**Construct: Undergraduate to graduate**

**Code: SLIMPCT**

**Question 5: What kind of impact did this experience have on your choice of study in graduate school?**

This question refers to Question 4 (How many academic credit-bearing courses during your undergraduate experience included a community-based project (e.g. service-learning)?). Respondents indicated that this experience did not have an impact on their choice of study in graduate school. 40.62% chose N/A because they were not enrolled in a credit bearing class and 26.33% selected none at all.

**Construct: Undergraduate to graduate**

**Code: GSFCLTY**

**Question 19: When you selected your graduate program, how important was it that faculty in the program who might be your advisor had expertise in publically engaged scholarship, community-based research, or participatory action research?**

39.44% of respondents were not concerned with their faculty’s expertise in PES when selecting their graduate program.

**Construct: Undergraduate to graduate**

**Code: GSGSPES**

**Question 20: When you selected your graduate program, how important was it that other graduate students were conducting research for their dissertations using engaged research methods?**

 55.68% of respondents were not concerned with their peer’s research in PES.

From the preceding questions we can assume that respondents were not concerned with surrounding themselves with faculty and peers focusing on PES. Perhaps PES was a concept that they discovered throughout their academic and research in graduate school.

**Construct: Undergraduate to graduate**

**Code: MASTERS**

**Question 50: What university(ies) did/do you attend for your master’s degree(s)?**

**What program(s) did you receive your degree(s) from?**

**How many semesters did you work towards this degree(s)?**

**What degree(s) did you receive? (i.e. M.A., MFA, M.Ed., M.S.)**

To analyze this question I broke the responses down by state and institutional profile. Some responses I could not analyze because the respondents did not provide the information requested:

27 respondents attended a large private institution in the following states – California(2), Massachusetts (7), New York (14), North Carolina (1), Pennsylvania (1), and Washington D.C. (2).

163 Respondents attended a large public institution in the following states/countries – Alabama (5), Arizona (4), California (18), Canada (1), Colorado (3), Connecticut (1), England (4), Florida (4), Illinois (6), Indiana (6), Iowa (3), Kansas (2), Kentucky (4), Maryland (2), Massachusetts (2), Michigan (13), Minnesota (3), Missouri (1), Nebraska (1), Netherlands (1), New Jersey (2), New Mexico (3), North Carolina (5), Ohio (8), Oklahoma (3), Oregon (2), Pennsylvania (3), South Africa (1), South Carolina (2), Tennessee (2), Texas (6), Utah (1), Virginia (9), Washington (30), Wisconsin (2).

28 respondents attended a medium private institution in the following states – California (3), Connecticut (2), Florida (1), Illinois (2), Indiana (1), Maryland (1), Massachusetts (1), New York (16), Delaware (1).

27 respondents attended a medium public institution in the following states/countries – Alaska (1), Canada (1), England (1), Florida (1), Kentucky (1), New Hampshire (1), New York (6), North Carolina (5), Ohio (1), Pennsylvania (1), Rhode Island (1), Switzerland (1), Tennessee (1), Vermont (4), Virginia (1).

25 respondents attended a small private institution in the following states – California (2), Illinois (4), Massachusetts (2), New Jersey (2), New York (2), Pennsylvania (4), Rhode Island (5), Tennessee (2), Virginia (2).

15 respondents attended a small public institution in the following states/countries – California (3), Illinois (1), New York (4), Ohio (1), Texas (1), United Kingdom (1), Vermont (2), Virginia (1), Washington (1).

 Looking at respondents’ masters’ education by states and institutional profile tells me that PES is thriving in public institutions and in New York. **I still have to do this with the DOCTRAL document.**

**Literature is located in the dropbox**

**The Next Wave: Building University Engagement for the 21st Century** by Gar Alperovitz, Steve Dubb, and Ted Howard (The Good Society, Volume 17, Number 2, 2008, pp. 69-75. Published by Penn State University). This article analyzes the relationship between land grant institutions and their communities.

**Institutional Culture and Civic Responsibility: An Ethnographic Study** by Courtney Thornton and Audrey Jaeger (Journal of College Student Development, Volume 47, Number 1, January/February 2006, pp. 52-68. Published by The Johns Hopkins University Press. This ethnographic study conducted at the University of Virginia examined the social interactionism of their civic identity – how UVA‘s culture instilled civic responsibility. I think UVA is comparable to the 163 large public institutions that our respondents attended for their masters’ degrees. This “type” of campus culture creates and molds PES.

(Tim I think you would like this)