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An Exploration of Co-Curricular Involvement In Traditional-Age First-Year Students

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AN EXPLORATION OF CO-CURRICULAR INVOLVEMENT IN TRADITIONAL-AGE
FIRST-YEAR STUDENTS

By

JUDITH OHOCHUKWU

A Thesis

Presented in Partial Fulfillment of Requirements for the

Degree of

Master's of Science in First-Year Studies

Faculty of First-Year and Transition Studies

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Abstract

First-year students are encouraged to get involved in co-curricular activities, as research has indicated there are many benefits (Astin, 1984; Pascarella & Terenzini, 2005). One benefit is establishing a sense of belonging (SOB). Sense of belonging is a student's perceived acceptance or value by the campus community (Strayhorn, 2012, p. 3). Research lacks a robust examination of SOB outcomes associated with active forms of involvement (e.g., joining a club or sports team) and passive forms of involvement (e.g., spectating a football game or attending workshops). The purpose of this study was to determine whether traditional-age (18-25), first-year undergraduate students indicated more SOB outcomes with passive or active forms of co-curricular involvement and with what average time involvement student's indicated more SOB outcomes. Students completed a questionnaire about their involvement and related SOB outcomes. Findings signified; a) certain demographics of students (e.g., on campus and full-time) were more likely to be involved, b) students indicated similar average number of SOB outcomes for passive and active involvement, and c) low levels of involvement yielded the most SOB indicators. The study findings suggest certain factors could influence a student's likelihood of involvement and to feel a SOB, students should be involved an average of 0-2 hours weekly.

Keywords: co-curricular involvement, first-year student, sense of belonging

Chapter 1: Introduction

The first year for many college students is a year that is filled with change, excitement, and many unknowns about the future. Many students are coming from a rather structured educational experience in high school to an institution of higher education where they are now the decision maker on matters such as when to attend class, how many courses to take, and what activities should fill their out-of-class time. The level of freedom and choice can be exciting and new for some students while other students may see it as overwhelming and confusing.

Educators at institutions of higher education understand the importance of creating opportunities for student involvement because research indicates that student involvement in co-curricular activities has a positive influence on retention, persistence, graduation, and career attainment (Pascarella & Terenzini, 2005). Co-curricular involvement has significant impacts beyond the time students spend at their institutions. Gallup has found that involvement with activities and organizations were among the most significant predictor of graduates' level of engagement in their work after college (2014).

The history of co-curriculum dates back to the late 1800's where out-of-classroom collegiate experiences developed with the curriculum at higher education institutions (Rudolph, 1990). Even in today's higher education institutions, co-curricular activities often preserve the meaning of "alongside the academic curriculum" but now include a wider variety of both academic and student affairs focused programs (Dean, 2015, p. 28). Co-curricular involvement can span a variety of definitions and some researchers have defined it to be as broad as including "residence life, Greek life, student activities, athletics and recreation, and health/wellness programs" as well as "service learning experiences, internships, study abroad, and undergraduate research" and living-learning communities (Dean, 2015, p. 28). It is clear that co-curricular

activities help enrich educational experiences but there is a need to research and compare outcomes of co-curricular involvement in activities that do and do not require club or organization membership.

Statement of the Problem

With the amount of choice in co-curricular activities, it is important that students understand what their options are and for institutions to better communicate the benefits of co-curricular involvement for all students. In order for higher education professionals to be able to better communicate to students why they should be involved, there needs to be more research conducted on the different forms of co-curricular involvement and their benefits. There are multiple benefits past research studies have identified of co-curricular involvement. Many of the benefits students experience are associated with a broad sense of belonging. Sense of belonging refers to a student's perceived social support, sensation of connectedness, and experience of mattering, acceptance, respect, or value by the campus communities and those on campus such as faculty and peers (Strayhorn, 2012, p. 3). Sense of belonging is variable, and the experiences students have on campus by being involved in social and leadership activities can improve sense of belonging.

Sense of belonging is developed through programs that support peer-to-peer relationships, build confidence and competence of participants and encourage positive interactions between staff and students (Araújo et al., 2014). Additional ways sense of belonging can be influenced include acceptance and fulfillment of needs (Hausmann, Schofield, & Woods, 2007). For the purpose of this study, sense of belonging outcome examples were created as a way for students to indicate what sense of belonging outcomes they experienced as a result of their co-curricular involvement. The outcomes were author created and include the following:

- Forming relationships on campus with professors, staff, and/or peers
- Developing time management and/or organizational skills
- Exploring personal interests and/or developing sense of self
- Building self-esteem and/or confidence
- Improving skills and/or talents
- Understanding of different philosophies, cultures, and ways of life
- Leadership development
- Improving health (physical, mental, and/or emotional)
- Openness to new ideas and/or experiences

It is important to recognize that time is a factor in determining what forms of co-curricular involvement students will engage in. One example of this is commuter students. Commuters are limited in time because they travel to and from their institution for schooling and may have other commitments such as work which could mean they have limited time for co-curricular involvement (Gellin, 2003). With students having multiple commitments that take up their time, the types of involvement each student will engage in will be different, especially as they consider what will benefit them individually. For institutions of higher education that have diverse student populations (commuter, adult learner, ethnic background), having a range of activities that can fit into the student's schedule will increase the chances that students partake in activities (Moore, Lovell, McGann, Wyrick, 1998).

Some co-curricular activities, such as joining student government or being on the institution's club volleyball team may prove to be too time consuming for some students. Such activities may take away from the time students need to dedicate to doing well academically, which could then disqualify them from the ability to stay engaged in some campus organizations

that have GPA requirements. Other types of involvement that allow students to opt in and out with ease and without penalty, such as attending a school dance or football game, could be good options for students with a busy schedule and a wide array of interests. Understanding these differences can help institutions to be more effective in getting more students involved instead of commonly suggesting that students join clubs, which they may not have the time for or may not best suit their interests.

Alexander Astin's (1984) Theory of Student Involvement stated that the more time and energy students devoted to a variety of activities, the higher the rates of learning and personal development are associated with such activities. The theory was based in part on research Astin conducted with college dropouts. Astin detailed that involvement included investment of physical and psychological energy, consisted of both quantitative and qualitative features, and occurred on a continuum with students manifesting various degrees of involvement in a variety of activities or experiences; he noted that students dropping out of college was the ultimate form of noninvolvement. Astin observed that factors such as student residence, participation in co-curricular activities, and on-campus employment opportunities related to students spending significant amounts of time on campus and contributed positively to student persistence. Astin's concept of student time is shared amongst multiple obligations such as attending class, commuting, socializing, and completing homework. This shows how critical it is for students to get involved in activities that help them develop important skills such as communication and critical thinking that fit within the schedule and commitments each student has while in college. This all ties into the importance of student persistence. Researchers Bergen-Cico and Viscomi have remarked that the manner in which a student chooses to become involved in college can vary greatly, and those choices build the foundation for student persistence (2012).

Many educators understand the importance of co-curricular involvement and it is critical that such understanding be translated and communicated to students in a manner in which they understand and can personalize. One common message students hear is how getting involved on campus can increase their social network. While this messaging will capture the attention of many students, it may not resonate with others that already have a social network coming into the institution or for students after they have formed social networks. Relaying additional outcomes of involvement increases the chance of capturing a wider demographic of students and provides them with a multitude of reasons as to why they should be and stay involved.

Research into co-curricular activities such as club membership identified other benefits that enhance academic performance. MacKinnon-Slaney noted that co-curricular learning is self-directed, problem centered, and collaborative and is the type of learning that is advocated for by corporate America for the 21st century (1993). They also stated that co-curricular learning required an ability to reflect on experiences, to learn from others, and to learn continuously to adjust to change. In research examining participation in activities (e.g., campus-wide activities and student club activities) and being an active participant within one's department or club, Huang and Chang's secondary analysis of past research found that co-curricular involvement had a positive influence on cognitive skills and intellectual growth in college (2004). These are a few examples of the type of benefits that are tied to co-curricular involvement. These benefits can be communicated to students through handouts, presentations, and one-on-one discussions with first-year students during new student orientation, first-year seminars, and throughout the first year.

The book *Challenging and Supporting the First-Year Student* discussed the development of the College Student Expectations Questionnaire (CSXQ), which was adapted from the College

Student Experiences Questionnaire (CSEQ) (Upcraft, Gardner, & Barefoot, 2005). The CSEQ is generally administered near the end of the first academic year while the CSXQ was developed to look at the relationship between student expectations and their experiences in college (Upcraft et al., 2005). The results of what students expected to do when they entered college (CSXQ results) can then be compared to what students experienced (CSEQ results) (Upcraft et al., 2005). When both the CSXQ and the CSEQ were administered to first-year students, the results showed that 38% of first-year respondents to the CSEQ stated they never attended a meeting of a campus club, organization, or student government group while 35% of students stated they either attended a meeting often or very often (Upcraft et al., 2005). On the other hand, only 15% of first-year respondents stated they had never used recreational facilities (pool, fitness equipment, courts, etc.) while 58% of respondents stated they used recreational facilities either often or very often. Attending a meeting for a campus club or organization will often take more time than students visiting the campus indoor pool or playing a game of basketball between classes. While both are forms of co-curricular involvement, one often requires regular meetings with an overall more formal and active structure while the other allows students to engage in passive forms of involvement at any time for as short or long as they like and are not required to have regular meetings. Research often does not identify the latter when studying co-curricular involvement but studies such as the aforementioned show that for many students, using recreational facilities and getting involved in short bursts may be more appealing.

This study explored co-curricular involvement of traditional-age first-year college students. The two different forms of co-curricular involvement that will be explored include active and passive forms of co-curricular involvement. Active co-curricular involvement will be defined as any form of co-curricular involvement that requires membership and/or regular active

commitment (demonstrated by attending at least two meetings or organization events that are for members only) to the campus organization sponsoring the program. Examples include joining student government or fraternities/sororities. Passive co-curricular involvement will be defined as participating in campus-sponsored programs where one is not a member of the organization sponsoring the program. Examples include attending a university homecoming event or play. Passive and active co-curricular involvement and their associated examples are meant to differentiate between involvement opportunities that require membership and those that do not require membership. These definitions do not refer to the amount of effort or energy students may invest into such activities. Academic forms of co-curricular involvement such as study abroad, undergraduate research, and internships were left out of the definition of co-curricular involvement in this study due to their significant academic components. Dean described activities such as internships, study abroad, and undergraduate research as often being organized within the structures of academic affairs (2015). In addition, opportunities such as study abroad are closely tied to the institution's degree offerings and offer courses best fitting into a second or third year major curriculum. Internships and academic research are opportunities that are most advantageous for students after choosing their degree program and having taken courses in their degree.

Often times during a student's first year, student life or similar departments on campus will hold organization fairs for students and encourage students to attend, browse, and find clubs and organizations to join. Since data shows that many students never make it to a meeting but do find time to get involved in more passive ways, then arguably there needs to be an emphasis on the more passive forms of co-curricular involvement students can choose from instead of a default push towards club and organizational membership. Looking into both active and passive

forms of co-curricular involvement is important to exploring whether students associate similar sense of belonging outcomes for passive involvement as for active involvement.

Purpose of Study

The purpose of this study is to explore active and passive forms of co-curricular involvement in traditional-age first-year students and the sense of belonging outcomes students associate with their involvement. This study also analyzes the amount of hours students were involved both passively and actively over the course of the 15-week Fall 2017 semester to determine whether low (0-2 hours averaged per week), moderate (2-4 hours averaged per week), or high (four plus hours averaged per week) amounts of involvement were related with the most indicators of sense of belonging.

Co-curricular involvement in the form of joining clubs and organizations, undergraduate research, internships, and study abroad have been widely studied but few research studies have looked at the types of co-curricular involvement that do not require significant amounts of time or organization membership. These forms of co-curricular involvement such as attending social events on campus, going to the gym or a workout class, and spectating performances or sports are readily available to students. One of the common reasons college educators encourage students to get involved is because it better connects them to their institution. To increase sense of belonging among an increasingly diverse population of students, it is critical that college educators help students understand the vast array of choice they have when it comes to getting involved and the benefits of a variety of different forms of involvement.

The implications of this study could be used to advise students on the benefits of co-curricular involvement and the levels at which students should be involved on average in a co-curricular manner. This study will also highlight what types of activities students are spending

the most time on and the most common sense of belonging outcomes students are indicating. Additionally, this study can contribute to understanding ways in which students might be retained at institutions of higher education and with what activities students associate the most sense of belonging outcomes. Research has identified that approximately 56% of student departures from their institution of higher education occur prior to a student's second year at an institution (Tinto, 2001). Tinto also identified that lack of student involvement, adjustment problems, lack of commitment, and poor fit to the institution were all reasons students cited for leaving universities. Because many students leave institutions of higher education prior to their second year, it is critical that higher education professionals better understand how to engage students within their first year and build connections with them to increase the likelihood of those students persisting and being retained.

Significance of Study

Bergen-Cico and Viscomi note that for some students, the short-term convenient engagement characteristics of attending co-curricular events such as speakers and performing artists may attract more students and provide a broader view of student engagement than long-term activities and group membership (2012). In a meta-analysis of eight studies from 1991-2000 to determine the effects of student involvement (Greek life, clubs and organizations, faculty interaction, peer interaction, on-campus living, and employment) on critical thinking, Gellin found that more research needed to be conducted in specific involvement areas (2003). Involvement in a variety of co-curricular activities was found to be beneficial and may produce a cumulative effect but more research on the specific involvement activities is needed to understand if there is an advantage to choosing involvement in one activity over another (Gellin, 2003). Gellin also mentioned the importance of future studies analyzing the hours per week

students are involved in different activities (2003). Gellin states that looking into hours of involvement can provide insight on whether there are differences in gains for students with high levels as compared to low levels of involvement in different co-curricular activities (2003). The gaps mentioned by Gellin are included in what this study aims to examine. While many studies on co-curricular involvement have looked at first-year students, few have looked exclusively at the first-year which could arguably be seen as the year where co-curricular involvement is most promoted to students.

Research Questions

With the stated purpose outlined, this study seeks to address the following research questions:

1. With which form of co-curricular involvement (active or passive) do students indicate more outcomes of belongingness?
2. With which average amount of time (low, moderate, or high) spent on co-curricular involvement do students indicate more outcomes of belongingness?

Limitations

The first limitation of this study was that the questionnaire used was author constructed. The terms used in the questionnaire were defined for participants and participants were also provided examples. It is possible the questions do not really measure what they are intended and written to measure.

A second limitation was the results of this study were based off self-reported data. Participants in this study answered questions in a manner that was subjective and based off of their understanding of the questions and their interpretation of their experiences.

A third limitation was the lack of generalization of the results. This study focused on first-year traditional-age college students. The results of this study can not be generalized to all first-year student populations because the sample is not representative of non-traditional first-year students such as adult learners. Other students populations such as commuter, online, and international students were not well represented in this study.

Lastly, approximately 12% of participants did not reach full saturation on the research instrument. This was likely due to the questionnaire not requiring students to answer any questions (apart from the consent form question) before submitting their responses.

Operational Definitions

The following are key terms used in the study and provided to participants that completed the questionnaire.

First-generation Student: an individual, neither of whose parents completed a baccalaureate degree; OR an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not complete a baccalaureate degree; OR an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent. If your parent(s) and/or guardian(s) attended college but do not have a bachelor's degree (i.e., did not graduate), you are considered to be first-generation ("U.S. Dept. of Education Definition for Low-income," n.d.).

This study uses the federal government's definition of first-generation students. The term first-generation has a wide array of meanings. The National Center for Education Statistics defines first-generation as students whose parents have no postsecondary education experience and have a high school education or have attained a lower level of education (Redford & Hoyer, 2017). TRIO defines first-generation college students as individuals both of whose parents did

not complete a bachelor's degree or individuals regularly residing with and receiving support from only one parent who did not complete a bachelor's degree ("Program Statue- TRIO and GEAR UP,"n.d.). As noted by Ashley Smith, depending on the meaning selected, first-generation could be a small or large population at institutions of higher education (2015).

Co-curricular Involvement: campus activities that take place outside academic curriculum

Passive co-curricular Involvement: participating in campus-sponsored programs where one is not a member of the organization sponsoring the program. Examples include, but are not limited to:

- Attending seminars, workshops, and speeches (online or in-person)
- Spectating (e.g., arts or cultural performances, sporting events)
- Participating in rallies and protests
- Participating in excursions, community service, and fundraising (e.g., Day of Service, Student Life and Residence Life off campus activities, canned food drives)
- Occasionally participating in wellness programs or physical development activities (e.g., yoga or self-defense course)
- Attending social events (e.g., homecoming, dances, movie nights, ice cream socials, board games night)

Active co-curricular Involvement: requires membership and/or regular active commitment

(demonstrated by attending at least two meetings or organization events that are for members only) to the campus organization sponsoring the program. Examples include, but are not limited to:

- Fraternities and Sororities (e.g., both academic and social organizations)
- Athletics, Recreation, and Sports (e.g., sponsored university sports, intramural sports, club sports)

- Student Government Association
- Cultural and Political Organizations (e.g., ethnic, racial, multicultural, advocacy, religious, spiritual organizations)
- Media and Publication Organizations (e.g., university newspaper, radio, television)
- Academic or Professional Organizations (e.g., Society of Women Engineers, Psychology club, American Medical Student Association)
- Departmental Leadership Organizations (e.g., Resident Assistants, Community Council, Residence Hall Association, National Residence Hall Honorary, Orientation Leaders, Peer Leaders)
- Community Service Organizations (e.g., Relay for Life, Habitat for Humanity, Humane Student Association)
- Shared Interest Organizations (e.g., KSU Chess Club, KSU Disney Club, Needle Crafts Club at KSU)
- Music, Arts, and Performance Organizations (e.g., Cheerleaders, Jazz Performance Club, KSU Breakdance Club)

Examples provided for active and passive forms of involvement were obtained from Kennesaw State University's campus involvement site, OwlLife. OwlLife lists all registered student organizations (RSOs) at KSU ("Department of Student Life: Organization Listing," n.d.).

Overview

This study is focused on co-curricular involvement and the sense of belonging outcomes indicated with various forms of involvement identified by traditional-age first-year students. The remaining chapters of the thesis will focus on literature review, methods, results, and discussion. The literature review will include a detailed look at pertinent studies on involvement and sense

of belonging. The methods section will describe the research questions, terms, and procedures that guided this study. The results chapter will address the research questions and other key findings and the discussion will detail the importance and context within which the findings are relevant.

Chapter 2: Literature Review

The understanding of Astin's Theory of Involvement and other studies on involvement and sense of belonging are key to this study. Much of the literature on co-curricular involvement has defined co-curricular involvement as joining clubs and organizations on campus. The literature of co-curricular involvement overall has not been inclusive of all the co-curricular offerings on college campuses. Multiple studies have found a relationship between higher levels of involvement and various positive outcomes. Studies have also linked co-curricular involvement and sense of belonging with retention. Apart from the link to retention, there are several other benefits associated with involvement. Many of these benefits are outcomes of sense of belonging. Sense of belonging refers to the connectedness and acceptance students feel at their institutions. Understanding the research behind co-curricular involvement and sense of belonging will help identify the gaps in research and the need to looking into the relationship between sense of belonging and co-curricular involvement.

Astin's Theory of Involvement

Alexander Astin's theory of Student Involvement was developed to assist college administrators to design effective learning environments and created using research on student development theories and pedagogies already in existence at the time as well as Astin's past research of college dropouts (Astin, 1984). The theory has five postulates which include:

1. Involvement refers to the investment of physical and psychological energy in various activities or experiences.
2. Involvement occurs along a continuum and different students manifest different degrees of involvement in a given activity or experience.
3. Involvement has both quantitative and qualitative features.

4. The amount of student learning and personal development associated with an educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of an educational policy or practice is directly related to its capacity to increase student involvement.

Astin states that the extent to which students can achieve particular developmental goals is a direct function of the time and effort they devote to activities designed to produce these gains (Astin, 1984, p. 301). Astin then explains how time and energy are finite resources; it is important for educators to realize that because there is only so much time and energy students can invest, institutions of higher education are competing with other aspects of a student's life such as friends, family, work, and hobbies. Essentially, the more time and energy students dedicate to various other aspects of their lives, the less time they have for co-curricular involvement. Astin conveys that almost every institutional policy, practice, and decision can significantly impact how students spend their time and energy (Astin, 1984).

Although over thirty years has passed since Astin introduced his theory of involvement, there are critiques of this theory and overall research on student involvement that are relevant in the present day. Jody Moore, Cheryl Lovell, Tammy McGann, and Jason Wyrick reviewed different types of student involvement and noted that the theory of involvement does not describe what areas of involvement have the greatest impact on student learning and development (1998).

Student Affairs Role in Involvement

Much of the work related to co-curricular involvement, opportunities, and assessment is closely tied to student affairs professionals at institutions of higher education. In addition to the

rise of student involvement opportunities such as sports, honor societies, and Greek systems in the 1800 (Horowitz, 1987), the first push for hiring professionals in student affairs occurred in the early 1900 (Brubacker & Rudy, 1976). Student affairs divisions typically have a goal of teaching lifetime techniques/skills and providing opportunities for students to integrate the knowledge gained in curricular and co-curricular activities. This is so that by promoting student involvement, student affairs professionals promote student learning and development (Komives & Woodard, 1996; Moore, Lovell, McGann, & Wyrick, 1998).

Levels of Involvement

There are a number of benefits and reasons students should get involved in co-curricular activities. Ya-Rong Huang and Sheue-Mei Chang (2004) conducted a secondary analysis of the College Experiences Survey (compiled and modified from several instruments, including the Questionnaire on Student and College Characteristics, the College Student Experience Questionnaire, and the Student Outcomes Questionnaire) originally conducted by Chang (1999). The researchers looked at 727 third-year students from 14 institutions in order to analyze involvement in student clubs and organizations. The participants (47.4% males and 52.6% females) were surveyed to explore the relationship between different forms of involvement and the optimal amounts and combinations of different forms of involvement for students' cognitive and affective growth (Huang & Chang, 2004). Co-curricular involvement was measured by a sum of seven items, including participation in activities (participating in campus-wide activities, participating in departmental activities, joining group tournaments held by one's department, participating in student club activities) and being an active participant within one's department or club (serving on a committee, assisting departmental affairs, designing activities for a club or one's department) (Huang & Chang, 2004, p. 396). Academic involvement was measured by the

sum of seven items, including classroom learning (attending classes, taking detailed notes), studying (completing assigned reading before class, reviewing course content after class, doing additional reading on topics introduced in class), and library effort (retrieving papers and books from the library, collecting extensive data for term papers) (Huang & Chang, 2004, p. 395). Researchers also had students rate their improvement on 11 cognitive and 11 emotional and interpersonal areas since they entered college. From that, two variables pertaining to cognitive growth (cognitive skills and communication skills) and two variables pertaining to affective growth (self-confidence and interpersonal skills) were constructed. The results were then broken into nine patterns represented by two letters with the first letter indicating level of academic involvement and the second letter indicating level of co-curricular involvement (levels range from low-L, to middle- M, to high-H).

Across the board, HH (high academic and high co-curricular) involvement patterns were associated with the highest levels of cognitive skills, communication skills, self-confidence, and interpersonal skills (Huang & Chang, 2004). The second highest patterns for cognitive and communication skills were HM while the second highest involvement patterns for self-confidence and interpersonal skills was MH. Overall the study indicated that more campus involvement was better for students and that to encourage more involvement, student affairs practitioners should inform students and faculty of the positive learning outcomes of co-curricular involvement (Huang & Chang, 2004). Other studies have also noted the benefits associated with co-curricular involvement for college students.

Foubert and Grainger's study looked at levels of involvement for students at a mid-sized public university that completed the Student Development Task and Lifestyle Inventory at three points including at the beginning of their first and second year as well as the end of their senior

year (2006). The researchers found that in most areas, joining or leading an organization was associated with higher levels of development than just attending a meeting (Foubert & Grainger, 2006). The study also found that by their senior year, students involved in clubs and organizations had statistically significant higher levels of developing in establishing and clarifying purpose, educational involvement, career planning, lifestyle management, and cultural participation than they did at the beginning of their first-year and the beginning of their sophomore year (Foubert & Grainger, 2006, p. 175). The results from the study reinforced earlier findings that juniors who were members of student organizations scored higher on factors such as educational involvement, career planning, lifestyle planning, cultural participation, and academic autonomy from Cooper, Healy, and Simpson (1994). The results were also in line with findings stating that being a leader in a student organization had been shown to be associated with higher levels of developing purpose, educational involvement, life management, and cultural participation (Cooper et al., 1994; Hernandez, Hogan, Hathaway, & Lovell, 1999, & Kuh, 1995). The results of Foubert and Grainger's study was in line with Chickering and Reisser's (1993) theory of development happening along seven vectors including developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, establishing and clarifying purpose, and developing integrity.

Benefits of Co-Curricular Involvement

There are a variety of social benefits to co-curricular involvement. Many of those benefits are summed up by Baxter Magolda's research finding that students' involvement in organizations gave them access to peers who then provided friendship, support, and knowledge (1992). In addition, students who were involved often did better academically, and there are a

multitude of other benefits students gain from being involved on campus. Research has shown that students who were involved were more likely to have higher educational aspirations than their non-involved counterparts (Pascarella, 1985; Kocher & Pascarella, 1988). One large measure of progress and success for institutions of higher education is measuring retention, specifically, students retained from first year Fall to the second year Fall semester or quarter. Students benefited from being involved because they felt socially attached to their college or university (Lang, 2002). In addition to the importance placed on retaining students is students graduating in a timely manner for the degree they are pursuing. Multiple researchers have reported that co-curricular involvement had a positive influence on bachelor's degree attainment (Pascarella & Terenzini, 1991; Stoecker, Pascarella, & Wolfe, 1988). Bergen-Cico and Viscomi conducted a study where they tracked the attendance of two cohorts of first-year students (degree-seeking taking 12 or more credits per semester) with Cohort A consisting of students who entered in Fall 2002 and Cohort B consisting of students who entered in Fall 2003 (2012). The researchers followed the students over the course of eight consecutive semesters at a large four-year private university (Bergen-Cico & Viscomi, 2012). Student ID numbers were used to track over 3,000 students. Students' co-curricular involvement was gathered from students using their ID cards to scan into all campus-sponsored co-curricular events. Events included speakers, musicians, theatrical productions, student sponsored entertainment, and dances. Students were categorized post-hoc into groups of low-level co-curricular participation (those attending four or fewer events over the eight semesters) and mid-level co-curricular participants (those attending 5-14 events in the same time period). The study found that mid-level co-curricular participants in Cohorts A and B had significantly higher GPAs

(approximately a quarter of a point on a 4.0 GPA scale) in contrast to peers who attended fewer co-curricular programs (Bergen-Cico & Viscomi, 2012).

The positive impacts of co-curricular involvement also continue and in many ways are advantageous to students after graduation in their ability to attain jobs. Many employers are interested in more than high grade point averages (GPAs) and want to hire students and graduates that are well rounded. Co-curricular involvement is one of the best tools students have to set themselves apart from their peers and be competitive in the running for an internship, cooperative education opportunity, and job. The reason for this is that students have the opportunity to get involved in activities and programs that both hone existing skills and talents but help build and strengthen other necessary skills, behaviors, and approaches to communication and problem solving. Albrecht, Carpenter, and Sivo conducted a study looking at recruiters' preferences and the impact of grades and student involvement on job potential in the business, education, and engineering fields (1994). They found that recruiters in education and engineering fields preferred students with high level of involvement in activities and medium grades over those students with high grades and medium levels of involvement in activities while business recruiters choose the opposite. Even though business recruiters chose high grades first, they were still looking for a medium level of involvement or higher in college activities (Albrecht et al., 1994).

A limitation of many of the studies on the topic of co-curricular involvement is that they often use a definition of involvement that is very formal, having to do with attending club meetings, being a member of an organization; all forms of involvement that are structured and require regular participation or attendance at meetings. The research that has been missing is that today's college and university campuses provide opportunities for students to be engaged in

more expansive ways than are acknowledged by many previous studies (Bergen-Cico & Viscomi, 2012). When considering that students have a wide array of interests but limited time to explore all of their interests, it would be advantageous for students to participate in a mixture of clubs as well as activities that do not require membership or regular meeting commitments such as attending university sports and homecoming activities. The more passive forms of involvement offered on campus such as speakers and performing arts provide students an opportunity to learn about a wide array of subjects and provide an environment to decompress from the stresses of higher education (Bergen-Cico & Viscomi, 2012).

Sense of Belonging

Strayhorn described belonging as a “basic human need and fundamental motivation that drives student behaviors, and facilitates educational success” (2012, p. 87). Belonging has been associated with academic success (Freeman et al., 2007; Strayhorn, 2012) and persistence (Hausmann et al., 2007 & Hoffman et al., 2003) for postsecondary students. Sense of belonging demonstrates the interplay between the institution and the individual, not expecting students to bare sole responsibility for success through their integration into existing institutional structures (Johnson et al., 2007). Strayhorn argued that students must feel like they matter in order to feel a sense of belonging in a campus environment, and they may seek out social support in the form of student organizations or relationships with others to feel like they matter (2012). Research into measuring college students’ sense of belonging included themes such as feeling acceptance, respect, and belonging and inclusion in one’s community or group (Strayhorn, 2012; Hurtado & Carter, 1997; Hausmann et al., 2007). It should be noted that sense of belonging and sense of community are used interchangeably in literature (Vacarro & Newman, 2016).

Sense of belonging is not consistent and/or static, it is dynamic (Strayhorn, 2012). Friendships, social acceptance by peers, and a support system have been positively related to a sense of belonging (Freeman et al., 2007; Hausmann et al., 2007; Pittman & Richmond, 2008). Research indicates that a student's sense of belonging can be impacted by multiple factors. Factors include race, working status, class status, first-generation status, institutional support structures, and employees of the university (Means & Pyne, 2017; Vaccaro & Newman, 2016). Strayhorn argues that for students who feel a sense of belonging at their institution, an important positive outcome of sense of belonging is achievement and retention (2015). When students do not feel a sense of belonging at their institution, this can lead to dissatisfaction with their social experiences and students leaving their institution (Strayhorn, 2015).

Sense of belonging factors.

Araújo et al. argue that in the first year, sense of belonging is developed through sustained programs that meet wide-ranging transitional needs (2014). Such programs must support peer-to-peer relations, encourage positive interactions between staff and students, and build competencies and confidence of participants (Araújo et al., 2014). Other factors that impact sense of belonging include acceptance, fulfillment of needs, and social support (Hausmann, Schofield, & Woods, 2007). Strayhorn argues that organizations such as the student government association as well as clubs, university centers, sports teams, and recreational facilities can play a positive role in helping students learn, grow, and be retained at their institutions because they all engender a sense of belonging (2012).

Hausmann et al. conducted a study with full-time, non-transfer students during their first year of college. The sample included African American and white students. The study invited

students to complete a three-wave survey. The first survey was mailed during the second week of the fall semester, survey two was mailed during the first week of the Spring semester, and survey three was mailed during week 11 of the 17 week Spring semester. The survey participants completed included measures of financial difficulties, social and academic integration, peer and parental support, sense of belonging, institutional commitment, and intentions to persist at the beginning of their first semester and the beginning and end of their second semester. Upon returning the first survey, students were randomly assigned to an enhanced sense of belonging group or one of the two control groups with white and African American students distributed equally across groups. The students in the enhanced sense of belonging group received several written communications from university administrators (such as the Provost and/or Vice-Provost for Student Affairs) emphasizing that they were valued members of the university community and that their responses to the surveys would be used to help improve campus life for all students. This group also received small gifts for daily use that were meant to emphasize the student's connection to their university and displayed the university's name, logo, and colors such as decals, ID holders, and magnets (2007, p. 808). The students in the control groups were asked to complete the same surveys but did not receive the communication and logo-bearing gifts. In addition, all communication with these students came from a professor in the Psychology department rather than from university administrators (2007, p. 808). These communications did not explicitly mention students' membership in the campus community.

The study further split up the control groups into a gift controlled group and a no-gift control group. The gift control group received paraphernalia from the psychology professor identical to that received by students in the enhanced sense of belonging group, however these

gifts did not possess the university's insignia, name, or colors (2007, p. 809). Students in the no-gift control group did not receive any gifts or additional communications. The study also looked at four student background variables including race, gender, financial difficulties, and SAT scores. Pascarella and Terenzini's (1980) measures of social and academic integration including two sub scales designed to assess social integration and two sub scales designed to assess academic integration were also used.

Results suggest that on average, students reported a small but statistically significant decline in sense of belonging over the course of the academic year. Students who received gifts of any kind reported a less rapid decline in their sense of belonging over time than those who did not receive gifts. Those in the enhanced sense of belonging group experienced a less rapid decline in sense of belonging over time than those who were in the gift control group. The study also found that students who reported a greater sense of belonging or more institutional commitment at any time also reported stronger intentions to persist at the beginning of the academic year. Variables that pertained to interactions students had in the university setting (with peers or with faculty) or social support students had for entering the university (from peers or from parents) were associated with a greater sense of belonging while students' background characteristics and academic integration were not (2007, p. 829). This suggests that the early support students receive during their transition into college is likely to be a better determinant of initial levels of sense of belonging than demographic characteristics or academic experiences are.

Developing a sense of belonging is crucial to the success of college students and particularly for students who are considered at risk of attrition (O'Keeffe, 2013). Studies have found that low-income and working-class students struggle more with sense of belonging in higher education than their middle- and upper-class peers (Ostrove & Long, 2007; Soria &

Stebbleton, 2013, Soria, Stebleton, & Huesman, 2013). Students working while attending college often face time constraints that limit their ability to engage in social opportunities (Kezar, Walpole, & Perna, 2015; Soria et al., 2013). O’Keeffe noted that part time students and those working long hours in paid employment are less likely to see themselves as students and demonstrate a pattern of less attachment and commitment to aspects of university life (2013, p. 607).

This study explores a missing portion of the literature on student involvement through co-curricular activities. While past research has made it clear that co-curricular involvement is beneficial to students in multiple ways, most of the research focuses on students joining clubs and organizations. There is no exploration of the relationship between different types of co-curricular involvement, the frequency of involvement, and the outcomes associated with involvement. An important note on sense of belonging is that it can be impacted by social belonging with other students and activities on campus. With research suggesting that it is variable, engaging students early in their first-year and keeping them involved throughout their first-year is a pronounced and important goal.

Chapter 3: Methodology

Co-curricular involvement in college, especially for first-year students is critical. Various types of benefits have been associated with co-curricular involvement. There is still a need to break-up various types of co-curricular involvement to more deeply analyze what types of involvements are beneficial to first-year students. This study will examine the impact of different kinds of co-curricular involvement in traditional-age first-year college students.

Setting

Kennesaw State University (KSU) is a public, multi-campus comprehensive university with its two largest campuses located in Kennesaw, Georgia and Marietta, Georgia. The Kennesaw campus is the largest of the KSU campuses and houses most of the liberal arts programs while the Marietta campus houses most of the science, technology, engineering and mathematics (STEM) programs. Both the Kennesaw and Marietta campuses offer residential buildings, student services, student centers, and campus dining. Kennesaw State is home to more than 35,000 students and 13 colleges, making it one of the 50 largest public institutions in the United States (Kennesaw State University, n.d.).

Participants

Participants in this study were first-year students who had completed at least 12 credit hours, but no more than 30, by the end of the Spring 2018 semester. Kennesaw State University's Office of Institutional Research provided the researcher with email addresses of students who fit this description. Students were invited to take part in this research study via email from the researcher and Kennesaw State University's student messaging system, Student Inform (Appendix A & B). Student Inform delivers announcements and notifications to student's Kennesaw State University email ("Student Inform: Student Messaging System," n.d.).

Study Design

This study is a quantitative research design, specifically using a researcher-created questionnaire (Appendix D). This research approach is ideal for collecting a large amount of information from students in a format where students are provided the same questions with definitions to help them understand the information being collected. This research framework is also commonly used in the literature analyzing co-curricular involvement and overall in the field of higher education.

Procedure and Research Instrument

Student emails were requested for the purpose of targeted outreach to first-year, traditional age students who had completed at least 12 credit hours, but no more than 30. Students self-elected to participate in the study and completed the questionnaire through Qualtrics, an online survey platform. Students were notified of the study through their school email and could complete the questionnaire at anytime during the one and a half weeks that it was open to collect responses.

The questionnaire in this study asked students to answer fourteen questions. The questionnaire begins by defining co-curricular involvement, passive co-curricular involvement, active co-curricular involvement, and first-generation students. These terms were defined so that as students answered questions with those terms used, their understanding of the term would be based on the same predetermined definition. Students were given the following prompt as direction prior to starting the questionnaire: "Please read the following questionnaire terms and then proceed to the questions. Your answers should be based on your involvement during Fall Semester 2017." Students were asked to complete a consent form (Appendix C) then a variety of demographic questions including to identify their gender, first-generation status, and whether

they lived on campus in the Fall of 2017. Students were also asked whether they were a part- or full-time student and what their cumulative GPA was. Students then went on to answer the same set of three questions addressing their passive co-curricular involvement first and then their active co-curricular involvement. The set of three questions were; (1) Please select all the co-curricular activities in which you (passively or actively) participated in during the Fall 2017 Semester, (2) How many average hours per week during the 15 week Fall 2017 semester did you spend passively or actively participating in the co-curricular activities you identified?, (3) Please select all outcomes you have experienced from activities in which you were (passively or actively) involved during the Fall Semester 2017.

Data Analysis

The data analysis for this study was conducted using the Qualtrics data analysis and reporting tools. Descriptive statistics are used to analyze the results of the questionnaire students took for this study.

Chapter 4: Results

The gap in co-curricular literature is that most research is conducted classifying student involvement in the broadest sense, assuming that all organizations and involvement opportunities offer the same outcomes (Holzweiss, Rahn, & Wickline, 2007). There has also been a focus in the literature on club and organizational membership when studying the benefits of co-curricular involvement. The purpose of this study was to determine whether traditional-age (students age 18-25) first-year undergraduate students indicated more sense of belonging outcomes with passive or active forms of co-curricular involvement and to see what average level of time involvement related most with more sense of belonging outcomes. Other highlighted findings from this study include identifying demographics of students who were highly involved and the relationship between first-generation status and involvement. This chapter will start with an analysis of the demographics of students who participated in this study, then address the research questions and end with an exploration of involvement and first-generation status and involvement. The research questions in this study were:

1. With which form of co-curricular involvement (active or passive) do students indicate more outcomes of belongingness?
2. With which average amount of time (low, moderate, or high) spent on co-curricular involvement do students indicate more outcomes of belongingness?

Demographics

A total of 323 students started the questionnaire and 282 students completed the questionnaire. The demographic questions students answered included gender, first-generation status, living status, academic status, working status, hours worked (if they did work), and cumulative GPA. For the question on gender, one respondent identified themselves as “other”

(.34%) and one indicated they preferred not to disclose their gender (.34%). For living status, six (2.01%) students identified as living “other” (five of these respondents noted some type of off-campus living and one noted on campus). Table 1 provides a breakdown of the participant demographics.

Table 1		
<i>Participant Demographics</i>		
<u>Demographic</u>	<u>Number of Participants</u>	<u>Percentage</u>
Gender		
Male	104	35.14
Female	190	64.19
First-Generation Status		
First-Generation	86	28.76
Non-First-Generation	213	71.24
Living Status		
On Campus	141	47.16
Off Campus	44	14.72
House/Apt. Off Campus w/ Family	108	36.12
Academic Status		
Part-time	20	6.69
Full-time	279	93.31
Working Status		
On Campus	25	8.36
Off Campus	138	46.15
No Work	136	45.48
Hours Worked		
1-19	75	46.58
20-35	65	40.37
35+	21	13.04
Cumulative GPA		
Below 2.0	9	3.10
2.0-2.49	15	5.17
2.50-2.99	39	13.45
3.00-3.49	76	26.21
3.5+	151	52.07

Some significant findings to note were that there were demographic factors that were related to increased levels of active and/or passive involvement. Students who lived on campus,

who were enrolled full-time, did not work, and had at least a 2.50 GPA were the most involved.

This suggests that there were certain factors that students identified with that were related to increased levels of both passive and active involvement. The aforementioned findings are in line with what Astin noted about time being finite in his Theory of Involvement. Living on campus, attending school on a full-time basis, and not working all allow students to spend more time on campus.

<u>Demographic</u>	<u>Students Indicating Passive & Active Involvement</u>	<u>Percent of Students Indicating Passive Involvement</u>	<u>Percent of Students Indicating Active Involvement</u>
Living Status			
On Campus	125	66.40	58.40
Off Campus	41	48.78	41.46
House/Apt. Off Campus w/ Family	104	34.62	32.69
Academic Status			
Part-time	17	17.65	11.76
Full-time	257	54.09	48.25
Working Status			
On Campus	23	56.52	52.17
Off Campus	132	46.97	44.70
No Work	119	62.18	52.10
Cumulative GPA			
Below 2.0	9	22.22	22.22
2.0-2.49	15	40.00	40.00
2.50-2.99	37	54.05	48.65
3.00-3.49	72	52.78	48.61
3.5+	137	54.01	45.99

Note. Column two refers to students that indicated being both passively and actively involved.

Research Question One

The first research question of this study asked with which form of co-curricular involvement (passive or active) students indicated the most outcomes of sense of belonging. Two hundred eighteen respondents indicated 504 forms of passive co-curricular involvement. One

hundred eighty-eight respondents associated 806 sense of belonging outcomes associated with their passive forms of involvement. The aforementioned numbers do not include the respondents that stated they were not passively involved (74 respondents) or that they could not identify any outcomes related to their passive co-curricular involvement (18 respondents).

For active involvement, one hundred forty participants indicated 221 forms of active co-curricular involvement. One hundred thirty-three respondents associated 627 sense of belonging outcomes with active involvement. The aforementioned numbers do not include the respondents that stated they were not actively involved (134) or that they could not identify any outcomes related to their involvement (6).

Students who engaged in passive forms of co-curricular involvement indicated an average of 4.28 sense of belonging outcomes each in comparison to students engaged in active forms of involvement that indicated an average of 4.71 forms of sense of belonging outcomes each (Table 3). The data from this study demonstrated that students indicated nearly the same amount of sense of belonging outcomes for both passive and active involvement opportunities. When looking at the prevalent sense of belonging outcomes students indicated, data shows that both forming relationships on campus with professors, staff, and or/peers, and exploring personal interests and/or developing sense of self were the most indicated sense of belonging outcomes. The top three most common passive and active activities and sense of belonging outcomes are listed in Table 4.

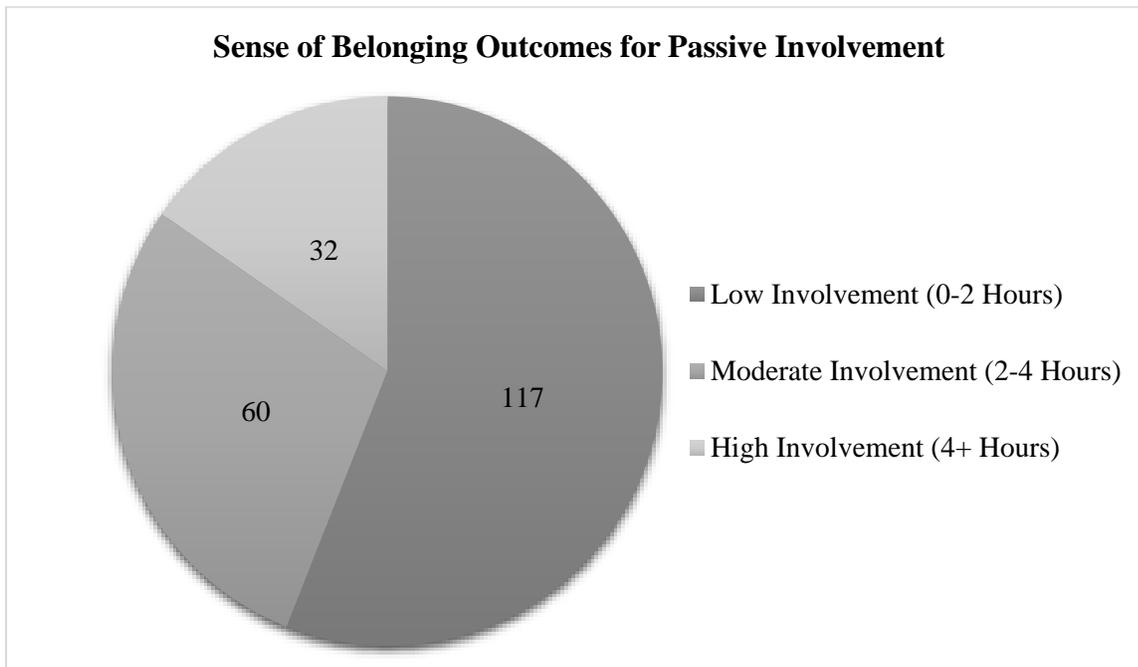
Table 3		
<i>Sense of Belonging Outcomes Indicated for Passive and Active Co-Curricular Involvement</i>		
<u>Variable</u>	<u>Passive Involvement</u>	<u>Active Involvement</u>
Number of Students Involved	218	140
Number of Students Indicating Sense of Belonging Factors (A)	188	133
Number of Sense of Belonging Indicators Chosen (B)	806	627
Average Number of Outcomes Indicated (B/A)	4.28	4.71

Table 4		
<i>Top Three Co-Curricular Activities and Sense of Belonging Outcomes</i>		
<u>Variable</u>	<u>Passive Co-Curricular Involvement</u>	<u>Active Co-Curricular Involvement</u>
1 st Commonly Indicated Activity	Spectating	Athletics, recreation, and sports
2 nd Commonly Indicated Activity	Attending social events	Cultural and political organizations
3 rd Commonly Indicated Activity	Attending seminars, workshops, and speeches	Academic or professional organizations
1 st Commonly Indicated SOB Outcome	Exploring personal interests and/or developing sense of self	Forming relationships on campus with professors, staff, and or/peers
2 nd Commonly Indicated SOB Outcome	Forming relationships on campus with professors, staff, and or/peers	Exploring personal interests and/or developing sense of self
3 rd Commonly Indicated SOB Outcome	Openness to new ideas and/or experiences	Improving skills and/or confidence

Research Question Two

The second research question examined what amount of time (low, moderate, or high) spent on co-curricular involvement resulted in students selecting the most outcomes of sense of belonging. Two hundred nine students indicated the average number of hours they were involved passively while one hundred forty-three students indicated the average number of hours they were involved actively for a total of 352 responses. Of the 352 responses of average time involved, 169 of those responses were attributed to low levels of involvement with the highest

number of sense of belonging outcomes (both passive and active) indicated. One hundred seven were indicators of sense of belonging outcomes at moderate levels of involvement (both passive and active). Seventy-six were indicators of sense of belonging outcomes at high average levels of involvement (both passive and active). Overall students indicated the most sense of belonging outcomes for low average levels of involvement. When differentiating between passive and active forms of involvement, the same was true and low levels of average involvement yielded the most sense of belonging outcomes (Figure 1). The data from this study showed that students were indicating the most sense of belonging outcomes when averaging 0-2 hours of involvement. Meaning that students felt the most connection and acceptance at their institution when they were involved at a low average rate. In both passive and active forms of involvement, students indicated less sense of belonging outcomes the more time they were involved.



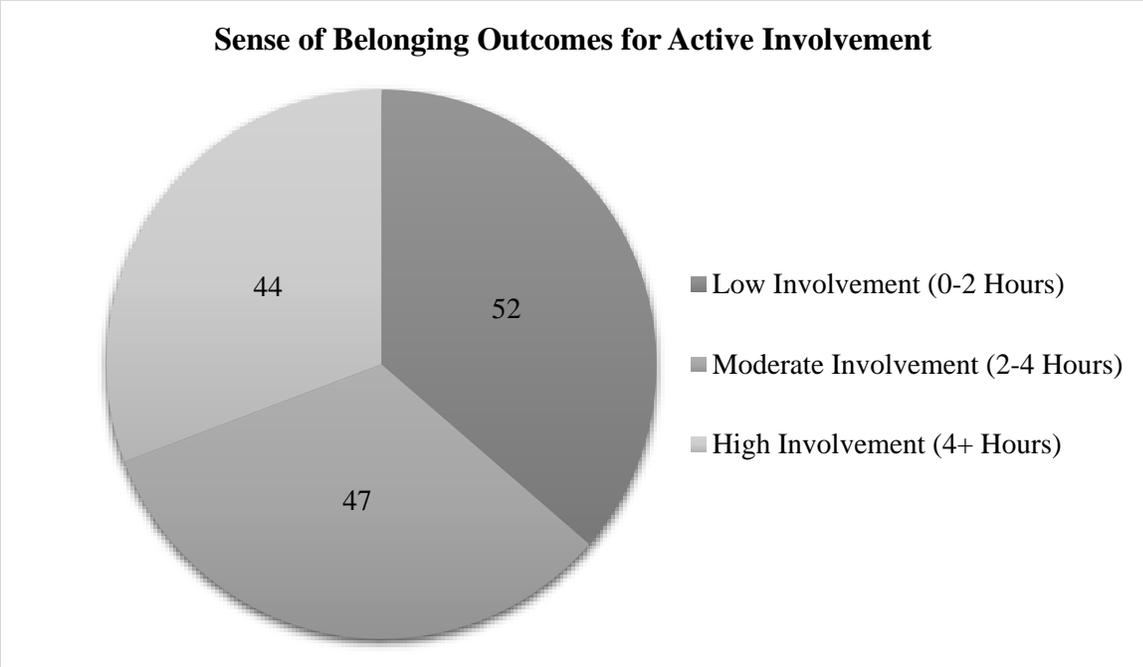


Figure 1. Sense of Belonging Outcomes Indicated Per Involvement Time. Metrics indicate the number of sense of belonging outcomes (either passive or active) participants indicated for each level of involvement (low, moderate, and high).

The top three most common activities and sense of belonging outcomes for students who were involved an average of 0-2 hours per week are detailed in Table 5.

Table 5		
<i>Top Three Activities and Sense of Belonging Outcomes for Low Involvement</i>		
<u>Variable</u>	<u>Low Level of Passive Co-Curricular Involvement</u>	<u>Low Level of Active Co-Curricular Involvement</u>
1 st Commonly Indicated Activity	Spectating	Academic or professional organizations
2 nd Commonly Indicated Activity	Attending social events	Shared interest organizations
3 rd Commonly Indicated Activity	Attending seminars, workshops, and speeches	Cultural and political organizations
1 st Commonly Indicated SOB Outcome	Exploring personal interests and/or developing sense of self	Forming relationships on campus with professors, staff, and or/peers
2 nd Commonly Indicated SOB Outcome	Forming relationships on campus with professors, staff, and or/peers	Exploring personal interests and/or developing sense of self
3 rd Commonly Indicated SOB Outcome	Openness to new ideas and/or experiences	Building self-esteem and/or confidence

First-Generation Status and Involvement

One finding that was not a core component of this study but stood out was the relationship between first-generation status and involvement. Of 157 respondents, 46 indicated they were first-generation students while 111 indicated they were not. The most common average passive length of involvement for both first-generation students and non-first-generation students was 0-2 hours. The most common average active length of involvement for first-generation students was 0-2 while non-first-generation students indicated 4+ hours. Figure 2 details the most common forms of passive and active involvement as well as sense of belonging outcomes for both first-generation students and non-first generation students. Overall first-generation students and non-first-generation students were involved most often in nearly the same activities and identified the same sense of belonging from those activities.

First- Generation Passive Involvement	Spectating
	Attending seminars, workshops, and speeches
	Attending social events
First- Generation Passive SOB	Exploring personal interests and/or developing sense of self
	Forming relationships on campus with professors, staff, and/or peers tied with Openness to new ideas and/or experiences
	Developing time management and/or organizational skills
First- Generation Active Involvement	Cultural and political organizations tied with Academic or professional organizations
	Shared interest organizations
	Athletics, recreation and sports
First Generation Active SOB	Forming relationships on campus with professors, staff, and/or peers
	Exploring personal interests and/or developign sense of self
	Improving skills and/or talents

Non-First- Generation Passive Involvement	Spectating
	Attending social events
	Attending seminars, workshops, and speeches
Non-First- Generation Passive SOB	Exploring personal interests and/or developing sense of self
	Forming relationships on campus with professors, staff, and/or peers
	Openness to new ideas and/or experiences
Non-First- Generation Active Involvement	Athletics, recreation, and sports
	Cultural and political organizations
	Academic or professional organizations tied with Music, arts, and performance organizations
Non-First- Generation Active SOB	Forming relationships on campus with professors, staff, and/or peers
	Exploring personal interests and/or developing sense of self
	Improving skills and/or talents

Figure 2. First-Generation Status and Top Three Activities and Sense of Belonging Outcomes.

There was no significant relationship between first-generation status and either form of involvement ($p>0.05$). The raw data seems to suggest that first-generation students participated in both passive and active forms of involvement at less than half the rate of non-first-generation students (Table 6). The difference in the statistical results and the raw data could be due to the number of respondents that indicated they were first-generation. Less than half of respondents indicated they were a first-generation student.

The statistical similarity between first-generation and non-first-generation students show that first-generation students were not lacking when it came to involvement. Literature on co-curricular involvement and first-generation students often points to first-generation students as a population that is not involved due to time constraints, working status, or because they may live off campus. The results from this study demonstrated that first-generation and non-first-

generation were equally as likely to be involved in some capacity, but their levels of involvement may not have been the same.

Table 6			
<i>First-Generation Status and Involvement Type</i>			
<u>First-Generation Status</u>	<u>Passive Forms of Involvement</u>	<u>Active Forms of Involvement</u>	<u>Total</u>
Yes	57	31	88
No	161	109	270

Table 7			
<i>Number and Percent of Involvement by First-Generation Status</i>			
<u>First-Generation Status</u>	<u>Students Indicating Passive & Active Involvement</u>	<u>Rate of Students Indicating Passive Involvement</u>	<u>Rate of Students Indicating Active Involvement</u>
First-Generation	77	42.86	37.66
Non-First Generation	197	55.33	49.24

Note. Column two refers to students that indicated being both passively and actively involved.

Chapter 5: Discussion

Introduction

This study has highlighted several key findings. Findings included that; a) certain demographics of students are more likely to be involved such as students living on campus, attending full-time, not working, and having at least a 2.5 GPA, b) students indicated nearly the same average number of sense of belonging outcomes for passive as for active involvement, c) a low level of involvement yielded the most sense of belonging indicators. In some ways the findings were in line with other studies on the topic of co-curricular involvement and in other ways, counter to research in the field. The findings of this study have significant ramifications for student affairs professionals and approaches to encourage involvement at institutions of higher education.

The study findings suggest that students indicated nearly the same average amounts of sense of belonging outcomes with passive as they did for active forms of co-curricular involvement. This signifies that students should get involved in any campus activity that they have an interest in. If the definition and manners in which co-curricular involvement is advertised are inclusive of active and passive involvement; then student affairs professionals do not need to distinguish between them when talking with students. Other research such as that conducted by Foubert & Grainger noted that joining or leading an organization was associated with higher levels of development than just attending a meeting (2006) and this study did not have the same findings. This could be because development and sense of belonging are different variables. Student affairs professionals should find ways to promote all the types of co-curricular involvement their campus offers and communicate the diverse sense of belonging outcomes students yield from co-curricular involvement. This study has shown that the often

promoted outcome, forming relationships, was a common sense of belonging outcome, but other outcomes like exploring personal interests and/or developing sense of self are prevalent outcomes professionals could highlight to students.

Student affairs professionals can also encourage students to identify with the factors more closely related to involvement such as on-campus residence and full-time attendance. Advisers can ask students where they live, and if they live off campus or are thinking of moving off-campus, and encourage students to live on campus. Many institutions provide housing or even require first-year students to live on campus. Many institutions also require students to be full-time or near full-time status to live on-campus. Students who live on campus have the opportunity to attend programs and events put on by resident assistants and residential professional staff members. Living on campus also means students are generally within walking distance from their dining facilities, recreational facilities, friends, and peers. These are all benefits that advisers can bring up to students when encouraging them to get involved and when talking with students about on vs. off campus living.

This study also found that low average involvement was by far the most common time students spent engaged in passive and active forms of co-curricular involvement. Specifically for active involvement, low involvement levels were most common but students spent approximately similar amounts of time involved at low, moderate, and high levels with each level showing a slight decrease (Figure 1). This could be due to the nature of each type of involvement. Passive forms of involvement typically do not require extensive or regular amounts of time; students can choose to opt in or out as frequently as they want with these forms of involvement. Active forms of co-curricular involvement require membership, and the organization leaders often set the schedules for how long events, meetings, and other gatherings

will last. Active forms of involvement typically require more of a student's time over the span of a semester. Some clubs and organizations may require more time of a student's schedule than others which could be the reason the average time spent weekly on this form of involvement was distributed nearly evenly across low, moderate, and high involvement levels. This study highlighted that students did not feel more connection with their campus at higher levels of involvement. This is significant in the context of how university professionals and student affairs professionals encourage students to get involved. The approach and message to getting students involved should be to get them engaging in an activity or event they are interested in. Regardless of whether it is an active or passive involvement activity, students should engage in some manner at 0-2 hours averaged over the course of a semester to yield the most sense of belonging outcomes.

Discussion

Involvement recipe for success.

Finding that certain demographic factors such as on campus residence and a 2.5+ GPA were associated with students being more involved was not surprising when considering Astin's Theory of Involvement (1984). Astin noted that time is a finite resource and involvement opportunities compete with other activities students could invest their time in. Students who live on campus and do not work have more time to get involved and are constantly surrounded by opportunities to get involved. Many of the demographics that were involved at higher rates are identifiers that can be found in traditional college students. Knowing that should alert higher education professionals to pay attention to student populations that often do not fit such demographics such as commuters, part-time students, students who were conditionally accepted or in developmental programs, as well as adult learners or students who work. One factor that

could keep such populations from being involved is the time commitment that is required for many forms of involvement or a lack of understanding as to what opportunities are available that fit their interests and schedules. To counter this, communication is key.

Advising students.

As noted previously, higher education professionals and research into co-curricular involvement in higher education lean heavily towards what this study considered active forms of co-curricular involvement. The findings in this study noted that in terms of sense of belonging indicators, there was not a significant difference in the average amount students selected for passive as for active involvement. Bearing that the definition and examples of co-curricular involvement used in higher education are inclusive of both passive and active forms, this study would suggest there is not a need to push one form of involvement over the other. Student affairs professionals should use all the tools at their disposal including student email announcements, campus club organization and activity websites, and other forms of advertisement to highlight the diverse co-curricular offerings of the institution. In addition to online and other advertisements, student affairs professionals can start talking to students about co-curricular involvement during orientations and other first-contact points with first-year students. Student affairs professionals at institutions of higher education should identify what forms of communicating this message work best for the diverse population of students on their campus(es). One way this message is communicated already at many institutions is through first-year experience courses. Many of these courses have a component of a student's grade that requires them to go to an event on campus and often times professors allow students to choose from a multitude of activities. Each student has his or her own way of creating community, and, for the benefit of the students, the staff and faculty on campus should guide students towards

involvement opportunities that fit their interests. The most important thing is to get students involved in a way that leads them to feeling like they belong on campus.

Many institutions support students by linking them with one or more advisors. Whether intentional or not, many individuals outside formal academic advisors or success coaches/advisors also play the role of an advisor in the life of students and all serve as representatives of the institution to students. These individuals can be those who advise student organizations, provide student services, or supervise students in work-study positions on campus. These unofficial advisors can impact students in significant manners by listening and being sensitive to the concerns of the student which can help students feel connected and like they matter to the institution (Webb, 1986). Heisserer and Parette note that a sense of belonging can emerge when a student has a relationship with just one person at their institution because having that relationship for students can impact their decision to remain in college (2002). The most important factor in advising students is helping them feel that they are cared for by the institution (O'keeffe, 2013).

An important element of sense of belonging is that it is dynamic (Strayhorn, 2012). The intersectionality between various social identities produce unique experiences of belonging in various manners and settings, and not all students will experience belonging in the same manner or setting (Strayhorn, 2012). For student affairs practitioners, this highlights the importance of getting to know the students on their campus(es) in order to help those students find co-curricular involvement opportunities that fit them and their interests.

Retention.

Research suggests that when more students get involved, the greater persistence and retention at institutions of higher education because students who feel socially attached to an

institution are less likely to leave (Lang, 2002). We need to retain our students in institutions of higher education not only for them to progress toward graduation but because there are significant costs associated with attrition (such as state and federal funding), and significant resources go into retaining students (O'Keeffe, 2013). As indicated in the literature review, both sense of belonging and co-curricular involvement are tied to retention. Understanding the retention rates within institutions of higher education includes understanding and calculating attrition, which is the measure of the proportion of students who drop out of their institution each year (O'Keeffe, 2013). The attrition rate for first-year students in the United States has been cited as 30% (Schneider, 2010). Schneider identified that between 2003 and 2008, \$6.18 billion dollars in subsidies were paid to colleges and universities to fund post-secondary education of students who left their institutions after one year (2010).

O'Keeffe identified three populations within first-year students who have a higher risk of non-completion; first-generation students, academically disadvantaged students, and students with low socioeconomic status (2013). There is some overlap between students who are at high risk of attrition and students with lower levels of co-curricular involvement (as indicated by the demographic data in this study). Understanding this can help higher education professionals work with students to get them involved. This study found that there was no significant difference in the involvement of first-generation and non-first-generation students but students with a cumulative GPA of below 2.5 were less involved. Additional research needs to be conducted to assess whether the same is true for other populations such as low socioeconomic status and whether the same will be found by a similar study such as this one conducted at an institution with different characteristics (such as size and type of institution).

Institutional research.

One significant way to improve co-curricular involvement and knowledge of its benefits is for student affairs practitioners to pair with their institutional research departments to gather data on what co-curricular involvement looks like on their individual campus(es). Approximately 25.34% of students in this study indicated they were not passively involved and 48.91% stated they were not actively involved. The documented benefits of co-curricular involvement and the connections between involvement, sense of belonging, and retention suggest it is beneficial for as many students as possible get involved. There are multiple methods campuses use to get students involved such as; a) first-year experience courses requiring students to attend campus events as part of class, b) gamification of involvement, and c) incorporation of an involvement record with other degree requirements. Partnerships between institutional research and departments working to increase student involvement should be formed to help provide data to identify how co-curricular experiences help improve retention, completion, and graduation rates at the institutional and program levels (Dean, 2014). One example Dean provides on how to go about this is to include variables like residence status and student organization participation in regression models to understand how they contribute to retention, persistence, or first-year success among different campus populations (Dean, 2014). It is important that each institution identify their campus information system and how they collect, or intend to collect data on participation in student organization or use of fitness facilities (Dean, 2014).

Simply having involvement opportunities does not mean students will be engaged, and college educators should not assume students will proactively engage in programming but find ways to get students to participate in activities (Upcraft et al., 2005). Online software tools such

as OrgSync can be hubs for universities to advertise all co-curricular involvement opportunities on campus and link them to various campus groups, locations, interests, and outcomes. This tool also can help track student participation time through students scanning or tapping in when they arrive at various programs or to do volunteer work (OrgSync Benefits, n.d.). In the 1980s, US institutions created the Co-Curricular Record (CCR) and it was often called a student development transcript (Elias & Drea, 2013). Although many of these programs no longer exist in the United States, institutions of higher education in Canada have continued the Co-Curricular Record program. It is a multifaceted program that helps students find and track their experiences beyond the classroom. These experiences are then linked to competencies and validated on an official institutional document (Elias & Drea, 2013). The portfolio typically spans the student's entire educational career and can highlight student learning outcomes such as teamwork, problem-solving, and communication gained from co-curricular participation (Dean, 2014).

Once data has been collected, it is valuable that it be shared with other student affairs professionals, retention committees, and other relevant policy and planning groups by way of a facilitated and when possible, collaborative presentation (Dean, 2014). It is important to keep key stakeholders informed as the decisions that various administrators and committees make can influence resources and policies. As Astin conveyed, almost every institutional policy, practice, and decision can significantly impact how students spend their time and energy (1984).

Gamification, sometimes referred to as rewards programs, are when there are incentives for an individual to get involved in an activity. Some institutions use gamification to increase student involvement and encourage students to explore the diverse programming and activities offered on campus. Institutions with these types of programs (e.g., Bowling Green, Metropolitan State University of Denver, and Georgia Institute of Technology) will either build their own

websites and mobile applications for this purpose or use platforms already in existence such as CollegiateLink and OrgSync. Departments such as athletics and student life often run such gamification programs. Some of these programs encourage students to get involved in order to earn points for prizes or accolades. Prizes can include school branded gear, free food, or free admission/parking to university events such as sports games. The overall purpose of these types of gamification programs are to get students involved and reward them in some way. The incentive and/or the sense of belonging students gain from being involved is meant to encourage them to stay involved regularly.

Recommendations for Future Research

For future studies it would be advantageous for researchers to encompass multiple institutions of varying characteristics such as size, location, and type to see if the results of the present study could be generalized to small, medium, large institutions as well as community colleges, private, and public institutions.

There also could be a benefit in conducting a study similar to this one using a longitudinal research design. Such research could shed light on co-curricular involvement over the timespan of the first year, collecting data at several points throughout the year. Another approach would be to collect data from the same set of students over multiple years, such as their first and second year. A longitudinal study could also further explore the relationship between passive and active forms of involvement. Such a study could look at the types of involvement students engage with over time (the first year or multiple years) and analyze whether students consistently participate in the same type of involvement over time (either passive or active).

In conjunction to the previous research suggestion, the researcher in this study would also suggest that future researchers look at having control and experimental groups. These could be

students who participated in co-curricular opportunities and those that did not and identify the sense of belonging in both groups in the study.

Although this study did not look at the race of participants, research into sense of belonging on college campuses indicated that there could be differences in forming a sense of belonging for different race demographics of students. Exploring this topic would be valuable to identify if there is a significant difference in how different races do or do not feel a sense of belonging on campus, especially for predominantly White college campuses. Co-curricular involvement can relate to sense of belonging in different ways for different races. Strayhorn found that Black males expressed that involvement helped them fit in and acclimate to campus (2007) while another study found that Asian Pacific American and White students related co-curricular participation to a sense of belonging while other students of color did not (Johnson et al., 2007). Multiple studies argue that it may be more challenging for students of color to develop a sense of belonging on a predominantly White campus (Hausmann et al., 2007; Hurtado & Carter, 1997; Locks, Hurtado, Bowman, & Oseguera, 2008; Johnson et al., 2007; Nuñez, 2009). Studies also show that White students report a stronger sense of belonging than African American, Latino/a, and Asian Pacific Islander students did (Johnson et al., 2007).

Conclusion

Co-curricular involvement and sense of belonging have far reaching impacts on college campuses. Co-curricular involvement can help increase sense of belonging on campus for students. Co-curricular involvement and sense of belonging can play a role in whether students are retained at their institutions of higher education. Sense of belonging is representative of whether students feel they belong at their institutions, and this feeling can be impacted by their peers as well as university professionals. All university professionals, particularly those that

work closely with first-year students, can play a major role in getting students connected to involvement opportunities on campus. The lens of involvement opportunities also needs to widen to include co-curricular involvement that does not require significant or consistent amounts of time (i.e., passive forms of co-curricular involvement). Student affairs professionals should continuously highlight the benefits of co-curricular involvement on campus and execute intentional programs and initiatives to get students involved, especially those at risk of non-involvement or attrition. Encouraging students to plug into what they have the time and passion for can help students better connect to their institution and peers and build a steady sense of belonging throughout their first-year.

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Appendix A
Email Outreach to Participants

Subject: First-year student 10-minute survey on co-curricular involvement

Hello,

My name is Judith Ohochukwu, a master's degree seeking student at Kennesaw State University. I would like to invite first-year students, ages 18-25 years old, that have completed at least 12 credit hours but no more than 30, to participate in a study about first-year student co-curricular involvement (outside of the classroom activities). I am exploring the differences in amounts and types of involvement, as well as involvement outcomes. To participate, you will take a 14 question survey taking about 10 minutes to complete. Surveys will be completed through Qualtrics and the results will be anonymous. Please direct questions to me at johochuk@students.kennesaw.edu.

Blessings,
Judi

This Study #18-320 has been approved and is under the oversight of KSU's IRB.

Appendix B
Inform Outreach to Participants

Title: First-year student 10-minute survey on co-curricular involvement

Body: Students ages 18-25 years old that have completed at least 12 credit hours but no more than 30 are invited to participate in a research study conducted by Judith Ohochukwu, a master's degree seeking student at Kennesaw State University. The purpose of the study is to identify first-year student co-curricular involvement (outside of the classroom activities) and explore the differences in amounts and types of involvement, as well as involvement outcomes. To participate, students will complete a 14 question survey taking about 10 minutes to complete. Surveys will be completed through Qualtrics and the results will be anonymous. Please direct questions to Judith Ohochukwu at johochuk@students.kennesaw.edu.

Survey Link: https://kennesaw.col.qualtrics.com/jfe/form/SV_cvjAIT4kAslYG4l

This Study # 18-320 has been approved and is under the oversight of KSU's IRB.

Appendix C
Consent Form

ONLINE SURVEY CONSENT FORM

Title of Research Study: An Exploration of Co-Curricular Involvement in Traditional-Age First-Year College Students

Researcher's Contact Information: Judith Ohochukwu, 404-988-2911, johochuk@students.kennesaw.edu

Introductions

You are being invited to take part in a research study conducted by Judith Ohochukwu, a master's degree seeking student at Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the study is to identify first-year student co-curricular involvement (outside of the classroom activities) and explore the differences in amounts and types of involvement, as well as involvement outcomes.

Explanation of Procedures

You will complete a thirteen question survey consisting of demographic questions and questions about your co-curricular involvement at KSU.

Time Required

The survey will take approximately ten minutes to complete.

Risks or Discomforts

There are no known risks or anticipated discomforts associated with completing this questionnaire. Participants may choose to skip a question or exit the survey at any time.

Benefits

There are no direct benefits for participants, but your participation in this survey contributes to helping college professionals who work with first-year students better understand what benefits are associated with first-year co-curricular involvement.

Confidentiality

The results of this participation will be anonymous. Data will be collected online using KSU's online surveying software, Qualtrics. The Qualtrics account is password protected and further data analysis will be stored in a password protected KSU OneDrive account. Hard copies of research notes will be stored in a locked cabinet, in a locked office, in the researcher's faculty advisor's office until May 1, 2020.

Inclusion Criteria for Participation

You must be between 18-24 years of age and have completed at least 12, but no more than 30 credit hours at KSU to participate in this study.

Use of Online Survey

Data collected online will be handled in an anonymous manner and Internet

Protocol addresses **WILL NOT** be collected by the survey program.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

I do not agree to participate and will be excluded from the remainder of the questions.

Appendix D
Survey Instrument
Research Study Title: An Exploration of Co-Curricular Involvement in
Traditional-Age First-Year Students

Instructions: Please read the following questionnaire terms and then proceed to the questions on pg. 2. Your answers should be based on your involvement during Fall Semester 2017.

Definition of Terms:

Co-curricular involvement: campus activities that take place outside the academic curriculum.

Passive co-curricular involvement: participating in campus-sponsored programs where one is not a member of the organization sponsoring the program. Examples include, but are not limited to:

- Attending seminars, workshops, and speeches (online or in-person)
- Spectating (e.g., arts, cultural performances, sporting events)
- Participating in rallies and protests
- Participating in excursions, community service, and fundraising (e.g., Day of Service, Student Life and Residence Life off campus activities, canned food drives)
- Occasionally participating in wellness programs or physical development activities (e.g., yoga or self-defense course)
- Attending social events (e.g., homecoming, dances, movie nights, ice cream socials, board games night)

Active co-curricular involvement: requires membership and/or regular active commitment (demonstrated by attending at least two meetings and/or organization events that are for members only) to the campus organization sponsoring the program. Examples include, but are not limited to:

- Fraternities and Sororities (e.g., both academic and social organizations)
- Athletics, Recreation, and Sports (e.g., sponsored university sports, intramural sports, club sports)
- Student Government Association
- Cultural and Political Organizations (e.g., ethnic, racial, multicultural, advocacy, religious, spiritual organizations)
- Media and Publication Organizations (e.g., university newspaper, radio, television)
- Academic or Professional Organizations (e.g., Society of Women Engineers, Psychology club, American Medical Student Association)
- Departmental Leadership Organizations (Resident Assistants, Community Council, Residence Hall Association, National Residence Hall Honorary, Orientation Leaders, Peer Leaders)
- Community Service Organizations (e.g., Relay for Life, Habitat for Humanity, Humane Student Association)
- Shared Interest Organizations (e.g., KSU Chess Club, KSU Disney Club, Needle Crafts Club at KSU)
- Music, Arts, and Performance Organizations (e.g., Cheerleaders, Jazz Performance Club, KSU Breakdance Club)

First-generation student: An individual, neither of whose parents completed a baccalaureate degree; OR an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not complete a baccalaureate degree; OR

an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent. If your parent(s) and/or guardian(s) attended college but do not have a bachelor's degree (i.e., did not graduate), you are considered to be first-generation.

Questions:

1. I identify my gender as:
 - Male
 - Female
 - Other
 - Prefer not to disclose
2. Are you a first-generation student (see above for definition)?
 - Yes
 - No
3. Where did you live Fall Semester 2017?
 - On campus
 - Off campus in a house or apartment with friends
 - Off campus at home with family
 - Other – please specify
4. What was your academic status during Fall Semester 2017?
 - Part-time student (1-11 credits)
 - Full-time student (12+ credits)
5. Did you work for pay during the 15 week Fall Semester 2017?
 - Yes, I work on campus
 - Yes, I work off campus
 - No, I do not work
6. How many hours did you typically work per week during the 15 week Fall Semester 2017?
 - Part-time (1-19 hours)
 - Part-time (20-35 hours)
 - Full-time (35+ hours)
7. What was your Fall Semester 2017 cumulative GPA?
 - Less than 2.0
 - 2.0-2.49
 - 2.5-2.99
 - 3.0-3.49
 - 3.5 plus
8. Please select all the co-curricular activities in which you passively participated (see definition above) in during the Fall 2017 Semester.
 - Attending seminars, workshops, and speeches (online or in-person)
 - Spectating (e.g., arts, cultural performances, sporting events)
 - Participating in rallies and protests
 - Participating in excursions, community service, and fundraising (e.g., Day of Service, Student Life and Residence Life off campus activities, canned food drives)
 - Occasionally participating in wellness programs or physical development activities (e.g., yoga or self-defense course)

- Attending social events (e.g., homecoming, dances, movie nights, ice cream socials, board games night)
 - Other – please specify
 - I did not passively participate in any co-curricular activities in Fall 2017 (skip to Question #12).
9. How many average hours per week during the 15 week Fall 2017 semester did you spend passively participating in the co-curricular activities you identified in question 8?
- 0-2
 - 2-4
 - 4+
10. Please select all outcomes you have experienced from activities in which you were passively involved in during Fall Semester 2017.
- Forming relationships on campus with professors, staff, and/or peers
 - Developing time management and/or organizational skills
 - Exploring personal interests and/or developing sense of self
 - Building self-esteem and/or confidence
 - Improving skills and/or talents
 - Understanding of different philosophies, cultures, and ways of life
 - Leadership development
 - Improving health (physical, mental, and/or emotional)
 - Openness to new ideas and/or experiences
 - Other outcome – please specify
 - I cannot identify any outcomes related to my involvement
11. Please select all the co-curricular activities in which you actively (see definition above) participated in during the Fall 2017 semester.
- Fraternities and Sororities (e.g., both academic and social organizations)
 - Athletics, Recreation, and Sports (e.g., sponsored university sports, intramural sports, club sports)
 - Student Government Association
 - Cultural and Political Organizations (e.g., ethnic, racial, multicultural, advocacy, religious, spiritual organizations)
 - Media and Publication Organizations (e.g., university newspaper, radio, television)
 - Academic or Professional Organizations (e.g., Society of Women Engineers, Psychology club, American Medical Student Association)
 - Departmental Leadership Organizations (Resident Assistants, Community Council, Residence Hall Association, National Residence Hall Honorary, Orientation Leaders, Peer Leaders)
 - Community Service Organizations (e.g., Relay for Life, Habitat for Humanity, Humane Student Association)
 - Shared Interest Organizations (e.g., KSU Chess Club, KSU Disney Club, Needle Crafts Club at KSU)
 - Music, Arts, and Performance Organizations (e.g., Cheerleaders, Jazz Performance Club, KSU Breakdance Club)
 - Other – please specify

- I did not actively participate in any co-curricular activities in Fall 2017 (skip to end of questionnaire).
- 12. How many average hours per week during the 15 week Fall 2017 semester did you spend actively participating in co-curricular activities you identified in question 11?
 - 0-2
 - 2-4
 - 4+
- 13. Please select all outcomes you have experienced from activities in which you were actively involved in during the Fall 2017 semester:
 - Forming relationships on campus with professors, staff, and/or peers
 - Developing time management and/or organizational skills
 - Exploring personal interests and/or developing sense of self
 - Building self-esteem and/or confidence
 - Improving skills and/or talents
 - Understanding of different philosophies, cultures, and ways of life
 - Leadership development
 - Improving health (physical, mental, and/or emotional)
 - Openness to new ideas and/or experiences
 - Other outcome – please specify
 - I cannot identify any outcomes related to my involvement

Appendix E
Qualtrics Account Request Form



Qualtrics Student Account Request Form

1. I'm requesting use of a Qualtrics account on behalf of:

a) an individual KSU student I am supervising.

____Ohochukwu____ Judith____ johochuk@students.kennesaw.edu____
Student Last Name Student First Name Student KSU E-Mail

b) students taking a course I am teaching or in a degree program I oversee.

Course Number Course CRN Course Title Semester/Year

c) a registered student organization (RSO) I advise.

RSO Name

Student Last Name Student First Name Student KSU E-Mail

Note: All student accounts will expire one year after account activation.

2. Please provide the student's IRB Approval Number: _____ Study #18-320_____

If student does not have IRB Approval Number, will their research involve human or animal subjects? Yes No

3. Please describe how Qualtrics will help achieve the project/course goals.

This student thesis research will be conducted using Qualtrics to survey students attending Kennesaw State University on their co-curricular involvement. Qualtrics will also be used to run data analysis reports for the research.

4. Please provide your contact information.

Smith____ Deborah____ dsmith1@kennesaw.edu____ x6334____
Last Name First Name KSU E-Mail Ext.

You can submit this form to irb@kennesaw.edu .



Qualtrics Student Account Request Form

5. KSU Qualtrics End-User License Agreement

- I. Purpose of Agreement
 - a. This agreement defines the responsibilities and expectations of individuals requesting access to Qualtrics, a web-based survey application, available to all active KSU faculty, staff, and students.
- II. Responsibilities:
 - a. I agree to:
 - i. Use Qualtrics within the normal requirements of legal and ethical behavior expected of Kennesaw State University students, faculty, and staff.
 - ii. Abide by all university policies regarding the use of technology resources and, specifically, the collection and use of sensitive data <https://policy.kennesaw.edu/>
 - iii. Refrain from the collection of credit card, debit card, or banking information
 - iv. Abide by the standards and practices of the Kennesaw State University Institution Review Board (IRB): <http://www.kennesaw.edu/irb/>
 - v. Abide by Kennesaw State University Relation's style guide for using KSU logos: <http://www.kennesaw.edu/styleguide/>
 - vi. Assume responsibility for any and all customized settings, codes, templates, etc. that are not included in the default settings.

By signing below, you accept oversight of the student(s) you are requesting access for. You also accept responsibility for assuring the student(s) adhere to the KSU Qualtrics End-User License Agreement.

Deborah N. Smith

Signature

Deborah N. Smith
Name (print)

1/25/2018
Date

You can submit this form to irb@kennesaw.edu .

Appendix F
Qualtrics Account Approval

James Kang

Tue 1/30, 9:23 AM

Judith Ohochukwu

Hi Judith,

Your Qualtrics account has been activated and you may log in at survey.kennesaw.edu with your NetID and password. Have a nice day.

Thanks,

James Kang

Identity & Access Management Engineer

Infrastructure Engineering

University Information Technology Services (UITS)

Kennesaw State University

Technology Services 149

1075 Canton Pl, MB #3501

Phone: 470.578.2625

Email skang6@kennesaw.edu