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Reliability and Validity Analyses of the Community Service Attitudes Scale

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By

Brian Perry

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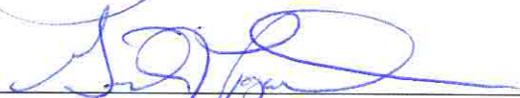
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RELIABILITY AND VALIDITY ANALYSES OF THE COMMUNITY SERVICE ATTITUDES SCALE

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Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements
for the degree of
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DEDICATION

This thesis is dedicated to my parents
Kenneth and Sharon Perry
for their unwavering support.

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I would like to thank all my committee members, Dr. Jerry Palmer, Dr. Jaime Henning, and Dr. Richard Osbaldiston, for their guidance and patience in assisting me complete this project. I would like to express my thanks to coworkers in the Office of Student Life for their understanding and patience over the past three years. Along with my parents I would like to thank my grandparents, Lester and Eva Thomas, for their support and encouragement.

Abstract

A study of the reliability and validity analysis of the Community Service Attitudes Scale, which was developed by Shiarella, McCarthy, and Tucker (2000) and based on Schwartz's (1977) model of helping behaviors, was conducted. Scores on each of the subscales of the Community Service Attitudes Scale showed strong reliability with coefficient alpha scores ranging from .80 to .93. The factor analysis confirmed the findings of the original authors with eight factors having eigenvalues greater than one identified. Validity analyses confirmed that the measure can distinguish between groups expected to differ. Limitations and future research directions are also discussed.

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CHAPTER 1

Introduction

Every year, millions of people volunteer their time with a wide array of organizations. According to one estimate, 63.4 million Americans volunteered at least once last year, representing over a quarter of the population (Bureau of Labor Statistics, 2009). Civic engagement is the broad term that has historically been used to denote activities representing a commitment to participating in and improving one's community (Philanthropy for Active Civic Engagement, 2010). These activities run the gamut; voting, Junior League, Kiwanis, parent-teacher associations, and neighborhood associations all represent forms of civic engagement. Volunteerism, the donation of one's time and/or skills to meet a need in the community, is a deeply rooted form of civic engagement in America and was noted by foreign visitors as early as the 1830s (Spring, Grimm, & Dietz, 2008).

This notion appears to drive many social programs and initiatives. During a 60 year span from 1933 to 1993, the United States government created three separate, large-scale opportunities for Americans to participate in community service: the Civilian Conservation Corps, the Peace Corps, and AmeriCorps (Spring, Grimm, & Dietz, 2008). More recently, President Obama signed a bill providing funding to nearly triple the number of AmeriCorps members over the next eight years just months into his presidency, and Senators John McCain and Evan Bayh introduced legislation in 2001

requiring institutions of higher education to devote at least 25 percent of their federal work-study funding to community service (Green, 2002).

Given that society views a commitment to civic engagement positively, it should not be surprising that there are numerous organizations that promote civic engagement participation in young people. Many of these organizations specifically promote involvement in community service. Boy and Girl Scouts, church youth groups, the YMCA's Student Ys, and Key Club are just a few such organizations. Because these organizations are working to increase their participants' dedication to community service, they need a way to measure one's attitudes toward community service. To this end, they need a validated measure that can detect when a participant's attitude toward community service either increases or decreases. This study will seek to confirm the validity of a new measure of attitudes toward community service. In order to better understand the need, it is important to examine both how a commitment to community service develops and how the related values are passed to the next generation.

Civic Engagement in Schools

There is a general consensus throughout American society that developing a tendency towards civic engagement in young people is a good thing. This reflects the notion that civic responsibility is a fundamental component of any healthy social system. One way this value is passed on to the next generation is through the incorporation of community service, as well as service-learning, in schools (Spring et al., 2008). Schools are one of the primary places where young people learn about the importance of being

active citizens and their role as such in making contributions, and meeting unmet needs, in their community (Spring et al., 2008).

Research on the impact of schools on the development of a sense of civic engagement dates to the early 20th century (Spring et al., 2008). One of the early researchers, John Dewey (1900; 1916), found that active citizenship habits formed best when schools, students, and community members worked together to address the needs of the community. Research on civic education and socialization began in earnest in the late 1950s (Torney-Punta, 2002). The research in the 1960s showed that schools played an indirect but important role (Adelson & O'Neil, 1966; Hess & Torney, 1967). The research from then until the late 1990s examined both the positive role schools play (Hahn, 1998; Torney, Oppenheim, & Franen, 1975) as well the potential negative impact (McNeil, 1986) schools have on civic education and socialization. The interest in schools' role is not solely academic; schools have continually supported efforts to get students involved in service. A 1975 study reported that over 92% of schools offered some type of extracurricular community service activity for students to participate in, and by the late 1990s, 83% of secondary schools were actively organizing community service events (Spring et al., 2008).

While these findings suggest that schools play an important role in providing service opportunities, few researchers have directly examined how schools influence the development of a sense of civic engagement effectively and even fewer have focused on civic engagement initiatives on college campuses. The majority of empirical research regarding civic engagement has focused on service-learning, a pedagogy that

seeks to integrate classroom learning with real-world application via community service in middle and high schools (Shirella, McCarthy, & Tucker, 2000).

The Rise of Service Learning

The 1970s saw the emergence of service-learning as a pedagogical method, while the 1990s saw the government move to encourage this pedagogy through new programs and legislation. In 1990, Serve America, the federal program designed to provide grants and support for service-learning activities to schools, higher education, and community organizations, was created through the National and Community Service Act. In 1994, service learning was included as a recognized pedagogy for meeting guidelines for federal school funding in the Elementary and Secondary Education Act (Spring et al., 2008).

The results of this intentional effort to push service-learning as pedagogy had predictable results. In the 20 year period from 1979 to 1999, the number of secondary schools implementing service-learning jumped from 15% to 46% (Spring, Grimm, & Dietz, 2008). An estimated 10.6 million students between the ages of 12 and 18 participated in some type of school-based service-learning in 2005 alone (Dote, Cramer, Dietz, & Grimm, 2006). One result of this focus on service-learning in primary and secondary schools has led to a cohort, now in college, that some have labeled the '9-11 Generation' that may bring a heightened sense of civic engagement with them (Dote et al., 2006). This is evidenced by a 2005 survey (Higher Education Research Institute, 2006) which found that incoming college freshmen had the highest self-reported

concern for others in 25 years, with 66% stating that it was essential or very important to help others who are facing.

Community Service and Higher Education

Colleges and universities have long incorporated service into their mission in addition to attempting to instill the value of community service in their students (Cohen, 1994; Markus, Howard, & King, 1993). Wide arrays of stakeholders – politicians, administrators, faculty, staff, and parents – believe that community service provides valuable experience for students (Nathan & Kielsmeier, 1991). Community service offers students the opportunity to develop skills such as team building, leadership, conflict resolution, communication, organization, and time management (Tucker, McCarthy, Hoxmeier, & Lenk, 1998). Perhaps most importantly, community service can prepare students to be active citizens by sensitizing them to community needs and showing them how their time and talents can make a difference in their community (Smith, 1994).

Additionally, the college environment is uniquely conducive to involving students in service due to the age of students, flexible schedules, and the desire to gain real-world experience that supplements academic learning (Ferrari & Bristow, 2004). Furthermore, colleges provide various types of support for student volunteering – organizational, administrative, and cultural – as well as promoting the development of service-learning courses (Dote et al., 2006). Finally, some colleges have an expectation that students will volunteer (Ferrari & Bristow, 2005) and many more offer services that connect students to local volunteer opportunities (Dote et al., 2006).

These factors may also explain the growth of service and civic engagement initiatives on college and university campuses across the country. Given that elementary and secondary schools are increasingly incorporating service-learning and that colleges and universities are actively supporting service initiatives on campuses, perhaps it should not come as a surprise that college students are volunteering in record numbers. During the 2004-05 school year, the most recent data available, approximately 3.3 million college students volunteered, representing about 30% of the college student population (Dote et al., 2006). From 2002 to 2005, volunteering by college students rose by approximately 20% compared to a 9% increase for the general United States population (Dote et al., 2006).

This commitment to, and interest in, community service on college and university campuses is reflected in student organizations. One of the oldest and most widely recognized extracurricular activities on college and university campuses in the United States is participation in social Greek organizations. The National Panhellenic Conference alone, which governs 26 affiliated, historically white sororities, has over 3.5 million initiated women (Robbins, 2004). One of the four values, or “pillars”, that historically white sororities and fraternities try to instill in members is a commitment to civic engagement, including community service (Robbins, 2004). Historically black sororities and fraternities, along with other minority sororities and fraternities, have an even stronger commitment to service; one study (Berkowitz & Padavic, 1999) reported that community service consumed the majority of black sorority members’ time (Robbins, 2004).

Social Greek organizations are not the only organizations on college and university campuses promoting civic engagement and community service. Over the past 15 years, the alternative break movement has grown exponentially, especially on college campuses. It is estimated that over 80,000 students participated in an alternative break during the 2008-2009 academic year (Breakaway, 2010). However, little empirical research has examined the effectiveness of alternative breaks in developing a sense of civic responsibility in participants. Most of the growth has been spurred by anecdotal statements or observations.

The Community Service Attitudes Scale

Despite this increase in volunteering on college and university campuses, one area of research that is lacking is a well-defined, validated measure of helping behavior including attitudes about community service. This is important for two reasons. First, many of the aforementioned programs and organizations that seek to instill values related to civic engagement need a way to measure their impact on participants. Second, scale development is a lengthy, time-consuming process. If a validated measure was available, it is possible that it would encourage, rather than discourage, program evaluation. Additionally, even if a program was willing to spend the time and energy developing a new measure, it is unlikely that the majority of these programs and organizations have staff trained in scale development and validation. Because a validated measure is not available, it leads to an over-reliance on qualitative data gathered post-program or a complete lack of evaluation.

Shiarella, McCarthy, and Tucker (2000) sought to address these issues by integrating previous research on a wide variety of community service motivators such as costs and benefits, self-efficacy, and other dispositional characteristics that are predictive of volunteering into a more useful framework. The resulting Community Service Attitudes Scale (CSAS) is an instrument for measuring college students' attitudes towards community service and is based on Swartz's (1977) model of altruistic helping behaviors (Shiarella et al., 2000; see Figure 1¹, Appendix A).

Models of Helping Behavior

Altruistic helping behaviors describe how aware individuals are of the needs of others and to what degree they are willing to help others (Schwartz, 1977). The model has four cognitive and affective phases, comprised of eight steps, through which a person progresses, beginning with a recognition of need and ending with overt behaviors (Shiarella et al., 2000). Schwartz's model also maps well on to the more recent Active Citizenship Continuum (see Figure 2, Appendix A) developed by Breakaway: The Alternative Break Connection, Inc. which is the national organization that promotes and supports alternative breaks.

The Active Citizenship Continuum suggests that individuals move through a four stage model ranging from not realizing and/or not caring that social issues exist to social activism. The key feature of the model is that in stage two individuals become involved with social issues but are not well-educated about those issues. In stage three,

¹ All figures and tables are presented in the Appendix A and B respectively.

individuals begin asking why a social issue exists; they begin examining the underlying social causes of that issue. In the final stage, individuals begin leading others in addressing social issues and the underlying, root causes.

The CSAS is comprised of four sections, each measuring one of the four sections of Schwartz's model, with each section comprised of subscales (see Figure 3, Appendix A). These subscales are based on the eight steps included in Schwartz's model. The first section of Schwartz's model is a perception of need to respond, which includes an awareness that others are in need and a sense of responsibility to become involved based on a sense of connectedness with the community. This section corresponds to the Awareness, Actions, Ability, and Connectedness subscales on the CSAS. The second section of Schwartz's model measures the moral obligation one feels to respond to needs in the community. This sense of obligation is generated, in part, through situational norms to help, as well as empathy. This section corresponds to the Norms and Empathy subscales on the CSAS. The third section of Schwartz's model is a reassessment of potential responses to need. This includes reassessing and redefining of the reality and seriousness of the need. This corresponds to the Costs, Benefits, and Seriousness subscales of the CSAS. The final subscale of the CSAS, Intention, measures what Shiarella et al. (2000) define as the response step which is the intention to engage in community service.

Reliability and Validity of the CSAS

One way to determine if a measure is effective is to examine its reliability which is "an indication of the consistency or stability of a measuring instrument" (Jackson,

2009, p. 65). One form of reliability is homogeneity, the degree to which a scale measures one construct (Posavac & Carey, 2007). Cronbach's alpha is commonly reported for this type of reliability analysis (Posavac & Carey, 2007). Reliability is important; however, measures must also be valid (Jackson, 2009). Validity refers to whether a measure actually measures the construct it claims to (Jackson, 2009). Each of the subscales on the CSAS had a minimum reported coefficient alpha of .72 (Shiarella et al., 2000). When combined in a single measure, the 8 subscales of the CSAS measure the various components that combine to make an active citizen; one that recognizes needs in the community, understands the seriousness of addressing those needs, and then engages in the behaviors necessary to address them.

Because only the development and initial assessment of the CSAS was reported by Shiarella et al. (2000), there is additional follow-up research still to be done. Hinkin (1995) reviewed the scale development practices for 277 measures published in leading journals and developed a set of recommendations based on both problems and best practices. Hinkin (1995) recommended that reliability be examined with factor analysis, internal consistency, and test-retest. Hinkin (1995) also recommended validity be examined by assessing two groups expected to differ and demonstrating discriminate and convergent validity with other measures.

Additionally, Hinkin showed the importance of quality scale development. First, he cited Stone (1978) as saying that questionnaires are one of the most common methods of data collection in the field. Next he cited Schwab (1980), pointing out that measures are often used prior to adequate data being published regarding their validity

and reliability. These shortcomings in scale development can often leave researchers with results that are inconclusive and with the realization that very little may actually be known about the topic of interest (Hinkin, 1995). Hinkin also stressed the need to evaluate the reliability and validity of new measures using samples other than the one used for initial development.

Following Hinkin's (1995) recommendations, this study will conduct factor analyses and internal consistency analyses using a new sample to test the findings of the original authors. Most importantly, this study will examine the known group validity of the measure; whereas the initial study only examined the measure's construct validity and internal reliability. This known groups differences method will examine the validity of the CSAS by comparing three groups of students whose attitudes towards community service are expected to differ to determine if the CSAS can distinguish between them. Thus, this study will compare students serving as alternative break leaders with both students in the Greek community and with a general sample of students in psychology courses. It is expected that the alternative break leaders will score higher on all subscales except costs, which is scored in the opposite direction, than all other participants. It is also expected that Greek participants will score higher than participants not involved in either alternative breaks or Greek Life.

CHAPTER 2

Method

Participants

The sample consisted of college students and recent graduates ($n = 198$) enrolled at a regional University in the South in the Summer or Fall of 2010 or current college students that participated in a national alternative break leadership conference in the Summer of 2010. Participants were recruited from three areas: psychology courses, the Greek system, and alternative break programs. Both the psychology courses and Greek system were part of the aforementioned regional University. The alternative break participants were from colleges and universities across the United States. The demographic profile of the sample is presented in Table 1 (see Appendix B).

For the Greek sample, 79% ($n = 52$) were female and 98% were current undergraduate students, with 2% being graduate students. In terms of age, 81% of the Greek sample was 18 to 21, with another 13% being 22 to 24. 80% of Greek participants reported having volunteered at least once in the past 12 months; of those that reported volunteering, 50% volunteered for less than 3 hours a week. 94% of this group reported volunteering during the past 12 months; of those that reported volunteering, 60% reported volunteering less than 4 hours per week.

For the Alternative Break sample, 73% ($n = 71$) were female and 81% were undergraduate students with another 8% being graduate students. In terms of age, 57% were 18 to 21, with another 22% being 22 to 24. 96% of this group reported

volunteering during the past 12 months; of those that reported volunteering, 61% reported volunteering more than 3 hours per week.

For the Uninvolved sample, 54% (n = 54) was female and 93% were undergraduate students, with another 4% being graduate students. In terms of age, 43% were 18 to 21, with another 24% being 22 to 24. 41% of this group reported volunteering in the past 12 months; of those that did report volunteering, 87% said they volunteered less than 3 hours per week.

There was a small population of the sample that were both Greek and had participated in at least one alternative break (n = 22). Interestingly, this group was half male, half female. Most of them (91%) were undergraduates. Seventy-three percent were 18 to 21, with another 9% being 22 to 24. Approximately 91% reported having volunteered at least once in the past 12 months; of those that reported volunteering, 54% reported volunteering less than 4 hours per week.

Measures

The CSAS was copied in its entirety to an online survey website. The response choices were the same for all items using a seven-point Likert-type scale. Response options ranged from 1 (Strongly Disagree) to 7 (Strongly Agree). At the beginning of the survey was the informed consent letter which participants had to read and click through to begin the questions. Eight demographic items followed the informed consent letter. A debriefing letter was placed at the end of the survey. In order to produce a paper version that was both grammatically and visually identical, the paper version was

printed from the website and included the informed consent and debriefing letters in their same places.

Procedure

Data collection began in Summer of 2010 and continued into the Fall semester. Participation occurred both online and in-person. The online version was hosted by a well-known survey website that records Internet Protocol (IP) addresses for each participant thereby allowing the authors to monitor for any repeat participants. The sample was screened for repeat IP addresses but none were found. The instructions and informed consent were presented via letter for both versions and were identical for both versions. The paper version was printed from the online survey website so as to be identical to the online version not only in wording but in format as well.

Participants were solicited in three different ways. First, students enrolled in psychology courses at a regional University in the South were solicited via an online system for extra credit in the course. Students interested in obtaining extra credit for a course could go to the online system and select to participate in this study. Once they completed the survey, one extra credit point was awarded. Second, members of the social Greek sororities and fraternities at the same university were solicited by email and in person at a monthly meeting of all the sororities and fraternities. The first email invitation to participate was sent to the Director of Greek Affairs who then sent the invitation to the Greek officers on campus. This did not produce a high rate of participation, so the Director of Greek Affairs invited us to solicit participants at one of the monthly meetings. As participants entered the meeting they were asked to

participate in a study on community service. Those that agreed were handed a paper copy of the CSAS along with the informed consent letter and a debriefing letter. Finally, the national organization that supports alternative breaks in the United States solicited participants of their summer leadership conference for alternative break leaders. The director forwarded the same email invitation that had been sent to the Greek officers which included a link to the online version of the survey.

CHAPTER 3

Results

Factor Analysis

To examine the factor structure of the Community Service Attitudes Scale (CSAS), an exploratory factor analysis with varimax rotation was conducted on the CSAS, extracting eight factors. The results confirmed that the CSAS items loaded onto the eight factors identified by Schwarz's (1977) model of altruistic behavior on which the scale is based, please see Table 2 for factor loadings (see Appendix B). The eigenvalues for each of the eight factors were greater than 1.00 and explained over 71% of the variance in the items and are presented in Table 3 (see Appendix B).

Internal Consistency Reliability Analysis

Scores from the ten subscales were analyzed for internal consistency. Coefficient alphas, scale means and standard deviations, item-scale correlations, and alpha-if-item-deleted for each of the subscales are presented in Table 4 (see Appendix B). Cronbach's alpha reliabilities for the ten subscales range from .80 to .93 , and Cronbach's alpha for the total scale was .93. Only two items on the entire scale had item-scale correlations of less than .45 with an additional three items correlating at less than .60.

Additional Validity Analyses

One way to assess criterion validity of a scale is to compare groups known to differ (Hinkin, 1995). Since both social Greek organizations and alternative breaks

include a focus on community service and volunteering, participants of both organizations should score higher than students not involved in either. Further, due to the intense nature of alternative breaks, it was expected that participating students would score higher than both social Greek participants and those uninvolved in either. Therefore, to determine if there were any differences between participants involved with social Greek organizations and alternative breaks and those not involved in either, a one-way ANOVA was conducted with participation (Greek, Alt Break, Uninvolved, Both) as the independent variable and the mean of participants' scores for the items on each subscale (Awareness, Actions, Ability, Connectedness, Norms, Empathy, Costs, Benefits, Seriousness, Intention to Engage in Community Service) as the dependent variables. The results are presented in Table 5 (see Appendix B).

On the Awareness subscale, scores differed significantly across the four groups, $F(3, 194) = 4.08, p = .008$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break participants ($M = 6.64$) scored significantly higher than either the Greek ($M = 6.25, p = .01$) or the Uninvolved ($M = 6.28, p = .03$) participants.

On the Actions subscale, scores differed significantly across the four groups, $F(3, 194) = 2.66, p = .05$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break participants ($M = 6.24$) scored significantly higher than Uninvolved ($M = 5.85, p = .04$) participants.

On the Ability subscale, scores differed significantly across the four groups, $F(3, 193) = 3.75, p = .01$. Tukey post-hoc comparisons of the four groups indicated that the

Alternative Break participants ($M = 3.36$) scored significantly higher than Uninvolved ($M = 5.85$, $p = .005$) participants.

On the Connectedness subscale, scores differed significantly across the four groups, $F(3, 192) = 9.78$, $p = .000$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break ($M = 6.31$), Greek ($M = 5.98$), and Both ($M = 6.01$) participants all scored significantly higher than the Uninvolved ($M = 5.34$, $ps = .000, .13, .01$) participants.

On the Norms subscale, scores differed significantly across the four groups, $F(3, 192) = 4.28$, $p = .006$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break participants ($M = 6.55$) scored significantly higher than both the Uninvolved ($M = 6.16$) and the Both ($M = 6.06$, $ps = .02, .03$) participants.

On the Empathy subscale, scores did not differ significantly across the four groups, $F(3,192) = 2.45$, $p = .06$

On the Costs subscale, scores differed significantly across the four groups, $F(3, 191) = 6.10$, $p = .001$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break participants ($M = 3.67$) scored significantly lower than both the Greek ($M = 4.36$) and the Uninvolved ($M = 4.58$, $ps = .04, .002$) participants. Additionally, Both ($M = 3.54$) participants scored significantly lower than Uninvolved ($M = 4.58$, $p = .02$) participants.

On the Benefits subscale, scores did not differ significantly across the four groups, $F(3, 191) = 2.06$, $p = .11$

On the Seriousness subscale, scores did not differ significantly across the four groups, $F(3, 190) = 1.19, p = .31$

On the Intention to Engage in Community Service subscale, scores differed significantly across the four groups, $F(3, 190) = 20.50, p = .000$. Tukey post-hoc comparisons of the four groups indicated that the Alternative Break participants ($M = 6.84$) scored significantly higher than both the Greek ($M = 6.36$) and the Uninvolved ($M = 5.49, ps = .03, .000$) participants. Additionally, both Greek ($M = 6.36$) and Both ($M = 6.34$) participants scored significantly higher than Uninvolved ($M = 5.49, ps = .000, .003$) participants.

CHAPTER 4

Discussion

Summary of the Findings

The overall findings of this study support the findings of the original authors which suggest that the CSAS is a valid measure of attitudes toward community service. The factor analysis was nearly identical to that of the original authors with eight factors having eigenvalues greater than one. The original authors, however, found that a follow-up parallel analysis resulted in a five-factor solution (Shiarella et al., 2000). Shiarella et al. (2000) performed the parallel analysis because using the criteria of “eigenvalue greater than one” may overestimate the number of factors (Thompson & Daniel, 1996). Similarly, the scree plot for this study (see Figure 4, Appendix A) also shows a leveling off around the fifth factor even though eight factors have an eigenvalue greater than one. This suggests that the best fitting model may not be an eight-factor solution, but a five-factor one. So while the eigenvalues are still greater than one for factors five through eight, additional research may be needed to determine if the CSAS loads better onto a five- or eight-factor solution.

With the internal reliabilities for the ten subscales ranging from .80 to .93, each subscale’s alpha far exceeds the accepted level of .70 suggested by Nunnally (1978). These findings are actually slightly higher than the original findings suggesting strong internal reliability for each of the subscales of the CSAS. While Hinkin (1995) strongly encourages the use of test-retest in conjunction with internal reliability analysis to

examine the stability of the measure, he makes an exception when the construct of interest is expected to change over time. Since attitudes towards community service or volunteerism would be expected to change over time, especially for individuals participating in programs such as Greek social organizations or alternative break programs, test-retest is probably not relevant in this case.

As previously stated, examining the reliability and validity of a new measure with a sample other than the one used for a scale's development not only increases the generalizability of the measure, it also increases the confidence in the measure's validity. With the findings of this study showing alphas of greater than .80 for each of the ten subscales, with a sample independent of the one used during the scale's development, we feel confident in the reliability of the CSAS. Additionally, the findings showing the alternative break participants scoring significantly higher than other groups on seven of the ten subscales using analysis of variance confirmed the hypothesis that alternative break participants would score higher than all other groups. Thus, we are confident in the validity of the CSAS.

These findings conform to Hinkin's (1995) recommendations for the use of factor analysis, internal consistency, test-retest (when appropriate), and assessing groups expected to differ on the measure as a way of providing evidence of construct validity of a new measure. Given the findings of these analyses, the evidence suggests that the CSAS has strong construct validity. The fact that a new sample, independent of the original one used to develop the measure, was used further strengthens this statement (Hinkin, 1995).

Limitations

The main limitation to studying a construct like community service is social desirability. A socially desirable response is one given because a participant believes it to be the socially acceptable or appropriate answer, not because it actually reflects their personal beliefs or behaviors (Jackson, 2009). As previously mentioned, there is a general notion in the United States that an inclination towards civic engagement, including various forms of service, is a desirable feature. This is evidenced, also as previously mentioned, by the focus that colleges and universities put on developing a sense of civic engagement in their students and in getting students involved in various types of service. With colleges and universities, along with the general public, putting such a high priority on service, it appears likely that student scores on the CSAS may be influenced, to some degree, by social desirability.

Another limitation to this study is the ceiling effect. The ceiling effect occurs when the measure is not sensitive enough to detect change at the top of the scale and any change to those scores as a result of a program (Jackson, 2009). With only one item having a mean score of less than five for this study and twenty-six items having a mean score of six or more, the CSAS may not be sensitive enough to detect change at the upper end of the scale. Since the measure is based on a four phase model of altruistic behavior, it should be able to distinguish between groups of people in each of those four phases. This could be an important feature necessary for a measure of attitudes towards service if it is to be widely accepted and implemented by programs working to

move students along a continuum of active citizenship; those programs may need to be able to detect small changes in participants, not just large ones.

Future Research Directions

As mentioned earlier, there appears to be some question to whether the CSAS loads better onto a five- or eight-factor solution. Shiarella et al. (2000) settled on the eight-factor solution that was supported by both theory and simple structure analysis even though the parallel analysis supported a five-factor model. Since the findings of this study can be interpreted to support either the five- or eight factor solution, further research is need to clarify the situation. This is important as it could also affect the length of the measure which is addressed below.

At 45 items it is a lengthy measure by any standard. While the online version used in this study only took approximately 5 to 10 minutes to complete, the measure's length may very well discourage its use. Since the development and validation of a new measure is a long, tedious process and since many new measures do not follow recommended procedures for development and validation (Hinkin, 1995), the civic engagement and service community may be better served by a measure that is of a length that encourages, rather than discourages, its wide spread use. It may be possible for future researchers to use the Spearman-Brown prophecy formula to reduce the number of items on the CSAS without negatively affecting reliability (Smith & Task, 1993). Additionally, if future researchers were to determine that a five-factor model was indeed a better fit than an eight-factor one, it could also help reduce the number of items while still retaining strong internal consistency reliability. This could also allow for

the removal of items with item-scale correlations of less than .60 (five items total) which could further strengthen the measure.

Another area of concern at this stage is a lack of analyses examining the discriminant and convergent validity of the CSAS. While the CSAS has now demonstrated validity through other analyses, it would strengthen further studies that use the CSAS to have discriminant and convergent validity findings.

Another area that needs to be addressed is whether the CSAS can, in fact, measure change in attitudes toward community service. As the CSAS is based on a model of altruistic behavior that includes four distinct stages through which a person can move, it would make sense that the CSAS should measure this change. Additionally, because many programs whose role is to foster and develop a sense of civic engagement or service on college and university campuses may very well use the CSAS as a pre- and post-program measure, research needs to be conducted to see if the CSAS is appropriate in that role.

Implications

The findings of this study suggest that the CSAS is both a reliable and valid measure of attitudes toward community service. While this is a legitimate and necessary step in the development of a new measure, what are the implications of having a valid measure such as the CSAS? What are the practical applications of these findings? How might the CSAS be implemented outside of the research setting?

As previously mentioned there has been a lack of valid measures of attitudes toward community service (Shiarella et al.). This however has not hampered the growth

of civic engagement activities on college campuses. Initiatives related to civic engagement that include a service component such as service-learning, community service, and regional stewardship have been on the rise on college and university campuses, especially in the decade following 9/11 (Dote et al., 2006). What has been lacking though, are studies examining the impact of these programs on the development of a sense of civic engagement. What research has been conducted has relied heavily on qualitative data gathered post-program from participants. While qualitative data is certainly a useful tool in program evaluation, the addition of a validated measure such as the CSAS can only strengthen such evaluations. For example, programs could potentially use the CSAS in a pre- and post-program way to determine if a program is having the desired effect on participants' attitudes. It could also be used to assess the duration of those effects though the use of re-testing at different intervals after the program ends. Having a validated measure might encourage programs to include an evaluation piece that would have otherwise been left out due to any numbers of factors, including simply lacking knowledge of scale development.

An additional possibility would be a longitudinal study of a large cohort of students over their collegiate careers to examine factors that influence the development of civic responsibility. Such a study could administer the CSAS during orientation and again when participants apply for graduation. Included with the second administration could be a number of demographic questions about involvement in different campus programs. Such a study could begin to provide evidence that different programs might be contributing to the development of a sense of civic engagement.

Another potential use of the CSAS would be the development of a program based on the scores of the participants. For example, an alternative break program could survey students that sign up for an alternative spring break. The educational component of the trip could then be customized based on the scores the participants. Teams with a lower overall score might need more focus on the overall importance of service and why the service they are providing is necessary while teams with higher overall scores might benefit from a focus on transitioning from service participant to service leader.

Conclusion

With an increased focus in primary and secondary schools on civic engagement leading to cohort currently entering colleges and universities, which also are placing a higher emphasis on developing actively engaged citizens, there is a need for valid measures of the constructs related to civic engagement. Schwartz's (1977) model of helping behaviors provides useful framework for understanding how people decide to participate in community service and it maps on to the more recent Active Citizenship Continuum which tries to explain how people move from apathy to activism. With the current findings supporting the findings of the initial study, the CSAS has shown to be a valid measure of attitudes toward community service.

There are several practical implications for the CSAS. Researchers and educators should find the CSAS useful for both understanding students' attitudes toward community service as well as evaluating programs designed to change students' attitudes toward community service. Additionally, program directors should find the

measure useful for developing programs based on their participants' current attitudes toward community service.

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APPENDIX A

The Community Service Attitudes Scale

Demographic Data

1. If you are doing this for credit through the Sona system, please enter your 5-digit Sona ID Number:

2. Sex:

Male

Female

3. Age:

4. Which best describes you:

Current high school student

Current college student

Graduated college within the past year

Graduate student

Other

5. Are you a current member or alum of a Greek social sorority or fraternity?

Yes

No

6. Are you a member of a service sorority or fraternity?

Yes

No

7. Have you volunteered during the past twelve months?

Yes

No

8. If you have volunteered in the past twelve months, how many hours did you volunteer per week on average?

Figure 1. The Community Service Attitudes Scale

Source: Shiraella, A. H., McCarthy, A. M., & Tucker, M. L. (2000). The development and construct validity scores of the Community Service Attitudes Scale. *Educational and Psychological Measurement, 60*, 286 – 300.

The Community Service Attitudes Scale

9. Have you participated in an Alternative Break:

- Yes, only one
- Yes, two
- Yes, three or more
- No

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 1

10. Community groups need our help.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. There are many people in the community who need help.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. There are needs in the community.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. There are people who have needs which are not being met.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Volunteer work at community agencies helps solve social problems.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Volunteers in community agencies make a difference, if only a small difference.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 2

16. College student volunteers can help improve the local community.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Volunteering in community projects can greatly enhance the community's resources.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. The more people who help, the better things will get.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Contributing my skills will make the community a better place.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. My contribution to the community will make a real difference.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. I can make a difference in the community.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 4

28. It is important to help people in general.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Improving communities is important to maintaining a quality society.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Our community needs good volunteers.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. All communities need good volunteers.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. It is important to provide useful service to the community through community service.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. I feel bad that some community members are suffering from a lack of resources.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 5

35. I feel bad about the disparity among community members.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. If I volunteered, I would have less time for my schoolwork.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. If I volunteered, I would have forgone the opportunity to make money in a paid position.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. If I volunteered, I would have less energy.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. If I volunteered, I would have less time to work.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. If I volunteered, I would have less free time.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 6

41. If I volunteered, I would have less time to spend with my family.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. If I volunteered, I would be contributing to the betterment of the community.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. If I volunteered, I would experience personal satisfaction knowing that I was helping others.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. If I volunteered, I would be meeting other people who enjoy community service.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. If I volunteered, I would be developing new skills.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. If I volunteered, I would make valuable contacts for my professional career.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. If I volunteered, I would gain valuable experience for my resume.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

The Community Service Attitudes Scale

Page 7

48. Lack of participation in community service will cause severe damage to our society.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Without community service, today's disadvantaged citizens have no hope.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. Community service is necessary to making our communities better.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. It is critical that citizens become involved in helping their communities.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. Community service is a crucial component of the solution to community problems.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. I will participate in a community service project in the next year.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. I will seek out an opportunity to do community service in the next year.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree or disagree	Somewhat Agree	Agree	Strongly Agree
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. The Community Service Attitudes Scale (continued)

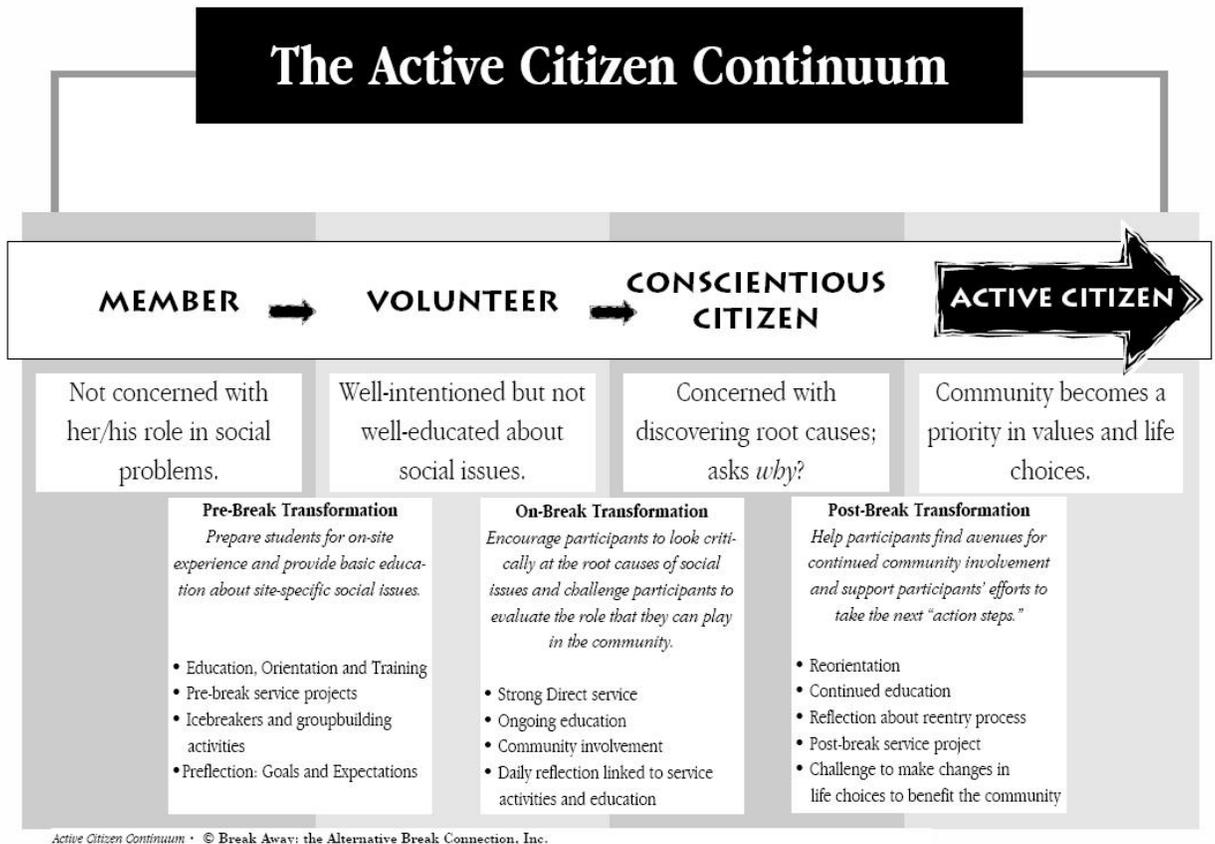


Figure 2. The Active Citizen Continuum

Source: Breakway: The Alternative Break Connection, Inc., 2010, from the Breakway website: http://alternativebreaks.org/Active_Citizen_Continuum.asp

- Phase 1. Activation steps: Perception of a need to respond.
 - *Awareness* that others are in need.
 - Perception that there are *Actions* that could relieve the need.
 - Recognition of one's own *Ability* to do something to provide help.
 - Feeling a sense of responsibility to become involved based on a sense of *Connectedness* with the community or the people in need.
- Phase 2. Obligation step: Moral obligation to respond.
 - Feeling a moral obligation to help generated through (a) personal or situational *Norms* to help and (b) *Empathy*.
- Phase 3. Defense steps: Reassessment of potential responses.
 - Assessment of (a) *Costs* and (b) probable outcomes (*Benefits*) of helping
 - Reassessment and redefinition of the situation by denial of the reality and *Seriousness* of the need and the responsibility to respond.
- Phase 4. Response step: Engage in helping behavior.
 - *Intention* to engage in community service or not.

Figure 3. Schwartz's Model of Helping Behavior

(subscales of the CSAS indicated in italics)

Source: Schwartz, S. H. (1977). Normative influences on altruism. In L. Berkowitz (Ed.) *Advances in Experimental Social Psychology* (Vol. 10, pp. 221-279). New York: Academic Press.

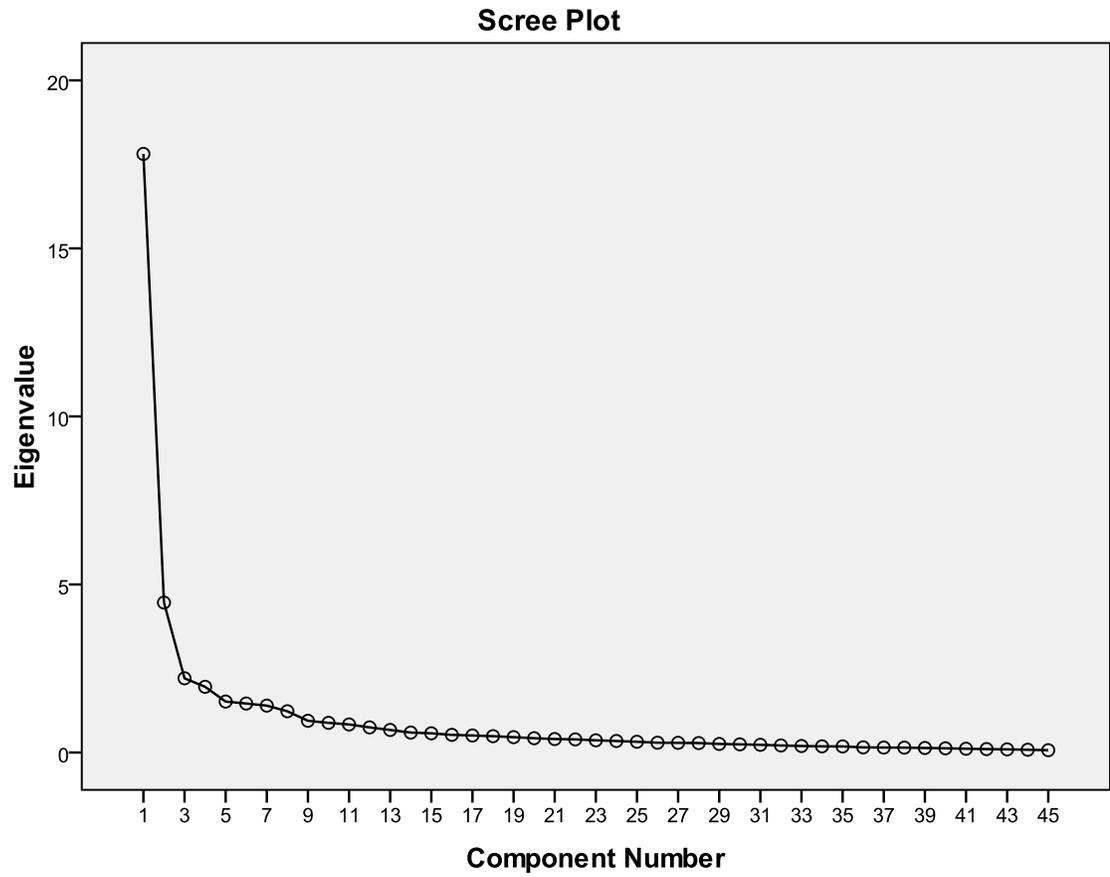


Figure 4. Scree Plot of Sample

APPENDIX B

Table 1. Demographic Profile of Sample

Characteristic	Group	<i>N</i>_a
Sex	Male	65
	Female	133
Age	18	10
	19	35
	20	33
	21	45
	22	20
	23 -25	20
	26 and over	20
College Rank	Current undergraduate	178
	Graduated in past year	2
	Current graduate student	9
	Other	8
Social Greek	Current member or alum	72
	Non-member	125
Service Organization	Current member or alum	16
	Non-member	181
Volunteer Experience in the past 12 months	Yes	159
	No	39
Past Alternative Break Experience	Yes, only one	25
	Yes, two or three	24
	Yes, more than three	42
	No	107

a. Characteristics may not total 198 since not all participants answered all questions

Table 2. Factor Analysis

Total Variance Explained			
Component	<u>Initial Eigenvalues</u>		
	Total	% of Variance	Cumulative %
1	17.788	39.528	39
2	4.386	9.747	49
3	2.125	4.722	54
4	1.928	4.284	58
5	1.477	3.282	61
6	1.426	3.169	65
7	1.380	3.066	68
8	1.261	2.803	71
9	.971	2.159	73
10	.893	1.985	75
11	.835	1.856	77

Table 3. Rotated Factor Structure/Pattern Matrix

Item	1	2	3	4	5	6	7	8
I can make a difference in the community.	.557	.515						
I am responsible for doing something about improving the community.	.720							
It is my responsibility to take some real measures to help others in need.	.785							
It is important to me to have a sense of contribution and helpfulness through participating in community service.	.687							
It is important to me to gain an increased sense of responsibility from participating in community service.	.688					.362		
I feel an obligation to contribute to the community.	.747							
Improving communities is important to maintaining a quality society.	.547	.431						
It is important to provide a useful service to the community through community service.	.526					.482		
I feel bad about the disparity among community members.	.452							
Other people deserve my help.	.530						.310	.376
I feel bad that some community members are suffering from a lack of resources.	.314							
Community groups need our help.		.566				.414		
There are people in the community who need help.		.752						
There are needs in the community		.766						
There are people who have needs which are not being met.		.784						
Volunteer work at community agencies helps solve social problems.		.542		.303		.371		
College student volunteers can help improve the local community.	.414	.592			.374			
Volunteering in community projects can greatly enhance the community's resources.	.412	.439						
Contributing my skills will make the community a better place.	.351	.402		.331	.397			
My contribution to the community will make a real difference.	.415	.566		.334				
I would have less time for schoolwork.								.775
I would have forgone the opportunity to make money in a paid position.								.842
I would have less energy.								.784
I would have less time to work.								.894
I would have less free time.								.855
I would have less time to spend with my family.								.778

Table 3 (continued)

Item	1	2	3	4	5	6	7	8
Community service is necessary to making our communities better.				.607			.353	
It is critical that citizens become involved in helping their communities.	.369	.415		.526				
Community service is a crucial component of the solution to community problems.	.314			.578	.392			
Lack of participation in community service will cause severe damage to our society.	.371			.669				
Without community service, today's disadvantaged citizens have no hope.				.788				
I would be contributing to the betterment of the community.					.641			
I would experience personal satisfaction knowing that I am helping others.					.511	.377	.339	
I will participate in a community service project in the next year.	.339				.723			
I will seek out an opportunity to do community service in the next year.	.312	.338			.741			
The more people who help, the better things will get.				.424		.545		
Our community needs good volunteers.	.375	.473				.475		
All communities need good volunteers.	.499					.523		
I would be meeting other people who enjoy community service.				.321		.405	.375	
When I meet people who are having a difficult time, I wonder how I would feel in their shoes.						.306		
I would be developing new skills.		.337		.301				.592
I would make valuable contacts for my professional career.								.828
I would gain valuable experience for my resume.								.854
It is important to help people in general.	.327				.354	.376		.463

Note. NOR = Normative helping attitudes; CON = Connectedness; COS = Costs; AWA = Awareness; INT = Intentions; BEN = Benefits; SER = Seriousness; CAR = Career Benefits.

Table 4. CSAS internal consistency reliabilities

Total Scale ($\alpha = .93$)				
N of items = 45				
	Item Mean	Item SD	Item-Scale Correlation	Cronbach's Alpha if deleted
Phase 1: Perceptions				
Awareness ($\alpha = .83$)				
Community groups need our help.	6.29	.752	.653	.890
There are people in the community who need help.	6.40	.675	.779	.838
There are needs in the community	6.54	.666	.791	.834
There are people who have needs which are not being met.	6.51	.675	.776	.839
Scale M = 25.75, SD = 2.385				
Actions ($\alpha = .80$)				
Volunteer work at community agencies helps solve social problems.	5.71	1.03	.620	.743
Volunteers in community agencies make a difference, if only a small difference.	6.13	1.02	.501	.783
College student volunteers can help improve the local community.	6.36	.794	.685	.732
Volunteering in community projects can greatly enhance the community's resources.	6.23	.863	.646	.739
The more people who help, the better things will get.	6.07	1.06	.487	.790
Scale M = 30.50, SD = 3.560				
Ability ($\alpha = .89$)				
Contributing my skills will make the community a better place.	6.22	.796	.762	.866
My contribution to the community will make a real difference.	6.05	.921	.864	.776
I can make a difference in the community.	6.20	.784	.750	.877
Scale M = 18.47, SD = 2.272				

Table 4 (continued)

	Item Mean	Item SD	Item-Scale Correlation	Cronbach's Alpha if deleted
Connectedness ($\alpha = .92$)				
I am responsible for doing something about improving the community.	5.94	1.17	.746	.906
It is my responsibility to take some real measures to help others in need.	5.99	1.12	.797	.899
It is important to me to have a sense of contribution and helpfulness through participating in community service.	6.12	1.04	.832	.896
It is important to me to gain an increased sense of responsibility from participating in community service.	5.96	1.10	.791	.900
I feel an obligation to contribute to the community.	5.74	1.39	.787	.902
Other people deserve my help.	5.96	1.20	.685	.914
Scale M = 35.72, SD = 5.94				
Phase 2: Moral Obligation				
Norms ($\alpha = .87$)				
It is important to help people in general.	6.48	.691	.655	.850
Improving communities is important to maintaining a quality society.	6.31	.758	.667	.847
Our community needs good volunteers.	6.37	.744	.691	.841
All communities need good volunteers.	6.38	.831	.657	.851
It is important to provide a useful service to the community through community service.	6.31	.837	.802	.812
Scale M = 31.85, SD = 3.134				
Empathy ($\alpha = .81$)				
When I meet people who are having a difficult time, I wonder how I would feel in their shoes.	6.15	.897	.637	.773
I feel bad that some community members are suffering from a lack of resources.	6.27	.853	.719	.697

Table 4 (continued)

	Item Mean	Item SD	Item-Scale Correlation	Cronbach's Alpha if deleted
I feel bad about the disparity among community members.	5.89	1.08	.658	.766
Scale M = 18.32, SD = 2.431				
Phase 3: Reassessment				
Costs ($\alpha = .91$)				
I would have less time for schoolwork.	4.74	1.68	.686	.899
I would have forgone the opportunity to make money in a paid position.	4.04	1.76	.769	.887
I would have less energy.	3.25	1.74	.716	.895
I would have less time to work.	4.27	1.69	.829	.879
I would have less free time.	4.43	1.73	.761	.889
I would have less time to spend with my family.	3.86	1.81	.707	.897
Scale M = 24.59, SD = 8.16				
Benefits ($\alpha = .82$)				
I would be contributing to the betterment of the community.	6.09	1.06	.460	.820
I would experience personal satisfaction knowing that I am helping others.	6.25	.918	.593	.792
I would be meeting other people who enjoy community service.	6.20	.784	.590	.796
I would be developing new skills.	6.15	.931	.704	.770
I would make valuable contacts for my professional career.	5.79	1.22	.613	.790
I would gain valuable experience for my resume.	5.96	1.11	.619	.786
Scale M = 36.44, SD = 4.41				
Seriousness ($\alpha = .84$)				
Lack of participation in community service will cause severe damage to our society.	5.14	1.43	.653	.807
Without community service, today's disadvantaged citizens have no hope.	4.49	1.56	.607	.830

Table 4 (continued)

	Item Mean	Item SD	Item-Scale Correlation	Cronbach's Alpha if deleted
Community service is necessary to making our communities better.	5.87	.968	.729	.794
It is critical that citizens become involved in helping their communities.	6.01	1.02	.655	.808
Community service is a crucial component of the solution to community problems. Scale M = 27.28, SD = 4.83	5.78	1.08	.685	.799
Phase 4: Helping				
Intention to Engage in Community Service ($\alpha = .93$)				
I will participate in a community service project in the next year.	6.33	1.01	.881	
I will seek out an opportunity to do community service in the next year. Scale M = 12.64, SD = 2.03	6.31	1.08	.881	

Table 5. ANOVA table of scores on the CSAS subscales

	Greek			Alternative Break			Neither			Both			F	p value
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD		
Awareness	52	6.25 _b	.65	71	6.64 _a	.42	53	6.28 _b	.70	22	6.34 _{ab}	1.27	4.08	.008
Actions	52	6.13 _{ab}	.64	71	6.24 _a	.58	53	5.85 _b	.90	22	5.96 _{ab}	1.26	2.66	.049
Ability	52	6.12 _{ab}	.74	70	6.36 _a	.63	53	5.86 _b	.83	22	6.11 _{ab}	1.39	3.75	.012
Connectedness	51	5.98 _a	1.00	70	6.31 _a	.71	53	5.35 _b	1.13	22	6.01 _a	1.30	9.78	.000
Norms	51	6.36 _{ab}	.67	70	6.55 _a	.48	53	6.16 _b	.71	22	6.06 _b	1.26	4.28	.006
Empahty	51	6.10	.84	70	6.28	.69	53	5.87	.87	22	5.92	1.37	2.45	ns
Costs	50	4.36 _{acd}	1.41	70	3.67 _{bd}	1.46	53	4.58 _{ac}	1.23	22	3.54 _{abd}	1.52	6.10	.001
Benefits	50	6.11	.66	70	6.19	.68	53	5.86	.87	22	5.87	1.27	2.06	ns
Seriousness	50	5.48	1.11	69	5.43	.94	53	5.13	1.02	22	5.33	1.27	1.19	ns
Intention	50	6.36 _a	.82	69	6.84 _b	.38	53	5.49 _c	1.32	22	6.34 _{ab}	1.31	20.50	.000

Note. Means that do not share subscripts differ at $p < .05$ in the Tukey honestly significant difference comparison.