



# EDUVENTURES

Student Affairs Learning Collaborative  
Collaborative Research Report  
March 2008

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## Learning Beyond the Classroom *Chapter 1: Student Engagement and Success*

### **Chapter Overview**

This chapter draws on *Learning Beyond the Classroom* data to review students' patterns of participation in clubs, organizations, and activities. It looks at the relationship between these patterns of participation and student success measured by GPA, stated likelihood to persist, and stated likelihood to graduate. The report offers data and findings for the study sample as a whole, and also looks at the experiences of specific student sub-groups.

The report is organized into four sections and a conclusion:

- I. Executive Summary
- II. Student Engagement and Time Allocation
- III. Student Satisfaction and Success
- IV. Student Engagement by Specific Sub-Segments
- V. Conclusion

Throughout this chapter, differences in participation that are 5% higher or lower between comparison groups are noted for the reader in order to highlight the most significant findings.

### **Key Questions:**

1. In how many clubs and organizations are students participating and which types of clubs and organizations are the most common?
2. How does the type and intensity of participation impact student success measured in GPA, likelihood to persist, and likelihood to graduate?
3. How does the type and intensity of participation vary by student sub-segments?

## I. Executive Summary

### ***Finding #1 – Five types of university-affiliated clubs or organizations account for a large percentage of all student participation in clubs and organizations.***

- Students are, on average, members of 3.37 university-affiliated clubs and organizations compared to just 1.01 non-university-affiliated clubs and organizations.
- Academic clubs (34% of students participate), career clubs (29%), community service clubs (29%), honor societies (28%), and sports clubs (27%) are the five most common clubs and activities with 70% of students involved in at least one of these types of clubs and organizations.<sup>1</sup>
  - *Applying the findings:* Student affairs divisions will get more return out of their outreach dollars by marketing programs and events to the officers and memberships of these five types of organizations.
  - *Applying the findings:* Student affairs divisions should consider developing targeted efforts to support these organizations in their activities, including financial support.

### ***Finding #2 – Engagement in clubs and organizations and academic success are mutually reinforcing; failure to engage in clubs and organizations is a risk factor for lower levels of college success.***

- As a group, students who participate in three or more clubs have, on average, GPAs over 3.0, definitely plan to persist to their junior year, and definitely plan to graduate from their current institution.
- Higher levels of participation in academic clubs, careers, community service clubs, and honor societies are associated with higher GPAs; higher levels of participation in sports teams are not.
- As a group, students who participate in two or fewer clubs have, on average, GPAs at 2.0 or lower and are either unsure of whether they will persist or do not anticipate persisting or graduating.
  - *Applying the findings:* Student affairs divisions should consider developing methods to track the involvement of students in clubs and organizations by providing incentives to student officers to report membership.
  - *Applying the findings:* Student affairs divisions should consider failure to engage in two or fewer clubs and organizations a risk factor for lower levels of college success, and build tracking of participation into student counseling and advising just as they track and advise students in regard to academic performance.
  - *Applying the findings:* Student affairs divisions should consider targeted efforts to encourage coaches, recreation staff, and alumni volunteers with club sports to make student referrals to academic support programs that are perceived to be encountering academic difficulty.

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<sup>1</sup> Thirty percent of students are involved in two to three of these five most common types of clubs and organizations, and 10% are involved in four to five of these most common types of clubs and organizations.

***Finding #3 – Engagement in sports clubs, social service clubs, and academic clubs are most strongly associated with sophomores’ likelihood to persist into their junior year.***

- Sophomores who “definitely will” and “probably will” persist into their junior year have the highest levels of participation in sports clubs (56%), social service clubs (53%), and academic clubs (52%).
- There is an opportunity to increase sophomore participation in all of these clubs, particularly in academic clubs which have a 10% higher participation rate among seniors than sophomores.
  - *Applying the findings:* Institutions should encourage less engaged or at-risk underclassmen to participate at higher levels in sports clubs, social service clubs, and academic clubs as a way of surrounding these students with other students committed to persisting.
  - *Applying the findings:* Student affairs divisions, in concert with their colleagues in academic affairs, should provide support to the outreach efforts of academic clubs as they try to engage incoming students.

***Finding #4 – Many students are not getting the experience they need in situational or positional leadership roles to develop their leadership skills in a well-rounded way.***

- Almost half of students (49%) reported taking on neither a situational (“active role in creating or running programs”) nor positional (“serving as an officer or some other leadership position”) leadership role within a club or organization during the academic year, 2007 to 2008.
- Eduventures’ research on socially responsible leadership has suggested that taking on situational and/or positional leadership roles – along with participation in mentoring activities and leadership courses – is an important component of developing well-balanced leadership competencies.<sup>2</sup>
  - *Applying the findings:* Student affairs divisions may want to further promote the educational and professional benefits of taking on situational and positional leadership roles and consider expanding student leadership awards programs to provide recognition for taking on such roles; consideration of an *unsung hero* award for student organizations is just one possible example.
  - *Applying the findings:* Student workers within student affairs divisions should be encouraged to assume situational leadership roles within their jobs and should be formally acknowledged for such efforts.

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<sup>2</sup> See Eduventures’ Collaborative Research report, *Learning Beyond the Classroom, Chap 2: Leadership and Community Programming*.

***Finding #5 – Students are significantly more inclined to participate in community service and community events than political activities.***

- Students were almost four times as likely to perform community service monthly (36%) and almost three times as likely to attend a community event monthly (26%) as they were to engage in political activities monthly (8%).
- Eduventures’ research on socially responsible leadership has suggested that participation in community service and community programming are the most meaningful ways students develop their sense of citizenship and common purpose.<sup>3</sup>
  - *Applying the findings:* Institutions may want to prioritize and further invest in community service and community events as they work to develop students’ sense of citizenship.
  - *Applying the findings:* Student affairs divisions may want to aid community service organizations in their recruitment efforts during orientation and other intake activities.

***Findings #6 – For students of color, the relationship between participation in clubs and organizations and college success appears to have a bi-modal distribution.***

- There is a cluster of high-performing students of color with GPAs over 3.0 who, on average, participate in three or more clubs and organizations, and definitely plan to persist or graduate; many students of color in this group are more engaged than their white counterparts with similar GPAs.
- Below the band of high-performers, there is a group of marginalized students of color who participate in two to three clubs and organizations, but have nevertheless not developed a strong bond to the institution and “definitely will not” or are “not sure” if they will persist or graduate.
  - *Applying the findings:* Institutions will be more effective in using resources to support students of color if they recognize this bi-modal pattern of success and devote time and resources to solving the challenges of the group of marginalized students of color rather than treating all students of color as a uniform group.<sup>4</sup>
  - *Applying the findings:* Institutions may want to consider developing a mentoring program with high-performing students of color serving as mentors for incoming students who are at risk of becoming marginalized.

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<sup>3</sup> See Eduventures’ Collaborative Research report, *Learning Beyond the Classroom, Chap 2: Leadership and Community Programming*.

<sup>4</sup> This topic will be further explored in the Student Affairs Learning Collaborative report, *Supporting Minority Student Success*, forthcoming in May 2008.

***Finding #7 – Institutions may be able to accelerate intercultural learning by increasing the amount of diversity programming focused on opportunities to socialize and network.***

- When asked about 10 aspects of campus climate, students reported they were least satisfied with the amount of interaction between students from different cultural backgrounds (3.2 on a 5-point scale).
- When asked about interactions with students from different cultural backgrounds, students were roughly three times more likely to have this interaction by socializing (82% did so once a month or more) than by attending formal events (33% did so once a month or more) or by organizing such events (28% did so once a month or more).
  - *Applying the findings:* Recognizing that socializing is the dominant mode of interaction between students from different cultural backgrounds, institutions may want to increase investments in informal diversity activities that support talking and networking over food, dancing, and music.
  - *Applying the findings:* Student affairs divisions may want to consider developing a cross-cultural programming fund that provides financial support for new social networking activities among diverse groups.

***Finding #8 – The largest gap in participation in clubs and organizations among student sub-groups is between on- and off-campus students, creating a retention risk.***

- Overall participation in clubs and organizations is at roughly similar levels for women and men (3.46 versus 3.23), white students and students of color (3.40 versus 3.34), and senior and sophomore students (3.57 versus 3.13).
- By contrast, off-campus students participate in clubs and organizations at noticeably lower levels than on-campus students (4.24 versus 3.01), particularly sports clubs and community service clubs which are both associated with higher levels of student persistence.
- Lower levels of off-campus student participation in clubs and organizations is one of the contributing factors to the fact that campuses with a higher percentage of students not living in residence halls also have lower six-year graduation rates.<sup>5</sup>
  - *Applying the findings:* Student affairs divisions should give consideration to having part-time student staff hired to provide information and support for joining clubs and organizations to students living in densely populated off-campus housing areas.

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<sup>5</sup> In Eduventures' *Managing Students to Graduation* project conducted within the Enrollment Management Learning Collaborative, Eduventures researchers used data from the top 150 doctoral and top 150 master's universities in the country to model the impact of 12 academic, financial, and social factors on the six-year graduation rates. SAT scores (with a correlation coefficient of .757) and the extent to which a campus was residential (with a correlation coefficient gap of .796 between highly residential and primarily non-residential campuses) emerged as the two most important factors in predicting six-year graduation rates.

- *Applying the findings:* Institutions should consider additional research on the demographic characteristics of off-campus students (including age, marital status, ethnicity, religion, etc.) to determine if special club and organizational programs need to be offered for these students.

## II. Student Engagement and Time Allocation

### Participation in Clubs and Organizations

The students surveyed for the *Learning Beyond the Classroom* study were asked about the number of university-affiliated and non-university-affiliated clubs and organizations they took part in during the academic year, 2007 to 2008. Students were also asked if they held situational leadership roles (“active role in creating or running programs”) or positional leadership roles (“serve as an officer or some other leadership position”) in any of these clubs and activities. This information can be used to create an overview of the most common types of participation, as well as the intensity of participation in clubs and activities.

As Table 1 shows, the five activities that had the highest levels of participation among all participating institutions included academic clubs (34%), career clubs (29%), community service clubs (29%), honor society (28%), and sports clubs (27%). Students’ survey responses indicated that participation rates are significantly higher in university affiliated clubs and organizations (3.37 average) compared to non-university affiliated clubs and organizations (1.01 average) (Table 2).

Students responses also suggest that situational leadership roles (46%) in campus affiliated clubs and organizations are somewhat more common than positional leadership roles (40%) and, more importantly, highlight that 49% of students had experience with neither role during the academic year (Table 3).

**Table 1. Student Participation Rates – Academic Year, 2007 to 2008**

Types of Clubs and Organizations	% of Participating Students
Academic club or organization	34 %
Career club or professional organization/society	29 %
Group or club for students of a particular cultural background	10 %
Community service club or organization	29 %
Environmental group	5 %
Honor society	28 %
Hospitality group (such as campus ambassadors, tour guides, etc.)	8 %
Student government or other governance group *	7 %
Performance or visual arts group (band, chorus, theater, dance, etc.)	12 %
Political advocacy group	7 %
Religious/Spiritual club	14 %
Church, synagogue, mosque, or other religious/spiritual group	11 %
Social fraternity or sorority	15 %
Social club or group (other than fraternity or sorority)	9%
Special interest group	13 %
Sports team, intramural, or club sport	27 %
Spirit group (such as spirit squad, cheerleading, power dancers, etc.)	2%
Publication or media (such as yearbook, newspaper, radio station)	5%
Participated in no clubs or organizations	21%

Top five types of participation

\*includes residence hall government and student judiciary board

**Table 2. Average Number of Clubs and Organizations**

<b>Relationship to the University</b>	<b>Participating Students</b>
Clubs and organizations affiliated with the university	3.37
Clubs and organizations not affiliated with the university	1.01

**Table 3. Taking on Leadership Roles**

<b>Roles in Clubs and Organizations</b>	<b>% of Participating Students</b>
<b>Leadership Roles</b>	
Active role in creating or running programs (Situational leadership role)	46%
Serve as an officer or other leadership position (Positional leadership role)	40%
<b>Mix of Leaderships Roles</b>	
Situational only	11%
Positional only	4%
Both situational and positional	36%
Neither	49%

**Key Findings on Participation in Clubs and Organizations**

- Students at participating institutions are members of an average of 3.37 university-affiliated clubs and organizations compared to just 1.01 non-university-affiliated clubs and organizations.
- Academic clubs (34%), career clubs (29%), community service clubs (29%), honor societies (28%), and sports clubs (27%) are the five most common clubs and activities and the only ones that had more than one-quarter of students participating.
- About 49% of students held neither a situational nor a positional leadership role in a club or organization during the academic year, 2007 to 2008.

**Time Allocation to Academics, Working for Pay, Socializing, and Activities**

The students surveyed for the *Learning Beyond the Classroom* study were asked about their allocation of time to academics, working for pay, relaxing or socializing, and extracurricular activities. Students overall reported they spent the most time on academics (64% spent 10 to 30 hours), followed by socializing (44% spent 10 to 30 hours), working for pay (37% spent 10 to 30 hours), and university-sponsored activities (8% spent 10 to 30 hours) (Table 4).

**Table 4. Time Allocation to Academics, Working for Pay, Socializing, and Activities**

<b>Time Allocation per Week</b>	<b>% of Participating Students</b>
<b>In class, studying, or doing school work</b>	
Less than one hour	<1 %
One to 10 hours	12 %
11 to 20 hours	35 %
21 to 30 hours	29 %
More than 30 hours	24 %
<b>Working for pay</b>	
Less than one hour	37 %
One to 10 hours	20 %
11 to 20 hours	27 %
21 to 30 hours	10 %
More than 30 hours	6 %
<b>Relaxing or socializing</b>	
Less than one hour	2 %
One to 10 hours	44 %
11 to 20 hours	35 %
21 to 30 hours	9 %
More than 30 hours	10 %
<b>University extracurricular activities</b>	
Less than one hour	46 %
One to 10 hours	45 %
11 to 20 hours	7 %
21 to 30 hours	1 %
More than 30 hours	1 %
<b>Non-university extracurricular activities</b>	
Less than one hour	46 %
One to 10 hours	47 %
11 to 20 hours	5 %
21 to 30 hours	1 %
More than 30 hours	1 %

Students at participating institutions were more than four times as likely to perform community service monthly (36%) and more than three times as likely to attend a community event monthly (26%) than they were to engage in political activities monthly (8%) (Table 5). Students were much more likely to socialize with students from a different cultural background more than once a month (82%) than to attend events to learn about people from different cultural backgrounds (33%) or organize such events (28%) (Table 6).

**Table 5. Engagement in Activities, Fall Term 2007**

<b>Frequency of Each Type of Engagement</b>	<b>% of Participating Students</b>
<b>Perform community service or volunteer work</b>	
More than once a month	36 %
Once a month or less	40 %
Never	24 %
<b>Attend community events*</b>	
More than once a month	26 %
Once a month or less	52 %
Never	22 %
<b>Plan or coordinate community events*</b>	
More than once a month	12 %
Once a month or less	23 %
Never	65 %
<b>Engage in political activities**</b>	
More than once a month	8 %
Once a month or less	23 %
Never	69 %
<b>Participate in demonstrations, protests, boycotts</b>	
More than once a month	3 %
Once a month or less	14 %
Never	83 %

\*such as public meetings, festivals, parades, holiday celebrations

\*\* such as attending political functions, meetings, or rallies

**Table 6. Engagement in Activities, Fall Term 2007**

<b>Frequency of Each Type of Engagement</b>	<b>% of Participating Students</b>
<b>Socialize with people from a different cultural background</b>	
More than once a month	82 %
Once a month or less	10 %
Never	8 %
<b>Attend events where you learn about people from different cultural backgrounds</b>	
More than once a month	33 %
Once a month or less	33 %
Never	33 %
<b>Plan or organize events with people from different cultural backgrounds</b>	
More than once a month	28 %
Once a month or less	20 %
Never	52 %

**Findings on Time Allocation and Activities**

- Students at participating institutions were almost four times as likely to perform community service monthly (36%) and almost three times as likely to attend a community event monthly (26%) than they were to engage in political activities monthly (8%).
- Students were more likely to socialize with students from a different cultural background (82% did so once a month or more) than to attend formal events and activities to learn about people from different cultural backgrounds (33% did so once a month or more) or organize such events (28% did so once a month or more).

### III. Student Satisfaction and Success

#### Student Satisfaction

In addition to responding to questions on participation in clubs and organizations and on their allocation of time to academics, work for pay, socializing, and activities, students were also asked about their satisfaction with 10 dimensions of campus life and the institution's commitment to students (Table 7). Students in the overall sample appeared most satisfied with types of organizations, groups, and clubs on campus (3.9 out of 5), and least satisfied with opportunities to give feedback to their institutions (3.2) and the amount of interaction among students from different cultural backgrounds (3.2).

**Table 7. Student Satisfaction With Different Aspects of Campus Climate**

Aspect of Campus Climate	Participating Students	
	% Very Satisfied	Mean Rating*
Sense of community at the university	16 %	3.4
Institutional commitment to students' well-being	14 %	3.3
Opportunities for students to provide feedback to the institution	13 %	3.2
Types of organizations, groups, and clubs on campus	30 %	3.9
Diversity of the campus community including students, faculty, and staff	20 %	3.5
Institutional commitment to developing students' acceptance, understanding, and appreciation for cultural differences	15 %	3.4
Level of interaction among students from different cultural backgrounds	13 %	3.2
Institutional commitment to developing students' leadership skills	12 %	3.3
Opportunities to take on leadership roles	18 %	3.5
Institutional commitment to civic engagement	11 %	3.3
Opportunities to engage in civic activities	13 %	3.4

\*Scale of 1 to 5, 1 = Very dissatisfied, 5 = Very satisfied

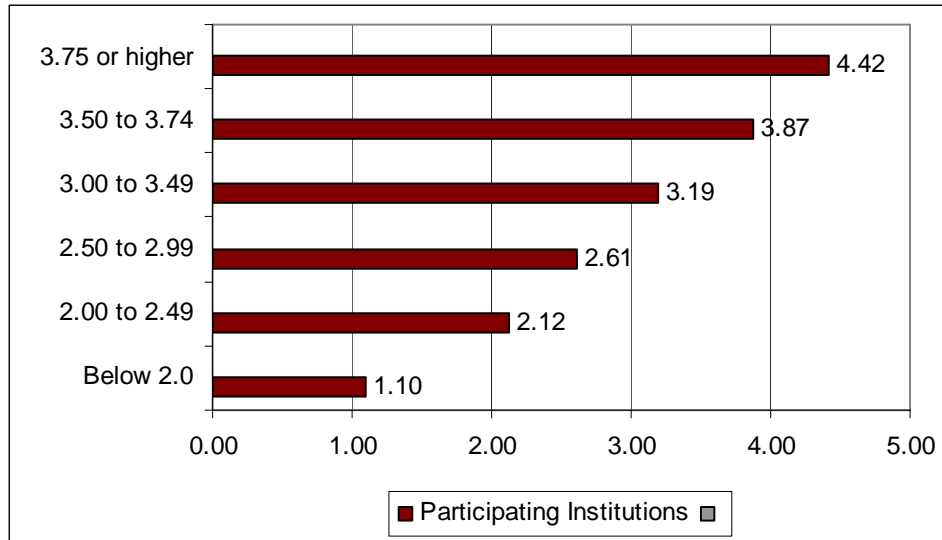
#### Findings on Student Satisfaction

- Of the 10 campus climate items measured in the survey, students at participating institutions were most satisfied with the types of organizations and clubs on campus (3.9 on a 5-point scale).
- Students were least satisfied with the amount of interaction between students from different cultural backgrounds (3.2 on a 5-point scale) and opportunities for students to provide feedback to their institutions (3.2 on a 5-point scale).

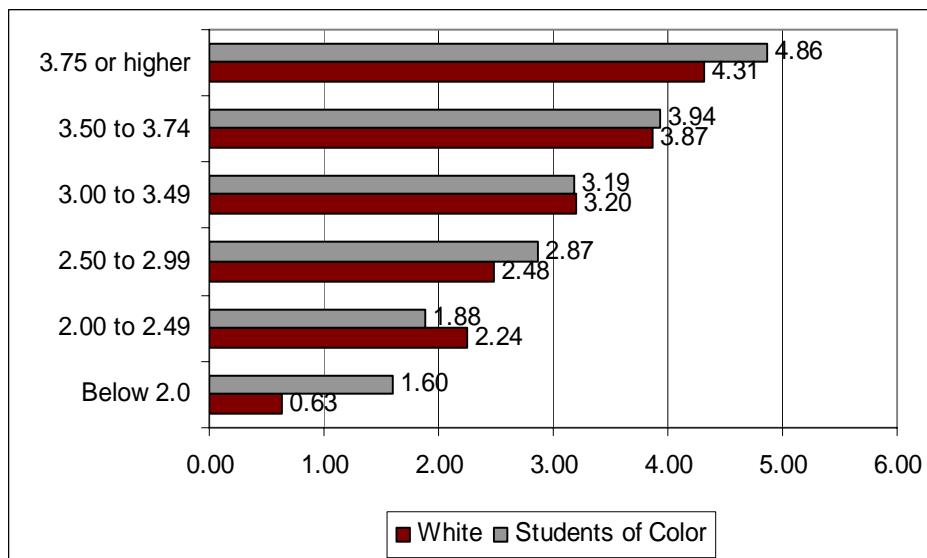
## Student Success and Overall Participation

The data on student participation in campus clubs and organizations was used to explore the associations between higher levels of participation and student success measures including GPA, the likelihood to persist, and the likelihood to graduate. As Figure 1 shows, GPA rises along with participation in clubs and organizations. Higher GPA students tend to participate in more clubs and activities. For students of color, the association between participation in clubs and organizations is stronger at the high end of the GPA scale than it is for white students (Figure 2).

**Figure 1. Mean Number of Clubs/Organizations by Cumulative GPA**

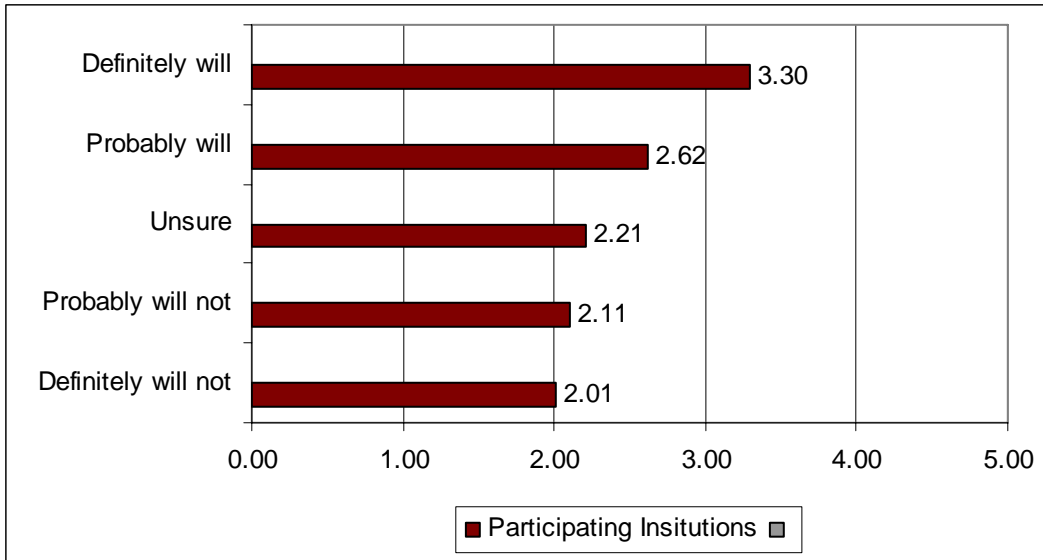


**Figure 2. Mean Number of Clubs/Organizations by Cumulative GPA: White Students and Students of Color**



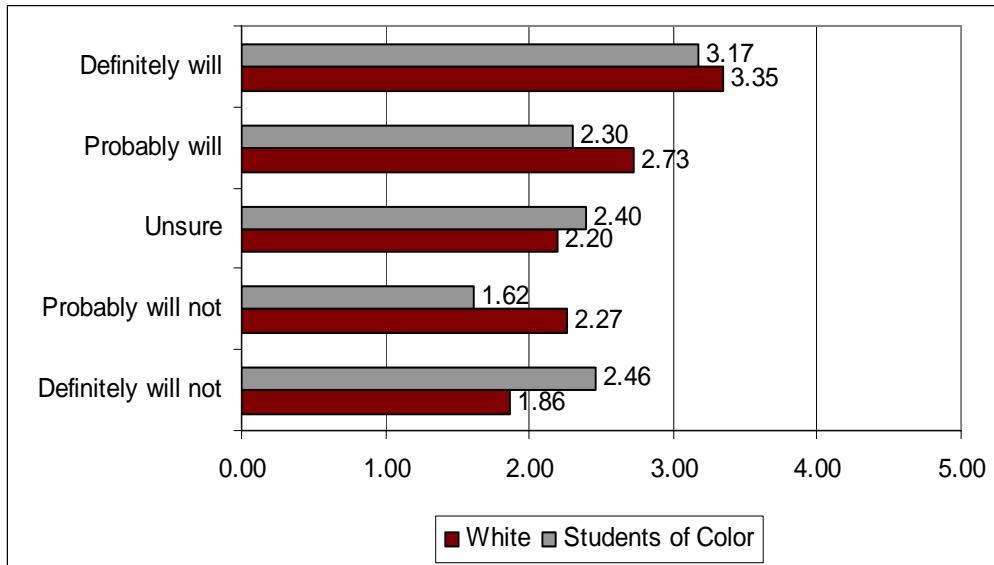
Students who participate in more clubs and organizations indicated a higher likelihood to persist into their junior year (Figure 3). For students of color, the association between participation in clubs and organizations and likelihood to persist is weaker than for white students. Students of color who “definitely will not” return, are “unsure” if they will return, and “probably will” return all have about the same level of participation. It is only for the students of color who “definitely will return” that a different and distinctly higher pattern of participation emerges (Figure 4).

**Figure 3. Mean Number of Clubs/Organizations by Likelihood to Return Next Year**



Note: sophomores only (n=3,856 for all institutions)

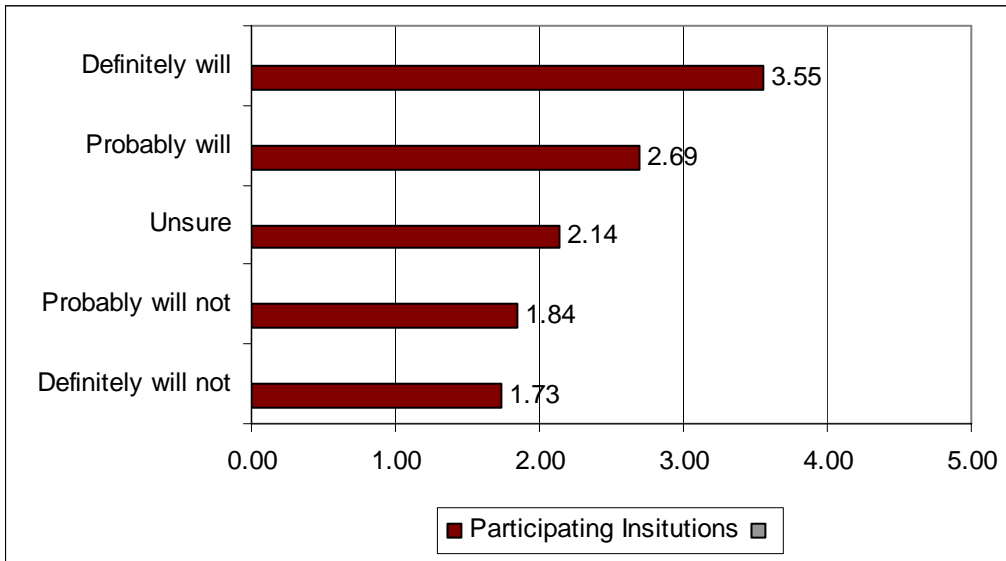
**Figure 4. Mean Number of Clubs/Organizations by Likelihood to Return Next Year: White Students and Students of Color**



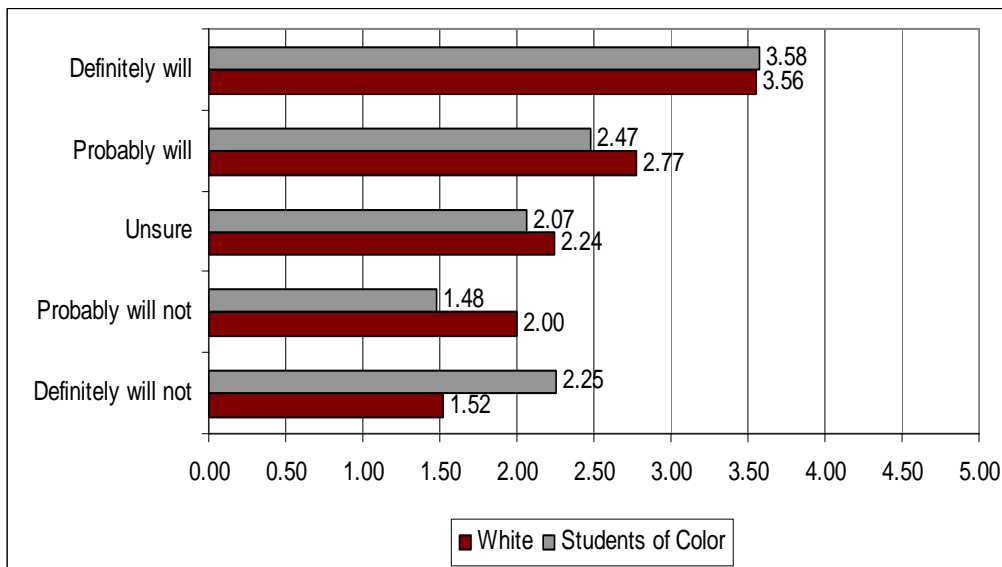
Note: sophomores only (n=3,856)

Students who participate in more clubs and organizations similarly indicated a higher likelihood to graduate (Figure 3). For students of color, the association between participation in clubs and organizations and likelihood to graduate is, again, weaker than for white students. Students of color who “definitely will not” graduate, are “unsure” if they will graduate, and “probably will” graduate all have about the same level of participation in clubs and organizations. As with the pattern around likelihood to persist, it is only for the students of color who “definitely will return” that a distinctly higher pattern of participation emerges (Figure 4).

**Figure 5. Mean Number of Clubs/Organizations by Likelihood to Graduate**



**Figure 6. Mean Number of Clubs/Organizations by Likelihood to Graduate: White Students and Students of Color**



## Student Success and Specific Types of Participation

The data on student participation in campus clubs and organizations was used to explore the associations between specific types of participation and student success. As Table 8 shows, participation in sports teams is the only of the five most common types of clubs and organizational not associated with higher levels of academic performance. As Table 9 shows, sophomores who “definitely will” or “probably will” persist to their junior year have the highest levels of participation in sports teams, community service clubs, and academic clubs.

**Table 8. Participation Rates in Most Common Types of Clubs and Cumulative GPA**

Cumulative GPA	N	Academic Club	Career Club	Community Service Club	Honor Society	Sports Team
3.75 or higher	1,759	49%	35%	36%	57%	28%
3.50 to 3.74	1,769	39%	32%	30%	43%	30%
3.00 to 3.49	2,965	31%	31%	29%	18%	29%
2.50 to 2.99	1,387	22%	23%	23%	4%	27%
2.00 to 2.49	404	17%	16%	21%	2%	20%
Below 2.0	54	10%	3%	12%	3%	8%

**Table 9. Participation Rates in Most Common Types of Clubs and Likelihood to Return**

Cumulative GPA	N	Academic Club	Career Club	Community Service Club	Honor Society	Sports Team
Definitely will	2,948	31%	25%	29%	24%	31%
Probably will	686	21%	18%	24%	15%	25%
Don't know	103	18%	13%	20%	12%	19%
Probably will not	74	23%	18%	15%	16%	18%
Definitely will not	45	22%	8%	20%	29%	19%

Note: sophomores only (n=3,856)

**Table 10. Participation Rates in Most Common Types of Clubs and Likelihood to Graduate**

Likelihood to Graduate	N	Academic Club	Career Club	Community Service Club	Honor Society	Sports Team
Definitely will	7,176	36%	32%	30%	30%	28%
Probably will	1,177	23%	19%	22%	18%	25%
Don't know	153	19%	16%	19%	12%	19%
Probably will not	84	18%	15%	17%	12%	16%
Definitely will not	55	20%	11%	16%	24%	6%

## Findings on Student Success

- As a group, students who participate in three or more clubs, on average, have GPAs over 3.0, definitely plan to persist to their junior year, and definitely plan to graduate from their current institution.
- As a group, students who participate in two or fewer clubs, on average, have GPAs at 2.0 or below and are either unsure if they will persist or graduate or do not anticipate persisting or graduating.
- There is a cluster of high-performing students of color with GPAs over 3.0 who, on average, participate in three or more clubs and organizations, and definitely plan to persist or graduate; many students of color in this group are more engaged than their white counterparts with similar GPAs.
- Below the band of high-performers, there is a group of marginalized students of color who participate in two to three clubs and organizations, but have nevertheless not developed a strong bond to the institution and “definitely will not” or are “not sure” if they will persist or graduate.
- Among sophomores who “definitely will” and “probably will” persist, the highest percentages participate in sports clubs (56%), community service clubs (53%), and academic clubs (52%).

#### IV. Student Engagement and Specific Student Segments

The data on student participation in campus clubs and organizations was used to explore the differences in patterns of participation between different student segments, including between sophomores and seniors, male and female students, white students and students of color (Table 13), and on- and off-campus students (Table 14).

As Table 11 shows, among all participating institutions, seniors participate in about .44 more clubs and organizations on average than sophomores, with academic clubs, career clubs, and honor society all showing 10% higher participate rates among seniors. Female and male students participate in clubs and organizations at similar rates overall, but women are more likely to participate in academic clubs, community service, and honor societies, while men are more likely to participate in sports clubs (Table 12).

**Table 11. Comparison of Participation by Sophomores and Seniors**

Type of Community Programming	Participating Students		
	Sophomore	Senior	Difference
<b>Mean number of clubs and organizations</b>			
Affiliated with the university	3.13	3.57	+.44
Not affiliated with the university	.97	1.04	+.07
<b>Percentage participation in most common clubs</b>			
Academic club or organization	28%	38%	+10%
Career club or professional organization/society	23%	35%	+12%
Community service club or organization	28%	29%	+1%
Honor society	22%	33%	+11%
Sports team, intramural, or club sport	29%	26%	-3%

± 5%

**Table 12. Comparison of Participation by Male and Female Students**

Type of Community Programming	Participating Students		
	Male	Female	Difference
<b>Mean number of clubs and organizations</b>			
Affiliated with the university	3.23	3.46	+.23
Not affiliated with the university	1.00	1.01	+.01
<b>Percentage participation in most common clubs</b>			
Academic club or organization	29%	36%	+7%
Career club or professional organization/society	28%	30%	+2%
Community service club or organization	21%	33%	+12%
Honor society	23%	30%	+7%
Sports team, intramural, or club sport	37%	23%	-13%

± 5%

White students and students of color participate in clubs and activities at similar rates overall, and also have similar participation rates in all five of the most common clubs and organizations, with the exception of sports clubs (Table 13). On-campus students participate in clubs and organizations at a much higher rate than off-campus students overall, with the most pronounced differences in participation in community service and sports teams (Table 14).

**Table 13. Comparison of Participation by White Students and Students of Color**

Type of Community Programming	Participating Students		
	White students	Students of color	Difference
<b>Mean number of clubs and organizations</b>			
Affiliated with the university	3.40	3.34	+0.44
Not affiliated with the university	1.01	1.01	+0.07
<b>Percentage participation in most common clubs</b>			
Academic club or organization	34%	34%	+0%
Career club or professional organization/society	30%	29%	-1%
Community service club or organization	29%	29%	+0%
Honor society	29%	24%	-5%
Sports team, intramural, or club sport	31%	20%	-11%

± 5%

**Table 14. Comparison of Participation by Students Living On and Off Campus**

Type of Community Programming	Participating Students		
	On-campus	Off-campus	Difference
<b>Mean number of clubs and organizations</b>			
Affiliated with the university	4.24	3.01	-1.03
Not affiliated with the university	.83	1.08	+0.25
<b>Percentage participation in most common clubs</b>			
Academic club or organization	36%	33%	-3%
Career club or professional organization/society	32%	29%	-3%
Community service club or organization	39%	25%	-14%
Honor society	31%	26%	-5%
Sports team, intramural, or club sport	34%	25%	-10%

± 5%

### Findings on Student Sub-Segments

- Overall participation in clubs and organizations is at similar levels for women and men (3.46 versus 3.23), as well as for white students and students of color (3.40 versus 3.34), with participation in sports a higher component of overall participation for white males than other students.
- Seniors participate in clubs and organizations at a somewhat higher rate than sophomores (3.57 versus 3.13), but much of this participation gap is driven by higher levels of engagement in academic clubs and honor societies.
- The largest participation gap is between on- and off-campus students (4.24 versus 3.01) with off-campus students participating in all of the most common types of clubs and organizations at lower levels, particularly sports teams, community service clubs, and honor societies.

### Conclusion

This chapter has shown that students are engaged in a broad range of clubs and organizations, but that a good percentage of participation is encompassed by academic clubs, career clubs, community service clubs, honor society and sports clubs. It has shown that on average students participate in many more campus-sponsored clubs and organizations than non-university affiliated clubs and organizations. It has suggested that higher levels of participation in clubs and organizations and higher levels of academic performance are mutually reinforcing for most students.

The chapter also surfaced and made recommendations for addressing three broad-based challenges that the data suggest may be present at many universities. First, the data from the survey suggests that too many students have not taken situational or positional leadership roles that can provide practical experience on how to motivate, negotiate, compromise, and provide a values-centered vision for moving an organization or a group forward. Second, the chapter shows that the mutually reinforcing relationship between higher levels of academic performance and participation in clubs and organizations does not hold as strongly for students of color as for white students. Finally, the chapter shows that the largest gap in participation in clubs and organizations is between on-campus and off-campus students and notes that this participation gap is likely a contributing factor to higher attrition rates on campuses with large non-residential populations.