
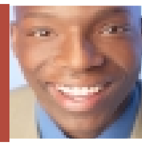
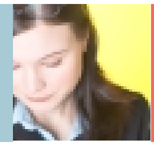

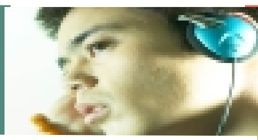


VOLUME 34 ■ ISSUE 1 ■ 2005

Interchange

Commission for Student Involvement Newsletter

What's Inside:

ACPA College Student Educators International

A Word from the Chair

Greetings Commission for Student Involvement!

I hope you are enjoying the start of a wonderful summer. As we end another academic year, it is always good to reflect and look to the future.

The Commission received two awards at this past year's convention: "Overall Distinguished Commission" and "Outstanding Publications," sponsored eight programs, and started partnership conversations with the Association of Fraternity Advisors (AFA). Over the course of the year, the commission published its 3rd Edition of the Powerful/ Best Practices Manual and four issues of the Interchange newsletter. In addition, the commission launched a service-learning listserv.

ACPA Commission for Student Involvement — Student Activities — Greek Life — Leadership — Community Service — SI

At convention, the Commission welcomed a new leadership team. Please feel free to contact us with ideas, suggestions or interest in getting involved. You can find contact information at: http://www.myacpa.org/comm/student/leadership.htm.

We would also like to share a few goals for the year:

- *Activities*: Improve/explore relationships with NACA and APCA; Develop a resource manual on the topic of advising
- *Greek Life*: Build on the relationship with AFA and ASJA; Develop a better identity for Greek Life within the Commission and create a strategy for marketing to members
- *Leadership*: Improve/explore relationships with the NCLP; Continue to provide new and existing professional development for Leadership Educators
- *Service/Service-Learning*: Increase membership and awareness of Service/Service-Learning arm of the Commission; Build on the programs/resources at convention

Have a great summer!

Jason Schreiber, Chair
Director of Student Activities, University of San Diego

The Leadership Corner:

The Status of Undergraduate Curricular Leadership Programs: Establishing a Typology and Questions for Future Investigation

By Evan Baum

Introduction

Five years ago, the work of a panel of experts in the fields of higher education and student affairs, supported by the W.K. Kellogg Foundation and the James MacGregor Burns Academy of Leadership, was published under the title *Leadership Reconsidered: Engaging Higher Education in Social Change* (Astin & Astin, 2000). Operating under the belief that American society is greatly in need of a higher quality of leadership, the authors argue that institutions of higher education must themselves undergo significant curricular, organizational, and procedural reforms, with the purpose of adopting a commitment to developing effective leaders for the future. Given the strength of the authors' message, two questions naturally arise: first, what is the *current* status of leadership education programs in higher education, and second, does learning and development vary by *type* of program? This article aims to address the first question in the context of undergraduate curricular leadership programs, and establish an agenda from which the second question can be investigated.

Methods & Limitations

Beginning with an undated list of both undergraduate and graduate leadership programs from the Academy of Leadership and a list on the website of the National Clearinghouse for Leadership Programs, a third list of curricular leadership programs was developed . A message was then sent out over the listserv of the International Leadership Association, asking members to identify additional programs. This work resulted in the identification of a total of 110 institutions with undergraduate curricular leadership programs. While not a comprehensive list, the institutions identified represent those with programs that are, at the minimum, the most known.

An institution was added to the list if it had one of the following components: a major or minor in leadership or leadership studies, a concentration within a department in leadership, a leadership certificate or citation program, credit-bearing undergraduate leadership courses, curriculum-based non-credit leadership programs, or were thought to be planning one of the above. Programs that were exclusively co-curricular or experiential were excluded from further investigation, as were programs targeted at graduate or advanced study students. These exclusions limit the analysis below. However, their exclusion is not without justification. First, it can be argued that co-curricular or experiential programs, perhaps numbering as many as 500, do not represent an institutional commitment to leadership education along the lines espoused by the authors of *Leadership Reconsidered*. If an institution were to make the strongest commitment to leadership education possible, it would likely be noted by its presence in the institution's academic curriculum. Second, graduate programs are most often dictated by the norms and traditions of a discipline or department, making a comparative analysis of such programs at the institutional level nearly impossible. The author then located information posted on websites for the programs identified and established a catalog of programs for the purpose of addressing the questions posed at the outset. Relying upon the websites of the programs for accurate information about their curricular components and relative location within an institutional hierarchy further limit the analysis , as the information provided from one website to the next varied significantly.

"If an institution were to make the strongest commitment to leadership education possible, it would likely be noted by its presence in the institution's academic curriculum."

Analysis

Undergraduate curricular leadership education programs at the 110 institutions identified, although not representing a comprehensive sampling, can be estimated as illustrating a large enough percentage of programs nationwide to establish a meaningful classification system. The dichotomies presented below are meant to allow scholars and practitioners to identify relevant distinctions in undergraduate curricu-

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lar leadership education programs for the purposes of program comparison, assessment, and enhancement. While examples of programs are given to illustrate the extreme ends of the dichotomies, a host of programs exist in the middle of the ranges that in some way combine both ends of the spectrum. Questions to be considered in assessing the impact on student learning and development within each dichotomy are also presented.

Specialized – Interdisciplinary. Specialized leadership education programs can be identified by their explicit connections to a discipline or department within an institution. In most cases, these programs are driven by business, religion, or communications. The degree programs offered through the Department of Organizational Leadership and Supervision of the College of Technology at Purdue University are examples of specialized programs. Conversely, interdisciplinary programs span institutional boundaries to include curricular offerings from multiple areas. These programs have either stand-alone leadership classes complemented by other requirements, or can be exclusively a repackaging of classes around the theme of leadership. The undergraduate minor through the Connexus program at the University of Texas, Austin is an example of an interdisciplinary program. Questions for further investigation emanating from this dichotomy include: is institutional commitment to leadership education stronger with the presence of a specialized or interdisciplinary program; and, do the differences in objectives between specialized and interdisciplinary programs result in differing learning and development outcomes for students?

"Specialized leadership education programs can be identified by their explicit connections to a discipline or department within an institution."

Comprehensive – Supplementary. A program that can be labeled as comprehensive leadership education is one in which the curriculum encompasses the entire program of study for students, either in a single year, over multiple years, or as a major field of study. The Elizabeth J. Somers Women's Leadership Program at the George Washington University is an example of a comprehensive program. At the other end of the spectrum are programs that can be considered supplementary. These are programs in which the experience is explicitly intended to augment other academic pursuits. The President's Leadership Program at Christopher Newport University can be considered a supplementary program. Several questions can be posed from examining this dichotomy: is student learning and development greater in a comprehensive leadership program because of the community that can be developed in such a setting; and, do students experience greater learning and satisfaction with their primary academic work when it is supplemented with curricular leadership programs?

Academic Affairs Located – Student Affairs Located. A third dichotomy concerns where the program is housed within a given institution. Programs that are located in academic affairs fall under the primary responsibility of the chief academic officer of an institution. Programs offered through the McDonough Center for Leadership and Business at Marietta College are an example of this. Conversely, programs ultimately responsible to an institution's chief student affairs officer are those that are student affairs located. The undergraduate programs offered at the Georgia Institute of Technology fit this classification. Given the strong potential for leadership education programs to link student affairs and academic affairs, several additional questions must be considered, including: are there institutional costs and benefits to establishing an undergraduate curricular leadership program *without* connecting student and academic affairs; and, are programs that are situated solely in either domain naturally attractive/unattractive to certain types of students, potentially limiting the diversity of the learning environments?

Highly Scholastic – Highly Experiential. Although the programs being considered in this typology contain a curricular leadership component, the programs nonetheless range from highly scholastic to highly experiential. It is worth noting that many, if not most programs, achieve a balance of these two ends of the dichotomy. The Jepson School of Leadership Studies at the University of Richmond, despite having several experiential components, is often recognized as having highly scholastic leadership education programs. At the

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opposite end of the spectrum are programs that are highly experiential, although in some cases such programs do have traditional curricular components. The Leadership Institute at the Rochester Institute of Technology has program offerings that are closer to this end of the dichotomy. Additional questions for further investigation based upon this dichotomy include: is there an optimal balance for student learning and development between scholarship and experiential learning in designing undergraduate leadership education programs; and, do programs that are highly experiential exist at institutional margins?

Open Enrollment – Selective Enrollment: A final dichotomy worth considering in classifying leadership education programs is that of open versus selective enrollment. An open enrollment program is one that welcomes any undergraduate. Leadership Rice at Rice University is an example of an open enrollment program. Conversely, the Chancellor's Scholars and Leaders program at the University of Colorado, Denver has an application and selection process to determine eligibility for enrollment. Two final questions for consideration based upon this dichotomy are: does interest in creating and participating in an open/selective undergraduate curricular leadership education program vary by student interests and institutional cultures; and, do the learning and development outcomes differ in open versus selective enrollment programs?

"Establishing a commitment to developing leadership in undergraduates is not simply a sound institutional goal, it is a moral imperative for our future society."

Conclusions

While additional dichotomous relationships could be created to classify undergraduate curricular leadership education programs, the five above have the greatest relevance for understanding the current status of leadership education programs in colleges and universities and in beginning to assess their impact on student development. Although most of the programs recognized at the 110 institutions identified are relatively young, a host of models for implementing or reforming undergraduate curricular leadership education programs exist for consideration. If, as the authors of *Leadership Reconsidered* suggest, transformational change within higher education is required to elevate leadership education programs to the level required for the future (Astin & Astin, 2000), institutional stakeholders working towards such ends would be wise to consider lessons learned from other studies of change in colleges and universities (Eckel & Kezar, 2003; Kezar, 2001), including those offered from the learning communities movement (Smith et. al., 2004). Establishing a commitment to developing leadership in undergraduates is not simply a sound institutional goal, it is a moral imperative for our future society, and one that must continue to be advanced by curricular adaptations at all institutions.

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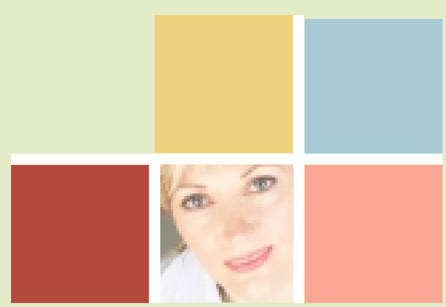

The Greek Corner: Building Balanced Ethical Leaders for the World's Communities

By Grahaeme A. Hesp

Building balanced leaders for the world's communities is the development philosophy of Sigma Phi Epsilon Fraternity. While this mission articulates a lofty goal, controversy clouds the desire for ethical education. Requiring that students complete an ethics course or workshop implies that the material is important and that it can shape the decisions students make once in positions of leadership. However, the common belief that ethics cannot be taught and that one's moral compass is well set before entering a leadership environment fuels doubt as to the importance of the subject (Chun, 1999). Even if ethics programs succeed in influencing students, many believe that this impact does not have a lasting effect, and that organizational culture will later dominate students' decision-making. This same phenomenon was examined in a sociological study of corporations (Jackall, 1988). Jackall identified a conditional morality based more on perception and image than on fact and substance. Whether or not this study describes the norm or an extreme in organizational life, preparing students to deal with ethical dilemmas in unethical climates poses a challenge for those working with fraternities and sororities. This challenge is further complicated by the presence of competition. The very nature of a free market economy (e.g., fraternity recruitment) demands competitiveness. One can have knowledge of moral philosophy, but stress and pressure are often pivotal drivers of behavior (Goleman, 1995). Teaching fraternity and sorority members to recognize and manage stress, then, is increasingly important.

An additional challenge to ethics education is the definition of ethics itself. A common belief is that ethics is about compliance to laws or ethical codes. Business ethicist Velasquez (1998) defines ethics instead as an active questioning about what is moral in our lives, in our community, or in our profession/organizations. Within this paper, I define ethics as a process that can take place either within an individual or between members of a group. This process encompasses more than decision-making involved with justifying what is moral or ethical. It involves how we perceive situations, how we value ethical actions over other competing needs, and how we show ethical courage in acting upon our beliefs and values when faced with adversity.

Many assert that ethical behavior stems from values learned in childhood and question whether ethics programs can truly affect change in the behavior of college students (McCabe, Dukerich, & Dutton, 1991). A review of psychological research reveals a wealth of studies demonstrating positive effects of ethics education in professional programs (Rest, 1988; Rest & Narvaez, 1994; Rest, Narvaez, Bebeau &, Thoma, 1999). Although much of this research focuses on theories of justice and moral reasoning or judgment, recent approaches note that reasoning alone is not enough to result in ethical behavior (Rest & Narvaez).

Various professional ethics education and research programs (Bebeau, 1994; Duckett & Ryden, 1994) use Rest's four component model (Rest & Narvaez, 1994) of moral behavior as a framework. This model describes ethical behavior as a process, including (1) moral sensitivity: interpreting a social situation, (2) moral judgment: deciding which action is the most appropriate moral action, (3) moral motivation: prioritizing moral values over other values, and (4) moral action: having the ego strength, persistence, and implementation skills to carry out the moral behavior. According to the theory, an individual must be competent in each of those inner psychological processes in order to carry out a moral action. The strength of this model is in its comprehensiveness, as it takes into account other facets of human behavior besides reasoning or judgment.

Component three of the Rest model (Rest & Narvaez, 1994) encompasses the organizational identity of the individual – the degree to which the individual identifies with a set of values or codes of ethics and the degree to which this influences their decision-making. It involves the commitment to the organization, the willingness to engage in continued learning, and to become part of the self-governance of the organization. Bebeau (1994) believes that someone attuned to these ideas will choose to implement a more ethical course of action from all of the available options.

Rest and Narvaez (1994) suggest the simultaneous employment of all four

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components of the model to understand their interactions and effects. For example, understanding the effects of stress or emotion on cognitive function (Goleman, 1995) could provide evidence for how the drive for success can result in poor analysis of the situation and bias towards action choices that result in gain for a chapter but loss for the fraternity/sorority community. While in a heightened state of competitiveness or aggressiveness, an individual might tend to lack moral imagination or sensitivity to the ethical dimensions of a situation. Furthermore, in situations where it is necessary to employ adequate reasoning and analysis, fear or other intense emotions could deter a chapter member from following through on the ethical course of action.

"Fraternity and sorority communities should endorse a broad-based code of ethics and introduce it early in the membership process."

An alternative view to cognitive-developmental theories explores what virtues or character traits the community considers desirable in ethical leaders. While rationalistic approaches of both philosophy and psychology have long dominated, some experts in moral psychology point to an increase in research and emphasis on these constructs (Lapsley, 1996). The question of how educators can develop moral character in students, as defined by Rest's four component model (Rest & Narvaez, 1994), may be addressed by investigating what traits or virtues are associated with ethical and successful leaders. Discussion and consensus would need to take place in order for a fraternity/sorority community to define what is meant by the term "ethical leader." A counterargument to this approach is that it paves the way for ethical relativism in which different institutions or chapters might vary in what they define as desirable traits or virtues. This would be in direct opposition to the intent of the cognitive-developmental approach based on universal principles such as justice, fairness, human dignity, and/or respect for the environment. Nevertheless, managed within the context of the four-component model in which reasoning at the highest stage involves universal principles, fraternity/sorority communities could use it effectively with students.

Fraternity and sorority communities should endorse a broad-based code of ethics, such as the Association of Fraternity Advisors Code of Ethics, and introduce it early in the membership process. Not all experts agree, however, that ethical codes result in an increase in ethical behavior within organizations (Schwartz, 2000). Some even claim that the recent proliferation of ethics codes is evidence of a regression in society, in which the less powerful rely on authorities to tell them what is right and what is wrong. Schwartz argues that ethical issues continue to change and evolve, and that to be truly effective, students must have input in developing and redeveloping their own organizations' codes of ethical conduct. Other ethicists point to the ability of codes to raise ethical standards, resulting in positive social and moral change (Dienhart, 1995). They are more optimistic and endorsing of the implementation of ethics codes, suggesting that a fair and open statement of what is and what is not considered ethical within an organization reduces "asymmetry of information" (Dienhart).

Studies of moral judgment found that the weaving of ethics throughout an educational experience such as undergraduate fraternity/sorority membership as opposed to isolating it in a training program is associated with gains in moral judgment scores (Rest, et al., 1999). Our fraternity/sorority communities need to conduct research into how we can integrate ethics into the core fraternity/sorority membership development process. Only then will we begin to see paradigm changes in the behaviors of our students.

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The Service Corner:

Citizenship and Leadership through Service-Learning

By Jennifer Smist

Though research over the past ten years has emphasized the lack of commitment of higher education institutions to fulfilling their civic purpose of educating students to become active citizens, an increasing number of schools have redefined their civic purpose through institutional mission statements, goals, and educational programs (Boyer, 1987; Boyte & Kari, 2000; Ehrlich, 1999; Morse, 1989). It is important to not only look at larger institutional goals, but also the goals of individual programs and the extent to which they foster students' development of civic responsibility. Many of the terms used within this article are interchangeable. Herein, civic engagement refers simply to involvement as an active citizen in one's community, working to create positive social change in a variety of ways. Service-learning functions as one mechanism for fostering civic engagement among college students, intentionally linking student involvement through service to learning either in the curriculum or co-curriculum. This article will examine student involvement through service-learning and leadership within one model of citizenship.

As one of the core values of the social change model of leadership, citizenship serves as an appropriate representation of the combination of civic engagement and leadership (Higher Education Research Institute [HERI], 1996). Citizenship is often used interchangeably with civic engagement, and the social change model explains this by identifying civic responsibility as an implication of citizenship. The social change model identifies three levels (i.e., individual, group, and societal) at which critical leadership values are experienced with citizenship representing the interaction with and impact on the community and society. This coincides with broader definitions of civic engagement and leadership aimed at creating positive societal change (Komives, Lucas, & McMahon, 1998; Campus Compact, 2003).

Musil (2003) proposes a developmental learning model of citizenship that progresses through six distinct phases: exclusionary, oblivious, naïve, charitable, reciprocal, and generative. This model illustrates movement through these phases that coincides with increased development from new understandings, advanced knowledge, and new levels of moral and civic learning. Though this article aims to chronicle student learning and development through service-learning, it is important to note that this model can also be used to describe institutional development as service-learning programs and community involvement become more consistent across the institution.

The exclusionary phase is based upon one's own community and perspectives of that community (Musil, 2003). This phase of citizenship is directly or indirectly promoted by institutions that separate the students from the community in such a manner that students see the community as disconnected, unsafe, or not a beneficial

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learning environment. Within the exclusionary phase, service-learning experiences and intentional student involvement in the local community would be essentially non-existent, resulting in a sense of civic disengagement among students. Progressing from the exclusionary phase, the oblivious phase entails minimal student interaction in the community, and students perceive their experiences merely as opportunities to learn through their observations (Musil, 2003). A sense of civic detachment is apparent in this phase as students see the community merely as something to learn from rather than something of which they are part.

Civic amnesia becomes the primary result of the naïve phase (Musil, 2003). Students begin to see the benefits of engaging with the community, but lack the foundational knowledge and understanding of community issues and needs. In this phase, students can be seen as taking the initiative for leadership, but the community often perceives their actions as ineffective. Students utilize their experiences and background in an effort to meet what they believe the community needs in a manner that they feel will be most beneficial. However, it is imperative for students to understand their community and not merely assume what the community needs. For example, students who want to plan a community event on their suburban campus need to consider what the community really needs and wants. If there is no public transportation to campus and the urban community that the students want to organize this event for does not have their own transportation, hosting such an event on campus would not be feasible or beneficial to even though the students think the event itself would be beneficial.

According to Musil (2003), the most widespread phase among college students is the charitable phase. Many community service-learning and leadership development programs promote this phase among student populations through direct service aimed at meeting identified community needs. This direct service can take many forms including tutoring children in an after school program, participating in a one-day service project to clean up a local playground, serving meals at a local soup kitchen, or conducting a clothing drive for a homeless shelter. Through their involvement, students begin to understand community needs and the deficits of services for the larger community, creating a sense of civic altruism as students see how they are 'helpers' for the community. However, students are still just helping to meet immediate community needs (e.g., providing food and clothing for the homeless) and are not creating any long-lasting change (e.g., working toward societal changes to reduce homelessness). This concept can be illustrated through an example of a student who learns a great deal through her experiences at a homeless shelter and then states that she hopes her children will some day have the same positive experience through volunteering. While this illustrates her understanding of the needs of the homeless in her community, her goal does not illustrate a belief that challenges societal systems or involves her in the alleviation of the need for homeless shelters.

Many organizations, including fraternities and sororities, student organizations, and community service programs, incorporate a service component into their organization's activities. The extent of the service varies per organization but some organizations focus solely on the charity aspect of doing good for others, neglecting the impact of the service experience on the students. The pedagogy of experiential education is inherent in many service-learning and leadership programs. Thus, it is the intentional linkage of the concrete experience to a greater level of knowledge and understanding of the community and society that most effectively promotes leadership and citizenship among students.

A sense of civic engagement emerges as students enter the reciprocal phase (Musil, 2003). In this phase, students come to see the community "not as deprived but as a resource to empower and be empowered by" (p. 7). This illustrates the mutually beneficial (i.e., reciprocal) relationship between the student and the community that occurs through positive service-learning experiences. Unlike in the naïve phase, the reciprocal phase is characterized by an understanding of the community, its history, inequalities, and benefits, as well as increased levels of multicultural competence. One way in which service-learning programs encourage students' progression in the reciprocal phase is through involving students in designing their own service-learning placement. Logistically, this may not be as feasible for students involved in their first service-learning experience, but self-designed placements can serve as a powerful tool for students to feel empowered by their service placement. This process encourages students to identify their personal goals and how they can use their skills to work with the community around a common purpose.

In time, students come to focus on civic prosperity in the generative phase of citizenship (Musil, 2003). Building upon the skills and understanding gained in the reciprocal stage, the generative phase is identified through students' long-term dedication to creating change within their community and society. The Generative phase not only aims to create changes for today's society but also for future generations. These changes are based in large part upon collaboration with the community, an understanding of the community's historical struggles, an appreciation of multiculturalism, and a vision toward structural change.

Both the reciprocal and generative phases of citizenship illustrate active citizenship through leadership and civic engagement. The difference between these two phases lies in an increased awareness of democratic struggles and a commitment to creating more equitable social structures. Elements of the social change model of leadership development are exhibited through service-learning, leadership development, and other experiences in both these phases, but the generative phase represents the highest level of commitment, citizenship, and intentional action.

In conclusion, higher education has made significant advances in recent years to revitalize the civic purpose of higher education. Most students are involved with their local community in some way during their undergraduate experience. While the number of programs intentionally focused on service-learning is increasing, many areas for improvement still exist regarding increased connections between experiences and learning. Essentially, higher education's current mechanisms of enhancing citizenship guide students into the reciprocal phase, but more intentional institutional changes will create an environment for progression into the generative phase.

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CALL FOR ARTICLES

Oracle: The Research Journal of the Association of Fraternity Advisors focuses on articulating research involving fraternity and sorority members at the collegiate, alumni, inter/national organization, and volunteer advisory levels. Manuscripts should be written for the student affairs generalist who has broad responsibility for educational leadership, policy, staff development, and management.

This peer-reviewed electronic journal is published semi-annually and members of the Association receive complimentary subscriptions.

Questions regarding *Oracle: The Research Journal of the Association of Fraternity Advisors* should be directed to the Editor, Grahaeme Hesp at ghesp@admin.fsu.edu.

The Student Organization Corner:

An Assessment of Undergraduate Student Involvement in Student Organizations and University Programs

By Anderson , Comstock, Foster, Stumph, Bell, & Briody

Introduction

On campuses across the country, many undergraduate students are involved in student organizations and programs devoted to improving leadership and communication skills, and giving back to the local and campus community. Many large institutions do not have a clear and comprehensive understanding of the extent of their students' involvements and what factors most influence students becoming and remaining involved. With this information, student affairs professionals can more effectively determine where to focus their energy and resources to effectively measure, promote, and support student involvement.

Student affairs professionals at University of Connecticut seek to have a clearer picture of the extent and ways in which students are involved in organizations and programs and what factors most influence students' becoming and remaining involved. The purpose of the research was to discover the patterns and motivations of students' involvement. Further, we examined what factors most influenced students' becoming and staying involved in organizations and activities. This information may be used by student affairs professionals to increase student involvement, which may ultimately increase students' success and persistence through college.

The following research questions guided our assessment efforts:

1. To what extent and in what ways are students currently involved in campus organizations and programs at the University of Connecticut?
2. What factors (including student motivational and demographic characteristics) most relate to the extent of their involvement in campus activities?
3. What factors (including student motivational and demographic characteristics) relate to the ways they are involved in campus activities?

Methods

This was a survey assessment that targeted University of Connecticut undergraduate students, who were at least 18 years of age. Undergraduate enrollment at the start of the Spring 2005 semester was approximately 15,750. For this study, we solicited 190 volunteers from various public venues to maximize representation of subgroups in the target student population. Our sample was comparable to the overall undergraduate population at the time of data collection.

The researchers developed the survey for the purposes of this study. It was an anonymous self-report measure of student perceptions and comprised 16 questions divided into two sections. The first section collected demographic data and the second section collected data on students' level of involvement and motivations for involvement. Average time to complete the survey was five minutes. After the collection of surveys was completed, all data were tabulated and entered into a SPSS database. Descriptive statistics were used to formulate an answer to each research question. Additional follow-up analyses were conducted to explore the data further.

"Many large institutions do not have a clear and comprehensive understanding of the extent of their students' involvements and what factors most influence students becoming and remaining involved."

Results

The majority of the 190 respondents were Caucasian (74%), in-state residents (74%), who lived on campus (72%), and had a GPA between 2.51 and 3.49 (62%). Seniors comprised 45% of the sample, with a fairly even distribution of other academic years. Forty-eight percent of students majored in humanities, 66% were employed in either an on or off campus job, and 56% of the sample was female. The survey yielded several notable findings. Seventy-two percent (n = 136) of the respondents were involved in at least one campus activity, organization, or program. The most frequently reported type of involvement was intramural sports (31%), followed by student organizations (25%) and community service/volunteer activities

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(20%). Initially, students were motivated to get involved for both intrinsic reasons (because of an interest, 66%; or to make a difference, 23%), and social reasons (a friend asked, 31%; or to meet new people, 37%). The most frequent reasons students remained involved included to socialize and meet people (45%), because activities and programs are fun (38%), and to enhance one's resume (34%).

Of involved students, 59% indicated that the strongest impact of involvement was that it enhanced their college experience. Students with higher GPAs indicated that they were positively influenced by involvement more frequently than students with lower GPAs. Therefore, involvement appeared to have a positive relationship with GPA, but students did not consciously make this association as only 10% reported that their involvement influenced their grades. A great majority of involved students (76%) indicated that their participation was limited due to academic workload (41%), times or dates of meetings (32%), and/or employment responsibilities (23%).

"Students face multiple demands that limit their level of involvement such as academic workload and employment responsibilities."

Conclusions

Intramural sports attract the most student involvement. This high involvement could be due to the multitude of levels of intensity, open membership, and variation in sporting opportunities (e.g., bowling, football, volleyball, etc). In contrast, the lowest percentage of students were involved with Student Union Board of Governors (SUBOG), orientation volunteers, and community assistants. These three forms of involvement all require an application and interview process. Therefore, the rigorous selection criteria and limited number of positions may make it harder for students to become involved with these opportunities.

Tinto's Model of Student Retention (Boyle, 1989) supports the idea that high levels of student involvement would create positive outcomes for students. This directly relates to our findings regarding students' motivation to become involved. Sixty-six percent of students became involved based on interest, while 23% stated they were initially motivated to become involved to make a difference.

Tinto's final conceptual step (incorporation) demonstrates students' full assimilation into their new environment. Thirty-seven percent of respondents initially became involved to meet new people and 31% became involved because a friend asked them. These percentages may reflect Tinto's definition of incorporation since the respondents were socially motivated to become involved. Although the results suggested that students who responded to the survey were highly involved (72%), there was still a portion of students (28%) who were not involved. Students face multiple demands that limit their level of involvement such as academic workload and employment responsibilities.

Recommendations and Implications for Student Affairs Practice

The results of this assessment provide student affairs professionals at University of Connecticut with an overview of student involvement based on a sample of 190 undergraduates. This lays the groundwork and knowledge base for future assessment projects. A larger study could be conducted to examine the qualitative questions regarding involvement. For example a study could examine why intramural sports has high involvement. This would allow student affairs administrators to have a deeper understanding of the factors that contribute to being involved and more effectively integrate viable factors into involvement experiences. Staff members and faculty concerned for the campus and the student life environment could come together and determine the best involvement patterns. The areas for future assessment include finding out in greater detail how students' college experience has been enhanced or diminished through involvement and identifying in more detail the factors that constrain or encourage involvement. To provide a comprehensive profile of involvement, additional investigation should focus on various student demographic variables such as gender, race and ethnicity, and academic year.

Student affairs practitioners should promote students' awareness of the connection between involvement and academic success. Involvement can be either academic or social. Student affairs practitioners and faculty can work together to

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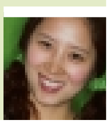
encourage students to explore the range of involvement opportunities on campus. If student affairs staff and faculty members are able to express the University's expectations and optimal patterns of involvement, then entering students may be more likely to take advantage of opportunities. We recommend that learning of the expectations begin by incorporating an in-depth introduction of student involvement opportunities during orientation. Student affairs professionals should focus their energy on sparking students' interests during orientation with improved public relations materials and accurate and readily accessible links from the University's Orientation website. Student affairs professionals, residential life staff, and peer educators could work with students throughout their career at the University to help plan and establish goals for involvement.

Reference

Boyle, T. (1989). An examination of the Tinto model of retention in higher education. *NASPA Journal*, *26*(4), 288-293.

Bry Anderson, Emily Comstock, Allison Foster, and Tim Stumph are students in the Higher Education and Student Affairs (HESA) Master's degree program at the University of Connecticut. This project was conducted as part of the requirements for a two-semester sequence on assessment, evaluation, and research instructed by Alexandra Bell, Assistant Professor in the Department of Educational Leadership. The project was sponsored by Joe Briody, Associate Director of Leadership Development in the Division of Student Affairs. Comments can be sent to: student0197@ad.uconn.edu.



Commission Connections:

10 Tips for Getting the Most Out of Your Graduate Experience

By Jaclyn Smith & Kristan Cilente

Graduate school is a time of transition. Whether you are continuing your schooling, starting new, or returning after some time in the work world, change is upon you. Additionally, as a graduate assistant working with student organizations, community service, Greek life, and/or leadership programs you will experience another layer of transition.

Schlossberg's (1998) transition theory is one that student affairs professionals often use when working with college students, but it is also quite applicable for personal use when transitioning to graduate school or a new position. The "4 S's" provide a framework for understanding transition and putting it into context. Situation, self, support and strategies are all factors that influence transition. So, even if this is a return to graduate school for you, your situation might be different or you may understand yourself differently, making the transition new again. As graduate students and new professionals make up nearly half of ACPA's general membership, your success is critical to the future of the field. Here are some tips to get the most out of your graduate experience:

Find a Mentor

Learn from those who have gone before you, they are incredible resources and offer amazing support (and challenge). Develop a positive relationship with a professional staff member in student organizations, Greek life, leadership, community service or a faculty member, and be open to their accolades as well as their criticism.

Maintain balance

Realize that you are more than just a student affairs para-professional. Don't allow your academics, assistantships, practicum, and committees consume you. Embrace other passions and interests. Try new things, they will become good releases. Learn to set personal boundaries and maintain a positive balance between your personal and professional lives.

Be visible

Remember the clichéd phrase "opportunity knocks?" Well, you can only take advantage of these opportunities if you're there to answer. Being visible allows others to see who you are and your devotion to the profession. Visibility enables you to experience and witness so much more than you would if you confined yourself to the office or your home.

Challenge yourself

Embrace and pursue your intellectual and professional interests. Take initiative and be assertive. You determine the breadth of your experience and your exposure to different ideas and areas of student affairs. Be prepared and confident in proposing new ideas to others and in expressing your opinions. Some will offer encouragement and support, and others may try and block your voice or your progress. Remember, failure and intense challenge offer just as much of a learning experience as success. Perseverance demands respect as long as you act ethically and with integrity.

Meet new people and attend professional conferences

Every individual can offer valuable contributions to your development not only as a student affairs professional, but also a person. You have amazing wisdom and experience to share with others around you. Strive to meet new students, professionals, faculty, and community members. Student affairs professionals comprise a distinct, a surprisingly small and interconnected group of people despite the field's national and international scope. By attending national conferences you not only get to learn more about the field and your functional area, but you can contribute to the knowledge base and meet other professionals developing a strong network of colleagues across the country.

Set personal expectations & goals

It has been demonstrated time and time again that individuals who develop and

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write down their personal expectations and goals have a better chance of achieving them. Be cognizant and reflective of your strengths and weaknesses. Seek to further develop your strengths and overcome (or become comfortable in accepting) your weaknesses. It is easy to get caught up in so many activities and ideas as a graduate student; regularly reflecting on your expectations and goals allows you a way to focus your life and become a more intentional person.

ASK QUESTIONS

As a graduate student you have the luxury of asking questions and justifying it as your role as a "student" of student affairs. It is better to ask than to simply assume the answer (or worse yet to answer a question to which you honestly do not know the answer). Use the resources you have access to and don't ask the same question twice. Familiarize yourself with ACPA's *Statement of Ethical Principles and Standards*. Be honest with yourself and others, and seek to broaden and deepen your understanding and knowledge.

APPLY THEORY TO PRACTICE

You will intensify your entire graduate experience by integrating your academic and practical knowledge. Doing so will enable you to better serve your students and your institution. Do not simply take what is taught in the classroom or gained through practical experience as fact. It is important to take what the past and the pioneers have offered us, but it is just as important to remember that student affairs is a continually evolving field.

REALIZE THAT PRIOR EXPECTATIONS MAY NOT MEET REALITY AND ESTABLISH EXPECTATIONS FOR YOUR PROFESSIONAL RELATIONSHIPS EARLY

Many people enter graduate school with expectations of the curriculum, the faculty, and their classmates. Often these expectations do not correspond to reality. Set realistic expectations, but be open to change and the experience may exceed expectations! By thinking about this ahead of time you can avoid frustration and confusion. Work with your supervisor to understand office culture and determine what is best for you when getting to know colleagues.

STAY HEALTHY, LAUGH & HAVE FUN!

Many graduate students act as if they are a superhero. You can only maintain that level of energy when you take care of yourself. Only you can determine how much rest and exercise you need, but do pay attention to your body. It often provides you with the warning signs of burnout and exhaustion. Take time to recover from illness. Keep healthy and you'll be able to maintain the smile and energy you need to work in student affairs. Have fun, embrace new opportunities, learn from the people around you, and remember to laugh! Make the most out of your experience, make it worthwhile and enjoyable.

This information is brought to you by the Standing Committee for Graduate Students and New Professionals (SCGSNP), which exists as a centralized resource and advocate to address the needs and concerns of graduate students and new professionals in ACPA, thus working to advance the field of student affairs in higher education. Membership in SCGSNP is open to all interested parties, however, our focus is primarily for those individuals who self-identify as a graduate student in a master's or doctoral graduate program, and those professionals who have worked in the field of student affairs from one to five years. For more information on how the SCGSNP can serve you, visit http://myacpa.org/sc/scgsnp/.

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Evans, N.J., D.S. Forney, and F. Guido-DiBrito. (1998). *Student Development in College*. San Francisco: Jossey-Bass.

Jaclyn Smith is a recent graduate of the Master's program at the University of Florida and Kristan Cilente is the Assistant Director of Orientation and Leadership Programs at Georgetown University and Chair for the Standing Committee for Graduate Students and New Professionals. The authors can be reached via Kristan at kmc46@georgetown.edu.

SUBMIT AN ARTICLE TO INTERCHANGE

Interchange is published four times a year and distributed to hundreds of members of the ACPA community. Articles should address one of the four areas of the Commission of Student Involvement (Greek Life, Leadership Development, Community Service, Student Organizations). Original research, book reviews, and critical essays are all accepted. This is a fantastic way to turn a paper you've written into a quick publication!

Submissions for the October issue are due by September 1st. Articles should not exceed 1,500 words. For more information contact the Interchange Editor, John Dugan, at dugan@umd.edu.

The Technology Corner:

Using Technology for Assessment & Evaluation: Collecting Data with Card Readers

By Jason Pontius

Electronic ID card readers are being used more frequently on our campus to take student attendance at University programs and events. What is driving this trend?

Benefits of Card Readers

The idea of scanning an ID card isn't new on college campuses. Libraries, campus gyms, food services, and sports arenas have been using them for years. What is helping to drive card reader usage in other areas of campus is twofold: 1) a greater demand for data and program accountability; 2) the card reader technology has become more portable and less expensive.

> **"Card readers can provide administrators with data that is easier to collect and more accurate ."**

During times of limited resources, it is important to have good data from which to base spending decisions. Attendance is one measure of an effective event, but card readers allow us to know not only how many people attended an event, but by linking to institutional databases, who attended as well.

For example, through our office we offer a variety of student leadership programs. Since we believe all students have the potential for leadership, we try to target all groups on campus, not just positional leaders. However, we don't really know if our programs are reaching all segments of the student population. By accessing the campus data of the students attending our events we could discover that our programs were only attended by students living in the residence halls. At the same time, we could also find that juniors and seniors attended the first event in a workshop series, but never returned. Based on this information we could make appropriate changes to our marketing and curriculum.

While much of this information discussed above can be obtained with a simple sign-in sheet, card readers can provide administrators with data that is easier to collect and more accurate. By scanning a student's ID number off their card, that number can then be cross-referenced with a college's student database. Many of the errors and omissions found with self-reported information can thus be avoided. Card readers also reduce the time and cost associated with transcribing written data into digital form because they record their information electronically.

Another advantage of card readers is that if linked to the campus network, they can provide real-time verification of student status. This can provide additional security for events, but it is most useful in ensuring that only the students who are paying tuition and fees are the ones gaining access to the programs and services on campus. Recreation Centers, Athletics and Career Centers have been using card scanners for this purpose for years.

That said, perhaps the biggest reason for the increased use of card readers is that such systems are becoming less expensive. A fully-equipped PDA card reader that includes software can now be purchased for less than $400. Alternatively, a card scanning system can be added to an existing laptop for only a few hundred dollars.

Issues with Card Reader Systems

While the use of card readers provides significant benefits, they are not without their issues as we have found on our campus. One of the first decisions we had to make was whether to purchase a barcode reader or magnetic strip reader (our student IDs have both formats). It seemed like the barcode might be the way to go because there is less wear and tear. However, upon investigation we learned that only the library data is stored on the barcode. In order to access institutional data it was simpler to use the magnetic strip.

It's important to note that there is an emerging format called Radio Frequency Identification or RFID that doesn't require card scanning. If student IDs contained an RFID, data could be collected from the card while it was still in the student's pocket over some distance. Data would be collected automatically from cards within a certain range from the reader. Such systems are being used in a number of libraries to improve inventory, but the idea of using them in IDs make many people nervous.

An issue our campus is dealing with is phasing out the

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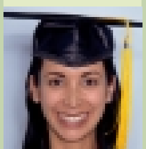
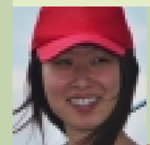
UPCOMING ACPA EVENTS





June 22—24
Student Affairs Assessment Seminar
Pennsylvania State University

July 14—17
National Leadership Symposium
Co-Sponsored with NACA & NCLP
Richmond, VA

July 15—17
ACPA Summer Leadership Meeting
Indianapolis, IN

October 29
Summit on Black Greek Letter Organizations
Co-Sponsored with NASAP
Little Rock, AR

For full details regarding these and other ACPA sponsored events, visit the ACAP web site at: http://www.myacpa.org

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use of Social Security numbers in favor of generic campus id numbers. The problem is that newer ID cards have the new numbers but the older cards still use social security numbers. It is that number that allows access to the institutional database. Until all the old cards can be replaced, we have to work with both ID numbers.

Another issue is that students either forget their cards or refuse to have their card scanned. Unless you're prepared to prevent access without a card, it's important to provide a paper backup for such situations.

This leads us to the issue of privacy. With this increased ability to track the behavior of students comes an increased duty to use that data responsibly. Just because we can track certain information doesn't mean we should. Before implementing a card scanning system, a unit should establish written protocols to protect student privacy.

"A fully-equipped PDA card reader that includes software can now be purchased for less than $400. "

Jason Pontius currently serves as the Coordinator of Graduate Student Life at the University of Maryland, College Park. He received his M.S. in Student Affairs Administration from Indiana University and completed his undergraduate work at the University of Virginia. Jason can be reached at jpontius@union.umd.edu.