



EDUVENTURES

Student Affairs
Learning Collaborative
Custom Research Report
April 2008

Learning Beyond the Classroom: Leadership and Community Programming at the University of Hawaii at Manoa

Data Sources

- 8,685 students from 25 Student Affairs Learning Collaborative (SA-LC) member institutions
- 773 University of Hawaii at Manoa students

Key Questions:

Which programs have the highest participation rates and are rated most highly by students overall and by specific student sub-groups?

Which programs show the largest difference in students' sense of common purpose and sense of citizenship between participants and non-participants?

What institutional practices can support the development of socially responsible leadership skills?

Inquiry Overview

This report draws on Eduventures' *Learning Beyond the Classroom* study to review data on students' levels of participation in leadership and community programming, and the impact these programs have on students' sense of leadership and citizenship as measured by students' ratings and scores on the Common Purpose and Citizenship Scales. The report offers data and findings for all participating institutions and specific to the University of Hawaii at Manoa, as well as examines the experiences of specific student sub-groups. This report also suggests strategies institutions can use to develop socially responsible leadership skills.

The report is organized into six sections:

- I. Executive Summary
- II. Leadership Programs – Overall Findings
- III. Leadership Programs – Sub-Group Findings
- IV. Community Programs – Overall Findings
- V. Community Programs – Sub-Group Findings
- VI. Institutional Practice – Social Change Model of Leadership

Throughout this report, differences in participation between comparison groups that are 5% higher or lower are highlighted for the reader. Statistically significant differences in program ratings between sub-groups are also highlighted.

Custom Research Support – Short-Answer Analysis of Issues of Concern to Individual Members or Small Groups

The SA-LC maintains dedicated staff to support members' needs for short-answer, quick-turnaround research inquiries. Requests may address issues raised in the SA-LC's collaborative research studies, leverage the collective experience of the SA-LC membership, review secondary literature, or include small-scale primary research investigations. Member requests are fulfilled one at a time. SA-LC staff works to deliver accurate, reliable data in all cases; however, we cannot guarantee the accuracy of data from all sources referenced.

I. Executive Summary

Finding #1 – Students at the University of Hawaii at Manoa have lower participation levels but gave slightly higher ratings for leadership programming than did students at participating institutions.

- Overall, 40% of University of Hawaii at Manoa students had participated in at least one type of leadership program compared to 55% at participating institutions.
- Programs in which students acted as mentors, advisors, or counselors are the most widely utilized type of leadership program at the University of Hawaii at Manoa, with 20% of students participating compared with 34% of students at participating institutions.
- Despite lower participation rates, the University of Hawaii at Manoa students gave slightly higher ratings to five of six leadership programs compared to students at participating institutions.
 - *Applying the findings:* The University of Hawaii at Manoa has not done as well as other institutions in securing high overall student participation in leadership programs. University of Hawaii at Manoa should explore the reasons for low participation rates in leadership programming.
 - *Applying the findings:* The University of Hawaii at Manoa should consider evaluating common characteristics of students who indicated they do not participate in any leadership programs; emerging common characteristics may help guide future planning efforts regarding program marketing, program timing, or program content.

Finding #2 – Similar to participating institutions, programs at the University of Hawaii at Manoa in which students act as mentors, advisors, or counselors have the highest importance ratings.

- Programs in which students act as mentors, advisors, or counselors are rated highest by students as most important in developing their own personal sense of leadership (mean rating of 4.19 at the University of Hawaii at Manoa and 4.13 in the sample overall).
- Programs in which students act as mentors, advisors, or counselors show significant differences in sense of citizenship and sense of common purpose between participants and non-participants.
 - *Applying the findings:* The University of Hawaii at Manoa's Division of Student Affairs should consider evaluating how it is messaging the benefits and value of leadership programming and mentoring roles in new student orientation programs for freshmen and transfer students.
 - *Applying the findings:* The University of Hawaii at Manoa's Division of Student Affairs should consider the development of an interactive, up-to-date Web site describing mentoring and advising opportunities available to students both on and off campus with a focus on targeting students who don't participate in these leadership programs.

Finding #3 – University of Hawaii at Manoa students participate at lower levels than students at participating institutions in the four types of community engagement programming that are most important in developing students’ sense of citizenship.

- The University of Hawaii at Manoa has an overall 58% student participation rate in community programming compared to a 69% participation rate for all participating institutions.
- Eduventures research has shown that four types of community engagement programs – volunteer or community service, fundraising for a charity or local community, mentoring or tutoring in the community, and programs designed to increase community involvement – are most important in developing students’ sense of citizenship.¹
- University of Hawaii at Manoa students participate in all four types of community engagement programming at lower levels to students in the sample, including fundraising in the community (14% lower), volunteer or community services (9% lower), tutoring or mentoring in the community (8% lower), and programs to increase community involvement (8% lower).
- Despite lower participation rates, University of Hawaii at Manoa students gave all four community engagement programs ratings near or above a 4.00, including programs designed to increase community engagement (4.19), tutoring or mentoring in the community (4.08), volunteer or community service programs (3.86), and fundraising for a charity or local community (3.90).
 - *Applying the findings:* Given the importance of these four types of community engagement programming, the University of Hawaii at Manoa’s Division of Student Affairs will want to ensure that all are resourced and encouraged at a different level than other community programs.
 - *Applying the findings:* Similar to leadership programming, the University of Hawaii at Manoa should consider evaluating common characteristics of students who indicated they do not participate in any community programs; emerging common characteristics may help guide future planning efforts regarding program marketing, program timing, or program content, and may help increase participation rates over time.

Finding #4 – Similar to students at participating institutions, alternative break or break-away programs have a high impact on University of Hawaii at Manoa students, but have low participation rates.

- Alternative break and break-away programs received the highest evaluations from University of Hawaii at Manoa students (4.35), but just 8% of students took part in an alternative break or break-away program.
- The high-impact aspects of alternative breaks – including (a) immersion in a diverse environment, (b) developing personal relationships with community members with whom students do not normally have direct interaction, and (c) being from student’s own environment and support system to encourage reflection – can be replicated in the programs in the local community.
 - *Applying the findings:* The University of Hawaii at Manoa’s Division of Student Affairs may be able to replicate alternative break programs in the local community to raise participation rates for this high-impact form of programming.

¹See *Learning Beyond the Classroom, Chap 2: Leadership and Community Programming*.

- *Applying the findings:* The University of Hawaii at Manoa's Division of Student Affairs should consider, in cooperation with selected academic departments, the development of supervised internships or practicums that last for a semester or an academic year in appropriate community agencies; these experiences will replicate some key aspects of alternative break programs at a lower level of intensity, but over a longer period of time to maximize the opportunity for student reflection and learning.

Finding #5 – Seniors at the University of Hawaii at Manoa, like seniors at participating institutions, said they participate in leadership and community programming at a higher rate than sophomores do, but gave similar ratings to these programs.

- Seniors at University of Hawaii at Manoa have a much higher participation rate than sophomores in both leadership programming (48% compared to 24%) and community programming (64% compared to 46%).
- Seniors said they participate in all leadership and community programming at higher rates than sophomores, with the highest gaps for volunteer or community service programs (17%) and academic courses with a focus on leadership (16%).
- Despite much higher participation rates, seniors give similar ratings to these programs compared to sophomores.
 - *Applying the findings:* The similarity in sophomores' and seniors' ratings of leadership and community programs may suggest sophomores are developmentally ready to participate in this programming, and that the University of Hawaii at Manoa's Division of Student Affairs may wish to examine the impact of encouraging students to utilize these programs early in their college career.
 - *Applying the findings:* Given the impact of tutoring and mentoring programs, the University of Hawaii at Manoa should focus on creative programming and outreach to increase sophomore involvement in these types of programs; this may help to reduce the large participation gap between seniors and sophomores for this type of programming.

Finding #6 – The University of Hawaii at Manoa has a lower participation gap between male and female students for leadership and community programming compared to participating institutions; males gave higher ratings than females to leadership programming.

- At all participating institutions, females' participation rate in leadership programming is 8% higher than males and 14% higher in community programming than males; at University of Hawaii at Manoa, female participation rates in leadership programming are 1% higher than males and 8% higher in community programming than males.
- Among all participating institutions, female students gave significantly higher ratings than males did to four of six leadership programs, but at the University of Hawaii at Manoa, male students gave higher ratings to four of six leadership programs (academic courses with a focus on leadership was rated significantly higher by males).
 - *Applying the findings:* The University of Hawaii at Manoa has done a better job than many institutions in narrowing the gap between male and female participation in community and leadership programs. Other institutions would benefit from understanding how the University of Hawaii at Manoa has achieved this outcome.

- *Applying the findings:* The University of Hawaii at Manoa should organize a series of feedback sessions (lunches) or focus groups with female students who have participated in leadership programs; the primary purpose of this feedback would be to better understand how these programs could be improved to increase the overall value for future participants.

Finding #7 – University of Hawaii at Manoa students of color gave similar or higher ratings to leadership and community programming than did white students, but have lower participation levels than students of color at all participating institutions.

- Similar to participating institutions, University of Hawaii at Manoa students of color gave similar or higher ratings than white students to all leadership and community programs.
- Compared to students of color at participating institutions, University of Hawaii at Manoa students of color said they participate at a lower level in both community programming (58% compared to 67% in the sample) and leadership programming (39% compared to 55% in the sample).
 - *Applying the findings:* University of Hawaii at Manoa may want to investigate the engagement gap among students of color around leadership and community programming to identify strategies for increasing participation.
 - *Applying the findings:* The University of Hawaii at Manoa should consider evaluating common characteristics of students of color who do not participate in any leadership or community programs; emerging common characteristics may help guide future planning efforts regarding program marketing, program timing, or program content, and help increase both participation rates and importance ratings.

Finding #8 – University of Hawaii at Manoa off-campus students said they participate in leadership and community programming at similar levels and gave similar ratings compared to on-campus students. However, they participate at overall lower rates than off-campus students at all participating institutions.

- At all participating institutions, community and leadership programming appears to be an effective strategy for keeping off-campus students engaged, with off-campus students having similar overall participation rates to on-campus students.
- University of Hawaii at Manoa off-campus students reported similar participation rates to on-campus students in leadership programming (39% compared to 46%) and community programming (58% compared to 60%).
- However, compared to off-campus students at participating institutions, University of Hawaii at Manoa off-campus students said they participate at a lower rate in both community programming (58% compared to 68% in the sample) and leadership programming (39% compared to 53% in the sample).
 - *Applying the findings:* The University of Hawaii at Manoa, in concert with community agencies, should consider sponsoring community involvement fairs in high-density student housing areas off campus to increase levels of participation in programming for off-campus students.
 - *Applying the findings:* The University of Hawaii at Manoa should consider organizing a series of feedback sessions (lunches) or focus groups with upperclassmen who reside off campus and have participated in these programs; the primary purpose of this feedback would be to better

understand how these programs could be improved to increase participation levels; consider hosting these sessions in locations most convenient to the off-campus population.

Finding #9 – Many students at the University of Hawaii at Manoa, are not getting the mix of leadership and community programming they need to develop the socially responsible leadership skills reflected in the social change model of leadership.

- As discussed in the last section of this chapter, a combination of (a) traditional leadership roles (positional or situational), (b) mentoring roles, and (c) participating in leadership events (conference talks, seminars, workshops, or retreats) offers the right mix of programming to support the individual, group, and community values envisioned in the social change model of leadership.
- Only 11% of surveyed University of Hawaii at Manoa students (compared to 20% in the sample as a whole) had a well-rounded participation in leadership programming that included taking on a leadership role or a mentoring role, and participating in a leadership event.
- Seventy-two percent of University of Hawaii at Manoa students (compared to 57% in the sample as whole) have participated in only one or none of these three types of important leadership programming.
 - *Applying the findings:* The challenge for the University of Hawaii at Manoa’s Division of Student Affairs moving forward is being more intentional about the way current programs are linked together and more intentional in engaging specific student segments in appropriate programming; this may require greater investments in tracking patterns of participation for students overall and for specific student sub-segments.
 - *Applying the findings:* Consider examining the current mix/profile of leadership opportunities provided at the University of Hawaii at Manoa to ensure there is a proportionate balance of types of leadership opportunities offered to students.
 - *Applying the findings:* The University of Hawaii at Manoa’s Division of Student Affairs should consider examining its marketing and outreach efforts for these leadership programs to determine if there are opportunities to reach a broader audience and increase overall participation; close attention should be given to how marketing is delivered/structured for each of the student sub-groups identified in this study.

II. Leadership Programs – Overall Findings

As part of the *Learning Beyond the Classroom* study, students were asked to indicate whether they participated in various types of leadership programs. Students who participated in each type of program were asked to rate how important the program was in developing their personal sense of leadership. In addition, two scales were used to measure learning outcomes associated with leadership: Common Purpose and Citizenship. Both are sub-scales from the Socially Responsible Leadership Scale (SRLS). Each scale consisted of eight or nine statements; students indicated the extent to which they agreed or disagreed with each statement. Responses to individual items were summed to create a total score on each scale.

Participation

Among all participating institutions, programs in which students serve in mentoring, advising, or counseling roles registered the highest participation rate at 34%, followed by leadership workshops, seminars, or retreats (24%); talks or conferences (24%); and academic courses with a focus on leadership (23%).

Overall, the University of Hawaii at Manoa had lower levels of participation in leadership programs (40%) compared to participating institutions (55%). Programs in which students act as mentors, advisors, or counselors (20%); leadership workshops, seminars, or retreats (14%); and academic courses with a focus on leadership (18%) have the highest participation rates. The fewest students participated in pre-enrollment leadership courses (6%).

Table 1. Participation Rates

Type of Leadership Programming	Participating Institutions	University of Hawaii at Manoa	Difference
Program in which you acted as a mentor or advisor	34%	20%	-14%
Leadership workshop, seminar, or retreat	24%	14%	-10%
Talk or conference on leadership	24%	11%	-13%
Academic course with a focus on leadership	23%	18%	-5%
Student leadership organization or honor society	14%	13%	-1%
Pre-enrollment leadership course	6%	6%	0%
Participated in at least one type of leadership program	55%	40%	-15%

Difference of • 5%

Ratings

Among all participating institutions, students rated programs in which they serve mentoring, advising, or counseling roles as important in developing their personal sense of leadership; as shown in Table 2, these programs received an average rating of 4.13 out of 5. Student leadership organizations and honor societies received the lowest average rating of 2.93 out of 5.

In comparison to participating institutions, University of Hawaii at Manoa students gave similar or higher ratings to all six categories of leadership programming. Programs in which students acted as mentors, advisors, or counselors received the highest ratings (4.19). Student leadership organization or honor societies received the lowest rating (3.06).

Table 2. Mean Importance Ratings

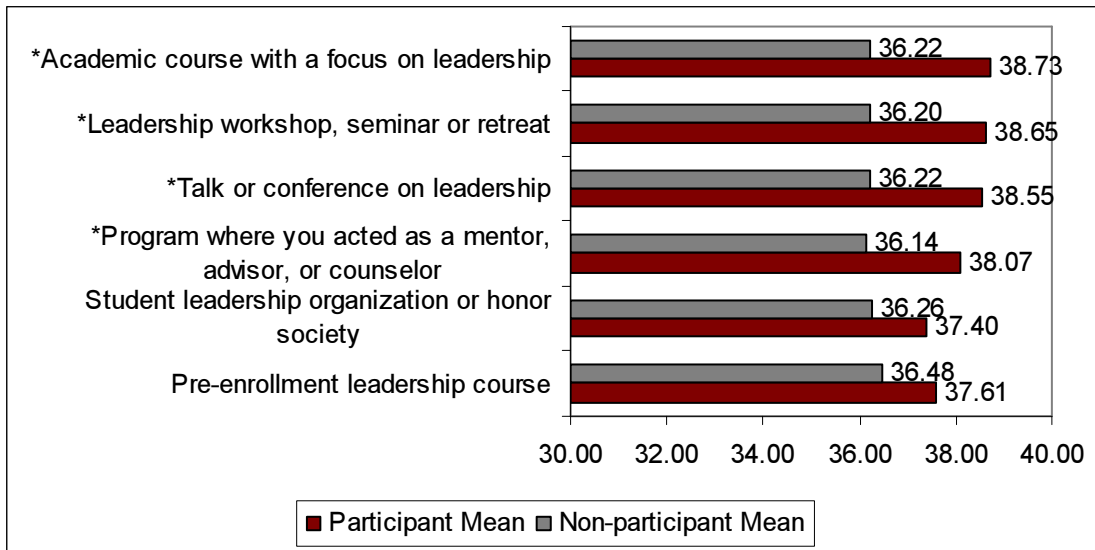
Type of Leadership Programming	Participating Institutions	University of Hawaii at Manoa	Difference
Program in which you acted as a mentor or advisor	4.13	4.19	+0.06
Academic course with a focus on leadership	3.53	3.79	+0.26
Pre-enrollment leadership course	3.51	3.40	-0.11
Leadership workshop, seminar, or retreat	3.59	3.88	+0.29
Talk or conference on leadership	3.41	3.83	+0.42
Student leadership organization or honor society	2.93	3.06	+0.13

Scale of 1 to 5, 1=not at all important and 5=very important

Sense of Common Purpose

University of Hawaii at Manoa students who participated in each of the leadership programs scored slightly higher on the Common Purpose scale than did non-participants. Programs in which students act as mentors, advisors, or counselors; leadership workshops, seminars, or retreats; talk or conference on leadership and academic course with a focus on leadership showed significant differences between participants and non-participants.

Figure 1. Comparison of Participants and Non-Participants on the Common Purpose Scale



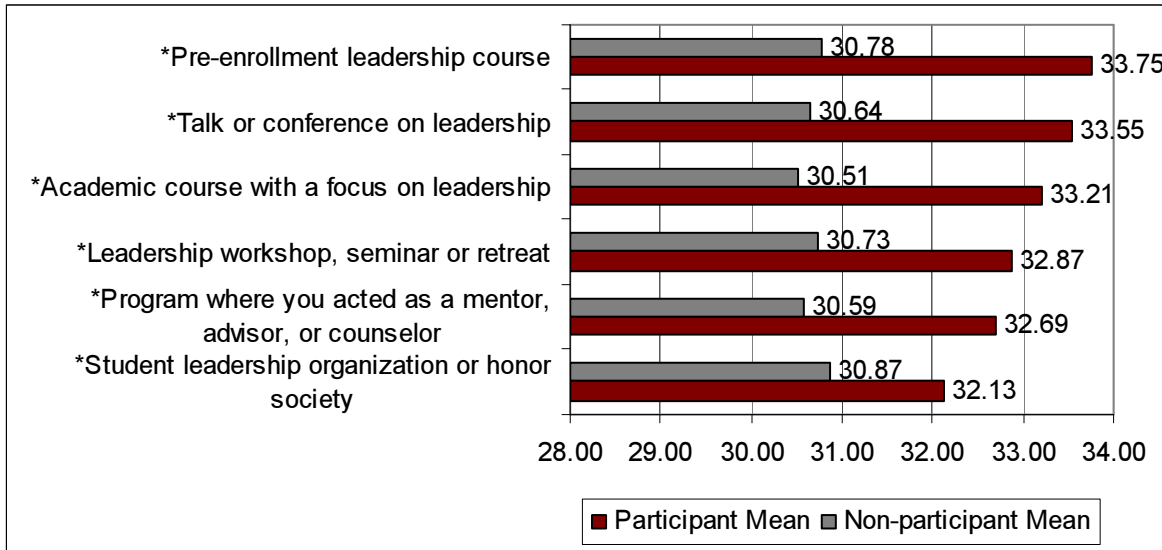
*p<.05

Scale range: 9 to 45

Sense of Citizenship

University of Hawaii at Manoa students who participated in each of the leadership programs scored higher on the Citizenship scale than did non-participants. The differences between the scores were significant across all leadership programs.

Figure 2. Comparison of Participants and Non-Participants on the Citizenship Scale



* $p < .05$

Scale range: 8 to 40

III. Leadership Programs – Sub-Group Findings

Comparison of Sophomores and Seniors

Among participating institutions, seniors had higher levels of participation across all types of leadership programs, except pre-enrollment leadership courses (Table 3). The gap was most pronounced for programs in which students acted as mentors, advisors, or counselors, with a 15% difference between sophomores and seniors. Although participation rates differed, sophomores and seniors did not differ in their ratings of leadership programs (Table 4).

Similar to participating institutions, University of Hawaii at Manoa seniors said they participate in leadership programs at a higher rate than sophomores. The largest participation gaps between these two groups at the University of Hawaii at Manoa are programs in which you acted as a mentor or advisor (12% higher) and academic courses with a focus on leadership (16% higher).

University of Hawaii at Manoa sophomores and seniors did not differ significantly in their ratings of leadership programs (Table 4).

Table 3. Participation Rates for Sophomores and Seniors

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	Sophomore	Senior	Difference	Sophomore	Senior	Difference
Program in which you acted as a mentor or advisor	26%	41%	+15%	12%	24%	+12%
Student leadership organization or honor society	10%	18%	+8%	6%	16%	+10%
Academic course with a focus on leadership	18%	27%	+9%	7%	23%	+16%
Leadership workshop, seminar, or retreat	20%	27%	+7%	9%	16%	+7%
Talk or conference on leadership	20%	27%	+7%	7%	13%	+6%
Pre-enrollment leadership course	6%	6%	+0%	5%	6%	+1%
Participated in at least one type of leadership program	46%	63%	+17%	24%	48%	+24%

Difference of • 5%

Table 4. Mean Importance Rating for Sophomores and Seniors

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	Sophomore	Senior	Difference	Sophomore	Senior	Difference
Pre-enrollment leadership course	3.62	3.41	-0.21	3.44	3.38	-0.06
Leadership workshop, seminar, or retreat	3.63	3.56	-0.07	3.81	3.90	+0.09
Student leadership organization or honor society	2.96	2.92	-0.04	2.93	3.08	+0.15
Academic course with a focus on leadership	3.54	3.52	-0.02	3.53	3.82	+0.29
Program in which you acted as a mentor or advisor	4.13	4.13	-0.00	4.33	4.15	-0.18
Talk or conference on leadership	3.43	3.40	-0.03	3.72	3.86	+0.14

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of Male and Female Students

Among participating institutions, male and female students had similar levels of participation in all but two types of leadership programming; the exceptions are talks and conferences on leadership, and programs in which students act as mentors, advisors, or counselors in which female participation is higher (Table 5). Female students at participating institutions rated all of the leadership programs except pre-enrollment leadership courses and talks/conferences on leadership higher than male students (Table 6). The rating gap is largest for mentoring programs, with an average rating of 4.21 from female students versus a 3.93 rating from male students.

The participation gap between male and female students at the University of Hawaii at Manoa is lower than at other institutions. Across all leadership programs, there were very similar participation levels between male and female students (Table 5).

Male and female students at the University of Hawaii at Manoa gave similar ratings to all types of leadership programming, with two exceptions. Female students rated pre-enrollment leadership courses higher than males did, but rated academic courses significantly lower than did males. (Table 6).

Table 5. Participation Rates for Male and Female Students

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	Male	Female	Difference	Male	Female	Difference
Program in which you acted as a mentor or advisor	29%	36%	+7%	22%	18%	-4%
Student leadership organization or honor society	12%	16%	+4%	13%	13%	+0%
Talk or conference on leadership	20%	26%	+6%	10%	12%	+2%
Academic course with a focus on leadership	23%	23%	0%	17%	18%	+1%
Pre-enrollment leadership course	6%	7%	+1%	5%	6%	+1%
Leadership workshop, seminar, or retreat	21%	25%	+4%	14%	13%	-1%
Participated in at least one type of leadership program	50%	58%	+8%	39%	40%	+1%

Difference of • 5%

Table 6. Mean Importance Rating for Male and Female Students

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	Male	Female	Difference	Male	Female	Difference
Program in which you acted as a mentor or advisor	3.93	4.21	+0.28*	4.15	4.23	+0.08
Student leadership organization or honor society	2.77	2.98	+0.21*	3.40	2.92	-0.48
Leadership workshop, seminar, or retreat	3.47	3.63	+0.16*	4.03	3.83	-0.20
Talk or conference on leadership	3.34	3.44	+0.10	3.90	3.85	-0.05
Academic course with a focus on leadership	3.40	3.59	+0.19*	4.16	3.69	-0.47*
Pre-enrollment leadership course	3.47	3.53	+0.06	3.13	3.48	+0.35

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of White Students and Students of Color

Among participating institutions, white students and students of color had similar levels of participation in all but two types of leadership programming; the exceptions are leadership workshops, seminars, and retreats; and pre-enrollment leadership courses in which participation rates are higher for students of color (Table 7). Students of color gave all but one type of leadership programming higher ratings than did white students (Table 8).

Overall, the participation gap between students of color and white students at the University of Hawaii at Manoa was very similar to the gap at all participating institutions. However, participation levels for students of color at the University of Hawaii at Manoa (39%) were much lower than those of students of color at all participating institutions (55%) (Table 7).

Despite the similar participation levels between students of color and white students at the University of Hawaii at Manoa, students of color rated all leadership programs higher than did white students with three programs rated significantly higher.

Table 7. Participation Rates for White Students and Students of Color

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	White students	Students of color	Difference	White students	Students of color	Difference
Leadership workshop, seminar, or retreat	22%	28%	+6%	8%	15%	+7%
Pre-enrollment leadership course	5%	10%	+5%	4%	6%	+2%
Talk or conference on leadership	24%	25%	+1%	8%	12%	+4%
Academic course with a focus on leadership	24%	22%	-2%	19%	17%	-2%
Student leadership organization or honor society	15%	14%	-1%	8%	14%	+6%
Program in which you acted as a mentor or advisor	34%	33%	-1%	17%	20%	+3%
Participated in at least one type of leadership program	56%	55%	-1%	40%	39%	-1%

Difference of • 5%

Table 8. Mean Importance Ratings for White Students and Students of Color

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	White students	Students of color	Difference	White students	Students of color	Difference
Leadership workshop, seminar, or retreat	3.50	3.78	+0.28*	3.18	3.95	+0.77*
Talk or conference on leadership	3.30	3.73	+0.43*	3.70	3.83	+0.13
Student leadership organization or honor society	2.86	3.18	+0.32*	2.82	3.09	+0.27
Pre-enrollment leadership course	3.41	3.64	+0.23	3.00	3.47	+0.47
Program in which you acted as a mentor or advisor	4.08	4.26	+0.18*	3.59	4.32	+0.73*
Academic course with a focus on leadership	3.45	3.75	+0.30*	3.36	3.89	+0.53*

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of Students Living On and Off Campus

Among participating institutions, students living on and off campus had similar levels of participation in all types of leadership programs except for programs in which they acted as mentors, advisors, or counselors (Table 9). Students living off campus also gave leadership programs similar ratings to their on-campus peers (Table 10).

At the University of Hawaii at Manoa, on-campus students reported similar levels of participation in comparison to their peers, with one exception. The University of Hawaii at Manoa on-campus students had higher levels of participation in programs in which students acted as mentors, advisors, or counselors (9% higher) (Table 9).

University of Hawaii at Manoa off-campus students gave similar or higher ratings for all leadership programs (Table 10).

Table 9. Participation Rates for Students Living On and Off Campus

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	On Campus	Off Campus	Difference	On Campus	Off Campus	Difference
Academic course with a focus on leadership	23%	23%	0%	21%	17%	-4%
Program in which you acted as a mentor or advisor	37%	32%	-5%	27%	18%	-9%
Student leadership organization or honor society	15%	14%	-1%	15%	12%	-3%
Pre-enrollment leadership course	8%	5%	-3%	7%	6%	-1%
Leadership workshop, seminar, or retreat	28%	22%	-6%	16%	14%	-2%
Talk or conference on leadership	27%	22%	-5%	10%	12%	+2%
Participated in at least one type of leadership program	59%	53%	-6%	46%	39%	-7%

Difference of • 5%

Table 10. Mean Importance Ratings for Students Living On and Off Campus

Type of Leadership Programming	Participating Institutions			University of Hawaii at Manoa		
	On Campus	Off Campus	Difference	On Campus	Off Campus	Difference
Pre-enrollment leadership course	3.77	3.32	-0.45*	3.00	3.50	+0.50
Student leadership organization or honor society	2.87	2.96	+0.09	3.06	3.06	+0.00
Leadership workshop, seminar, or retreat	3.51	3.64	+0.13*	3.75	3.91	+0.16
Academic course with a focus on leadership	3.58	3.52	-0.06	3.45	3.87	+0.42
Program in which you acted as a mentor or advisor	4.16	4.12	-0.04	4.14	4.20	+0.06
Talk or conference on leadership	3.30	3.47	+0.17*	3.92	3.81	-0.11

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

IV. Community Programs – Overall Findings

As part of the *Learning Beyond the Classroom* study, students were asked to indicate whether they participated in various types of community programs. Students who participated in each type of program were asked to rate how important the program was in developing their personal sense of citizenship. In addition, two scales were used to measure learning outcomes associated with social responsibility: Common Purpose and Citizenship. Both are sub-scales from the Socially Responsible Leadership Scale (SRLS). Each scale consisted of eight or nine statements; students indicated the extent to which they agreed or disagreed with each statement. Responses to individual items were summed to create a total score on each scale.

Participation

At all participating institutions, volunteer and community service program (49%), fundraising for a charity or local community (34%), and tutoring in the community (31%) are the three types of program with the highest participation rates (Table 11).

The overall participation rate of University of Hawaii at Manoa students in community programs is 58%, compared to 69% for participating institutions. The University of Hawaii at Manoa has similar or lower levels of participation across all the civic and community programs compared to participating institutions, with the most pronounced differences in volunteer or community services (9% lower), fundraising (14% lower), programs designed to increase involvement in the community (8% lower) and tutoring or mentoring in the community (8% lower).

Table 11. Participation Rates

Type of Community Programming	Participating Institutions	University of Hawaii at Manoa	Difference
Volunteer or community service programs	49%	40%	-9%
Fundraising for a charity or local community	34%	20%	-14%
Tutoring or mentoring in the community	31%	23%	-8%
Programs to increase community involvement	29%	21%	-8%
Academic courses	26%	26%	0%
Service-learning courses or programs	18%	17%	-1%
Alternative break or break-away programs	8%	8%	0%
Participated in at least one type of community program	69%	58%	-11%

Difference of • 5%

Ratings

Among all participating institutions, students rated alternative break programs as important in developing their personal sense of citizenship; as shown in Table 12, these programs received an average rating of 4.34 out of 5. All other types of programs received an average rating of 3.80 or higher out of 5. University of Hawaii at Manoa students' ratings closely match those of students from participating institutions (Table 12).

Table 12. Mean Importance Ratings

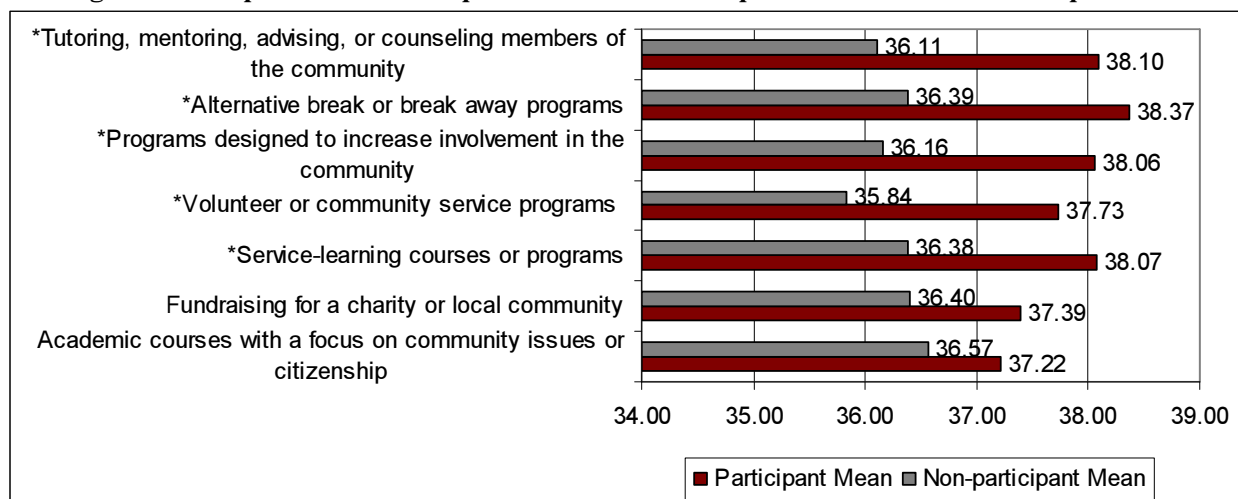
Type of Community Programming	Participating Institutions	University of Hawaii at Manoa	Difference
Alternative break or break-away programs	4.34	4.35	+0.01
Programs to increase community involvement	4.11	4.19	+0.08
Volunteer or community service programs	3.95	3.86	-0.09
Tutoring or mentoring in the community	3.95	4.08	+0.13
Service-learning courses or programs	3.87	4.01	+0.14
Fundraising for a charity or local community	3.85	3.90	+0.05
Academic courses	3.80	3.95	+0.15

Scale of 1 to 5, 1=not at all important and 5=very important

Sense of Common Purpose

University of Hawaii at Manoa students who said they participate in each of the community programs scored higher on the Common Purpose scale than non-participants. Alternative break or break-away programs; programs designed to increase involvement in the community; volunteer or community service programs; service learning courses or programs; and tutoring, mentoring, advising, or counseling all showed significant differences between participants and non-participants.

Figure 3. Comparison of Participants and Non-Participants on the Common Purpose Scale



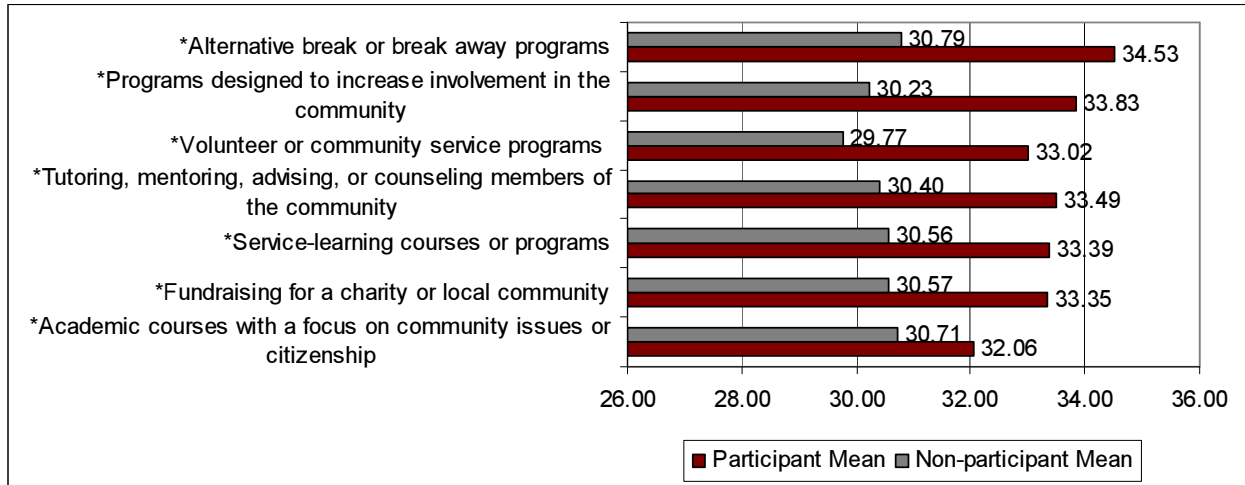
* $p < .05$

Scale range: 9 to 45

Sense of Citizenship

University of Hawaii at Manoa students who said they participate in each of the civic and community programs scored significantly higher on the Citizenship scale than did non-participants across all programs. All community programs showed significant differences between participant and non-participant scores.

Figure 4. Comparison of Participants and Non-Participants on the Citizenship Scale



* $p < .05$

Scale range: 8 to 40

V. Community Programs – Sub-Group Findings

Comparison of Sophomores and Seniors

Among participating institutions, seniors had higher levels of participation in all types of community programming. The gap was most pronounced for programs involving tutoring, mentoring, advising, or counseling members in the community, where there was a 13% gap between sophomores and seniors (Table 13). Despite lower levels of participation, sophomores at participating institutions gave similar ratings to all leadership programs, except tutoring and volunteer or community service work, which have somewhat lower ratings.

The overall participation gap between sophomore and senior students in community programming is higher at the University of Hawaii at Manoa than at participating institutions, with one exception (Table 13). Seniors said they participate at higher levels in all leadership programs with the most pronounced gaps being for volunteer or community service programs (17% higher) and tutoring or mentoring in the community (12% higher).

Overall, University of Hawaii at Manoa sophomores and seniors did not significantly differ in their ratings of community programs.

Table 13. Participation Rates for Sophomores and Seniors

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	Sophomores	Seniors	Difference	Sophomores	Seniors	Difference
Tutoring or mentoring in the community	24%	37%	+13%	15%	27%	+12%
Fundraising for a charity or local community	29%	38%	+9%	13%	24%	+11%
Academic courses	22%	29%	+7%	19%	30%	+11%
Alternative break or break-away programs	7%	9%	+2%	5%	9%	+4%
Volunteer or community service programs	44%	53%	+9%	29%	46%	+17%
Service-learning courses or programs	14%	20%	+6%	10%	20%	+10%
Programs to increase community involvement	26%	31%	+5%	14%	25%	+11%
Participated in at least one type of community program	64%	74%	+10%	46%	64%	+18%

Difference of • 5%

Table 14. Mean Importance Rating for Sophomores and Seniors

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	Sophomores	Seniors	Difference	Sophomores	Seniors	Difference
Alternative break or break-away programs	4.31	4.36	+0.05	4.46	4.31	-0.15
Programs to increase community involvement	4.16	4.09	-0.07	3.88	4.14	+0.26
Academic courses	3.78	3.81	+0.03	4.04	3.91	-0.13
Volunteer or community service programs	3.91	3.98	+0.07*	3.85	3.87	+0.02
Fundraising for a charity or local community	3.86	3.85	-0.01	4.03	3.87	-0.16
Tutoring or mentoring in the community	3.88	4.01	+0.13*	4.14	4.20	+0.06
Service-learning courses or programs	3.84	3.89	0.05	3.95	4.02	+0.07

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of Male and Female Students

Among participating institutions, female students were much more engaged in community programming than were their male counterparts. Female students participated in six of seven types of community programming at higher rates than did their male counterparts (Table 15) and gave higher ratings to all seven types of programming (Table 16).

University of Hawaii at Manoa, in contrast to other participating institutions, has a lower participation gap between male and female students. Female students said they participate at a higher level than males across all programs with the most pronounced gaps for service-learning courses or programs (16% higher) and volunteer or community service programs (9% higher) (Table 15).

Female students at the University of Hawaii at Manoa rated fundraising for a charity or local community, volunteer or community service programs and academic courses at significantly higher levels than males (Table 16).

Table 15. Participation Rates for Male and Female Students

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	Males	Females	Difference	Males	Females	Difference
Volunteer or community service programs	38%	55%	+17%	34%	43%	+9%
Fundraising for a charity or local community	25%	39%	+14%	18%	21%	+3%
Service-learning courses or programs	12%	21%	+9%	12%	28%	+16%
Program to increase community involvement	21%	32%	+11%	18%	22%	+4%
Alternative break or break-away programs	6%	9%	+3%	5%	8%	+3%
Tutoring and mentoring in the community	24%	34%	+10%	22%	23%	+1%
Academic courses	22%	27%	+5%	21%	28%	+7%
Participated in at least one type of community program	60%	74%	+14%	52%	60%	+8%

Difference of • 5%

Table 16. Mean Importance Rating for Male and Female Students

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	Males	Females	Difference	Males	Females	Difference
Fundraising for a charity or local community	3.55	3.95	+0.40*	3.55	4.05	+0.50*
Programs to increase community involvement	3.89	4.20	+0.31*	4.11	4.08	-0.03
Tutoring or mentoring in community	3.71	4.04	+0.33*	4.26	4.18	-0.08
Volunteer or community service programs	3.68	4.04	+0.36*	3.66	3.95	+0.29*
Service-learning courses or programs	3.69	3.93	+0.24*	4.08	4.02	-0.06
Academic courses	3.66	3.86	+0.20*	3.69	4.04	+0.35*
Alternative break or break-away programs	4.16	4.41	+0.25*	4.00	4.50	+0.50

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of White Students and Students of Color

Among participating institutions, white students and students of color had similar levels of participation in all types of community programming (Table 17). Students of color gave all but one type of community programming a significantly higher rating, on average, than white students (Table 18).

Compared to participating institutions, University of Hawaii at Manoa white students and students of color had lower overall community programming participation rates. White students had a 60% participation rate compared to 70% for peers. Students of color had a 58% participation rate compared to 67% for peers. At the University of Hawaii at Manoa, students of color reported similar levels of participation in all community programming compared to white students (Table 17).

In contrast to participating institutions, students of color and white students at the University of Hawaii at Manoa gave similar ratings to community programs with one exception. Students of color rated the importance of fundraising for a charity or local community higher than white students (Table 18).

Table 17. Participation Rates for White Students and Students of Color

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	White students	Students of color	Difference	White students	Students of color	Difference
Fundraising for a charity or local community	35%	32%	-3%	21%	20%	-1%
Programs to increase community involvement	28%	31%	+3%	21%	20%	-1%
Volunteer or community service programs	49%	48%	-1%	40%	40%	+0%
Service-learning courses or programs	18%	18%	+0%	14%	17%	+3%
Tutoring and mentoring in the community	30%	33%	+3%	21%	23%	+2%
Academic courses	26%	25%	-1%	29%	25%	-4%
Alternative break or break-away programs	8%	10%	+2%	5%	8%	+3%
Participated in at least one type of community program	70%	67%	-3%	60%	58%	-2%

Difference of • 5%

Table 18. Mean Importance Ratings for White Students and Students of Color

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	White students	Students of color	Difference	White students	Students of color	Difference
Fundraising for a charity or local community	3.79	4.08	+0.29*	3.59	4.02	+0.43
Programs to increase community involvement	4.07	4.27	+0.25*	3.86	4.13	+0.27
Volunteer or community service programs	3.91	4.07	+0.16*	3.68	3.90	+0.22
Service-learning courses or programs	3.82	4.06	+0.24*	4.00	4.00	+0.00
Tutoring or advising in the community	3.89	4.13	+0.24*	4.11	4.18	+0.07
Academic courses	3.73	3.98	+0.25*	3.97	3.94	-0.03
Alternative break or break-away programs	4.34	4.37	+0.03	4.43	4.30	-0.13

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

Comparison of Students Living On and Off Campus

Among participating institutions, students living off campus have slightly lower levels of participation in community programming compared to their on-campus counterparts. Averaged across all seven types of community programming, the participation gap between the two groups is about 4% (Table 19). Despite somewhat lower participation rates, off-campus students gave higher ratings to four of seven types of community programming, including tutoring or mentoring, fundraising, volunteer or community service, and academic courses. These higher ratings suggest that community programming may be an effective strategy for keeping off-campus students engaged in campus life (Table 20).

Overall, compared to participating institutions, University of Hawaii at Manoa on-campus and off-campus students had lower overall community programming participation rates. On-campus students had a 60% participation rate compared to a 73% participation rate for peers. Off-campus students had a 58% participation rate compared to 68% for peers. At the University of Hawaii at Manoa, the participation gap between students who live off and on campus across all community programming was similar compared to all participating institutions (Table 19).

University of Hawaii at Manoa students who live off campus gave similar or slightly higher ratings to six of seven types of community programming. Off-campus students rated fundraising for a charity or local community higher than did on-campus students.

Table 19. Participation Rates for Students Living On and Off Campus

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	On Campus	Off Campus	Difference	On Campus	Off Campus	Difference
Academic courses	24%	26%	+2%	24%	27%	+3%
Programs to increase community involvement	34%	26%	-8%	21%	21%	+0%
Volunteer or community service programs	54%	47%	-7%	46%	39%	-7%
Service-learning courses or programs	18%	17%	-1%	18%	16%	-2%
Fundraising for a charity or local community	36%	33%	-3%	19%	21%	+2%
Alternative break or break-away programs	10%	7%	-3%	7%	8%	+1%
Tutoring or mentoring in the community	34%	29%	-5%	28%	22%	-6%
Participated in at least one type of community program	73%	68%	-5%	60%	58%	-2%

Difference of • 5%

Table 20. Mean Importance Ratings for Students Living On and Off Campus

Type of Community Programming	Participating Institutions			University of Hawaii at Manoa		
	On Campus	Off Campus	Difference	On Campus	Off Campus	Difference
Service-learning courses or programs	3.89	3.86	-0.03	3.91	4.03	+0.12
Tutoring or mentoring in the community	3.84	4.02	+0.18*	4.06	4.22	+0.16
Fundraising for a charity or local community	3.75	3.90	+0.15*	3.63	3.96	+0.33
Volunteer or community service programs	3.87	3.98	+0.11*	3.76	3.89	+0.13
Academic courses	3.72	3.83	+0.11*	3.97	3.94	-0.03
Programs to increase community involvement	4.09	4.13	+0.04	4.04	4.09	+0.05
Alternative break or break-away programs	4.35	4.34	-0.01	4.56	4.30	-0.26

* $p < .05$

Scale of 1 to 5, 1=not at all important and 5=very important

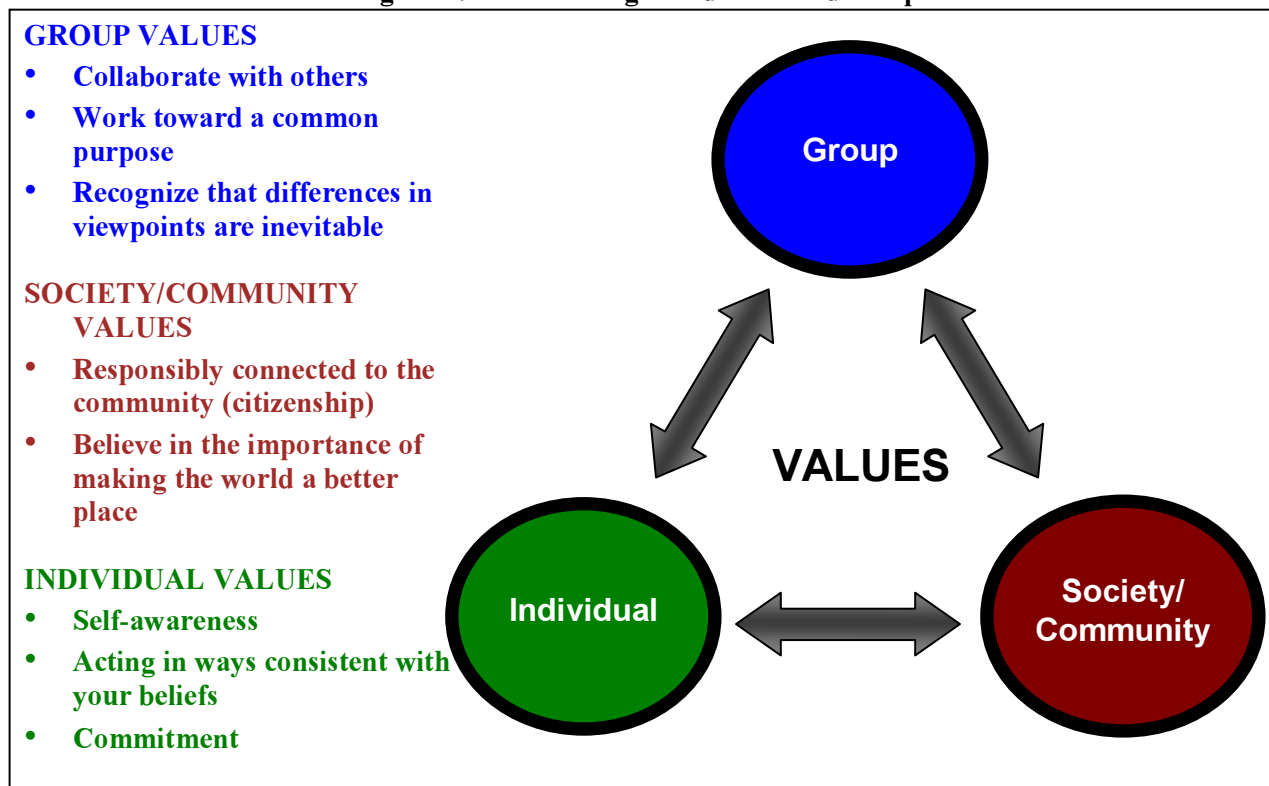
VI. Institutional Practice – Social Change Model of Leadership

As part of the *Learning Beyond the Classroom* study, students were not only asked to give numeric ratings of programs, but also asked in an open-ended manner to *think about all of the programs and activities on campus that have been important in developing your personal sense of leadership and your own personal sense of citizenship* and to *describe one of your most significant learning experiences in this area*. This open-ended data was analyzed in conjunction with quantitative data on student ratings and the outcome measures to evaluate the full impact of programs.

Many of these open-ended comments revealed the importance of positional and situational leadership roles discussed in Chapter 1, and more specifically, the leadership skills and competencies being developed through these roles. As a final step in the analysis of leadership programming, this section of the report synthesizes student experiences with leadership programming and leadership roles. This synthesis assists in identifying the right mix of leadership activities for students that promotes a developmentally balanced leadership experience consistent with the social change model of leadership.

The social change model of leadership envisions students developing a rounded set of leadership competencies and values (Figure 5). More specifically, students need to develop individual, group, and societal values and competencies consistent with leading in a socially responsible manner. Key individual values and competencies include self-awareness, acting in a way consistent with one's own beliefs, and making and keeping commitments. Important group values include the ability to collaborate with others, to work toward a common purpose, and to recognize differences in viewpoints. Finally, important community values and competencies include feeling responsibly connected to the community and believing in the importance of making the world a better place.

Figure 5. Social Change Model of Leadership



Source: HERI (1996). *A social change model of leadership development*: Guidebook version III. Los Angeles: University of California Los Angeles Higher Education Research Institute.

Program Building Blocks

A review of outcome data, student ratings, and open-ended student responses from the *Learning Beyond the Classroom* study suggests that a mix of three types of leadership programs and activities can support the development of skills envisioned in the social change model of leadership. In particular, the data suggests that one strategy for developing socially responsible leadership skills is to combine traditional leadership roles in clubs and organizations with mentoring roles and participation in leadership events – such as conferences, talks, workshops, seminars, and retreats on leadership (Figure 6).

Figure 6. An Approach to Balanced Leadership Development

<p>Peer Mentoring</p> <p><u>Individual</u></p> <ul style="list-style-type: none"> Increases one’s self-awareness Understand one’s strengths and weaknesses <p><u>Group</u></p> <ul style="list-style-type: none"> Interact with people different from oneself Learn to be comfortable with other people 	<p>Leadership Roles</p> <p><u>Individual</u></p> <ul style="list-style-type: none"> Increases confidence in achieving results Learn to make appropriate commitments <p><u>Group</u></p> <ul style="list-style-type: none"> Learn to manage people and budgets Learn to work within teams
<p>Youth Mentoring</p> <p><u>Individual</u></p> <ul style="list-style-type: none"> Makes one think more about one’s behavior Increases confidence in one’s own abilities <p><u>Society/Community</u></p> <ul style="list-style-type: none"> Realize you can make a difference Experience the reward of the results 	<p>Leadership Events</p> <p><u>Individual</u></p> <ul style="list-style-type: none"> Learn leadership tools and techniques Think about own leadership style <p><u>Society/Community</u></p> <ul style="list-style-type: none"> Learn the social importance of leadership Learn how to lead in an ethical manner

Leadership Roles – As reported in Chapter 1 of this report, slightly more than half of students (51%) in the sample reported taking on a situational leadership role *by playing a part in creating or running a program* or a positional leadership role *by acting as an officer or leader* in a club or an organization. However, students’ open-ended responses indicated that these traditional leadership roles are an important avenue to develop both individual and group skills consistent with the social change model. In particular, students cited traditional leadership roles as an opportunity to increase confidence in achieving results, to learn about how to make appropriate decisions, to learn to manage people and budgets, and to learn how to work effectively in teams.

Mentoring Roles – Mentoring programs should be considered the most important complement to traditional leadership roles in developing socially responsible leadership skills. Mentoring roles were the single most important type of programming for developing both students’ sense of leadership and sense of citizenship. Mentoring activities was the programming area that was given the highest ratings by students for helping to develop their own sense of leadership (4.13 out of 5) and the third-highest rating in helping to develop their sense of citizenship (3.96). They are also among the program areas that show the strongest differences between participants and non-participants in the citizenship and common purpose scales.

Students' open-ended responses indicated that the opportunity to mentor peers plays an important part in building individual and group values. In particular, it increased students' awareness of themselves and others, helped students to understand their strengths and weaknesses, provided opportunities for students to learn how to interact with people different from themselves, and taught them how to be comfortable with others. Students' responses indicated that the opportunity to mentor youth was viewed as an important strategy for building individual and societal values. In particular, youth mentoring was cited as making students think more about their own behavior, as increasing confidence with their own ability, as helping students realize that they can make a difference, and as making students feel the reward of seeing results and their impact.

Table 21. Level of Participation in Programming Important to Socially Responsible Leadership

Type of Participation	Participating Institutions	University of Hawaii at Manoa	Percent Difference
Leadership role – Active role in creating or running programs	47%	29%	-18%
Leadership role – Officer or other leadership position in a club	39%	23%	-16%
Mentoring role – Program in which you acted as a mentor or advisor	34%	20%	-14%
Mentoring role – Tutoring or mentoring in the community	31%	23%	-8%
Leadership event – Leadership workshop, seminar, or retreat	24%	14%	-10%
Leadership event – Talk or conference on leadership	24%	11%	-13%

Difference of +/-5

Table 22. Breadth of Participation in Leadership Role, Mentoring Role, and Talk or Conference

Breadth of Participation	Participating Institutions	University of Hawaii at Manoa	Percent Difference
Participation in 0 of 3 types of programs	29%	44%	+15%
Participation in 1 of 3 types of programs	28%	28%	0%
Participation in 2 of 3 types of programs	23%	16%	-7%
Participation in 3 of 3 types of programs	20%	11%	-9%

Difference of +/-5%

Finding the Right Programming Mix – The most effective leadership development program will include each of these building blocks of a social change model of leadership. However, most students are not receiving a well-rounded mix of leadership programming. Table 21 shows the percentage of students overall and at University of Hawaii at Manoa that took on a leadership role, a mentoring role, and/or participated in leadership events. Table 22 shows the percentage of students overall and at the University of Hawaii at Manoa that have participated in none, one, two, or all three of these categories of programming.

Only 11% of surveyed University of Hawaii at Manoa students reported a well-rounded participation in leadership programming and having taken on a leadership role, a mentoring role, or participated in a leadership event. Seventy-two percent of University of Hawaii at Manoa students have participated in only one or none of these three types of important leadership programming.

Appendix. Characteristics of Study Participants

