

**Involvement in Civic Engagement Activities in Adulthood: The Longitudinal and Multi-Level Influences of Student and Institutional Environments and Practices within Higher Education in the U.S.**  
**Carrie Myers and Scott Myers**

We propose to combine two national data sets to address a series of longitudinal and multi-level research questions that are important to individuals, higher education institutions, and society. Specifically, we will merge and match college students from the restricted-use Educational Longitudinal Survey of 2002 (ELS:2002) with data from their respective higher education institutions from the Integrated Postsecondary Educational Data System (IPEDS). This will create a multi level data set that follows students from 10<sup>th</sup> grade until age 26 and captures higher education environments, practices, experiences, and outcomes. The guiding research questions will be at two levels and will be developed using Astin's (Astin & Antonio, 2012) Input-Environment-Output (I-E-O) framework and contemporary theories of role identity. First, are students who experience high impact curricular practices (HIP) during their undergraduate years more civically engaged later in adulthood? Second, do the institutional environments of having a Carnegie Classification of Civic Engagement (CCCE) and institutional expenditures influence students to be more civically engaged later in adulthood? These questions will be addressed in multi-level models that contain controls for precollege, college, institutional, and adult covariates, where the models will be estimated with a series of 2-level hierarchical generalized linear model. The interdisciplinary research team is well-poised to carry out this research as the investigators have a joint user license for and experience with the restricted-use ELS:2002 and have prior experience with the IPEDS Data System interface. To the best of our knowledge, our research will be the first to address these topics in a multi-level approach while overcoming all five of the following limitations inherent in prior research: (a) engagement is measured while in college and in college-specific domains; (b) data are from a single institution and/or cross-sectional; (c) experiences are mostly limited to degree earned and service learning and diversity; (d) engagement is measured with attitudes rather than behaviors; and (e) data do not include both individual and institutional characteristics (Bowman, 2011; McIlrath et al., 2012; Pascarella & Terenzini, 2005).