levene's violations. However, some

caution was to be exercised in that assumption related to the CE 17 variable—civic engagement

volunteer hours—which yielded mixed robust means testing results.

The Brown-Forsythe indicated a sample means difference existed between the groupings

with regard to CE17; however, the Welsh testing did not indicate that a mean difference existed

between the groups for that particular civic engagement outcome. Additional analysis was

undertaken regarding those conflicting results in the form of the researcher's construction of a

Two-Way Cross Classification table to be discussed later in the quantitative findings section.

Table 23

Robust Tests of Equality of Means

		Statistic [a]	df1	df2	p
Credential	Welch	5.46	2.00	111.12	.01
	Brown-Forsythe	4.69	2.00	187.10	.01
Salary	Welch	6.63	2.00	106.30	.00
	Brown-Forsythe	4.72	2.00	164.12	.01
CE_17	Welch	2.35	2.00	82.33	.10
	Brown-Forsythe	3.09	2.00	89.13	.05
CE_83	Welch	5.78	2.00	91.21	.00
	Brown-Forsythe	5.27	2.00	139.66	.01

Note. [a]Asymptomatically F distributed.

Pairwise Comparisons by University Type

Post hoc Tukey analysis (Table 24) of the sample was conducted in order to identify the specific location of the mean differences that existed among the pairwise comparison of the three university types: public, mixed, and for-profit. Results from the post hoc Tukey tests revealed that there were 16 comparative relationships where $p < .05$ alpha among the key study variables.

The SES personal characteristic variable *Credential* was statistically significant between the *Public* and *Mixed* universities with $M = 1.94$ and $M = 1.26$ respectively, indicating that those attending the public university were more highly credentialed in comparison to those at the mixed university. Additionally, the *Enrollment* variable was statistically significant in the comparison between the *Public* university ($M = 2.09$) and *Mixed* ($M = 1.55$) as well as between the *For-profit* ($M = 2.10$) and $Mixed$. Further examination of the *Enrollment* variable analysis revealed that the *Mixed* university proportionally had more full-time students. The investigator constructed a two-way cross tabulation table to delve more deeply into the enrollment data (Table 25).

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Table 24

Multiple Comparisons of Study Variables by University Type (Tukey HSD)

Dependent Variable	(I) University	(J) University	*M*	*SE*	*p*	95% Confidence Interval	
						Lower Bound	*Upper Bound*
Credential	Public	Mixed	0.68*	0.25	.02	0.09	1.27
Enrollment	Public	Mixed	0.54*	0.11	.00	0.28	0.80
	For-Profit	Mixed	0.55*	0.12	.00	0.26	0.83
Salary	Public	Mixed	0.82*	0.31	.02	0.09	1.55
	For-Profit	Mixed	0.89*	0.34	.02	0.09	1.69
CE13	For-Profit	Public	0.33*	0.12	.01	0.06	0.61
CE17	Mixed	Public	0.70*	0.25	.02	0.09	1.30
CE33	For-Profit	Mixed	0.40*	0.14	.01	0.07	0.73
CE83	Mixed	Public	0.38*	0.12	.00	0.11	0.65
DQ_BLUE	Mixed	For-Profit	0.37*	0.11	.00	0.11	0.64
ER_Orange	Public	For-Profit	0.21*	0.08	.03	0.02	0.40
	Mixed	For-Profit	0.32*	0.10	.01	0.07	0.56
GT_Yellow	Public	For-Profit	0.13	0.06	.05	0.00	0.27
Individual	Public	For-Profit	0.15*	0.06	.03	0.02	0.29
	Mixed	For-Profit	0.18*	0.07	.04	0.01	0.36

Note. Based on observed means. The error term is Mean Square (Error) = 1.809. *The mean difference is significant at the 0.05 level.

Table 25

Two-way Cross Classification Table

| | UNIVERSITY TYPE | | | |
Scale Measures	Public	Mixed	For-profit	Totals
Full-time	12	18	9	39
Part-time	70	19	36	125
N/A*	22	1	15	38
Totals	104	38	60	202

* These subjects have been identified as not being enrolled in continuous university study each semester.

Civic Engagement in Relation to Personal Characteristics

The decision was made to conduct Multiple Regression analyses following the result from the ANOVA and Tukey tests in which 10 of the study's key independent predictor variables were used to examine the instrument's four key civic engagement variable items. This approach answered RQ3, as the CE variables served as the dependent variable in relationship to each of the personal characteristic predictor variables.

Voting frequency civic engagement (CE_13). The multiple regression analysis showed that the independent predictor variable *Public University* was significant in relation to CE_13. The university variables were dummy coded and the for-profit university was excluded in the analysis in order to be compared with the public and mixed not for-profit universities. However, none of the personal characteristic variables were significant in relationship to CE_13.

The public university scored .237 units lower on the CE_13 voting frequency scale (Table 26) when compared to the for-profit university as measured by the frequency scale. There was also a negative slope in the relationship between voting and the *public* university. In summary, the university environment was the most influential factor among the independent

variables in predicting student voting habits. The R^2 value of Model 1 was .03 and considered a small effect size per Cohen (1988).

Table 26

Multiple Regression Analysis of CE_13 Voting in Student Election Frequency

Variable	Model 1 B unstandardized	$SE\ B$	Model 1 B standardized	95% CI
Constant	2.102**	0.07		[1.96,2.25]
Public	-0.237**	0.10	-.163**	[-0.44, 0.043]
R^2	.03			
F	5.48**			

*p <.05. **p < .01.

Collinearity and high correlation results. When performing the multiple regression analyses the researcher noted a high level of collinearity between two SDT variable constructs. This indicated that there was a strong correlation between these independent variables based upon their variance inflation factors (VIF). For the ER_Orange construct the *VIF = 7.734* and for Individualism *VIF = 10.226*. Since the variance inflation factors for these two variables were above 4.000, it indicates that there was a high degree of correlation between the two independent variables (O'Brien, 2007). The VIF result data were interpreted as a positive outcome for the study due to the fact that the *ER_Orange* [v]MEME construct was an a priori classified [v]MEME under the study's individualism themata, which was consistent with the theory undergirding the SDT framework.

Volunteer hour civic engagement (CE_17). In the multiple regression analysis of the dependent variable CE_17, only the independent predictor variable *Mixed* University type was significant at ($p <$ .01) in relation to volunteer hours. The mixed university scored .673 units higher on the CE_17 volunteer hours scale compared to the for-profit university, measured on a rating scale of 0 - 7. The R^2 value of the model for the dependent variable CE_17 per Cohen

(1988) had an effect size of .04 and was interpreted as a small effect. The independent predictor variable of *Mixed* University also had a positive slope (Table 27) in relationship to volunteer hours.

Table 27
Multiple Regression Analysis of CE_17 Volunteer Hours

Variable	Model 1 B unstandardized	SE B	Model 1 B standardized	95% CI
Constant	1.195**	0.11		[0.99, 1.40]
Mixed	0.673**	0.24	.19**	[0.20, 1.15]
R^2	.04			
F	7.77**			

*p < .05. **p < .01.

The decision was made to further explore the characteristic of volunteer hours by university type in a more descriptive way. As a result, the constructed two-way cross classification table was revisited in order to examine university type and enrollment status. The results showed that, in this sample, those who identified as full-time enrolled had attended the *Mixed* University at a higher proportion of 47% versus what was observed at the Public (12%) and For-Profit (15%) universities. These differences are believed to have contributed to the conflicting robust means test result performed earlier in this section, where the CE_17 volunteer hour variable was violated in the Welch robust means test.

The researcher considered the possibility that having had greater numbers of full-time students at the *Mixed* University —who potentially did not have the same personal obligations of part-time employment—may have resulted in those subjects being more available to undertake civic engagement volunteer hours. None of the personal characteristic variables proved significant in the multiple regression analysis of volunteer hours.

Participating in protests or demonstrations civic engagement behaviors (CE_33). In

the multiple regression analysis of the dependent variable CE_33, four of the predictor variables

were found to be statistically significant in relation to frequency in which subjects participated in

student protests and demonstrations (Table 28). The predictors were all classified under the

grouping of SES factor and personal characteristics of the subjects. The independent variables in

the analysis were DQ_Blue, Salary, GT_Yellow and ER_Orange, all of which had statistical

significance levels of ($p < .05$).

Table 28

Multiple Regression Analysis of CE_33 Protesting and Demonstrations

Variable	Model 1 B Unstd.	Model 1 B Std.	95% CI	Model 4 B Unstd.	Model 4 B Std.	95% CI
Constant	3.088**		[2.67, 3.51]	2.760**		[2.14, 3.38]
DQ_Blue	-0.394**	-.32**	[-0.56, -0.23]	-0.362**	-0.294**	[-0.55, -0.18]
Salary				0.067*	0.162*	[0.13, 0.12]
GT_Yellow				0.351**	0.182**	[0.09, 0.61]
ER_Orange				-0.215*	-0.161*	[-0.42, -0.01]
R^2	.10			0.17		
F	22.71**			9.99**		

*$p <.05$. **$p < .01$.

DQ_Blue was the most influential personal characteristic predictor variable in the model,

followed by GT_Yellow. For every one-unit increase in the dependent variable CE_33, the

predictor variable DQ_Blue decreased by .362 units when all other variables were held constant.

Therefore, as frequency for protesting and demonstrations participation decreased, the DQ_Blue

orientation would increase. Additionally, the SES variable of salary was statistically significant

in relationship to the dependent civic engagement variable CE_33. For every one-unit increase

in the dependent variable of CE_33, the socioeconomic independent predictor variable of salary

would increase by .067 units.

In essence, as the subjects' salaries increased their frequency for participation in student protests and demonstrations behavior correspondingly decreased. The most influential independent predictor variable in Model 4 was DQ_Blue, which had a negative slope. The R^2 value of Model 4 in relationship to CE_33 was .17, which was considered a large effect size (Cohen, 1988) for this sample.

Discussing politics with family (CE_83). In the multiple regression analysis of the dependent civic engagement outcome variable CE_83, there were two independent predictor variables with significance levels ($p < .01$). Based upon Model 2 (Table 29), the independent variable of Mixed University and the SDT construct of ER_Orange were the most significant predictors of discussing politics within the family.

Table 29

Multiple Regression Analysis of CE_83 Discussing Politics with Family

Variable	Model 1 B Unstd.	Model 1 B Std.	95% CI	Model 2 B Unstd.	Model 2 B Std.	95% CI
Constant	1.494**		[1.40, 1.59]	2.064**		[1.63, 2.50]
Mixed	0.348**	.219**	[0.13, 0.56]	0.389**	0.245**	[0.17, 0.60]
ER_Orange				-0.220*	-0.180*	[-0.39, -0.05]
R^2	.05	.		.08		
F	10.103**			8.629**		

*$p <.05$. **$p < .01$.

The mixed university variable was dummy coded to compare with the private for-profit university $\beta = .389$ units in relationship to the CE_83 discussing politics with family frequency scale. The tendency to discuss politics with family members decreased at the mixed university when compared with this tendency at private for-profit universities (Table 29). However, university type was the most influential predictor variable among the two independent predictor variables of Model 2. The other statistically significant predictor of discussing politics with

family members was ER_Orange (β = -.220). Thus, if all other variables were held constant, for every one unit increase in the dependent CE83 variable signaling a reduction in frequency, the ER_Orange (i.e., materialism and competitive) decreased by .220 units. In other words, the tendency to engage in political discussion with family members increased as the subject became less ER_Orange. The R^2 value of the multiple regression Model 2 for the sample was .08 and considered to have been between a medium to large effect size (Cohen, 1988).

Post-graduates' CE Outcomes and Personal Characteristics

Initially there appeared to be no discernible differences in the civic engagement outcomes among the graduate students as a function of their university environments. That assumption was strengthened by the admission of both university administrators that no institutionalized civic engagement or scholarship of engagement pedagogy had been a part of their graduate students' direct university learning.

However, when Part I data from the graduate students' profile sheets were introduced and combined with focus group data, differences were evident. The data revealed that Flanders (pseudonym) at the PFPU was the highest income earner and also was among the most highly educated focus group members, holding a master's degree and educated abroad in the United States. Flanders earned two and half times greater salary than each of the two TPU focus group members. Below are responses made by the focus group members relative to their own descriptions of civic engagement activity. Their institutional type is in parentheses following each of their pseudonyms:

Flanders (PFPU):

> *"I believe that now our country has more money. People have more access to things.*
>
> *They can buy things and stuff, but they do not respect the rest. I mean specifically when*

you are driving, they do not respect like the traffic lights or the traffic signs. And they—

or we need to be educated in the schools and maybe some of the media about that."

Blue/ORANGE

"Or fines should be really, really, really big so they respect those rules because in the

States [US], *everyone respects traffic lights… it's really, really, really expensive"*

Red/BLUE/Orange

Bart (PFPU):

"…in my personal experience when I did participate [in civic engagement work] was

not in like graduate studies. It was in high school in a religious community. So there

we were very active. We were participating in the community. We were visiting poor

neighborhoods. We were working with old people, with kids. We were every weekend

we were doing some activities and [but] at the university, at college, I actually was just

studying and displaying my preferences politically speaking… yes more secular."

BLUE/Orange

Lisa (PFPU):

"I think it's because the kind of government we had in the past, we—in my case, we were

many years unable to speak about this. You see? We were a bit afraid. And it's not a

matter of changing from one year to another year, to be interested in talking about this.

But when you talk about politics, for example, we—we don't speak with other people. We

do it but in – our private groups, you know, with our friends. You know, and next we are

going to have election and we have never talked about that. For example, [as if asking

the general question] *who are you going to vote … because in my opinion, it is because*

we were afraid of [cuts off her response]*"* **GREEN**

[LISA addressing BART]*"remember they have to—they have to have a motive and we are not good motives, in my opinion, because if you talk about politics in class, you can be* [inaudible] *because you are influencing and that is not part of it, unless it is something that is in the curriculum and part of the plan, etcetera."* **Orange/GREEN**

Marge (TPU):

"Catholic schools are always having extracurricular activities. So you have to be engaged with that and you've got to play a role. But also it's part of our professional sense to do…So I think that maybe in terms of civic engagement that will be a part. You know, the professional side, it's one of the most important things in our career."

BLUE/Orange

Homer (TPU):

"I was thinking about my own job in my school. So because I work in a private school, a Catholic orientation okay. So the way that we they use principles… we prey [based on the flow of the interview Homer seemed to be suggesting manipulation and not "pray"] *on their experiences and the way that they have to practice the values and principles. And they do it."* **ORANGE**

Research Question #4

Is there a relationship between institutional type and graduate student civic engagement outcomes?

The method of Dummy Coding of the data was undertaken in order to conduct the multiple regression analysis and to separate the three universities for statistical comparisons using the private for-profit university as the excluded category for the multiple regression analysis. The universities were examined in order to determine their relationship to each of the four civic engagement question items.

Voting in a student election (CE_13)

The multiple regression analyses conducted to answer RQ3 also yielded results to help answer RQ4. For example, CE_13 (voting frequency) was predicted by the independent *Public* University variable $(\beta = -.237; p < .05)$ and not by the *Mixed* University variable when the *For-profit* variable was excluded as the comparison institution in relation to the civic engagement dependent outcome variable. Additionally, the relationship showed a negative slope between the predictor variable *Public* and the civic engagement outcome of student election voting frequency.

The regression analysis was reanalyzed a second time excluding the *Public* University and using it as the comparison institution. In the second case, the independent variable private *For-profit* University was the most influential predictor of student voting behavior $(\beta = .313; p < .01)$; however, the relationship had a positive slope. The result therefore indicated that the civic engagement outcome of voting in student elections was more frequent at the *Public* University in comparison to either the private *For-profit* or *Mixed* universities.

Hours per week of volunteering (CE_17)

The multiple regression showed volunteering during the week to be predicted by the *Mixed* University variable ($\beta = .673; p < .01$) and not by either the traditional *Public* or private *For-Profit* universities in relationship to the civic engagement outcome variable CE_17. The relationship also showed a positive slope between the predictor variable *Mixed* and the dependent variable outcome of number of volunteer hours engaged in per week.

Discuss politics with family (CE_83)

The multiple regression showed that the civic engagement outcome measure of discussing politics with family members was predicted by the *Mixed* University when either the *Public* or private *For-profit* universities ($\beta = .348; p < .01; R^2 = .05$) were excluded as the comparison institution of analysis. When the *Mixed* University was excluded in the analysis of CE83, based upon the results of the Model, the *Public* University was the most influential predictor of discussing politics with one's family ($\beta = -.202; p < .05; R^2 = .03$). The analysis showed that when comparing all three institutions, frequency with which subjects discussed politics with family members was lowest at the private not for-profit (i.e., *Mixed*) and most frequent at the *Public* University.

Descriptive Differences in Post-Graduates by Institutional Type

In Part I, a preconceived expected difference between the two universities' civic engagement outcomes was expressed by Homer, of the TPU focus group participants. He offered his own theory about what he expected the civic engagement outcomes to be at the private for-profit university. More specifically, during the focus group discussion, Homer claimed that he would expect civic engagement to be higher at the PFPU because they had more money. I asked him to elaborate his claim, and he subsequently interpreted his view to mean that

those at the PFPU were more resourced financially and thus more likely to be able to do civic

engagement work. When responding to research protocol question #5, *How important are the*

activities [of civic engagement that] *you described in your daily life*? Homer was emphatic about

expressing perceptions of unfair socioeconomic advantage being given to wealthy Chileans:

> *"I worked in a public school. I worked at the University. I worked in a private school…*
>
> *But I know our difference; the main difference is that, and they follow the others... I*
>
> *mean, if you don't have money, you don't have the chance to maybe to educate in some*
>
> *ways to other peers, for instance"* **ORANGE** *"Yes, in my opinion yes. Because as I said*
>
> *before, they* [wealthy Chileans] *have more chances, because the chances come from the*
>
> *government. The government gave them, because they have more money… money is a*
>
> *principle element for doing many things in Chile. It it's very sad to talk about it, but*
>
> *that's, I think that's true."* **ORANGE**

Although the data did not entirely support the expectation offered by Homer for all members of

the PFPU focus group—being more civically engaged due to their having higher incomes—the

data did suggest, in the case of one participant specifically, that Flanders's higher annual income

was associated with his lower assessed civic engagement. Nevertheless, the data did indicate

that higher annual income amongst the PFPU graduate student participants may have been a

factor that contributed to the higher-order thinking and SDT $^\text{v}$MEME clustering.

Summary

The results from the analysis of the data in this chapter were answered from two different

methodological domains. The findings provided answers to the study's qualitative research

question RQ1, and its mixed question(s) RQ2, RQ3, and RQ4. Part I of the study was qualitative

in nature, where the major findings were descriptions via interviews and discussions with high-

level university administrators and graduate-level adult learners at two different universities. All

of the analysis was viewed in relationship to civic engagement outcomes as well as personal

characteristics and the SDT ᵛMEME framework constructs that influenced the study's civic

engagement outcomes.

When responding to the protocols designed to answer RQ1, each of the administrators

defined the concept of institutional civic engagement differently. The phenomenon of

volunteerism better described the TPU administrator's view of civic engagement, while the civic

engagement phenomenon seemed to be viewed more as a *non-research based* service learning

approach by the PFPU administrator. Yet, neither institution had explicitly operationalized civic

engagement initiatives as part of its formal institutional mission.

In the investigation of graduate student ᵛMEMEs, focus group findings indicated that a

greater depth of clustering of the higher order individualistic SDT constructs (e.g., GT_Yellow)

existed amongst the participants at the PFPU. The PFPU focus group outcomes were more often

dominated by Orange, Green, and Yellow SDT ᵛMEME clusters than in the focus group held on

the TPU campus. The graduate student participants at the TPU had more dominant clustering of

the Blue and Orange SDT ᵛMEME constructs. As a result, the qualitative analysis from the

focus group and in-depth interviews provided complementarity with the quantitative survey.

Analysis showed that the adult survey subjects within the PFPU universities evidenced

more of the higher order SDT construct GT_Yellow ($\rho \leq .05, M = 1.79$) in comparison to the

post-graduates at the public universities. That particular ᵛMEME falls under the category of the

individualism themata. Additionally, mixed methods complementarity was achieved between

Parts I and II of the study with regard to the individualism themata. Based on the qualitative data

obtained via the in-depth interview with Chalmers (PFPF), his responses were more

individualistic in nature than Skinner, the TPU administrator. More specifically, the qualitative

data from Part I of the study provided complementarity to the Part II statistical analysis that

showed higher individualism in the private for-profit university environment. Survey subjects

from the PFPUs were more individualistic ($\rho = .01, M = 2.28$) than those at the public ($\rho =$

.03; $M = 2.43$) and mixed ($\rho = .04, M = 2.46$) universities, respectively.

The quantitative data analysis allowed for the answering of RQ3, related to personal

characteristics of the post-graduates in the survey sample. The statistical analysis showed that

the personal characteristics of DQ_Blue, Salary, GT_Yellow, and ER_Orange, were the most

influential predictors of protest and demonstration behaviors (CE_33). Therefore, the civic

engagement outcomes of the post-graduates were most influenced by personal characteristics and

the SDT worldviews of the subjects, as well as university type. This was especially the case for

CE_33 (participating in student demonstrations and protests), which was most influenced by

Salary and vMEMEs.

Research question 4 (RQ4) was answered by the results of CE_13 (voting in student

elections), CE_17 (hours of volunteering per week), and CE_83 (discussing politics with family

members), which were most influenced by university type. Responses to RQ4 regarding the

differences between environments relative to civic engagement outcomes were answered using

ANOVA tests in Part II of the data analysis. A two-way categorical table and multiple

regression analysis assisted in highlighting the relationship between institutional type and post-

graduates' civic engagement outcomes.

The results showed that environmental civic engagement outcomes were most influenced

by the public and mixed university types, both of which were not for-profit institutions. Voting

in student elections was most influenced by attendance at a traditional public Chilean university

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with a $M = 1.87$ and had a negative slope. Both volunteer hours (CE_17) and the participants'

discussing politics with family (CE_83) were statistically significant at the mixed university,

producing ANOVA tests with $M = 1.87$ and $M = 1.84$ respectively. The subjects who attended

the mixed university had the highest hours of volunteering and were also the least likely to

discuss politics with family members. Conclusions based on these findings will be discussed in

Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This study examined civic engagement outcomes among graduate-level adult learners within higher educational environments using an emergent adult developmental framework in the form of Spiral Dynamic Theory (SDT). The context for this study was Chile, South America, which offered a unique model for examination of mass privatization of education as it has been operationalized within the country for almost half a century.

Civic engagement was defined as, *maintaining interest and action in one's world as evidenced by active participation in both civic and political matters within one's community, ranging from the local to international domains*. The research also introduced the use of Memetics concepts (i.e., memes) as interpretive measures that were embedded within the SDT framework.

Memes operate and are transferred through person-to-person imitation (Blackmore, 1998; Dawkins, 1976, 1989, 2006). This study's findings revealed particular SDT clustering patterns of ^{v}MEMEs that were statistically and descriptively unique to particular university environments based upon whether they were for-profit or not for-profit universities. This difference was important to the overall civic engagement investigation, because memes function as non-genetic means of cultural transfer and thinking. As components of the SDT framework they allowed for an understanding of the evolutionary nature of changing worldviews that encapsulated the substantive theory paradigm stance of the research.

Using a mixed methods design for this study allowed for triangulation of data that revealed complementarity of findings and also served to counter biases that are traditionally

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found in a purely qualitative or quantitative mono-methodology approach (Teddlie &

Tashakkori, 2006). This chapter is divided into six major sections: overview of the study

including findings, conclusions, implications for theory, implications for practice and policy,

recommendations for future research, and chapter summary.

Summary of the Study

The purpose of this study was to identify civic engagement outcomes in relationship to

types of higher education environments. The research was conducted primarily among

volunteers who were Chilean adult post-graduate level learners at for-profit or not for-profit

university environments. Findings were examined through the lens of SDT using statistical tests

where variables, such as the personal characteristic of survey subjects, combined to produce

outcomes that informed the larger civic engagement phenomenon. Four research questions

guided the study:

1. In what ways are Chilean public and private for-profit institutions committed to civic
   engagement education and practices?

2. What are the prevailing [v]MEMEs of Chilean graduate students in public and private
   for-profit higher educational institutions?

3. To what extent is there a relationship between graduate students' personal
   characteristics and civic engagement outcomes?

4. Is there a relationship between institutional type and graduate students' civic
   engagement outcomes?

The investigation was a mixed methods design and took place in sequential Parts I and II

phases. Part I was qualitative in nature where the researcher conducted mini focus groups with

graduate students and in-depth interviews with high level university administrators. Part II of the

study design involved the administration of an online survey that was adapted from two preexisting instruments. However, the final survey instrument was restructured and ultimately developed by the researcher in order to effectively capture measurements of both the civic engagement and SDT key study variables. The findings are based on the result of 202 survey respondents.

The following summary of findings is organized according to the four research questions and highlight whether the results (and their dominance) were from the quantitative or qualitative method approaches. Overall, institutional types where descriptively and statistically different in terms of the civic engagement outcomes produced at the three typologies of universities.

When civic engagement served as the dependent variable in the multiple regression analyses, the *private for-profit unive*rsities were not statistically significant in measurements of: (a) student election voting frequency, (b) performing volunteer hours, (c) participating in demonstrations and protests, or (d) discussing politics with family. Additionally, the for-profit universities were more individualistic than the public and mixed universities based upon the SDT individualistic themata categorization.

The not for-profit universities in Chile—those that are considered traditional universities and are members of CRUCH—were statistically significant for all but one of the four civic engagement outcomes when CE served as the dependent variable in the multiple regression analysis. More specifically, the civic engagement outcome of frequency with which one would engage in demonstration and protest behaviors was most influenced by specific SDT variables and the SES variable of annual family income. The traditional *public universities* were statistically significant in connection to those subjects who frequently voted in student elections

and the *mixed universities* were statistically significant in relationship to subjects' performance of volunteer hours as well as those being the least likely to discuss politics with family members.

Research Question 1

In response to the question about institutional commitment, a strong interest was articulated by administrators from the traditional public and private for-profit universities in having civic engagement as part of the university mission. Nevertheless, there existed no explicit plan or mission statement that defined what university engagement (including civic) would be at either university, and there were clear differences between how the two administrators would describe civic engagement if it were to be institutionalized as academic pedagogy.

The TPU administrator described civic engagement as moral and religious development among graduate students that would lead to enhanced service and volunteerism within the community. Such experiences in the community would also allow graduate students attending the TPU to sharpen their skills and training at local community health clinics, for example. Nevertheless, the emphasis was placed on how the TPU (and graduate student) would be *giving* of its resources to the surrounding community with no discussion about partnerships of reciprocity. Additionally, the TPU administrator stated that any commitment to civic engagement learning could not be compulsory. According to this administrator, civic engagement must be left to the discretion of the student to perform, and it would need to be a mutually agreed upon undertaking between the student and faculty, such as a thesis (*tesis*) study in civic engagement as part of an agreed upon university curriculum/research project. The TPU administrator saw the university's foremost mission to be improving the social mobility of its

graduates and to play a key role in advancing economic stability and social/cultural development within their region and subsequently the country (not necessarily realized as civic engagement).

Dissimilarly, The PFPU administrator described his view of civic engagement as finding community-based opportunities to improve the skills and professional development of their students as a function of university "extension" within the larger community. The extension work as described included the accessing of university expertise by the community in the form of its faculty (and where possible, graduate students) who would work to improve the conditions of local government or healthcare systems. However, the individual student's moral and civic development through such exchanges would be secondary to the larger goal and priority of achieving academic competitiveness and well-trained graduates of their university. It was made explicitly clear by the PFPU administrator that any commitment to civic engagement pedagogy at their institution would at that time be secondary to workforce readiness goals that are at the forefront of their university mission.

The graduate student focus group participants at both the TPU and PFPU confirmed that there existed no formal commitment to civic engagement learning/activities as part of their university learning. A rationale was offered by one of the TPU participants who indicated that there simply was not enough time to do such activities, particularly if one were a part-time student and working professional. One of the participants at the PFPU indicated that the students at their university simply do not have an interest in doing civic engagement activities. However, the same participant did indicate that the seeming lack of interest could be due to the fact that the idea had not been introduced to them in a way that they might find appealing. The participant further went on to indicate that the students were unmotivated to engage in such extra activities if

it were not related to their academic study or led to meeting the requirements in order to obtain

their university credential.

Overall, there were no formal commitments to civic engagement learning or practices at

either of the two universities. However, the graduate students in the focus groups at both

universities expressed a value for and interest in the concept of civic engagement learning; but, it

was based upon their own personal interpretations of what civic engagement would look like and

that did not consistently align with this study's definition of the civic engagement phenomena.

Research Question 2

The researcher found both qualitative and quantitative SDT ^{v}MEME differences among

the post-graduate students at the for-profit and not for-profit universities. Thus the answer to

research question 2, derived from both the qualitative and quantitative data, was that higher order

thinking clusters were more pronounced among the wealthier graduate students at the PFPU.

This finding was based upon the data collected in Part I of the study and is consistent with the

empirical research findings of Graves (1971, 2005) who assessed that basic needs such as

housing, food, and clothing are more of a preoccupation among the poor versus the

socioeconomically wealthy.

Graves (2005) held that being less preoccupied and restricted in meeting one's basic daily

necessities of life expands the individual's capacity to think in more complex ways. Thus, the

adult is neurologically open for solving problems with greater cognitive developmental

processing that moves the adult toward the capacity for higher-order thinking. In essence,

higher-order SDT thinking was facilitated by the greater economic reality and freedom that was

being reflected in the higher incomes and higher order ^{v}MEME clustering patterns (e.g., Green

and Yellow) amongst the focus group participants at the PFPU. Overall, PFPU data reflected a

range of RED, BLUE, ORANGE, GREEN, and YELLOW SDT ᵛMEME construct clusters, while the ranges coded for the TPU focus group graduate students were clustered among the SDT lower-levels of RED, BLUE, and ORANGE ᵛMEMEs (see Table 13).

When examining the focus groups for collectivist and individualist SDT themata, the qualitative data were unsuitable for making that determination (see Table 17). However, the quantitative data were more conclusive in its statistical results, finding that the higher order YELLOW ᵛMEMEs were significant at the private for-profit university ($p = .05$) when compared to the traditional public university. Additionally, the SDT *Individualistic themata* was also statistically significant at the private for-profit university when compared to the not for-profit public and mixed universities ($p = .03; p = .04$), respectively.

The findings of higher order YELLOW ᵛMEMEs at the for-profit universities was shown in the triangulation of both the qualitative and quantitative data as part of this mixed methods design. In essence, although this was a sequential mixed method design, the Part I data analysis results did not unduly influence or inform the direction of the statistical analysis in Part II of the generated survey data. The mixing of the data at the level of analysis showed complementarity (Greene, Caracelli, & Graham, 1989) due to the methods converging through triangulation (Mathison, 1988) in order to offer results from two different data sources and methods in relationship to the SDT ᵛMEME constructs. More specifically, the SDT Yellow ᵛMEMES, reflective of higher order thinking, converged as a pronounced phenomenon within the for-profit university in both Parts I and II of the study—the quantitative survey findings also showed higher individualism themata occurring among subjects from the for-profit university environments (see Table 24). Both of the SDT Orange and Yellow ᵛMEMES were categorized

under the Individualism themata and were quantitatively more pronounced in the thinking of the graduate students at the private for-profit university (see Table 18).

Research Question 3

The data also showed statistically that the highest mean annual family incomes were generated from the participants at the private for-profit universities ($M = 2.60$), and the lowest from participants at the not for-profit mixed university ($M = 1.71$), who also had the highest mean average of volunteer hours CE17 ($M = 1.87$) as well. As income increased civic engagement outcomes decreased. Additionally, the SDT constructs of Blue, Orange, and Yellow were the most influential predictors of civic engagement outcomes.

The post-graduate students' personal characteristics and civic engagement outcomes differed in the two parts of the study. For example, a male participant (Flanders) from the PFPU self-assessed his civic engagement level to be among the lowest pre- and post-focus group discussion, stating that his CE level had decreased since beginning his graduate study. Flanders also had the highest reported annual family income among all of the focus group participants. Therefore, the Part I qualitative focus group finding reinforced the statistical data (in Part II) that showed as income increased, the frequency by which survey respondents would engage in CE activities (e.g., protests and demonstrations) would correspondingly decrease.

Research Question 4

Based upon the stepwise multiple regression analysis for CE13, voting frequency was predicted by the subjects' being in the traditional public university environment ($\beta = -.163, p < .05$). When the number of volunteer hours (CE17) served as the dependent civic engagement variable, results showed that the mixed university ($\beta = 0.19, p < .01$) environment was the most influential predictor of volunteer hours. The mixed university was

with the most influential predictor ($\beta = .245, \rho < .01$) of CE83, discussing politics with family. Therefore, findings were that the CRUCH not for-profit university environments were the most influential predictors of the subjects' CE outcomes when compared to the for-profits.

There were two categories of Chilean universities taking the online surveys—not for-profit and for-profit—and the categories were further divided into three university types that included (a) *traditional publics*, (b) private not for-profits or *mixed,* and (c) *private for-profits*. An analysis using the qualitative methods of Part I to attribute CE did not appear to indicate any difference in CE outcomes as a function of university environment.   However, the quantitative Part II portion of the study showed that three of the CE dependent variables—used for multiple regression testing—differed between the post-graduates' civic engagement outcomes as a function of university environment.

CE Meta-inferences via Mixed Methods Triangulation

In general, three out of the four males in the focus groups self-assessed their pre-focus group civic engagement level as 1 on a 0-5 point scale. Two of those males were from the PFPU and the other was from the TPU. The fourth male at the PFPU pre-focus group self-assessed his civic engagement level to be a 3. However, both of the females gave themselves higher self-assessed civic engagement levels than the men on the pre-focus group profile sheets, with scores of 3 (PFPU) and 4 (TPU), respectively, and both women in the post-focus group self-assessments indicated that their civic engagement levels had increased since beginning their graduate study. Discourse analysis used for interpreting focus group transcripts showed that the female participants also had the highest CE levels in response to the seven protocols, having scores of (4, n/a, 0, 1, 5, 5, 5) and (4, n/a, 5, 5, 2, 1, 5).

Nevertheless, survey data did not conclude any statistically significant difference when gender served as the independent predictor variable of civic engagement among the post-graduates. Therefore, no mixed methods triangulation convergence of CE outcomes based upon gender were identifiable. However, based upon the qualitative data gathering method, the personal characteristic of gender appeared to influence higher outcomes of civic engagement among the female graduate student participants, as did the personal characteristic of higher income.

More specifically, triangulation of the annual family income from Parts I and II of the study did converge around the study phenomenon of CE. The higher a study participant's income, the lower the frequency that individual participated in protest and demonstration behaviors. The CE attribution coding performed by the researcher (Appendix D) for the highest income earner (Flanders) was (3, n/a, 5, 5, 2, 2, 2). Based upon the Part I qualitative data the graduate student civic engagement outcomes were *higher* among the women and were *lower* in general as annual family income increased.

The lowest researcher coded CE levels from Part I in response to the protocols were obtained from participant Moe at the PFPU, whose attributed codes were (3, n/a, 2, N/R, N/R, 2, N/R). The investigator surmised that Moe was at times hesitant in responding to protocol questions and sought to provide responses that his supervisor (who was also a focus group participant) would view as acceptable. Additionally, Moe's responses generally did not reflect the types of higher order thinking found in the majority of the other three PFPU participants. In fact, the responses from both Moe (PFPU) and Homer (at the TPU) lacked the level of complexity in thinking observed from the data obtained from focus group participants. The researcher concluded that a larger number of participants from the TPU may have yielded more

diversity and complexity of thinking, as the PFPU mini focus group had four members while the TPU group only had two.

Two additional personal characteristics variables—age and political affiliations—obtained from sample data were not statistically significant in the initial ANOVA testing of Part II data. Neither of the two variables proved to be strong indicators of the civic engagement outcome in the study. Marge was 28 years old and Lisa was 61; yet, they both self-assessed their CE as higher than that of the men in Part I. Additionally, four of the six focus group members identified themselves as Liberal/Socialist and two considered themselves politically middle-of-the road, and were nominally coded as 2 and 3 respectively on a Likert-like six point scale. Similarly, the quantitative survey data in Part II showed that political affiliations within the sample was not a statistically significant predictor of CE outcomes, as no political affiliation differences existed between the three university types.

Socioeconomic variables. An initial one-way ANOVA test of the survey data showed that three types of socioeconomic variables were statistically significant: level of education or the Credential variable $F(2, 199) = 3.74, p = .03,$ Enrollment $F(2, 199) = 13.44, p = .00,$ and Salary $F(2, 199) = 4.16, p = .02.$ When tested in a multiple regression analysis with the four dependent civic engagement variables only the SALARY variable (see Table 28) was statistically significant as a predictor of CE_33, protest and demonstration behavior. Results showed that as a subject's annual family income increased the frequency with which the subject participated in protests and demonstrations correspondingly decreased.

SDT ᵛMEME variables. The other personal characteristics examined quantitatively in the multiple regression tests were the subjects' SDT ᵛMEME orientations. For every one-unit increase in the CE_33 variable, the DQ_Blue $F(2, 199) = 5.62, p = .00,$ and ER_Orange

$F(2, 199) = 5.44, p = .00,$ the SDT worldview orientation values decreased. Thus, based upon

the sample, the more DQ_BLUE the SDT worldview orientation—which reflects thinking that

compels one to obey authority and following the rules—and the more ER_ORANGE the

worldview became, the less frequently the subject participated in protests and demonstrations.

However, for every one-unit increase in the same CE_33 variable, the GT_Yellow worldview

orientation value also increased.

A post hoc Tukey test showed that the public and private for-profit groups differed

significantly at $p \leq .05$ in relationship to GT_Yellow. Therefore, the Tukey test result

indicated that as the subject became less aligned with the GT_Yellow system thinking—

suggesting dynamic movement toward the more authority-valuing systems of FS_Green or

HU_Turquoise—the frequency to participate in protests and demonstrations decreased.

This finding also suggested that as SDT thinking became more complex, intergral, and

hierarchically oriented upward, the prediction to participate in the civic engagement activities—

such as protests and demonstrations—would decline. That finding converged with the

triangulated qualitative data in Part I. For example, the focus group participant who was

assessed to have a greater clustering of the GT_Yellow worldview also self-assessed to be

among the members that indicated a decline in his civic engagement over time.

Using multiple regression, the only personal characteristic that was statistically

significant in its influence on the CE_83 (discussing politics with family members) was the

ER_Orange ^{v}MEME. Findings showed that as the subject became less ER_Orange

(individualistic construct) in their orientation, the frequency with which they discussed politics

with family increased (see Table 29).

Conclusions and Discussion

The conclusions generated from this research are the result of this study, a thorough

review of the relevant literature, and knowledge of the current situation of civic engagement

among post-graduate adult learners in Chile. These conclusions build upon previous literature on

how civic engagement has been realized in higher education from the domains of

institutionalization, academic pedagogy, and the forming of community partnerships. The civic

engagement phenomenon in this study was interpreted and represented through an SDT

theoretical framework. The following two conclusions will be discussed in this section.

Conclusion 1: Civic Engagement, broadly conceptualized, is not well integrated into

Chilean higher education through its institutional missions or academic pedagogy.

Many scholars (Boland, 2008; Gonzalez-Perez, MacLabhrainn, & McIlrath, 2007;

Slowey, 2003; Watson, 2003e) have found that the diverse ways that civic engagement continues

to be conceptualized in higher education adds to the tension surrounding its implementation.

The ambivalence to the formalization of engagement pedagogically in higher education results in

part from the lack of uniformity surrounding the basic principles and practices of service

learning, other forms of community-based learning methods, and also from the complex nature

of relating to the potential community partner(s) (Jacoby, 2003). Such tensions were reflected in

the responses of the Chilean university administrators. Based on the respondents in this study,

civic engagement in Chile was defined as *wide ranging* and its implementations varied, being

best described as undertaken *for* the community and in some instances *with* the community when

viewed from a more entrepreneurial approach. The two high-level Chilean university

administrators interviewed said that civic engagement as an adult learning praxis or student

development strategy was not formalized at their universities as a part of their degree-granting

curriculum. Civic engagement was described differently by the administrators and informally

practiced toward different ends based on university type.

The PFPU administrator viewed civic engagement—in part—as a strategy for developing

business relationships within the community that gave its students (and faculty) a competitive

edge in the job market. The TPU administrator viewed civic engagement as an opportunity for

volunteerism and student learning that helped the poor and underserved members of the

community, yet he also viewed it as a complementary strategy to the improvement of the

socioeconomic mobility of graduates overall. The expectation held that civic engagement

learning at the TPU could not be a compulsory requirement for students, but it was expected to

be a means for nation-building (though not explicitly stated as a political praxis) and improving

regional economic development. The diverse orientations of the phenomenon that exist in the

literature make developing a working definition of civic engagement a challenge internationally

for example, in the context of curriculum practices (Boland, 2014).

The compared CE environments. Literature discusses the role of institutional type on

expressions of community engagement (Barker, 2004; Holland, 2009), but little of that

scholarship draws contrasts relative to environmental differences among higher education

institutions and their students' civic engagement orientations. Persell and Wenglinsky (2004)

compared post-secondary higher education students and found that levels of civic engagement

differed among those students who attended a public community college versus those attending a

two-year for-profit secondary school. Over a two-year period at the for-profit post-secondary

schools, the students showed lower levels of civic engagement than students who attended the

not for-profit community colleges. However, this study identified specific merits related to the

personal characteristics, SDT orientation, and the higher educational environments of post-

graduates that spoke directly to predictive factors of civic engagement outcomes among adults

which were compared by for-profit and not for-profit university types.

Brand's (2010) research offered evidence that a return to higher education study

contributed to students' increased civic participation. However, Brand (2010) does not provide

the comparison of different university environments as a mediating variable of civic engagement

outcomes. Thomson, Smith-Tolken, Naidoo, and Bringle (2011) do offer a comparative analysis

of service learning and community engagement, however, the unit of analysis is at the level of

three case countries and not based upon different types of public and for-profit universities.

Therefore, this study is a new contribution to the literature showing that civic engagement

outcomes were associated with institutional type.

Interviewed graduate students concluded that the academic structuring of their

educational program curriculum and the demands of their personal lives made undertaking civic

engagement activities—outside of formal academic learning—untenable to their adult lifestyles.

However, the graduate students felt that connecting civic engagement learning to formal

academic and professional preparation goals (i.e., obtaining a degree credential in order to

improve one's quality of life metrics) would prove an attractive approach for introducing new

pedagogy, versus expecting students to independently engage in volunteer work (or civic

engagement activities) in the community on their own without structural support and using their

own personal time separate from university instructional time.

Conclusion 2: Individualism, as defined by the SDT themata, served to affect CE outcomes and was environmentally connected to a specific university culture.

The descriptive attributions formed from observations and an initial one-way ANOVA

showed that there were differences among the university types in this study with regard to CE,

SES, and SDT personal characteristic variables. Based upon a statistical test of multiple regression analysis of key variables in relationship to institutional type, the adult learners' civic engagement outcomes were comparatively lower within the Chilean private for-profit university environment.

Universities as Learning Organizations

Bui and Baruch (2012) found that employees that live in a collectivist culture were more committed to the process of becoming learning organizations (LO). Their findings also indicated that creating successful LO in higher education required systems thinking and the capacity to see deeper patterns and interconnectedness. Systems thinking is consistent with the GT_Yellow construct of the SDT framework and was also categorized under its individualism themata, which stressed the achievement of competencies that contribute to personal and professional success (Brown & Sandmann, 2013; Brown, 2015a, 2015b).

Bui and Baruch (2012), in comparing Vietnamese and British cultures, found the former more collectivist and having an environment where LO practices were aimed at the promotion of harmony and protecting the image of the organization, which is indicative of a collectivist FS_Green ᵛMEME orientation. The data in this study showed that the private for-profit universities were primarily accountable to their private investors (individualism), in contrast to the traditional not for-profit Chilean university that discussed commitments to nation-building and regional economic development for the citizens' benefit (collectivism). Therefore, the inference made via this study is that LO culture in higher education that were more individualistic in orientation also had lower civic engagement outcomes, a finding supported by the study data.

Civic engagement outcomes were measured using the online self-administered survey instrument (Brown, 2013), and student behaviors or worldviews were rated as a function of their unique institutional environments. The statistical data in this study indicated that both the not for-profit and for-profit participant universities in Chile showed collectivist DQ_Blue SDT orientations, which was not surprising, since Chilean society is viewed as one of the most collectivist cultures in the world based upon a multinational survey (Heine & Raineri, 2009). However, the private for-profit Chilean universities' data uniquely and consistently, as represented in both the qualitative and quantitative data, expressed the more individualistic higher order GT_Yellow SDT thinking patterns. Although the capacity for more complex thinking existed among the graduate students individually, survey respondents within the PFPU environment showed lower civic engagement outcomes in comparison to those from not for-profit Chilean universities. This conclusion certainly confirms that an individuals can be civically engaged within any of these university environments however, when taken as a whole, the differences among the institutional types as LOs were predictively distinct in relationship to CE outcomes.

The most influential SDT predictors. The researcher concluded that the outcomes of civic engagement behaviors were mediated by particular SDT worldview orientations. For example, a subject presenting the DQ_Blue constructs would possess an external locus of control and was motivated by thinking that held to an aversion toward breaking rules and disobeying authority. As the subject(s) rejected the more absolutist orientation of DQ_Blue (see Appendix B)—thinking that seeks to secure order out of chaos—their behaviors of participating in protests and demonstrations slightly increased. The inference being made from that conclusion is that as the SDT system movement would spiral upward (hierarchically), toward the next level

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individualistic ER_Orange system, protest behavior would be deemed more favorable because it orients toward an effort to obtain individual autonomy, independence, and material benefit (see Appendix B). The SDT orientation of ER_Orange privileges logical thinking that positions the subject to achieve the best advantage for purposes of winning or achieving a goal.

The latter, more individualistic ER_Orange ᵛMEME orientation—as compared to DQ_Blue—does not hold a special reverence for authority due to it being a worldview that is more autonomous in nature, having an internal locus of control. Therefore, those subjects holding to ER_Orange worldview orientations participated in protests and demonstrations as a self-serving strategic decision that allows the individuals to "win" and or gain the best advantage. If participation for ER_Orange in a protest and/or demonstration would not lead to gaining a strategic advantage or if it draws open retaliation from those in power, the subject would not find such civic engagement beneficial.

University Curriculum and Civic Learning

Whitley and Yoder (2015) examined undergraduates whose university incorporated civic engagement through educational experiences designed to enhance leadership skills and the creation of globally responsible citizenship. Findings suggested that civic engagement attitudes and behaviors were most impacted by extracurricular activities, with political engagement having the highest growth potential as a CE outcome. Unfortunately, there are few studies that directly speak to the effect of engagement activities on the behaviors, thinking, and attitudes of university-level learners beyond undergraduates (Whitley & Yoder, 2015), however, this study offers such scholarship.

This research design operated from prior knowledge, grounded in the SDT framework, that preexisting worldviews serve to influence the civic engagement outcomes of post-graduates.

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Johnston (2013) found that religion was positively related to civic engagement attitude and behaviors, however, Chile is a highly religious country where its estimated 2012 population identified as Roman Catholic 66.7%, Evangelical or Protestant 16.4%, Jehovah's Witnesses 1%, other 3.4%, none 11.5%, unspecified 1.1% (CIA World Factbook, 2015). Unfortunately, this study did not isolate for that specific variable which could be included on future iterations of the instrument(s).

Nevertheless, the personal characteristics of educational credential, enrollment status, and salary were all statistically significant in multiple comparison ANOVA tests of the three university types in this study. However, only the socioeconomic variable of salary served to influence the subjects' protest and demonstration behaviors based upon the results of the multiple regression analysis. Therefore, that conclusion is that increasing wealth is a predictor of decreased more overt forms of civic engagement (e.g., CE_33) such as protest and demonstration behaviors.

Political affiliations did not differ across the three university types in the multiple comparison ANOVA testing. Nevertheless, when examining the CE_83 variable of discussing politics with family, only the ER_Orange personal characteristic was statistically significant for those post-graduates at the mixed university in the multiple regression test. As the subjects became less individualistic, the frequency with which they discussed politics with their families would increase.

The literature cites political behaviors such as voting, running for public office, and expressing interest in politics, as representative of citizenship and others have included philanthropic and civic behaviors (Hunter & Brisbin, 2000; Perry & Katula 2001) as well. Unfortunately, many of the aforementioned variables were not used in this study but could serve

to enhance future iterations of the instrument as well as embolden inferences made in relationship to CE_83, because political behaviors in connection to civic engagement are clearly important research outcome determinants.

Bryant, Gayles, and Davis (2012), through Structural Equation Modeling (SEM), determined that social activism goals were mediated by subjects' charitable involvement behaviors. However, they do not offer predictive variables found in direct correlation to civic engagement behaviors in university environment. Although, they did conclude that student (social activism) involvement levels during their college years can directly impact their civic values and behaviors. Therefore, this study is uniquely positioned to contribute to increased political behavior literature that connects to higher education CE outcomes. Its findings offer explicit independent personal characteristics, a SES income variable, and university environment as the most influential predictors of CE outcomes among post-graduates and sets the foundation for a more expansive inclusion of other predictive variables such as charitable and philanthropic involvement as additional determinants of civic engagement outcomes.

Implications for Theory

There are two major theoretical implications from this research project. The first relates to the proposal of an emerging memetic conceptualization of adult learning termed by the researcher as *Educatedness* or *Educadodad* in Spanish. The second addresses the use of mixed methods as an interdisciplinary paradigm bridge for the study of complex social phenomenon and as an evaluand for the framing of student development programming in higher education.

Memetic Adult Developmental and Social Justice Learning

This research introduced a type of memetic taxonomy in association with the study's SDT open-ended theoretical framework. SDT introduces to the field of adult education an adult

development theory of how one's cognitive processes operate hierarchically when seeking to problem solve within the constraints of one's own personal memetically influenced worldviews. This study has led to the formulation of an emerging concept in relationship to the phenomenon of civic engagement in higher education. More specifically, the concept explores the memetic motivations of those adults who pursue graduate level credentialing within the context of academic capitalism. This emerging concept is being offered in conjunction with efforts to institutionalize civic and democratic engagement learning in higher education. The researcher has coined this emerging concept Educatedness (or *Educadodad* in Spanish). Therefore, *Educatedness is conceptualized as the memetic belief held among maturing adults that socioeconomic prosperity is made achievable through the privileging of post-graduate degree credentialing and in highly individualistic university environments (e.g., private for-profit universities), the adult [in Chile] tends to develop higher order complex SDT thinking capacities (and wealth); but they also tend to have decreased civic engagement praxis and social justice activism.*

This emergent concept is a memetic (i.e., imitated) outgrowth of an inordinate attention to degree credentialing and professional skills development (Edsall, 2012). Educatedness in higher education leads to the marginalization of scholarship centered upon social justice learning and praxis as basic components of core university instruction. Educatedness relates in part to the ideology of justice as fairness articulated by Rawls (1971), who considered the principles of justice to be an uncompromising and necessary aspect of adult learning. Rawls (1971) offered two foundational principles under which he viewed the basic structure for the realization of societal justice:

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First: each person is to have an equal right to the most extensive basic liberty compatible

with a similar liberty for others. Second: social and economic inequities are to be

arranged so that they are both (a) reasonably expected to be to everyone's advantage, and

(b) attached to positions and offices open to all. (p. 60)

Gravesian (2005) theory and SDT postulate that an ultimate state of justice is unachievable due

to the reality that when adults arrive at a particular worldview—even when basic necessities and

some desires are satisfied—one creates for him/herself new existential problems. These new

problems are generated out of neurological cognitive processes and are of a more complex

nature. Therefore, efforts to resolve the newly created condition require more advanced higher-

order thinking.

Graves (as cited in Lee, 2002) held that "Some people are attempting to make this world

fit and some people are trying to fit themselves in the word" (p. 51). The institutionalization or

introduction of civic engagement learning/pedagogy in higher education would proceed within a

complex social, cultural, political, and economic context that defines both its value and utility for

the university and the people who make up the institutions. Therefore, civic engagement

pedagogy as an institutional strategic plan should be implemented with an attention to the SDT

complexity that operates within the context of a learning organization.

Educatedness, which in short is hyper-credentialing to the exclusion of civic engagement

learning, was identified from this research after having used a hypothetical-deductive method of

theory development (Bendassolli, 2013) based on the content analysis of study data and

interviews. Educatedness is introduced in its infancy in this section of the dissertation, with the

recommendation that it be more fully developed as an adult development learning theory.

Educatedness (*Educadodad*) indicates that higher order SDT thinking, combined with

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memetically motivated hyper-credentialing among post-graduates that is devoid of intentional social justice learning, leads to decreased civic engagement outcomes.

Negotiation of Educatedness and civic engagement among adults. The Educatedness concept was observed in the data obtained from the TPU graduate student focus group and the PFPU administrator interview. Expressed personal outcomes of civic engagement were tethered to issues of socioeconomic advantage and the need for civic engagement to be more supported [by the government]—particularly, in the case of the TPU focus group data— through better educational opportunities for economically disadvantaged Chileans. Focus group data at the TPU indicated that the structural [political] system of Chilean education perpetuated a continuous cycle of social immobility, while redistributing and concentrating wealth among the more socioeconomically privileged Chilean groups. Survey data confirmed a linear relationship between decreases in civic engagement outcomes as annual income increases. Therefore, the concept of Educatedness should be examined more deeply in connection to the interplay of SDT, SES, and entrepreneurial university environments within higher education with particular attention toward the context of global adult education and lifelong learning.

Using Mixed Methods for Study and Theory Development

The mixed methods paradigm has been long-standing although not fully recognized by earlier academics as the mixing of paradigmatic traditions seemed untenable (Maxwell, 2016). However, mixed methods research designs benefit academic scholarship due to its expansive examining complex social phenomena that produces results that are attentive to both the qualitative and quantitative research traditions (Maxwell, 2016).

The mixed method approach used in this study was designed to be mutually informative and integrated, rather than separate and compartmentalized relative to findings about the

phenomenon of civic engagement within higher education, thereby allowing the results to speak more broadly to both scholarly and practice-based audiences. Data generated from the concurrent methods used in Part I of the study were sequentially examined in conjunction with the data obtained from the survey in Part II via triangulation (Mathison, 1988). The meta-inferences served to confirm convergence of outcomes as the two parts combined in meaningful ways. The use of mixed methods is not unique to social science inquiry and has had applications in fields such as astronomy, biology (de Wall, 1989; Heinrich, 1979, 1999; Shettleworth, 2010), and geology in order to, for example, study animal cognition. Its potential as an approach to more deeply inform the field of adult education and specifically adult development is vast.

Implications for Practice and Policy

Both the Chilean post-graduate students and university administrators agreed that the implementation of civic engagement pedagogy at their universities could prove beneficial to adult developmental learning goals within the context of graduate-level higher education. Those benefits were articulated in a number of ways, leading to the following recommended practices and policy that would serve to advance student civic engagement curricula development, leadership assessments and diagnostics, program evaluation, and guide university wide organizational development plans applying the construct knowledge of the SDT framework.

Higher Education Leadership Development

Graduate students indicated that civic values and leadership development were not a part of their formal curricula. However, if such curricula were implemented, it would need to be connected to their availability to participate and/or be a part of expected coursework. Civic engagement values and co-curricular opportunities and learning should be integrated into the teaching and research missions of Chilean universities in order to enhance the institutions' roles

as an educator of citizenship and resource for community development. Additionally,

opportunities should be made available (via civic engagement) for adult student leadership

training and the encouragement of these students [for formal academic credit] to participate in

such praxis as: demonstrations, volunteering, and religious expressions (i.e., prayer/meditation),

which have been shown to significantly influence civic values development in higher education

that subsequently supports community transformation initiatives (Hudson, 2013; Lott II, 2013;

Whitley & Yoder, 2015).

The SDT framework could be used to assess pre- and post-leadership learning and to help

in the identification of particular worldviews and characteristics that serve to facilitate productive

memetically-based civic engagement outcomes. For example, Latino students in the US who

engaged in service-learning courses—who also tended to gravitate toward a more collectivist

cultural framework—evidenced greater gains in leadership development and a commitment to

civic responsibilities. Moreover, university learning approaches that privileged lectures and

exams as educational delivery systems proved more individualistic in nature and were not the

preference among the Latino student participants (Cress & Durate, 2013). The more community-

based pedagogy that privileged group decision-making and inter-personal dialogues was more

effective for the Latino students.

Use of the knowledge gleaned from this study as a means to identify SDT ᵛMEME

constructs can aid in gathering information about participant thinking that can be used to guide

community-based conflict resolution strategies (Brown, in press, 2016c) and/or program

evaluation assessments. Therefore the SDT framework could serve as a diagnostic tool in order

to identify culturally competent matches—based in part on worldview ontologies—that would be

most optimal between for example, selection of program service providers and those persons who would be impacted by a program or community-based engagement experience.

University Strategic Planning

The researcher recommends an examination of learning and teaching modalities using the SDT framework as a guide in order to assess academic instruction that could be identified as either individualistic or collectivist in orientation. Those results could be used to determine efficacy metrics for student leadership development and learning that is sensitive to multicultural perspectives which align with university social-responsibility and cultural awareness programs.

The SDT framework should also be used in the production of mission statements that support memetically transferrable civic values, deemed as socially productive civic engagement competencies, and for application in environmental readiness scans connected to institutional theory of change planning. Such approaches could aid in the promotion of civic engagement competency, which has been shown to positively influence the development of an integrative leadership orientation, a necessary element of problem solving ability, best suited for the negotiation of complexity themes (Lucas, Sherman, & Fischer, 2013; Soria, Snyder, & Reinhard, 2015).

The researcher recommends the development of university policies that explicitly advance institutional civic engagement strategic planning that would serve as a means to reduce regional poverty and enhance the social mobility of Chilean citizens. Those strategic plans could use the SDT framework as a guide to the implementation and development of community-based engagement work.

Learning Organization Development

Many higher educational institutions are subject to the same demands to remain competitive as are commonly found in private business environments. Universities are also learning organizations, because they are entities that facilitate the learning of their members as the institutions continuously transform themselves. Generally, learning organizations develop as a result of the pressures facing them—both internal and external—and learning enables the organizations to remain competitive, for example, within an environment of academic capitalism. Therefore, the SDT framework should be used as a diagnostic tool for the assessment of LO members so as to identify *best fit* relationships in the activities of program management, program evaluation, and the development of learning style-specific pedagogies.

The Dimensions of Learning Organization Questionnaire (DLOQ) instrument (Watkins & Marsick, 1997) has been used as an instrument to measure dynamic organizational change and create a profile typically based upon a large sample of people. Its application with a sample of 700 university faculty revealed that knowledge performance was a statistically significant predictor of research performance (Ponnuswamy & Manohar, 2016) in higher education institutions (HEIs). The DLOQ offers seven dimensions upon which to evaluate an organization's learning culture, with the first four concentrated on the individual level and the latter three focused on environmental structure. The DLOQ has been found to be an appropriate testing instrument for measuring learning organizational culture, especially applicable in developing countries (Ponnuswamy, & Manohar, 2016) that are dissimilar to the Chilean context of this study. Nevertheless, Ponnuswamy and Manohar (2016) used constructs of the DLOQ in efforts to identify prevailing themes that lead to the bolstering of universities' performance as organizations that retain students through degree completion. The SDT instrument (Brown,

2013) could be used similarly to the DLOQ, but with the added benefit of measurement at the individual level, in addition to having been implemented within a more contemporary cultural context of Chilean higher education.

In the US, state funding metrics and appropriations have been tied to university performance in the form of degree holder production. This research indicates that policies related to the development of LO metrics should consider the assessment strength offered by use of the SDT framework and instrument in examining institutional environments. University policy making would benefit by having access to the assessment capacity that the SDT framework offers as a predictive tool for LO culture and in the identification of characteristics and environments that are conducive to student civic engagement development and how it might be realized in relationship to external community partnerships (Lucas, Sherman, & Fischer, 2013). The civic engagement outcomes offered in this study serve to inform policy development that facilitates the expectations that HEIs play a role in nation-building as agents in the production of a country's "knowledge economy" (Ponnuswamy & Manohar, 2016, p. 23) via the development and production of adults, employees, and graduates who are civically engaged.

Future Research

The purpose of this study was to identify differences in adult civic engagement outcomes among Chilean post-graduates at traditional not for-profit (public) and private for-profit universities. It also sought to add to the literature that internationally explored adult civic engagement in higher education through study within a Chilean context, where adult students engaged in revolutionary protests that demanded government educational reforms (Gregorutti, Espinoza, González, & Loyola, 2016; Simbuerger & Neary, 2015). Additionally, the results of this work can be added to the growing body of knowledge on adult development and how

cognition—that is dynamic and evolving—contributes to the adults' problem solving capacities and their abilities to negotiate environmentally complex social contexts and thinking (Erickson, 2007; Merriam & Bierema; 2014; Taylor, 2006).

Foremost, an area for future study would include replication of this research with a larger sample size of participants. Also of keen interest would be to repeat the study with post-graduate adult learners in a less collectivist society (e.g., the United States) in order to obtain comparative civic engagement data and benchmarks in connection to the emergence of entrepreneurial higher education globally. Additionally, further study would provide the opportunity to more fully develop the *Educatedness* conception. Any replications, however, should attend to updating the online self-administered survey.

Through the ethnographic immersion experience, along with the qualitative and quantitative analysis of the civic engagement phenomenon, the researcher was led to conclude that the instrument would benefit from a refining of the items meant to capture the CE variables. More specifically, since CE was not formally institutionalized as either a university mission statement or pedagogy in Chilean higher education, more relevant question items should be constructed—moving forward and based upon the cultural context—in order to better capture the outcomes and activities of CE independent of university curricula. Updated items could capture, for example, such things as reading newspapers and/or following broadcast news for political purposes (Huerta & Jozwiak, 2008), or being engaged in online activism and/or other forms of *digital democracy* (Biddix et al., 2009) which the current instrument (Brown, 201) was not constructed to capture.

Future studies should be undertaken in order to expand on the Memetic Science literature, for example, using the SDT framework in order to more fully develop the ᵛMEME constructs

among the lower-order and higher-order SDT worldviews systems. Other research

methodologies that employ anthropological and ethnographic approaches could expand more

deeply, particularly with regards to the lower-order [v]MEMEs, the SDT constructs. Additionally,

expanded mixed methods approaches that include the use of Structural Equation Modeling

and/or Hierarchical Linear Modeling could help facilitate the epistemology development for

some of the emerging SDT higher-order constructs—which would require the production of a

more advanced iteration of the Brown (2013) survey instrument.

The SDT framework could also be used in research for purposes of content analysis of

text that is developed within online environments and among marginalized groups where

qualitative narrative approaches prove optimal. More specifically, text can be assigned SDT

attributions based upon the memetic thinking that is represented within the context of personal

diaries/stories, online digital democracy movements, and other social justice activities that are

largely managed through social media platforms.

Summary

This chapter included a summary of this study and discussion of key findings. Overall,

this study found that adult civic engagement outcomes are most influenced by the university

environment and personal characteristics of the subjects, such as socioeconomic factors and SDT

worldviews. Two conclusions were drawn from these findings: (1) Civic Engagement, broadly

conceptualized, is not well integrated into Chilean higher education through its institutional

missions or academic pedagogy; and (2) Individualism, as defined by the SDT themata, served to

affect CE outcomes and was environmentally connected to a specific (for-profit) university

culture.

As an implication of this study this section introduced an emerging concept termed Educatedness (*Educadodad* in Spanish), which suggested that academic capitalism and neoliberal paradigms of graduate education credentialing may lead to a reduction in civic engagement praxis among post-graduate level degree seekers. This chapter also argued that the SDT instrument and framework could be used for the development of pedagogies that facilitate the scholarship of engagement and student leadership development, and that it can serve as an assessment and diagnostic tool for universities in reference to organization planning, management, program evaluation, and future social justice-based research. Lastly, these findings inform the literature, which currently is sparse, by having examined adult developmental thinking processes and conditions that affect outcomes of civic engagement. More specifically, it compares the substantive factors that influence Chilean post-graduate learning outcomes within the context of traditional not for-profit and entrepreneurial market-based for-profit higher education as site-specific environmental impacts on civic engagement outcomes.

Afterword

The researcher was made aware via an email in early February 2016 that Chris Cowan, the Spiral Dynamics co-founder who trained the researcher and was considered a professional guide, had died in July of 2015, shortly after being diagnosed with aggressive pancreatic cancer. The study instrument was created in advance of the researcher's training in Spiral Dynamics, however, Chris was gracious to offer his expert feedback on some of the instrument items both during and after the Spiral Dynamics training. Chris had a wonderful sense of humor, and the researcher appreciated how he was especially attentive to creating a training workshop environment that was inviting for a black woman with native heritage. Chris corresponded with

the researcher by email following completion of Spiral Dynamics training in Santa Barbara, CA and discussed the planned dissertation research to be conducted in Chile.

The researcher was comforted by the thought that Chris knew that the knowledge shared in training would be applied in a responsible manner that honored the legacy of both him and Graves. Therefore, it is apropos to close this dissertation with a salute to Chris, along with the words of Clare W. Graves as he describes mankind's search for understanding adult biopsychosocial systems change:

> *At each stage of human existence the adult man is off on his quest of his holy grail, the way of life he seeks by which to live. At his first level he is on a quest for automatic physiological satisfaction. At the second level he seeks a safe mode of living, and this is followed in turn, by a search for heroic status, for power and glory, by a search for ultimate peace; a search for material pleasure, a search for affectionate relations, a search for respect of self, and a search for peace in an incomprehensible world. And, when he finds he will not find that peace, he will be off on his ninth level quest. As he sets off on each quest, he believes he will find the answer to his existence. Yet, much to his surprise and much to his dismay, he finds at every stage that the solution to existence is not the solution he has come to find. Every stage he reaches leaves him disconcerted and perplexed. It is simply that as he solves one set of human problems he finds a new set in their place. The quest he finds is never ending* (Graves, 2005).

This researcher has especially come to appreciate that all robust scholarship is too a never-ending quest.

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APPENDIX A

NARRATIVE OUTLINE OF THE SDT FRAMEWORK © CONSTRUCTS

RED (C/P) – is the egocentric memetic worldview often marked by perceptions that "Life is a jungle" where there exist the "haves and have-nots" (p. 215). One looks to avoid shame and to defend one's reputation and respect even if it requires deadly force to do so. It is impulsive and often remorseless, as consequences for one's action may or may not come to fruition. The locus of control is internal and individualistic.

BLUE (D/Q) – is the purposeful memetic worldview marked by traditionalism: a need to bring order and stability to a disorderly situation. It tends toward self-sacrifice and the enforcement of divine principles, holding that people are assigned to their specific place in life. It holds to a belief in a divine truth or moral absolute. More extreme aspects of this meme would require dogmatic obedience while employing paternalistic attempts to bring order to chaos. Rules are to be followed and are non-negotiable. The locus of control is external and collectivist in nature.

ORANGE (E/R) – is the strategic memetic worldview marked by autonomy and independence in order to seek material gain. This worldview construct searches for the "best solutions," which are often located through science and technological applications. Competition is a prevailing meme aspect within this construct, as is winning. This memetic worldview is cautious not to arouse the suspicions and disfavor of other authorities, holding logic and reasonable certainty for success above a power impulsive. The locus of control is internal and individualistic in nature.

GREEN (F/S) – is the relativistic memetic worldview marked by exploration of the personal inner-self in conjunction with the inner-self of others. There is a prioritizing of community, unity, and harmony, as a promotion of shared societal resources for the benefit of all is valued. Notions of greed and dogmatic authoritarianism are rejected, as decision-making based upon consensus is promoted. Togetherness, harmony, and acceptance serve to replace the previous stage's scientific logic. Interpretive reality makes space for the metaphysical and one's feelings as analysis tools. The locus of control is external and collectivist in nature.

YELLOW (G/T) – is the systemic memetic worldview marked by functionality, competence, flexibility, and spontaneity that allows for creative thought. There is an imperative to restore order to the chaotic. Independence and autonomy of "being" is sought within the bounds of what is reasonable. This worldview produces a more tempered individualism and better results will always default to the better plan without allegiances to a likely temporal leadership. This meme is described as the "Flex-Flow perspective" (Beck & Cowan, 2006, p. 277). It recognizes the layered dynamics of both the nature of human beings and societies. It is the worldview most likely to recognize things as possessing a "both/and" nature and not be bound to a simplistic "either/or" perspective. The locus of control is internal and individualistic in nature.

Brown, L. R. (2016) adapted in part from Beck & Cowan, (2006).

APPENDIX B
GRAVES'S DYNAMIC CHANGE MECHANISMS CHART

	Dynamic Change Mechanisms	Conditions that Initiate Change
1.	Potential for change (Open/Closed)	The potential for change must be met through the acquiring of new insights (some will resist this stage therefore individual change is not inevitable).
2.	Solution	The problem is recognized cognitively and an understanding of needing to address the problem is precipitated
3.	Dissonance	The disturbance generated by the solution stage that subsequently triggers a regressive movement
4.	Insight	Insight is gained about the problem that halts the regressive movement backwards; insight points are very enlightening
5.	Barriers are removed or neutralized	Non-interference or properly timed aid and assistance is provided in relation to the problem
6.	Consummation of change	A "quantum-like" jump occurs so that change can be consolidated

SDT is based on Clare Graves's ECLET (Emergent-Cyclical Levels of Existence Theory). An existential problem has to develop before any conceptual change would occur between ᵛMEME levels. Each SDT construct or ᵛMEME(s) has different kinds of dissonance, insights, and barriers that initiate dynamic change states from one level to another. Movement between levels can be hierarchical and progressive (advancing forward) or regressive (moving down the system) toward previous, less complex ᵛMEMEs stages of thinking.

Focus Group Discussion Protocol (with Spanish Translation)

1.   Please share your own definition or give examples of what you consider to be civic engagement?

- Podría, cada uno de ustedes, compartir su propia definición o dar ejemplos de Participación Cívica / Compromiso Cívico?

2.   *Thank you for sharing your personal viewpoint.* We are going to be using the working definition of civic engagement provided on your profile forms. This definition is as follows:

Gracias por compartir sus puntos de vista personales. Nosotros usaremos la definición de Participación Cívica entregada en sus fichas de perfil. Esta definición es la siguiente:

a. Civic engagement in this study is defined as maintaining interest and action in one's world as evidenced by active participation in both civic and political matters within one's community, ranging from the local to the international domains.

- Participación Cívica en este estudio está definido como la mantención de interés y acción en el mundo propio, evidenciado por la participación activa en asuntos tanto cívicos como políticos, desde el ámbito local al ámbito internacional.

3.   Indicate by show of hands if you feel that your university encourages or provides civic engagement opportunities for you as a graduate student as part of your learning?

Podría indicar, a mano alzada, si usted considera que su universidad promueve u otorga oportunidades de Participación Cívica a usted como estudiante de postgrado, como parte de su aprendizaje?

For those of you who indicated yes, can you give an example?
For those who indicated no, can you share why you think this does not occur?

Para los que indicaron que sí: puede dar un ejemplo?
Para los que indicaron que no: puede compartir por qué piensa que esto no ocurre?

4.   Please describe what you believe qualifies as civic engagement activities? *Please also provide examples with your descriptions.*

Podría describir qué actividades califican como actividades de Participación Cívica? Por favor agregue ejemplos a sus descripciones.

5.   How important are the activities you described in your daily life?

Qué tan importante son las actividades que ha descrito en su vida diaria?

6.   Since beginning your graduate studies, do you think that your civic engagement activities have increased, decreased, or remained the same?

Desde que ha comenzado sus studios de postgrado, cree que sus actividades de Participación Cívica han aumentado, disminuido o se han mantenido?

If there has been a change, can you please explain why that change occurred?

Si ha ocurrido algún cambio, puede explicar por qué este cambio ocurrió?

7.   From you own viewpoint, who stands to gain the most from the use of civic engagement activities as a part of academic learning, the individual student or the communities external to the university?

Desde su propio punto de vista, quién es el principal beneficiario del uso de actividades de Participación Cívica como parte del aprendizaje académico, el estudiante individual o las comunidades externas a la universidad?

Why do you believe this?

Por qué usted cree esto?

Administrator Interview Protocol

1.   Please begin by sharing with me your own definition or understanding of what civic engagement entails?

2.   Identify three key priorities referenced in your institution's mission statement that you believe relate to civic engagement? Why do you think they are important?

3.   Considering your institutional mission statement, in what ways does your university operationalize its role in the **moral** and **civic development** of graduate students? For example, do the curriculum and the co-curricular activities give attention to the moral and civic development of graduate students? Would you please share some examples of each?

4.   Are there opportunities for graduate students to research or learn how to do research in civic engagement?

     a. **If so**, would you provide examples of how these opportunities are realized? **If not**, why do you think this is the case?

     b. Are there any service learning opportunities that give specific attention to civic engagement?

5.   How are your graduate students involved in addressing external local community needs and problems that you can connect to your mission statement?

6.   In what ways is the civic engagement that takes place with local leaders and advocates carried out such that there is reciprocity between the institution and the external university community?

7.   In your viewpoint, who do you think stands to gain the most from the use of civic engagement activities as a part of an academic learning program, the individual student or the communities external to the university? Why do you believe this?

APPENDIX D
QUALITATIVE FOCUS GROUP AND IN-DEPTH INTERVIEW
TRANSCRIPTIONS

Traditional Public University (TPU) Focus Group

Profile Data and Averages:	Public Traditional University Focus Group Participants = 2	
Ages:	28	43
Gender:	F	M
Participant Pseudonym:	Marge	Homer
Self-Identified Race:	Latina	Latino
Level of Graduate Education:	4th year or higher	1st year
Academic Area of Study:		MA Education
Enrollment Status:	Part-time	Full-time
Estimated Family Income:	Less than 10.000.00 pesos/year	Less than 10.000.00 pesos/year
Self-Identified Political Status:	Liberal/Socialist	Liberal/Socialist
Scaled Self-Identified Civic Engagement Level (0-5):	5	1
Reporting of any recent life events within the past year	*"I changed job. Now I work as an English teacher in the rural part of Linares and has been a great experience as a professional".*	*"The first like many exhibitions organized by ME".*
Group Discussion Protocols:		
1. Could each of you share your own definition or give examples of what you consider to be civic engagement? • *¿Podría, cada uno de ustedes, compartir su propia definición o dar ejemplos de Participación Cívica / Compromiso Cívico?*	*"It's commitment to the country and all the elements and surrounding country. Your nationality, your identity, and also the way that you involve within the society, as part of the society…"* **BLUE/orange CE=4**	*"In general, the way that people live in a country to be citizens, maybe."* **ORANGE CE=3**
2. Thank you for sharing your personal viewpoint. We are going to be using the working definition of civic engagement provided on your profile forms. This definition is as follows: *Gracias por compartir sus puntos de vista personales. Nosotros usaremos la definición de Participación Cívica entregada en sus fichas de perfil. Esta definición es la siguiente:*	**CE = n/a**	**CE = n/a**

a. Civic engagement in this study is defined as maintaining interest and action in one's world as evidenced by active participation in both civic and political matters within one's community, ranging from the local to the international domains.

• Participación Cívica en este estudio está definido como la mantención de interés y acción en el mundo propio, evidenciado por la participación activa en asuntos tanto cívicos como políticos, desde el ámbito local al ámbito internacional.

3. Would you indicate by show of hands if you feel that your university encourages or provides civic engagement opportunities for you as a graduate student as part of your learning?
¿Podría indicar, a mano alzada, si usted considera que su universidad promueve u otorga oportunidades de Participación Cívica a usted como estudiante de postgrado, como parte de su aprendizaje?

For those of you who indicated yes, can you give an example? For those who indicated no, can you share why you think this does not occur?

¿Para los que indicaron que sí: puede dar un ejemplo?
¿Para los que indicaron que no: puede compartir por qué piensa que esto no ocurre?

MARGE responded in the affirmative

"...we are teachers, but that's the main thing. You know, like they try to teach us how to put into practice the things that we learn here in the University and they just trust us to teach..."
BLUE

MARGE later responded in the negative relative to service-learning or civic engagement outside of the classroom being directed through the curriculum

"No, no. We don't have the chance to do that. It's just a matter of time, I guess. You know, the schedules are very [tight] so we don't do anything outdoors."

"So we are teachers inside the classroom, outside the classroom. I don't know. In the street or with family and friends. It's just that being a teacher for use or being trained this way, its 24/7."
Blue/ORANGE   CE = 0

HOMER responded in the affirmative

"You don't have to share—you know, your way of life. You are an example [for students] teaching. So it's a very big issue for the teachers, trying to communicate not just knowledge."
BLUE/Orange

HOMER later responded in the negative as well relative to service-learning or civic engagement occurring as part of the curriculum by nodding (video) in agreement to MARGE'S response, but made no clear definitive statement to that effect.

CE = 0

4. Would you describe what you believe qualifies as civic engagement activities? Please also provide examples with your descriptions.

"Catholic schools are always having extracurricular activities. So you have to be engaged with that and you've got to play a role. But also it's part of our professional sense to do…So I think that maybe in terms of civic engagement that

"I was thinking about my own job in my school. So because I work in a private school, Catholic orientation okay. So the way that we they use principals… we pray on their experiences and the way that

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¿Podría describir qué actividades califican como actividades de Participación Cívica? Por favor agregue ejemplos a sus descripciones.

will be a part. You know, the professional side, it's one of the most important things in our career."

BLUE/Orange CE = 1

they have to practice the values and principals. And they do it."

ORANGE CE = 2

5. How important are the activities you described in your daily life?

¿Qué tan importante son las actividades que ha descrito en su vida diaria?

"... from the private schools, they have more opportunities to do some things in relation to the civic engagement or put in practice civic engagement."

"Because—I don't know how to say this—but because of money. Yes, because they have the chance to do more things because anything they want to do it's connect [accessible] to them... your social status and things like that. That's the real life. Okay?"
ORANGE

"I worked in a public school. I worked at the University. I worked in a private school... But I know our difference, the main difference is that, and they follow the others... I mean if you don't have money you don't have the chance to maybe to educate in some ways to other peers, for instance"
ORANGE

Responding to the question if civic engagement opportunity is higher in the private sector:

"Yes, in my opinion yes. Because as I said before, they [wealthy Chileans] have more chances because the chances come from the government. The government gave them, because they have more money... money is a principle element for doing many things in Chile. It it's very sad to talk about it but that's I think that's true."
ORANGE CE = 3

6. Since beginning your graduate studies, do you think that your civic engagement activities have increased, decreased, or remained the same?

Did not address or respond specifically to this question during the focus group discussion.

CE = N/R (NO RESPONSE)

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¿Desde que ha comenzado sus estudios de postgrado, cree que sus actividades de Participación Cívica han aumentado, disminuido o se han mantenido?

If there has been a change, can you please explain why that change occurred?

¿Si ha ocurrido algún cambio, puede explicar por qué este cambio ocurrió?

7. From you own viewpoint, who stands to gain the most from the use of civic engagement activities as a part of academic learning, the individual student or the communities external to the university?

¿Desde su propio punto de vista, quién es el principal beneficiario del uso de actividades de Participación Cívica como parte del aprendizaje académico, el estudiante individual o las comunidades externas a la universidad?

Why do you believe this?

¿Por qué usted cree esto?

"...the community, I think that's the one."
BLUE

CE = 1

Total CE coding   **4, n/a, 0, 1, 5, 5, 5**   **3, n/a, 0, 2, 3, N/R, 1**
TPU   **MARGE**   **HOMER**

Private For-profit University (PFPU) Focus Group

Profile Data and Averages	Private University Focus Group Participants = 4			
Ages:	44	35	*	65
Gender:	M	M	*	F
Participant Pseudonym:	Flanders	Moe	Bart	Lisa
Self-Identified Race:	Hispanic (created)	White/ Spanish	Latino	Hispanic (created)
Level of Graduate Education:	4th year or higher	4th year or higher	1st year	4th year or higher
Academic Area of Study:	Education	Education	Literature	Education
Enrollment Status:	*	*	Part-time	*
Estimated Family Income:	20.000 to 25.000 pesos/year	10.000 to 15.000 pesos/year	10.000 to 15.000 pesos/year	10.000 to 15.000 pesos/year
Self-Identified Political Status:	Middle-of-the-road	Middle-of-the-road	Liberal/ Socialist (Ecologist)	Liberal/ Socialist
Scaled Self-Identified Civic Engagement Level (0-5):	1	1	3	3
Reporting of any recent life events within the past year		*"Started a master in university teaching."*		
Group Discussion Protocols:				
1. Could each of you share your own definition or give examples of what you consider to be civic engagement? • *¿Podría, cada uno de ustedes, compartir su propia definición o dar ejemplos de Participación Cívica / Compromiso Cívico?*	*"For example when we have to vote for a new president or the new mayor, for example, in our city, that's my participation in civic activities."* **ORANGE/green** **CE = 3**	*"I think it's where you're a part of these civic situations so you participate in these situations as a citizen, right? So you vote and you want other people to listen to what you have to say. So when it comes to electing presidents or whatever, so you have your own ideas about it."* **ORANGE**	*"I think that everything is related to politics. I think that civic engagement is related to how we are going to ask for our rights as citizens in our country or also how we fight against injustice in our parts of the world."* *"Being denied or when something happens to us, to our families, or to*	*"...to participate in different activities related to the community, related to the place where we live. In this case in our city our country...to participate in different elections or when you have to help some people in the community.* **GREEN CE = 4**

| | **CE = 3** | *our close relatives, or our community. So from that point, or from that starting point, we start getting engaged in our civil rights.* |
| | | **GREEN CE = 5** |

3. Would you indicate by show of hands if you feel that your university encourages or provides civic engagement opportunities for you as a graduate student as part of your learning?
¿Podría indicar, a mano alzada, si usted considera que su universidad promueve u otorga oportunidades de Participación Cívica a usted como estudiante de postgrado, como parte de su aprendizaje?

For those of you who indicated yes, can you give an example?
For those who indicated no, can you share why you think this does not occur?

¿Para los que indicaron que sí: puede dar un ejemplo?
¿Para los que indicaron que no: puede compartir por qué piensa que esto no ocurre?

4. Would you describe what you believe qualifies as civic engagement activities? Please also provide examples with your descriptions.

¿Podría describir qué actividades califican como actividades de Participación Cívica? Por favor agregue ejemplos a sus descripciones.

5. How important are the activities you described in your daily life?

¿Qué tan importante son las actividades que ha descrito en su vida diaria?

6. Since beginning your graduate studies, do you think that your civic engagement activities have increased, decreased, or remained the same?

¿Desde que ha comenzado sus estudios de postgrado, cree que sus actividades de Participación Cívica han aumentado, disminuido o se han mantenido?

If there has been a change, can you please explain why

that change occurred?

¿Si ha ocurrido algún cambio, puede explicar por qué este cambio ocurrió?

7. From you own viewpoint, who stands to gain the most from the use of civic engagement activities as a part of academic learning, the individual student or the communities external to the university?

¿Desde su propio punto de vista, quién es el principal beneficiario del uso de actividades de Participación Cívica como parte del aprendizaje académico, el estudiante individual o las comunidades externas a la universidad?

Total CE coding PFPU	**3, n/a, 5, 5, 2, 2, 2 FLANDERS**	**3, n/a, 2, N/R, N/R, 2, N/R MOE**	**5, n/a, 5, 4, N/R, 3, 2 BART**	**4, n/a, 5, 5, 2, 1, 5 LISA**

Face-to-Face Administrator Interviews

	University Administrator Face-to-Face Interviews	
No demographic data were collection for the administrative interviews		
	Focus Group Participants = 2	
	Traditional Public University CRUCH Member	Private Market-based University Non-CRUCH Member
Estimated Ages:	40+	60+
Gender	Male	Male
Participant Pseudonym:	Principle SKINNER	Superintendent CHALMERS
	Skinner	Chalmers
Group Discussion Protocols:		
1. Could we please begin by your sharing with me, your own definition or understanding of what civic engagement entails?	"I think civic engagement, in my definition could be the degree of understanding and compromise of either people or institutions regarding the development of one's society in politics, politically, economically, socially… [to] what extent I am involved or [willing to] compromised the development of society regionally or nationally" **GREEN** "…this is my level of compromise, how involved I am with the subject and if I am doing something for that. [It's where] I am not only living for myself, for myself, I am living for the society and etc..." **ORANGE/green**	"How do you care about your family, but about other people in general." **GREEN** "For example, I am not from Talca. I am from Santiago and I came here five years ago, and I'm not only involved in my job, but I am also very worried about what happen in the community and I participate in other things, not for money at all, but trying to to help [other] institutions." **ORANGE/Green** "So I understand by civic engagement, the how do you care about knowing about your job, about your family, but about other people surrounding or in other countries in general." **ORANGE/Green**

APPENDIX E
SURVEY INSTRUMENT DESCRIPTIVE STATISTICS COEFFICIENT ALPHA RELIABILITY

Scale	Total Number of Items	*M*	*SD*	*n*	Mean Item Mean	Coefficient alpha
CE10_Progress(5)		2.19	.923	202		
CE11_Progress(5)	2	2.18	1.000	202	2.19	.72
CE12_Frequency(3)		2.47	.670	202		
CE13_Frequency(3)		1.98	.726	202		
CE14_Frequency(3)		2.03	.825	202		
CE15_Frequency(3)		1.46	.734	202		
CE16_Frequency(3)		1.90	.662	202		
CE32_Frequency(3)		1.97	.630	202		
CE33_Frequency(3)		2.09	.681	202		
CE81_Frequency(3)		1.91	.696	202		
CE82_Frequency(3)		1.58	.586	202		
CE83_Frequency(3)		1.56	.622	202		
CE96_Frequency(3)		2.71	.553	202		
CE97_Frequency(3)	12	2.85	.396	202	2.04	.76
CE17_Hours (8)	1	1.32	1.36	202	N/A	N/A
CE50_Intensity(4)		2.03	.878	202		
CE51_Intensity(4)		1.95	.830	202		
CE52_Intensity(4)		1.82	.859	202		
CE53_Intensity(4)	4	1.67	.825	202	1.87	.64
CE54_Politicalparty	1	3.35	1.602	202	N/A	N/A

Survey Item	Total Number of Items	*M*	*SD*	*n*	Mean Item Mean	Cronbach's Alpha
@31RED		2.08	.845	202		
@42RED		2.28	.969	202		
@43RED		2.81	1.072	202		
@46RED		2.75	1.123	202		
@57RED		3.52	.767	202		
@58RED		2.85	.981	202		
@65RED		2.03	1.038	202		
@66RED		3.23	.841	202		
@75RED		2.92	.961	202		
@78RED		2.65	.987	202		
@87RED		2.15	.926	202		
@89RED		1.96	.871	202		
@92RED		2.71	.912	202		
@100RED		3.07	.892	202		
@106RED	15	3.02	.936	202	2.67	.80
@3BLUE		2.96	1.036	202		
@20BLUE		2.27	.967	202		
@26BLUE		3.01	1.088	202		
@30BLUE		1.73	.740	202		
@40BLUE		2.30	.936	202		
@55BLUE		1.50	.641	202		
@61BLUE		2.86	.920	202		
@74BLUE		2.86	1.048	202		
@80BLUE		2.29	.972	202		
@90BLUE		3.47	.865	202		
@91BLUE		2.01	.801	202		
@94BLUE		2.40	.984	202		
@95BLUE		2.81	.879	202		
@101BLUE		2.85	1.073	202		
@110BLUE	15	2.57	.961	202	2.53	.87

Survey Item	Total Number of Items	*M*	*SD*	*n*	Mean Item Mean	Coefficient alpha
@1ORANGE		3.00	1.122	202		
@4ORANGE		2.65	.903	202		
@18ORANGE		3.18	.876	202		
@21ORANGE		2.58	1.006	202		
@29ORANGE		2.40	.877	202		
@38ORANGE		2.83	1.029	202		
@41ORANGE		3.21	.939	202		
@48ORANGE		2.86	.927	202		
@63ORANGE		3.12	.869	202		
@71ORANGE		2.10	.927	202		
@76ORANGE		2.35	.967	202		
@85ORANGE		1.76	.860	202		
@98ORANGE		3.11	.947	202		
@102ORANGE		2.03	.979	202		
@108ORANGE	15	2.18	.919	202	2.63	.83
@2GREEN		1.36	.755	202		
@5GREEN		1.46	.740	202		
@7GREEN		1.55	.746	202		
@9GREEN		1.41	.819	202		
@19GREEN		1.68	.778	202		
@24GREEN		1.99	.849	202		
@28GREEN		1.91	.761	202		
@34GREEN		1.92	.843	202		
@47GREEN		1.75	.851	202		
@56GREEN		1.45	.646	202		
@59GREEN		1.99	.884	202		
@64GREEN		1.75	.792	202		
@70GREEN		1.60	.754	202		
@88GREEN		1.68	.684	202		
@103GREEN	15	1.96	.830	202	1.70	.85

Survey Item	Total Number of Items	*M*	*SD*	*n*	Mean Item Mean	Coefficient alpha
@8YELLOW		2.30	.854	202		
@23YELLOW		1.98	.828	202		
@27YELLOW		2.64	.943	202		
@36YELLOW		1.70	.760	202		
@39YELLOW		1.31	.586	202		
@62YELLOW		2.02	.791	202		
@68YELLOW		1.94	.838	202		
@72YELLOW		1.79	.791	202		
@73YELLOW		2.46	.957	202		
@77YELLOW		1.85	.827	202		
@84YELLOW		1.59	.715	202		
@93YELLOW		1.72	.782	202		
@104YELLOW		1.75	.902	202		
@105YELLOW		1.41	.618	202		
@109YELLOW	15	1.62	.828	202	1.87	.70
@6TURQUOISE		2.10	.920	202		
@22TURQUOISE		1.52	.865	202		
@25TURQUOISE		1.89	.863	202		
@35TURQUOISE		1.69	.758	202		
@37TURQUOISE		2.02	.903	202		
@44TURQUOISE		1.89	.953	202		
@45TURQUOISE		2.01	.855	202		
@49TURQUOISE		2.11	.956	202		
@60TURQUOISE		2.78	1.170	202		
@67TURQUOISE		2.25	.978	202		
@69TURQUOISE		2.07	1.041	202		
@79TURQUOISE		2.32	.966	202		
@86TURQUOISE		1.50	.781	202		
@99TURQUOISE		2.51	1.103	202		
@107TURQUOISE	15	1.56	.765	202	2.02	.84

WANTED!
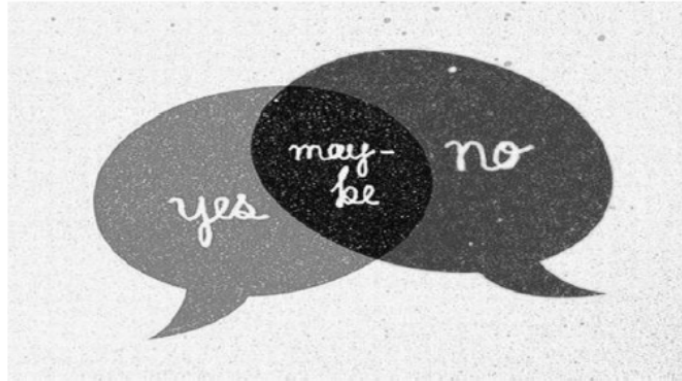
Research Participants for Your Opinion

We are looking for approximately 6 graduate students (3 from Universidad Católica del Maule and 3 from Universidad Autónoma de Chile sede Talca) to take part in a project to examine civic engagement in public and private for-profit higher education.

This is your opportunity to voice your concerns and worldviews about the role of higher education in preparing students for a more interconnected and global society.

To be included in the study the graduate students must be enrolled in at least their first year of graduate study at their respective institutions. English proficiency is important as the focus group discussions will be conducted in English.

This is a one hour focus group discussion and emailed follow-up survey in collaborative with:

THURSDAY, NOVEMBER 7th at 9:00 AM
5 Poniente 1670 (UA MAIN BUILDING) I 3RD Floor ROOM #77
CONTACT: PI Dr. Lorilee Sandmann, sandmann@uga.edu
Co-PI Lisa R. Brown, lisab214uga@gmail.com, Fono celular: 56-71-82037834

Recruitment 1 (email_1)

Dear (Graduate Student)

Lisa Brown is a graduate student from University of Georgia who will be doing some research on our campus in the coming months. Please see her recruitment email below for further information:

Thank you.
Dean María Eugenia Góngora
Dean of Faculty Philosophy & Humanities
University of Chile

Hello,

You are being asked to participate in a research survey entitled Measuring Civic Engagement and ᵛMEMEs. The purpose of the research is to understand the predictors and development of civic engagement levels alongside the deep values systems existing among Chilean graduate student adult learners. To be included in the study the graduate students must be enrolled in at least their first year of graduate study at their respective institutions and the administrator(s) must be a full-time employee with their respective institution.

I am the Co-Principal Investigator and a PhD candidate in the Department of Lifelong Education, Administration, and Policy at The University of Georgia (UGA) in North America. My doctoral dissertation is being conducted in the area of adult education and learning under the direction of my committee Chair, Professor Lorilee Sandmann, PhD and another committee member Dr. Anne Bliss, from the Universidad Católica del Maule in Talca, Chile.

I am recruiting graduate students to provide their feedback on an electronic survey that will take 45 minutes to 1 hour to complete. Simply follow this link to the survey <link to survey> to begin. If you have any additional questions please contact: PI Dr. Lorilee Sandmann, sandmann@uga.edu or Co-PI Lisa R. Brown, lisab214uga@gmail.com.

Thank you.
Lisa R. Brown
Doctoral Candidate
The University of Georgia, USA

Reclutamiento_1 (correo_1)

Estimado/a Estudiante,

Soy Lisa Brown y se le solicita participar en una encuesta de investigación llamada "Medición del Compromiso Cívico y ᵛMEMEs". El propósito de la investigación es comprender los predictores y el desarrollo de niveles de compromiso cívico, en el contexto de los sistemas de valores profundos existentes entre los estudiantes de postgrado Chilenos. Para ser incluidos en el estudio, los participantes deben haber recibido un título universitario.

Yo soy Co-Investigadora Principal del estudio y candidata al grado de doctor (PhD) de la Universidad de Georgia (Estados Unidos) bajo dirección de la directora de mi comité de disertación, la Prof. Lorilee Sandmann, PhD. Estoy trabajando desde la Universidad Católica del Maule, en Talca.

Estoy reclutando participantes para que completen una encuesta electrónica que tomará entre 45 minutos a una hora. Para ir a la encuesta, simplemente haga clic sobre el siguiente enlace:
http://tinyurl.com/Compromiso-Civico
http://tinyurl.com/Compromiso-Civico

Muchas Gracias.

Recruitment_2 (email_2)

Dear (Graduate Student)

Approximately two weeks ago you received an e-mail from Lisa Brown who is a graduate student from University of Georgia doing some research on your campus in the coming months. Please see her follow-up email below:

Thank you.

Ricardo Chacón
Director of University Planning and Development
Universidad Católica del Maule

Hello,

Approximately two weeks ago you received an e-mail from me inviting you to participate in a research study where you would take an online survey. The questions on the survey are designed to measure your view of the world and what impacts civic engagement activities have upon your life as a graduate student.

In order to complete the study it is imperative to have input from adult learners. More specifically, if you agree to participate in the study please follow this link to the survey <link to survey> to begin contributing your opinions and sharing your views. Please remember to **save and submit** a fully completed survey form. Your assistance in this research is much appreciated and if you have any additional question please contact: PI Dr. Lorilee Sandmann, sandmann@uga.edu or Co-PI Lisa R. Brown, lisab214uga@gmail.com.

If you have already completed the survey please disregard this request that you do so and your participation in the research is appreciated. There will be one final email notice and if you have completed the survey please feel free to disregard that final message.

Thank you.

Lisa R. Brown
Doctoral Candidate
The University of Georgia, USA

Reclutamiento_2 (correo_2)

Estimado Señor o Señora,

Hola nuevamente. Hace aproximadamente dos semanas usted recibió un correo electrónico de mi parte, solicitando que participe en un estudio de investigación completando una encuesta electrónica. Las preguntas de la encuesta están diseñadas para medir su visión del mundo y el impacto de las actividades de compromiso cívico en su vida como una persona con una educación superior.

Para poder completar este estudio, es imperativo contar con input de estudiantes adultos. Si usted está de acuerdo con participar en el estudio, simplemente haga clic acá: http://tinyurl.com/Compromiso-Civico. Recuerde en grabar y enviar el formulario completado. Su asistencia en esta investigación es muy valorada.
Si ya ha completado la encuesta, por favor ignore este mensaje y se agradece su participación en la investigación. Habrá un último mensaje recordatorio, y si ya completó la encuesta podrá ignorar también ese mensaje final.

Muchas gracias.
Lisa R. Brown

APPENDIX G
GRADUATE STUDENT FOCUS GROUP PARTICIPANT PROFILE SHEET

Your cooperation in filling out the information requested below would be appreciated. This data is not for identification purposes and will be used only as a research parameter. Thank you.

Working definition: *Civic engagement* in this study is defined as *maintaining interest and action in one's world as evidenced by active participation in both civic and political matters within one's community, ranging from the local to the international domains.*

1. Age: _____ Gender: _____ (**M**= male, **F**= female, **PO**= prefer to omit)

2. Race: White/Spanish ___
   Latino/a ___
   Black/African ___
   Mixed Race ___
   Asian ___
   Indian ___
   Prefer to omit ___

3. Name of your institution (please check one):

   TPU _____

   PFPU _____

4. Level of Your Graduate Education:

   1st Year _____ 2nd Year _____ 3rd Year _____ 4th Year or higher _____

5. Academic Area of Study: _____

6. Enrollment Status: Full Time Student _____ Part-Time Student _____

7. Estimated family income: being defined as the total yearly compensation received by all family members ages 22 or older living in the same household (circle):

   a. Less than 10.000.000 pesos annually
   b. 10.000.500 – 15.000.000 pesos annually
   c. 15.000.500 – 20.000.000 pesos annually
   d. 20.000.500 – 25.000.000 pesos annually
   e. 25.000.500 – 30.000.000 pesos annually
   f. More than 30.000.500 pesos annually

APPENDIX G
GRADUATE STUDENT FOCUS GROUP PARTICIPANT PROFILE SHEET

8. Your political status (circle):

    a. Far left/Communist   b. Liberal/Socialist c. Middle-of-the-road

    d. Right   e. Extreme Right f. Prefer not to answer

    g. Other _____

            (Please write-in)

9. Circle where you would rate your civic engagement level on a Scale of:

   0   1   2   3   4   5

 None   **Very High**

10. Important life events within the last year:_____

_____

_____

_____

Signature _____   Print _____

Email _____

APPENDIX H
RESEARCHER'S SUBJECTIVITY STATEMENT

My motivation to examine the phenomenon of for-profit higher education, and civic

engagement as an environmental outcome was influenced by my experience as an inner-city high

school teacher. I came from a family of educators who instilled in me a love for learning and a

concern about the conditions of black people and families in America. Having been born during

the beginning of the US civil rights movement I grew up far more conscious and aware of the

material world as a pre-teen and witnessed the demands for black power emerging within my

community as well as the student protests that opposed US involvement in the Vietnam War.

Therefore, I developed a keen sensibility toward the role that civic engagement and political

protests could have for impacting social change. After graduating with my bachelor's degree, I

was employed as a university administrator for over 13 years, which was during the height of

revolutionary pan-Africanism movements taking place on college campuses. Following my

higher education tenure, I worked as an inner-city high school teacher for five years. As a result

of these educational experiences I came to appreciate how valuable a college degree could be to

enhance a person's socioeconomic mobility.

My passion for helping students gain access to higher education continued to increase

particularly for those students (i.e., low-income students, poor minorities, and adults) who were

traditionally under-represented on the nation's college campuses. I realized—through my work

as a public school teacher—that many black and poor students had a number of environmental

and socioeconomic challenges that impeded their academic success. Many of my inner-city

minority students struggled to complete their high school curriculum or perform at levels that

would position them to take college preparatory courses. The physical classroom space in the

inner-city schools was sometimes less conducive for science instruction, as the laboratories were in poor condition or understocked with instruments compared to what would be found in the more affluent suburban high schools in my city.

Those same academically challenged students, as they approached their senior year of high school, began to talk to me about their post-high school graduation plans. Many shared with me how their grades and/or personal life circumstances would not allow them to pursue education at a traditional 4-year university; therefore, they had plans to continue their tertiary education at private for-profit universities that had recruited and accepted them for admission. These very enthusiastic and hopeful youth shared with me that they were going to pursue degrees in areas such as legal assistant, computer science, and nursing. My high school teacher specialization was the natural and environmental sciences. I was aware of the academic history of my students and knew how poorly some of them had performed in the basic courses that would support their post-secondary pursuit of STEM and technology fields. As my students' faces beamed with hopefulness and a degree of naiveté about college financing, my suspicions about their chosen post-secondary higher education options began to mount because I had also served as an admissions and student financial aid counselor prior to my being a high school teacher.

Following my decision to obtain my PhD, I ended my career tenure as a public school teacher and embarked upon my doctoral study at UGA. I continued my scholarly agenda to examine the phenomenon of entrepreneurial for-profit higher education and the seeming growth of the industry. My research showed that complaints about the for-profit universities were beginning to mount as students experienced high rates of attrition, incurring large student loan debt and failing to complete degrees that led them to gainful employment.

No empirical studies had been undertaken to examine outcomes for the adult learners that gravitated toward and enrolled at these private for-profit universities. Moreover, an investigation of graduate level learners at these institutions and the student development opportunities for civic engagement as a function of their curriculum was absent from the literature. Therefore, I decided to make such examination the focus of my dissertation research.

My subjectivity was informed by my bias in opposition to academic capitalism, documented cases of student exploitation, and poor academic quality at private for-profit universities. Therefore, my analysis could be influenced by my subjectivities in the interpretation of the research events, which included my evaluation of participant data. However, I put in place a rigorous methodology, which included the triangulation of the qualitative and quantitative data in this mixed methods study to enhance the credibility of my findings. The goal of my research was to be predictive of the civic engagement and Spiral Dynamic Theory (SDT) outcomes of post-graduates based upon the environmental differences of the for-profit and not for-profit higher education comparisons. Taking into consideration my lived experiences—and how they might inform the interpretive process—I remained committed to being ethical in my scholarly presentation. The production of findings was grounded in the goal to increase knowledge that serves to inform and enlighten the field of adult education, learning, and organization development.

**SURVEY SUBJECT DEMOGRAPHIC INFORMATION AND FREQUENCY
DISTRIBUTIONS**

Study Variable Code	Personal Characteristics	Frequency Distribution	
		n	*%*
AGE	25 years and under	25	7.8
	26 - 30 years	73	22.9
	31 - 35 years	57	17.9
	36 - 40 years	21	6.6
	41 - 45 years	11	3.4
	46 - 50 years	10	3.1
	51 - 55 years	4	1.3
	56 - 60 years	1	.3
GENDER	Male	103	32.3
	Female	99	31.0
GRAD_EDU	Chile	176	55.2
Of Graduate Study	United States	11	3.4
	Other	15	4.7
GRADES	Highest Honor	84	26.3
	Good Honors	113	35.4
	Sufficient Pass	5	1.6
CREDENTIAL	1ST-4TH Year Postgraduate	140	43.9
Academic	Received Título (Working)	21	6.6
Achievement Level	1st-Final Year Postítulo	7	2.2
	Received Masters (Working)	24	7.5
	Received Doctorate (Working)	5	1.6
	Other	5	1.6
RACE	White/Spanish	46	14.4
	Latino/a	137	42.9
	Mixed Race	10	3.1
	Prefer not to answer	9	2.8
UNIVERSITY	Traditional Public	104	32.6
Type	Private For-profit	60	18.8
	Traditional Not For-profit (Private Mixed)	38	11.9
ENROLLMENT	Full-time	39	12.2
Status	Part-Time	125	39.2
	None of the above	38	11.9
SALARY	Less than $20,000 USD	87	27.3
(Annual Family	$20,001 - $30,000 USD	44	13.8
Income)	$30,001 - $40,000 USD	24	7.5
	$40,000 - $50,000 USD	18	5.6
	$50,001 - $60,000 USD	9	2.8
	More than $60,001 USD	20	6.3

Midiendo el Compromiso Cívico y vMEMEs Estudio (Versión español)

* Required

Nota importante: Esto indica que usted ha completado más del 50% de la encuesta.

Puede elegir entre tomar un descanso o continuar hasta el final. Por favor NO CIERRES LA VENTANA DEL COMPUTADOR porque las respuestas en este punto NO SE GRABARIAN y tendría que reanudar la encuesta desde el principio. Es deseable que si vas y vuelves a la encuesta que lo hagas en un plazo de 24 horas.

67. Existen inclinaciones hacia el potencial humano, pero no todos son capaces de acceder y dar vida al ser superior interno. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

68. No se estrese, relájese y deje que las cosas fluyan. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

69. No hay espacio para la "nada", aun cuando no hay luz, hay presencia. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

70. La gente hoy en día necesita darse cuenta mejor de las cualidades humanas de ternura, y del deseo de relacionarse unos con otros. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

71. Para hacer que otros hagan el trabajo, este debe ser desafiante, recompensado financieramente y tendiente al avance. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

72. Me considero una persona de espíritu libre, autosuficiente, flexible y en busca de nuevas experiencias. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

73. Mi principal problema es que no puedo hacer todo lo que quiero para asegurar la sobrevivencia de este mundo y la vida en general. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

74. El amor es el reflejo del cuidado de los Seres Superiores hacia mí. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

75. Si no te ocupas de tí mismo, nadie lo hará por tí. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

76. Me siento orgulloso(a) de sacar ventaja de mis oportunidades. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

77. Un buen jefe debe recrear su organización cuando sea posible, a fin de que sus metas sean alcanzadas mediante el logro de los objetivos de sus empleados(as). *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

78. Si no puedo tener lo que quiero, me enojo y trato de vengarme de la forma que sea. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

79. La humanidad tiene infinitas e inexplotadas habilidades, que sólo un grupo selecto puede reconocer en forma simultánea en el pasado, presente y futuro. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

80. Un gobierno debe establecerse para promover el orden y las leyes. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

81. Discute sobre política en clases. * Elija la que mejor le describa

- ○ Con frecuencia
- ○ Ocasionalmente
- ○ Nunca

82. Discute sobre política con amigos. *

- ○ Con frecuencia
- ○ Ocasionalmente
- ○ Nunca

83. Discute sobre política con la familia. *

- ○ Con frecuencia
- ○ Ocasionalmente
- ○ Nunca

84. Un(a) amigo(a) debería estimarse a sí mismo(a) independientemente de mis necesidades de él o ella. * Por favor, seleccione la respuesta que mejor refleje su punto de vista.

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

85. Para mí, la "vida" está llena de oportunidades para aquellos que están dispuestos a correr los riesgos necesarios para superarse y lograr una buena vida. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

86. La tierra es un organismo vivo e integrado y nosotros estamos sujetos a ella tanto como ella a nosotros. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

87. Al final, la vida se compone de los que " tienen todo" y los que " no tienen nada". *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

88. Sentimientos y emociones, así como sus expresiones, son importantes para mí. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

89. Algún día podré conducir un elegante auto deportivo, que demuestre a todo el mundo que yo sí "la hice" con estilo. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

90. Aquellos cuyas creencias y opiniones más me importan son los que interpretan la palabra de Dios; como son los sacerdotes, o el pastores, o rabinos. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

91. Una buena persona debería seguir siempre el camino prescripto en su vida. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

92. Me gusta trabajar donde hay mucha acción y la oportunidad de hacer mucho dinero en forma rápida. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

93. Me gusta estar cerca de personas que se enfocan en lo que es posible y liberan sus mentes para conseguirlo. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

94. Debemos defender las verdades básicas que han guiado a las personas desde el principio. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

95. Para mí, la dicha es vivir la vida de acuerdo a las reglas y de ese modo cosechar los beneficios, ahora y siempre. *

	1	2	3	4	
Totalmente de acuerdo	○	○	○	○	Totalmente en desacuerdo

96. He trabajado en una campaña política a nivel local, regional o nacional. * Elija sólo UNA opción :

- ○ Con frecuencia
- ○ Ocasionalmente
- ○ Nunca

97. He contribuído con dinero para una campaña política. *

- ○ Con frecuencia
- ○ Ocasionalmente
- ○ Nunca

98. El mundo está lleno de oportunidades para aquellos que son ambiciosos. * Por favor, elija la respuesta que refleje mejor su punto de vista.

	1	2	3	4

271

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

99. Hay dimensiones del ser al que no nos podemos acceder por nuestros estados físicos. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

100. Me preocupa luchar por sobrevivir en un ambiente hostil. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

101. Cuando muera, quiero pasar de este mundo al otro, tal como me dijeron me pudiera. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

102. Estoy dispuesto(a) a trabajar duro, si al final voy a ser recompensado(a). *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

103. Una buena persona siempre debería abrirse con otros para establecer cercanía. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

104. Cualquier persona con autoridad debería basar sus deciciones en el consenso del grupo. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

105. Las personas deberían sentirse libres de ser quienes son. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

106. Sólo se vive una vez; debería ser disfrutado. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

107. El verdadero conocimiento no puede existir sin sabiduría, así como el intelecto no puede existir sin emoción. *

           1   2   3   4

Strongly Agree ○ ○ ○ ○ Totalmente en desacuerdo

108. Los niños aprenden mejor cuando existe la posibilidad de competir y la oportunidad de descubrir algo por sí mismos. *

                  1   2   3   4

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

109. Me entristece pensar en cómo estamos destruyendo el mundo y toda la vida en él. *

| | 1 | 2 | 3 | 4 | |
| | ○ | ○ | ○ | ○ | |

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

110. Desde el punto de vista moral, la mayor parte de las cosas son claramente correctas o equivocadas. *

| | 1 | 2 | 3 | 4 | |

Totalmente de acuerdo ○ ○ ○ ○ Totalmente en desacuerdo

¡Gracias por completar este cuestionario!

Recuerde guardar y enviar la ENCUESTA COMPLETA. Además, por favor, tómese la libertad de darnos a conocer cualquier comentario adicional o preocupación que desee expresar, en el espacio más abajo:
Comentarios: De ser posible, por favor díganos cuál cree usted que sea el mayor obstáculo para el compromiso cívico de los estudiantes de postgrado.

*

- ○ Seleccionar este espacio, y continuación presione el botón de envío a continuación para registrar sus respuestas a la encuesta.

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Appendix L (Continued)
Spanish and English Versions of the Survey Instrument

Measuring Civic Engagement and vMEMEs Survey

You are being asked to participate in a research survey entitled Measuring Civic Engagement and vMEMEs. The purpose of the research is to understand the predictors and development of

civic engagement levels alongside the deep values systems existing among Chilean graduate student adult learners.

Please know the research activity is being conducted by the individual listed below under the supervision of Dr. Lorilee R. Sandmann, professor in the Department of Lifelong Education, Administration, and Policy at the University of Georgia, and the results may be published.

Lisa R. Brown
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University of Georgia
College of Education
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Athens, Georgia 30602-4811
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lisab214@uga.edu

As graduate students enrolled in university study, you are asked to complete an online questionnaire of 110 questions about your views on graduate education along with your own personal values. Your responses will be used to connect how you view your understanding of civic awareness and engagement. Additionally, the questions are designed to give a sense of your personal worldview and what you consider to be important as reflected in your deep value thinking (vMEMEs). There is no right or wrong answers. All of the statements are ordinary questions you might expect in a simple conversation. They are intended to show the differences in people and their perceptions in society. No matter how you respond to the questions, you can be sure that many people feel the same as you and share in your viewpoints.

There are no foreseen risks to you for participating and also please know that your participation is voluntary. You may refuse to participate or withdraw at any time without penalty or loss of benefits which you would otherwise be entitled to receive. Once you have submitted your results at the end of the survey, the researchers will not be able to return or destroy the information provided by you. You were selected to complete this survey as graduate student input is vital to this research.

We have formatted the survey in a way that all questions are required, as incomplete surveys cannot be properly assessed by the researcher. Please note, if you are uncomfortable or do not want to answer any questions you are free to stop the survey and withdraw your participation. However, you are encouraged to complete the survey in it's entirely, even if that requires two sessions for you to complete all the questions. On average the questionnaire should range between 45 minutes to 1 hour to complete in one online session. All of your responses will be confidential and will not be associated with your name or e-mail address. However, a unique identifier will be assigned to each respondent that has no meaning outside of the survey website.

Please note: Due to the limitations of the technology, internet communications are sometimes insecure; as a result there are limitations to the degree of confidentiality that can be guaranteed. Be assured that confidentiality is of the utmost importance and once the researcher receives the

completed survey, standard security procedures will be followed. Additionally, no individual data will be reported, only statistically summarized data is presented. Moreover, if you feel uncomfortable with the risk to privacy with taking an Internet survey, you can open the PDF version of the survey instrument located at [http://tinyurl.com/PDF-English]. Simply complete the survey by hand and then submit via fax (706-542-1262) or US mail at the address listed.

If you have questions, please contact us: principle investigator Lorilee R. Sandmann, Ph.D., professor of adult education, at 706-542-4014 or sandmann@uga.edu or co-PI Lisa R. Brown, doctoral candidate in adult education, at 706-542-3343 or lisab214@uga.edu.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

Clicking the box is the indication of your informed consent. If you do not want to participate in this research project, simply close this window. Please print a copy of this page for your records.

* Required
Please click the box below to continue. *

- ☐ Agree

Please enter your email address below: * [   ]
I. How old are you? * Years [   ]
II. Gender? *

- ○ Male
- ○ Female
- ○ Prefer not to respond

III. What countries have you lived in during the pursuit of your graduate degree? * Choose all that apply.

- ☐ Chile
- ☐ United States
- ☐ Other: [   ]

IV. Grade Point Average * Select the range that best represents your status

- ☐ 6.0 - 7.0 83% - 100% Outstanding (7.0) Highest Honours
- ☐ 5.0 - 5.9 66% - 82% Good Honours

- ☐ 4.0 - 4.9 50% - 65% Sufficient Passed
- ☐ 3.0 - 3.9 33% - 49% Less than Sufficient Failed
- ☐ 2.0 - 2.9 16% - 32% Deficient Failed
- ☐ 1.0 - 1.9 0% - 15% Very Deficient Failed

V. What year are you in graduate school? * Select the most accurate choice

- ○ 1st Year Graduate Student
- ○ 2nd Year Graduate Student
- ○ 3rd Year Graduate Student
- ○ 4th or higher Year Graduate Student

VI. Which one describes you the best? * Choose one from a list.
VII. Which of the following institutions are you currently attending? * Please select the appropriate institution from the list below:
VIII. Are you currently a full-time or part-time graduate student? * Please only select one choice

- ☐ Full-time
- ☐ Part-time

IX, Estimated family income: being defined as the total yearly compensation received by all family members ages 22 or older living in the same household. * Please only select one choice (Note: The conversion rate is $1000 Chilean pesos for two U.S. dollars)

- ☐ Under USD $20.000
- ☐ USD $20.001 - USD $30.000
- ☐ USD $30.001 - USD $40.000
- ☐ USD $40.001 - USD $50.000
- ☐ USD $50.001 - USD $60.000
- ☐ Above USD $60.001

Please complete the items below based upon your viewpoint

1. Winning is important to me. *

              1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

2. Life for me is a learning experience to share with others. *

              1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

3. I always see other people as creatures of God who are here to follow His good Laws. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

4. In life, I always find myself trying to be whatever is necessary in order to be successful. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

5. A genuine interest in and regard for people can solve many of our problems. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

6. Until we understand that life is energy and energy is life we cannot achieve balance. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

7. Working in groups where everyone's opinions are valued and considered is the best way to solve problems. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

8. If you "like it" then I "love it". *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

9. The need to fix global warming is everyone's responsibility. *

            1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

10-11. Compared to when you first began your graduate education until now, rate the change you experienced: [Understanding of the problems facing your community] * Please select one response in each row

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the problems facing your community	○	○	○	○	○

10-11. Compared to when you first began your graduate education until now, rate the change you experienced: [Understanding of the social problems facing our nation] * Please select one response in each row

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the social problems facing our nation	○	○	○	○	○

12. Performed community service as part of a class * Mark the ONE that best describes you

- ○ Frequently
- ○ Occasionally
- ○ Not At All

13. Voted in a student election *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

14. Demonstrated for/against a war *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

15. Voted in a presidential election *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

16. Performed volunteer work *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

17. Hour many hours per week do you volunteer * Select the best estimate
18. My attitude towards money is that it is a measure of success in my job and the community *
Please select the response(s) that best reflects your viewpoint

               1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

19. The best way for me to cope with life is to seek peace with my inner being and the inner selves of others. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

20. Our country functions best when we continue to do what made us great as a country; defend and uphold our basic principles, and life in a decent, just, and law-abiding manner. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

21. I relish the challenge of testing myself against others. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

22. Racial debates are a waste of time; diversity should be respected while also realizing we are all interconnected beings. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

23. Too many rules and regulations stifle creativity and innovation. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

24. In civilized society the will of the people should be used for final decision-making. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

25. Money is a false incentive because it's not real. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

26. My main reason for living is to be part of the Great Plan. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

27. I am motivated by my needs for independence and feelings of adequacy and competency. *

                          1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

28. To me, joy is the special feeling between friends. *

                          1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

29. I don't mind a little "wheeling and dealing." *

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

30. I can best be managed when I have a management system that is fair, consistent, and sticks by the rules. *

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

31. I wish people would get off my back. *

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

32. Participated in volunteer or community service work * Mark the ONE that best describes you

- ○ Frequently
- ○ Occasionally
- ○ Not At All

33. Participated in student protests or demonstrations *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

34. In life, I always find myself trying to be someone who gets along with others so I can find my true self. * Please select the response(s) that best reflects your viewpoint

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

35. Being obsessed with material consumption and gain inhibits our creation of a global resource management system. *

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

36. It's not about the destination, but about the journey that could get you there. *

             1   2   3   4

Strongly Agree   ○   ○   ○   ○   Strongly Disagree

37. True consciousness is achieved when the spiritual being can know and is known. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

38. In life, there are winners and losers, and I am a winner. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

39. Being with other people allows me the chance to experience the diversity and complexity of humankind. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

40. We should build on the traditions we have inherited from our predecessors. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

41. If I can't get what I want, I work harder so that I will earn what I want. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

42. It's a dog-eat-dog kind of world no matter what anybody says. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

43. I don't blame anyone for grabbing everything he/she can. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

44. Love will allow us to see ourselves and our universe as valuable and eternal. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

45. Peace comes in realizing we have the power to restore the human element. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

46. People today need to know and accept their place in the power hierarchy. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

47. We should get to know ourselves as total people. *

1	2	3	4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

48. I can manipulate people and situations rather easily. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

49. In our silence when we open our minds to the possibility of space and time; there will be no fear. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

50-51. Indicate the importance to you personally of each of question [Influencing the political structure] * Mark only ONE response in each row

	Essential	Very Important	Somewhat Important	Not Important
Influencing the political structure	○	○	○	○

50-51. Indicate the importance to you personally of each of question [Keeping up-to-date with polticial affairs] * Mark only ONE response in each row

	Essential	Very Important	Somewhat Important	Not Important
Keeping up-to-date with political affairs	○	○	○	○

52. Dissent is a critical component of the political process * Please select the response(s) that best reflects your viewpoint

                1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

53. Addressing global warming should be a federal priority *

                1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

54. How would you characterize your political views? * Check only ONE box

- ☐ Far left/Communist
- ☐ Liberal/Socialist
- ☐ Middle-of-the-road
- ☐ Right
- ☐ Far right
- ☐ Other: [   ]

55. I prefer to work for an organization that is well-organized, consistent, and rewards loyalty and dedication. * Please select the response(s) that best reflects your viewpoint

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

56. I am motivated by my needs for affiliation, love, and meaning in life. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

57. Those whose beliefs and opinions matter the most to me are people with real power. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

58. I always see other people as obstacles getting in my way. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

59. Being with other people is communing with other souls and getting to know them and myself. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

60. The god-force is made of everyone and everything so we are all elemental god-force. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

61. "Work now--play later" is the safest motto for life. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

62. To me, "life" is a synthesis of man, nature, and events resulting in an atmosphere of diversity and the inevitability of change. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

63. To me, money is important because it demonstrates that I've been successful and deserve to enjoy life's good things. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

64. I like people who are willing to make an emotional commitment to others. *

                1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

65. I am a person who is sometimes seen as spunky, bold, abrasive, aggressive, and rather self-centered. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

66. Being with other people is an opportunity to show off how much I know and have. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

Measuring Civic Engagement and vMEMEs Survey

* Required

Please Note: This indicates that you have completed over 50% of the survey questionnaire.

You may choose to take a break or continue on to completion. Please DO NOT CLOSE YOUR BROWSER WINDOW because the responses at this point would NOT BE SAVED and you would have to restart the survey from the beginning. It is desired that if you leave and return to the survey you do so within a 24 hour time period.

67. There are gradients of human potential but not all are capable of accessing and birthing the higher inner-being *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

68. Don't stress, just relax and let things flow. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

69. There is no space of "nothingness"; even where there is no light there is presence. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

70. People today need to be more aware of each other's human qualities of tenderness and desire to relate to one another. *

	1	2	3	4	
Strongly Agree	○	○	○	○	Strongly Disagree

71. In getting others to do a job, people should make it challenging, financially rewarding, and leading to advancement. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

72. I am a person who is a real free spirit, self-reliant, flexible, and looking for new experiences. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

73. My main problem is that I can't do everything I want to do to ensure survival for this world and life in general. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

74. Love is a reflection of the Higher Being's care for me. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

75. If you don't look out for yourself, no one else will. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

76. I pride myself in taking advantage of my opportunities. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

77. A good boss should re-work the organization, whenever possible, so that its goals are met through allowing the individual to meet his/her own needs. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

78. If I can't get what I want, I get mad and try to get even any way I can. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

79. Humankind has infinite and untapped abilities that only a select few can simultaneously recognize in past, present, and future forms. *

                  1   2   3   4

Strongly Agree ○   ○   ○   ○   Strongly Disagree

80. Government should be established to promote order and just laws. *

                  1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

81. Discuss politics in class * Mark the ONE that best describes you

- ○ Frequently
- ○ Occasionally
- ○ Not At All

82. Discuss politics with friends *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

83. Discuss politics with family *

- ○ Frequently
- ○ Occasionally
- ○ Not At All

84. A friend should have self-worth independent of my having a need for him/her. * Please select the response(s) that best reflect your viewpoint

          1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

85. To me, "life" is full of opportunities for those who are willing to take the risks necessary to advance themselves and achieve the good life. *

          1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

86. The earth is alive and integrated and we are subject to it as much as it is subject to us. *

          1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

87. In the long run life is a world composed of the "haves" and the "have-nots." *

          1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

88. Feelings and emotions and their expression are important to me. *

          1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

89. Someday, I'll be able to drive a fancy sports car that shows everyone that "I've made it," with style. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

90. Those whose beliefs and opinions matter the most to me are priests, ministers, and rabbis who interpret God's word. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

91. A good person should always follow the prescribed path in life. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

92. I like a job that has a lot of action with a chance to make lots of cash quickly. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

93. I enjoy being around people who focus more on what is possible and who also frees his/her mind to pursue it *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

94. We should defend those basic Truths that have guided people from the beginning. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

95. To me, joy is living life according to all the rules and thereby reaping all of life's benefits now and forever. *

          1   2   3   4

 Strongly Agree ○   ○   ○   ○   Strongly Disagree

96. Worked on a local, state, or national political campaign * Mark the ONE that best describes you

- ○ Frequently
- ○ Occasionally
- ○ Not At All

97. Contributed money to a political campaign *

- ○ Frequently
- ○ Occasionally

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- ○ Not At All

98. The world is full of opportunities for those who are ambitious. * Please select the response(s) that best reflects your viewpoint

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

99. There are dimensions of being that we cannot access in our physical self. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

100. I am most concerned with struggling to survive in a hostile environment. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

101. When I die, I want to go from this world to the next, just as I've been told. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

102. I am willing to work hard if it will pay off for me. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

103. A good person should always share of him/herself to gain closeness with others. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

104. Anyone in authority should base his/her decisions on the consensus of the group. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

105. People should feel free to be who they are. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

106. You only live once--you might as well enjoy it. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○   Strongly Disagree

107. True knowledge cannot exist without wisdom as true intellect cannot exist without emotion. They are all interdependent. *

                1   2   3   4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

108. Children learn best when there is both an element of competition and a chance to discover on their own. *

1 2 3 4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

109. I feel sorry when I think about how we are destroying our world and all life in it. *
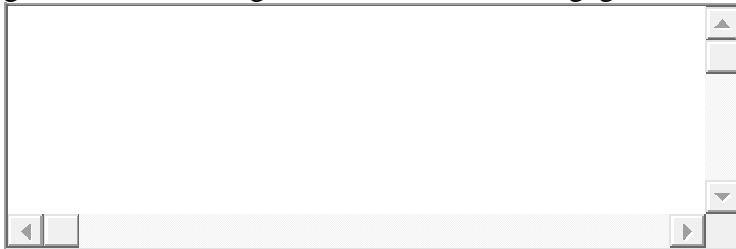
1 2 3 4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

110. Morally speaking, most things are clearly either right or wrong. *

1 2 3 4

Strongly Agree ○ ○ ○ ○ Strongly Disagree

Thank you for completing this questionnaire!

Remember to save and submit a FULLY COMPLETED SURVEY form. Additionally, please feel free to provide us with any additional comments or concerns you want to express below: For your feedback and comment(s) If possible, please share what you consider to be some of the greatest barriers to graduate student civic engagement.

*

- ○ Select this space followed by pressing the submit button below to register your survey responses.

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