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Student Engagement and On-Campus Involvement

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Abstract

The purpose of this study is to analyze the motivation and engagement of undergraduate students who become active in and continue involvement in nonacademic, non-employment related activities on the campus of Salisbury University. The current study compares these results with the participants' responses to the Post Childhood Opportunities for Role Taking (PC-ORT) measurement, as well as with demographics such as academic year/classification. Results revealed that PC-ORT scores were positively related to number of semesters completed at Salisbury University. Engagement was also positively related to number of semesters at Salisbury University. Of the three levels of involvement analyzed, none were related to number of semesters at Salisbury. Six broad motivations for involvement were identified. All 6 returned a variety of significant relationships with other variables such as engagement, PC-ORT scoring, and number of semesters completed.

Introduction

Student-run on-campus activities are arguably an increasingly significant aspect of the college experience. They are ways in which students can connect to their peers, the university, and the greater community. It is commonly assumed all students involved in on-campus activities—such as clubs, organizations, Fraternity/Sorority Life, and sports—become active in such activities for a variety of reasons. Colleges often promote and encourage involvement to incoming students in an effort to improve retention rates; however, it appears that additional benefits and effects of student involvement in relation to student engagement are rarely assessed in an empirical manner. There is limited research regarding why students themselves chose to become involved and even less research about the connections between engagement, involvement, and motivations behind the two. Looking at why students themselves actually join and remain active in on-campus activities would benefit programs aimed at student retention, institutional connection, and overall student success on college campuses. The current study explores student engagement, student involvement, and the motivations of students to join and continue participation, all in regards to on-campus activities.

Importance of Engagement in College

Experiences with Diversity and Expanded World View. Student involvement in on-campus activities allows students to associate with others whom they may not otherwise have interacted. These activities provide a common ground for students of various backgrounds to connect and broaden their own prospective of their environment. Levine and Dean (2012) argued that there has been an increase in the number of clubs offered on college campuses that focus on issues of diversity and inclusion. These clubs have become increasingly specialized and have gone from broad topics, such as the Engineers Club, to targeting specific demographics, such as the Women's

Engineers Club. Although there are more clubs focusing on diversity and influencing self-segregation, there has been a decrease in the "distance" between the clubs; more students of differing backgrounds are coming together more and more.

On-campus activities provide a meeting place for students to gather with a united purpose. Students also may be joining certain clubs or organizations to learn more about topics in which they are unfamiliar. Levine and Dean (2012) have also found that underrepresented groups (students of color, women, certain religions, members of the LGBT community, etc.) have become more comfortable on college campuses than in past years. This shift may be attributed to the specialization of student-run clubs and organizations, and may actually be influencing what clubs and organizations appear on campuses today. This comfort may also stem from the students who do not belong to these groups expressing an open-minded interest in learning about these groups.

Although there is evidence that student involvement may lead to expanded and broadened views of diversity, the exact opposite may be occurring in certain student activities. A study conducted by Routon & Walker (2016) analyzed the impacts of Greek Life membership on its members and compared differences between Greek Life members and non-Greeks. Researchers also reported female-Greek responses to male-Greek responses. In the study, researchers asked participants at graduation if they agree that a certain skill became "much stronger" throughout their time in college. Eight variables were tested: general knowledge, knowledge of different races and cultures, leadership abilities, interpersonal skills, the ability to get along with different races and cultures, understanding of community problems, understanding of national social problems, and public speaking. According to this study female Greek Life members are self-reporting a negative, yet significant decrease in their knowledge of other cultures and races; however, these results are comparable to unaffiliated (non-Greek Life) individuals. Males reported larger increases in these

categories. This study supports the idea that broadened views on diversity may be dependent upon the type of activity in which the students become involved.

Social Adjustment, Friends, & Retention. Another potential benefit of student involvement might be the social support that can be received as part of a group. Credé and Niehorster (2011) argue that social support reduces the likelihood of encountering stressors in the environment. When students become involved on campus, they are exposing themselves to new social environments in which they have the opportunity to network and build friendships. These social interactions increase the connection students feel with the college or university that they attend and can even increase how connected and important they feel to the surrounding community. Adjusting to the social demands of college may be less strenuous for those who are involved in clubs or sports than for those who are not.

How students adjust to their new social environment matters more than academic adjustment in matters of student retention (Credé and Niehorster, 2011). On-campus activities have the potential to play a major role in the development and growth of the social environments of students. Students can gain formal and informal mentors, friends, a support system, and a network of peers from joining these activities. Students may find themselves involved on campus because of social reasons, such as forming or maintaining friendships, but may also be gaining other benefits such as leadership skills, networks, and a passion for the activity. Having an environment of support and encouragement could foster a deeper desire for success—however one may define this—and a deeper connection to the activity, which is itself imbedded in the larger university community.

Professional Development. Involvement in on-campus activities serves as a manner in which students can begin developing skills and characteristics that may be used in many professions. In addition to the standard and expected requirements of a certain GPA or major, employers are

also looking for skills that students gain from experiences outside of the classroom (Peck, Hall, Cramp, Lawhead, Fehring, & Simpson, 2016). Colleges and universities must successfully provide their students with opportunities to gain experiences which retain students, then to produce job-ready students. Peck et al. (2016) argue that students are becoming more aware of the professional experiences and skills that they can gain in college. Students are becoming active in clubs or organizations that can help them gain experience and build skills in team settings, leadership positions, critical thinking, organization and prioritization, and communication. For example, the Math & Computer Science Club at Salisbury offers discussions, field trips, and coding competitions to its members. These activities help foster a learning environment targeted towards anyone in the math and computer science field that helps them gain experiences and skills relevant to their specialty.

A different demographic of involved students, student athletes, may be gaining a more generalized set of similar skills. Lund (2013) concluded that student athletes gain invaluable leadership experience during their collegiate years due to the skills required to be active in sports. Amongst other benefits, student athletes gain communication skills, teamworking abilities, and experience with making quick, yet careful decisions. These skills combined create and contribute to being a leader. Leadership skills are amongst the top sought-after skills for which employers are looking and collegiate athletes may be developing these and other skills at higher rates than their non-athletic peers. Gaining a professional skill set may be yet another advantage of and motivation for becoming involved in University athletics.

Students involved in Fraternity and Sorority Life gain some of the similar skills, simply in a different manner. Amongst the various social and philanthropic ideals and benefits provided by membership into fraternity and sorority life, members develop critical thinking abilities that surpass those taught in classroom settings (Randall and Grady, 1998). Routon & Walker (2016) found that

Greek Life members, both male and female, reported an increase in leadership abilities and interpersonal skills. Female Greeks had the added benefit of gaining public speaking skills. Students involved in on-campus activities often work closely with faculty, staff, and other student leaders of the university, increasing their professional network and communication skills. Fraternity and sorority members may have a more direct and concentrated avenue of gaining these benefits which may lead to higher levels of engagement and differing motivations to join than their unaffiliated peers.

Why Should Salisbury University Care? Retention and graduation rates should be priorities for institutions of higher education. While the public mission of every college and university may differ, the underlying goal of every institution of higher education should be to produce knowledgeable alumni who represent the institution's mission and reputation effectively. Many colleges and universities should also have a mission to turn students into well-rounded, successful leaders and members of the campus and greater communities. At Salisbury University, the *Salisbury Promise* (Salisbury University, 2017, p. 44) goes as follows:

As a Salisbury University student--

- I will connect what I learn to how I live.
- I will demonstrate personal and academic integrity.
- I will respect diverse groups and individuals.
- I will strive to bring honor to myself and the University.

If achieved, the *Salisbury Promise* encourages the development of students who contribute to their communities and are competitive in professional environments. The experiences of students during their time at Salisbury might be a big determinant of if the promise is being upheld, and the

success of Salisbury in providing students the opportunity to fulfill the promise. When students begin broadening their involvement and deepening their engagement in non-academic, on-campus activities, Salisbury must ensure that the University's core values continue to be exhibited. Salisbury University's Core Values are excellence, student centeredness, learning, community, civic engagement, and diversity. Clubs, organizations, fraternities and sororities, and athletics are all major avenues that Salisbury can use to deliver the Core Values and ensure that the student population is aware of and benefits from them.

Operational Definitions

Level of Involvement. Most on-campus activities have a hierarchy, typically in the form of democracy. There are general body members who elect positions such as President or Treasurer. The club relies on its appointed and elected members to make and implement decisions regarding operation. Each tier on this hierarchy represents a different level of involvement.

Engagement. Engagement measures the degree to which someone occupies their resources with an activity. Low engagement is marked by occasional participation while regular and consistent participation, fulfilling officer positions, or completing tasks past what is expected may all be indicative of high engagement.

Hypotheses and Research Questions

RQ1) Does the length of time—or number of semesters—spent at Salisbury University influence the likelihood of an individual gaining higher positions in on-campus activities?

RQ2) Is there a difference in the reported level of engagement connected to the type of on-campus activity? Specifically, will Athletes report different rates of engagement than those involved in clubs? It can be assumed that student athletes will be more engaged due to the competitive

nature and strict schedule associated with membership whereas many club/organization members presumably meet less frequently and for shorter periods of time.

H1) There will be a positive correlation between levels of self-perceived engagement and opportunities for role-taking and world view expansion, since higher engagement would be expected to generate more situations for interactions with others. In the current study, role-taking is a form of leadership and world-view expansion would come from the social interactions associated with activity membership. It can be assumed that higher levels of engagement will lead to an increase in depth and number of social interactions.

H2) There will be a positive correlation between levels of self-perceived engagement in the activity and number of semesters completed at Salisbury University. Because student activity is linked to retention rates, I predict that students will report being more engaged in their activities the longer they remain at Salisbury University.

Methods

Participants

Participants were 306 undergraduate students enrolled in one of 15 Psychology courses offered at Salisbury University, including both introductory and upper-division courses. Seventeen responses were deleted due to incompleteness, age of respondent, or lack of consent, leaving the total number of usable responses at 306. The remaining sample consisted of 241 women (78.8%) and 61 men (19.9%) ranging in age from 18 to 42 years (*M* 20.14; *SD* = 2.96). Four students did not identify a binary gender identification. There was an "Other" option students could have selected and wrote in their gender identification; no students selected this option.

Approximately 70.6% (n=216) of the students identified as White/Caucasian, 12.7% (n=39) African-American, 5.2% (n=16) as Asian or Pacific Islander, 2.6% (n=8) as Hispanic or Latino/a, and

0.3 (n=1) as Native American or American Indian. 5.2% (n=16) of the participants identified as Multiracial, 1.0% (n=3) preferred not to answer and another 1.0% (n=3) selected the "Other" option. Of the 306 participants, 32.3% completed 0-1 semesters of schooling at Salisbury University, 38.9% competed 2-3 semesters, 17.9% completed 4-5 semesters, 7.9% completed 6-7 semesters, and 1.7% completed 8 or more semesters at Salisbury. There were 1.3% of participants who did not answer this question. Fulton School students represented 24.8% (n=76) of the sample; Henson students represented 28.4% (n=87) of participants; Perdue students made up 4.2% (n=13) of the participants; 23.5% (n=72) of applicants came from the Seidel School; 7.5% (n=23) of applicants were undecided or did not have a school; and 9.5% (n=29) of respondents indicated that they belong to multiple schools. There were 3.9% (n=12) of participants also indicated that they are students of the Thomas E. Bellavance Honors College.

Measures

Student Involvement Questionnaire (SIQ; see Appendix A). This measure was developed specifically for this study. The SIQ is a self-reporting method used to measure engagement, levels of activity, and motivation for beginning and continuing involvement in various on-campus of activities. The questionnaire is separated into 3 categories asking the same set of questions modified for relevance for each category. The categories are Clubs and Organizational involvement, Fraternity/Sorority Life involvement, and Sports. The Sports category is divided into two sections; one asks about Club Sport involvement and the last asks about Varsity Sport involvement. On-campus employment was intentionally not included due to the financial assumptions and responsibilities related to employment. For example, students may be forced to work to pay for schooling or living expenses; however, involvement in student activities is strictly voluntary and the students set their own expectations and commitment levels to these activities.

The *Motivation – Joining* and *Motivation – Continuing* variables were created to track if participants ever reported any of the 6 predetermined reasons for either joining or continuing an activity. The 6 predetermined reasons were *Unsure, Social Interaction, Family and/or Friends are members, Passion for Activity, Relevant to Major, Minor, or Future Career,* and *Resume Builder.* Each of these reasons were treated as separate variables for testing and analysis purposes.

Involvement was divided into three variables for testing and analysis purposes and each variable reflects a dichotomous yes/no distinction: *Level 3 Involvement, Level 4 Involvement, and Level 5 Involvement.* Level 3 indicated that the participant reported at least one time being an appointed member of a club or organization, or a frequent player in a sport. Appointed members are general body members who have specialized positions within the organization that were either were not elected by general body vote, or were created to benefit the group and do not fall in the Executive Board. Positions such as Activities Coordinator, New Member Education Chair, or a variety of other chairs may qualify as an appointed position. Level 4 indicated that they have held an Executive Board position at least once, or they categorize themselves as a Starter in a sport. Level 5 indicated that the individual has been a President of a club or organization, or has been a Team Captain or held a similar position in a sport.

The *Engagement* variable was a self-reported score on a scale from 1 to 5 meant to measure how engaged in the activity the participant is or was. On this scale, 1 mean little to no engagement and 5 meant fully engaged. The variable used for all testing and analysis purposes reflects overall involvement across all activities and was created by averaging the sum of engagement scores for each category of answers.

Post Childhood Opportunities for Role Taking (PC-ORT; see Appendix B**).** This measure "is designed to relate specifically to role-taking opportunities...in the socially complex adult world"

(Mason & Gibbs, 1993, p. 115). The items on the PC-ORT require participants to rate how true each statement is for them from 0-2 with 0 being Not True or Rarely True and 2 being Very True or Often True and "higher scores reflect increased opportunities for role taking" (p. 115). The statements include topics pertaining to situations in which the participant may experience an increase in awareness of the breadth or scope of various views of the world and diversity. Scores can range from 0 to 200.

Demographic questionnaire (see Appendix C). In this study, the purpose of the demographic questionnaire was to gather contextual information of each participant related to the overall analysis of the study. The information gathered included age, gender, academic classification, school of study, and cumulative GPA.

Procedure

Questionnaire development. The SIQ was developed specifically for this research. Dr. Garmon and I met multiple times to discuss the types of questions that could be asked that would gather the appropriate information for analysis. During the Summer Session of 2017, I was a student in the inaugural class for the SUPRE program here at Salisbury. SUPRE stands for Summer Undergraduate Psychology Research Experience. In this program, all students worked with faculty in the Psychology department on a range of research projects related to Psychology. We were required to work a minimum of 75 hours throughout the session and to meet at "brown bag" roundtable discussions twice. At these meetings, all program participants in attendance discussed the topic, progress, and process of our research. Each student was also required to present an article and lead a discussion regarding a topic similar to their individual research projects at one of the two mandatory sessions. At the end of each session, a general topic was open for discussion. At

the two sessions for which I was in attendance, we discussed paying for graduate school, and student behaviors and attitudes toward undergraduate level research.

In these meetings it was determined that there needed to be 1) a question regarding the specific club/organization, fraternity or sorority, or club or varsity sport in which the participant is, or was, active; 2) the length of involvement and engagement needed to be measured; and 3) the reason(s) (motivation) for beginning and continued involvement also needed to be included in the questioning. I searched on Salisbury University's website to find a list of clubs and organizations that were considered active at the end of the Spring 2017 semester. I included an "other" option for this question in case I missed one, a new club or organization was recognized or brought to campus, or there were any other oversights.

I also decided that I wanted there to be an additional, standardized measure related to overall campus experiences. The PC-ORT was selected because it provides a reflection of how often an individual has chosen to engage in activities which have the potential to provide exposure to novel situations and experiences.

I read "Asking Questions: The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires" by Norman M. Bradburn, Seymour Sudman, and Brian Wansink to determine the language and order of the questions. This book suggested having the demographic portion of the study last. Dr. Garmon and I determined the demographical questions that need to be asked for analysis purposes. *Age, Birthdate, Racial/Ethnic Background, Academic Classification by credit hour, Highest Level of Schooling Completed, Academic School,* and *GPA* were all decidedly relevant demographical questions to be asked in this section.

Institutional Review Board (IRB) process. I began gathering materials to submit to the IRB around June 2017 and finally had an abstract, confidentiality statement, procedures section,

debriefing form, and informed consent statement ready for submission at the end of September. I submitted my packet for Expedited review. Expedited review is appropriate for research that involves no more than minimal risk for human subjects and includes research on "individual or group behavior or characteristics of individuals," and is performed by one member of the IRB team, rather than the entire IRB committee.

I heard back from the IRB two weeks later with the following suggestions for amendment:

1. Provide the magnitude of the extra credit for the classes in which the study would be offered, a description explaining of the alternative extra credit assignment, and an explanation of how the alternative extra credit assignment equates to the magnitude of the survey;

2. Provide a statement insuring that participants from uncommon backgrounds or uniquely identifiable demographics won't be identified; and

3. Add standard language to the Informed Consent Form and the Debriefing Form.

The participating classes ranged from lower level to upper level courses with a broad range of grading systems which made us unable to specify the magnitude for the extra credit points. The extra credit points were determined to be consistent across the 15 classes; however, they could not be universal. In this case, consistent meant that the extra credit in all courses with the same course number (ex. All PSYC 101 class sections) would carry the same amount of points. Universality would have meant that all courses, regardless of course title, would carry the same amount of points. A universal point system would not have worked due to the different weight each point carries in different courses. For example, 5 points in one course may equate to 1% of the overall points offered in the course while 5 points in another course may be 5% of the overall points offered.

In addition to the practicality of the researchers determining extra credit, the researcher has not historically been required to state the magnitude of the extra credit; therefore, we did not ask the participating professors to state the magnitude for the individual classes when we initially asked for their participation. In the response to IRB, we also assured that the alternative assignment is relatively consistent with and comparable to the amount of effort and the magnitude of the questionnaire.

For the statement insuring that those with specific demographical data would not be identified, we assured the committee that personally identifiable data would not be analyzed or disseminated. We also stated that if any public presentation of the data were to occur, the data would appear in aggregate form only, which was stated in the confidentiality statement. Lastly, we added standard language to the Informed Consent and Debriefing forms. We were approved the following day.

Data Collection. Undergraduate students enrolled in PSYC 101: General Psychology, PSYC 300: Developmental Psychology, PSYC 320: Psychology of Infancy and Childhood, PSYC 321: Psychology of Adolescence, and PSYC 375: Psychology and the Law at Salisbury University during the Fall 2017 semester were invited to participate in the study in exchange for extra credit. A total of 15 classes sections agreed to participate. Instructions related to how to access the survey website and how to participate in this study occurred during course lectures. An individual email was sent to each student with similar instructions, and they also appeared in their MyClasses student portal. Explicit instructions imbedded in the online survey guided the research participants once they accessed the website.

The online survey program Qualtrics was utilized for this study. This program allows participant responses for each of the survey items to be recorded without any connection to the

participant's identity. Informed consent was explicitly obtained at the beginning of this online survey when participants were required to indicate their consent before being able to access the specific survey items. Once the participant completed the confidential survey items, a new survey page automatically began for them. This additional survey page allowed the participant to enter personally identifiable information that was used for identifying the class in which they would be receiving extra credit. Utilizing this procedure made it impossible for the researchers to ever connect a participant's identity to their individual survey item responses.

Research participants had access to the website to complete the survey any time they wanted to during a two-week period. Additional reminders were sent to eligible students during this time period to remind them of instructions for how to complete the survey. When that research period ended, a Debriefing Form was emailed to all students in the aforementioned courses.

Data Analyses with SPSS Software. The data "cleaning" process involved going through all of the data and defining variables, eliminating research participants who provided incomplete responses, and sorting responses for analysis. The process took several days. After the data was organized and each variable was labeled, additional analyses related to descripting and inferential statistics were conducted. Appropriate tables and figures were also created.

Statistical Analysis

Correlation. A correlation indicates a relationship or association between two or more continuous variables, and if that relationship is statistically significant. Statistical significance indicates the level of how meaningful the relationship between the variables may be on a statistical level. Statistical significance does not mean that the relationship between the variables can be applied in practical situations; that is a different type of significance not used in the current study.

ANOVA. Analysis of Variables (ANOVA) is a statistical analysis that shows the comparison of two or more means and is used when comparing at least one continuous variable and one categorical variable. In the case of my study, an ANOVA can compare the average PC-ORT scores (a continuous variable) of each gender.

Results

Demographics

Correlational analysis (see Table 1) revealed a statistically significant relationship between *Age* and *Number of Semesters* completed at Salisbury University as well as *GPA*. An Analysis of Variances (ANOVA) found no difference involving *Gender* was found for mean *Number of Semesters, Age,* or *GPA* (see Table 2).

PC-ORT

Correlational analyses (see Table 1) found that higher *PC-ORT* scores were positively related to *Age* and *Number of Semesters* Completed at Salisbury. Alternatively, there was no significant relationship between *PC-ORT scores* and *GPA*. Mean *PC-ORT* scores were also not significantly different by *Gender* (see Table 2).

Engagement

The average self-reported *Engagement* scores were positively correlated to *Number of Semesters* Completed at Salisbury and *PC-ORT* scores (see Table 1). There was no relationship found between *Engagement* and *Age* or *GPA* (see Table 1). There was also no difference between *Gender* for *Engagement* means (see Table 2).

Overall Number of Activities

While over a third of the research participants reported not participating in any activities, higher levels of student involvement did occur for others (see Figure 1). Correlational Analysis found a significant negative correlation between *Overall Number of Activities* and both *Age* and *PC-ORT* (see Table 1). However, there was no correlation between *Overall Number of Activities* and *Number of Semesters* Completed at Salisbury, *Engagement,* or *GPA* (see Table 1). The mean *Overall Number of Activities* did not differ significantly by *Gender* (see Table 2).

Number of Clubs

A significant negative correlation was found between *Number of Clubs* and *Age* (see Table 1). *Number of Clubs* was positively correlated to *Overall Number of Activities,* and *PC-ORT* scores. There was no significant correlation found between *Number of Clubs* and *Number of Semesters, Engagement* or *GPA.* The mean *Number of Clubs* did not differ significantly by *Gender* (see Table 2).

Number of Sports

A significant negative correlation was found between *Number of Sports* and *Age* (see Table 1). A positive correlation with *Overall Number of Activities, Number of Clubs,* and *Engagement.* There is no correlation between *Number of Sports* and *Number of Semesters, GPA,* or *PC-ORT scores* (see Table 1). However, an ANOVA revealed a statistically significant difference between mean *Number of Sports* for *Gender* such that males reported playing significantly more sports than females (see Table 2).

Involvement

An ANOVA for *Level 5 Involvement* (participant reported being a President or Team Captain) found no significant differences in mean *Age, Number of Semesters, GPA, Overall Number of Activities,* or *Number of Clubs* (see Table 3). However, there were significant differences in mean

Number of Sports, Engagement and *PC-ORT* scores between those reporting *Level 5 Involvement* or not (see Table 3).

A series of One-Way ANOVAs involving *Level 4 Involvement* (participant reported being an Executive Board member or a Starter) found no significant differences in mean *Number of Semesters* or *Age* (see Table 3). There were significant differences in mean *Number of Semesters, Overall Number of Activities, Number of Clubs, Number of Sports, Engagement,* and *PC-ORT* scores between those reporting *Level 4 Involvement* or not (see Table 3).

A series of One-Way ANOVAs involving *Level 3 Involvement* (participant reported holding an Appointed Position or a Frequent Player) found no significant differences in mean *Age, Number of Semesters, GPA, Engagement, and PC-ORT* scores (see Table 3). Statistically significant differences in mean *Overall Number of Activities, Number of Sports, and Number of Clubs* were found between those reporting *Level 3 Involvement* or not (see Table 3).

Motivation to Join

A series of One-Way ANOVAs were run to compare the 5 categories of motivations to join an activity and the 8 continuous variables utilized in this study. Those reported being motivated by *Social Interaction* had statistically significant differences in mean *Age, Overall Number of Activities, Number of Clubs, and Number of Sports.* However, there was no significant differences in mean *Social Interaction* and *Number of Semesters, GPA, Engagement or PC-ORT* scores (see Table 4).

Those reported being motivated by *Family and/or Friend membership* had statistically significant differences in mean *Number of Semesters, Overall Number of Activities, Number of Clubs, Number of Sports, Engagement, and PC-ORT scores.* No significant differences were found in mean *Age or GPA* (see Table 4).

Those reported being motivated by *Passion for Activity* had statistically significant differences in mean *Age, Overall Number of Activities, Number of Clubs, Number of Sports* and *Engagement.* No significant differences were found in mean *Number of Semesters, GPA, or PC-ORT scores* (see Table 4).

Those reported being motivated by *Relevance to Major, Minor, or Future Career* had statistically significant differences in mean *GPA, Overall Number of Activities, and Number of Clubs.* No significant differences were found in mean *Age, Number of Semesters, Number of Sports, Engagement, or PC-ORT* (see Table 4).

Those reported being motivated by *Resume Builder* had statistically significant differences in mean *Age, Number of Semesters, Overall Number of Activities, Number of Clubs, and PC-ORT scores.* No significant differences were found in mean *GPA, Number of Sports, or Engagement* (see Table 4).

Motivation to Continue

A series of One-Way ANOVAs were run to compare the 5 categories of motivations to continue an activity to 8 continuous variables. Those reported being motivated by *Social Interaction* had statistically significant differences in mean *Age, Overall Number of Activities, Number of Clubs, Number of Sports, Engagement* and *PC-ORT scores.* However, no significant differences were found in mean *Number of Semesters or GPA* (see Table 5).

Those reported being motivated by *Family and/or Friend membership* had statistically significant differences in mean *Number of Semesters, Overall Number of Activities, Number of Clubs, Number of Sports,* and *Engagement.* No significant differences were found in mean *Age, GPA,* or *PC-ORT scores* (see Table 5).

Those reported being motivated by *Passion for Activity* had statistically significant differences in mean *Age, Overall Number of Activities, Number of Clubs, Number of Sports* and *Engagement.* No significant differences were found in mean *Number of Semesters, GPA, or PC-ORT scores* (see Table 5).

Those reported being motivated by *Relevance to Major, Minor, or Future Career* had statistically significant differences in mean *Overall Number of Activities, Number of Clubs, Number of Sports, Engagement,* and *PC-ORT.* No significant differences were found in mean *Age, Number of Semesters,* or *GPA* (see Table 5).

Those reported being motivated by *Resume Builder* had statistically significant differences in mean *Number of Semesters, Overall Number of Activities, Number of Clubs, Number of Sports,* and *Engagement.* No significant differences were found in mean *Age, GPA, PC-ORT scores* (see Table 5).

Discussion

This study gives insight into the motivations of students to become and continue involvement with on-campus activities here at Salisbury University. It analyzes these motivations and compares them to levels of engagement, levels of involvement, and scores for role-taking and opportunities for world view expansion. Previous studies have promoted the benefits of joining on-campus activities (Levine and Dean, 2012; Routon & Walker, 2016; Credé and Niehorster, 2011; Peck et al., 2016; Lund, 2013, Randall and Grady, 1998); however, there is limited research done on why the students themselves remain involved or if there are differences in students of different levels of involvement (ex. A President vs a member with an appointed position). The diversity of the study's sample lends credibility to the results as the sample represented all academic schools and the Racial/Ethnic percentages were comparable to those reported on Salisbury University's website.

Level of Engagement

The self-reported *Engagement* scores increase as *Number of Semesters* at Salisbury University increases which could be explained through a number of theories. A goal of the University is to connect students to the University. An increase in levels of engagement being related to the longer students are at Salisbury may be explained by the theory that that the longer one stays at Salisbury, the more they connect Salisbury with their identity. Unsurprisingly, *Engagement* scores rose as number of sports rose. An unexpected find was that there was no statistical relationship between *Engagement* scores and *Number of Activities Overall*, or *Number of Clubs*. Sports often have more frequent meetings and higher time/scheduling demands than clubs which may account for higher levels of engagement; for example, meeting once a week for a sport is completely different than meeting once a week for a club.

Presidents, Team Captains, Executive Board Members, and Game Starters all reported higher levels of engagement. The demands of their positions may account for this relationship. Future research may examine if there is a difference in engagement based on length of involvement with each activity rather than level of involvement.

Motivations

Students join a higher number of activities when they are motivated by a desire for social interaction, which supports the concept that incoming college students should join activities to make friends. Students are more engaged and have higher opportunities for role-taking and world view expansion when they join an activity because their friends and/or family members are also members of the activity. This may be due to the possibility of increased comfort provided by family or friends. Interestingly, having a passion for the activity did not lead to higher PC-ORT scores, but did lead to higher engagement levels. Future research may analyze if there is a difference in passion for activity based on the various levels of involvement. *Resume Builder* and *Relevance to Major,*

Minor, and/or Future Career were both linked to *Overall Number of Activities* and *Number of Clubs*, but not to *Number of Sports* meaning that students are joining clubs and organizations that coincide with their long-term goals and professions. Because students are reporting future-focused motivations for joining clubs and organizations, these clubs and organizations should be providing quality experience in order to meet the needs and aspirations of the students.

Unlike in the Motivation to Join category, *Social Interaction* as a motivation to continue an activity was significantly linked to *Engagement* and *PC-ORT* scores, meaning that students looking for social interaction eventually become more engaged and may be becoming more aware of other cultures and viewpoints outside of their own. The link between *Friend and/or Family* involvement and *PC-ORT scores* disappears when it is used as a motivation to continue an activity. Results were the same when comparing *Passion for Activity* in the Motivation to Continue category to those in the Motivation to Join category. Similar to the findings for the *Social Interaction* motivation, *Relevance to Major, Minor and/or Future Career* also became significantly related to *Engagement* and *PC-ORT scores* when stated as a motivation for continuing. When stated as a motivation for continuing, *Resume Builder* became related to *Engagement* scores, but stopped being related to *PC-ORT scores*.

Role-Taking Opportunities

PC-ORT scores rose with age which may be accounted for through general life experience; as people get older and more experienced, their own world view gets challenged and reshaped. *PC-ORT* scores also rose with *Number of Semesters* at Salisbury which may be accounted for through increased exposure to diverse populations. It is interesting to note the positive correlation involving students reported more role-taking if they participated in more club, but not sport, activities.

Participation in sports has numerous benefits (Lund, 2013), but it may be important for universities to emphasize the unique benefits of club involvement as well.

Possible Limitation and Future Research

It should be noted that in the process of cleaning the data, it was evident quite a few participants incorrectly answered the section for clubs and organizations by filling in information for their fraternity/sorority experiences and/or their experience with sports on campus. Future research should amend the wording to include clarification about the types of activities that would be included in each section at the introduction of said sections.

Potential future research may look more intentionally at cross-group differences and study the potential causes for the changes. Time limitations prevented the document from reporting all possible analyses of this dataset. For example, examining how athletes compare to fraternity/sorority members may be a way to look at the data from a different prospective. Performing an in-depth comparison of the responses of students belonging to the different schools instead of lumping the data may result in a deeper analysis of the diverse range of major/program requirements of each school. If one school is responding higher in PC-ORT scores, there may be room to explore ways to have more well-rounded programs in other schools. Similarly, if one of the schools has students who join organizations and become heavily involved because of a specific motivation, Salisbury University may be able to use that knowledge to provide more resources to fulfill said motivation.

Analysis of the differing reasons for students to join and continue activities may also warrant future research. Evidently, there is disconnect between the two categories and looking into if this is because initial needs were met versus if they needs simply changed may provide background and more information regarding student involvement and engagement. Similarly, researching why

students become uninvolved may be of potential benefit for academic institutions, Student Affairs and similar offices, and the students themselves. Regardless, it is safe to assume that when one becomes uninvolved in activities, there is either a disconnect between their desired outcome and their real-life experience with aid activity, or there are other extenuating circumstances—such as lack of financial support, lack of time, discontinued clubs, etc.

The sample could be classified as a convenience sample because those were the classes we had the most access to and influence on. There is a possibility that data would have been changed if we had the proper time, support, and resources to open the survey to the entire campus. There also is a chance that there would have been changes should we have used classes from different academic schools on Salisbury's campus. For example, the study may have been altered should it only be open to the students in the Thomas E. Bellavance Honors College, or just for those taking classes in the Franklin P. Perdue School of Business. However, the demographical data collected reflected Salisbury's reported demographics campus-wide. The survey was open for two weeks and students were motivated to participate for extra credit in one of the 15 classes. There is also always the possibility that some of the data is misrepresented depending on the truthfulness of the students' answers.

Conclusion

This study has the potential to inform the University of the various reasons students stay involved on-campus, which could lead to benefits such as time and cost savings, factual evidence in support of certain events and programs, and amended program initiatives. Most universities promote the importance of student involvement in the types of activities studied in the project, but in order to encourage participation, they need to know what motivates students to become involved. It is encouraging to see that the reported motivations of students include ones related to

both social interaction and future careers. These benefits and others provide strong support of further research on this topic.

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Table 1: Correlations for All Variables

r (N)	1	2	3	4	5	6	7	M	SD
Demographics									
1. Age	--							20.14	2.96
2. Semesters	.203** (301)	--						3.40	2.1
3. GPA	-.191** (292)	-.241** (293)	--					3.28	.54
4. Number of Activities	-.181** (301)	.112 (302)	.111 (293)	--				1.15	1.17
5.Number of Clubs	-.193** (301)	.055 (302)	.095 (293)	.971** (306)	--			1.07	1.08
6. Number of Sports	-.124* (301)	.013 (302)	-.043 (293)	.147* (306)	.163** (306)	--		.25	.48
7. PCORT	.138* (301)	.226** (302)	-.017 (293)	.231** (302)	.209** (302)	-.036 (302)	--	107	34.24
8. Engagement	.037 (203)	.153* (203)	-.004 (200)	.019 (206)	-.053 (206)	.290** (206)	.165* (203)	3.25	1.01

* P < .05 (2-tailed) **p < .01 (2-tailed)

Table 2: Gender ANOVAs				
	M	*SD*	*F* (1, *df*)	*p*
Demographics				
Age				
Male	20.11	3.40	.007 (1, 299)	ns
Female	20.15	2.84		
Semesters				
Male	3.26	2.28	.317 (1, 300)	ns
Female	3.43	2.05		
GPA				
Male	3.23	.58	.667 (1,291)	ns
Female	3.29	.53		
Number of Activities				
Overall				
Male	1.13	1.15	.043 (1, 300)	ns
Female	1.16	1.18		
Clubs				
Male	1.03	1.09	.087 (1, 300)	ns
Female	1.08	1.09		
Sports				

Male	.39	.53	7.056 (1, 300)	.008
Female	.22	.45		
Engagement				
Male	3.46	1.02	2.415 (1, 201)	ns
Female	3.18	1.01		
PC-ORT				
Male	101.95	39.19	1.666 (1, 300)	ns
Female	108.28	32.84		

Figure 1: Number of Reported Activitives

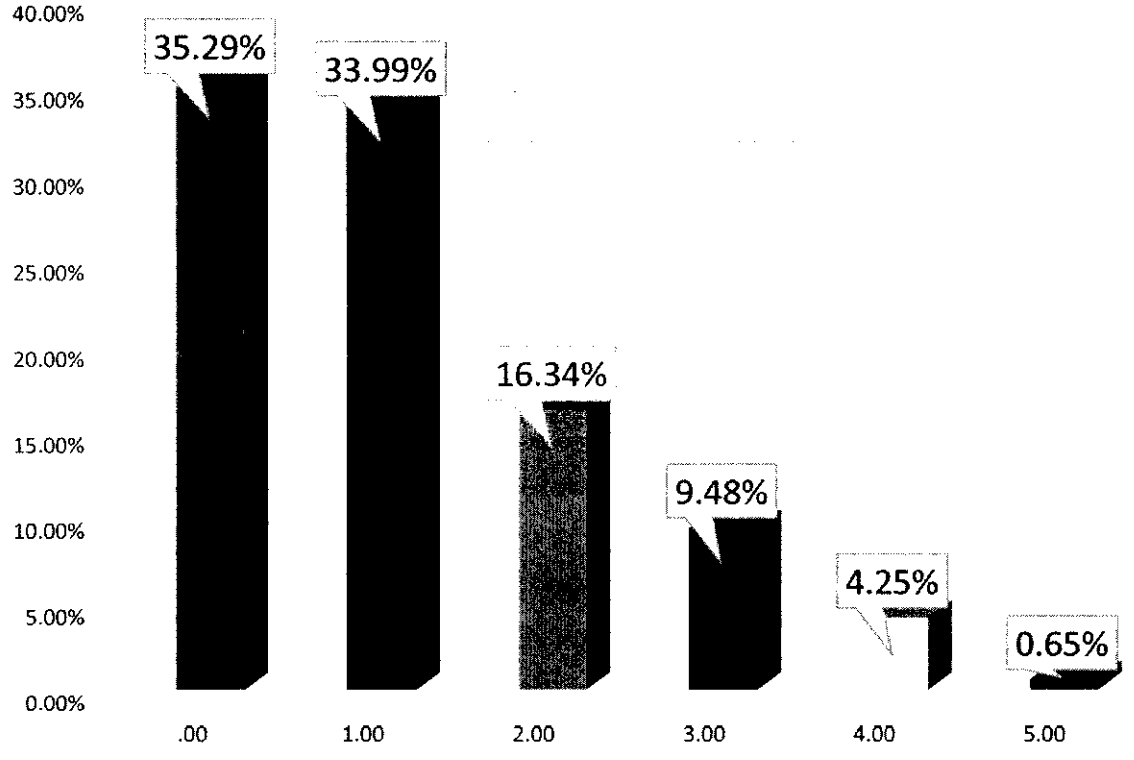

Table 3: Involvement ANOVAs

	Level 5: President or Team Captain				Level 4: Executive Board or Starter				Level 3: Appointed Position or Regular Player			
	M	*SD*	*F* (1, *df*)	*p*	*M*	*SD*	*F* (1,*df*)	*p*	*M*	*SD*	*F* (1,*df*)	*p*
Demographics												
Age												
No	20.14	3.01	.004 (1, 299)	ns	20.16	3.05	.101 (1,299)	ns	20.17	3.090	.293 (1, 299)	ns
Yes	20.09	1.14			19.96	1.68			19.88	1.43		
Semesters												
No	3.35	2.09	3.453(1, 300)	ns	3.28	2.06	11.958	.001	3.35	2.06	.580 (1, 291)	ns
Yes	4.55	2.12			4.79	2.04	(1, 300)		3.78	2.37		
GPA												
No	3.29	.55	1.327 (1,291)	ns	3.28	.55	.059(1,291)	ns	3.29	.55	.580 (1,291)	ns
Yes	3.09	.47			3.25	.52			3.21	.53		

Number of Activities											
Overall											
No	1.13	1.17	1.696(1, 304)	ns	1.09	1.15	12.852	.000	1.04	1.12	26.833	.000
Yes	1.58	1.08			1.96	1.08	(1,304)		2.13	1.16	(1, 304)	
Clubs												
No	1.05	1.09	2.013(1, 304)	ns	1.01	1.07	10.710	.001	.97	1.06	23.040	.000
Yes	1.50	1.00			1.75	1.07	(1,304)		1.91	.96	(1, 304)	
Sports												
No	.23	.46	13.879	.000	.22	.44	16.294	.000	.20	.44	43.402	.000
Yes	.75	.62	(1,304)		.63	.71	(1,304)		.75	.51	(1,304)	
Engagement												
No	3.20	.99	6.874 (1,204)	.009	3.14	1.00	18.024	.000	3.24	1.05	.157 (1, 204)	ns
Yes	3.98	1.06			4.04	.67	(1,204)		3.31	.73		
PC-ORT												

No	106.02	33.79	6.667	.010	105.38	33.72	7.984 (1,	.005	.245 (1,300)	ns
Yes	132.92	37.58	(1, 300)		125.73	35.40	300)			

Table 4: ANOVAS for various Motivations to Join Activity

	Demographics						Number of Activities						Engagement		PC-ORT	
	Age		Semesters		GPA		Overall		Clubs		Sports					
	M (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)	*M* (*SD*)	*F* (*1, df*)
Social Interaction																
No	20.53 (3.58)	7.537 **	3.31 (2.11)	.754	3.26 (.58)	.439	.63 (.93)	131.535 ***	.60 (.90)	118.254 ***	.16 (.40)	19.535 ***	3.20 (1.06)	.316	105.56 (32.76)	.788
Yes	19.58 (1.52)	(299)	3.52 (2.07)	(300)	3.30 (.49)	(291)	1.94 (1.04)	(304)	1.76 (.95)	(304)	.39 (.55)	(304)	3.28 (.98)	(204)	109.13 (36.34)	(300)
Family/Friends																
No	20.29 (3.25)	3.205	3.27 (2.09)	4.354*	3.28 (.53)	.185	.94 (1.09)	44.990 ***	.89 (1.02)	33.488 ***	.22 (.45)	6.008 **	3.14 (1.07)	5.834 **	104.83 (33.92)	4.956 **
Yes	19.53 (1.07)	(299)	3.90 (2.07)	(300)	3.25 (.62)	(291)	1.98 (1.11)	(304)	1.74 (1.05)	(304)	.39 (.55)	(304)	3.50 (.80)	(204)	115.75 (34.42)	(300)
Passion																
No	20.75 (3.72)	16.566 ***	3.40 (2.13)	.001	3.23 (.57)	2.627	.58 (.86)	129.556 ***	.53 (.79)	133.680 ***	.06 (.24)	78.988 ***	2.77 (1.04)	26.832***	103.79 (33.16)	3.299
Yes	19.39	(299)	3.39	(300)	3.33	(291)	1.86	(304)	1.73	(304)	.50	(304)	3.49	(	110.97	(300)

	(1.22)		(2.07)		(.51)		(1.11)		(1.03)		(.58)		(.90)	204)	(35.26)	
Relevance																
No	20.23 (3.13)	.710	3.35 (2.11)	.419	3.23 (.53)	6.104 *	.87 (1.05)	63.099 ***	.80 (.98)	64.030 ***	.23 (.44)	3.086	3.23 (1.05)	.163 (	105.37 (34.07)	2.090
Yes	19.89 (2.39)	(299)	3.53 (2.05)	(300)	3.41 (.58)	(291)	1.99 (1.11)	(304)	1.84 (1.01)	(304)	.34 (.58)	(304)	3.29 (.93)	204)	111.95 (34.51)	(300)
Resume																
No	20.29 (3.19)	4.028 *	3.27 (2.08)	5.365 *	3.26 (.56)	1.652	.99 (1.11)	34.899 ***	.91 (1.04)	33.772 ***	.25 (.47)	.528	3.28 (1.01)	.751	104.68 (33.82)	7.144 **
Yes	19.38 (.923)	(299)	4.02 (2.08)	(300)	3.37 (.45)	(291)	2.00 (1.07)	(304)	1.84 (.98)	(304)	.30 (.54)	(304)	3.14 (1.01)	(204)	118.70 (34.31)	(300)

* P < .05, **p < .0***p < .001

Table 5: ANOVAS for various Motivations to Continue Activity

	Demographics						Number of Activities						Engagement		PC-ORT	
	Age		Semesters		GPA		Overall		Clubs		Sports					
	M (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)	*M* (*SD*)	*F* (1, *df*)
Social Interaction																
No	20.43 (3.50)	5.147*	3.32 (2.17)	.804	3.30 (.55)	.520	.71 (.95)	107.345 ***	.61 (.80)	143.662 ***	.16 (.41)	21.983 ***	3.55 (1.02)	18.200***	103.87 (33.77)	4.519*
Yes	19.63 (1.51)	(1,299)	3.54 (1.97)	(1,300)	3.25 (.54)	(1,291)	1.95 (1.09)	(1,304)	1.89 (1.04)	(1,304)	.42 (.55)	(1,304)	2.98 (.92)	(1, 204)	112.54 (34.52)	(1,300)
Family/Friends																
No	20.20 (3.24)	.319	3.13 (2.01)	16.064 ***	3.31 (.54)	2.887	.88 (1.06)	63.854 ***	.81 (.97)	66.670 ***	.21 (.44)	8.154 **	3.37 (1.04)	5.723 **	105.09 (33.43)	2.971
Yes	19.97 (1.81)	(1,299)	4.23 (2.14)	(1,300)	3.18 (.53)	(1,291)	2.01 (1.07)	(1,304)	1.88 (1.02)	(1, 304)	.39 (.57)	(1,304)	3.03 (.91)	(1, 204)	113.00 (36.27)	(1,300)
Passion																
No	20.73 (3.81)	13.091 ***	3.21 (2.13)	2.478 (1,300)	3.27 (.58)	.107 (1,291)	.48 (.75)	167.625 ***	.46 (.71)	155.570 ***	.06 (.23)	67.883 ***	2.89 (.98)	10.845**	104.24 (33.57)	2.068 (1,300)
Yes	19.52	(1,299)	3.59		3.29		1.87	(1,304)	1.72	(1,304)	.47	(1,304)	3.39	(1,	109.90	

	(1.42)		(2.05)		(.51)		(1.11)		(1.04)		(.58)		(.99)	204)	(34.81)	
Relevance																
No	20.23 (3.21)	.493	3.24 (2.17)	3.674	3.28 (.53)	.047	.80 (1.04)	72.297***	.72 (.93)	86.022***	.19 (.42)	11.448**	3.46 (1.01)	10.389**	104.11 (34.31)	4.604*
Yes	19.97 (2.35)	(1,299)	3.73 (1.90)	(1,300)	3.27 (.57)	(1,291)	1.90 (1.08)	(1,304)	1.81 (1.02)	(1,304)	.39 (.57)	(1,304)	3.02 (.96)	(1, 204)	113.11 (33.45)	(1,300)
Resume																
No	20.21 (3.24)	.469	3.14 (2.06)	16.915***	3.30 (.56)	1.115	.95 (1.14)	34.848***	.87 (1.05)	39.212***	.22 (.44)	6.285*	3.42 (1.01)	12.994***	105.72 (34.62)	1.456
Yes	19.93 (1.64)	(1,299)	4.29 (1.99)	(1,300)	3.22 (.50)	(1,291)	1.85 (1.00)	(1,304)	1.75 (.90)	(1,304)	.38 (.57)	(1,304)	2.90 (.92)	(1, 204)	111.41 (32.77)	(1,300)

* $p < .05$, ** $p < .01$, *** $p < .001$

Appendices

APPENDIX A: Student Involvement Questionnaire (SIQ) Questionnaire

APPENDIX B: Post-Childhood Opportunities for Role Taking (PC-ORT) Questionnaire

APPENDIX C: Demographic Questionnaire

Part A: Student Involvement

1. **Are you now, or have you ever been involved in any officially recognized organizations/clubs on Salisbury's campus?** (This question does not include any sorority/fraternity or sports organizations, but future questions will ask about those as well)
    a. No

[If selected, survey automatically proceeds to item A12: Fraternity/Sorority Life

    b. Yes

[If selected, then survey automatically presents the following question and options as a drop-down menu]

2. **Select only ONE option below (you will have the opportunity to identify additional organizations/clubs later in the survey)**
    - African Student Association
    - All Nations for Christ
    - Appropriations
    - Army ROTC
    - Asian & Pacific Islander Club
    - Audio Recording Club
    - Best Buddies
    - Bethel Campus Fellowship
    - Black Student Union
    - BOSS
    - Caribbean Student Association
    - Catholic Campus Ministry
    - CHAARG
    - College Democrats
    - College Republicans
    - College Entrepreneurs' Organization
    - CRU
    - Ducks Unlimited
    - Education Club
    - Environmental Student Association
    - Exercise Science Club
    - Fellowship of Student Athletes
    - Financial Management Association
    - The Flyer

- Garden Club
- German Club
- Girls on Top of the World
- Glass Club
- Haidong Gumbo Martial Arts Club
- Hillel of Salisbury
- Honors Student Association
- Kinks and Curls for Boys and Girls
- Korean Student Association
- League of Legends
- LGBTQ Alliance
- Marketing Excellence
- Math and Computer Science Club
- Medical Careers Society
- Men of Distinction
- Model United Nations
- Muslim Student Association
- NAACP
- NCNW
- OLAS
- One21
- Outdoor Club
- Passion 4 Fashion
- PE Society
- Personal Investment Organization
- Philosophical Society
- Photo Club
- Pinky Promise
- Psychology Club
- Quidditch Club
- Relay for Life
- Respiratory Therapy Club
- SGA
- Saferide
- Salisbury Boxing and Kickboxing
- Salisbury Scuba Club
- Salisbury Smasherz
- Sexual Health Advocacy Group (SHAG)
- Society of Human Resources & Management (SHRM)
- Students Nurses' Association (SNA)
- SOAP
- Sophanes
- Society of Professional Journalists (SPJ)
- Squawkapella
- Starnet Society

- Student United Way
- Students Helping Honduras
- SU Gospel Choir
- SU Independent Game Development
- SU POMS Dance Team
- SU Student Film Society
- Substance Dance Team
- SUTV
- Transfer Student Association
- Untouchables Dance Inc.
- Undergraduate Student National Dental Association (USNDA)
- W.I.N.K.
- Wesley Foundation
- WXSU
- Yoga Club
- Young Life
- Other ____

3. **How often does this club/organization meet during the school year?**

- Unknown,
- Never
- Yearly
- Once a Semester
- Every other month
- Monthly
- Every other week
- Weekly

4. **How long have you been involved in this club/organization? (Please only include semesters in which you were involved, even if they were not continuous)**

i. Less than 1 semester
ii. 1 full semester,
iii. 2 full semesters
iv. 3 full semesters
v. 4 full semesters
vi. 5 full semesters
vii. 6 full semesters
viii. 7 full semesters
ix. 8 full semesters
x. More than 8 full semesters

5. **How active have you been in this club/ organization? (Select all that applied to you at any time while at SU)**
    i. 1-general body member
    ii. 2-regular/active member
    iii. 3-Appointed Official (Non-Executive Board)
    iv. 4-Executive Board (Non-President/Chair)
    v. 5-President/Chair
    vi. 6-Other _____
6. **Rate your level of engagement in this club/organization.**
    i. Very Low
    ii. Low
    iii. Moderate
    iv. High
    v. Very High
7. **Why did you decide to join? (Select all that apply)**
    ❑ Unsure
    ❑ Social Interaction
    ❑ Friends and/or Family are members
    ❑ Passion for Club/Organization
    ❑ Relevant to Major, Minor, and/or Future Career
    ❑ Resume/Graduate School
8. **Participation in clubs and organizations can provide additional information and knowledge of topics within the club/organizations focus areas. How important was this additional information and knowledge to you when deciding to join?**
    i. Very Low
    ii. Low
    iii. Moderate
    iv. High
    v. Very High
9. **Please further explain why you decided to join. [open ended]**
10. **Why have you continued your involvement? (Select all that apply)**
    ❑ Unsure
    ❑ Social Interaction
    ❑ Friends and/or Family are members
    ❑ Passion for Club/Organization
    ❑ Relevant to Major, Minor, and/or Future Career
    ❑ Resume/Graduate School
    ❑ Not Applicable/No Longer Involved

11. **If applicable, please explain why you have continued your involvement. If not applicable, please enter "N/A" and proceed to the next question. [open ended]**
12. **Are you now, or have you ever been involved in an additional club/organization on Salisbury's campus?**
    a. Yes

[If selected, survey automatically repeats items A1-A12]

    b. No

[If selected, survey automatically proceeds to Fraternity/Sorority Life A13]

*{***SET LIMIT FOR REPEATED QUESTION 5 TIMES***}*

==========

13. **Are you now, or have you ever been involved in any officially recognized sorority/fraternity organizations on Salisbury's campus?**
    a. No

[If selected, survey automatically skips to item A24: Club Sports]

    b. Yes

[If selected, survey automatically presents the following question and options drop down menu]

14. **Select only ONE option below (you will have the opportunity to identify additional organizations/clubs later in the survey)**

- Alpha Phi Omega
- Alpha Sigma Tau
- Delta Gamma
- Phi Mu
- Zeta Tau Alpha
- Alpha Sigma Phi
- Kappa Sigma
- Pi Lambda Phi

- Sigma Alpha Epsilon
- Sigma Phi Epsilon
- Sigma Pi
- Sigma Tau Gamma
- Alpha Phi Alpha Fraternity, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Omega Psi Phi Fraternity, Inc.
- Alpha Kappa Alpha Sorority, Inc.
- Delta Sigma Theta Sorority, Inc.
- Lambda Theta Alpha
- Other _____

15. How often does your organization meet during the school year?

i. Unknown
ii. Never
iii. Yearly
iv. Once a semester
v. Every other month
vi. Monthly
vii. Every other week
viii. Weekly

16. How long have you been involved in your organization?

i. Less than 1 semester
ii. 1 full semester
iii. 2 full semesters
iv. 3 full semesters
v. 4 full semesters
vi. 5 full semesters
vii. 6 full semesters
viii. 7 full semesters
ix. 8 or more full semesters

17. How active have you been in your organization? (Select all that applied to you at any time while at SU)

i. General Body Member
ii. Regular/ Active Member
iii. Appointed Official (Non- Executive Board)
iv. Executive Board (Non-President/Chair)
v. President/Chair
vi. Other _____

18. Rate your level of engagement in your organization.

i. Very Low

ii. Low
iii. Moderate
iv. High
v. Very High

19. Why did you decide to join? (Select <u>all</u> that apply)

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization
- ❑ Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School

20. Please further explain why you decided to join. [open-ended question]

21. Why have you continued your involvement? [select all that apply]

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization
- ❑ Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School
- ❑ Not Applicable/No Longer Involved

22. If applicable, please explain why you have continued your involvement. If not applicable, please enter "N/A" and proceed to the next question. [open ended]

23. Are you now, or have you ever been involved in an additional officially recognized Fraternity or Sorority on Salisbury's campus?

a. Yes [If selected, survey automatically repeats items A13-A23]
b. No [If selected, survey automatically proceeds to A24: Club Sports]

*{***SET LIMIT FOR REPEATED QUESTION 5 TIMES***}*

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24. Are you now, or have you ever been involved in any officially recognized <u>Club Sports</u> on campus? (this does not include Varsity Sports)

a. No

[If selected, survey automatically skips to item A35: Varsity Sports]

b. Yes

[If selected, survey automatically presents the following question and options as a drop-down menu]

25. Select only ONE option below (you will have the opportunity to identify additional Club Sports later in the survey)

- Cheerleading
- Equestrian
- Golf
- Gymnastics
- Field Hockey
- Ice Hockey
- Lacrosse
- Rugby
- Sailing
- Soccer
- Ultimate
- Volleyball
- Weight Lifting
- Other _____

26. How many years have you played this sport at Salisbury University?

i. 0-1
ii. 1-2
iii. 2-3
iv. 3-4
v. 4-5
vi. 5+

27. How active have you been in this sport? (Select all that applied to you at any time while at SU)

i. 1-Attends some practices
ii. 2-Participates in practices only
iii. 3-Participates in practices and periodically plays in games
iv. 4-Starter
v. 5-Team Captain
vi. 6-Other _____

28. Rate your level of engagement in this sport.

i. Very Low
ii. Low

iii. Moderate
iv. High
v. Very High

29. Why did you decide to join? (Select all that apply)

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization
- ❑ Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School

30. Participation in sports can provide additional fitness and health benefits. How important were these benefits to you when deciding to join?

i. Very Low
ii. Low
iii. Moderate
iv. High
v. Very High

31. Please further explain why you decided to join. [open-ended]

32. Why have you continued your involvement? (Select all that apply)

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization
- ❑ Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School Item
- ❑ Not Applicable/ No Longer Involved

33. If applicable, please explain why you have continued your involvement. If not applicable, please enter "N/A" and proceed to the next question. [open ended]

34. Are you, or have you ever been involved in an additional Club Sport on Salisbury's campus?

a. Yes

[If selected, survey automatically repeats items A24-A34]

b. No

[If selected, survey automatically proceeds to item A35: Varsity Sports]

*{***SET LIMIT FOR REPEATED QUESTION 5 TIMES***}*

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35. Are you now, or have you ever been involved in any officially recognized involved in any officially recognized <u>Varsity Sports</u> on campus?

a. No

[If selected, survey automatically skips to Part B: PC-ORT Questionnaire]

b. Yes

[If selected, survey automatically presents the following question and options as a drop-down menu]

36. Select only ONE option below (you will have the opportunity to identify additional Club Sports later in the survey)

- Baseball
- Basketball
- Cross Country
- Football
- Lacrosse
- Soccer
- Swimming
- Tennis
- Track & Field
- Field Hockey
- Softball
- Volleyball
- Other ____

37. How many years have you played this sport at Salisbury University?

i. 0-1
ii. 1-2
iii. 2-3
iv. 3-4
v. 4-5
vi. 5+

38. How active have you been in this sport? (Select all that applied to you at any time while at SU)

i. 1-Attends some practices only
ii. 2-Participates in practices only
iii. 3-Participates in practices and periodically plays in games
iv. 4-Starter
v. 5-Team Captain
vi. 6-Other _____

39. Rate your level of engagement in this sport.

i. Very Low
ii. Low
iii. Moderate
iv. High
v. Very High

40. Why did you decide to join? (Select all that apply)

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School Item

41. Participation in sports can provide additional fitness and health benefits.

How important were these benefits to you when deciding to join?

i. Very Low
ii. Low
iii. Moderate
iv. High
v. Very High

42. Please further explain why you decided to join. [open-ended]

43. Why have you continued your involvement? (Select all that apply)

- ❑ Unsure
- ❑ Social Interaction
- ❑ Friends and/or Family are members
- ❑ Passion for Organization Relevant to Major, Minor, and/or Future Career
- ❑ Resume/Graduate School Item
- ❑ Not Applicable/ No Longer Involved

44. If applicable, please explain why you have continued your involvement. If not applicable, please enter "N/A" and proceed to the next question. [open ended]

45. Are you, or have you ever been involved in an additional Varsity Sport on Salisbury's campus?

a. Yes [If selected, survey automatically repeats items A35-A45]

b. No [If selected, survey automatically proceeds to item Part B: PC-ORT Questionnaire]

*{***SET LIMIT FOR REPEATED QUESTION 5 TIMES***}*

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Part B: PC-ORT Questionnaire

PC□ORT

_____

This questionnaire asks about experiences that you have had since **you started college.** For each item you are to indicate how true it is for you. Please use the scale below by placing a number between 0 and 2 in the space provided to the right of each statement.

0----------1----------2

Not True or Rarely True	Somewhat True or Sometimes True	Very True or Often True

NOTE: ANSWER ACCORDING TO EXPERIENCES SINCE BEGINNING COLLEGE

_____ 1. I am or have been involved in many different college activities.

_____ 2. I belong to or have been a member of many clubs or organizations around campus.

_____ 3. I have found that my professors generally listen to me and want to hear what I have to say.

_____ 4. I have participated in class discussions.

_____ 5. I have played or have been asked to play a leadership role in a group (social, athletic, political or religious) around campus.

_____ 6. I have found that the professors generally encourage me to express my views, even when we disagree.

_____ 7. I have found that professors generally encourage me to consider other points of view.

_____ 8. When with other students, I have been more of a leader than a follower.

_____ 9. I have discussed intellectual, political, ethical, or social issues--even controversial issues--with other students.

_____ 10. Other students have challenged me to consider their points of view.

_____ 11. I had to learn to adjust to the lifestyle and values of my roommate(s).

_____ 12. I have discussed ethical, political, or social issues with friends.

_____ 13. I have experienced a culture different from my own.

_____ 14. I have attended lectures, conferences, workshops, or enrolled in courses that presented social issues or perspectives different from my own.

_____ 15. I have contributed time or money to an international group or project.

_____ 16. I have watched plays, films, or TV productions that present perspectives different from my own.

_____ 17. I read the news articles in the newspapers or news magazines, or watch TV news programs.

_____ 18. I have learned that there are many different ways to look at things in the world since beginning college.

_____ 19. I have been involved in a club or organization where it was necessary for me to deal with various points of view.

_____ 20. My current living situation (dormitory, apartment, house, sorority/fraternity, etc.) means that I am with diverse people.

_____ 21. I have witnessed or learned of self-centered actions or injustices that have hurt myself, various people, or various groups.

_____ 22. I have been involved in voting as well as other campus, civic or political activities.

_____ 23. I have participated in efforts to improve understanding between cultures, sexes, or ethnic groups.

_____ 24. I have learned how culturally varied the world is since coming to college.

_____ 25. I have become aware of conflicts between various groups, locally, nationally, or around the world.

_____ 26. I belong to a political club or organization where I engage in discussions about politics, moral issues, or controversial issues.

_____ 27. I have worked with others of different ethnic or cultural backgrounds.

_____ 28. Other co-workers have challenged me to consider their points of view.

_____ 29. I have discussed intellectual, political, ethical, or social issues -- even controversial issues--with other co-workers.

_____ 30. At work, I am (or have been) engaged in many different kinds of activities dealing with people.

_____ 31. I have held a position in which I had responsibility for the supervising or the outcomes of others' work.

_____ 32. I have played or have been asked to play a leadership role in a group (social, athletic, political or religious) at work.

_____ 33. My boss/supervisor generally encourages me to express my views, even when we disagree.

_____ 34. My co-workers and I discuss our differences of opinion.

_____ 35. My co-workers have been concerned about hurting others' feelings.

_____ 36. I have received training in supervisory or managerial skills.

_____ 37. I have cooperated with co-workers even when they have had different views.

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Part B: Demographics

Age: _ {fill in the blank} __ years

Birthdate (in MM/DD/YYYY format)

Gender:

- female
- male
- other _____

Race/Ethnicity (Please select all that apply):

- ❑ African-American or Black
- ❑ White/Caucasian
- ❑ Asian or Pacific Islander
- ❑ Hispanic or Latino/a
- ❑ Native American or American Indian
- ❑ Prefer Not to Answer
- ❑ Other ____

Are you currently enrolled as a student at SU full-time or part time?

- full-time (12+credits),
- part-time (Under 12 credits),
- other _(Please describe)_____

What is the highest level of schooling that you have completed? (select only one)

- college freshman (30 semester hrs or less completed)
- college sophomore (between 31 and 60 hrs completed)
- college junior (between 61 and 90 hrs completed)
- college senior (more than 90 hrs completed
- completed an undergraduate degree
- completed some graduate courses, but not a Masters degree
- completed a MS/MA degree
- completed some doctoral graduate courses, but not a doctoral degree
- completed a doctoral degree (Ph.D., Ed.D., JD, MD)

How many semesters have you completed at Salisbury University?

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8
10. 8+

What school(s) do you belong to? (Select <u>all</u> that apply)

- ❑ Fulton School of Liberal Arts
- ❑ Henson School of Science and Technology
- ❑ Perdue School of Business
- ❑ Siedel School of Education & Professional Studies
- ❑ Thomas E. Bellavance Honors College
- ❑ None/Undecided

What was your cumulative Grade Point Average (GPA) at the end of last semester? (Please provide your best estimate. If you have not completed a full semester, enter your High School GPA on a 4.0 scale) [Fill in the Blank]