Chapter XIV: STUDENT INTERVIEW PROJECT

Who takes it?
Volunteers from a random sample of students complete the Interview Project. The University Assessment Committee selects one or two class levels (e.g., first year students, seniors) from which the sample is drawn.

When is it administered?
The Interview Project is administered during roughly the first half of the spring semester.

How long does it take for the student to complete the interview?
The interview plus accompanying questionnaires require about 30 minutes.

What office administers it?
The Interview Project is administered by the University Assessment Committee and the Chair of the Student Interview Project, plus additional volunteers, including students, faculty, and University administrators. Interviews are conducted by a faculty member or administrator plus a student co-interviewer.

Who originates the questions?
The University Assessment Committee and the Chair of the Student Interview Project write and assemble the project materials.

When are results typically available?
Results are usually available at the end of the summer following data collection.

What type of information is sought?
The University Assessment Committee selects questions based on current curricular or co-curricular topics of interest to the University. In 2006 participants reported about their experiences with leadership and service learning.

From whom are the results available?
Results of the Interview Project are available from the Vice President for Academic Affairs Office and the Chair of the Interview Project.

To whom are the results typically available?
Results are available to the Assessment Committee and the University community through University-wide conferences and this *Almanac*.

Are the results available by division or discipline?
Results are not broken down by division or discipline.

Are the results comparable to data of other universities?
The results are not directly comparable with other institutions.

Executive Summary

The 2005 and 2006 Student Interview Projects (1) described students' experiences with leadership and service learning, and (2) tested a valued-added model of leadership and service learning experience in college. Participants (Ns = 121 and 116 in 2005 and 2006, respectively) were Truman State University undergraduates volunteering from randomly selected pools of seniors (students with 90 or more earned semester hours of college credit). Participants completed semi-structured interviews and a battery of questionnaires. The Truman State University registrar provided academic ability and achievement data. The 2005 and 2006 samples yielded broadly consistent results. This summary focuses on results combining the two samples, and the full report also details differences between the two samples.

Most participants (85-92%) reported engaging in at least one leadership and one service learning activity during college, although the number of activities was variable among participants. During interviews, participants reported that prior membership in a student group (e.g., club, fraternity or sorority, honor organization) was the most common pathway to leadership and service learning, but seeking a position independently was also common. Participants not involved in college leadership and service learning often said they had little time for and interest in these activities.

Nearly all participants with college leadership and service learning experience identified personal benefits from their activities, including improvement in administrative and time management skills (leadership), personal satisfaction and learning about different cultures (service learning), and improvement in interpersonal skills and career preparation (both leadership and service learning). Most participants involved in leadership and service learning also identified personal costs of these activities, including having less time for other activities and increased personal stress. Participants identified significantly more benefits than costs to their leadership and service learning experiences during college. The ratio of benefits to costs was approximately 1.5 for leadership and 2.0 for service learning.

Participants identified a number of ways that the Truman State University community supports students' leadership and service learning. Supports included having many opportunities and organizations for leadership and service learning, as well as information and encouragement from faculty members. At the same time, most participants offered suggestions for improving supports for leadership and service learning, such as receiving more support from faculty members, better advertising of opportunities to students, and devoting more institutional resources to student leadership and service learning.

Tests of a value-added model using questionnaire and archival data revealed that college participation in leadership and service learning predicted positive outcomes beyond expectations from students' pre-college academic ability, achievement, and participation in leadership and service learning. Although support for the value-added model tended to be stronger in the 2005 than in the 2006 sample, the two samples did not differ significantly in most areas. Based on analyses of combined samples, college leadership and service learning experience both predicted greater self-reported improvement in behaviors and attitudes related to critical thinking and social justice. College leadership experience additionally predicted greater self-reported improvement in time management. These results are broadly consistent with participants' reports during interview and support (but do not directly establish) the benefits of leadership and service learning for Truman State University's undergraduates.
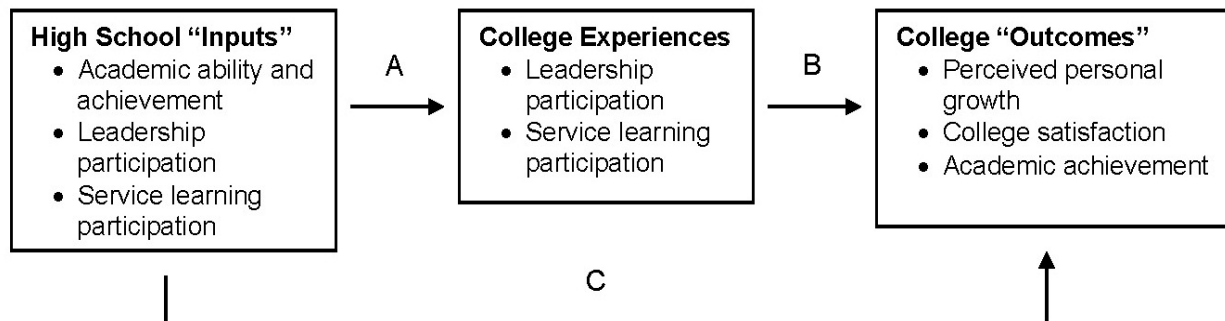
Background and Rationale

Truman State University's annual Student Interview Project addresses issues relevant to students' experiences and the University's functioning. The 2005 Student Interview Project focused on undergraduates' leadership and service learning, and the 2006 Project aimed to replicate the results. Research at other institutions suggests that leadership and service learning may have benefits for students engaging in these activities. For example, benefits of leadership may include increases in multicultural awareness, leadership skills, and a sense of civic responsibility (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001); increases in self-management and cultural participation (Cooper, Healy, & Simpson, 1994); and improvement in collaborative work and interpersonal communication skills (Bialek & Lloyd, 1998). Similarly, benefits of service learning may include improvement in civic responsibility and academic achievement (Astin & Sax, 1998; Vogelgesang & Astin, 2000), as well as in critical thinking and use of knowledge (Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999).

The goals of the 2005 and 2006 Student Interview Projects were (1) to describe students' experiences with leadership and service learning, and (2) to test a valued-added model of leadership and service learning experience in college. For this project, leadership was defined conceptually as systematically and intentionally motivating, guiding, directing, enabling, or organizing the behaviors of other people; and service learning was defined as providing help or support to individuals, organizations, and/or communities (service) accompanied by significant and identifiable educational growth (learning) for the student providing the service. To describe students' experiences, the interview included questions about how participants became involved in leadership and service learning (or why they did not become involved), perceived benefits and costs of participation in leadership and service learning (for participants with experience in these domains), identified supports for leadership and service learning in the University community (for all participants), and suggestions for better supporting leadership and service learning (for all participants).

To test a value-added model, questionnaires and University records were used to gather information about participants' level of involvement with leadership and service learning in high school and college, pre-college academic ability and achievement, and college academic achievement, college satisfaction, and perceived personal growth during college in several areas (critical thinking, time management, cultural sensitivity, and social justice). Value-added experiences were operationalized as college service learning leadership predicting positive outcomes (college satisfaction, academic achievement, and perceived personal growth), beyond their association with high school experiences, ability, and achievement (Pascarella & Terenzini, 1991). As depicted in Figure 1, service learning and leadership add value to the college experience if they produce positive outcomes (path *B*) beyond expectations from students' pre-college inputs (paths *A* and *C*).

Figure 1: Value-Added Model of College Leadership and Service Learning

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┌─────────────────────────┐        ┌─────────────────────┐        ┌─────────────────────────┐
│ High School "Inputs"     │   A    │ College Experiences  │   B    │ College "Outcomes"       │
│ • Academic ability and   │ ────►  │ • Leadership         │ ────►  │ • Perceived personal     │
│   achievement            │        │   participation      │        │   growth                 │
│ • Leadership             │        │ • Service learning   │        │ • College satisfaction   │
│   participation          │        │   participation      │        │ • Academic achievement   │
│ • Service learning       │        │                      │        │                          │
│   participation          │        └─────────────────────┘        └─────────────────────────┘
└─────────────────────────┘                                               ▲
           │                             C                                 │
           └─────────────────────────────────────────────────────────────┘
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The 2005 and 2006 Student Interview Projects used identical measures and procedures. This report summarizes results from the 2006 Project in the context of selected results from the 2005 Project. Full results from the 2005 Project are available in a previous report (Vittengl, Brooks, & Pickett, 2005). In addition, this report presents analyses after combining the 2005 and 2006 datasets.

Method

Participants

Participants ($N = 116$) in the 2006 data collection were undergraduates at Truman State University who had earned at least 90 (median = 112, range 90-160) semester hours of college credit (seniors). Most participants (66%) were women and 34% were men; 3% were African American or black; 4% Asian American, Asian, or Pacific Islanders; 91% Caucasian or white non-Hispanic; 1% Hispanic or Latina/o; 1% reported multiple or mixed ethnicities. Most participants were of traditional college age (median = 21 years, range 18-39). None of these demographics varied significantly from the 2005 cohort (exact test and Wilcoxon test ps > .30, two-tailed).

Participants were recruited from a random sample of 300 seniors with introductory letters from the University President's Office, and telephone (primary) and email (secondary) contacts by student co-coordinators of the interview project. Letters and follow-up contacts emphasized the value of all students' participation, regardless of experience with leadership and service learning. Students were informed that their participation was voluntary and that their responses would be identified with arbitrary participant numbers, rather than with names or student identification numbers. The participation rate was 39% (116/300), similar to 40% in 2005.

Procedure

Participants completed a 30-minute assessment session. Participants first read the project definitions of leadership and service learning with example activities (see Appendix A). They next completed a short battery of questionnaires (roughly 10-15 minutes). Participants then completed an interview (roughly 10-20 minutes) conducted jointly by a volunteer faculty or staff member ($N = 38$) paired with a volunteer student co-interviewer ($N = 38$).

Measures

Interview. The semi-structured interview contained 10 questions assessing experiences with leadership and service learning in college (see Appendix B). Interviewers were instructed to ask the questions as written and to avoid follow-up questions and prompts unless an interviewee clearly misunderstood a question. Co-interviewers recorded responses independently as key words and phrases. At the conclusion of the interview, the co-interviewers compared their notes and made corrections to a designated master copy, as needed. The master copies were transcribed verbatim into a computer spreadsheet for coding. Project co-coordinators coded dichotomous (present = 1, absent = 0) response categories using the same system developed in 2005 (see Appendix C for category definitions and example responses). The co-coordinators together coded interview responses of half of the participants and independently coded the second half for use in reliability analyses. Inter-rater reliability of the pooled ratings (participant-category used as the unit of analysis) was high for each of the 10 questions, raw proportion of agreement median = .97 (range .95-98), chance-corrected proportion of agreement (kappa) median = .86 (range .81-.90; Landis & Koch, 1977). The few discrepancies in the co-coordinators' codes for the second half of the participants were discussed and resolved before further analysis. Strong reliability for the 2006 interview data replicates results from 2005.

College Satisfaction. Satisfaction with Truman State University was measured with a 6-item, rationally constructed questionnaire. Participants rated items such as, "I feel like I belong at Truman State University," and "I would recommend Truman State University to a friend or relative," on a 6-point scale of agreement. A total score was derived by averaging the item ratings. Higher scores indicate greater satisfaction. Alpha internal consistency reliability for the satisfaction scale was moderately high (.83) in this sample, similar to the 2005 sample.

Quantity of Participation. Working from project definitions of leadership and service learning, participants listed separately their leadership and service learning activities in high school and in college (i.e., they made a total of four lists of activities). Participants were instructed to list each activity in its single best-fitting category, not as both leadership and service learning. Space was provided for 7 activities in each list. Finally, participants estimated their average total time spent per week in leadership and service learning activities in high school and in college by circling a range (0, 1-5, 6-10, 11-15, 16-20, 21-25, or 26+ hours/week).

Personal Growth. Participants rated their subjective improvement during college in a number of skills and attitudes relevant to leadership and service learning. Participants rated their growth on a 5-point scale, from *0 = no improvement* to *4 = very large improvement*, for 25 items. Most (21) of the items were selected from the Student Leadership Outcomes Inventory (Crowder, 2000) on the basis of their divergent loadings in a factor analysis of the instrument (Romero-Aldaz, 2001). These items reflected improvement in three areas with high internal consistency reliability in the current sample: critical thinking (e.g., "creative problem solving," "negotiating for a desired outcome;" 12 items; alpha = .87), time management (e.g., "managing multiple tasks," "establishing priorities;" 5 items; alpha = .87), and cultural sensitivity (e.g., "understanding different cultures," "respect for the rights of others;" 4 items; alpha = .87). To assess another common goal of student leadership and service learning, four new items were written to reflect improvement in attitudes and behaviors related to civic responsibility and social justice (e.g., "dedication to helping others," "effectiveness in improving my community") and formed a reliable scale (alpha = .83). These reliabilities are similar to those obtained in 2005.

Academic Aptitude and Achievement. Academic records obtained from the University provided information about participants' aptitude and achievement. Aptitude was measured by the ACT Assessment composite score (ACT, 1997), and pre-college achievement was operationalized as high school grade point average (4-point scale) and class percentile rank (i.e., higher scores mark better performance). College academic achievement was operationalized as the cumulative grade point average (4-point scale).

Results

Prevalence of Participation in Leadership and Service Learning

As reported on interview, the proportion of students involved in college leadership (92% vs. 85%) and service learning (88% vs. 91%) did not change significantly from 2005 to 2006, respectively (Fisher's exact test ps > .15, two-tailed). Similarly, on the questionnaires, the number of high school and college leadership and service learning activities did not vary significantly between 2005 and 2006 (Wilcoxon's test ps > .11, two-tailed). This distribution of 2006 leadership and service learning activities reported on the questionnaires is shown in Table 1. Although the median number of activities was 2 for college leadership and service learning, the total number of activities varied substantially. A few participants reported no leadership (15%) or service learning (9%), and notable minorities of participants were involved frequently (4 or more activities) in leadership (20%) and service learning (20%).

Table1: Number of Leadership and Service Learning Activities in 2006

Activities	Median	0	1	2	3	4	5	6	7+
		number			Number of Activities				
High School									
Leadership	2	9%	16%	24%	18%	22%	7%	2%	2%
Service Learning	1	22%	29%	24%	14%	8%	3%	0%	0%
College									
Leadership	2	15%	24%	24%	16%	9%	4%	4%	3%
Service Learning	2	9%	22%	28%	20%	11%	3%	3%	3%

Note. N = 116. Percentages reflect the proportion of participants listing each number of activities.

How Do Students Get Involved in College Leadership and Service Learning Activities?

       Tables 2 and 3 summarize participants' interview reports of their pathways to leadership and service learning, respectively. Common pathways for both leadership and service learning, in both the 2005 and 2006 samples, included prior membership in an organization (e.g., honor organization, fraternity or sorority, club) and seeking out a leadership or service learning activity independently (self-motivated). Scholarship jobs were also mentioned as a common pathway to service learning during both years, as well. Social learning and modeling (e.g., having friends already involved in the activity) was mentioned less frequently as a pathway to leadership and to service learning during 2006 compared to 2005. In contrast, coursework was a significantly more frequent pathway to service learning in 2006 compared to 2005, with a non-significant increase in frequency for leadership, as well. As in the 2005 cohort, faculty members' information and encouragement were relatively infrequent pathways to leadership and service learning in the 2006 cohort.

Table 2: How Students Get Involved in College Leadership

Pathway to Leadership	Sample		
	2005	2006	Combined
Group Membership	47%	57%	51%
Modeling / Social Learning	27%	10%	19%[a]
Self-Motivated	24%	27%	26%
Elected	10%	14%	12%
Fit Prior Experience	10%	8%	9%
Faculty Informed / Encouraged	7%	10%	9%
Respond to Advertisement	7%	8%	8%
Encouraged by Others (not faculty)	6%	11%	9%
Scholarship Job	5%	7%	6%
Organization Needed Leader	5%	2%	4%
Part of Coursework	4%	11%	7%

Note. Percentages reflect the proportion of participating students, *N* = 111 in 2005, *N* = 99 in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test *p* < .05, two-tailed.

Table 3: How Students Get Involved in College Service Learning

	Sample		
Pathway to Service Learning	2005	2006	Combined
Group Membership	58%	62%	60%
Modeling / Social Learning	25%	9%	17%[a]
Self-Motivated	20%	25%	22%
Scholarship Job	19%	24%	21%
Faculty Informed / Encouraged	12%	5%	8%
Part of Coursework	12%	35%	24%[a]
Advertisement	10%	4%	7%
Fit Prior Experience	7%	1%	3%
Prepare for Career	7%	6%	6%
Encouraged by Others (not faculty)	6%	3%	4%

Note. Percentages reflect the proportion of participating students, $N = 111$ in 2005, $N = 99$ in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test $p < .05$, two-tailed.

Why Are Some Students Not *Involved in College Leadership and Service Learning Activities?*

Because the number of participants in the 2006 sample without college leadership ($N = 17$) and service learning ($N = 10$) experience was relatively small, responses were not categorized formally. Individual interview responses for these students are paraphrased in Table 4. Common reasons for not getting involved appear to include perceived lack of time and low interest in leadership and service learning, similar to students' responses in 2005.

Table 4: Why Students Are Not Involved in College Leadership and Service Learning (2006 Sample)

Leadership	Service Learning
"Time commitment of academics."	"Time is limiting factor."
"Busy."	"Not interested in it, little opportunity"
"No time"	"Haven't really found anything particularly drawn to."
"No time."	"Haven't really been interested."
"Take a lot of time."	"Service learning doesn't happen much"
"None"	"Through Hall Senate, minimally."
"Not enough time, some 'laziness'."	"None."
"Didn't want leadership position."	"None."
"Accepted he's not a leader, but a follower."	"None."
"Not good at public speaking."	"None."
"More individual."	
"Feels like she is shy."	
"No motivation to, no time to."	
"Trans. as Jr."	
"Shyness"	
"Has not joined any organizations."	
"Haven't joined organization."	

*Note. N*s = 17 and 10 students not participating in leadership and service learning, respectively.

How Do College Leadership and Service Learning Benefit Students?

Personal benefits of leadership and service learning identified by students during interview are summarized in Tables 5 and 6, respectively. Nearly all students involved in leadership (100% in 2005, 99% in 2006) and service learning (98% in both 2005 and 2006)

identified one or more personal benefits. As in 2005, common benefits identified by the 2006 sample included improvement in administrative and time management skills (leadership), personal satisfaction and learning about different cultures (service learning), and improvement in interpersonal skills and career preparation (both leadership and service learning).

Table 5: Personal Benefits of College Leadership

Leadership Benefit	Sample		
	2005	2006	Combined
Administrative Skills Improved	49%	41%	45%
Interpersonal Skills Improved	41%	46%	43%
Time Management Improved	22%	31%	26%
Self Confidence Improved	19%	9%	14%[a]
Other Personal Growth	19%	29%	24%
Preparation for Career	18%	16%	17%
Socializing	17%	11%	14%
Personal Satisfaction	13%	13%	13%
Cultural Experience	13%	12%	12%
Learned Specific Skill (e.g., shorthand)	10%	19%	14%
Organizational Skill Improved	10%	11%	10%
Responsibility Improved	8%	10%	9%
Kept Busy / Not Bored	5%	4%	4%
Networking	4%	5%	4%
Other	3%	9%	6%

Note. Percentages reflect the proportion of participating students, $N = 111$ in 2005, $N = 99$ in 2006. Categories not mutually exclusive. Zero students in 2005 and one student in 2006 reported no benefits from their leadership activities. [a]2005 and 2006 proportions differ significantly, Fisher's exact test $p < .05$, two-tailed.

Table 6: Personal Benefits of College Service Learning

Service Learning Benefit	Sample		
	2005	2006	Combined
Cultural Experience	32%	40%	36%
Learned New Skill	29%	31%	30%
Prepare for Future (e.g., career)	28%	19%	24%
Personal Satisfaction	24%	34%	29%
Social Integration	17%	8%	13%
Interpersonal Skills Improved	15%	23%	19%
Other Personal Growth	14%	25%	20%
Self Confidence Improved	11%	6%	8%
Time Management Improved	6%	8%	7%
Other	4%	10%	7%

Note. Percentages reflect the proportion of participating students, $N = 111$ in 2005, $N = 99$ in 2006. Categories not mutually exclusive. Two students in both 2005 and 2006 reported no benefits from their service learning. [a]2005 and 2006 proportions differ significantly, Fisher's exact test $p < .05$, two-tailed.

What Personal Costs Do Students Attribute to Their Leadership and Service Learning?

Personal costs and drawbacks of leadership and service learning that participants identified during interview are summarized in Tables 7 and 8, respectively. Similar to the 2005 cohort, in 2006 nearly all participants involved in leadership (94%) and most involved in service learning (75%) identified one or more personal costs or drawbacks. Students mentioned reduced

time for other activities and personal stress as a consequence of leadership and service learning relatively often. Academic costs (e.g., poorer academic performance) were also mentioned frequently, especially for leadership. However, students who identified academic costs to their leadership and service learning did not have significantly different cumulative grade point averages than students who did not identify academic costs in the 2005, 2006, or combined samples (Wilcoxon's test ps $> .08$, two-tailed).

Table 7: Personal Costs of College Leadership

Leadership Cost	Sample		
	2005	2006	Combined
Broad/Nonspecific Time Costs	45%	36%	41%
Personal Stress	36%	26%	31%
Academic Costs	30%	28%	29%
Reduce Personal Time	20%	27%	23%
Leadership Conflicts	19%	20%	20%
Less Social Time	9%	17%	13%
Narrow Extracurricular	6%	9%	8%
Unwanted Responsibility	6%	4%	5%
None	5%	6%	6%
Financial (e.g., dues)	3%	6%	4%
Other	2%	3%	2%

Note. Percentages reflect the proportion of participating students, $N = 111$ in 2005, $N = 99$ in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test $p < .05$, two-tailed.

Table 8: Personal Costs of College Service Learning

Service Learning Cost	Sample		
	2005	2006	Combined
Broad/Nonspecific Time Costs	46%	40%	43%
None	25%	25%	25%
Personal Stress	15%	12%	14%
Academic Costs	8%	8%	10%
Reduce Personal Time	8%	12%	9%
Financial Costs	7%	8%	8%
Narrow Extracurricular	6%	4%	5%
Other	4%	8%	6%
Less Social Time	2%	3%	2%

Note. Percentages reflect the proportion of participating students, $N = 111$ in 2005, $N = 99$ in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test $p < .05$, two-tailed.

Table 9 summarizes the total number of costs and benefits that participants listed for leadership and service learning. The number of benefits and costs did not differ significantly between the 2005 and 2006 cohorts (Wilcoxon's test ps $> .06$, two-tailed). On average, participants listed 2-3 benefits and 1-2 costs to their leadership, and they listed 1-2 benefits and 0-1 costs to their service learning. Participants listed significantly more benefits than costs for both leadership and service learning in the 2005, 2006, and combined samples (signed-rank test

*p*s < .0001, two-tailed). In the combined sample, the ratio of mean benefits to costs was approximately 1.5 for leadership and 2.0 for service learning.

Table 9: Total Number of Costs and Benefits of Leadership and Service Learning

College Activities	N	Mean	SD	Median	Minimum	Maximum
Leadership Benefits						
2005 Sample	111	2.48	0.98	2.00	1.00	6.00
2006 Sample	99	2.69	1.29	3.00	0.00	8.00
Combined Sample	210	2.58	1.14	2.00	0.00	8.00
Leadership Costs						
2005 Sample	111	1.76	0.96	2.00	0.00	4.00
2006 Sample	99	1.78	0.99	2.00	0.00	5.00
Combined Sample	210	1.77	0.97	2.00	0.00	5.00
Leadership Benefits - Costs						
2005 Sample *	111	0.72	1.21	1.00	-2.00	3.00
2006 Sample *	99	0.91	1.44	1.00	-2.00	7.00
Combined Sample *	210	0.81	1.32	1.00	-2.00	7.00
Service Learning Benefits						
2005 Sample	106	1.80	0.87	2.00	0.00	5.00
2006 Sample	106	2.05	1.00	2.00	0.00	5.00
Combined Sample	212	1.92	0.94	2.00	0.00	5.00
Service Learning Costs						
2005 Sample	106	0.96	0.69	1.00	0.00	3.00
2006 Sample	106	0.97	0.75	1.00	0.00	3.00
Combined Sample	212	0.97	0.72	1.00	0.00	3.00
Service Benefits - Costs						
2005 Sample *	106	0.84	1.08	1.00	-2.00	4.00
2006 Sample *	106	1.08	1.31	1.00	-3.00	5.00
Combined Sample *	212	0.96	1.20	1.00	-3.00	5.00

Note. N = number of participants with leadership or service learning experience. Costs and benefits are the sums of response categories reflected in participants' interview responses. * Benefits significantly outnumber costs, signed-rank test *p* < .0001, two-tailed.

How Does the Truman State University Community Support Leadership and Service Learning?

As summarized in Tables 10 and 11, respectively, most participants in the 2006 sample identified one or more supports for student leadership (94%) and service learning (91%) during the interview. Similar to the 2005 cohort, frequently mentioned supports in 2006 included having many opportunities and organizations available involving leadership and service learning, as well as support from faculty members and advertisement of opportunities. In addition, the idea that engaging in leadership and service learning is part of the student culture at Truman State University was mentioned relatively frequently. The proportion of students expressing the idea of socially normative participation increased significantly in frequency from 2005 to 2006 for service learning.

Table 10: How Truman State University Supports Leadership

Support for Leadership	Sample		
	2005	2006	Combined
Many Organizations Available	45%	47%	46%
Faculty Encouragement	38%	45%	41%
Socially Normative	31%	23%	27%
Structural Support (e.g., small school)	25%	24%	24%
Advertisements	18%	16%	17%
In-Class Support	14%	15%	14%
Campus Events Promote	9%	7%	8%
May Start Organization	7%	3%	5%
Other	5%	8%	6%
No Support Evident	2%	6%	4%

Note. N = 121 in 2005. N = 116 in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test p < .05, two-tailed.

Table 11: How Truman State University Supports Service Learning

Support for Service Learning	Sample		
	2005	2006	Combined
Faculty Encouragement	29%	26%	27%
Organizations Encourage	29%	33%	31%
Many Opportunities	22%	17%	20%
SERVE Center	20%	23%	22%
Advertisements	17%	16%	16%
Scholarship Jobs	16%	10%	13%
In-Class Support	14%	20%	17%
Socially Normative	9%	23%	16%[a]
Structural Support (e.g., program requires)	8%	15%	11%
Campus Events	8%	7%	8%
No Support Evident	6%	9%	7%
Other	4%	4%	4%

Note. N = 121 in 2005. N = 116 in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test p < .05, two-tailed.

How Could the Truman State University Community Better Support Leadership and Service Learning?

Participants' suggestions during interview to increase support for leadership and service learning are summarized in Tables 12 and 13, respectively. Most participants in the 2006 cohort gave one or more suggestions for better supporting leadership (83%) and service learning (82%), whereas a few participants (8-9%) suggested that no improvements were needed. Similar to the 2005 cohort, common suggestions in 2006 included greater faculty support for student leadership and service learning, better advertising of service learning opportunities, and devoting more university resources to leadership. Suggestions for greater advertising of leadership opportunities, and providing more service learning opportunities, were mentioned less often in 2006 than in 2005.

Table 12: How Truman State University Might Better Support Leadership

| | Sample | | |
Leadership Suggestion	2005	2006	Combined
More Advertisement	28%	14%	21%[a]
Faculty Support	27%	26%	26%
More Resources (e.g., money)	18%	23%	21%
No Suggestions	17%	9%	14%
Inter-organizational Communication	9%	9%	9%
Other	9%	17%	13%
Kirksville Connections	7%	1%	4%[a]
Recognition for Leadership	6%	4%	5%
No Improvement Needed	5%	8%	6%
Improve Attitudes (e.g., toward Greeks)	5%	4%	5%
More Encouragement (nonspecific)	4%	17%	11%[a]

Note. N = 121 in 2005. *N* = 116 in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test *p* < .05, two-tailed.

Table 13: How Truman State University Might Better Support Service Learning

| | Sample | | |
Service Learning Suggestion	2005	2006	Combined
More Advertisement	28%	30%	29%
More Opportunities	22%	9%	16%[a]
Faculty Support	18%	19%	19%
Promote Needs and Benefits	14%	15%	14%
Kirksville Connections	12%	11%	12%
No Suggestions	8%	9%	9%
Recognition for Service Learning	8%	7%	8%
More Resources (e.g., money)	6%	12%	9%
Other	6%	9%	8%
No Improvement Needed	5%	9%	7%
Inter-organizational Communication	4%	5%	5%
Require Service Learning	4%	10%	7%

Note. N = 121 in 2005. *N* = 116 in 2006. Categories not mutually exclusive. [a]2005 and 2006 proportions differ significantly, Fisher's exact test *p* < .05, two-tailed.

Testing a Value-Added Model of College Leadership and Service Learning

Descriptive statistics for variables used in testing the value-added model with the 2006 sample are shown in Table 14. High school academic data (ACT, class percentile rank, and/or grade point average) were unavailable for four students, reducing the sample size to 112 for these analyses. The distributions of leadership and service learning in high school and in college were very similar to the full sample described above. Moreover, none of these variables differed significantly between the 2005 and 2006 samples (Wilcoxon's test *p*s > .05, two-tailed). Consistent with the student population at Truman State University, the participants had, on average, high academic ability (e.g., ACT composite more than 1 *SD* above the national average of about 20) and high academic achievement in high school (roughly an A- grade point average and in the top 14% of the class) and in college (roughly a B+ grade point average). Participants' satisfaction with Truman State University was high, on average, with a mean score between 5-6

on a 1-6 scale. Perceived personal growth in critical thinking, time management, cultural
sensitivity, and social justice during college was moderate to large, on average, with means
between 2-3 on a 0-4 scale.

Table 14: Descriptive Statistics for Variables Used in Value-Added Analyses in 2006

Variable	Mean	*SD*	Median	Minimum	Maximum
High School Leadership Activities	2.63	1.60	3.00	0.00	7.00
High School Service Activities	1.64	1.33	1.00	0.00	5.00
College Leadership Activities	2.25	1.76	2.00	0.00	7.00
College Service Activities	2.41	1.61	2.00	0.00	7.00
High School Grade Point Average	3.79	0.27	3.88	2.62	4.00
High School Class Percentile Rank	86.61	12.74	90.67	40.78	100.00
ACT Composite	28.10	3.37	28.00	20.00	35.00
College Grade Point Average	3.45	0.39	3.56	2.36	4.00
College Satisfaction	5.23	0.69	5.42	3.33	6.00
Growth in Critical Thinking	2.51	0.62	2.67	0.33	4.00
Growth in Time Management	2.85	0.87	3.00	0.60	4.00
Growth in Cultural Sensitivity	2.44	0.88	2.50	0.25	4.00
Growth in Social Justice	2.28	0.90	2.25	0.00	4.00

Note. N = 112. For satisfaction, *1 = strongly disagree…6 = strongly agree* (high scores reflect
satisfaction). For growth variables, *0 = no, 1 = small, 2 = moderate, 3 = large, 4 = extremely large
improvement during college*.

Correlations between college leadership and service learning participation and college
outcomes (grade point average, satisfaction, perceived growth) are shown in Tables 15, 16, and
17 for the 2005, 2006, and combined samples, respectively. The zero-order correlations represent
relations between college leadership and service learning and the outcome variables, without
taking into account high school inputs. The value-added model, represented by partial
correlations between college leadership and service learning participation and college outcomes,
controls for high school inputs (high school leadership and service learning, high school grade
point average and class rank, and ACT composite scores; see Figure 1). Statistically significant
partial correlations are consistent with added benefits of college leadership and service learning
to students.

The correlations of college leadership and service learning with the college outcome
variables were somewhat weaker in 2006 than in 2005. For example, in the 2005 cohort, there
were significant value-added (partial) correlations of college leadership with college satisfaction,
critical thinking, time management, and social justice. Also in the 2005 cohort, the partial
correlations of service learning were significant with grade point average and social justice. In
the 2006 cohort, however, only one of these correlations was statistically significant ($p < .05$,
two-tailed)—college leadership predicted greater self-reported growth in critical thinking after
controlling for high school inputs. The partial correlation of service learning with social justice
was of the same magnitude (.19) in 2006 as in 2005, but did not cross the $p < .05$, two-tailed,
threshold for statistical significance in the slightly smaller 2006 sample ($p = .06$).

Whether the numerical differences in correlations between the 2005 and 2006 samples represent random sampling error, or a systematic shift in the student population, was evaluated by computing z-tests for differences in the magnitudes of correlations (using Fisher's transformation). Of the 24 pairs of correlations compared, only the zero-order ($z = 2.40$, $p = .02$, two-tailed) and partial ($z = 2.21$, $p = .03$, two-tailed) correlations between leadership and college satisfaction varied significantly between 2005 and 2006. Because there was little evidence that the cohorts differed systematically, the two samples were combined, and the correlations were recomputed on this larger group of students (see Table 17). With the possible exception of the correlation between leadership and satisfaction, these combined-sample results should provide a better estimate of the true correlations between college activities and outcomes.

Based on the zero-order correlations in the combined sample (see Table 17), greater involvement in leadership and service learning in college related to greater self-reported educational grown in all four areas assessed, critical thinking, time management, cultural sensitivity, and social justice. In addition, more service learning (but not leadership) correlated with a higher cumulative college grade point average. Neither leadership nor service learning correlated significantly with college satisfaction. These combined-sample results suggest that students with more leadership and service learning experience in college tend to report greater educational growth.

After controlling for input variables (high school service learning and leadership, high school grades and class rank, and ACT composite scores), both college leadership and service learning predicted greater educational growth in critical thinking and social justice, and leadership also predicted greater growth in time management (see partial correlations in Table 17). These combined-sample results are consistent with the value-added model in Figure 1. However, the partial correlations with grade point average, college satisfaction, and cultural sensitivity were not significant for leadership or for service learning. These results fail to support the hypothesis that college leadership and service learning produce positive outcomes in academic achievement (as reflected in the grade point average), college satisfaction, and cultural sensitivity.

Table 15: Correlation of College Outcomes with College Leadership and Service Learning in 2005

College Outcome	College Leadership		College Service Learning	
	Zero-Order r_s	Partial r_s	Zero-Order r_s	Partial r_s
Grade Point Average	.03	.07	.17	**.22**
College Satisfaction	**.24**	**.23**	.14	.09
Critical Thinking	**.49**	**.41**	**.26**	.18
Time Management	**.28**	**.22**	**.20**	.13
Cultural Sensitivity	**.24**	.18	**.23**	.13
Social Justice	**.42**	**.36**	**.28**	**.19**

Note. $N = 117$. College leadership and service learning are counts of activities. Table contains Spearman correlations. Zero-Order r_s reflect simple bivariate relations between activities and outcomes. Partial r_s reflect relations between activities and outcomes, controlling high school inputs (leadership and service learning activities, ACT composite, class percentile rank, grade point average). Correlations in bold, $p <$ .05, two-tailed.

Table 16: Correlation of College Outcomes with College Leadership and Service Learning in 2006

College Outcome	College Leadership		College Service Learning	
	Zero-Order r_s	Partial r_s	Zero-Order r_s	Partial r_s
Grade Point Average	.00	-.08	.16	-.04
College Satisfaction	-.05	-.10	.07	.01
Critical Thinking	**.30**	**.21**	.16	.07
Time Management	.16	.07	.07	-.01
Cultural Sensitivity	.09	.10	.14	.13
Social Justice	**.21**	.18	**.26**	.19

Note. $N = 112$. College leadership and service learning are counts of activities. Table contains Spearman correlations. Zero-Order r_s reflect simple bivariate relations between activities and outcomes. Partial r_s reflect relations between activities and outcomes, controlling high school inputs (leadership and service learning activities, ACT composite, class percentile rank, grade point average). Correlations in bold, $p <$ .05, two-tailed.

Table 17: Correlation of College Outcomes with College Leadership and Service Learning in 2005 and 2006 Combined Samples

College Outcome	College Leadership		College Service Learning	
	Zero-Order r_s	Partial r_s	Zero-Order r_s	Partial r_s
Grade Point Average	.01	-.02	**.16**	.13
College Satisfaction	.07	.03	.11	.06
Critical Thinking	**.40**	**.34**	**.22**	**.14**
Time Management	**.21**	**.16**	**.14**	.10
Cultural Sensitivity	**.17**	.13	**.18**	.13
Social Justice	**.31**	**.28**	**.28**	**.22**

Note. $N = 229$. College leadership and service learning are counts of activities. Table contains Spearman correlations. Zero-Order r_s reflect simple bivariate relations between activities and outcomes. Partial r_s reflect relations between activities and outcomes, controlling high school inputs (leadership and service learning activities, ACT composite, class percentile rank, grade point average). Correlations in bold, $p <$ .05, two-tailed.

Summary and Conclusions

Results from the 2005 and 2006 Student Interview Projects suggest that many students at Truman State University (85-92%) engage in leadership and service learning, and these students can identify both personal benefits and costs of these activities. Participants identified several benefits and costs at stable, moderately high frequencies (20% or greater, after combining the 2005 and 2006 samples). The benefits of leadership included improvement in administrative,

interpersonal, and time management skills, as well as other forms of personal growth; and the benefits of service learning included gaining experience with another culture, learning new skills, personal satisfaction and growth, and preparing for future activities such as a career. The costs of leadership included reduced time for other activities, reduced personal time, increased stress, interpersonal conflicts in the leadership role, and perceived poorer academic performance; and the costs of service learning included reduced time for other activities.

Although results tended to be stronger in the 2005 than in the 2006 sample, there was evidence from the combined sample that participation in leadership and service learning correlates with self-reported educational growth beyond expectations from pre-college academic ability, achievement, and leadership and service learning. Value-added outcomes included greater perceived growth in critical thinking, time management, and social justice for leadership; and greater perceived growth in critical thinking and social justice for service learning. The observed correlations of leadership and service learning with positive outcomes were small to moderate in size (Cohen, 1988), and consequently, the benefits of service learning and leadership to students often may be subtle rather than striking. Further, a formal experiment (e.g., randomly assigning incoming students to high vs. low service learning educational programs) would be needed to conclude firmly that leadership and service learning produce positive outcomes.

Reinforcing common pathways to leadership and service learning, and implementing interviewees' suggestions for better supporting leadership and service learning, may be useful strategies to increase students' involvement. In the 2005 and 2006 samples, interviewees identified several pathways to leadership and service learning involvement at stable (no significant difference between cohorts), moderately high frequencies (20% or greater, in the combined sample). In particular, prior membership in a student group (e.g., club, fraternity or sorority, honor organization) and independently seeking a position were common ways to get involved in both leadership and service learning; and scholarship jobs were another common pathway to service learning. College coursework was not a consistently frequent pathway, but potentially increasing in frequency as a path to service learning. In addition, project participants without college leadership and service learning experience often said they had little time for such activities. These findings together suggest that integrating leadership and service learning into more courses might be an effective method to increase engagement. Increasing leadership and service learning through college courses also would be consistent with participants' suggestions to provide more opportunities, resources, and faculty support.

Participants also suggested better advertising as a means to support leadership and service learning. Based on the results of this study, the content of advertisements might include existing opportunities for leadership and service learning, as well as benefits identified by participants during interview (e.g., improved skills) and in the value-added model (e.g., growth in time management, critical thinking, social justice). Advertising might also address perceived costs

identified by students, such as poorer academic performance. Instead, based on college grade point average data, leadership and service learning show little relation to academic performance. Of course, any resulting changes to students' involvement in leadership and service learning have the potential to alter costs and benefits to participation. Repeated, focused evaluation of students' activities and outcomes would help clarify the impact of program modifications.

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Appendix A

Leadership and Service Learning Definitions

<u>Leadership</u> involves systematically and intentionally motivating, guiding, directing, enabling, or organizing the behaviors of other people. Examples of student leadership include working as an officer in a club or in a Greek organization, tutoring, participating in student government, assisting in the direction of a play, and working as a student advisor.

<u>Service learning</u> involves (A) providing help or support to individuals, organizations, and/or communities (*service*); <u>and</u> (B) significant and identifiable educational growth (*learning*) for the student providing the service. Service learning may, but does not necessarily, result in academic credit. Although activities involving only learning or only service are important, in this project, we are interested in activities involving both *service* <u>and</u> *learning*. Students' service learning might originate in class assignments, paid and volunteer internships, scholarship and work-study jobs, and community service and philanthropic projects, if they involve both service and learning.

Appendix B

Interview Questions

(1) Have you participated in leadership activities during college? NO / YES
(circle one)

      If NO, ask "why not?" Record answer, then skip ahead to question 4.

      If YES, ask "how did you become involved in leadership activities?"
           Record answer, then continue with question 2.

(2) How have your leadership activities benefited you?

(3) What personal costs or drawbacks of your leadership activities have you experienced?

(4) How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students' leadership activity?

(5) How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students' leadership activity?

(6) Have you participated in service learning activities during college? NO / YES
(circle one)

      If NO, ask "why not?" Record answer, then skip ahead to question 9.

      If YES, ask "how did you become involved in service learning activities?"
           Record answer, then continue with question 7.

(7) How have your service learning activities benefited you?

(8) What personal costs or drawbacks of your service learning activities have you experienced?

(9) How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students' service learning activity?

(10) How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students' service learning activity?

Appendix C

Interview Question Coding Categories and Examples

Question 1

"Have you been involved in leadership activities in college?"
If yes, "how did you become involved?"

1. Group Membership
   - The default category for students listing organizations without any more specific indication of *how* they became involved.
   - If a list of organizations is given, but then an explanation of *how* is later specified, it is <u>not</u> categorized as membership.
   - Membership could be indicated along with another category if student specifically mentioned they became involved in leadership by first becoming involved in the organization.
   - It will not be this category unless the subsequent explanation logically explains how involved in the listed organizations.
     - "joined organization"
     - "moved up through ranks"
     - "one led to another"

2. Social Learning / Modeling (Association)
   - Accepted leadership position or joined organization because students knew *current members*.
     - "observed others"
     - "word of mouth"
     - "had friends in the organization"
     - "recruited by previous members"

3. Faculty Informed/Encouraged
   - Accepted leadership position or joined organization because a faculty member informed students of opportunities.
     - "mentioned in class"
     - "professor encouraged me"
     - "through classes"

4. Encouraged by Others
   - General encouragement from others (non-faculty) to accept leadership roles or join organization.
     - "invitation/letter"
     - "encouraged by peers"
     - "was asked to help"
     - "support from others"

5. Self-Motivated
   - Students indicate internal motivation or specific reason for becoming involved.
     - "enjoyment"
     - "wanted to meet others"
     - "most appealing part of major"
     - "something to do"
     - "work towards presidency"

6. Advertisement
   - Any form of visual or auditory advertisement that encouraged students to take a leadership role or become involved in the organization.
     - "saw ad in Truman today"
     - "recruitment"
     - "flier"
     - "online"

7. Fit Prior Experience
   - Students became involved due to a previous involvement in high school or prior knowledge in a particular area.
     - "was involved in the group in high school"
     - "already knew how to build potato cannons"

8. Elected
   - Though many positions are obtained through election, this category is exclusively for students who <u>directly mention</u> gaining a leadership position due to an election or voting process.
     - "won"
     - "voted into position"
     - "elected"

9. Organization Needed Leader
   - Student involvement due to an organization's need for leadership; in these instances, students did not take self-initiative in finding the opportunity.
     - "someone needed to step up"
     - "someone had to do it"

10. Part of Coursework
    - This category is distinguished from "faculty" because it involves unofficial roles of leadership in class projects, not hearing about out-of-class opportunities from professors.
      - "through major"
      - "leadership for class projects"
      - "work groups for classes"

11. Not Involved

- The default category for any participants who indicated they had <u>not</u> participated in leadership during college.
  - "no time"
  - "it's just resume padding"
  - "feels lazy, apathetic, shy"

12. Scholarship / Money
- Student mentions working for scholarship hours.
  - "scholarship"
  - "scholarship hours"
  - "money"
  - "job"

Question 2

"How have your leadership activities benefited you?"

1. Time Management
- Students become more skilled at managing their time.
  - "balance"
  - "time management"
  - "prioritizing"

2. Interpersonal / People Skills
- Experiences from working with others.
  - "better communication skills"
  - "compromising"
  - "interpersonal relationship skills"

3. Self-Confidence
- Gained more confidence in self, skills and in the ability to think and act independently.
  - "independence"
  - "more confident"
  - "confident in . . ."

4. Responsibility
- Learned how to accept the responsibilities that come with leadership.
  - "following through"
  - "being a role model"
  - "learning how to take the blame"

5. Career Preparation
- Experiences pertaining to preparation for future career.
  - "promotable"
  - "real world skills"

6. Personal Satisfaction
    - Enjoyment in both leading others and involvement in the organization.
        - "found activities that are important to me"
        - "self-fulfilling"
        - "opportunity to work with others"

7. Other Personal Growth
    - Change of personality traits to adapt to leadership role and recognition of personal strengths and weaknesses.
        - "became more extroverted"
        - "more flexible"
        - "know self better"
        - "learned how to ask for help"

8. Networking
    - Meeting others for personal gain rather than friendship.
        - "familiarize with career people"
        - "networked with other Missouri students"

9. Socializing
    - Interacting with others for enjoyment or satisfaction.
        - "having friends"
        - "interacting with others"
        - "build relationships"
        - "meeting new people"

10. Keep Busy
    - Provides involvement to keep busy.
        - "gives something to do"
        - "prevents boredom"

11. Administration / Leadership Skills
    - General skills needed to manage and motivate other people.
        - "delegation"
        - "decision making"
        - "inspiring others"
        - "public speaking"
        - "taking others into account"

12. Cultural Experience
    - Discovered more about the outside world and people different from self.
        - "learned about community"
        - "learned that he is privileged than others"
        - "work with a *variety* of people"
        - "diversity"

o "viewpoints"

13. Gained Specific Skills or Knowledge
- *Specific* skill or knowledge attainment mentioned as a result of experience.
    - o "learned about residence hall system"
    - o "learned short hand"
    - o "problem solving"

14. Organizational Skills
- Organizational skills strengthened due to leadership; typically mentions the word "organizational"
    - o "organizational skills"
    - o "better at organizing"

15. Other
- Does not fit into any previously mentioned categories
    - o "challenging"

16. Not involved in leadership in college

Question 3

"What personal costs of your leadership activities have you experienced?"

1. Nonspecific Time Costs
- Students facing non-specific issues regarding time conflicts and time management.
- In some instances, "time conflict" may precede concrete examples (academic, extracurricular, etc. that may fall into other categories).
    - o "time management"
    - o "time commitment"
    - o "time consuming"

2. Academic
- Students dealing with lack of time for homework, projects, test preparation, and overall time for studying.
    - o "grades suffer"
    - o "took away from studying"
    - o "projects are put off"

3. Social
- Involving a lack of time for friendships and relationships.
    - o "social life suffered"
    - o "hard to keep relationship"
    - o "less time to go out"

4. Stress
    - The mention of stressors, including internal (personal) conflicts, stress, and frustration.
        - "balance fun with authority"
        - "worrisome"
        - "stressful"
        - "burnout"

5. Personal Time
    - Lack of time for self-rewarding activities.
        - "lack of sleep"
        - "no time for recreation center"
        - "no personal time"
        - "no free time"

6. Financial
    - Reference to financial hardships.
        - "dues cost a lot of money"
        - "less time for work"

7. Extracurricular
    - Organizations compete for one student's time; being a leader in one may reduce the commitment to others.
        - "could not study abroad"
        - "choosing among competing activities is tough"
        - "not as available for other activities"

8. Leadership Conflicts
    - Issues in dealing with members that evolve due to assuming a leadership position. Also includes general people skills.
        - "making compromises"
        - "making unpopular decisions (or enemies)"
        - "dealing with others' lack of organization/ skill"
        - "can't please everyone"

9. Responsibility
    - The idea that the student must assume responsibility not only within, but for, the group.
        - "coming up with ideas"
        - "following through with a task"
        - "picking up the slack of someone else"

10. Other
    - Notable responses that do not naturally fall into another category.
        - "juggling skills"

11. None
- Exclusive for the specific mention of "none" when <u>no</u> other drawbacks or reasons are given.
  - ○ "there aren't any."
  - ○ Example of when <u>not</u> included in this category: "none, but maybe school." This would be placed in *academic* and <u>not</u> in none.

12. Not involved in leadership in college

Question 4

"How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students' leadership activity?"

1. Faculty Encouragement
   - Faculty encouraging student participation through *out of classroom* organizations and experiences.
     - ○ "help with projects"
     - ○ "promotes organization they are advisors to"
     - ○ "resume"
     - ○ "division/major"

2. Advertisements
   - Promotion of events, activities, clubs, etc. through non-interactive forms of advertisement.
     - ○ "posters"
     - ○ "fliers"
     - ○ "website"

3. Opportunity
   - Student mentions the large number or wide variety of activities in which to become involved.
     - ○ "lots of organizations"
     - ○ "many opportunities"

4. Structural Supports
   - Particular characteristic of school or community including administrative requirements.
     - ○ "size of school"
     - ○ "scholarship hours required"
     - ○ "application processes"
     - ○ "organizations are required to have advisors"
     - ○ "SAB/CSI"
     - ○ "student senate"
     - ○ "freshman week"

- o "career center"

5. Social Norm
   - The idea that it is socially common to become involved in activities, manifested through the atmosphere and supported by peer encouragement.
     - o "many people are active"
     - o "we have a fostering community"
     - o "students are well rounded"
     - o "others are"

6. Events Promote
   - A planned gathering of people for a specific purpose to promote involvement and leadership.
     - o "Activities Fair"
     - o "Big Event"
     - o "speakers"
     - o "other specific organizations"

7. Other
   - Responses that do not fit in another category.
     - o "support blue key phone directory"
     - o "community and organizations bring it together"

8. In-Class Support
   - Faculty support in the classroom setting.
     - o "encouraging speaking up in class"
     - o "classes emphasize group work that promotes leadership"
     - o "announcing opportunities in class"

9. No Support / Encouragement Evident
   - Responses indicating that student feels TSU and community do not support and encourage leadership. There is no mention of how leadership is encouraged.
     - o "people have to want to do it"
     - o "Don't know"

10. Start Organization
    - Mention of the ability to form a student organization even if students do not take advantage of the opportunity.
      - o "easy to start organization and become leader in it"
      - o "learn how to make clubs"

Question 5

"How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) <u>better</u> encourage and support students' leadership activity?"

1. No Suggestions
   - Responses indicating that the student has no suggestions for improvement and is *not* followed by any ideas.
     - "Don't know"
     - "no idea, students have to want to do it"

2. No Improvement Needed (good job)
   - Students responding that they feel Truman State University is currently doing well encouraging and supporting students without giving *any* suggestion for improvement.
     - "good job - getting word out"
     - "none, there is already much support and acceptance"

3. Advertisement
   - Student indicates organizations should promote events, meetings, etc. more.
     - "recruit participants"
     - "residence halls need to promote more"
     - "Posting list of all organizations to join"
     - "Activities Fair"

4. Resources
   - Institutional support through programming, funding or other need.
     - "funding could help"
     - "people could make better use of calendar"
     - "offer courses on becoming leader"
     - "create more organizations"
     - "freshman week"

5. Recognition
   - Students indicating public acknowledgement for leadership would encourage and support involvement.
     - "an award for leadership"
     - "feature 'leader of the week' in the paper"
     - "feature current students in Alumni Magazine"

6. Faculty Support
   - Faculty should have more active role in organizations, not only by being advisors but by encouraging and supporting students.
   - The notion that faculty should recognize students' schedules and out of class activities.
     - "more faculty involvement"
     - "require each professor be involved with campus organization"
     - "understand student commitment"
     - "less homework"
     - "internship"

o "class project"

7. Kirksville Community Connections
   ▪ Students mentioning the community beyond Truman and the importance of serving within it.
     o "show connections to other campuses and businesses"
     o "encourage off campus participation"
     o "work more with community to bridge service learning efforts"

8. Communication Among Organizations
   ▪ Build connections between groups such as organizations, offices and departments.
     o "one group did seminar, other didn't know"
     o "lack of communication between departments and extracurricular groups"
     o "closely work with organizations on campus"

9. Improve Attitudes
   ▪ The attitude of faculty and students should be improved and more positive towards all organizations.
     o "faculty told him his Greek organization wasn't a real organization"
     o "Truman needs to say good things about its organizations"
     o "if they don't agree with organization – don't say it"

10. Other
    ▪ Student's response does not fit in another category.
      o "talk about how leadership skills can benefit you now and later"
      o "don't support involvement in so many organizations"
      o "trying to take care of you too much"
      o "transfer student"

11. Encouragement (nonspecific)
    ▪ Student gives a general statement about needing more encouragement without *any* further explanation of how Truman could do more.
      o "would like to see encouragement to get involved"
      o "encourage more students to work as tutors"

Question 6

"Have you been involved in service learning activities in college?"
If yes, "how did you become involved?"

1. Group Membership
   ▪ The default category for students listing activities without any indication of *how* they became involved.
   ▪ Separate activities will be considered on an individual basis.

- Membership could be indicated along with another category if student specifically mentioned they became involved in service learning by first becoming involved in the organization.
- It will not be this category unless the subsequent explanation logically explains how involved in the listed organizations.
    - "the ASG breast cancer awareness and eating disorders"
    - "became involved through fraternity"
    - "other organizations on campus"
    - "Big Event"

2. Social Learning / Modeling (Association)
   - Became involved in service learning or joined organization because students knew members.
       - "word of mouth"
       - "through friends"
       - "asked by friends to help"

3. Faculty Informed / Encouraged
   - Became involved in service learning or joined organization because a faculty member informed students of opportunities.
       - "teachers encouraged shadowing"
       - "professor posted sign"
       - "professor mentioned in class"

4. Encouraged by Others
   - General encouragement from others (non-faculty) to become involved in service learning activities or join organization.
   - If student indicates that the person who does the encouraging is involved in the activity or organization then it would fall under *association*.
       - "SA family and Truman encouraged"
       - "roommate encouraged"

5. Self-Motivated
   - Students indicate internal motivation or specific reason for becoming involved.
       - "set out on own"
       - "went to study abroad office"
       - "contacted them"

6. Advertisement
   - Any form of visual or auditory advertisement that encouraged students to become involved in the service learning activity.
       - "email"
       - "mailings"
       - "fliers"
       - "activities fair"

7. Fit Prior Experience
   - Students became involved due to a previous involvement in high school or prior knowledge in a particular area.
     - "experience with theater"
     - "organizations in high school"

8. Part of Coursework
   - This category is distinguished from "faculty" because it involves class projects and requirements, not hearing about out-of-class opportunities from professors.
     - "class assignment"
     - "study abroad- classes on other cultures"
     - "classes seem to be emphasizing it"
     - "internships"

9. Not Involved
   - The default category for any participants who indicated they had not participated in leadership during college.
     - "never put in the situation"
     - "wasn't really aware of service learning"
     - "not enough time to"

10. Scholarship Job
    - Student mentions working for scholarship hours.
      - "scholarship"
      - "scholarship hours"
      - "needed scholarship job"

11. Prepare for Career
    - Student states that they became involved in service learning in preparation for their future.
      - "future career led her to search out activity"
      - "going into education, various activities help"

Question 7

"How have your service learning activities benefited you?"

1. Time Management
   - Students become more organized and are better at managing their time.
     - "time management"
     - "organizational skills"

2. Interpersonal / People skills
   - Student mentions actual skills gained from working with others.
     - "mediation skills"
     - "working with people I didn't know"

o "communication"

3. Self-Confidence
    ▪ Gained more confidence in self, skills and abilities.
        o "self-worth"
        o "a sense of success"

4. Career Preparation
    ▪ Experiences pertaining to preparation for future career or activities.
        o "resume building"
        o "networking with others for post graduation"

5. Personal Satisfaction
    ▪ Student indicated they received pleasure from participating in the activity.
        o "enjoyed it"
        o "a rewarding experience"
        o "sense of helping others"

6. Other Personal Growth
    ▪ Change in student due to their experience and possibly introspection about the experience.
        o "independence"
        o "overcame fears"
        o "developed proactive approach to activities"
        o "taking risks builds life experience"

7. Socializing
    ▪ Knowing and building relationships with others due to involvement in service learning activities.
        o "feeling of belonging"
        o "introduced her to friends that share interests"
        o "network of support"

8. Cultural Experience
    ▪ Student mentions the importance of serving in community and learning about others different from themselves
    ▪ Student realized their position within the context of the larger world
        o "don't take things for granted"
        o "help understand others and their situations"
        o "became more accepting of others"
        o "give back to community"

9. Gained Specific Skills or Knowledge
    ▪ Student learned something
        o "gained experience in something new"
        o "extra learning opportunities"

- o "leadership skills"

10. Other
    - Does not fit into any previously mentioned categories
        - o "given opportunities to travel"
        - o "selflessness/karma"
        - o "community"

11. Not involved in service learning in college

12. None
    - Student did not benefit from their service learning activities.
        - o "no personal benefits"

Question 8

"What personal costs or drawbacks of your service learning activities have you experienced?"

1. Nonspecific Time Costs
    - Students facing non-specific issues regarding time conflicts and time management.
    - In some instances, "time conflict" may precede concrete examples (academic, extracurricular, etc. that may fall into other categories).
        - o "time management"
        - o "couldn't do other things"

2. Academic
    - Students dealing with lack of time for homework, projects, test preparation, and overall time for studying.
        - o "balance all the activities with school is hard"
        - o "more emphasis on activities than grades"

3. Social
    - Involving a lack of time for friendships and relationships.
        - o "wasn't available for roommate during time of need"

4. Stress
    - Mental strain is experienced from involvement in the activity.
        - o "emotional difficulties- realizing that you can't reach some people"
        - o "emotionally hurts because you can't do anything"
        - o "people aren't appreciative"
        - o "leadership"

5. Personal Time
    - Lack of time for self-rewarding activities.
        - o "lack of sleep"

    o "no personal time"

6. Financial
  ▪ Reference to financial costs or hardships.
    o "$ for plane only cost"
    o "not getting paid"

7. Extracurricular
  ▪ Service learning may reduce the time commitment to other activities.
    o "choosing among competing activities is tough"
    o "had to quit campus pals due to schedule"

8. Other
  ▪ Notable responses that do not naturally fall into another category.

9. None
  ▪ Exclusive for the specific mention of "none" when <u>no</u> other drawbacks or reasons are given.
    o "there aren't any."
    o Example of when <u>not</u> included in this category: "none, but maybe school." This would be placed in *academic* and <u>not</u> in none.

10. Not involved in service learning in college

Question 9

"How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students' service learning activity?"

1. Faculty Encouragement
  ▪ Faculty encouraging student participation through *out of classroom* organizations and experiences.
    o "encourage student research"
    o "faculty go to our events"
    o "advisors going to meetings- presence is encouraging to show importance"

2. Advertisements
  ▪ Promotion of events, activities, clubs, etc. through advertisement.
    o "information for internships is readily available"
    o "incentive to volunteer is posted in dorms"
    o "fliers & website"

3. Opportunity

- Student mentions the large number of activities in which to become involved without mentioning service learning.
  - "once you get involved you get more invitations and opportunities"
  - "you have many active organizations to join"
  - "many activities"
  - "always opportunities available on campus"

4. Structural Supports
   - Particular characteristic of school or community including administrative requirements and programs.
     - "multi-cultural affairs—seeks students to get involved in projects"
     - "program requirements are positive motivators"
     - "Truman's reputation"
     - "res halls"
     - "career center"

5. Social Norm
   - The idea that it is socially common to become involved in activities; it is manifested through the atmosphere and supported by peer encouragement.
     - "seems like everyone is in service"
     - "always healthy competition in seeing who can do what to help others"
     - "everyone encourages study abroad"
     - "other students/word of mouth"

6. Events Promote
   - A planned gathering of people for a specific purpose to promote service learning.
     - "Special Olympics"
     - "blood drive"
     - "other events"

7. Other
   - Responses that do not fit in another category.
     - "my best friend encouraged me to join"
     - "make definition more clear"
     - "resume/letter of recommendation"
     - "community"

8. In-Class Support
   - Faculty support in the classroom setting.
     - "professor makes announcements"
     - "classes require it"
     - "through major"

9. No Support / Encouragement Evident

- Responses indicating that student feels TSU and community do not support and encourage service learning. There is no mention of how service learning is encouraged.
- Student indicates they do not know how service learning is encouraged but does not necessarily say it isn't encouraged.
    - "no encouragement"
    - "don't know"

10. SERVE Center
- Mention of SERVE Center or specific activity held by it such as Big Event.
    - "SERVE Center"
    - "Big Event"

11. Scholarship Job / Hours
- Student mentions service learning through scholarship hours.
    - "scholarship"
    - "scholarship hours"

12. Organizations Encourage
- Student lists an organization that supports service
- Student mentions there are many service oriented organizations to join.
    - "Campus pals gives little incentives"
    - "There's lots of opportunities through organizations"
    - "A lot of organizations incorporate service in their missions"

Question 10

"How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) <u>better</u> encourage and support students' service learning activity?"

1. No Suggestions
- Responses indicating that the student has no suggestions for improvement and is *not* followed by any ideas.
- Student does not actually answer the question. They may have restated it without giving suggestions.
    - "It shouldn't be left up to the students"
    - "don't know"

2. No Improvement Needed (good job)
- Students responding that they feel Truman State University is currently doing well encouraging and supporting students without giving *any* suggestion for improvement.
    - "not unsatisfied"
    - "none, I am satisfied already"

3. Advertisement
    - Student indicates organizations should promote events, meetings, etc. more.
        - "Advertise grants and availability for student research"
        - "make knowledge widespread of groups"
        - "activities fair"

4. Resources
    - Institutional support through programming, funding or other need.
        - "offer service class"
        - "more projects and events"
        - "grant"

5. Recognition
    - Students indicating acknowledgement for service learning would encourage and support involvement.
        - "compensation for tutoring/volunteer efforts"
        - "receive credit for community service"
        - "personal recognition card saying, 'good job you're doing great'"
        - "transcript"

6. Faculty Support
    - Faculty should have more active role in organizations, not only by being advisors but by encouraging and supporting students.
    - The notion that faculty should recognize students' schedules and out of class activities.
        - "less homework"
        - "incorporate service learning into classes"
        - "Professors should mention events and update students especially in large classes"
        - "in class"

7. Kirksville Community Connections
    - Students mentioning the community beyond Truman and the importance of serving within it.
        - "Improve open channels between Truman and Kirksville"
        - "encourage people to explore their possibilities outside the campus world"
        - "Would be nice to see program by TSU w/in community"

8. Communication Among Organizations
    - Build connections between groups such as organizations, offices and departments.
        - "more of a unity among other groups on campus"
        - "Organizations better understand each other"

9. Other
    - Student's response does not fit in another category.

- o "organizations need to be more proactive"
- o "engage freshmen early in constructive involvement"

10. Encouragement (nonspecific)
- Student gives a general statement about encouraging service learning through its benefits, importance or need.
  - o "continue talking about benefits"
  - o "demonstrate the need for service"
  - o "promote it better to incoming students through admissions"
  - o "encourage it more"

11. Requirement
- Student states that Truman State University should make service learning an institutional prerequisite.
  - o "require groups to do service for FAC funds"
  - o "make it a requirement for graduation"

12. More Opportunities
- Truman State University should create more opportunities and/or make them more easily accessible to students.
  - o "The Big Event is helpful but only once a year, need more"
  - o "Making it easier to connect wit professionals in the field of study outside of the university"
  - o "More activities are needed"