AN INVESTIGATION OF TWO-YEAR COMMUNITY COLLEGE STUDENTS'

INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

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# AN INVESTIGATION OF TWO-YEAR COMMUNITY COLLEGE STUDENTS' INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

Jackie R. Woods

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AN INVESTIGATION OF TWO-YEAR COMMUNITY COLLEGE STUDENTS'

INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

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Jackie Woods, son of Mrs. Annie P. Staley and Mr. Samuel W. Woods, was born October 12, 1952, in Andalusia, Alabama. He graduated from Woodson High School in 1970. He graduated from Lurleen B. Wallace Junior College in 1984 with an Associate of Applied Science degree in Education. He then entered Athens State College and graduated in November, 1987, with a Bachelor of Science in Education. In June of 1996, he earned his Master's degree in Trade and Industrial Education from Auburn University. He continued in graduate school, and in 1999 he earned a Specialist degree in Trade and Industrial Education at Auburn University. In March, 2001, he was accepted in the doctoral program in Administration of Higher Education at Auburn University. He has been employed as a Welding Instructor by Lurleen B. Wallace Community College since July, 1981, formerly MacArthur State Technical College before the merger with Lurleen B. Wallace Junior College on January, 23, 2003. He married Beverly Crittened on November 24, 1981, and they have four children.

DISSERTATION ABSTRACT

AN INVESTIGATION OF TWO-YEAR COMMUNITY COLLEGE STUDENTS' INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

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Doctor of Philosophy, December 17, 2007
(Ed.S., Auburn University, 1999)
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The purpose of this study was to determine the levels of involvement in extracurricular activities and the relationship of involvement, persistence and academic accomplishment of enrolled students at a small Southern, open-admission comprehensive community college. The research method used in this study was the descriptive research design.

The study was limited to only those students who have freshmen and sophomore standing. The study was delimited to students enrolled in spring semester 2006 at Lurleen B. Wallace Community College.

Based on the findings of this study, the researcher formulated the following conclusions: (1) There was no statistically significant difference between the students'

mean levels of participation in extracurricular activities by gender; (2) There was no statistically significant difference between the students' mean levels of participation in extracurricular activities by age; (3) There was statistically significant difference between the students' mean levels of participation in extracurricular activities by ethnicity; (4) There was no statistically significant difference between the students' mean levels of participation in extracurricular activities by marital status; (5) There was no statistically significant difference between the students' mean levels of participation in extracurricular activities by academic class standing; (6) There was a statistically significant difference between the students' mean levels of participation in extracurricular activities by cumulative grade point average; and (7) There was a statistically significant difference between the students' mean levels of participation in extracurricular activities by average employment status.

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# I. INTRODUCTION

The history of higher education, particularly in the English-speaking world, pertains to more than college charters, courses of study, and degree requirements. It must take into account the student—his/her characteristics, his/her attitudes, and his/her organizational activities (Braubacer & Rudy 1997). Boyer (1987) stated that "the effectiveness of the undergraduate experience relates to the quality of campus life. It is directly linked to the time students spend on campus and to the quality of their involvement in activities" (p. 191). Monroe, (1972) writes:

> Most colleges regard a heavy attrition, or dropout rate, as a serious waste of educational resources and personal potential. Attrition rates into the community and senior colleges vary from 15 to 50 per cent. At least half the loss occurs in the freshman year (p. 207).

Astin (1984) stated that the theory of student involvement stemmed from a longitudinal study of college dropouts (Astin, 1975) that attempted to identify factors in the college environment that significantly affect the students' persistence in college. Nearly every significant effect could be rationalized in terms of the involvement concept; that is "the factors that contributed to the students remaining in college suggested involvement, whereas those that contributed to the students' dropping out implied a lack

of involvement" (p. 302). "For many students, the opportunity to participate in student activities is a primary reason for attending college" (Monroe, 1972, p. 42). "A student's most important teacher is often another student. Bonds formed in college with classmates, hallmates, and teammates may last one semester or a lifetime" (Chickering L. Reisser, 1993, p. 392). Students' chances of staying in college can be improved if ways can be found to involve them more in the life and environment of the institution. "A number of mechanisms are available to most institutions to bring about greater student participation: academic programs, admissions, freshman orientation ... extracurricular activities and housing and student services" (Astin, 1975, p. 148). Astin (as cited in Roberts, 1989) found that "greater degrees of involvement with the programs and activities of the campus influence student satisfaction with college, academic achievement, and persistence toward graduation" (p. 5). Peer group and the degree of students' interaction with that peer group have potential for influencing nearly all phases of the students' educational and personal development (Astin 1996).

## Significance of the Study

The study provides community college administrators and faculty with information concerning student involvement in extracurricular activities and their persistence in achieving student success. The findings of this study may be used as a basis in evaluating information and a data-analysis framework for examining participation in extracurricular activities according to predetermined demographic variables when measured by the Campus-Life Involvement Survey. The findings of this

study will contribute to the theory that currently exists on college departure as well as impact retention status at other community colleges.

## Statement of the Problem

The research problem was to examine the level of involvement in extracurricular activities of enrolled students at a small Southern nonresidential, public, open-door comprehensive community college and their relationship, if any to gender, age, ethnicity, martial status, current academic class standing, grade point average, and employment status.

## Purpose of the Study

Like larger, tuition-driven four-year colleges and universities, two-year institutions are desperately seeking solutions to increase their rates of program completions which nationally account for a third of all beginning full-time students (Tinto, Russo, & Kadel 1994). Community colleges are unlike the touted residential colleges that are described as involving colleges (Kuh, Schuh, Whitt & Associates, 1991); most community colleges find themselves in situations where student involvement is quite difficult to achieve (Tinto, Russo, & Kadel 1994). According to Astin (1984), almost every longitudinal study of student development found that the student chances of dropping out are substantially higher at a two-year college than at a four-year college. "Community colleges are places where the involvement of both faculty and students seem to be minimal: most (if not all) students are commuters, and a large proportion

attends college on a part-time basis" (p. 302). Tinto (1987) reported that within the two-year sector, only 29.5 percent of the entering students will continue over a two-year period in the institution in which they register. Nearly 13 percent will have earned their two-year degrees. Most of the remaining 16.7 percent who are still enrolled in the institution will also do so. Approximately 27 percent of the entering two-year cohort will complete their two-year degree program in the institution in which they first enrolled. Astin (1984, 1993, 1996) has been concerned with student involvement with different types of colleges. He focused on the involvement of the undergraduate in extracurricular activities and found it reflected in varying degrees of activity and commitment. The basic reasons for this variance were examined in this study.

## Research Questions

The following research questions were designed to assess the type and level of involvement of students participating in extracurricular activities at a small Southern two-year community college. These questions helped determine identifiable patterns in this study. The research questions addressed were:

1. What gender-based (male/female) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

2. What age-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

3. What ethnicity-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

4. What marital patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

5. What academic class (freshman, sophomore) standing-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

6. What grade point average (GPA) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

7. What employment-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

## Limitations/Delimitations of the Study

This study was conducted at a small Southern nonresidential, public, open-door comprehensive community college. The findings of this study should not be generalized to other geographic locations or community colleges. Any assumptions, conclusions, or applications outside of this study should be made with caution.

This study was limited to only those students who have freshman and sophomore standing. The study was delimited to students currently enrolled in spring semester 2006 at Lurleen B. Wallace Community College. The study included students who participated in some extracurricular activities at the particular institution. The study also included students who were chosen for this survey through stratified sample.

The study was further delimited to the data collected through the use of the quantitative survey questionnaire. Self reporting of grades may be considered a limitation. However, since there was no appreciable benefit to misreporting, data are accepted as presented. All other types of data collection were excluded.

## Definition of Terms

Academic class standing—enrollment based categories of freshman, and sophomore.

Academic success—the pursuance of high academic achievement and/or being retained by the college as a student.

Campus Life Involvement Survey (CLIS)—created by Coats (2003) used in this study consisting of eight demographic variables and 27 extracurricular activities.

Community—a grouping of individuals bound by common purpose, interaction, and/or surroundings.

Employment—the work in which one is engaged to make an income.

Extracurricular/co-curricular activities—a form of recreation in which a student participates outside the academic classroom.

Ethnicity—self-reported category of belonging to a particular ethnic group.

Involvement—the amount of physical and mental energy applied to the learning experience [extracurricular] (Astin, 1984).

Martial status—the current classification of married, single, divorced, widow, or widower.

Non-Persisters—college students who enrolled for one semester in college and did not return for the second semester within the period of a calendar year.

Persisters—college students who enrolled for one semester in college and returned for the second semester within the period of a calendar year.

Non-participants—individual students who do not participate in extracurricular activities.

Participants—individual students who participate in extracurricular activities.

Participate—to take part in a community college sponsored organization's society.

Recruitment—the process of attracting new members for student activities and organizations during a specified period of time.

Student—one who is currently enrolled and actively attending classes in a school, college, or university.

## Organization of Study

Chapter One introduces the study by presenting the problem statement, the research questions, the significance of the study, the limitations and delimitations of the

study, a listing of terms with corresponding definitions, and concludes with the organizational structure of the study. Chapter Two contains a review of literature pertaining to the historical development of campus extracurricular activities, student involvement in extracurricular activities, student participation, and the lack of participation or rather the non-participation of students in extracurricular activities.

Chapter Three addresses the methods that will be used to conduct the study including the sampling methods and the research questions. Chapter Four presents the results of the study and an interpretation of the data analysis of the study. Chapter Five provides a summary, conclusions, and implications and recommendations for future studies pertaining to the research topic.

# II. REVIEW OF LITERATURE

"From the earliest beginning, American higher education has been concerned with more than intellectual developments. The mission of college has been education, and education has come in many forms outside of class as well as inside" (Chickering & Reisser, 1993, p. 53). "The college must assume responsibility for the student's total personality development – physical, social, and emotional as well as intellectual. It should recognize that what happened outside the classroom – living conditions, study habits, emotional problems – might vitally influence classroom performance" (Brubucher & Rudy, 1968, p. 333). According to Monroe (1972), a quality program of student activities is significant for the development of student interest and for the development of their social skills. Student experience in planning and organizing activity programs, as well as participating in them, is an important form of education. Monroe (1972) warned that all community colleges should support a full program of student activities. Monroe (1972) writes:

> A critic of co-curricular activities might say that if a student is not in college primarily to benefit academically, then he should not be in college. Innumerable students poorly motivated in the academic area become motivated sufficiently to remain eligible for participation in athletics or some other activity. For many students, the co-curricular experience becomes the spring board to career. No one

> knows how many participants in college athletics, musical organizations, drama groups, student welfare clubs, and student government activities become enthusiastic enough to make that field their careers. (p. 43)

In many cases new students have to make their own way through the confusing network of institutional life. “Not all individuals, especially those recently removed from the familiar confines of the family and local high school communities, are either able or willing to make the needed personal contacts on their own” (Tinto, 1987, p. 99); as a result, according to Tinto, (1987) “not all new students come to be incorporated into the life of the institution. Without external assistance, many will eventually leave the institution because they have been unable to establish intellectual and social membership in ... the college” (p. 99). Tinto (1987), however, warned that for such reasons, out-of-class education cannot be viewed mainly as an add-on to the curriculum in carrying out the educational mission of the American college, but rather a necessary part of its educational program. Tinto (1987) writes:

> One of the primary tasks confronting officials in nonresidential and/or two-year colleges is the strengthening of the social and intellectual communities which may exist within the college. Despite the fact that students do not reside on campus and may, in fact, be on campus for only brief periods of time, it behooves such institutions to do what they can to encourage the development of on-campus communities whenever and wherever possible. (p. 166)

## The Community College and Its Students

Monroe (1972) stated the community college is defined as "the fulfillment of the American promise to its citizen for universal education: its offers two years of education beyond high school at a comparatively low cost to the student, but not necessarily low cost to the public" (p. 25). This definition, according to Monroe, (1972) says nothing about the nature and quality of the community college educational programs. Moreover, the community college, more than any other segment of the educational system from kindergarten to university, "has the freedom to experiment, to explore new paths of learning, to break with traditional methods of teaching, and become a unique and innovative educational agency" (p. 25).

Garms (1977) felt that there is no existing agreement on what the community college is or what its goals should be and has never been. The efforts to provide a definition for the institution have often concluded with statements of unclear and meaningless generalities. For example, in 1925 the American Association of Junior Colleges provided a definition of the institution it represented. Although it was an institution providing two years of work that compared to the first two years at college, it was also "likely to develop a different type of curriculum suited to the larger and ever changing civic, social, religious, and vocational needs of the entire community in which it is located" (p. 6). However, in 1930 the definition was modified:

> A fully organized Junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher education, liberal arts education for those who are not going beyond graduation from the Junior college, vocational training for particular occupations usually designated as semi-

professional vocations, and short courses for adults with special interest (Garms, 1977, p. 6).

During the 1950s and 1960s, more debate occurred over the role of the Community College even among its most distinguished chroniclers. According to Garm (1977), Bogue (1950) viewed the Community College as an autonomous institution serving a function independent of both high school and college, which was reiterated by Medsker in 1960 when he described the Junior college as serving social needs that neither high school nor college could serve. Moreover, Fields (1962) felt that the major responsibility of the community college was to be accessible by all; it was supposed to meet the needs of all abilities, aptitudes, and interests, while serving the individual, the community and society in general (p. 7). Garms (1977) concluded, "Rather than articulating the unique mission of the institution and providing a rationale for its support and operation, the goals of the community college had become all-encompassing, and thus meaningless" (p. 7).

According to Rhoads and Valadez (1996), Dougherty in 1994 offered a comprehensive explanation of the community college debate in his most recent work entitled, "The Contradictory College". Dougherty examined the theoretical positions of the combatants and espoused that there are three general perspectives: "Functionalism, instrumentalist Marxism, and institutionalism" (p. 40).

The Functionalists tend to advocate for the Community College by describing several vital social needs that are served by the institution: "To provide college opportunity to train middle-level workers, and to preserve the academic excellence of four-year colleges and universities" (Rhoads & Valadez, 1996, p. 40). In essence, the

functionalists believe that the community college facilitates college access through their open-door policies, vocational options, and lower prices (Rhoads & Valadez, 1996).

Instrumentalist Marxist critics (Dougherty, 1994) contended that "the community college's real social role is to reproduce the class inequalities of capitalist society" (Rhoades & Valadez, 1996, p. 41). Dougherty examined three views offered by instrumentalist Marxist. First, the community college will provide workers with adequate skills that are necessary for successful employment within a capitalist framework. Second, the community college will serve a significant role in preserving the integrity of a four-year degree for a capitalist class of students by protecting the four-year institutions from having to admit under-prepared students. And third, the community college is persistent with class inequality by channeling working class children into working class jobs (Rhoades & Valadez, 1996).

The institutionalist critique, according to Rhoades and Valadez (1996), is rooted in the 1989 work of Brint and Karabel:

> Institutionalists, like instrumentalist Marxists, felt that the community college's serve to divert student aspirations and reproduce social inequality. However, instead of placing the blame on capitalism, institutionalists blame the structure of U.S. higher education, whose hierarchical nature encourages monumental inequities in status and resources. Community colleges, of course, occupy the bottom rungs of such a hierarchy and the message of second-class status gets conveyed to students in a variety of ways (p. 41).

According to Rhoads and Valadez (1996), Dougherty (1994) makes the point that there is some truth in all three positions:

> On the one hand, instrumentalist and institutionalist critics are correct when they point out that community colleges are ineffective in helping baccalaureate aspirants succeed. On the other hand, functionalist supporters may be correct when they argue that community colleges serve a democratizing role in that they allow many students to attend college who may not gain acceptance to four-year institutions, and they also serve students who aspire to something less than a four-year degree. All three camps seem to be correct in pointing out that community colleges help to protect selective admissions policies at elite colleges and universities. Functionalists tend to see the latter outcome as positive because community colleges preserve the academic excellence of four-year colleges and thereby serve the larger higher education system. Institutionalists and instrumentalists, however, see such an outcome as inherently discriminatory (p. 42).

One of the major historical roots for the establishment of public community colleges was the higher extension of the public high school to include college courses. Local school administrators' decision for additional junior college work originated from the local community pressures for college work for the less affluent and less able high school graduate (Monroe, 1972). Another pivotal historical root for the community college establishment was the passing of the Cominetta Act, in California in 1907. Freana Junior College became the first legally sanctioned public junior college under that law in 1910 (Garm, 1977). Moreover, Garm (1977) pointed out that since that beginning in the

early 1900s, there has been a significant increase in the growth of the community college. "By 1921–22 there were 207 junior colleges in existence, of which 69 were public; these public institutions enrolled almost half of the 16,000 students attending two-year colleges at the time" (p. 6). Monroe (1972) also found that the significant increase in community colleges came during the depression. The number of junior colleges increased from "403 in 1929 to 584 in 1945. By 1961, the Junior College Directory reported a total of 678 colleges, 405 of which were public" (p. 13). Garm (1977) stated that in "1971, the average public two-year college had 3,443 students; the average private junior college had only 422 students and the largest of the public community college, Dade County in Florida, had over 25,000 students" (p. 6). Cohens and Brawer, (1996), makes the point that community colleges have experienced unprecedented growth:

> Today, there are approximately 1,200 community colleges in the United States. In 1920 there were 20 such colleges. More than 1,000 of the current number were built in a little more than 50 years. They enroll approximately 10.4 million students, nearly half of all undergraduates in postsecondary education. Enrollment mushroomed from just over 500,000 in 1960 to nearly 6 million in the early 1990s. More than half of the college students in Arizona, Washington, Wyoming and California are in community colleges. United States community colleges award close to 700,000 degrees and certificates annually. (p. 82)

"Community college students, on the average, are from families with lower incomes and less educated parents than those of students in four-year colleges" (Cohen & Brawer, 2003, p. 61). Typically, the community college freshmen are first-generation college students, whose parents have little knowledge of higher education and, in most

cases, offer little psychological and financial support. However, university students have mentors from high school and the community to advise them. Community college students, in contrast, do not have the support of such advisors or mentors to help them facilitate maneuvering their way through the unknown higher education path (Roueche & Roueche, 1993). Moreover, the lower analytic skills of community college students means that they are less likely to have access to academically demanding lower division courses than are students who attend four-year colleges. The difference in social class suggests less interest in general educational goals and higher interest in direct occupational preparation among community college students than among students in four-year colleges (Cohen & Brawer, 2003). The university freshmen have stronger self-concepts and enter college with years of successful academic performance compared to community college students who perceive themselves less favorably because of past academic difficulty. As a result, university freshmen are more goal-oriented, competitive, and motivated to succeed. Moreover, community college freshmen, having few academic experiences to supply a base for developing a strong self-concept, develop a narrow view of obtainable goals (Stanfield, 2000). According to Cohen and Brawer (2003), the social economic status of dependent students attending two-year colleges generally are lower than that of dependent students attending four-year institutions. For example, the National Center for Education Statistics (1998) reports that "of students entering public four-year institutions in 1995–96, 23 percent came from the bottom social economic quartile and 27 percent the top quartile. For those entering the public two-year colleges comparable ratios were 28 and 19" (p. 56).

Classification of students by academic ability showed increasing numbers of lower ability students among community college entrants. For example, university freshmen as a group must meet university requirements, demonstrate high analytic skills, and graduate in the top 10% of their class. On the other hand, community college freshmen enter with low or no Scholastic Aptitude Test (SAT) scores, local entrance test scores, or a General Education Development (GED) test rather than a high school diploma (Phillippi & Patton, 2000). According to Cohen and Brawner (2003), various data sets further showed the lower academic level of the entrants. For example, The National Center for Education Statistics (2001) reports that

> The College Board's Scholastic Aptitude Test (SAT) means for community colleges have been considerably lower than the norm for all college students. In 1999–2000, the average national SAT Composite score was 839 (420 verbal, 419 math) for students who indicated a two-year college degree as their objective; it was 961 (478 verbal, 483 math) for students with bachelor-degree aspirations. (p. 44)

Like many other institutions of higher education, the community colleges have provided special benefits to attract higher-ability students by recognizing the better student. Honor programs are substantial evidence that the colleges do not deal exclusively with lower-ability students (Cohen & Brawer, 1987). For example, in 1979, Miami Dade Community College provided full tuition waiver to all students graduating in the top 10 percent of their local high school class, and in 1991 it extended that offer to the top 20 percent (Cohen & Brawer, 2003). Moreover, the widespread existence of honor programs further showed that the colleges have welcomed the better-prepared

students. According to Cohen and Brawer (2003), White (1975) found that 10 percent of 225 colleges surveyed in the North-Central region had formalized honors programs and nearly half of the others made some provision for superior students. Twenty years later, Peterson's Guide to Two-Year Colleges (1995) listed honor programs in over 25 percent of the institutions (Cohen & Brawer, 2003, p. 45).

The differences between male and female college students have long been documented. Historically, among students or questioned ability, fewer women than men attended college. Basically, if funds were limited, more male than female high-ability students enrolled in college. Moreover, the women who went to college relied heavily on their families for support. However, not until 1978 did the number of women enrolled in college in the United States exceed the number of men (Cohen & Brawer 2003). According to Cohen and Brawer (2003), the National Center for Education Statistics (2001b) reported that

> By 1997, women were ahead, 56 percent to 44. In 1998, the percentage of women students in community colleges increased even more—to 58 percent—with 64 percent attending part-time. This compares with a part-time attendance of 60 percent for men. Overall, in each year since 1978, more women than men have earned associate degrees; in 1997–98, 61 percent of the degrees went to women. (p. 46)

The community college's energetic effort in recruiting students from segments of the population that had not attended college has enhanced the college attendance of ethnic minorities. Moreover, the National Center for Educational Statistics (2001b) reported that in 1997, 46 percent of ethnic minority students enrolling in American higher

education were enrolled in community colleges. Minority students constituted 31 percent of all community college enrollment nationwide, increasing 20 percent from 1976. Typically, the pattern changed from state to state depending on the minority population. For example, California, Hawaii, Louisiana, Mississippi, and Texas had the highest enrollment of minorities in community colleges. Minorities were also enrolled in high numbers in other states that have well organized community college systems. Data (see Appendix A) reveal that the African American ratio of community college enrollment exceeds the African American proportion of the population in eighteen states. Moreover, comparable figures for Hispanic enrollment are identified in 11 states (Cohen & Brawer, 2003).

Typically, the median age for the community college student body is about nineteen years. The full-time day students age ranges from sixteen to over thirty (Monroe, 1972). During the 1970s, women thirty and older made up an increasing percentage of college students, while minimum change occurred with the age distribution of men students. Moreover, in 1981, the U.S. Bureau of the Census (1983) reported that fewer than half of all community college students were within two or three years of high school graduation, and more than one-quarter were twenty-five or older (Cohen & Brawer, 1985, p. 57). According to 1999 data, six percent or more of the population aged eighteen to forty-four in nine states enrolled in community colleges, while in ten states that figure was two percent or less (see Appendix B). Much depends on demography, but more relates to the availability of other postsecondary forms, and the accessibility of community colleges (Cohen & Brawer, 2003).

## Extracurricular Activities and Community Colleges

The history of American college life compares to the swinging of a pendulum in a wide arc. For example, first there was the era of the church-dominated college with its unity of curriculum and extracurriculum, and its self-contained life. Next came the changes characteristic of the years 1865 to 1908, when undergraduates developed a vigorous college life independent of the central intellectual concerns of American higher learning (Brubacher & Rudy, 1968).

By the time of World War 1, many leaders of higher education were considering the flourishing of the extra curriculum as a challenge rather than a threat. They felt that the danger confronting American higher education would not be in the significant increase of various student activities, but rather in the failure of the colleges to do anything constructive about them. The solution involved taking positive action to achieve unity between the curriculum and the extracurriculum. Classroom and campus could be brought together by linking student activities to the purpose of the college, making the curriculum, and every other aspect of college life, closely related to the student's total personal development (Brubacher & Rudy 1968, p. 329).

According to Cohen and Brawer (2003), community college student activity programs are not easily popularized because many students work part-time, few reside on campus, and many high school leaders choose to enroll at universities instead of community colleges. Typically, various types of extracurricular activities have been in place since the earliest institutions organized athletic events and student clubs. Student activities (Eells, 1931) in the junior colleges originated in the 1920s. During that time there were seventy active clubs. The most widely accepted were musical activities,

athletic clubs, literary groups, and religious and moral organizations. “Today, Pasadena City College involves hundreds of students in over fifty clubs including those concerned with community service; ... and student government and publications” (Cohen & Brawer, 2003, p. 208).

Upcraft (1989) explained that if institutions want to benefit from the positive effects of the out-of-class environment, they must establish campus wide activities that enhance freshman success. Cohen and Brawer (2003) felt that low rates of student participation in extracurricular activities are evident in the compose level of student activism on community college campuses. Although student activism was prevalent on university campuses in the United States in the 1960s, it was never as prominent in the American community colleges. Basically, student activism focused on intramural concerns such as demands for additional financial aid or disapprovals of the designing of schedules. Protest against major social issues was rare.

Community college activism has generally consisted of students who desire to be free from restrictive rules on their conduct. For example, student newspapers have often created challenges, especially when an editor or staff writer decides to print an unpopular article, story, or poem. The college’s right to guide student conduct comes into opposition with First Amendment rules governing freedom of the press. These cases are often taken up by the students at large as proof of how the school administration tends to treat them as children. Today, no issue can embitter student, faculty, and administration relationships more than an administrative decision that the student editor cannot publish an unpopular editorial or new item (Cohen & Brawer, 2003).

According to Cohen and Brawer (2003), athletic programs are designed so that student athletes can enjoy the benefits for extracurricular activity along with academic programs. Many institutions offer intramural sports for interested students, but these activities have decreased as the colleges have increased their percentage of older, part-time students. As a result, student activities have been focusing less on team sports and more on individual pursuits. For example, "clubs and ad hoc groups organized to engage in hiking, cycling, scuba diving, backpacking, and jogging have become widespread ... aerobic, dancing, swimming, and weightlifting have gained in popularity" (Cohen & Brawer, 2003, p. 209).

Some commentators have called for student activities and organizations centering on academic departments as a way of involving more students in extracurricular activities. For example, a survey of faculty, staff, and students was conducted at William Rainey Harper College (Illinois) to review special types (Lucus & Nejman, 1993) of programs interesting to each group. The study found that cultural events, musical programs, speakers on current issues, and theatrical productions were favored. "Such responses (Cohen & Brawer, 1977) parallel the interest reflected in a survey of faculty, who indicated that there were too few seminars, lectures, exhibitions, or concerts and recitals offered outside class" (Cohen & Brawer, 2003, p. 209).

## Categories of Theories of College Student Change

According to Pascarella and Terenzini (2005), the majority of change in post-1990 studies in college centered on traditional age undergraduates. Similarly, the theories and models relating to college students that have come into view also deal primarily with

adolescents and young adults. The emphasis on young adults does not mean that older students are of less concern in higher education or that theory of change over the full-life span lacks value for grasping the meaning of the effects of post-secondary education. Indeed, the increase in the number of older adults attending college has produced a body of wide-ranging theoretical literature on change in the adult years and adult development rather than student development.

One cluster, labeled developmental theories or models, directs attention to the structure, nature, and processes of individual human growth. These theories address the nature and content of individual change; the dimensions of student development; and the stages, phases, or other movements along a given dimension. Pascarella and Terenzini (2005) write:

> This family of theories has been dominated by psychological stage theories, which posit one or another level of development through which individuals pass in a largely invariant and hierarchical sequence, although recent theories place less emphasis on stage progression than was the case earlier (p. 18).

The second family of models for the study of change among college students addresses the environmental and interindividual origins of student change, which is not necessarily seen as developmental. Pascarella and Terenzini (2005) makes the point that these models tend to be best for identifying and evaluating several sets of variables presumed to influence one or more aspects of change:

> These sets may be student-related (such as gender, academic achievement, socioeconomic status, race-ethnicity), structural and organizational (such

> as institutional size, type of control, selectivity, curricular mission), or environmental (for example, the academic, cultural, social, or political climate created by faculty and students on a campus) (p. 18).

Pascarella and Terenzini (2005) explained that the major difference between the two families of theories depends on the degree of focus they give to what changes in college students versus how these changes come about. "Whereas student-centered developmental models concentrate on the nature ... of student change (for example, identity formation, cognitive development), college impact models focus on the sources of change (such as student experiences, and interactions with students and faculty members)" (p. 19).

The increase in the number of older adults attending college has generated a large and wide-ranging theoretical literature on change or growth in the adult years. Cross (1981) specifies two significant schools of research on adult development. The first school of thought includes those researchers who have centered their work on the development stages of growth and maturity. Erikson (1968) and Loevinger (1976) are hierarchical stage theorists who represent this group. The second school of thought of adult development research is life cycle oriented with each phase of development having its own significant character. Basically, "there are predictable turning points in the lives of adults and ... these turning points represent an internal unfolding in a sequence of natural growth" (p. 169).

## Human Development Theories

Pascarella and Terenzini (2005) explain that "although developmental theorists disagree on the characteristics or features of the developmental process, most writers view development as a general movement toward greater differentiation, integration, and complexity in the ways that individuals think and behave" (p. 19). This movement is often viewed as a vertically hierarchical, passing from simple, immature to more complex levels or stages that are, to some degree, age-related. Developmental change may be due to biological and psychological maturation or individual and environment change. According to Lavelle and O'Ryan (2001), "College student development and social attitudes comprise an intricate and complex interrelationship involving diverse beliefs, motives, and behaviors" (p. 248). Strom, Bernard, and Strom (1987) stated that the "major target of studying human development is to produce or become a socialized person" (p. 230).

The psychosocial theory literature gives much credit to the work of Erik Erikson (1950, 1968). One of the elements apparent in Erikson's work is the epigenetic principle, which states "that anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole" (p. 92). The principle implies not only age-related biological and psychological development but also the concept that individual interaction with the environment shapes the particular character and extent of the development in important ways. Next, according to Erikson, development occurs through a series of crises. For Erikson, a crisis means a time for decision requiring important choices among alternate courses of actions. There is not an established timetable for each crisis;

individuals vary according to their respective maturation levels. According to Erickson, for one to further develop and grow emotionally and psychosocially, one must satisfactorily resolve each crisis (Erickson, 1950).

Loevinger (1976) uses the concept of ego development to evoke the creation of a central core of reference through which people see themselves and their relationship with others. The descriptions of stages of ego development are as follows:

*Presocial Stage* (I-1). The baby at birth cannot be said to have an ego. His first task is to learn to differentiate himself from his surroundings which become the "construction of reality," the realization that there is a stable world of objects. Even after he has a grasp of the stability of the world of objects, the baby retains a symbiotic relation with his mother or whoever plays that part in his life.

*Impulsive Stage* (I-2). The child's own impulses help him to affirm his separate identity. Impulses are curbed at first by constraint, and then later by rewards and punishments. A child who remains too long at the Impulsive Stage may be called uncontrollable or incorrigible. He himself is likely to see his troubles as located in a place rather than in a situation, much less in himself; thus he will often run home.

*Conformist Stage* (I-3). A momentous step is taken when the child starts to identify his own welfare with that of the group, usually his family for the small child and the peer group for an older child. In order for this step to take place or to be consolidated, there must be a strong element of trust.

*Conscientious Stage* (I-4). Precisely where one first finds signs of conscience depends on what is called conscience. A child at the impulsive stage does more

labeling of people as good or bad than do those at higher stages. At the conscientious stage, the major elements of an adult conscience are present. They include long-term, self-evaluated goals and ideals, differentiated self-criticism, and sense of responsibility.

*Autonomous Stage* (I-5). A distinctive mark of the Autonomous Stage is capacity to acknowledge and to cope with inner conflict; that is, conflicting needs, conflicting duties, and the conflict between need and duties. Probably the Autonomous person does not have more conflict than others; rather he has the courage to acknowledge and to deal with conflict rather than ignoring it or projecting it onto the environment.

*Integrated Stage* (I-6). The highest stage is known as Integrated, implying some transcending of the conflicts of the Autonomous Stage. It is the hardest stage to describe for several reasons. Because it is rare, one is hard put to find instances to study. Moreover, the psychologist trying to study this stage must acknowledge his own limitations as a potential hindrance to comprehension. For the most part, the description of the autonomous stage holds also for the integrated stage (Loevringer, 1976, pp. 15-26).

Loevinger (1976) warned that the sequence of ego development should not be viewed as a straight line from one lower level to another higher level. “In some sense, moreover, there is no highest stage but only an opening to new possibilities” (p. 26).

Another school of thought among human development theorists is life cycle development. Levinson, Darrow, Klein, Levinson, and McKee (1978) described seasons of the life cycle after studying a select group of middle aged men. According to Levinson

et al., making the decision to limit the study to men was a difficult one. They felt that studying both genders was essential in order to grasp a full understanding of adult development. Levinson's 1969 study (Levinson et al., 1978) included 40 men between the ages of 35 to 45 years of age, equally distributed among four occupations. According to Levinson et al., there are "qualitatively different 'seasons' or a series of periods within the life cycle ... each having its own distinctive character. Every season is different from those that precede and follow it, though it also has much in common with them" (Levinson et al., 1978, p. 6). The eras described by Levinson et al. (1978) are approximately 25 year overlapping cycles, so that a new one is getting underway as the previous one is being terminated.

Lowenthad, Thurnher, and Chiriboga (1975), on the other hand, defined their research groups by social role rather than age. Their subjects were men and women at four life stages: high school seniors, young newlyweds, middle-aged parents, and retirement couples. Although the subjects were not usually in the same family, they shared a long residence in a particular subcommunity within an urban setting that epitomized mainstream Americans living in similar contexts. Lowenthad, Thurnher and Chiriboga (1975) felt that their findings should be helpful in answering questions of adaptations to more gradual types of change: "in short, the more gradual and subtle processes of growing up, growing older, and, for some, becoming very old in a world which is in itself rapidly changing" (p. 224). One of her most important contributions lies in the significant differences documented for men and women. Lowenthad, Thurnher and Chiriboga write:

> Self-assertion and achievement seem to be valued less by women than by men. There is also the suggestion that women may be more willing to recognize shortcomings and men more compelled to deny them. Note that both men and women experience a general increase in effectiveness, efficiency, overall self-reliance, and self-control. Feelings of vulnerability decline, as does the need to misrepresent oneself and manipulate others, or to evoke conflict. Older persons develop more rewarding lives through selective disengagement from nonrewarding involvements. (Chickering & Havighurst, 1981, p. 16)

## Identity Development Theories

According to Pascarella and Terenzini (2005), probably no psychosocial theorist has had more effect on the research on college student development or administrative efforts to promote its growth than Arthur Chickering. Chickering (1969) identified seven vectors of development, each of which has several subcomponents. He identified his seven dimensional vectors "because each seems to have direction and magnitude – even though the direction may be expressed more appropriately by a spiral or by steps than by a straight line" (p. 8). In 1993, Chickering and Linda Reisser revised the vectors which first appeared in 1969. The revised model basically applies to college students of all ages, and Chickering and Reisser "tried to use language that is gender free and appropriate for persons of diverse back grounds" (p. 44). The seven vectors are as follows.

1. Developing competence. According to Chickering, the college years lead to increased competence in intellectual areas, physical and manual skills, and interpersonal competence. Increase in intellectual competence is

particularly significant and involves acquisition of knowledge (Chickering, 1969), "increased intellectual, aesthetic, and cultural sophistication" (Reisser, 1995 p. 506). Physical competence is accomplished by participating in athletic/intramural activities, artistic activities and attention to one's own good health. Interpersonal competence is achieved through listening, asking questions, self-disclosing, and participating in dialogues that generate insight and enjoyment.

2. Managing emotions. Students at any age must recognize and contend with emotions that can interfere with the educational process, including anger, fear and anxiety, depression, shame, caring, inspiration, and optimism. "Development involves finding appropriate channels for releasing irritations before they explode, dealing with fears before they immobilize, counteracting pain and quilt, and controlling impulses to exploit others or give in to unwanted pressures" (Chickering & Reisser, 1993, p. 86).
3. Moving through autonomy toward interdependence. Development involves increased emotional freedom from the need for reassurance and the approval of others as well as the ability of individuals to organize their own affairs, solve problems, and make decisions. During this phase of development individuals becomes aware of their place in and loyalty to the welfare of the larger community.
4. Developing mature interpersonal relationships. This vector reflects the view that students' interactions with peers provide quality-learning

experiences and help mold the emerging sense of self. In addition, students learn how to choose healthy relationships that ultimately lead to lasting commitments based on honesty, sensitivity, and unconditional regard.

5. Establishing identity. At one level of generalization, this vector is shaped by movement on the previous vectors, and influencing progress on succeeding ones shapes this vector. Identity formation also involves developing a sense of self-assurance in standing alone and bonding with others, and moving beyond intolerance toward openness and self-esteem. "A solid sense of self emerges, and it becomes more apparent that there is an I who coordinates the facets of personality, who 'owns' the house of self and is comfortable in all of its rooms" (Chickering & Reisser, 1993, p. 49).

6. Developing purpose. Chickering and Reisser (1993) felt that expanding competencies, developing interpersonal relationships, and clarifying identity demand some degree of direction and purpose. Progress along the sixth vector is evident when an individual answers not only the question "Who am I?" but also "Who am I going to be?" Developing purpose entails an increasing ability to be intentional, to assess interest and options, to clarify goals, to make plans, and to persist despite obstacles (Chickering & Reisser, 1993, p. 209).

7. Developing integrity. Growth along the seventh vector entails clarification and rebalancing of personal beliefs and values. "Our core values and

> beliefs provide the foundation for interpreting experience, guiding behavior, and maintaining self respect" (Chickering & Reisser, 1993, p. 235). A strong reliance on rules yields to a relativistic consideration of rules and the purposes they are intended to serve as well as the interest and value of others. According to Chickering and Reisser (1993) meaningful beliefs can be based on reason, faith, or intuition, but for development to occur, these beliefs must contribute to the good of all as well as sustain the individual in time of crisis (p. 264).

Pascarella and Terenzini (2005) asserted that "Although Chickering's work has attracted more attention and inspired more research and administrative programming than other psychosocial theories or models, several other models merit attention" (p. 23). These include theories or models relating to gender, race-ethnicity and intellectual and ethical development.

According to Pascarella and Terenzini (2005), Ruthellem Jorrelson (1973, 1987, 1996) conducted a theory of identity development among women only. Her work began with a number of interviews with 60 women when they were in college and later with 30 of the women when they were in their early 30s and 40s. Jorrelson (1996) classified her informants in the four groups suggested by Marcia based on "the pathway they seemed to be taking toward identity, a pathway of decision-making rather than one defined by content" (p. 12). Jorrelson explains the different manifestations of the exploration process and resulting personal commitments in the four areas identified in Marcia's theory. Jorrelson (1996) concludes, however, that for her "informants; social, sexual, and religious issues are less often the grounds on which the struggle for identity takes place

than a woman's sense of how she is effected in the world and how she is linked to others" (p. 179). Moreover, according to Pascarella and Terenzini (2005), Jorrelson (1996) suggested that relationships are particularly fertile areas in engendering the crisis that may lead to identity formation. For Jorrelson, identity "cannot be simply named, for it resides in the pattern that emerges as a woman stitches together an array of aspects of herself and her investments in others" (p. 9).

According to Pascarella and Terenzini (2005), William Cross (1971a, 1971b, 1980, 1991, 1995) provides a theory of African American identity. Cross referred to black identity change as a "Negro-to-Black conversion experience, a resocializing experience that transforms a preexisting identity (1991, p. 189-198). In its present form the theory is far more nuanced and fully detailed, and Cross examines its socio-historical and conceptual roots. Cross viewed black identity as taking shape through five hierarchical stages:

> *Reencounter* (Stage 1). The individual's world view is frequently Euro centric, and being black is either not a salient factor or is seen as social stigma. Although some African Americans at this stage may hold actively anti-black attitudes, most pre-encounter blacks avoid internalizing these negative views. In any event, the stage is set for a possible identity-conversion experience.
>
> *Encounter* (Stage 2) involves an experience that threatens the individual's understanding of the place of blacks in the world, engenders a range of emotions, and triggers a reinterpretation of initial views and beliefs.
>
> *Immersion-Emersion* (Stage 3). The individual is in between and searches for a new understanding of self as black. Immersion in the world of blackness involves

a turning inward and the view that everything of value must be black. In the emersion phase, the individual emerges from the emotionality and dead-end aspects of the immersion experience, and regains control of emotions and intellect. It can be a time of personal growth and recognition. The individual is ready to move toward a new identity.

*Internalization* (Stage 4). The dissonance is resolved, a new worldview emerges, and the individual returns to a personality more stable and calm than that in Stage 3. The individual redefines relationships with others or different races or ethnicities, adopting bicultural or multicultural perspectives.

*Internalization–Commitment* (Stage 5). The individual's sense of blackness is translated into a course of action and commitment to deal with issues and problems shared with African Americans and other groups. To some extent, this stage represents the habituation of Stage 4. Whether the identity and commitments of Stage 5 are sustained over time awaits further empirical examination (Pascarella & Terenzini, 2005, p. 25-26).

William Perry (1970, 1981) sought to describe the development he observed clinically in the "structures which the students explicitly or implicitly impute to the world, especially those structures in which they construe the nature and origins of knowledge, of value, and of responsibility" (1970, p. 1). Even though his theory is clearly a stage model, Perry prefers the term position "because no assumption is made about duration..., the notion of position is happily appropriate to the image of point of outlook or position from which a person views his world" (1970, p. 48). According to Pascarella and Terenzini (2005), Perry (1970) identified nine positions. "The progression is not

entirely linear, however, and he identifies three deflections or temporary suspensions in development movement" (p. 34). The nine positions are as follows:

> *Dualism* (Positions 1-2). In the early positions, individuals order their worlds in dualistic and absolute categories. For students at these levels, classroom learning means catching whatever the instructor pitches. In Position 2, uncertainty about what is or is not true creeps in; authority might introduce a heuristic device to prod students to learn on their own.
>
> *Multiplicity* (Positions 3-4). In these positions, the existence of multiple perspectives on any given issue is recognized. In Position 4, others holding an opinion contrary to one's own are no longer seen as simply wrong but rather as entitled to their views.
>
> *Relativism* (Positions 5-6). Recognition of multiplicity in the world leads to understanding that knowledge is contextual and relative (King, 1978). The shift is transformational. Analytical thinking skills emerge, and in critiquing their own ideas and those of others, students recognize that not all positions are equally valid.
>
> *Commitments in Relativism* (Positions 7-9). Students moving through Positions 7 to 9 test various propositions and truth claims (King, 1978), eventually making an active affirmation of themselves and their responsibilities in a pluralistic world, establishing their identities in the process. The individual makes commitments to ideas, values, behaviors, and other people (Pascarella & Terenzini, 2005, p. 25).

## Student Departure and Involvement

According to Pascarella and Terenzini (2005), Tinto (1975, 1987, 1993) has given a detailed, longitudinal, and interactional model of institutional impact that attempts to explain the college student withdrawal process. He theorized that students enroll in a college or university with different patterns of personal, family, and academic characteristics or skills. Moreover, their initial disposition and intentions are different with respect to personal goals and college attendance. Intentions and commitments are subsequently modified and formulated on a continuing basis through a longitudinal series of interactions between the individual and the structures and members of the academic and social system of the institutions. This theoretical model of institutional departure diagrammed (see Appendix C) illustrates the longitudinal process of interactions between the individual and the academic and social system of the college (Pascarella & Terenzini, 2005).

According to Pascarella and Terenzini (2005), Tinto defined integration as the extent to which the individual shares the normative attitudes and values of peers and faculty in the community or in subgroups. Students' commitment strengthens to both their personal goals and to the institution through which these goals may be accomplished as integration increases (Pascarella & Terenzini, 2005).

Tinto (1993) pointed out that even though most students adjust, others are simply unable to clear the first hurdle to college completion and withdraw from further participation. Most of the students depart within the first six to eight weeks, prior to their first grading period. According to Tinto (1998), Rendon (1994) found that some students, particularly those in community colleges, find integration outside the classroom. These

experiences outside the classroom encourage subsequent experiences in the college and, in turn, influence persistence. Tinto, Russo, and Kadel-Taras (1994), at the same time, found that the opposite occurs: classroom involvement becomes a vehicle for involvement beyond the classroom. "Clearly, the academic and social systems of colleges overlay both classroom and college settings in such a way that experiences within and beyond the classroom both impact upon student persistence" (Tinto, 1998, p. 169).

Tinto (1987, 1993) reported that departure is a highly personal event that is understood only by referring to the understandings and experiences of every person who departs. These pertain to the character of the individual's interactional experience within the institution following entry and to the external forces which sometimes affect their behavior within the institution. On the individual level, the two characteristics that stand out as primary reasons of departure are described by the terms intention and commitment. Moreover, on the institutional level, for individual experience that influences departure, Tinto used the terms adjustment, incongruence and isolation.

Tinto (1987, 1993) found that individual intentions are not always shaped in the form of specific occupations and degrees. Individuals sometimes decide to leave institutions of higher education prior to degree completion simply because they did not intend to stay until degree completion. For example, most common among these leavers are students who enroll in college seeking to gain additional skills or acquire an additional number of course credits. According to Tinto (1993), "when individuals are more certain as to their futures, they are more likely to finish college. When uncertainty persists for several years, students are more likely to depart without completing their degree programs" (p. 41).

Tinto (1987, 1993) reported that student commitments, whether identified as drive, motivation, or effort, also play a significant role in student departure from institutions of higher education. Students' unwillingness to commit proves to be a major part in the departure process. It is clear that not all entering students have that commitment. There are students who are unable or unwilling to commit themselves to the task of college completion and the level of effort required to complete a degree program. Tinto makes the point that individual commitment takes two major forms, goal and institutional:

> Goal commitment refers to a person's commitment to personal educational and occupational goals. It specifies the person's willingness to work toward the attainment of those goals. Institutional commitment refers to the person's commitment to the institution in which he/she is enrolled. It indicates the degree to which one is willing to work toward the attainment of one's goals within a given higher educational institution. (Tinto, 1993, p. 43)

Tinto (1993) pointed out that persistence in college requires individuals to adjust both socially and intellectually:

> The period of adjustment to new situations is often painful and sometimes so difficult as to cause young people, and sometimes older students, temporarily to give up on even strongly held goals. For some, it is a question of learning how to apply previously acquired intellectual skills to new situations (p. 47)

Shady (1970) included family background in his sociological model for the dropout process. For example, "most community colleges find themselves in situations

where student involvement is quite difficult to achieve. A great majority of their students are older, employed while in college, and have multiple obligations that constrain their involvement in college" (Tinto & Russo, 1994, p. 16). Tinto (1987, 1993) reported that incongruence refers to the mismatch between the needs, preferences, and interests of the students and those of the institution. It springs from individual perception of not feeling connected with the social and intellectual fabric of institutional life. As a result, "individuals describe their withdrawal from college not in terms of leaving but in terms of a conscious decision to stop going to college" (p. 51).

According to Tinto, student isolation is another cause for departure, specifically from the absence of interaction between the student and other members of the academic and social communities of the institution. For such students, problems meeting people and making new friends can indeed lead to early withdrawal from college.

Astin's (1984) theory suggested that student's persistence in college is based on how involved the student is with the campus community. Basically, a highly involved student is one who dedicates considerable energy to studying, participates actively in student organizations, and interacts frequently with other students and faculty members. However, uninvolved students disregard studies, abstain from extracurricular activities, and have very little contact with faculty members or other students. According to Astin (1996), the factors in the college environment that encourage or discourage students' persistence are related to such things as involvement with academics, involvement with the faculty, involvement with other students, involvement with work, and other types of involvement.

According to Astin (1993), involvement with academics is based on human performance in an academic setting. For example, hours per week spent doing homework, conducting research, writing papers, and using a personal computer are positively related to nearly all academic outcomes: higher grades, retention, and graduating with honors. "Academic involvement has stronger and more widespread positive effects than almost any other involvement measure" (p. 376).

Astin (1993) found that involvement between the undergraduate student and the faculty is considered outside the classroom. A student's working on a professor's research project, assisting faculty in teaching a class, and talking with faculty outside of class are some of the ways that student-faculty interaction enhances development. Student-faculty interaction also has a significant effect on behavioral outcomes, particularly on tutoring other students. Students who participate in tutoring other students must frequently have some additional contact with faculty. Finally, the degree to which an undergraduate interacts with a faculty member within any given institutional environment can have important positive implications for school development. Pascarella (1980) felt that the educational impact of non-classroom faculty contact with students was an important part of gaining student retention. He believed faculty members were informal agents of socialization during the student's college experience.

Astin (1993) reported that an undergraduate's involvement with other student peers is a significant phase of involvement. For example, working on group projects for classes, discussing course content with other students and socializing with someone from a different racial or ethnic background also enhances student development. In addition, holding a leadership position within a campus organization increases the cognitive

development of the undergraduate by developing logical reasoning abilities, and problem-solving skills. Furthermore, campus leaders gain skills in public speaking and interacting with diverse student and non-student groups such as the faculty, university administration, and staff.

According to Astin (1993), working part-time or full-time off campus is associated with a pattern of outcomes that is uniformly negative for the undergraduate. The negative outcomes that are associated with working full-time include lower college GPA, a lesser likelihood of graduating with honors, and minimum contact with other students and possibly with faculty, depending on the type of work. However, working on campus part-time has a positive impact on the enhancement of the development of the undergraduate. In all likelihood, the key to understanding this distinction lies in the interaction of the undergraduate student worker with other students, faculty, and staff. "Working at a part-time job on campus also increases the student's chances of being elected to a student office, tutoring other students and attending recitals or concerts" (p. 358).

Cabrera, Nora and Castaneda (1993) expanded theoretical work in the area of student persistence through the development of an integrated model of student retention to explain overlap in the two major theories of college persistence, Bean's Student Attrition Model and Tento's Student Integration Model (Cabrera, Castaneda, Nora, & Hengestler, 1992). By joining the two theories into one integrated model "a more comprehensive understanding of the complex interplay among individual, environmental, and institutional factor was achieved" (Cabrera, Nora, & Castaneda, 1993, p. 135). In addition, by using the integrated model, Nora and Cabrera (1996) acknowledge the role

perceptions of prejudice and discrimination play in student persistence. Four categories believed to play a pivotal role in the persistence process among minorities and non-minorities were discussed: the influential nature of academic preparedness; the degree to which separation from family and community facilitates a successful transition to college; the role of perceptions of prejudice on the adjustment to college environments and on college-related outcomes; and the degree to which existing models of college persistence are unique to non-minority students (Nora & Cabrera, 1996). The study found that, for both minorities and non-minorities, pre-college academic ability played a significant role on academic performance and had an indirect effect on persistence. Among both groups, parental encouragement and support were found to exert a positive effect on the integration of students to college, on their academic and intellectual development, and on their academic performance and commitment – both in completing a college degree and to the institution itself (Nora & Cabrera, 1996 p. 140).

The perceptions of discrimination and prejudice were found among minorities and non-minorities in the area of negative campus climate and discriminatory attitudes held by faculty and staff. However, minorities reported higher perceptions of discrimination and prejudice than did White students.

The integrated model proposes that students are reflected in both a social domain, involving interactions with other students, and academic domain, reflecting experiences with faculty and academic staff (Nora & Cabrera, 1996). Interactions with student and faculty not only enhance affective and cognitive development but students also feel more committed to attaining a college degree, and are more committed to the institution. Gains made in the student's academic and intellectual development are expected to exert a

positive impact on three more outcomes: academic performance, commitments to the institution, and commitment toward college completion (Nora & Cabrera, 1996).

According to Upcraft, Gardners and Associates (1989), student participation in extracurricular activities (Upcraft 1985) such as involvement in social activities, involvement in cultural activities, participation in orientation programs, attendance at lectures and utilization of campus facilities all enhance retention. Several specific types of campus activities can enhance retention and personal development. Establishing close friends is positively related to academic success during the first month of enrollment. "Other than the classroom, campus activities offer the only opportunity for freshmen to meet other students and fulfill their need to affiliate with one another" (p. 150). It is worthy to note that new students beginning college are often convinced that intense studying should be given priority over involvement in student activities. However, many now believe that "freshmen must be encouraged to do both, in proper balance, if they are to succeed" (p. 153).

If campus activities are to have a positive influence on freshman retention and personal development, they must:

- Promote the relationship between participation in campus activities and freshman success;
- Involve students, student organizations, the community faculty and staff;
- Be planned and coordinated by campus-activities professionals;
- Be based on principles of freshman developmental needs (Upcraft, Gardner & Associates, 1989, p. 154).

Boyer (1987) pointed out that the impact of the undergraduate experience is linked to the quality of campus life. Basically, students who spend more time on the campus and who are involved in activities have a high success rate. “It is not an exaggeration to say that students who get involved stay enrolled” (p. 191). Students who are linked with other students and have a balanced schedule of study and play are more successful than those who over-emphasize the play, or choose not to participate at all. Student organizations and activities are important not only to get information on teachers and exam files, but also to increase learning outside the college classroom. Student leaders get exposure to campus polities and decision-making. Their positive relationship with faculty and students has earned them recommendations for speaking engagements, committee assignments, trips, awards, and scholarships. It is worthy to note that employers of college graduates expect students to have good grades and to have experience in leadership in extracurricular activities (Thornton, 1992, p. 4).

Cooper, Healey, and Simpson (1994) conducted a three-year study at a Southeastern institution with an enrollment of 12,000 students (12 percent minority, 64 percent female). The study investigated student change patterns in relation to their involvement in leadership positions in student activities. According to Cooper, Healey and Simpson (1994), the findings showed significant differences between members of campus organizations and student leaders of campus organizations in comparison to students who had not been involved in student organizations and student leadership positions. Students who were members of campus organizations and student leaders of campus organizations showed more progress in developing purpose, career planning, educational involvement, lifestyle planning, life management, and cultural participation.

Belikova (2002) conducted a sociological survey on contradictions having to do with extracurricular activity in the institution of higher learning, and the student's attitudes toward the activity. The study was conducted at Urals State Professional Pedagogical University (UGPPU) in February and March 1999. A total of 836 students were surveyed on the basis of a quota sample; 36 percent were men and 64 percent were women. The results of the Belikova (2002) study showed that the level of knowledge ability of the respondents concerning student life at UGPPU varied depending on their year of study and degree of active involvement in a particular organization or extracurricular activity. Students in the first year of study had minimal knowledge about life in the institution. The absolute majority of them did not have an adequate amount of information about many student organizations. The respondents were the most knowledgeable about the activities of student volunteer work groups, and the student trade union all of which are well known in the institution and make use of various means of publicizing their work.

Ringgenberg (1989) pointed out participation in campus activities can better incorporate a student into the campus community, thus making all students feel that they are an important part of this community. According to Astin (1996), one promising way to enhance student involvement in community service is to maximize the amount of interaction that occurs among students. Some of the significant forms of student-student interactions that have positive impacts on volunteer participation include "participation in religious activities, involvement in campus activism, and socializing with members of different ethnic groups. Each of these activities constitutes another form of student interaction" (p. 130). However, many choose not to become a part of the community by

simply just attending class and returning home. They have a difficult time integrating into the community because they are employed off campus, live at home, or watch television (Astin, 1996).

According to Watson, Terrell, Wright, and Associates (2002), institutions must be conscious of the out-of-classroom environment the minority student negotiates as a day-to-day experience. The environment should provide a strong challenge for the student, but opportunities and support must be additional pieces added in this puzzle. Many minority students view these higher educational settings with dissatisfaction. Fleming (1984) pointed out that as the number of minority and non-traditional students increase on college campuses, student activity programming will have to adjust accordingly. African American students in particular expressed displeasure with the college environment.

Sutton and Kimbrough (2001) conducted a study of African American students at both historically Black and traditionally White institutions in seven Southern states. The results of the study indicate that minority student organizations remain the primary source among Black students. However, the involvement of minority students within traditional campus organizations has increased at predominately Caucasian higher-education institutions. In addition, Sutton and Kimbrough (2001) stated that "minority students perceive that membership within multicultural organizations provide them greater opportunities to share their skills and talents with the African American community" (p. 30).

## Retention Strategies/Programs

"Student retention has become a challenging problem for the academic community; therefore, effective measures for student retention must be implemented in order to increase the retention of qualified students at institutions of higher learning" (Lau, 2003, p. 126). Students who want to experience a meaningful and rewarding first year in college must become active participants in a campus learning community. "If the transition from high school or work to college can be negotiated successfully – the likelihood of student change, educational growth, and persistence are significantly increased" (Townsend & Twombly, 2001, p. 274).

If there is a secret to the development of successful retention programs, it is basically understanding why some institutions have been able to successfully employ those programs while other institutions have not (Tinto, 1990). Retention requires that individuals make the transition to college and blend into its ongoing social and intellectual life. In this respect, colleges are viewed as being made up of a range of academic and social communities whose interactional characteristics have much to do with the eventual leaving of many of their students. "Student institutional departure is as much a reflection of the attributes of those communities, and therefore of the institution, as it is of the attributes of the students who enter that institution" (Tinto, 1993, p. 136). The point of Tinto's retention commentary is not merely that individuals be kept in college but that they be retained so as to be further educated. Tinto (1993) writes:

> Through the intentions and commitments with which individuals enter college matter, what goes on after entry matters more. It is the daily interaction of the person with other members of the college in both the

> formal and informal academic and social domains of the college and the person's perception or evaluation of the character of those interactions, and of those that involve the student outside the college, that in large measure determine decisions as to staying or leaving (p. 136).

Retention efforts are successful when the commitment to serve students encompasses the broader faculty and staff of the institution (Tinto, 1990). Campus policies should be established to create proactive, hospitable environments that invite students to campus where they participate in collaborative academic and social programs and activities. The following are five recommendations designed to accomplish these goals:

1. Create transitional bridge programs that begin prior to students' enrollment in college and extend into the first year of enrollment. Successful bridge programs (Upcraft 1989) should address the development of academic and intellectual competence, the establishment and maintenance of personal relationships and identity development, career and lifestyle exploration, and formulation of an integrated philosophy of life.
2. Require students to complete an orientation program prior to their enrollment, during the initial weeks of their first term, or in an extended format during the first year. The options for scheduling a campus orientation are holding one during the senior year in high school, the summer prior to a student's enrollment, the beginning of each term, or continuously throughout the academic year.

3. Require first-year students to complete a four-credit freshman seminar. The freshman-year seminars can help first-year students familiarize themselves with the campus learning community and acquire the necessary academic and social skills needed to succeed in college.
4. Establish mentoring programs for first-year students that create a sense of community and involve faculty, counselors, advisors, administrative staff, and student peers. In order to help first-year students (Gardner, 1996), especially those who are the first in their family to attend college, appropriate counseling and mentoring programs must be offered to help in managing stress and sorting out their feelings.
5. Employ a multifaceted approach that utilizes a combination of academic services, student services, community resources. This program would include a strategic combination (Tinto et al., 1994) of new student orientation, a summer preparatory program, new student seminar, individual counseling, first-year student workshops, counseling groups, and academic support interventions (Townsend & Twombly, 2001, p. 276-277).

There are no easy solutions to the issue of student persistence nor is there an appropriate substitution for the institutional commitment to students. Such commitment stems from the continuing commitment on the part of faculty and staff to the education of their students arising from and demonstrated in the everyday interactions among students, faculty, and staff in the formal and informal domains of institutional life (Tinto, 1987). In a very important sense, institutional commitment to students and students' commitment

to the institution are mirror images of one another. Students are more likely to become committed to the institution and therefore stay when they come to understand that the institution is committed to them (Tinto, 1987).

## Summary

This chapter reviewed selected literature relating to the following area of emphasis: background of the community college and its students, extracurricular activities and the community college, psychosocial-development theories, intellectual-development theory, identity-development theories, theories of student departure from college and theories of student involvement, studies on student involvement, student-extracurricular activities, and retention-strategy programs. Campus activities in the community college have their origins in the early nineteenth century and have evolved to play a positive role in ensuring that students experience a meaningful and rewarding first year in college. Cohen and Brawner (1989) stated that "the more students are involved in a full range of campus activities, the more they gain from their college experience" (p. 185).

# III. METHODS

The purpose of this study was to determine the levels of involvement in extracurricular activities and the relationship of involvement, persistence and academic accomplishment of enrolled students at a small Southern, open-admission comprehensive community college. The research method used in this study was the descriptive research design. Moreover, this chapter describes the population, sampling procedures, research data collection instrument, reliability of the instrument, variables, data collection procedures, demographics of the sample, statistical approaches and techniques, and the summary.

To accomplish the purpose of this study, the following research questions were addressed:

1. What gender-based (male/female) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

2. What age-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

3. What ethnicity-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

4. What marital patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

5. What academic class(freshman, sophomore) standing-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

6. What grade point average (GPA) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

7. What employment-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

## Sample Population

A descriptive analysis indicated that of 142 participants in the survey at Lurleen B. Wallace Community College, 42.3% (n = 60) were males and 57.7% (n = 82) were female respondents. Forty-six of the participants (32.4%) listed their race as African-American, 66.9% (n = 95) as Caucasian, and one (.7%) as "other." Ages ranged from 19 to 23 with 77.5% (n = 110), in the age range of 19 to 20, and 22.5% (n = 32) in the age range of 21 to 23. One hundred eleven (78.2%) worked less than 20 hours per week and

(21.8%) (n = 31) worked more than 20 hours a week. The marital status of the students was reported as "single" by 82% (n = 116) "married" by 15% (n = 21), and "divorced" by five (4%). The sample for this study was a stratified convenience sample with two levels, freshman and sophomore, selected from classroom populations in academic-transfers and terminal-degree classes and random participants in student activities from organizations and meetings.

## Research Instrument

The information for analyses was derived through the use of a Campus-Life Involvement Survey. The instrument used in this study was selected after studying instruments discovered in the review of literature concerning similar studies. The Campus-Life Involvement Survey (Coats, 2003) was selected based on its appropriateness and its previous use to assess the mean level scores of participation of students at a large land grant university in extracurricular activities. The instrument related score content validity was established by three professional educators. Two of the professional educators were professors specializing in research, and the third person was an Auburn University student affairs administrator.

The Campus-Life Involvement Survey used in this study assessed the mean level scores of participation at a small Southern, open-admission comprehensive community college. Students' involvement in extracurricular activities were measured by the following demographic variable: gender, age, racial group/ethnicity, marital status, current class standing, cumulative grade point average, and average employment status (see Appendix D).

The survey questionnaire is composed of two sections:

1. Items A-G focusing a demographic information.
2. Questions regarding the participant's involvement in fourteen different extracurricular activities.

The first section of the instrument requests responses regarding the participant's demographic information. Each participant was asked to complete eight questions and place an X next to the answer which best described him or her (see Appendix D).

The second section of the survey was designed to examine differences between the students' levels of participation and certain demographic variables. This section was composed of 3-point Likert-type questions (often, never, or occasionally), and participants were asked to respond to one of the three choices for each extracurricular activity.

## Reliability and Validity

Reliability and validity were important factors within this study. Borg and Gall (1983) stated that reliability as applied to educational measurements may be defined "as the level of internal consistency of stability of the measuring device over time" (p. 281). According to Borg and Gall (1983), reliability is a pivotal characteristic of the test, and it must be considered carefully when choosing measures for research purposes.

Borg and Gall (1983) wrote:

> The level of reliability that the research worker should expect from a test is determined largely by the nature of the research in which he plans to use the measure. If the research project is such that the research worker can expect only

> small differences between his experimental and control groups on a variable measured by the test, it is necessary that a test of high reliability be used. Conversely, if large samples are to be used and if the mean test scores are expected to differ materially for the experimental and control groups, the research worker may select a measure of relatively low reliability and still be reasonably sure that the test will discriminate adequately (p. 281).

Borg and Gall (1983) stated that "the validity evidence should be studied carefully because interpretation of the research results hinges on the validity of the measures upon which these results are based" (p. 210). Moreover, Borg and Gall (1989) defined instrument-related validity as "the degree to which the sample of test items represents the content that the test is designed to measure" (p. 250). The instrument, as previously stated, was selected after evaluating instruments used in similar studies. The items in the instrument were reviewed and approved by the researcher and professional educators of Lurleen B. Wallace Community College. The consensus of acceptance of the instrument content constituted the estimate of validity.

This study was conducted using a group of 142 students at a small Southern, open-admission comprehensive community college to establish the reliability. The information for analysis was derived through the use of a Campus-Life Involvement Survey. The instrument was selected after studying instruments discovered in the review of literature concerning similar studies. The Campus-Life Involvement Survey was used to assess the mean level scores of participation of students at a large land grant university in extracurricular activities. Three professional educators established content validity of items; two of the educators were professors specializing in research, and the third person

was an Auburn University Student affairs administrator. The reliability coefficient of this instrument was estimated using Cronbach's Alpha. The reliability analysis yielded a coefficient of r =.63. The instrument was selected based on its appropriateness and previous use. After the researcher received special permission from the author of the Campus-Life Involvement Survey, three professional educators of a local community college reviewed the categories and items in the instrument. The professional educators were all administrators at Lurleen B. Wallace Community College. The team of experts suggested revisions to items identified for extracurricular activities so that they would match with student activities and organizations at Lurleen B. Wallace Community College. After the researcher completed the revisions, the professional educators reviewed the instrument again and approved it for use in the study at Lurleen B. Wallace Community College.

## Variables

The independent variables for this study were the demographic variables from the survey: gender, age, ethnicity, marital status, current class standing, cumulative grade point average, and average employment status while enrolled. The dependent variables were participation in or non-participation in the extracurricular activities listed in the survey.

## Data-Gathering Procedures

The procedures for data gathering and study validation supported the overall purpose of this study. Several groups of students were randomly chosen for this survey. The forum used for conducting the survey was:

1. Academic transfer classes and terminal degree classes.
2. Various student activities including Interclub Council president's meeting, Student Government Association meeting, Skills USA meeting, Ambassadors meeting, departmental clubs meetings, Christian Student Ministries meeting, ensemble meeting, intercollegiate athletic meeting, Adult Re-Entry Club meeting, honorary societies meetings, and Civitan Club meeting.

Campus-Life Involvement Survey (CLIS) participants were read a letter from the researcher approved by the researcher's project chairperson. This letter explained that the survey had been approved by the Auburn University Institutional Review Board, outlined the purpose of the study, and explained that participation in the study was voluntary. Moreover, the letter explained that no harm would be caused by participating in the survey. Individuals are given an opportunity to ask questions before making a choice to participate or not in the survey.

Participants were given the survey in a quiet, secure, and safe environment. The participants remained anonymous throughout the data collection process. Upon completing the survey, the participant put his/her individual survey in an envelope and sealed it. The envelopes were not opened until all data were collected and entered into a statistical software program, SPSS.

## Analysis of Data

According to Ferguson and Takane (1989), "the analysis of variance is a method for dividing the variation observed in experimental data into different parts; each part attributable to a known source" (p. 250). Moreover, "the appropriate use of variance involves, among others, the assumption of homogeneity of variance" (Ferguson & Takane, 1989, p. 264). Analysis of variance based on a one-way Anova was used to identify patterns within the variables in this study. Analysis of variance results in a F value, which if statistically significant, tells us that the means are likely to have been drawn from different populations" (Borg & Gall, 1983, p. 377). Moreover, according to Borg and Gall (1983), analysis of variance does not specify which of the three or more sample means differ significantly from one another. Special post hoc tests are used for this purpose (p. 355). Analysis of variance is applied most often in experimental research involving complex factorial designs. Based on the complexity of the factorial design, two or more F values can be generated from a single analysis of variance. "The F values will tell whether sample means of the various factors represented in the experiment (e.g., treatments... ability levels) differ significantly from one another, and whether the various factors interact significantly with one another" (Borg & Gall, 1983, p. 337). The methods used in this study were designed to specifically address the research questions, which are listed in this chapter.

## Summary

The purpose of this study was to determine the mean levels of involvement in extracurricular activities and the relationship of involvement, persistence, and academic

accomplishment of enrolled students at a small Southern, open-admission comprehensive community college. Independent demographic variables such as gender, age, ethnicity, marital status, academic class standing, grade point average, were measured by the level of involvement in extracurricular activities as identified on the Campus-Life Involvement Survey. The study was conducted by randomly selecting the appropriate number of volunteer participants from classroom populations in academic-transfer and terminal-degree classes and random participants in student activities from organizations and meetings. These individuals consisted of freshmen and sophomores enrolled at Lurleen B. Wallace Community College. Each student participant was administered a two-part survey: (1) an seven-item demographic information instrument, and (2) a twelve-item instrument that assessed one's level of involvement in the extracurricular items listed on the survey. A total of 142 respondents were used for the study. Data collected were analyzed using the one-way analysis of variance.

# IV. FINDINGS

This chapter presents and discusses the statistical analysis of the data collected in this study. The purpose of this investigation was to determine to what level students who are enrolled in a community college participate in extracurricular activities when measured by demographic variables of gender, age, ethnicity, marital status, academic class standing, grade point average, and employment. The sample for this study consists of 142 students enrolled in day courses at Lurleen B. Wallace Community College in the spring of 2006. The sample consists of 59 freshmen and 83 sophomores. The instrument was administered to individuals in small sample groups (freshman and sophomores) at Lurleen B. Wallace Community College. The selected day for the survey was based on the availability of the participants.

For this study, the following research questions were addressed:

1. What gender-based (male/female) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

2. What age-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

3. What ethnicity-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

4. What marital patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

5. What academic class(freshman, sophomore) standing-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

6. What grade point average (GPA) patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

7. What employment-based patterns are identifiable in the students' level of involvement in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire?

The instrument used in this study consisted of seven demographic variables and twelve questions about participating in extracurricular activities. Descriptive statistics were used to report the demographic variables and participation in extracurricular activities. One-way analysis of variance (ANOVA) procedures were used to analyze the data collected.

The data collected were compiled into student involvement in extracurricular activities composite scores with zero representing never being involved in any of the 12 extracurricular activities that were used in this study. Composite scores of 1-10

represented occasional involvement in the extracurricular activities used for the purposes of this study, and a score of 11-27 represented often being involved in the extracurricular activities used for the purpose of this study. Data were scored by the researcher and entered into a SPSS data base.

Table 1 presents the distributions of students' extracurricular activities participation and score ranges. For 66 students, 47.4%, the score range was 1-10, and for the 74 students, 52.1%, the score range was 11-27 (see Table 1).

Table 1

*Summary of Participation in Extracurricular Activities According to Score Ranges*

| Number of Students | Percentage | Score Range |
|---|---|---|
| 2 | 1.4% | 0 |
| 66 | 46.4% | 1-10 |
| 74 | 52.1% | 11-27 |

*Note.* N = 142

## Data Analysis

The following data indicated whether there were statistically significant differences between the students' mean levels of participation in the extracurricular activities based on the independent demographic variables of (1) gender, (2) age, (3) ethnicity, (4) marital status, (5) academic class standing, (6) academic grade point

average, and (7) employment status when measured by the Campus-Life Involvement Survey. Multiple statistical procedures were conducted for multiple research questions.

*Gender*

A descriptive analysis showed that of the 142 participants in the survey 42.3% (N = 60) were male respondents with a mean extracurricular score of 5.15 and a standard deviation of 4.387. Of the 82 participants surveyed, 57.7% were female respondents with a mean score of 4.21 and a standard deviation of 3.188 (see Table 2).

Table 2

*Participation Score in Extracurricular Activities by Gender* (N = 142)

| Gender | N | Mean | Standard Deviation |
|---|---|---|---|
| 1 | 60 | 5.15 | 4.387 |
| 2 | 82 | 4.21 | 3.188 |
| Total | 142 | 4.61 | 3.757 |

The ANOVA (see Table 3) resulted in a *p* value of .14 which was not statistically significant. However, the mean participation of female respondents was higher than that of male respondents. There was no gender effect on students' participation in extracurricular activities as assessed by the Campus Life Involvement questionnaire.

Table 3

*Analysis of Variance for Gender Effect*

| Source | F | df1 | df2 | η2 | p |
|---|---|---|---|---|---|
| Gender | 2.20 | 1 | 140 | .015 | .14 |

*Age*

Age was analyzed with regard to participation in extracurricular activities. A descriptive analysis indicated that of the 142 participants, 50% (N = 71) were 19 years of age with a mean extracurricular score of 4.24 and a standard deviation of 3.747. Of the 39 participant 27.5% were 20 years of age with a mean extracurricular score of 4.28 and a standard deviation of 3.93. For participants who were 21 and older (22.5% N = 32) the mean was 5.81 and the standard deviation was 3.402 (see Table 4).

Table 4

*Participation Score in Extracurricular Activities by Age* (N = 142)

| Age | N | Mean | Standard Deviation |
|---|---|---|---|
| 1 | 71 | 4.24 | 3.747 |
| 2 | 39 | 4.28 | 3.933 |
| 3 | 32 | 5.81 | 3.402 |
| Total | 142 | 4.61 | 3.757 |

The Analysis of Variance results did not reach statistical significance (see Table 5). It was found that students younger than 20 years old had lower mean extracurricular scores than those 20 years old or older.

Table 5

*Analysis of Variance for Age Effect*

| Source | F | df1 | df2 | p |
|---|---|---|---|---|
| Age | 2.17 | 2 | 139 | .118 |

*Ethnicity*

With regard to ethnicity and participation in extracurricular activities, there were 46 African American students, (32.4%), with a mean extracurricular score of 2.76 and a standard deviation of 3.361. There were 95 Caucasian students (66.9%) with a mean extracurricular score of 5.52 and a standard deviation of 3.537. In addition, there was one participant who was excluded from this data analysis because the student was neither African American nor Caucasian.

Table 6

*Students' Participation Score in Extracurricular Activities by Ethnicity* (N = 141)

| Ethnicity | N | % | Mean | Standard Deviation |
|---|---|---|---|---|
| African American | 46 | 32.4 | 2.76 | 3.361 |
| Caucasian | 95 | 66.9 | 5.52 | 3.537 |

The ANOVA test yielded statistically significant results (see Table 7) indicating that ethnicity does affect students' participation in extracurricular activities as assessed by the Campus-Life Involvement Survey questionnaire. African Americans had lower mean scores than their Caucasian counterparts. In addition, the ANOVA resulted in a large effect size of .12 and a *p* value of .001, which was statistically significant.

Table 7

*Analysis of Variance for Ethnicity Effect*

| Source | F | df1 | df2 | η2 | p |
|---|---|---|---|---|---|
| Ethnicity | 18.66 | 1 | 139 | .12 | .001 |

*Academic Class Standing*

The students in this study were divided by academic class standing into two tiers: freshmen and sophomores (see Table 8).

Table 8

*Mean and Standard Deviation of Students' Participation Score in Extracurricular Activities by Academic Class Standing* (N = 142)

| Class Standing | N | % | Mean | Standard Deviation |
|---|---|---|---|---|
| Freshmen | 59 | 41.5 | 3.64 | 3.067 |
| Sophomore | 83 | 58.5 | 5.29 | 4.059 |

The ANOVA resulted in a *p* value of .010, which was not significant (see Table 9). However, it was found that the students' academic class standing and participation in extracurricular activities mean scores differed. The results indicated that sophomores had a higher level of participation in extracurricular activities than freshmen.

Table 9

*Analysis of Variance for Academic Level Effect*

| Source | F | df1 | df2 | η2 | p |
|---|---|---|---|---|---|
| Academic Level | 6.889 | 1 | 140 | .047 | .010 |

*Academic Cumulative Grade Point Average (GPA)*

The Campus-Life Involvement Survey also measured participation in extracurricular activities by academic cumulative grade point average. Academic grade point was divided into four categories; (1) 0.00 to 1.99 (D), (2) 2.00 to 2.99 (C), (3) 3.00 to 3.5 (B), and (4) 3.51 to 4.00 (A). Of the student participants surveyed, there were 48

students (33.8%) with a cumulative GPA of 0.00 to 1.99; 37 students (26.1%) with a cumulative GPA of 2.00 to 2.99; 30 students (21.%) with a cumulative GPA of 3.00 to 3.5; and 27 students (19%) with a cumulative GPA of 3.51 to 4.00 (see Table 10).

Table 10

*Students' Participation Score in Extracurricular Activities by Grade Point Average* (N = 142)

| Grade Point Average | N | % |
|---|---|---|
| 0.00 to 1.99 GPA | 48 | 33.8% |
| 2.00 to 2.99 GPA | 37 | 26.1% |
| 3.00 to 3.50 GPA | 30 | 21% |
| 3.51 to 4.00 GPA | 27 | 19% |

Results from the analysis yielded a large effect size of .231 and a *p* value of .001, which suggested statistically significant differences among the groups (see Table 11). The group with a GPA of "A" scored the highest (mean = 6.69, SD = 3.782) on the Campus-Life Involvement Survey questionnaire. The group with a GPA of "C and below" scored the lowest (mean = 2.54, SD = 2.797). The group with a GPA of "B" scored between the other groups (mean = 5.08, SD = 3.419). A Bonferroni post hoc test was used to make pair wise comparisons among the three groups. The post hoc results suggested significant differences existed between the "A" group and the "B" group, as well as between the "A" group and the "C and below" group. There was no statistically significant difference found between the "B" group and the "C" group (see Table 12).

Table 11

*Analysis of Variance for Academic Level Effect*

| Source | F | df1 | df2 | η2 | p |
|---|---|---|---|---|---|
| Academic Level | 20.82 | 2 | 139 | .231 | <.001 |

Table 12

*Bonferroni Post Hoc for Academic Level Effect*

| GPA | | Mean Difference (1-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bond | Upper Bond |
| A | B | -2.54* | .701 | <.001 | -4.24 | -.84 |
| | C | -4.14* | .650 | .001 | -5.72 | -2.57 |
| B | C | -1.61 | .726 | .086 | -3.37 | .15 |

The mean difference is statistically significant at the .05 level.

*Average Employment Status*

Average employment status was analyzed with regards to participation in extracurricular activities as measured by the Campus-Life Involvement Survey. A descriptive analysis indicated that of the 142 participants, 47.9% (N = 68) worked 0-10 hours a week, 30.3% (N = 43) worked 11-20 hours a week, and 21.8% (N = 31) worked more than 20 hours a week (see Table 13).

Table 13

*Students' Participation Score in Extracurricular Activities by Employment* (N = 142)

| Employment | N | % |
|---|---|---|
| Work 0-10 hrs./weekly | 59 | 41.5 |
| Work 11-20 hrs./weekly | 52 | 36.6 |
| Work 21 + hrs./weekly | 31 | 21.8 |

Results of the ANOVA yielded a *p* value of .001 that was statistically significant at the .008 level (see Table 14). It was found that the group of students who worked 0-10 hours a week scored lower (Mean = 2.27, SD = 2.42) than the group of students who worked 11 to 20 hours (Mean = 6.29, SD = 3.56) and the group of students who worked more than 20 hours a week (Mean = 6.23, SD = 3.90). This study found that the more a student works, the more likely he or she is to participate in extracurricular activities (see Table 15).

Table 14

*Analysis of Variance for Employment Effect*

| Source | F | df1 | df2 | η2 | p |
|---|---|---|---|---|---|
| Employment | 12.76 | 12 | 139 | .155 | .001 |

Table 15

*Multiple Comparisons*

*Dependent Variable: EXT. SCORE*

*Bonferroni*

| Employment | (I)hour1 | (J)hour1 | Mean Difference | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| (I-J) | | | | | | Lower Bond | Upper Bond |
| 0-10 hrs | 1.00 | 2.00 | -6.062(*) | 1.134 | .000 | -8.81 | -3.31 |
| | | 3.00 | -3.742(*) | .553 | .000 | -5.08 | -2.40 |
| 11-20 hrs | 2.00 | 1.00 | 6.062(*) | 1.134 | .000 | 3.31 | 8.81 |
| | | 3.00 | 2.320 | 1.119 | .120 | -.39 | 5.03 |
| 21 + hrs | 3.00 | 1.00 | 3.742(*) | .553 | .000 | 2.40 | 5.08 |
| | | 2.00 | -2.320 | 1.119 | .120 | -5.03 | .39 |

* The mean difference is significant at the .05 level.

## Summary

In summary, the analysis indicated that the mean levels of students involved in extracurricular activities by gender was not statistically significant. However, the mean participation of female respondents in extracurricular activities was higher than that of male respondents.

The mean participation level of students involved in extracurricular activities was not statistically significantly different based on age. However, the students who were

older were more likely to participate in extracurricular activities than those who were younger based on the group means.

The mean participation of students in extracurricular activities was statistically significantly different based on ethnicity. Caucasian students participated in extracurricular activities more than did African American students.

The mean participation levels of students involved in extracurricular activities was not statistically significantly different based on marital status. There was not a statistically significant difference between student participation in extracurricular activities means scores with regard to academic class standing. However, sophomores participated more in extracurricular activities than did freshmen.

The mean participation scores of students by academic cumulative grade point average was statistically significantly different. Students who had grade point averages of 3.51 to 4.00 participated in extracurricular activities more than students who had grade point averages of 3.00 to 3.50, 2.00 to 2.99, and 1.99 and below.

The mean participation scores of students as measured by employment status were statistically significant with regard to student employment. Students who were employed were more involved in extracurricular activities than students who were unemployed. The more a student worked per week, the more often the student participated in extracurricular activities.

# V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into five categories. The first section is a brief summary of the purpose and design of the study. The second and third sections present the findings and conclusions drawn from the analysis of the data. The fourth and fifth sections consist of the implications and recommendations.

## Purpose

The purpose of the study was to determine the mean level of involvement in extracurricular activities of enrolled students at a small, Southern, open-admission comprehensive community college and its relationship, if any, to gender, age, ethnicity, marital status, current academic class standing, grade point average, and employment status. The sample size of 142 respondents was utilized for this study. The research method used in this study was the descriptive research design.

A review of the related literature revealed that individuals who had participated in extracurricular activities at community colleges were more satisfied with their experiences and developed a sense of belonging to the campus community. Individuals who participate in extracurricular activities were more likely to persist in college than students who did not participate. Furthermore, individuals had significantly positive attitudes toward their involvement. Finally, various research studies on participation of

students in extracurricular activities revealed that the impact of the undergraduate experience is linked to quality of campus life. Basically, students who spend more time on the campus and who are involved in activities have a higher success rate.

The sample population of this study consisted of 142 students enrolled in the Spring semester 2006 at Lurleen B. Wallace Community College, a small Southern, open-admission, comprehensive community college that has campuses located in Andalusia, Greenville, Opp and Luverne Alabama. The sample population was randomly selected from approximately 1,300 students. The Campus-Life Involvement Survey (CLIS) developed by the researcher was utilized to assess the differences between students' mean levels of participation in extracurricular activities by certain demographic variables. For the purpose of statistical analysis, one-way analysis of variance (ANOVA) technique was used for this study. The research questions were tested at the .05 probability level.

## Findings

A summary of the results of data analysis is presented as follows. The mean extracurricular participation level of female students was greater than that of male student respondents. The mean extracurricular participation level of students who were younger than 20 years old was lower than that of student respondents who were 20 years old or older. Caucasian students participated in extracurricular activities more than African American students.

Students who were single (unmarried) participated more in extracurricular activities than other groups of marital categories. Sophomores participated more in extracurricular activities than freshmen.

Students who had a cumulative grade point average of 3.00 to 3.50 GPA and a 3.51 to 4.00 GPA participated in more extracurricular activities than student respondents with other cumulative grade point averages.

Students who worked participated more in extracurricular activities than students who did not work. This difference was significant between students who did not work or worked 10 hours or less per week in comparison to students who worked more than 11 hours a week.

## Conclusions

Based on the findings of this study, the researcher formulated the following conclusions.

1. Males and females have an equal participation rate in campus life involvement in extracurricular activities by gender when measured by the Campus-Life Involvement Survey.
2. Age is not a statistically significant predictor of campus life involvement in campus life in extracurricular activities by age when measured by the Campus-Life Involvement Survey.
3. Race/ethnicity is a statistically significant predictor of campus life involvement in extracurricular activities by ethnicity when measured by the Campus-Life Involvement Survey.

4. Marriage is not a statistically significant predictor of campus life involvement in extracurricular activities by marital status when measured by the Campus-Life Involvement Survey.
5. Academic standing is not a statistically significant predictor of campus life involvement in extracurricular activities by academic class standing when measured by the Campus-Life Involvement Survey.
6. Grade Point Average is a statistically statistical significant predictor of campus life involvement in extracurricular activities by cumulative grade point average when measured by the Campus-Life Involvement Survey.
7. Employment status is a statistically significant predictor of campus life involvement in extracurricular activities by average employment status when measured by the Campus-Life Involvement Survey.

## Implications

The results of this study were expected to provide significant data for student affairs and community college administrators and academicians with information and insight regarding the extent of student involvement in extracurricular activities and their persistence in attaining academic success. The findings of this study may be used as a basis in evaluating community college extracurricular activities. The study provides a data analysis framework for examining participation in extracurricular activities according to predetermined demographic variables when measured by the Campus-Life Involvement Survey. The findings and conclusions may not be used to make generalized

statements about other community colleges since their extracurricular activities may differ from Lurleen B. Wallace Community College.

## Recommendations

The following recommendations are made with regard to this study:

1. It is recommended that additional research be conducted using a larger sample size and include other community colleges.
2. It is recommended that more research be conducted to develop an instrument that could be used generically at any community college.
3. It is recommended that Lurleen B. Wallace Community College find a way to attract greater participation from ethnic groups other than Caucasian and African American student groups.
4. It is recommended that two-year community colleges find ways to attract participation from more married, divorced, and widowed students in extracurricular activities.
5. It is recommended that two-year community colleges find ways to attract more students who work less than 10 hours a week to participate in extracurricular activities.

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# APPENDICES

# APPENDIX A

## PERCENTAGES OF AFRICAN AMERICAN AND HISPANIC POPULATION BY STATE, COMPARED WITH ETHNIC ENROLLMENTS IN TWO-YEAR COLLEGES

**Percentages of African American and Hispanic Population by State, Compared with Ethnic Enrollments in Two-Year Colleges**

| | African American | | Hispanic | |
|---|---|---|---|---|
| | State Population | Two-Year College Enrollment | State Population | Two-Year College Enrollment |
| Alabama | 26.1% | 20.3% | 1.0% | 1.8% |
| Alaska | 3.9 | 0.3 | 4.0 | 1.3 |
| Arizona | 3.7 | 3.6 | 22.7 | 18.5 |
| Arkansas | 16.1 | 16.1 | 2.1 | 1.6 |
| California | 7.5 | 8.8 | 31.6 | 23.8 |
| Colorado | 4.3 | 4.1 | 14.6 | 14.2 |
| Connecticut | 9.4 | 12.7 | 8.5 | 8.7 |
| Delaware | 19.8 | 17.3 | 3.7 | 2.9 |
| Florida | 15.4 | 13.8 | 15.4 | 16.2 |
| Georgia | 28.7 | 29.0 | 3.1 | 1.8 |
| Hawaii | 2.8 | 1.1 | 8.1 | 2.0 |
| Idaho | 0.6 | 0.3 | 7.4 | 3.3 |
| Illinois | 15.3 | 14.4 | 10.5 | 12.8 |
| Indiana | 8.4 | 8.6 | 2.6 | 1.9 |
| Iowa | 2.0 | 2.7 | 2.1 | 1.7 |
| Kansas | 5.9 | 6.2 | 5.6 | 7.0 |
| Kentucky | 7.3 | 7.7 | 0.9 | 1.0 |
| Louisiana | 32.4 | 31.3 | 2.7 | 3.1 |
| Maine | 0.5 | 0.5 | 0.7 | 0.5 |
| Maryland | 28.1 | 25.5 | 3.9 | 2.9 |
| Massachusetts | 6.6 | 9.1 | 6.3 | 7.8 |
| Michigan | 14.3 | 11.3 | 2.8 | 2.3 |
| Minnesota | 3.1 | 3.6 | 1.9 | 1.5 |
| Mississippi | 36.5 | 30.5 | 0.9 | 0.5 |
| Missouri | 11.3 | 11.4 | 1.7 | 1.5 |
| Montana | 0.4 | 0.1 | 1.8 | 1.3 |
| Nebraska | 4.1 | 3.9 | 4.6 | 2.5 |
| Nevada | 7.7 | 6.2 | 16.8 | 11.4 |
| New Hampshire | 0.8 | 1.8 | 1.6 | 2.2 |
| New Jersey | 14.7 | 14.1 | 12.6 | 12.0 |
| New Mexico | 2.6 | 2.5 | 40.7 | 36.9 |
| New York | 17.7 | 14.7 | 14.6 | 12.3 |
| North Carolina | 22.0 | 21.8 | 2.3 | 1.5 |
| North Dakota | 0.6 | 1.0 | 1.1 | 0.6 |

(table continues)

*Percentages of African American and Hispanic Population by State, Compared with Ethnic Enrollments in Two-Year Colleges* (continued)

| | African American | | Hispanic | |
|---|---|---|---|---|
| | State Population | Two-Year College Enrollment | State Population | Two-Year College Enrollment |
| Ohio | 11.6 | 11.8 | 1.6 | 1.8 |
| Oklahoma | 7.8 | 7.5 | 4.1 | 2.7 |
| Oregon | 1.9 | 1.8 | 6.4 | 3.9 |
| Pennsylvania | 9.8 | 13.2 | 2.7 | 2.5 |
| Rhode Island | 5.1 | 5.7 | 6.9 | 7.0 |
| South Carolina | 29.8 | 27.6 | 1.4 | 1.2 |
| South Dakota | 0.7 | 0.3 | 1.2 | 0.3 |
| Tennessee | 16.6 | 15.0 | 1.2 | 0.8 |
| Texas | 12.3 | 11.2 | 30.2 | 26.7 |
| Utah | 0.9 | 0.7 | 7.1 | 4.1 |
| Vermont | 0.5 | 0.7 | 0.9 | 0.7 |
| Virginia | 20.1 | 16.3 | 3.9 | 3.1 |
| Washington | 3.5 | 4.8 | 6.5 | 4.5 |
| West Virginia | 3.1 | 2.9 | 0.6 | 0.6 |
| Wisconsin | 5.6 | 6.0 | 2.7 | 2.5 |
| Wyoming | 0.9 | 0.8 | 6.1 | 3.6 |

*Sources*: National Center for Education Statistics, 1999a; U.S. Census Bureau, 1999

# APPENDIX B

## ESTIMATED PERCENTAGE OF STATE POPULATIONS AGES 18 TO 44 ATTENDING COMMUNITY COLLEGE IN FALL 1999

Estimated Percentage of State Populations Ages 18 to 44 Attending Community College in Fall 1999.

| State | Estimated Percentage |
|---|---|
| Alabama | 3.9 |
| Alaska | 0.3 |
| Arizona | 8.5 |
| Arkansas | 3.4 |
| California | 8.2 |
| Colorado | 4.4 |
| Connecticut | 3.1 |
| Delaware | 4.0 |
| Florida | 5.3 |
| Georgia | 2.0 |
| Hawaii | 5.3 |
| Idaho | 1.9 |
| Illinois | 6.8 |
| Indiana | 1.8 |
| Iowa | 5.9 |
| Kansas | 6.6 |
| Kentucky | 2.6 |
| Louisiana | 2.3 |
| Maine | 1.7 |
| Maryland | 4.9 |
| Massachusetts | 3.1 |
| Michigan | 4.9 |
| Minnesota | 4.8 |
| Mississippi | 5.3 |
| Missouri | 3.6 |
| Montana | 2.0 |
| Nebraska | 5.4 |
| Nevada | 6.0 |
| New Hampshire | 2.0 |
| New Jersey | 3.7 |
| New Mexico | 7.6 |
| New York | 3.1 |
| North Carolina | 4.8 |
| North Dakota | 3.5 |
| Ohio | 3.5 |
| Oklahoma | 4.5 |
| Oregon | 6.0 |

(table continues)

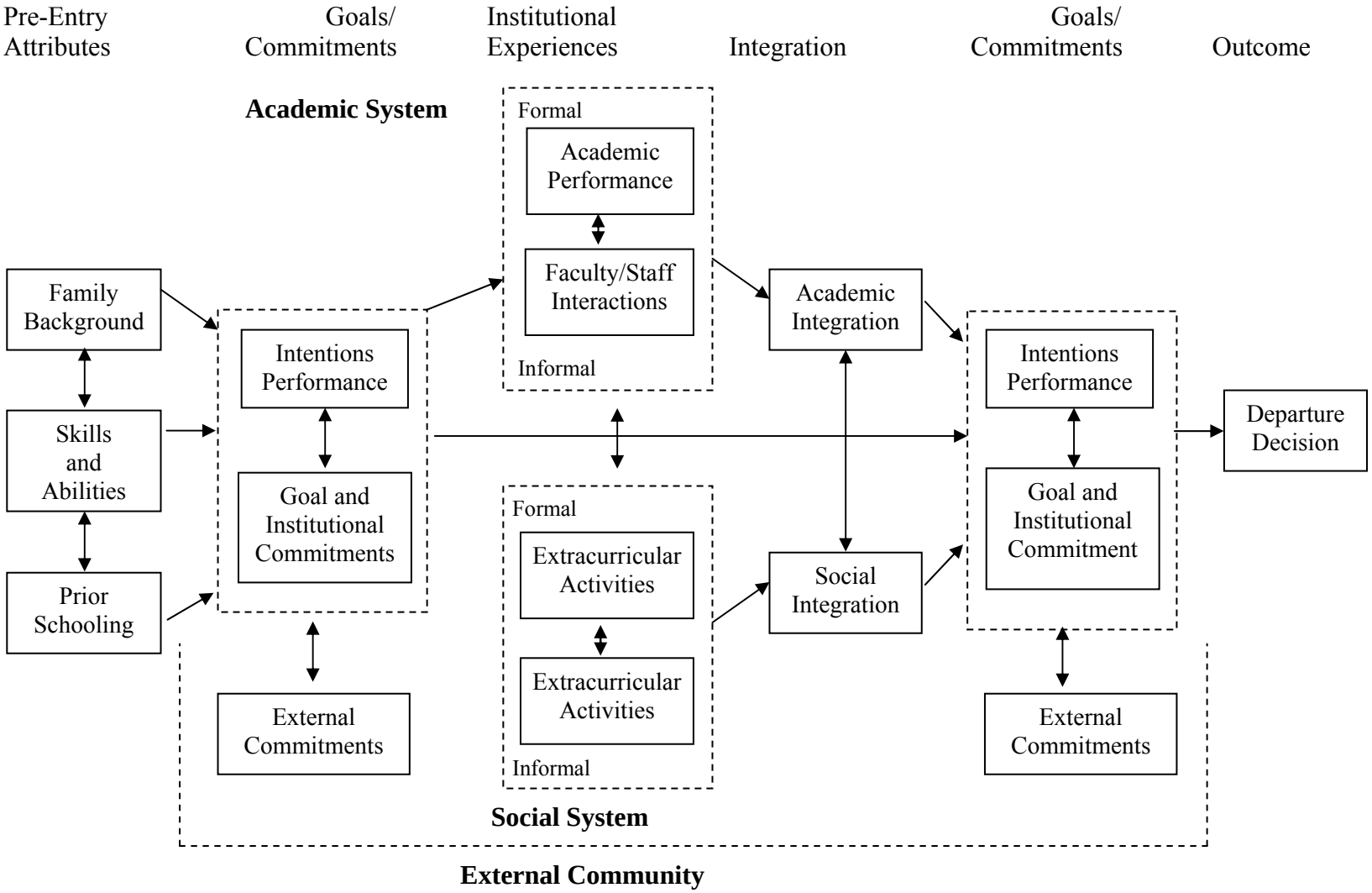
| State | Estimated Percentage |
|---|---|
| Pennsylvania | 2.2 |
| Rhode Island | 3.7 |
| South Carolina | 4.2 |
| South Dakota | 2.0 |
| Tennessee | 3.3 |
| Texas | 5.1 |
| Utah | 3.5 |
| Vermont | 2.0 |
| Virginia | 4.7 |
| Washington | 7.2 |
| West Virginia | 0.9 |
| Wisconsin | 4.9 |
| Wyoming | 9.0 |
| U.S. Overall | 4.8 |

*Sources*: National Center for Education Statistics, 2002; U.S. Census Bureau, 2000

# APPENDIX C

# A LONGITUDINAL MODEL OF INSTITUTIONAL DEPARTURE

**A Longitudinal Model of Institutional Departure**



# APPENDIX D

# CAMPUS LIFE INVOLVEMENT SURVEY

**Campus-Life Involvement Survey**

Directions: This survey contains two sections: section one, demographic information; and section two, extracurricular activities. Please respond to all questions by marking (X) in the appropriate space.

Section I - Demographic Information

A. What is your gender?

1)____Male
2)____Female

B. What is your age?

1)____18 years old
2)____19 years old
3)____20 years old
4)____21 years old
5)____22 years old
6)____23 years old or older

C. With which racial/ethnic group do you identify? (If you are of multi-racial/ multi-ethnic background, please select one group with which you primarily identify.)

1)____African-American
2)____Asian-American
3)____Caucasian
4)____Hispanic
5)____Native-American
6)____Other ethnicity

D. What is your marital status?

1)____Single
2)____Married
3)____Separated
4)____Divorced
5)____Widowed

Section I - Demographic Information continued...

E. What is your current class standing?

1)____Freshman
2)____Sophomore

F. Cumulative Grade Point Average (Current):

1)____00.00 to 1.99 GPA
2)____2.0 to 2.50 GPA
3)____2.51 to 3.0 GPA
4)____3.01 to 3.5 GPA
5)____3.51 to 4.0 GPA

G. What is your average employment status while enrolled?

1)____Not employed
2)____Work 1 to 10 hours
3)____Work 11 to 20 hours per week
4)____Work more than 20 hours per week

Directions: Please respond to by marking (X) in the space provided, indicating your level of participation (often, never, occasionally) in extracurricular activities listed below.

Section II

**Extracurricular Activities**

| | Never | Occasionally | Often |
|---|---|---|---|
| *Do you participate in the following?* | | | |
| Student Activity Projects | | | |
| Adult Re-Entry Club | ____ | ____ | ____ |
| Civitan Club | ____ | ____ | ____ |
| Skills USA | ____ | ____ | ____ |
| Student Government Association | ____ | ____ | ____ |

Religious Organizations

| | | | |
|---|---|---|---|
| Christian Student Ministries | ____ | ____ | ____ |
| Ethnic Student Organization (not otherwise listed) | ____ | ____ | ____ |

Other Organizations

| | | | |
|---|---|---|---|
| Ambassadors | ____ | ____ | ____ |
| Departmental Clubs | ____ | ____ | ____ |
| Ensemble | ____ | ____ | ____ |
| Honorary Societies | ____ | ____ | ____ |
| Interclub Council | ____ | ____ | ____ |
| Intercollegiate Athletics | ____ | ____ | ____ |

# APPENDIX E

# AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD

# PROTOCOL SUBMISSION

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

# RESEARCH PROTOCOL REVIEW FORM

For information or help completing this form, contact: THE OFFICE OF HUMAN SUBJECTS RESEARCH, 307 Samford Hall,
Phone: 334-844-5966 e-mail: hsubjec@auburn.edu Web Address: http://www.auburn.edu/research/vpr/ohs/index.htm

*Complete this form using Adobe Acrobat Writer (versions 5.0 and greater).*

1. PROPOSED DATES OF STUDY: FROM: 09/01/2005 TO: 08/01/2006

REVIEW TYPE (Check one): ☐ FULL BOARD ☐ EXPEDITED ☑ EXEMPT

2. PROJECT TITLE: An investigation of two-year community college students' involvement in extracurricular activities

3.

| Jackie R. Woods | Student | EFLT | 3344279969 | jwoods@lbwcc.edu |
|---|---|---|---|---|
| PRINCIPAL INVESTIGATOR | TITLE | DEPT | PHONE | E-MAIL |

406 Clyde Street Andalusia, AL 36420 — ADDRESS FOR CORRESPONDENCE

334-493-7003 — FAX

4. SOURCE OF FUNDING SUPPORT: ☑ Not Applicable ☐ Internal ☐ External (External Agency): _____

5. STATUS OF FUNDING SUPPORT: ☑ Not Applicable ☐ Approved ☐ Pending ☐ Received

6. GENERAL RESEARCH PROJECT CHARACTERISTICS

## A. Research Content Area

Please check all descriptors that best apply to this proposed research project.

- ☐ Anthropology
- ☐ Anthropometry
- ☐ Biological Sciences
- ☐ Behavioral Sciences
- ☑ Education
- ☐ English
- ☐ History
- ☐ Journalism
- ☐ Medical
- ☐ Physiology
- ☐ Other (Please list:)_____

Please list 3 or 4 keywords to identify this research project: Cognitive, complexity, and student persistence

## B. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data collection will be: ☑ Prospective ☐ Retrospective ☐ Both

Data will be recorded so that participants can be directly or indirectly identified: ☐ Yes ☑ No

Data collection will involve the use of:

- ☐ Educational Tests (cognitive, diagnostic, aptitude, achievement)
- ☑ Surveys / Questionnaires
- ☐ Private Records / Files
- ☐ Interview / Observation
- ☐ Audiotaping and / or Videotaping
- ☐ Physical / Physiologic Measurements or Specimens

## C. Participant Information

Please check all descriptors that apply to the participant population.

- ☑ Males
- ☑ Females

Vulnerable Populations

- ☐ Pregnant Women
- ☐ Children
- ☐ Prisoners
- ☐ Adolescents
- ☐ Elderly
- ☐ Physically Challenged
- ☐ Economically Challenged
- ☐ Mentally Challenged

Do you plan to recruit Auburn University Students? ☐ Yes ☑ No

Do you plan to compensate your participants? ☐ Yes ☑ No

## D. Risks to Participants

Please identify all risks that may reasonably be expected as a result of participating in this research.

- ☐ Breach of Confidentiality
- ☐ Coercion
- ☐ Deception
- ☐ Physical
- ☐ Psychological
- ☐ Social
- ☑ None
- ☐ Other (please list):

## For OHSR Office Use Only

revisions

DATE RECEIVED IN OHSR: 9/22/06 by _____

DATE OF OHSR CONTENT REVIEW: _____ by _____

DATE OF IRB REVIEW: 9/26/06 by PWG

INTERVAL FOR CONTINUING REVIEW: 1 year

PROTOCOL # 06-153 EP 0610

DATE ASSIGNED IRB REVIEW: _____ by _____

DATE IRB APPROVAL: 10/24/06 by IRB procedure 45 CFR 46.110 (7)

original received 8-17-06
final revisions received 10-24-06

116

7. PROJECT ASSURANCES

PROJECT TITLE: An investigation of two-year community college students' involvement in extracurricular activities

## A. PRINCIPAL INVESTIGATOR'S ASSSURANCE

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
   a. Conducting the project by qualified personnel according to the approved protocol
   b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research (except in an emergency, if necessary to safeguard the well-being of human subjects)
   c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
   d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

| Jackie R. Woods | Jackie R. Woods | 7-27-06 |
|---|---|---|
| Principal Investigator (Please Print) | Principal Investigator's Signature | Date |

## B. FACULTY SPONSOR'S ASSSURANCE

1. By my signature as sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements.
7. I have read the protocol submitted for this project for content, clarity, and methodology.

| Dr. Margaret E. Ross | Margaret E. Ross | 8-15-06 |
|---|---|---|
| Faculty Sponsor (Please Print) | Faculty Sponsor's Signature | Date |

## C. DEPARTMENT HEAD'S ASSSURANCE

By my signature as department head, I certify that every member of my department involved with the conduct of this research project will abide by all Auburn University policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants.

| WILLIAM A. SPENCER | William A Spencer | 8/15/06 |
|---|---|---|
| Department Head (Please Print) | Department Head's Signature | Date |

8. PROJECT ABSTRACT: Prepare an abstract (400-word maximum) that includes: I.) A summary of relevant research findings leading to this research proposal; II.) A concise purpose statement; III.) A brief description of the methodology; IV.) Expected and/or possible outcomes, and V.) A statement regarding the potential significance of this research project. *Please cite relevant sources and include a "Reference List" as Appendix A.*

I. Astin (1984) stated that the theory of student involvement stemmed from a longitudinal study of college dropouts (Astin, 1975) that attempted to identify factors in the college environment that significantly affect the students' persistence in college. Nearly every significant effect could be rationalized in terms of the involvement concept; that is "the factors that contributed to the students remaining in college suggested involvement, whereas those that contributed to the students' dropping out implied a lack of involvement" (p. 302). "For many students, the opportunity to participate in student activities is a primary reason for attending college" (Monroe, 1972, p. 42). Unlike larger, tuition-driven four-year colleges and universities, two-year institutions are desperately seeking solutions to increase their rates of program completions which nationally account for a third of all beginning full-time students (Tinto, Russo, & Kadel (1994). Community colleges are unlike the touted residential colleges that are described as "involving colleges" (Kuh, Schuh, Whitt & Associates, 1991); most community colleges find themselves in situations where student involvement is quite difficult to achieve (Tinto, Russo, & Kadel 1994).

II. The purpose of this study is to determine the levels of involvement in extracurricular activities and the relationship of involvement, persistence and academic accomplishment of enrolled students at a small Southern, open-admission comprehensive community college. The research method used in this study is the descriptive research design.

III. The sample population for this study is a stratified convenience sample with two levels, freshman and sophomore, selected from classroom populations in academic-transfers and terminal-degree classes and random participants in student activities from organizations and meetings. The Campus-Life Involvement Survey used in this study will assess the mean level scores of participation at a small, Southern, open-admission comprehensive community college. Students' involvement in extracurricular activities is measured by the following demographic variable: gender, age, racial group/ethnicity, marital status, current class standing, cumulative grade point average, place of residence, and average employment status.

IV. The findings of this study may be used as a basis in evaluating information and a data-analysis framework for examining participation in extracurricular activities according to predetermined demographic variables when measured by the Campus-Life Involvement Survey.

V. The findings of this study will contribute to the theory that currently exists on college departure as well as impact retention status at other community colleges.

9. PURPOSE & SIGNIFICANCE.
   a. Clearly state all of the objectives, goals, or aims of this project.

The purpose of this research is to examine student involvement in extracurricular activities and the relationship of involvement, persistence and academic accomplishment.

   b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

The results of this project will be published as dissertation.

17. PROTECTION OF DATA.

a. Will data be collected as anonymous? ☐ Yes ☑ No *If "YES", go to part "g".*

b. Will data be collected as confidential? ☑ Yes ☐ No

c. If data is collected as confidential, how will the participants' data be coded or linked to identifying information?

The research data cannot be linked in any way to any individual participant of the project.

d. Justify your need to code participants' data or link the data with identifying information.

N/A

e. Where will code lists be stored?

N/A

f. Will data collected as "confidential" be recorded and analyzed as "anonymous"? ☑ Yes ☐ No

g. Describe how the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.), where the data will be stored, and how the location where data is stored will be secured in your absence.

The hard copy will be stored on the Lurleen B. Wallace Community College campus in room D003 in a locked file cabinet.

h. Who will have access to participants' data?

Principal investigator and advisor.

i. When is the latest date that the data will be retained?

One year

j. How will the data be destroyed? (NOTE: Data recorded and analyzed as "anonymous" may be retained indefinitely.)

Data was recorded as anonymous.

# APPENDIX F

# INSTITUTIONAL REVIEW BOARD LETTER OF SUPPORT OF RESEARCH FROM THE PRESIDENT OF LURLEEN B. WALLACE COMMUNITY COLLEGE

MEMORANDUM TO: Institutional Review Board IRB

FROM: Dr. Edward Meadows

RE: Jackie R. Woods
Doctoral Dissertation Research

I have discussed the research of Jackie Woods involving students and their extracurricular activities at Lurleen B. Wallace Community College. This research is in conjunction with his doctoral dissertation research and is undertaken with my support, knowledge, and consent. Thank you.

c: Jackie Woods

Andalusia Campus
P.O. Drawer 1418
Andalusia, Alabama 36420
(334) 222-6591 Fax (334) 881-2300

Greenville Campus
750 Greenville By-Pass
Greenville, Alabama 36037
(334) 382-2133 Fax (334) 382-2215

MacArthur Campus
P.O. Drawer 910
Opp, Alabama 36467
(334) 493-3573 Fax (334) 493-7003

# APPENDIX G

## INSTITUTIONAL REVIEW BOARD LETTER OF APPROVAL OF RESEARCH

# Auburn University

Auburn University, Alabama 36849

*Office of Human Subjects Research*
*307 Samford Hall*

*Telephone: 334-844-5966*
*Fax: 334-844-4391*
*hsubjec@auburn.edu*

October 24, 2006

MEMORANDUM TO: Mr. Jackie Woods
Educational Foundations Leadership and Technology

PROTOCOL TITLE: "An Investigation of Two-Year Community College Students' Involvement in Extracurricular Activities"

IRB FILE: 06-153 EP 0610

APPROVAL DATE: October 24, 2006
EXPIRATION DATE: October 23, 2007

The above referenced protocol was approved by IRB Expedited procedure under Expedited Category #7 on October 24, 2006. You should report to the IRB any proposed changes in the protocol or procedures and any unanticipated problems involving risk to subjects or others. Please reference the above authorization number in any future correspondence regarding this project.

If you will be unable to file a Final Report on your project before October 23, 2007, you must submit a request for an extension of approval to the IRB no later than October 3, 2007. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to October 23, 2007, you must suspend the project immediately and contact the Office of Human Subjects Research for assistance.

A Final Report will be required to close your IRB project file. You are reminded that consent forms must be retained at least three years after completion of your study.

If you have any questions concerning this Board action, please contact the Office of Human Subjects Research at 844-5966.

Sincerely,

Peter W. Grandjean, Chair
Institutional Review Board for the Use of Human Subjects in Research

cc: Dr. José Llanes
Dr. Margaret Ross

# APPENDIX H

# RESEARCH SURVEY CONSENT LETTER

EDUCATIONAL FOUNDATIONS

LEADERSHIP AND TECHNOLOGY

1856 2006

AUBURN UNIVERSITY

Sesquicentennial



Information Letter
For
—EXTRACURRICULAR ACTIVITIES SURVEY—

You are invited to participate in a research study of extracurricular activities to be administered in the General Education Department in Lab A. This study is being conducted by Mr. Jackie R. Woods, Graduate Student, under the supervision of Dr. Margaret Ross, Assoc. Professor of Educational Psychology, Measurement, Evaluation, Research and Statistics. This study is a partial fulfillment of the doctoral dissertation requirement. I hope to learn more about the relationship of extracurricular activities and student success. You were selected as a possible participant at random as Lurleen B. Wallace Community College sophomore or freshman student.

If you decide to participate, I will ask you to complete the Demographic Sheet and Extracurricular Activity survey. The entire process should take about 15-20 minutes. Upon completion, please place the Demographic Form and Extracurricular Activity Survey in the sealed envelope provided and then drop it in the special box placed at the back of the room.

Participation in this study will not involve risk or discomfort. To reduce the risk of feeling coerced to participate, we are asking you to complete this survey outside of regularly schedule class time. The information you provide will be kept confidential and the report provided for LBWCC and for any publication or presentation will be of aggregate data only. Participation is strictly voluntary. There are no direct benefits to you. You will not be compensated for your participation. Your decision whether or not to participate will NOT jeopardize your future relations with Lurleen B. Wallace Community College or Auburn University.

If you have any questions, I invite you to ask them now. If you have questions later, please contact Jackie Woods (334) 493-5354 or e-mail at jwoods@lbwcc.edu.

For more information regarding your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or email at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Jackie R. Woods 10/24/06
Investigator's Signature Date

Jackie R. Woods
Print Name

EDUCATIONAL FOUNDATIONS

LEADERSHIP AND TECHNOLOGY

1856 2006

AUBURN UNIVERSITY

Sesquicentennial



Informed Consent
For
—EXTRACURRICULAR ACTIVITIES SURVEY—

You are invited to participate in a research study of extracurricular activities to be administered in the General Education Department in Lab A. This study is being conducted by Mr. Jackie R. Woods, Graduate Student, under the supervision of Dr. Margaret Ross, Assoc. Professor of Educational Psychology, Measurement, Evaluation, Research and Statistics. This study is a partial fulfillment of the doctoral dissertation requirement. I hope to learn more about the relationship of extracurricular activities and student success. You were selected as a possible participant at random as Lurleen B. Wallace Community College sophomore or freshman student.

If you decide to participate, I will ask you to complete the Demographic Sheet and Extracurricular Activity survey. The entire process should take about 15-20 minutes. Upon completion, please place the Demographic Form and Extracurricular Activity Survey in the sealed envelope provided and then drop it in the special box placed at the back of the room.

Participation in this study will not involve risk or discomfort. To reduce the risk of feeling coerced to participate, we are asking you to complete this survey outside of regularly schedule class time. The information you provide will be kept confidential and the report provided for LBWCC and for any publication or presentation will be of aggregate data only. Participation is strictly voluntary. There are no direct benefits to you. You will not be compensated for your participation. Your decision whether or not to participate will NOT jeopardize your future relations with Lurleen B. Wallace Community College or Auburn University.

If you agree to participate in the research study, you are asked to take this form to your parent or guardian upon which both your parent or guardian and you will sign and date. Please fill out the survey at home and return the consent form and survey to the investigator in the self-addressed envelope that is provided.

If you have any questions, I invite you to ask them now. If you have questions later, please contact Jackie Woods (334) 493-5354 or e-mail at jwoods@lbwcc.edu.

For more information regarding your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or email at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

| | | | |
|---|---|---|---|
| Participant's signature | Date | Investigator obtaining consent | Date |
| Print Name | | Print Name | |
| Parent's or Guardian Signature (if appropriate) | Date | Co-investigator's signature (if appropriate) | Date |
| Print Name | | Print Name | |

Giving much to the past, Auburn's greater debt is ever to the future.

5036 Haley Center, Auburn, Alabama 36849 5221; Telephone: 334-844-4460; FAX: 334-844-3051

www.auburn.edu