Leadership and Community Programming

During fall 2007 a total of 773 University of Hawai‘i at Mānoa sophomores and seniors completed a web-based survey on leadership and community programming sponsored by Edventures and the Office of the Vice Chancellor for Students at UH-Mānoa. The comparison group consisted of 8,685 students from 25 institutions of the Edventures Student Affairs Learning Collaborative of which eight are UHM peer or benchmark institutions. 1/

Leadership Programs

How engaged are UHM students in leadership programs?

UH-Mānoa students are less engaged in leadership programs than participating institutions. Overall 40 percent participate in at least one type of leadership program compared to 55 percent at participating institutions.

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<th>Leadership Engagement</th>
<th>UHM</th>
<th>Comparison Group</th>
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<td>40%</td>
<td>55%</td>
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UHM students report less involvement than participating institutions in programs in which students act as mentors, advisors, or counselors (20% vs. 34%); academic courses with a leadership focus (18% vs. 23%); leadership workshops, seminars or retreats (14% vs. 24%); student leadership organizations or honor societies (13% vs. 14%); and talks or conferences on leadership (11% vs. 24%).

Both groups report the highest level of participation in mentor, advisor, or counselor programming.

How important are leadership programs to UHM students?

Despite lower participation rates, UHM students rate leadership programs slightly higher in importance than the comparison group.

The highest importance ratings go to leadership programs in which students act as mentors, advisors, or counselors, and this is similar to participating institutions.

In fact, UHM students who participate as mentors, advisors, or counselors show a better sense of common purpose and citizenship than non-participants.

Community Programs

How engaged are UHM students in community programming which develops a sense of citizenship in students?

UH-Mānoa students are less engaged in community programs than participating institutions. Overall 58 percent participate in community programming compared to 69 percent at participating institutions.

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UHM students participate in the following four types of community engagement programming at lower levels than the comparison group, including volunteer or community services (40% vs. 49%), tutoring or mentoring in the community (23% vs. 31%), programs to increase community involvement (21% vs. 29%), and fundraising in the community (20% vs. 34%).

Both groups report the highest level of participation in volunteer or community services programming.
How important are community engagement programming to UHM students?

Despite lower participation rates, UHM students rate nearly all four community engagement programs mentioned above higher in importance than the comparison group.

Alternative break and break-away programs receive the highest importance ratings from UHM students but have low (8 percent) participation rates. Programs include: 1) immersion in a diverse environment, 2) developing personal relationships with community members with whom students do not normally have direct interaction, and 3) being from student's own environment and support system to encourage reflection.

Seniors

UHM seniors, like seniors at participating institutions, participate in leadership and community programming at a higher rate than sophomores, but their importance ratings were similar to sophomores.

Gender

There is less differentiation between gender and participation in leadership and community programming among UHM students than among participating institutions.

UHM males gave higher importance ratings than females to four of six leadership programs, unlike participating institutions where females gave higher importance ratings than males to four of six leadership programs.

Students of Color

UHM students of color have lower participation rates in leadership and community programming than students of color from other participating institutions, and they rate the importance of leadership and community programming similar or higher than white students at participating institutions.

Off-Campus and On-Campus Students

UHM off- and on-campus students participate in leadership and community programming at similar levels and gave similar importance ratings, except in mentor, advisors, or counselors programs where on-campus (27 percent) participation exceeds off-campus (18 percent) participation.

When comparing UHM with participating institutions, UHM off-campus and on-campus students participate at lower rates in both leadership and community programming than the comparison group.

Social Change Model of Leadership

Many UHM students are not getting the right mix of leadership and community programming composed of a balance of individual, group, and societal values. Only 11 percent of UHM students compared to 20 percent in the comparison group had a well rounded mix of activities. Seventy-two percent of UHM students compared to 57 percent of the participating institutions take part in only one or none of the three types of important leadership programming consistent with leading in a socially responsible manner.