

## INTRODUCTION

### Context

The University Honors and Scholars Center at The Ohio State University “develops and promotes an environment for the intellectual and personal achievement of high-ability undergraduate students.” As noted in the title, two distinct programs are supported by the Center – the Honors Programs and the Scholars Programs. The Scholars Programs, which are the focus of this research, have emerged as part of the University’s Academic Plan that calls for enhancing and better serving the student body. Specifically, in response to the plan’s goals, the University created Scholars Programs in order to assist in creating a rich educational environment for undergraduates. In addition, a goal of these programs is to assist in the recruitment and matriculation of high-ability students.

The Scholars Programs “give students the chance to live with others who share similar academic interests and career goals. Each Scholars Program is dedicated to a particular area of study or a special focus, and a residential community of students is a vital part of each program.” Each program provides individual advising, mentoring, and faculty support; selected first-year classes with other Scholars; enriched study approaches; enhanced career planning; participation in special social events and student activities; and living learning communities designed to integrate academic studies into students’ daily lives.

During the 2001-2002 academic year, the Center sponsored eight Scholars Programs: the Mount Leadership Society Scholars Program, the Health Science Scholars Program, the Arts-Interdisciplinary Scholars Program, the Humanities Scholars Program, the Biological Sciences Scholars Program, the Communication Technology Scholars Program, Tomorrow’s Teachers Scholars Program, and the Undecided Liberal Arts Scholars Program.

The data presented in this report represent combined responses from students in three Scholars Programs (Communication Technology, Health Sciences, and Mount Leadership Society) and responses from a comparison group. This report is limited to 28 questions that are organized in three sections: recruitment, transition & adjustment, and involvement; all of which are key aspects of the Scholars Programs and living learning communities.

### **Living Learning Communities**

Living learning communities are intentionally designed environments that expand the learning process beyond the classroom to include structured and impromptu educational experiences where students live. Such communities provide practical and effective educational programs that increase student persistence and retention (Winston, Anchors, & Associates, 1993). These communities provide structured support for the transition from high school to college along with extended programming that links and integrates academic support, social activity, and peer interaction (Shapiro & Levine, 1999).

Living learning communities are especially important in the experiences of first-year students. Through research, we know that the first year of college is critical for building student success (Astin, 1993) and that living on campus contributes to students’ success. Living learning communities promote social and co-curricular involvement and a sense of community and connection to the

university (Kanoy & Bruhn, 1996). In addition, many goals may be achieved through the development of living learning communities such as social and academic integration, character development, personal development, academic enhancement, retention, increased graduation rates, and increased cognitive and psychosocial development. Researchers have found that students who participate in living learning communities have higher grades, slightly higher retention rates, fewer suspensions, and fewer cases of academic probation (Kanoy & Bruhn, 1996).

Moreover, Astin (1993) has found that the single most important environmental influence on student development is the peer group. Living learning communities provide structured peer involvement and interaction. They encourage both involvement and academic competence as students look to their peers for personal and academic support. Such peer interaction in living learning communities creates an environment that is conducive to positive adjustment to college and eases the integration into the community, both academically and socially (Kanoy & Bruhn, 1996). In addition to peer interaction, living learning communities also offer students opportunities to connect with faculty and staff members on campus, providing them with additional resources in navigating a new environment. Research has shown that students in living learning communities have higher levels of connection with faculty, staff, and peers as well as a greater overall satisfaction and commitment to the institution. With an increase in faculty/staff-student interaction, there is an increase in retention and persistence (Pike, Schroeder, & Berry, 1997).

It is especially important to develop living learning communities at large universities like Ohio State where it may be harder for students to connect with one another, where students may get lost in the crowd. Students involved in living learning communities are able to interact with the same peers over an extended period of time, thereby enhancing their success. Seeing the same people consistently has a positive impact on their perceptions of their experiences. Students form social networks, and being part of a community of learners enhances success. Peer interactions enhance success by creating peer pressure to attend class (especially when they are taking common courses) and by making it easier to find people to study with. Living learning communities enable students to engage in learning while developing social relationships (Tinto & Goodsell, 1994).

### **The Health Sciences, Humanities, and Mount Leadership Society Scholars Programs**

The Communication Technology Scholars Program began during autumn quarter, 2001. Communication Technology Scholars may be interested in careers in news production, media management, advertising, and public relations, and may work with practicing professionals in these fields as they pursue their studies. Scholars can pursue a communication emphasis in any of dozens of possible majors, or they can plan an interdisciplinary program of study. The Program is geared toward showing the wide range of opportunities available at the same time as helping Scholars develop relevant technical skills and learning to engage in this field both inside and outside the classroom.

The Health Sciences Scholars Program, initiated during autumn quarter 2000, introduces students to the wide variety of academic programs and career opportunities in health sciences and health care. Health Sciences Scholars might be interested in study and careers in medicine, medical research, hospital administration, dentistry, nursing, optometry, pharmacy, or veterinary medicine, or in one of the Allied Health fields. The Program is also geared toward increasing students' psychological comfort when not being able to pursue a specific Health Sciences field and increasing students' retention and timeliness to degree.

The Mount Leadership Society Scholars Program, which focuses on leadership and service, is a collaborative effort between the Office of Academic Affairs, the Office of Student Affairs, and the University Honors and Scholars Center. The Program, in its third year, is named in honor of the late Ruth Weimer Mount, former associate dean of women, director of women's housing, and the first dean of students at Ohio State. The Program's mission is to foster in students an ethic of service and to develop leaders for a diverse society. The focus of the program is built on a foundation of leadership and service essentials that include: honor of integrity, being prepared and following through, creating and nurturing relationships, valuing individuals, and willingness to teach others.

Students were selected to these Scholars Programs on the basis of strong high school achievement and a demonstrated scholarly interest in specific academic areas or a commitment to leadership and service. Ohio State applicants in the top 20 percent of their high school classes and/or those who had an ACT score of 25 or higher (excluding students eligible for University Honors status) and who demonstrated an interest in the program were invited to apply. A total of 304 students participated in the three programs. More specific information regarding details of each program may be found in the individual assessment reports available through the Office of Student Affairs Assessment.

### The Study

The Office of Student Affairs Assessment conducted the research for the Honors and Scholars Center with the assistance of the University Registrar's Office and the Office of Enrollment Management. The purpose of this research was to examine the satisfaction, outcomes, and experiences of students who participated in the OSU Communication Technology, Health Sciences, and Mount Leadership Society Scholars Programs. The project focused on the Scholars Programs' goals and objectives.

Utilizing a survey strategy, students were asked to consider how their respective Scholars Program influenced their experience including their decision to attend Ohio State, their overall satisfaction with their experience and OSU, and their satisfaction with various elements of the program including Scholars clustered courses, career-focused events and activities, living/residential experiences, peer and program coordinator relationships, and community awareness programs. It also examined how students spent their time, their self-reported changes in values and competencies, and their level of belonging, sense of community and connectedness within the specific Scholars Programs and the University at large. Specific information regarding human subjects approval, participant selection, data collection, and limitations of the study are detailed in the individual Scholars Program reports.

The intent of this report was to focus on a limited number of questions that relate to program goals and objectives associated with recruitment, transition & adjustment, and involvement. This report provides the findings of the combined responses from Communication Technology, Health Sciences, and Mount Leadership Society Scholars along with students in a comparison group. In total, 45.1% (or 137) of 304 Scholars in the three programs completed the survey. Of the 364 eligible students in the comparison group, 35.7% (or 130) completed the survey.

## Definition of Terms

**Comparison Group:** There were 130 respondents who comprised the comparison group. Selection criteria for the comparison group was based on first-year students who were not involved in the Scholars Programs but who had the ACT score and/or class rank needed to qualify for the Scholars Programs. They were also not involved in other OSU living learning communities that offered comparable opportunities.

**Combined Scholars:** There were 137 respondents who were first-year members of the Communication Technology, Health Sciences, and the Mount Leadership Society Scholars Programs as of Spring Quarter 2002. These students met the ACT score and/or class rank requirement and had an interest in a specific academic area or leadership and service.

## FINDINGS

The findings from the survey highlighted in this report are organized in the following sections: Demographics; Recruitment; Transition & Adjustment, and Involvement.

*NOTE: The number of Scholars' respondents for each question can be assumed to range between an n of 132-137 unless otherwise noted as (n = #). Similarly, the number of comparison group respondents can be assumed to range between an n of 125-130 unless otherwise noted as (n = #).*

### Demographics

#### **Combined Scholars:**

Of the 137 students who completed the survey:

- 65.7% were female and 34.3% were male.
- 84.6% were Caucasian/White; 8.1% African American/Black; 5.9% Asian/Pacific Islander; 0.7% Hispanic/Latino/Latina; 0.7% identified themselves as "Other;" 0.0% multi/biracial, and 0.0% Appalachian.
- 85.3% were from Ohio and 14.7% were from out-of-state
- 97.8% of students lived on campus and 2.2% lived off campus.
- 38.0% lived on campus in Morrill Tower; 31.4% in Halloran House; 24.8% in Barrett Hall; 3.6% lived in other residence halls on campus; 0.7% lived in their parents' home; and 1.5% in an off-campus apartment.
- 32.1% were 18 years of age; 62.8% were 19 years of age, 2.2% were 20 years of age, 1.5% were 21 years of age, and 1.5% were 22 years of age.
- 64.0% of the students were not employed; 10.3% were employed under 10 hours per week; 13.2% were employed 10-14 hours per week, 5.9% 15-19 hours per week; 5.9% 20-29 hours per week, and 0.7% were employed 30-39 hours per week.
- Of those students who were employed, 52.0% worked on campus, 44.0% worked off campus, and 4.0% worked both on and off campus.

Additionally, three questions were asked regarding their academic planning:

- 81.0% had declared a major while 19.0% had not.
- Of those students who had declared a major, 33.8% had changed their major since enrolling at OSU, 66.2% had not changed their major.

- Respondents' perceived comfort level with their academic plan include, 44.5% very comfortable, 42.3% somewhat comfortable, 8.8% neutral, 4.4% somewhat uncomfortable, and 0.0% very uncomfortable.

**Comparison Group:**

Of the 130 students who completed the survey:

- 50.8% were female, and 49.2% were male.
- 90.8% were Caucasian/White; 4.6% multi/biracial; 3.1% Asian/Pacific Islander; 0.8% Appalachian; 0.8% American Indian/Alaskan native; 0.0%Hispanic/Latino/Latina, and 0.0% African-American/Black.
- 89.2% were from Ohio, and 10.8% were from out-of-state.
- 90.0% of students lived on campus, 8.5% lived off campus, and 1.5% reported that that they lived in another type of residence.
- 70.0% lived in an undisclosed residence halls on campus; 6.2% lived in their parents' home, 2.3% lived in an off campus apartment; 7.7% lived on campus in Morrill Tower; 7.7% lived on campus in Smith Hall; 3.1% lived on campus in Barrett Hall; 1.5% lived on campus in Halloran Hall, and 1.5% identified their residence as "Other."
- 38.5% were 18 years of age; 56.9% were 19 years of age, and 2.3% were 20 years of age, 0.8% were 21 years of age; 0.8% were 23 years of age, and 0.8% were 25 years of age.
- 53.1% of the students were not employed; 14.6% were employed under 10 hours per week; 16.2% were employed 10-14 hours per week, 8.5% 15-19 hours per week; 3.8% 20-29 hours per week, and 3.8% were employed 30-39 hours per week.
- Of those students who were employed, 50.8% worked on campus, 37.7% worked off campus, and 11.5% worked both on and off campus.

Additionally, three questions were asked regarding their academic planning:

- 76.2% had declared a major, while 23.8% had not.
- Of those students who had declared a major, 23.3% had changed their major since enrolling at OSU, 76.7% had not changed their major.
- Respondents' perceived comfort level with their academic plan include, 25.4% very comfortable, 50.0% somewhat comfortable, 14.6% neutral, 9.2% somewhat uncomfortable, and 0.8% very uncomfortable.

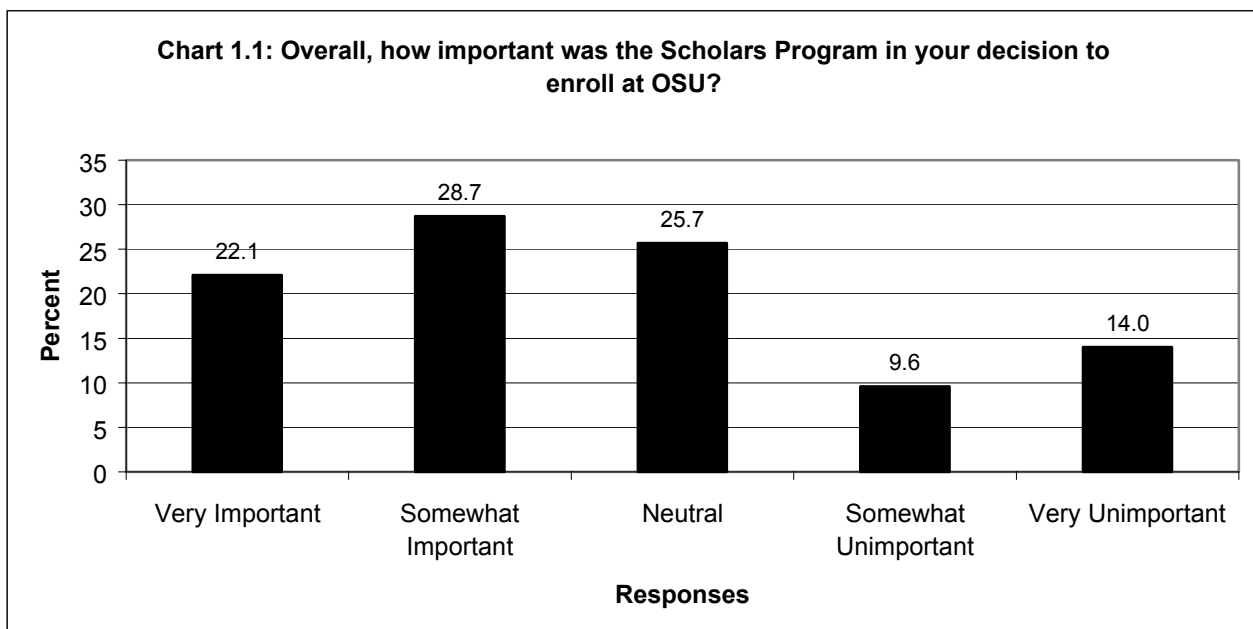
When comparing the combined Scholars respondents with the respondents from the comparison group we find that the Scholars had the following differences:

- They were more likely to be female.
- They were a slightly more racially diverse group than the comparison group.
- They were more likely to live on campus.
- They were less likely to be employed. Of those students who were employed, a similar percentage of students from both groups worked on campus, a slightly higher percentage of scholars worked off campus while a slightly smaller percentage of scholars worked both on and off campus in comparison to other students.
- They were slightly more likely to have declared a major, more likely to have changed their major, and were significantly more likely to be comfortable with their academic plan.

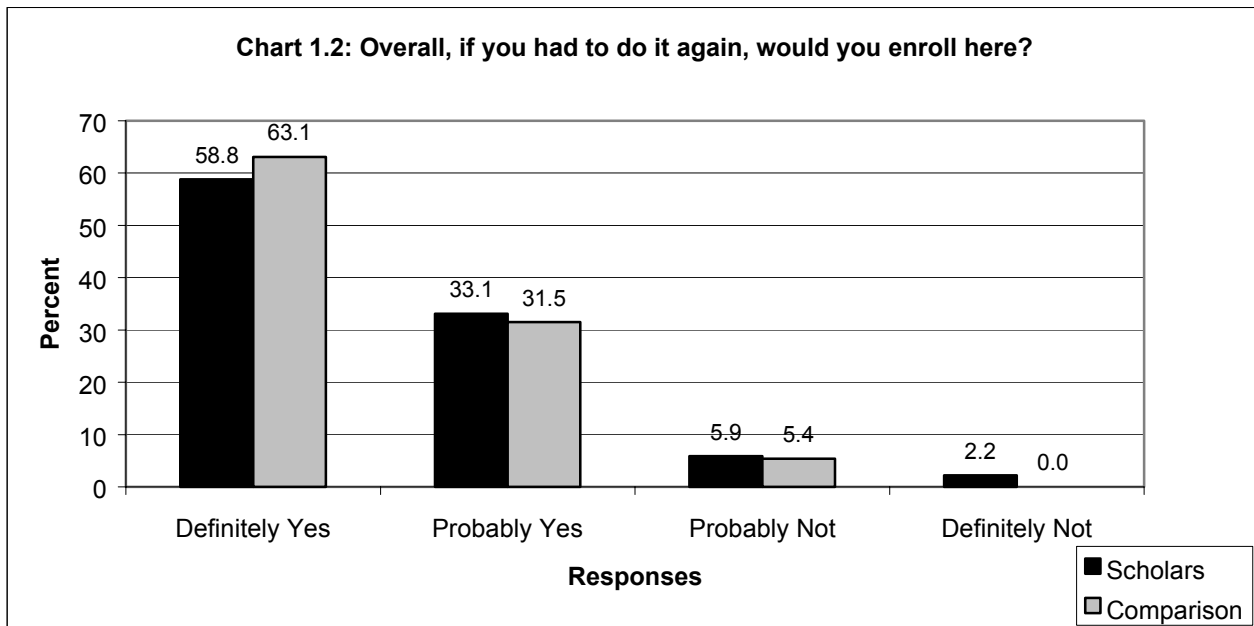
## Recruitment

A specific goal of the Scholars Programs is to assist in the recruitment and retention of high ability students. The Communication Technology, Health Sciences, and Mount Leadership Society Scholars were asked how their respective Scholars Program influenced their decision about enrollment at Ohio State. In this section, Chart 1.2 provides comparison data from students not participating in the Scholars Programs.

- Over half (50.8%) of the Scholars responded that their respective Scholars Program was either “very important” or “somewhat important” in their decision to enroll at OSU (see Chart 1.1).
- Nearly 24% (23.6%) of the Scholars responded that their respective Scholars Program was either “somewhat unimportant” or “very unimportant” in their decision to enroll at OSU (see Chart 1.1).



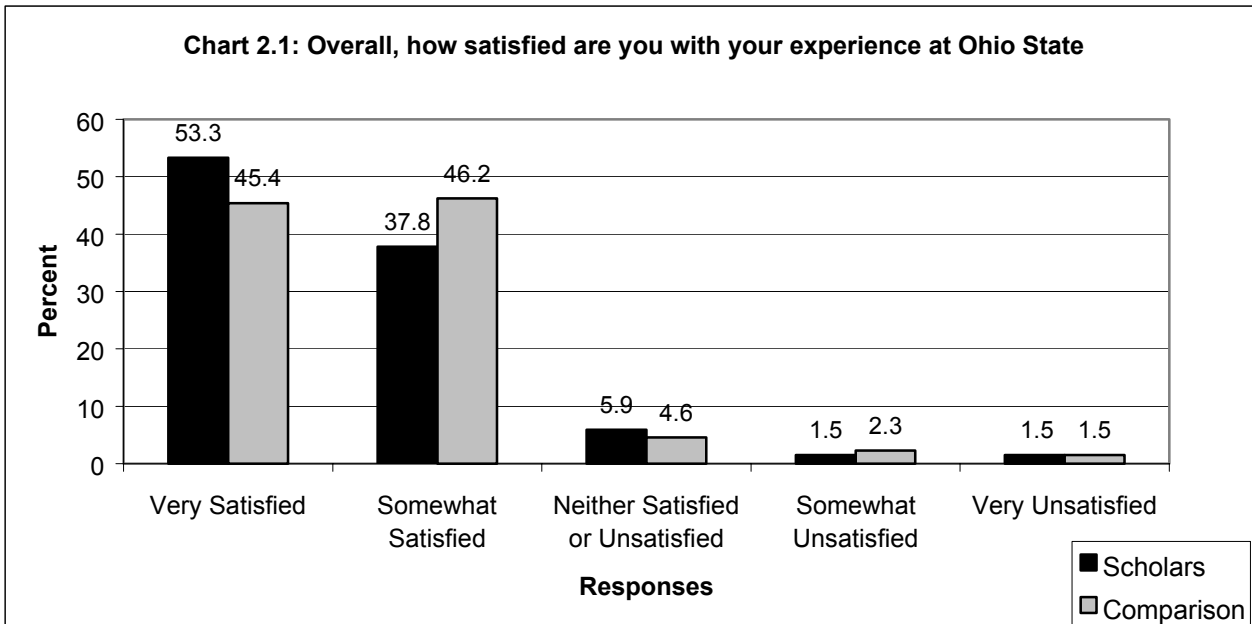
- Most of the Scholars and students in the comparison group indicated they would likely enroll at Ohio State if they had to do it all over again with 91.9% of the Scholars and 94.6% of the comparison group reporting “definitely yes” or “probably yes” (see Chart 1.2).



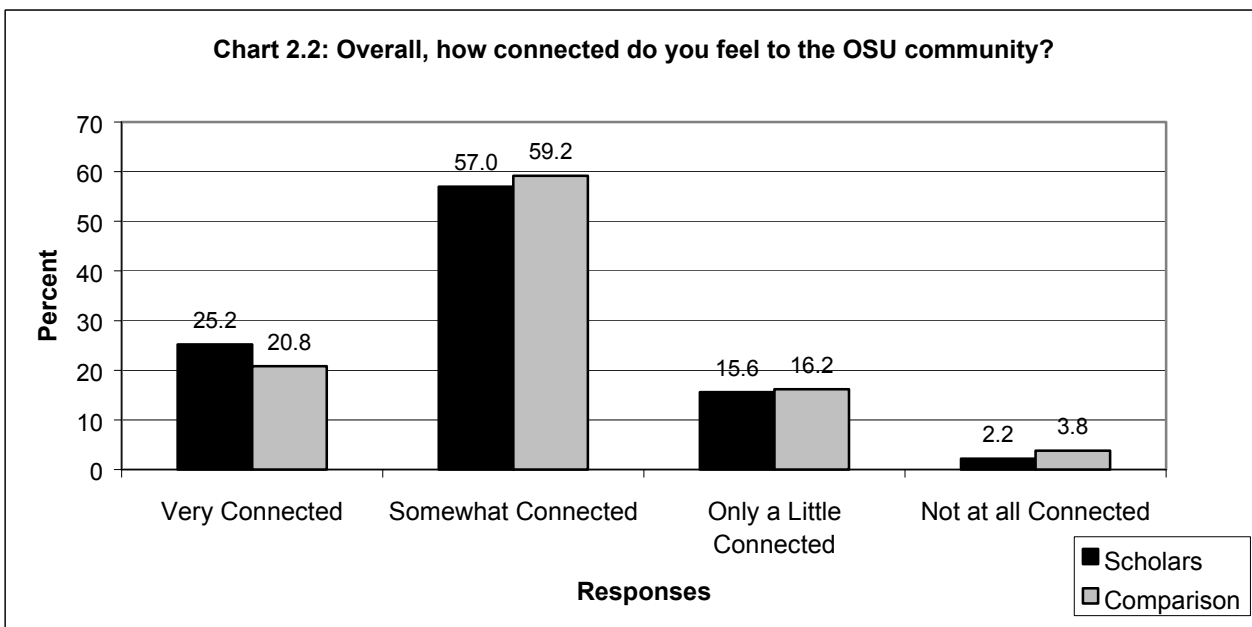
### Transition and Adjustment

The Scholars and students in the comparison group were asked a series of general questions about their experiences at Ohio State. The responses to questions presented in this section provide insight regarding the transition from high school to college and adjustment to the college environment. Comparisons are made between the Scholars and comparison group for all but the last question as represented in Chart 2.10.

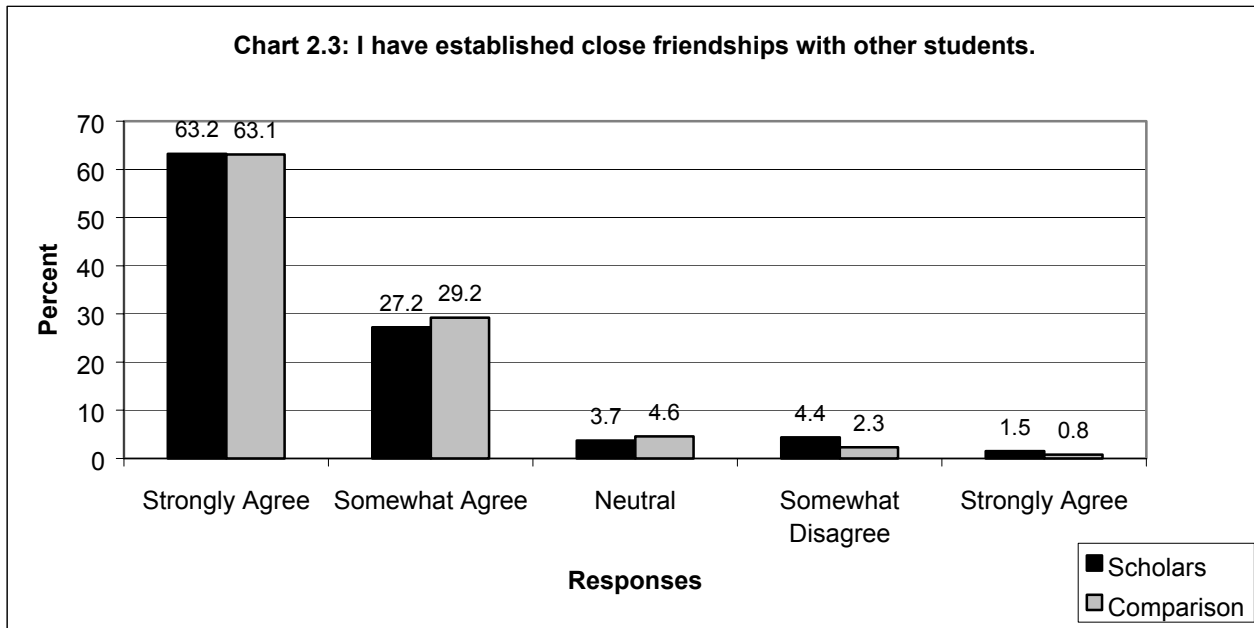
- Most of the students in both groups were similarly satisfied with their experience at Ohio State. Ninety-one percent (91.1%) of the Scholars and 91.6% of students in the comparison group responded that they were either “very satisfied” or “somewhat satisfied” (see Chart 2.1).
- Of note, more of the Scholars (53.3%) indicated that they were “very satisfied” with their experience at Ohio State when compared to other students (45.4%) (see Chart 2.1).



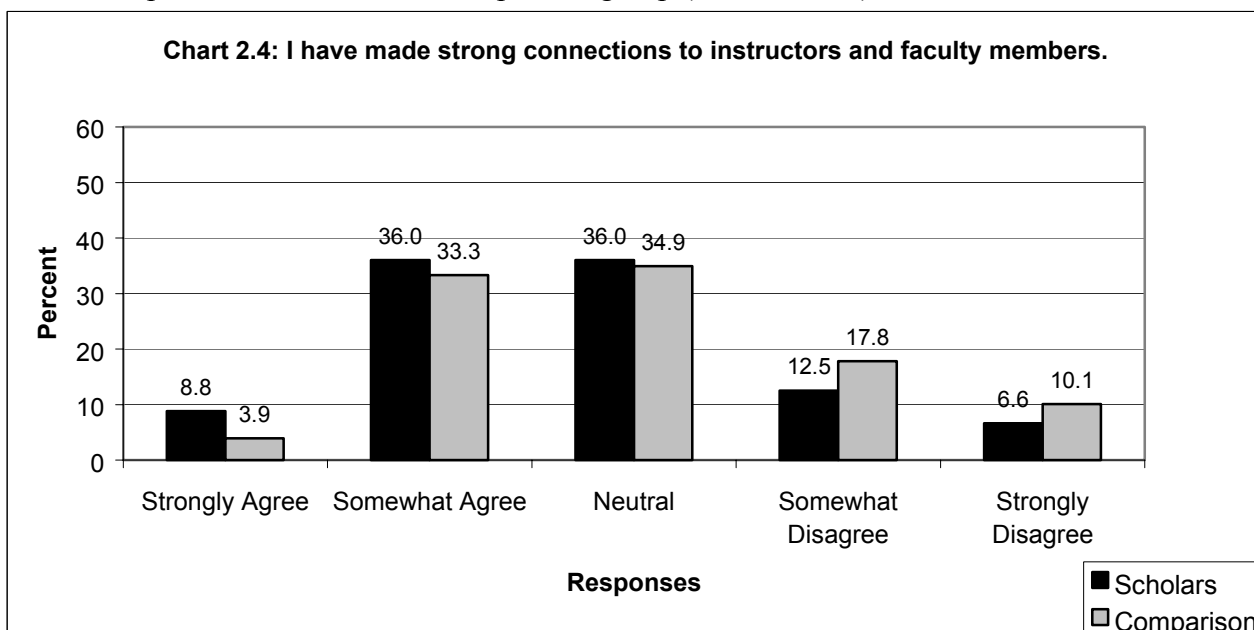
- A high proportion of students in both groups reported feeling connected to the OSU community. Eighty-two percent (82.2%) of the Scholars and 80.0% of the comparison group responded that they were either “very connected” or “somewhat connected” (see Chart 2.2).



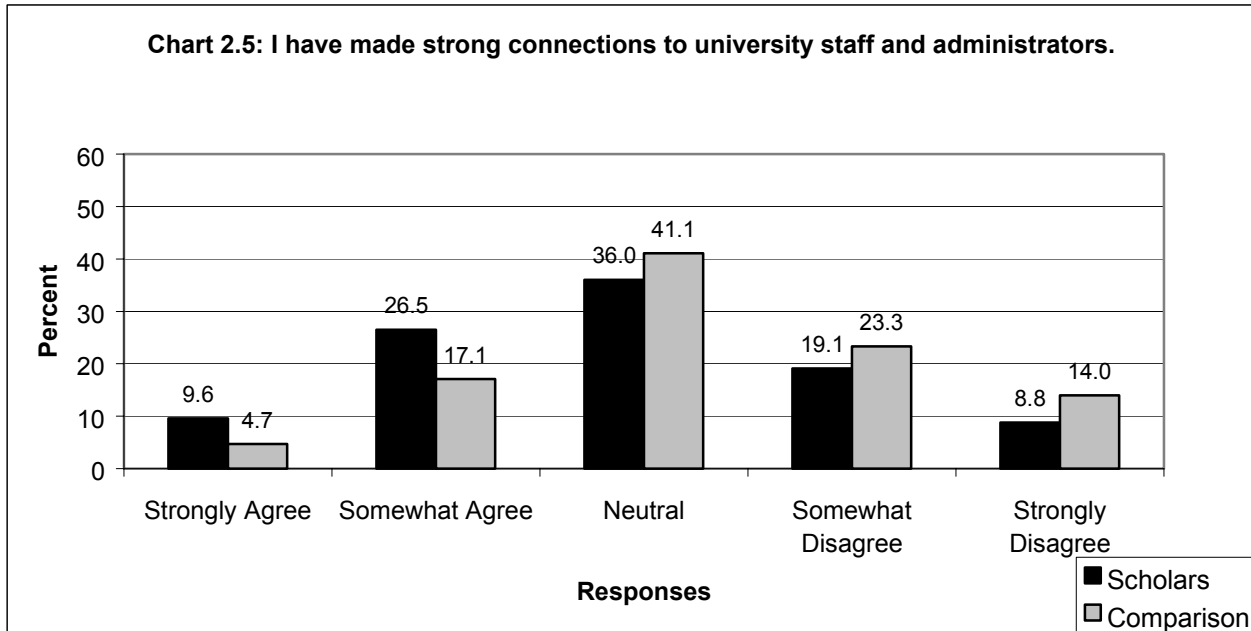
- Most students in both groups agreed that they had established close friendships with other students. Again, students responded similarly to this question with 90.4% of the Scholars and 92.3% of students in the comparison group reporting that they either “strongly agreed” or “somewhat agreed” with this statement (see Chart 2.3).



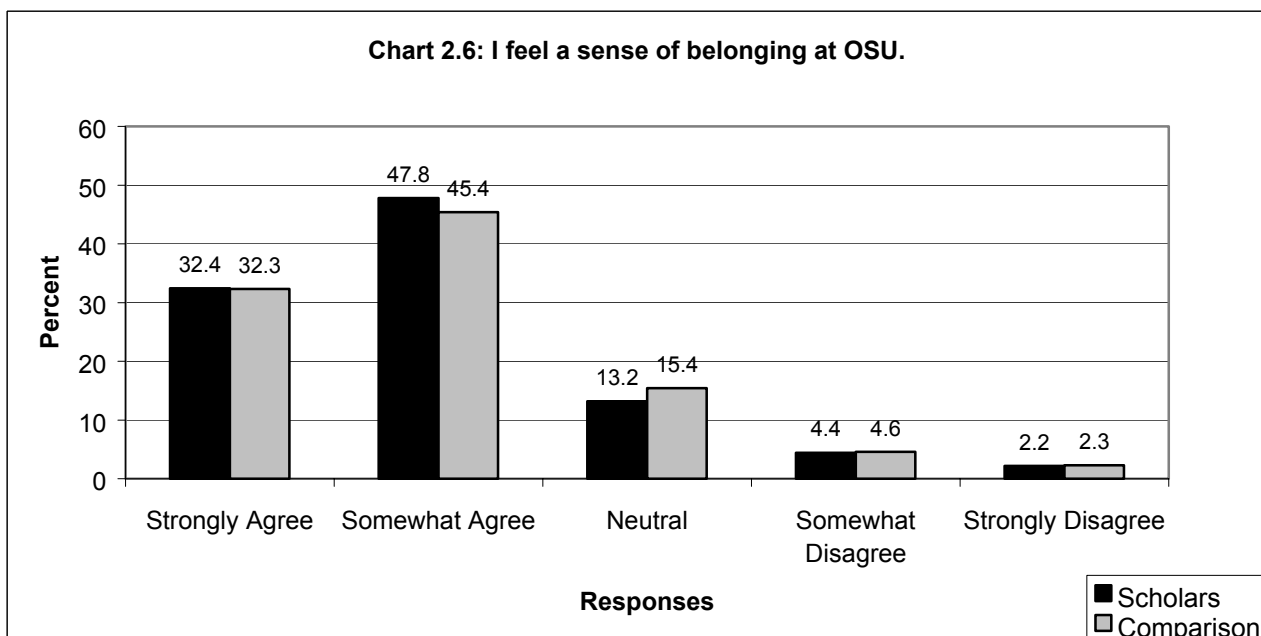
- The Scholars were more likely to report being connected to OSU instructors and faculty members with 44.8% responding that they either “strongly agreed” or “somewhat agreed” with the statement compared to 37.2% of the comparison group. The difference between the two groups was statistically significant (see Chart 2.4).
- Also of note, 19.1% of the Scholars reported that they “somewhat disagreed” or “strongly disagreed” that they made strong connections to OSU instructors and faculty members compared to 27.9% for the comparison group (see Chart 2.4).



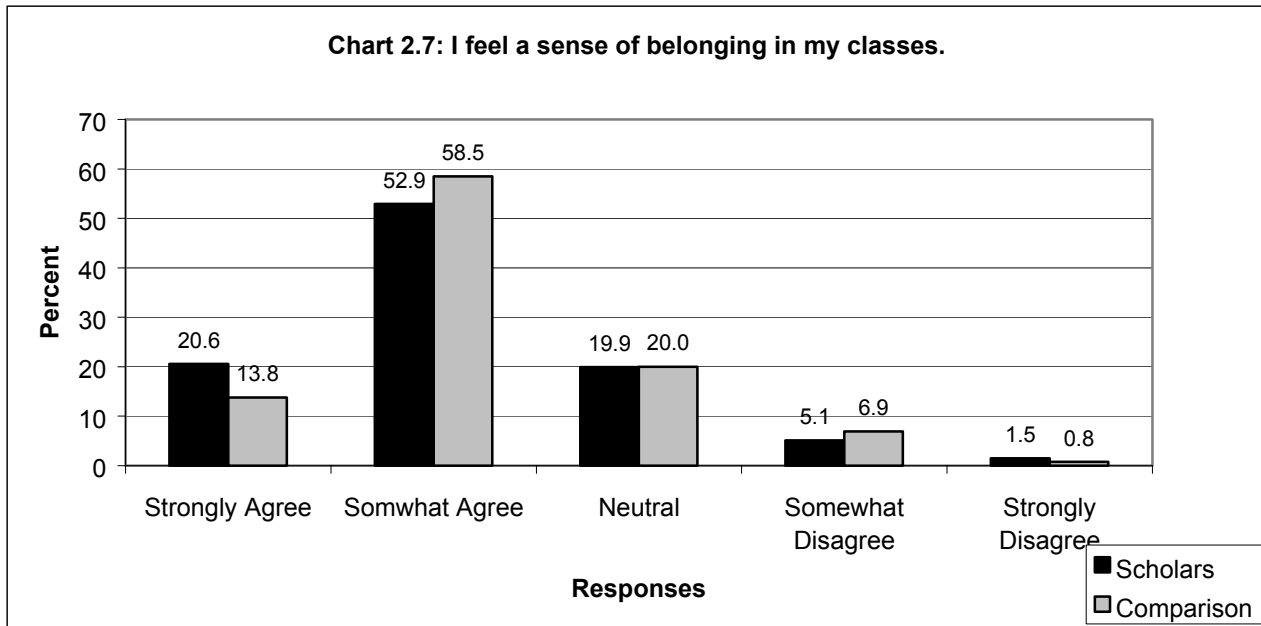
- Evidence suggests that the Scholars were more connected to OSU staff and administrators with 36.1% of the Scholars reporting that they either “strongly agreed” or “somewhat agreed” compared to 21.8% of the comparison group. The difference between the two groups is statistically significant. (see Chart 2.5).
- In addition, 27.9% of the Scholars reported that they “somewhat disagreed” or “strongly disagreed” that they made strong connections to University staff and administrators compared to 37.3% for the comparison group (see Chart 2.5).



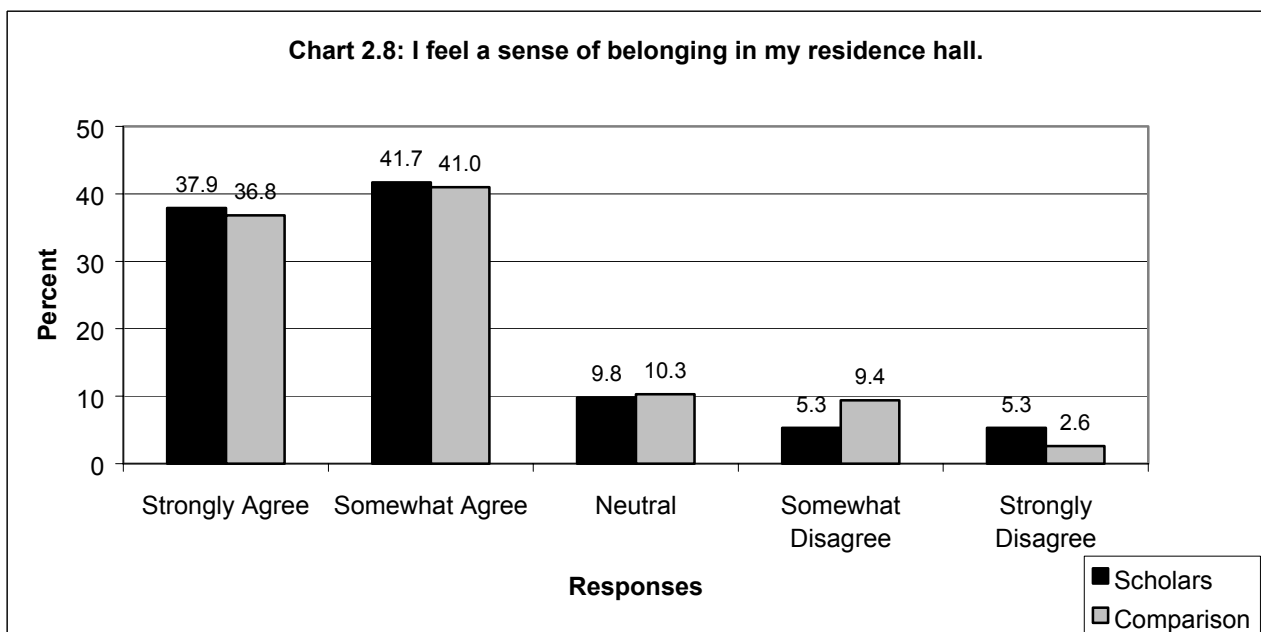
- A high proportion of students in both groups agreed that they felt a sense of belonging at OSU. Eighty percent (80.2%) of the Scholars and 77.7% of students in the comparison group either “strongly agreed” or “somewhat agreed” to this statement (see Chart 2.6).



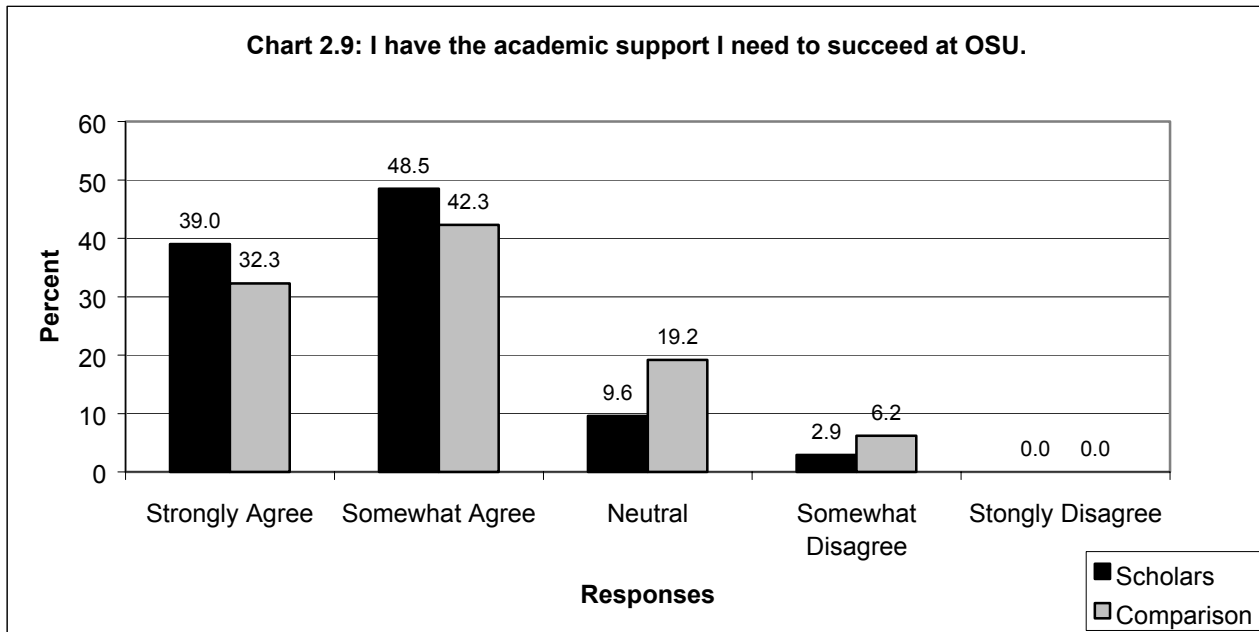
- A similar percentage of Scholars and students in the comparison group agreed that they felt a sense of belonging in their classes. Seventy-three percent (73.5%) of Scholars and 72.3% of the comparison group either “strongly agreed” or “somewhat agreed” to this statement (see Chart 2.7).
- However, more of the Scholars (20.6%) “strongly agreed” that they felt a sense of belonging in their classes in comparison to students in the comparison group (13.8%) (see Chart 2.7).



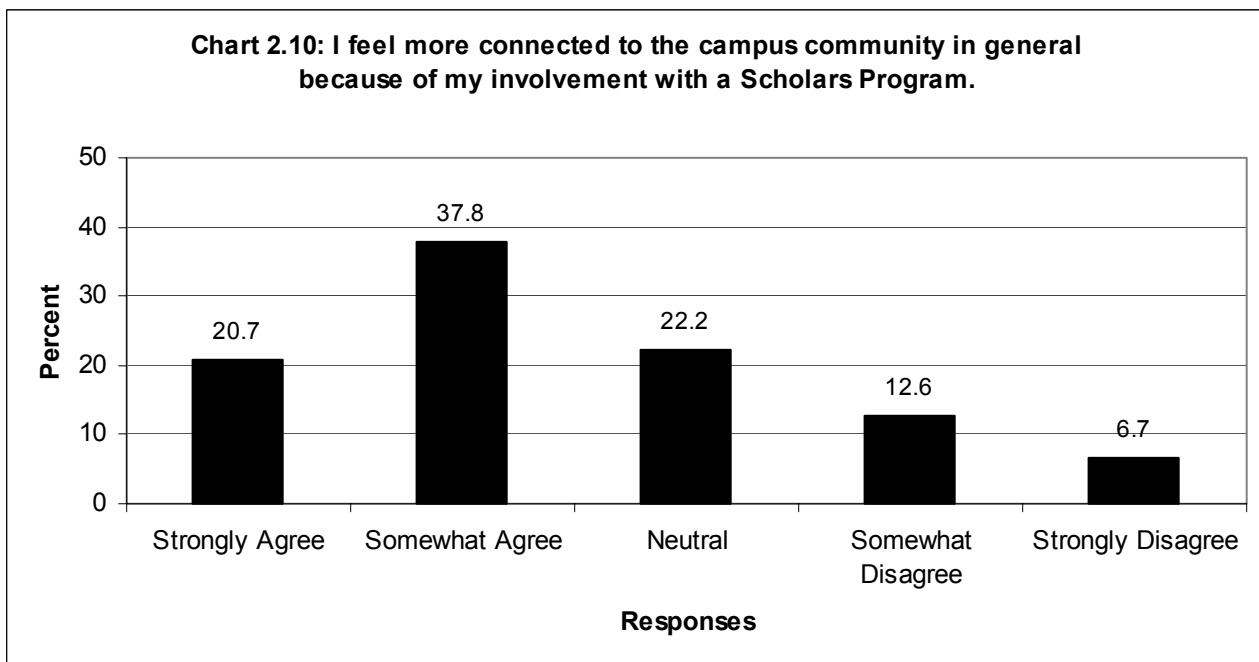
- Again, a high proportion of students in both groups agreed that they felt a sense of belonging in their residence hall. Nearly eighty percent (79.6%) of the Scholars and 77.8% of the comparison group (n=117) either “strongly agreed” or “somewhat agreed” with this statement (see Chart 2.8).



- More of the Scholars (87.5%) “strongly agreed” or “somewhat agreed” that they had the academic support they needed to succeed at OSU compared to students in the comparison group (74.6%). The difference between the two groups was statistically significant (see Chart 2.9).



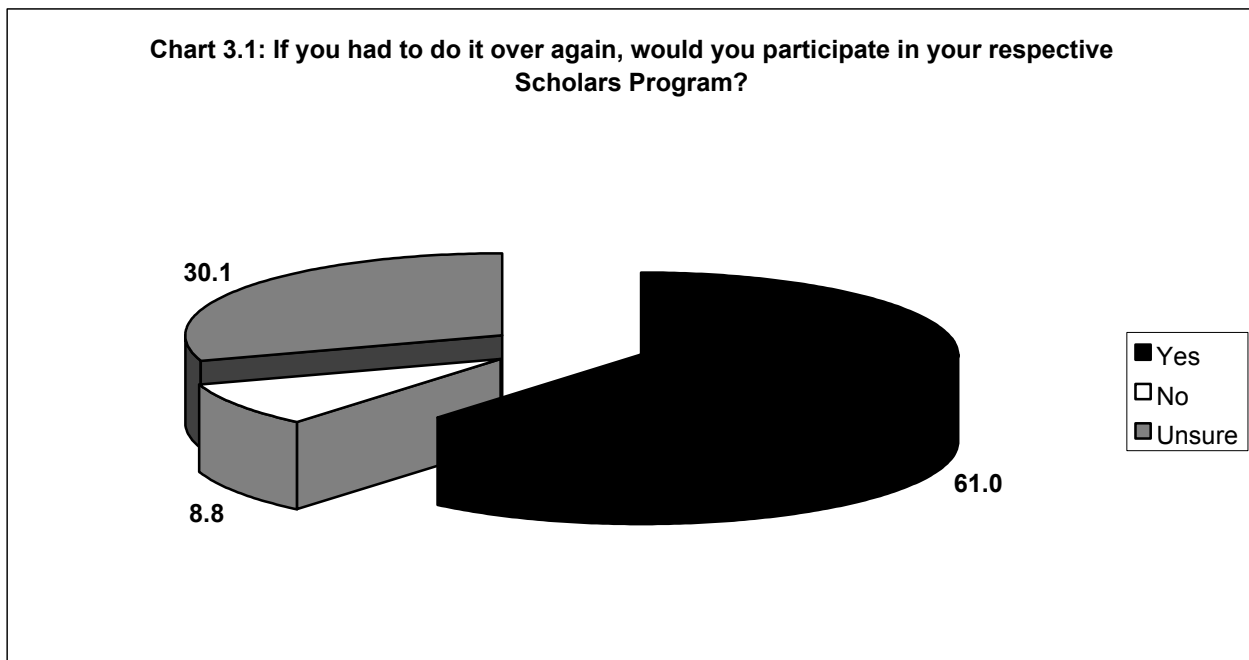
- A majority of the Scholars (58.5%) “strongly agreed” or “somewhat agreed” that they felt more connected to the campus community in general because of their involvement with their respective Scholars Program.
- Notably, 19.3% of Scholars “somewhat disagreed” or “strongly disagreed” with this statement (see Chart 2.10).



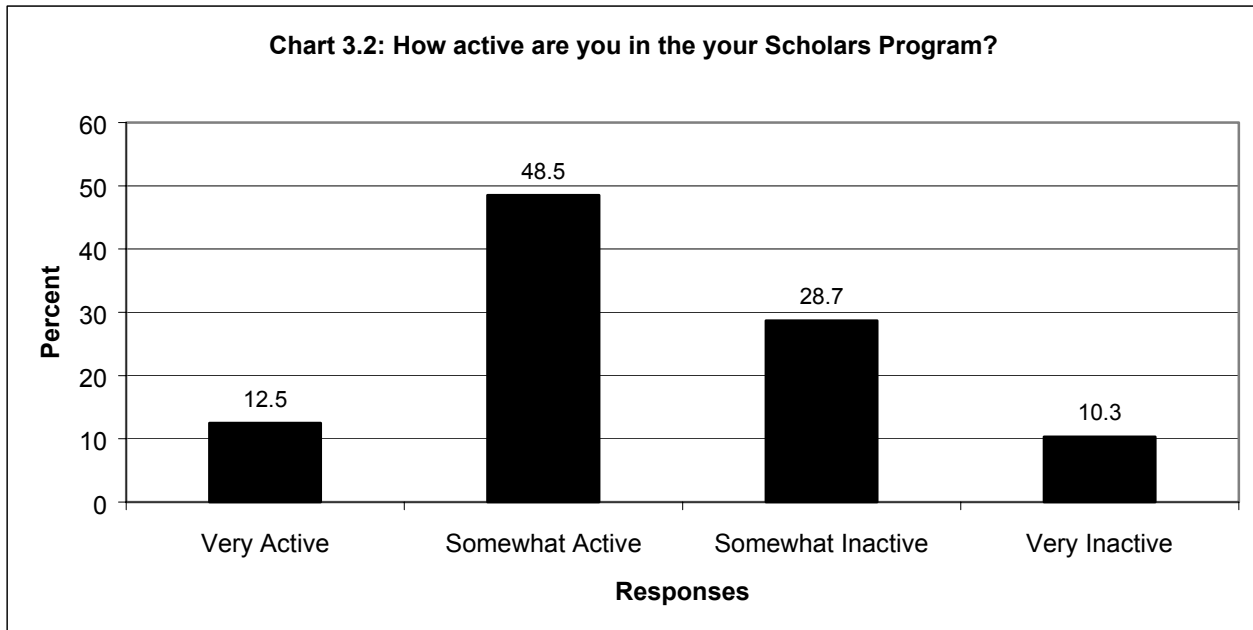
## Involvement

According to Astin (1985), “Students learn by becoming involved” (p. 133). That is to say, students’ academic and personal development can be enhanced by heavy involvement. The Scholars Programs offer students a variety of opportunities for encounters with other ideas and people, all of which are intended to contribute to student learning and development. However, students “must actively exploit the opportunities presented” in an environment and play a “central role in determining the extent and nature of growth according to the quality of effort or involvement with the resources provided by the institution (Pascarella & Terenzini, 1991, p. 51). In this section, data are examined regarding their participation in the Scholars Programs, importance of values, interaction with others, and involvement in cocurricular activities.

- A majority of the Scholars (61.0%) responded that they would participate in their respective Scholars Programs if they had to do it over again. Of note, 30.1% of the Scholars indicated that they were unsure as to whether they would participate in their Scholars Program again (see chart 3.1).



- Scholars’ inclination toward participation in their program (as displayed in Chart 3.1) may correspond with the Scholars’ reported level of program engagement. Sixty-one percent (61.0%) of the Scholars reported they were either “very active” or “somewhat active” in their respective Scholars Program. In addition, 28.7% of the Scholars indicated they were “somewhat inactive” and 10.3% were “very inactive” (see Chart 3.2).



### **Importance of Values**

The importance of values for the Scholars and comparison group are examined in this section. Universities are concerned with shaping the values of their students. Although a high degree of correspondence between professed values and behaviors should not be expected, values do represent preferences that may be translated to behaviors based on conceptions of what is desirable and important (Pascarella & Terenzini, 1991). Of note, the values of a peer group are important determinants of how an individual student will develop (Astin, 1993).

Data are presented regarding students' level of importance placed on values currently and the level of importance placed on the item compared to when they entered college. In Table 3.1, data are presented regarding students' values on topics such as diversity and life-long learning. These values correspond to the core values highlighted in Ohio State's Academic Plan. The average score is shown for the level of importance placed on each value and the change in the importance they placed on those values compared to their college entrance. **Note that the lower average score represents a higher level of importance or change in strength of importance.** Additional data for each of the values statements are available in Appendix A.

- For all values, the Scholars rated the current level of importance higher, albeit small differences, than did students in the comparison group.
- On average, Scholars (1.72) and students in the comparison group (1.84) rated "desiring to learn for personal growth" with the highest level of importance.
- "Making the world a better place" was of significantly greater importance to the Scholars with an average score of 2.10 compared to 2.33 for the comparison group.

**Table 3.1: Responses to level of importance placed on values currently and the change in level of importance placed on values compared to when student entered college.**

Questions	Currently		Compared to College Entrance	
	Scholars	Comparison Group	Scholars	Comparison Group
Scholars = 137 Comparison Group = 130				
Celebrating and learning from our diversity	2.22	2.48	2.42	2.63
Desiring to learn for personal growth	1.72	1.84	2.29	2.19
Expanding your global knowledge and perspectives	2.04	2.26	2.44	2.49
Making the world a better place	*2.10	*2.33	2.55	2.52
Engaging in life-long learning	1.92	2.07	2.45	2.34

\* Statistically significant difference at the 95% confidence level.

⊗ The scale for the current level of importance was: 1.00 “very important,” 2.00 “somewhat important,” 3.00 “neutral,” 4.00 “somewhat unimportant,” and 5.00 “very unimportant.” The scale of change in level of importance since compared to college entrance was: 1.00 “much stronger,” 2.00 “somewhat stronger,” 3.00 “no change,” 4.00 “somewhat weaker,” and 5.00 “much weaker.”

### **Interaction with Others Socially, Academically, and Those Different From Themselves**

During the undergraduate experience, a student’s peer group is the single most powerful source of influence on growth and development (Astin, 1993). Activities promoting student-student interaction (i.e. discussing course content with other students, discussing racial or ethnic issues, socializing with someone from a different racial or ethnic group, and hours per week spent in socializing or in student organizations) enhance academic and personal development.

In this section, students were asked how often they interacted socially outside of class with other students, participated in discussions of an academic nature outside of class, and studied with other students (see Table 3.2).

- A high proportion of Scholars (74.4%) and students in the comparison group (76.7%) responded that they interacted socially with students outside of the class environment on a daily basis.
- More of the Scholars (58.6%) participated in discussions of an academic nature outside the classroom with other students at least a couple of times a week, compared to students in the comparison group (48.4%).
- The majority of Scholars (60.4%) and students in the comparison group (57.9%) reported studying with other students at least once a week.

**Table 3.2: Since entering college, how often do you...interact socially and academically?**

Responses Scholars = 137 Comparison Group = 130	Interact socially with students outside of class		Participate in discussions of an academic nature outside the classroom with other students		Study with other students	
	Scholars	Comparison Group	Scholars	Comparison Group	Scholars	Comparison Group
Daily	74.4	76.7	24.8	16.9	13.4	9.4
A couple times a week	11.3	9.3	33.8	31.5	26.1	26.6
Weekly	6.8	3.9	18.0	22.3	20.9	21.9
A couple times a month	3.0	4.7	9.8	13.8	11.9	18.8
Monthly	2.3	0.0	2.3	2.3	4.5	1.6
Rarely	1.5	4.7	9.0	7.7	15.7	15.6
Never	0.8	0.8	2.3	5.4	7.5	6.3
Mode	Daily	Daily	A couple times a week	A couple times a week	A couple times a week	A couple times a week
Median	Daily	Daily	A couple times a week	Weekly	Weekly	Weekly

Students were also asked how frequently they interacted with those who were of a different race, religion, and sexual orientation from themselves since they entered college (see Chart 3.3).

- Scholars reported that they interacted more often with students who were of a different race/ethnicity compared to students in the comparison group. Nearly 73% (72.7%) of the Scholars reported daily interaction compared to 50.8% of the comparison group. The difference between the two groups was statistically significant.
- The Scholars (78.4%) were slightly more likely to interact socially with students of different religions on a daily basis in comparison to the comparison group (72.9%).
- Scholars reported that they interacted more often with students who were of a different sexual orientation. Fifty-two percent (52.3%) of the Scholars and 43.8% of the comparison group interacted others who were a different sexual orientation at least a couple of times a week. Additionally, more of the students in the comparison group (26.2%) reported that they rarely or never interacted with others who were a different sexual orientation compared to 19.7% of the Scholars.

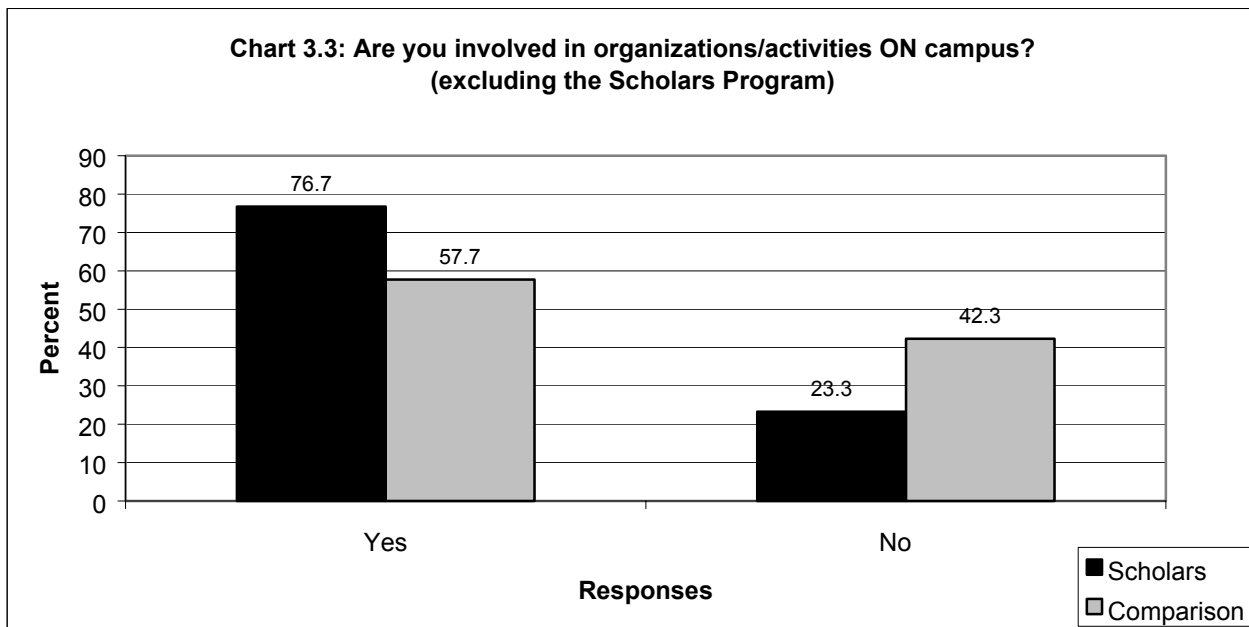
**Table 3.3: Since entering college how often do you...interact with others different from you?**

Responses Scholars = 137 Comparison Group = 130	Interact with others who are a different race/ethnicity than you		Interact with others who are a different religion than you		Interact with others who are a different sexual orientation than you?	
	Scholars	Comparison Group	Scholars	Comparison Group	Scholars	Comparison Group
Daily	72.7	50.8	78.4	72.9	30.3	26.9
A couple times a week	14.4	17.7	11.2	8.5	22.0	16.9
Weekly	8.3	14.6	4.5	8.5	10.6	13.1
A couple times a month	2.3	6.9	3.0	3.9	14.4	12.3
Monthly	0.8	1.5	0.7	1.6	3.0	4.6
Rarely	1.5	8.5	2.2	3.9	12.9	20.8
Never	0.0	0.0	0.0	0.8	6.8	5.4
Mode	Daily	Daily	Daily	Daily	Daily	Daily
Median	Daily	Daily	Daily	Daily	A couple times a week	Weekly

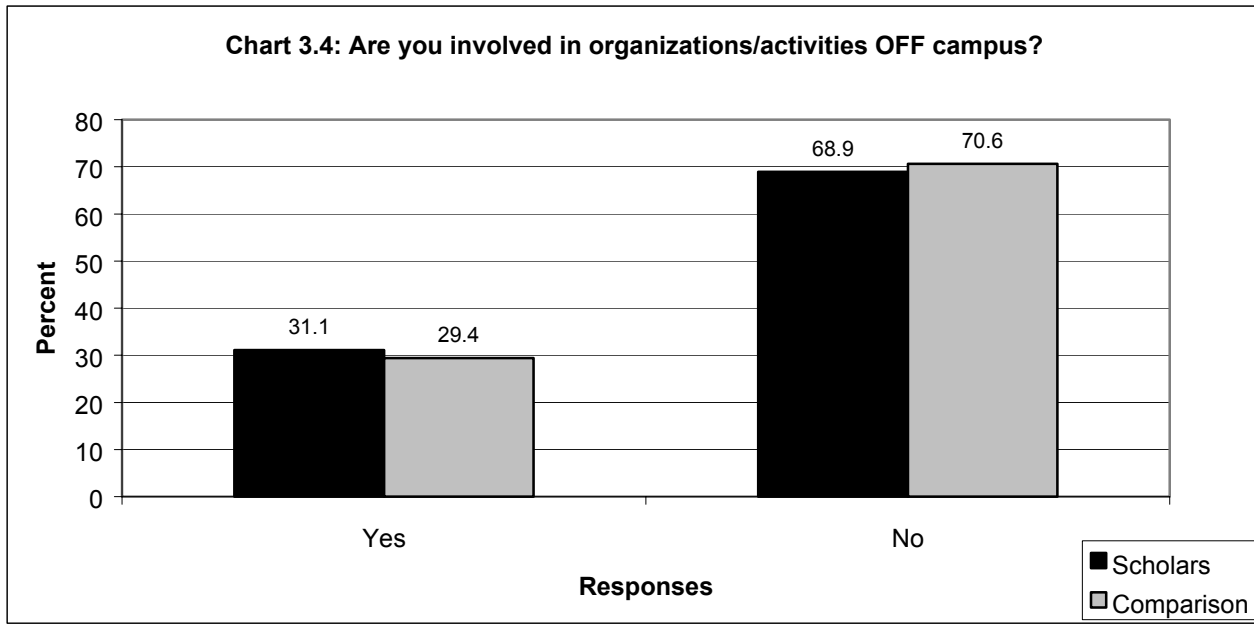
## Cocurricular Activities

Students were asked if they were involved in cocurricular activities on and off campus (excluding employment) and if they held leadership positions on campus (see Charts 3.3-3.5).

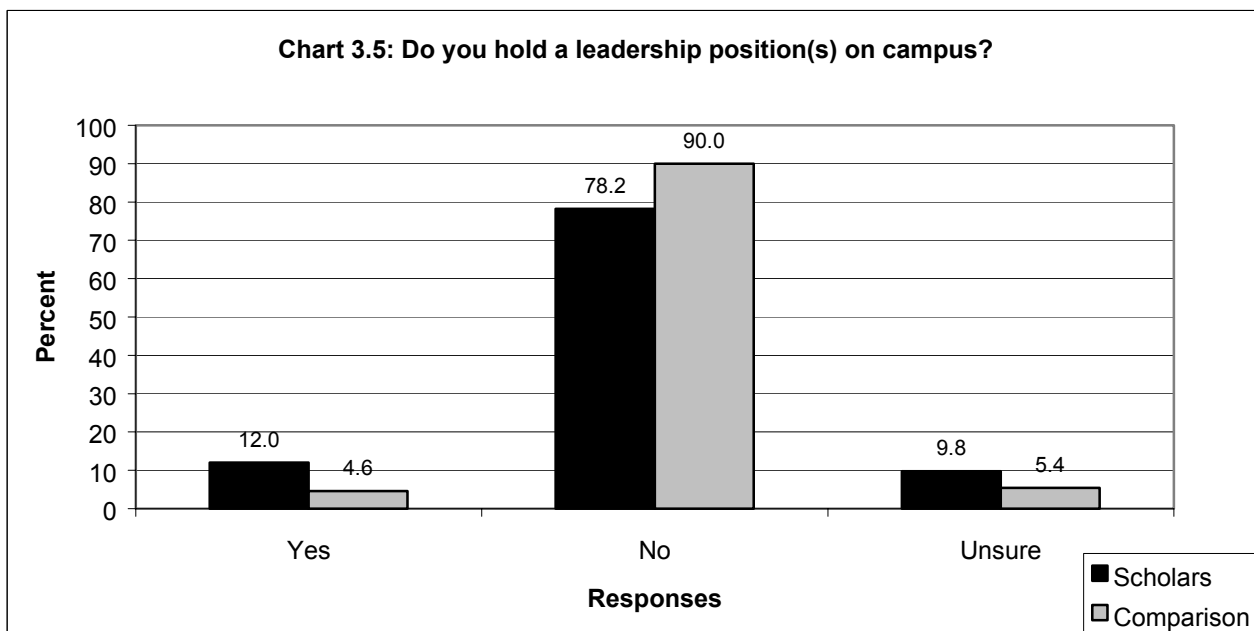
- Scholars (76.7%) were significantly more likely to be involved in organizations and activities on campus, in addition to the Scholars Program, when compared to students in the comparison group (57.7%) (see Chart 3.3).



- Conversely, the majority of Scholars (68.7%) and students in the comparison group (70.6%) were not involved in organizations and activities off campus. Students in both groups responded similarly to each other (see Chart 3.4).



- More of the Scholars (12.0%) reported holding a leadership position on campus compared to students in the comparison group (4.6%) (see Chart 3.5).
- Of note, 9.8% of the Scholars and 5.4% of the comparison group were unsure if they held leadership positions on campus (see Chart 3.5).



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APPENDIX A

