Examining the Relationship of a variety of Student Input Variables on Campus Extra-curricular Activities

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Agenda for Presentation

• Why Extra-curricular activities?
• SERU and Institutional Data utilized
• Model
• Profiles of students and different levels of Extra-curricular activities
• Next steps
Involvement & Extra-curricular Activities

- Why are we concerned about involvement?
- Is Extra-curricular activities important?
- Astin’s Theory of Involvement
Astin’s Theory of Involvement

“Students learn by becoming involved” Astin (1995)

1. Involvement requires the investment of psychological and physical energy – an ‘investment’
2. Involvement is a continuous concept
3. Involvement has both quantitative and qualitative features
4. The amount of learning or development is directly proportional to the quality and quantity of involvement
5. Educational effectiveness of any policy or practice is related to its capacity to induce student involvement
SERU Background

- Survey developed by UC Berkeley Center for Studies in Higher Education for whole U California System
  - Berkeley, Santa Cruz, Davis, Santa Barbara, Irvine, San Diego, Los Angeles, Riverside
- Collaboration between academic scholars and institutional researchers to create new data sources and policy relevant analysis
- Purposes:
  - Broadening understanding of the undergraduate experience
  - Promoting a culture of self improvement
- Tailored to research universities
- Administered regularly since 2003 to UC Campuses
- University of Florida participated and surveyed its students in Spring 2009 and Spring 2011
- In 2009, a wildcard that contained questions concerning membership in 14 different types of extracurricular campus activities
Data Set

• How was the data set created?
• Institutional Data merged with SERU dataset – included IR data: gender, race/ethnicity, SAT, ACT, GPA, High School GPA, housing, First Year Florida course, Florida Opportunity Scholar, Financial Aid flag, Transfer status, Major, Classification)
• Normality test
• Steps to normalize data
• Regression analysis
• Profiles of different categories of club membership was created
Regression Analysis
<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek</td>
<td>Greek – 90% increase in odds than non-Greeks to participate in Extra-curricular club</td>
<td>Non-Greeks</td>
</tr>
<tr>
<td>Housing</td>
<td>On – Campus (77% increase in odds to participate in Extra-curricular club than off campus) Academic Initiative (50% increase in odds to participate in Extra-curricular club than off campus)</td>
<td>Off – Campus</td>
</tr>
<tr>
<td>Passed First Year Florida (FYF) Course</td>
<td>Those who passed FYF course have a 52% increase in odds to participate in Extra-curricular club</td>
<td>Students who either did not successfully pass the FYF course or did not take the FYF course</td>
</tr>
<tr>
<td>GPA</td>
<td>A</td>
<td>B – 41 % decrease in odds compared to A students C – 41 % decrease in odds compared to A students D &amp; F – not significant</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Male (p&gt; 0.001) Odds 26% less than females to be a participant in extra-curricular clubs</td>
</tr>
<tr>
<td>Classification</td>
<td>Sophomores</td>
<td>Freshman (47% lower odds than Juniors)</td>
</tr>
<tr>
<td></td>
<td>Juniors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuing Seniors (32% higher odds than Juniors)</td>
<td></td>
</tr>
<tr>
<td>Parental Education</td>
<td>Every increase in level of parental education increased the odds of participation by 5%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Not significant</td>
<td>Not significant</td>
</tr>
<tr>
<td>Florida Opportunity Scholars</td>
<td>Not significant</td>
<td></td>
</tr>
</tbody>
</table>
Profiles
UF involvement by ETHNICITY

- American Indian
- African American
- Chicano-Latino
- Asian-Filipino
- White
- Unknown

Involvement Levels:
- HIGH (8-14)
- MEDIUM (4-7)
- LOW (1-3)
- NONE (0)

by club involvement
UF involvement
by GENDER

HIGH (8–14)  
MEDIUM (4–7)  
LOW (1–3)  
NONE (0)

by club involvement
UF involvement
by PARENT’S EDUCATION

by club involvement
UF involvement

by GREEK AFFILIATION

HIGH (8-14)  
MEDIUM (4-7)  
LOW (1-3)  
NONE (0)

by club involvement
UF involvement

by FLORIDA OPPORTUNITY SCHOLAR

HIGH (8-14)
MEDIUM (4-7)
LOW (1-3)
NONE (0)

by club involvement
What is Next?

• 2011 SERU & other types of involvement
• Recommendations?