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Academic Engagement of College Student Leaders

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ACADEMIC ENGAGEMENT OF COLLEGE STUDENT LEADERS

A thesis submitted in partial fulfillment
of the requirement for the degree of
Master of Arts

By

GALEN RYAN CRAWFORD
B.S., University of Cincinnati, 2009

2012
Wright State University

WRIGHTSTATEUNIVERSITY

GRADUATE SCHOOL

May 31, 2012

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Galen Ryan Crawford ENTITLED Academic Engagement of College Student Leaders BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Master of Arts.

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ABSTRACT

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Academic engagement of college student leaders may be affected due to the amount of time and energy that is needed to lead a student organization. This affect is tested through a mixed method research design where self-generated questions in conjunction with portions of the National Survey of Student Engagement and Cooperative Institutional Research Program are used to gain a deeper understanding of academic engagement of college student leaders. Results of the study indicate that student leaders have a relatively high level of academic engagement. Student Affairs professionals can use this research to gain an understanding of the complexity of academic engagement and will be encouraged to create environments to further examine and bolster the academic engagement of college student leaders.

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I. Introduction to the Study

According to Astin (1984), the greater the amount of energy college students put into involvement with academic and extracurricular activities, the more successful they are likely to be in college. Since Astin's theory of involvement, there has been extensive research about student engagement in certain activities that leads to positive developmental outcomes for the student (Baxter Magolda, 1992; Carini, Kuh, & Klein, 2006; Kuh, 1995; Kuh & Hu, 2001; Pascarella & Terenzini, 2005; Pascarella, Edison, Hagedorn, Nora, & Terenzini, 1996).

College student leaders are typically engaged in out of class activities more than other students. These students take it upon themselves to represent the university in many areas of campus life. In spite of this type of engagement, it is important for student leaders to maintain engagement in their academic pursuits as well. There is a great deal of published information on student engagement (Astin, 1984; Baxter Magolda, 1992; Carini, Kuh, & Klein, 2006; Kuh, 1995; Kuh & Hu, 2001; Pascarella & Terenzini, 2005; Strapp & Farr, 2010; Yin & Lei, 2007). However, there is a dearth of research about the academic engagement of student leaders as they balance their academic life with extracurricular obligations.

Student leaders spend a great deal of time delegating tasks, planning events, working with budgets, and doing the administrative work their student organizations require. Students involved as campus leaders may be at risk for low levels of academic engagement due to their extracurricular responsibilities. The purpose of this study is to

examine how engagement as a student leader in college may influence levels of academic engagement. Academic engagement is defined from a combination of student leaders' GPA, internal locus of control, faculty relationships, time and energy spent on academic pursuits, and self-efficacy.

Statement of the Problem

Engagement can be described as the purposeful use of time and energy on an activity (Kuh, 1995). Extracurricular student engagement has been associated with both positive (Astin, 1984; Carini, Kuh, & Klein, 2006; Gilmore & Manthei, 2005; Kuh, 1995; Kuh & Hu, 2001; Strapp & Farr, 2010) and negative (Gilmore & Manthei, 2005; Yin & Lei, 2007) academic outcomes. The leadership obligations of a student leader require considerable extracurricular engagement for a successful outcome. The energy allocated to extracurricular engagement may lead to an increased risk of low academic engagement (Kuh, 1995).

It is important to understand factors that can ameliorate academic engagement of college student leaders. Faculty relationships, self-efficacy, internal locus of control, and purposeful allocation of time and energy are factors that are known to affect academic engagement in a positive way. This study will further explore the relationship between academic engagement and student leadership.

Definition of Terms

High Academic Engagement: A combination of high GPA, internal locus of control, meaningful faculty relationships, self-efficacy, and purposeful time and energy spent on academic pursuits (Astin, 1984; Carini, Kuh, & Klein, 2006; Kuh & Hu, 2001; Strapp & Farr, 2010).

Internal Locus of Control: The presence of this factor in a student indicates acceptance of responsibility for the outcomes experienced rather than assigning credit to an external source (Pascarella, Edison, Hagedorn, Nora, & Terenzini, 1996).

Low Academic Engagement: A combination of low GPA, low internal locus of control, the absence of meaningful faculty relationships, low self-efficacy, and a lack purposeful time and energy spent on academic pursuits (Astin, 1984; Carini, Kuh, & Klein, 2006; Kuh & Hu, 2001; Strapp & Farr, 2010).

Extracurricular Antecedent: Those activities taking priority over academic obligations (Kuh, 1995).

Self-efficacy: How a student perceives their ability to complete a task; self-confidence (Dugan & Komives, 2010).

Socially Responsible Leadership: Values-based leadership that results in advocacy, awareness, and positive social change (Dugan & Komives, 2010).

Student Leader: Any student engaged in a leadership position for a campus student organization that may or may not participate in university governance (Dugan & Komives, 2010; Lizzo & Wilson, 2009).

Research Questions

Quantitative.

RQ1: What are the characteristics of undergraduate college student leaders?

RQ2: How can undergraduate college student leaders' academic engagement be conceptualized with regards to GPA, student-faculty interaction, internal locus of control, self-efficacy, and time spent on academic pursuits?

RQ3: How do undergraduate college student leaders perceive and demonstrate their academic engagement?

RQ4: How do undergraduate college student leaders perceive their leadership?

Qualitative.

RQ5: What are undergraduate college student leaders' experiences regarding their academic engagement?

Assumptions.

All self-reported qualitative and quantitative data are an accurate representation of the participants' characteristics, feelings, and beliefs. Additionally, all respondents are undergraduate student leaders involved in at least one registered student organization (Appendix A).

Scope

This study encompasses all undergraduate presidents and vice presidents of campus organizations, all compensated undergraduate members of student government, and all undergraduate executive members of the coordinating organizations at a large public Midwestern research university. Based on the results of the survey and those students who have self-identified as having either high or low levels of academic engagement, the researcher interviewed an even number of participants reporting either high or low academic engagement.

This study has several delimitations. First, a student's personal life outside curricular and leadership engagement was not be examined during the quantitative process of the study. Second, only one institution was examined in the study, limiting the applicability of results to the context of the respective university. These delimitations

affected the context and generalizability of the results due to a large part of student life being disregarded.

Confidentiality of any personally identifiable information is of great importance in respect to those who participated in the study. To ensure confidentiality, the researcher used pseudonyms for all participants, and the participants' organizations were not revealed in results. After transcribing the interviews, the researcher deleted all audio recordings used for the study.

Significance of the Study

Student engagement in the college environment is a popular topic of research. The concept of academic engagement of college student leaders is an aspect that has not been extensively explored.

This explored student leaders interact with the university and how this relationship can be mutually beneficial. To accomplish this, characteristics of undergraduate student leader participants were collected; participants were asked how they perceive their relationships with faculty, their internal locus of control, cognitive development, and self-efficacy; participants were asked how they perceive and demonstrate their academic engagement in terms of the physical and mental energy they allocate to academic activities; participants were also asked how they perceive their student leadership, and what their experiences of academic engagement are.

Overview

The remainder of the thesis explores the background, methods, results, and conclusions drawn from the design of the research process. Chapter two reviews the literature as to what makes a student leader, how they interact with the campus

environment, the factors that define academic engagement for the purposes of this study, as well as information that will add context to the environment and development that student leaders experience. Chapter three details the process by which the researcher explores the research questions and discusses the importance of proper treatment of the information to ensure the best results possible. Chapter four will provide a condensed version of the results collected through qualitative and quantitative methods used to describe the academic engagement among college student leaders who responded. Finally, Chapter five discusses the conclusions drawn from results while providing a context by which the results should be viewed. Chapter five also discusses further topics to be researched in order to discover more about academic engagement among student leaders in the college environment.

II. Review of the Literature

This study of the academic engagement of college student leaders examines the factors that influence student leaders and their motivation and persistence of curricular and extracurricular engagement. There are four sections in this review: student leadership, student engagement, internal locus of control, and cognitive development.

Student Leadership and Engagement

The purpose of this section is to highlight student leadership and engagement in the college environment. An overview of the multiple forms and goals of student leadership is presented, followed by an explanation of the subject of student engagement. Student engagement encompasses many factors that contribute to a student's success

Key factors that can affect student academic engagement have to do with extracurricular antecedents and the relationship between extracurricular and academic engagement as they contribute to student success. Student engagement refers to the amount of time and energy one allocates to either leadership or academic activities (Astin, 1984).

Leadership facilitated by students serving a transformative role perpetuates the development of an academic institution (Astin, Astin, & Kellogg Foundation, 2000). Additionally, student leaders provide collaboration between the student body and university functional areas (Hilliard, 2010). Qualities such as long-term vision, self-awareness, integrity, determination, and competence along with social and emotional intelligence are key attributes of student leaders (Astin, Astin, & Kellogg Foundation,

2000; Hilliard, 2010). It is also posited that leadership could be inherent in a person, as well as an acquired quality through proper mentorship. Whether innate or learned, leadership skills add to a student's higher education experience while benefiting all constituencies to evoke positive change.

The role of student leadership in the college environment is to help students gain a greater awareness of the world and their role in socially responsible leadership while exploring the concepts of values-based change through advocacy and awareness (Astin, Astin, & Kellogg Foundation, 2000; Dugan & Komives, 2010). In contrast, managerial or business leadership teaches students to maintain current policies and lack the ethical grounding students gain from exposure to socially responsible leadership. Student leadership can be attained in every student group environment present in the university setting in addition to the formal leadership positions student clubs and organizations provide (Astin, Astin, & Kellogg Foundation 2000).

Extracurricular antecedents.

An appropriate balance between engagement in academics and leadership responsibilities can maximize the outcomes one achieves through the college experience (Astin, 1984). Guided by the principles of involvement and the impact college has on students, Kuh (1995) explored the relationship between extracurricular activities and developmental outcomes. From student interviews, Kuh identified eight categories of extracurricular antecedents - those activities that may take priority over academics. The antecedent that was mentioned most frequently referenced specific leadership responsibilities while travel was the antecedent mentioned the least. Additionally, some students attributed their career choice, a college outcome, with their engagement outside

the classroom. Kuh (1995) stated that the interpersonal attributes one gains from extracurricular experiences helped students gain practical competence for the workplace.

Though leadership responsibilities took priority over academics more than any other antecedent category in Kuh's inquiry, the degree by which this antecedent affected academic outcomes was not quantified (1995). Rather, Kuh provided a framework for how to approach a qualitative study to evaluate the supplemental importance of how academic and non-academic activities work in conjunction to contribute to student development. His conceptual framework, drawn from Astin (1984), recognized that both mental and physical energy are expended in an activity that translates into the amount of knowledge gained from an activity. Development is independent for every student, as every student does not budget the same amount of energy for each activity. Kuh (1995) reported that income-related work was infrequently mentioned as an antecedent even though there is an increasing need for students to work while attending college (Gilmore & Manthei, 2005).

Gilmore and Manthei (2005) initiated a quantitative study in New Zealand to evaluate how paid employment influenced student grade point average (GPA). The authors identified a negative impact on GPA for those students working full time, while students working part time on campus experienced positive academic outcomes. Students reported working an average of 13.8 hours per week, and working less than 15 hours per week exhibited positive effects on academic outcome, organization, and employability. Some students who worked off campus felt they were learning how to become more organized; however, the stress and lack of time caused students to become more realistic about what they could accomplish in their studies. This lack of time

influenced students to choose between assignments to devote a full effort to in order to pass a class, but not achieve as high of a grade as they would like.

Academic Engagement

The following sections provide an overview of what constitutes academic engagement: ~~The role of~~ student-faculty relationships (Dugan & Komives, 2010; Kuh & Hu, 2001), self-efficacy, (Dugan & Komives, 2010; Lizzo & Wilson, 2009), GPA (Kuh, 1995; Gilmore & Manthei, 2005; Carini, Kuh, & Klein, 2006; Yin & Lei, 2007; Strapp & Farr, 2010), and internal locus of control (Pascarella, Edison, Hagedorn, Nora, & Terenzini, 2006). Purposeful use of time and energy is also a factor of academic engagement (Astin, 1984; Carini, Kuh, & Klein, 2006; Kuh, 1995; Strapp & Farr, 2010; Yin & Lei, 2007), and was covered in the previous section.

~~The role of student-faculty relationships.~~

The examination of student-faculty relationships can offer insight to levels of student leaders' academic engagement. Dugan and Komives (2010) documented the importance of student-faculty relationships as a powerful means of shaping a student's conception of socially responsible leadership. The authors' results supported Kuh and Hu (2001) who explored the role of relationships between students and faculty members. The authors focused on student-faculty interactions in college, how these interactions contributed to student satisfaction, and what forms of interaction influenced student academic engagement. Kuh and Hu used the College Student Experiences Questionnaire (CSEQ) to collect biographical student information as well as activities, time and energy spent on activities, and institutional environment as it relates to student-faculty interaction.

The results from the CSEQ indicated that most student-faculty interactions do not develop deeper than the discussion of information pertaining to the course in which the student is currently enrolled. Upperclassmen reported more significant faculty relationships than underclassmen. Students rarely formed personal relationships with their professors outside the scope of a class (Kuh & Hu, 2001). Personal relationships between students and faculty have been seen as catalysts to academic engagement and positive academic outcomes. Additionally there were very few reports of students working with faculty on research related projects (Kuh & Hu, 2001).

In regard to leadership, the student-faculty relationship should transcend the content or focus of a class to engage students and faculty in personal conversations around the concepts of socially responsible leadership (Dugan & Komives, 2010). Community service, an aspect of socially responsible leadership, is an avenue that raises the diversity consciousness of a student. Paradoxically, community service did not seem to influence the students' level of self-efficacy as the authors hypothesized. Through the service of others it was believed that students would learn more about themselves, and this was not the case (Dugan & Komives, 2010).

Self-efficacy.

The self-perception of student leaders' ability to accomplish curricular and extracurricular goals is defined as self-efficacy (Dugan & Komvies, 2010). In Dugan and Komives's study, leadership in the group environment did not have an effect on self-efficacy; the focus of leadership was on the progression of the group rather than an internal reflection of the individual. Because leadership is recognized as a learned trait in addition to an innate quality, seminars and college classes that revolve around leadership-

development are prevalent (Astin, Astin, & Kellogg Foundation, 2000; Hilliard, 2010). Like community service, leadership-development experiences do not increase one's self-efficacy though they do increase one's capacity for collaboration and understanding of the needs of a group (Dugan & Komives, 2010). Dugan and Komives suggested that leadership development should be utilized in a constructed environment where proper facilitation of students' moving towards a goal of socially responsible leadership can be met.

Student leaders may represent the student voice on university wide committees that influence university policy and procedures. These students are typically involved in a leadership capacity for other campus organizations and represent a wide variety of academic disciplines. Lizzo and Wilson (2009) investigated students' motivations for participating in university committees, the reported self-efficacy of students regarding committee decisions, as well as student outcomes in terms of peer relationships and student development. When encouraged, student participation on university committees can positively affect the students' self-efficacy while teaching them how to participate in civic duty (Lizzo & Wilson, 2009).

Some faculty or administrators discourage student engagement in committees; they view students as end users of higher education rather than active participants in creating the services that the university designs. Services can include technology used in the classroom, quality and delivery of food services, as well as healthcare options offered at the university. Student engagement in committees was influenced by a student's interpretation of personal gain of an activity to add to their resume, versus community gain and a genuine interest for improving the current system. Lizzo and Wilson also

considered if the motivation came from within the students or from an outside source coercing their participation (2009).

When student leaders reported their perceptions of how faculty and staff viewed their participation on committees, their reports ranged from their being viewed as colleagues to feeling unappreciated and seen as cajoling troublemakers (Dugan & Komives, 2010; Kuh & Hu, 2001; Lizzo & Wilson, 2009). The perceptions affected their self-efficacy and legitimacy as student representatives whether the perceptions were positive or negative (Lizzo & Wilson, 2009). The authors noted that it may be more likely for a student to experience a less than collegial atmosphere in their participation on university committees because this is representative of the relationship between certain departments, or faculty and staff. In spite of this, students reported feeling moderately effective and satisfied with their role, and were generally happy with their engagement in university wide committees.

In terms of peer relationships, student leaders reported that other students were ignorant of the issues, apathetic in university wide issues, or were willing to speak openly about certain issues in private while publicly keeping their opinions to themselves (Lizzo & Wilson, 2009). These perceptions illustrate a greater sense of pressure student leaders experience as they try to interpret their constituencies' feelings about the issues they investigate with faculty and staff. From these conclusions, the authors recommended that institutions should be encouraged to clearly define student roles in university business by urging faculty and staff to develop good working relationships with their student representatives, and to promote all students to view issues in the context of the university as a whole.

GPA.

The relationship between extracurricular participation and GPA has been of interest to many educational researchers (Baxter Magolda, 1992; Kuh, 1995; Gilmore & Manthei, 2005; Carini, Kuh, & Klein, 2006; Yin & Lei, 2007; Strapp & Farr, 2010). To examine the extracurricular-curricular relationship, Strapp and Farr (2010) focused on psychology seniors at Western Oregon University. The authors defined extracurricular activities to include mentoring received by faculty, practicum experiences, teaching assistantships, research assistantships, as well as participation in psychology club, Psi Chi, and the Western Oregon University Psychology Association (Strapp & Farr 2010).

Strapp and Farr's (2010) conclusion was that participation in organizations related to students' course of study will help them become more satisfied and engaged with their course of study while positively impacting student GPA. It can be concluded the authors' findings supported the theory of involvement that proposes students should be involved in both academic and extracurricular activities to maximize cognitive and affective growth (Astin, 1984; Baxter Magolda, 1992; Kuh, 1995; Carini, Kuh, & Klein, 2006). Strapp and Farr also mentioned that faculty typically consider extracurricular activities secondary to academic engagement. This is due to the faculty's perception that students who are engaged in extracurricular activities have little time and energy for academic work.

In a related study, Yin and Lei (2007) focused on the clubs and organizations with which students in hospitality programs were most involved. The authors expanded their study to encompass all student organizations instead of organizations related to a student's course of study. Yin and Lei found that students who are involved in

extracurricular activities are typically engaged in more organizations than those related to their course of study, if they are involved in academically related organizations at all.

The analysis demonstrated a negative correlation between levels of extracurricular engagement and student GPA, in contrast to the findings of Strapp and Farr (2010). It is interesting to see the contradictions between these studies. The contradiction indicates that there are also exceptions to the assertions of Astin (1984) and Kuh (1995) that a positive correlation exists between levels of extracurricular engagement and student GPA.

GPA has been the dominant method of quantifying academic engagement. To gain a deeper understanding of academic engagement, Carini, Kuh, and Klein (2006) applied Astin's theory (1984) to a study that focused on:

The extent to which student engagement is related to experimental and traditional measures of academic performance; the forms of student engagement that are closely related to student performance; whether the relationships between student engagement and academic performance are conditional or vary depending on student characteristics; and whether certain four year colleges and universities are more effective than others in converting student engagement into strong academic performance. (p. 4)

The results indicated that a correlation exists between the Scholastic Aptitude Test (SAT), Research and Development tests (RAND), Graduate Record Examination

(GRE), and the National Survey of Student Engagement (NSSE) (Carini, Kuh, & Klein, 2006).

The results reinforced that student engagement is positively linked to desirable learning outcomes and GPA, though the link was not as strong as the authors predicted (Carini, Kuh & Klein, 2006). As Pascarella and Terenzini (2005) found, learning outcomes are a result of multiple factors and are difficult to explain and discover. It was interesting that students with the lowest SAT scores were able to benefit more from campus engagement than those with high SAT scores. This implies that students with lower SAT scores have more room to grow as a result of higher levels of academic and extracurricular engagement.

Internal locus of control.

Self-discipline relates to the amount of energy expended, and the responsibility one assumes for the outcomes experienced. Pascarella, Edison, Hagedorn, Nora, and Terenzini (1996) referred to this as an internal locus of control. The authors explained that Perry and Dickens (1984, 1988) and Magnusson and Perry (1989) found that one's internal locus of control during the first year of college can explain why some students succeed in an academic setting over others, though these studies did not specify which curricular and extracurricular environments influence internal locus of control for academic success (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996).

In order to gain a deeper understanding of the issue, the authors conducted a quantitative national longitudinal study which encompassed responses from 2685 students (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996). In addition to background information, students were asked to complete a portion of the Collegiate Assessment of

Academic Proficiency (CAAP) while in high school. This was followed up with the College Student Experiences Questionnaire (CSEQ) the next year.

The results indicated that there was not a single factor that contributed to a student's internal locus of control; rather a culmination of engagement in different activities influence locus of control (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996). Interestingly, when comparing community college students with university students, the students in their first year of a community college achieved greater gains in internal locus of control, even though there were a greater number of services and activities present in the university setting. This finding highlights the importance of examining students before they attend college to determine if the various factors that contribute to internal locus of control carry over into the college experience, regardless of institutional type. Additionally, the differences in commitment of instructors in the community college environment versus that of the university are noted as another possibility for the variance of internal locus of control (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996).

Nonacademic experiences were also examined by the authors and were found to have a positive correlation with a student's internal locus of control after the first year of college. Development of time management and goal attainment contributes to internal locus of control through these activities (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996). This study reinforced the importance of examining a student population within a single institution. The population encompassed so many different colleges and universities that the authors suggested the study's results to be considered contextual and tentative.

Summary of Literature Review

This literature review presented findings related to leadership (Dugan & Komives, 2010; Hilliard, 2010; Lizzo & Wilson, 2009), student engagement (Astin, 1984; Carini, Kuh, & Klein, 2006; Gilmore & Manthei, 2005; Kuh, 1995; Kuh & Hu, 2001; Strapp & Farr, 2010; Yin & Lei, 2007), and internal locus of control (Pascarella, Edison, Hagedorn, Nora, and Terenzini, 1996). It is important to understand student leaders and their level of academic engagement because of the amount of effort necessary for students to maintain high levels of engagement in curricular and extracurricular activities. Factors that may be associated with academic engagement include GPA (Kuh, 1995; Gilmore & Manthei, 2005; Carini, Kuh, & Klein, 2006; Yin & Lei, 2007; Strapp & Farr, 2010), student-faculty interactions (Dugan & Komives, 2010; Kuh & Hu, 2001), physical and mental time spent on academically purposeful activities student organizational leadership activities (Astin, 1984; Carini, Kuh, & Klein, 2006; Kuh, 1995; Strapp & Farr, 2010; Yin & Lei, 2007), internal locus of control (Pascarella, Edison, Hagedorn, Nora, & Terenzini, 2006), and self-efficacy (Dugan & Komives, 2010; Lizzo & Wilson, 2009). This study explores a population of student leaders and their self-reported academic engagement.

III. Methodology and Design

The time that college student leaders must devote to their leadership role(s) may have an adverse affect on the academic engagement they experience throughout their time in college. Factors that may affect college student leaders' academic engagement at the research institution were explored in the study described in this chapter.

The researcher employed a pragmatic paradigm to guide this study using a mixed method in combining quantitative and qualitative research. Pragmatism allowed the researcher to focus on the research questions rather than other paradigms that may affect the outcomes of the study (Torres & Arminio, 2006). The explanatory procedure was sequential since the quantitative research preceded the qualitative. In that, the qualitative research had the goal of explaining factors that cannot be examined by quantitative inquiry (Creswell, 2007).

Overview

Population.

The researcher recruited undergraduate presidents and vice presidents of all campus organizations, compensated undergraduate members of student government, and undergraduate executive members of the five coordinating organizations enrolled in a large midwestern research university. This totals a population of 420 undergraduate student leaders (Appendix A). Student organization presidents and vice presidents were sought from the list of email addresses of student organization presidents

found on the university's Student Activities website. Compensated undergraduate members of student government and all executive members of the five coordinating organizations were identified on their respective websites. This sample includes student leaders who are compensated, as well as student leaders who volunteer their time.

Setting and Environment.

The study took place at a large public midwestern ~~research~~ university. The university has approximately 16,000 undergraduate students. The research site was chosen because the researcher is a graduate student at the university and access to the population of student leaders is available. Though some research (Kuh & Hu, 2001; Pascarella, Edison, Hagedorn, Nora, & Terenzini, 1996) suggested that institutional differences can play a key part of influencing college outcomes, examining the environment of a single institution allowed for a deeper understanding of student leaders' experiences of academic engagement at the research university, consistent with the qualitative approach.

Sampling Procedures.

During the study, the researcher employed a mixture of criterion and convenience sampling. Criterion sampling ensures quality in that every participant shares a point of comparison (Creswell, 2007); limiting the sample to student leaders is the criterion used for the sample. Convenience sampling is more efficient at the expense of information and credibility (Creswell, 2007). The researcher focused only on student leaders at one institution, used low-cost means of carrying out the study, and interviewed four student leaders to gain some depth of understanding on the issue of student leader academic engagement.

Quantitative treatment.

All participants completed the online survey (Appendix B). Survey results were analyzed for frequency of response regarding personal characteristics, factors that may influence academic engagement, how student leaders perceive and demonstrate their academic engagement, and how they perceive their student leadership.

Design and Analysis Procedure

Survey questionnaire.

In addition to original questions created by the researcher, the online survey (Appendix B) was adapted from the National Survey of Student Engagement (The College Student Report, 2011), and the Cooperative Institutional Research Program (Higher Education Research Institute, 2011). Adapting from multiple surveys was necessary as each contained distinctive items well suited to gather the data sought by the researcher.

At the outset of the study, the researcher emailed an invitation to participate (Appendix C) to all undergraduate presidents and vice presidents of campus organizations, all undergraduate compensated members of student government, and all undergraduate executive members of the five coordinating organizations. Participants ~~then~~ accessed the online survey (Appendix B) through a link contained within the recruitment email.

Characteristics of undergraduate college student leaders were collected in the first eight questions of the survey. These characteristics were compiled in a table listing frequency of responses (Appendix F) to describe the student leader population at the

university.

Information regarding how undergraduate college student leaders' academic engagement can be conceptualized through the use of questions nine through nineteen. These questions sought participants' perceptions of their faculty interaction, cognitive development, internal locus of control, and self-efficacy. These results are condensed into the figures located in Chapter IV, and in tables of Appendix F. This information presented the researcher with criteria to differentiate between demonstrated levels of academic engagement. The researcher examined these factors closely and determined if a relationship between these factors affects a level of academic engagement.

How undergraduate college student leaders perceive and demonstrate their academic engagement was measured through the use of questions twenty through twenty-eight. The results are presented in a table (Appendix F) showing frequency of response. This information offered the researcher insight about how levels of academic engagement can affect undergraduate college student leaders' behavior.

How undergraduate college student leaders perceive their leadership was collected by questions twenty-nine through thirty-two. The results are presented in a table (Appendix F) listing frequency of response for each question. This information helped the researcher form qualitative questions to explore why undergraduate college student leaders feel a certain way towards their leadership positions.

Question thirty-three asked participants if they were willing to participate in no more than two one-hour follow up interviews to allow the researcher's collection of qualitative data. Those participants who indicated their willingness to be interviewed were ~~then~~ asked to provide the researcher with their primary leadership position and a

contact email address in question thirty-four. This sequential explanatory strategy of the mixed-methods design is used to allow qualitative data to give deeper meaning to quantitative data (Torres & Arminio, 2006).

Interview process.

Upon review of the quantitative data and volunteer participant self-identification as either possessing high or low levels of academic engagement, the researcher chose an even number of participants that report levels of high or low academic engagement. Each participant reviewed and signed a waiver of informed consent before the first interview (Appendix D). The researcher allowed the participants to choose where they felt comfortable for the interview, and each interviewee was asked to participate in a second follow up interview in case the researcher felt more questions needed to be expounded upon.

Interviews were audio recorded. If the participant did not like to be recorded, the researcher asked to use paper and pen for note taking. Interviews were comprised of questions about the student leaders' experiences of balancing academic engagement with student leader obligations (Appendix E). The researcher used guiding questions to collect data regarding student leader relationships with faculty members, assignment of responsibility for outputs of academic and leadership engagement, why they are in their particular major and what their satisfaction with their course of study is, as well as an inquiry about self-efficacy and internal locus of control. If participants had a compensated position, participants were asked about their perceptions of a compensated leadership position versus a volunteer leadership position and their respective effects on academic engagement. Additionally, a question about academic engagement versus

academic performance derived from the quantitative survey was explored during the interview process. Once collected, the interviews were transcribed verbatim, reviewed for compelling information, and member checked for accuracy.

Goodness of Design

Credibility and confirmability.

It is important to ensure that the qualitative results are a true reflection of the interviews (Creswell, 2007). Confirmability requires that the results be an accurate reflection of the interview data collected (Lincoln & Guba, 1985). The researcher asked participants to review their interview transcriptions as a check to confirm proper interpretation of the interviews. Coding was peer-reviewed to confirm proper use of themes and assignment of codes. During the transcription process the researcher kept all personally identifiable information confidential (Appendix C). Additionally, pseudonyms were used for each participant, and all audio files were deleted when transcription was complete.

Trustworthiness.

Trustworthiness as defined by Lincoln & Guba has to do with ensuring the findings of a study are worth noting (1985). Consistent with this principle, the researcher built rapport with the participants to obtain information rich data. These responses were used to expand upon the quantitative data that were gathered to add an additional level of detail.

Dependability and transferability.

Dependability has to do with how detailed the study is so that it can be reproduced. Transferability ensures that without reproducing the study, the results can be

applicable to a similar institution (Lincoln & Guba, 1985). To meet dependability, the study's methods and results sections are detailed, and all questions asked of participants are found in the appendices. The study has limited transferability as it was implemented in the context of the large public Midwestern urban research university.

Summary of Methodology and Design

In order to explore the academic engagement of college student leaders at the Midwestern public ~~research~~-institution, the researcher compiled questions from the National Survey of Student Engagement, and Cooperative Institutional Research Program in addition to original questions created for this study. The survey was designed to collect information about student leaders and their academic engagement. After survey results were analyzed, two individuals with high academic engagement and two individuals with low academic engagement were selected for interviews designed to give the researcher an understanding of the experiences college student leaders attribute to their academic engagement.

IV. Results

The purpose of this study is to examine how curricular and extracurricular activities in college affect student leaders' academic engagement. Four hundred twenty student leaders were identified as a president or vice president of a student organization, or a compensated member of one of the coordinating organizations on campus. Out of the 420 surveymonkey questionnaires emailed, 61 were completed and returned for a 14.5% response rate to give a quantitative picture of academic engagement of college student leaders. Survey data are organized and displayed below in both graphic and narrative format.

Summary of Results From Research Question 1: What are the characteristics of undergraduate college student leaders?

Student leaders participating in the survey are most represented by Liberal Arts, Education and Human Services, and Science and Math colleges. It is interesting that business majors do not make up a larger proportion of student leader respondents since those in business typically seek opportunities for management training more so than other students.

A majority of student leaders responding to the survey were upperclassmen that have served in a leadership capacity for more than 1 year with the majority of that percentage serving more than two years. Over half of the respondents reported a GPA above 3.5 and it was very uncommon for a student leader to have a cumulative GPA

below 2.5. This contradicts the assumption that student leaders are over engaged to the point where their GPA suffers.

Though most student leader respondents are currently holding a leadership position in one or two organizations, some choose to be involved with 3 or more student organizations. Student leaders in social and coordinating organizations account for the largest number of respondents and even in their secondary roles student leaders tend to migrate towards social and coordinating organizations though demonstrated by a smaller proportion. Only one quarter of student leaders involved in more than one organization are affiliated with an academically focused organization. This may lead one to believe that academic content is not a priority of student leaders when it comes to extracurricular engagement.

Though the student leader population at the institution is diverse, a theme emerges from the data. As a whole, the student leaders of the institution are upperclassmen studying Liberal Arts, Education, and Science. With relatively high GPAs, the respondents hold leadership roles in multiple organizations, with most leading social or coordinating organizations.

Summary of Results from Research Questions 2 and 3: How can undergraduate college student leaders' academic engagement be conceptualized with regards to GPA, student-faculty interaction, internal locus of control, self-efficacy, and time spent on academic pursuits? How do undergraduate college student leaders perceive and demonstrate their academic engagement?

Since questions two and three are closely related, the results are combined in this section.

GPA.

Grade point average is a quantitative measure of academic performance accepted in higher education. Seventy two point six percent of respondent's GPA was reported to be above a 3.0.

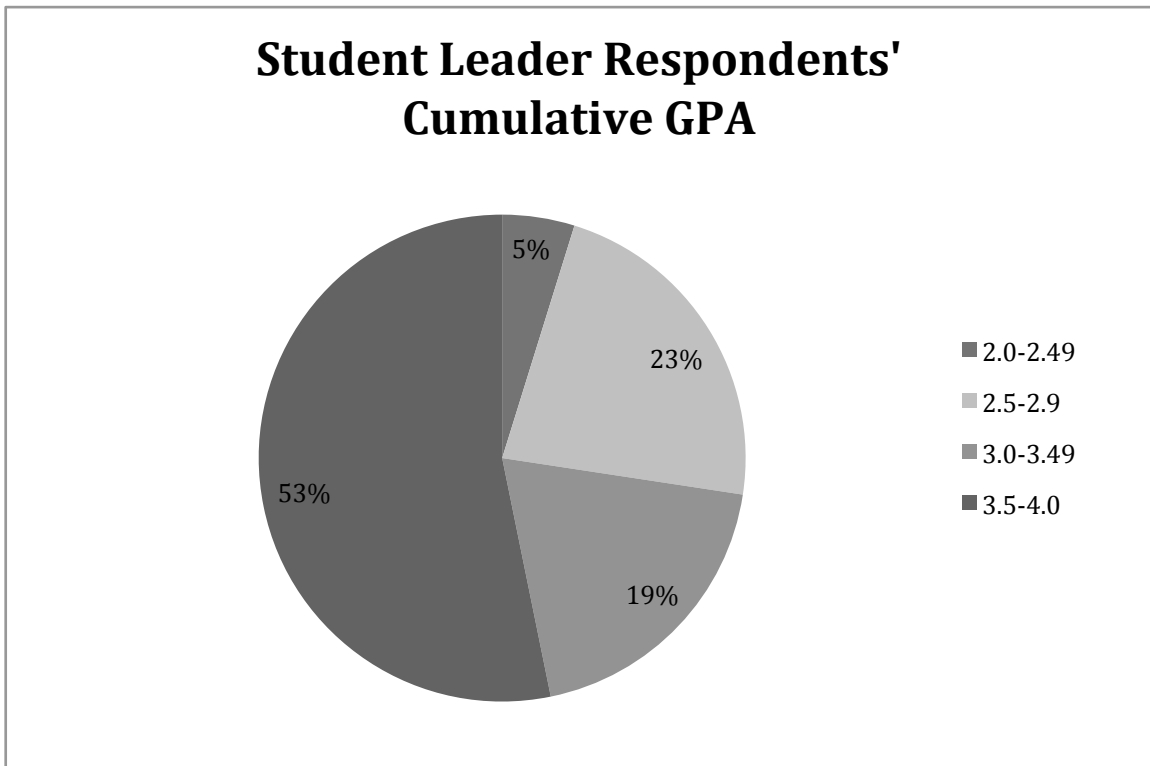


Figure 1. Research Question 2: Student Leader GPA

Internal locus of control.

Internal locus of control, the ability of one to take responsibility for one's own actions, is influenced by a culmination of activities and engagement (Pascarella, Edison, Hagedorn, Nora, & Terenzini, 1996). In an attempt to gauge internal locus of control, the researcher inquired about intellectual self-confidence, desire to achieve in the classroom, how often student leaders receive feedback when deserved, and the ability to complete a task without direction.

An overwhelming majority of the student leader respondents had above average intellectual self-confidence (79.3%) and a high desire to achieve in the classroom (82.8%). Sixty three point eight percent of student leaders often receive feedback from faculty and administrators when they feel it is deserved.

Seventy five percent of respondents reported relatively high levels of academic engagement and 4% reported a low level of academic engagement. Fifty eight point nine percent of student leaders complete assigned readings before class more often than not. It is common (91.4%) for student leaders at the institution to take responsibility for mistakes made throughout the learning process, though when asked to report rate the frequency of instances in which responsibility was taken for academic mistakes over the past 12 months, a lower rate of responsibility was reported (82.4%).

Faculty relationships.

Faculty members are chiefly responsible for the delivery of academic material and their relationship with students has been shown to have a significant impact on academic engagement (Dugan & Komives, 2010; Kuh & Hu, 2001). Students were asked about

how often they skip class; discuss their careers with faculty, and how deep their faculty relationships are.

Forty five point six percent of the respondents admitted to skipping class to fulfill obligations of their leadership position. Fifty four percent of respondents indicated being independent when it comes to their career plans and likewise, it is more often the occasion that a student will not engage in academic conversation with their professors outside of class.

Despite the student leaders not discussing their academic content or career plans with faculty, 64% find instructors' expectations to be motivating and it seems faculty have a positive impact on student leaders' academic work ethic.

Only 4% of student leaders reported asking for leniency from a professor due to their leadership obligations. Of the population sampled, 80.4% have never asked for leniency. Most student leader respondents contribute to class discussion on a regular basis with 64.2% participating often or very often.

Time spend on academic activity inside and outside of class.

Academic engagement is characterized by the purposeful use of time and energy on an academic course of study. Of the student leader respondents who spend less than 20 hours on their academics outside of class, it is most common (42.5%) for them to spend 6-10 hours outside of class on activity related to their academic program. Eighty point seven percent of student leader respondents do not spend time reading unassigned material related to their course of study though less than two-thirds will have completed an internship, co-op or related activity.

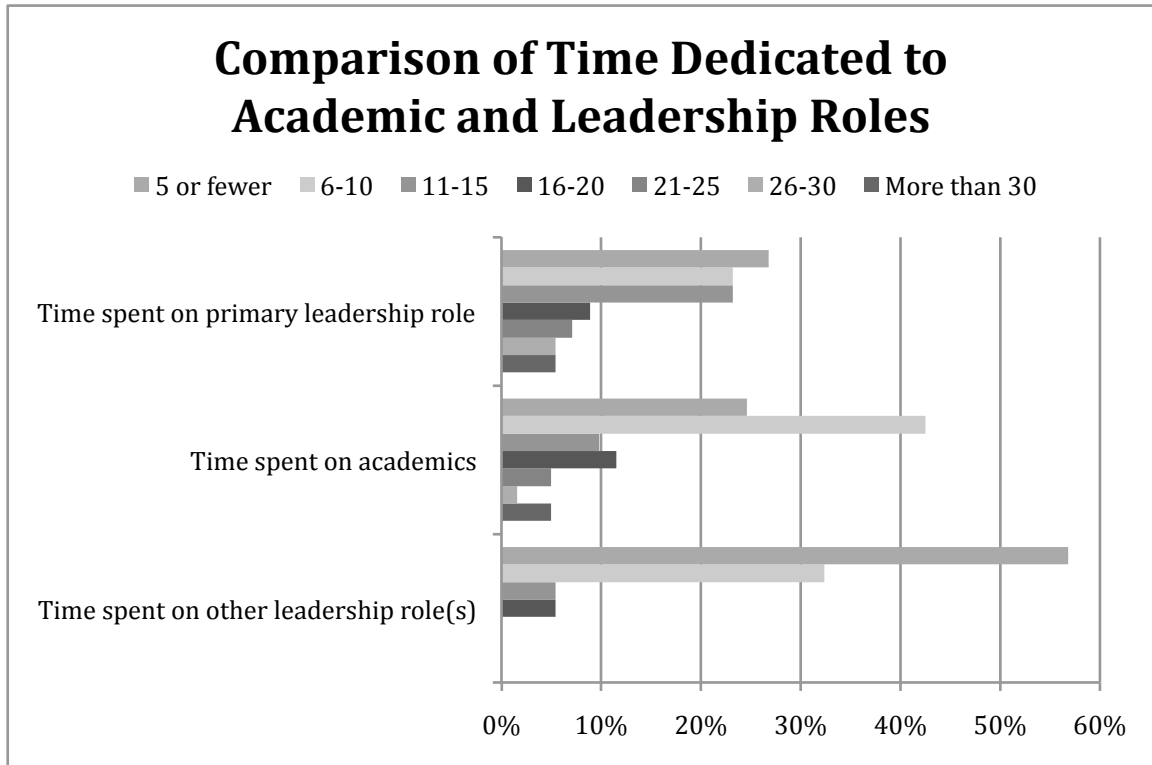


Figure 2. Research question 3: demonstration of time spent on academic compared to leadership roles.

Summary of Results from Research Question 4: How do undergraduate college student leaders perceive their leadership?

Research question four asked how undergraduate college student leaders perceive and demonstrate their leadership. Respondent’s self-perceptions play a key role in how they demonstrate their leadership at the institution. A majority (84.2%) of student leaders believe they possess much higher leadership abilities, self-understanding, and leadership self-confidence when compared to the rest of their peer group. Seventy three point two of student leader respondents report spending less than 15 hours in their leadership role, which is a greater amount of time than spent on academic activity.

Summary of Results from Research Question 5: What are undergraduate college student leaders' experiences regarding their academic engagement?

Research question five is concerned with student leaders' experiences regarding their academic engagement. As a follow up to the quantitative survey, four respondents were chosen based on their GPA and level of academic engagement that was expressed throughout the survey. Qing qing reported a 3.0-3.49 GPA and high academic engagement (5 out of 7); Cameron has a 3.5-4.0 GPA and low academic engagement (2 out of 7); Architect listed a 2.5-2.9 GPA and low academic engagement (3 out of 7); and Kenya had a 3.5 - 4.0 GPA and high academic engagement (7 out of 7).

Qing qing.

A student interviewee, who chose the pseudonym "Qing qing," is a fourth year student with a 3.0-3.49 cumulative GPA and 1-1.5 years' experience as a leader of her student organization. She occasionally skips class to fulfill leadership obligations, though while in class is an active participant in discussion. Qing qing rates her academic engagement as 5 out of 7 and perceives both her intellectual self-confidence and desire to achieve in the classroom as in the highest 10% of her peer group. She reports an internal motivation towards pursuing her current leadership role and is: "a perfectionist...so I really always wanted to do everything perfect but if I don't do it perfect then I don't want to do it at all." When it comes to her student organization, she has: "a lot of big goals and ideas and I just want to continue to progress my organizations forward so that next year people can look at that and raise the bar to continue to improve the organizations which will hopefully improve student life."

When asked how she balances her academic and student leader and obligations, Qing qing feels “It’s important to...keep my grades up but at the same time I know my [organization] is a priority for me and it does a lot for other people and...I would rather help other people than myself so I do find myself putting my organization above my course work, and I skip a class if I have an event going on just because I know I would be helping other people rather than just myself.”

In regard to faculty interaction, Qing qing said “I don’t have a lot of one on one interaction with my professors. I speak up and give my opinions and sit there because I am there in class and I don’t visit during office hours.” Though she has low interaction she has sought a professor to be involved with helping her complete a graduation requirement: “I have gone to her [professorial] office to set up my internships or talk about class or labs. She has been absolutely wonderful...but I have not talked to other professors.”

On her survey she indicated an internal motivation for taking on her current leadership role, but when asked about this Qing qing remarked: “To be honest I got pushed into it...my VP said you should be my president and I said OK cool.”

As to what she feels gets in her way Qing qing said “I am my own biggest barrier, because I want everything done perfectly and I have set my expectations so high that sometimes even they are not attainable...and I set the bar that high just to see if I can reach it”

Cameron.

Cameron is a second year student with a 3.5-4.0 cumulative GPA and 6 months to a year of student leader experience. He highly rates his personal relationships with his

professors and no longer skips class to fulfill leadership obligations. Cameron has an average intellectual self-confidence, and a below average desire to achieve in the classroom. Cameron reports his academic engagement as 2 out of 7, which contradict his relatively high GPA.

Cameron held internal motivations for taking on his current leadership role and often accepts responsibility for mistakes made throughout the learning process. Though Cameron reports low academic engagement he is: “studying my current major because I feel like it’s probably the best major to go in as a social justice field and that’s something that I’m very much interested in so I want to be on the most direct track towards what I most believe in.” Even though he is passionate about his program: “I don’t study ever because I don’t have to. I go to most of my classes most of the time but I just don’t...read textbooks, I don’t need to study I just go to class, listen, and pick up on stuff...it is military training. I think my academic abilities are actually really like high up there, I think I am a pretty intelligent guy.”

When asked about how he views himself as a leader, Cameron said: “I have a lot of...power when I speak. I am very dedicated to my ideas...and I will fight for it, and I will inspire others to fight with me however sometimes that passion can blind me a little bit and I don’t exactly look at everyone’s point of view in a situation. That is one of the areas I could improve on.”

When asked about how he makes decisions to allocate time between academics or leadership activities, Cameron recalls: “I did choose leadership opportunities and event programming and planning over academics and I suffered the consequences of that. I realized quickly that I could still do just as great an event and go to class and do all the

stuff that I needed to do so more recently I've scheduled events for times I don't have classes."

Depth of relationships with faculty members, one of the areas highlighted as having an impact on a student's academic engagement was asked about. Cameron responded "I'm usually on a first name basis with my instructors...Even in big classrooms I make it a point for them to know who I am for many reasons. I never know when I will need something and I have kind of a chaotic family so I never know."

Cameron pursued his current leadership position because: "I knew the president last year and he was talking to me about it and it's something I'm pretty deeply passionate about - philanthropy."

Cameron attributes his successes and failures to his own actions and demonstrated a strong internal locus of control: "When I see something successful, for me, I played an important role, an integral role. If it weren't for me then it would have gotten done. And that's important to me that I feel that. It is a very rare occasion that I will attribute something as outside of my control I always think that there is something that I could do."

Kenya.

Kenya is a third year student with a 3.5-4.0 cumulative GPA and 1.5-2 years of student organization leadership experience. She has deep personal connections with her faculty instructors and rates herself within the highest 10% of students her age in intellectual self-confidence and desire to achieve in the classroom. She self-reports very high academic engagement, 7 out of 7, and had a strong internal motivation for taking on her current leadership role. Kenya sees herself as an average student and reports: "I go

to class when I'm supposed to, do my homework. I try to be involved and have a little fun.”

When asked about her academic abilities, Kenya stated: “I'm pretty gifted, I mean when I have problems I go ask for help...it's the same with my leadership style as well. I need something to be done and I know it's physically impossible to get it done I go ask for help because you can't do everything by yourself.”

For Kenya, preparation is a big part of keeping her academic and extracurricular engagement balanced: “I get my syllabi for each class and I write everything and I highlight my days for exams and when things are due so those things are sticking out broad as day. For both of our organizations our meeting times change per quarter...so I know when I have heavy Mondays and Tuesdays I'll try to get my meetings to fall into Thursdays and Wednesdays instead of putting them on the same day.”

Kenya has a relatively high faculty interaction when compared to other students questioned: “I am very close with my instructors...the first day of class I introduce myself and after that I am really able to make office hours at some point in time within the first two weeks. I answer questions I stay after class, you know the ‘model student’, and I do all of that specifically for the reason that I want them to know who I am and normally though that relationship when I have hard times it is easier for me to come to them and ask questions.

When asked about her successes, Kenya noted an external force: “And I know all of my successes are god, it's definitely not me because I think a lot of my successes have almost fallen into my hands.” Though, she notes internal responsibility for mistakes: “A lot of my barriers and struggles I think come from mistakes that I've made and normally

it is something that makes absolutely no sense that caught me off guard or it's um something that you know instead of doing like I know I should do and I don't know what do to I stop and wait for god to tell me what to do.”

Architect.

Architect is a 4th year student with a 2.5-2.9 cumulative GPA and over two years of experience as a student leader. He believes he is in the highest 10% of his peer group in intellectual self-confidence and above average in his desire to achieve in the classroom. Unlike the three other students interviewed, Architect never feels he receives positive feedback when it is deserved though he takes personal responsibility for the mistakes he makes. Despite rating himself as possessing a very high drive to achieve, he rates himself as having low academic engagement; 3 out of 7.

When asked about his academic abilities, Architect had this to say: “I see myself as a mediocre student...I could do a lot better [academically,] if everything that I was doing was focused on academics but since my focus is spread being a student leader and being involved on campus and not just academics, I feel like my energy...is divided between the two.” Architect sees himself as a competent student leader though he feels: “I do well [in school but] I don't think I apply myself as good as I should as a student than I do as a student leader. Being involved as student leader is something that I really want to do and I think I take this more as a job as being as student leader.” He feels he spends more time as a student leader because “that is just the personality I have you know being a sociable and an outgoing person. I think my personality...drives me more than my responsibilities as being an academic student.”

When Architect was asked about his interactions with faculty he indicated that he recently changed his major from Business to Organizational Leadership, and that in his current study: “I think I interact with the pros a lot better because it’s something that is a little bit of a social degree. If you’re not familiar with the program there is a lot of leadership traits that transfer into being a student leader as well as academics.”

Inspiration is important to Architect and he said that: “I’m willing to quote an artist I really like, his name is Wale. It really resonated with me when he said it and ‘I am just an artist, I am just a man, I might not be the one to change the world, but let me inspire someone who can,’ and that sticks with [me] because you see different people on campus that really don’t live up to their dreams... so I really take that quote and try to inspire people to use their ability to change this campus.

Summary of Qualitative data.

The four interviewees who participated in the qualitative portion of the study showed variability in academic engagement and GPA. Kenya reported a 3.5-4.0 GPA; academic engagement of 7 out of 7 and is involved in two leadership roles. Qing qing reported a 3.0-3.49; academic engagement of 5 out of 7 and is involved in two leadership roles. Architect reported a 2.5-2.9 GPA; academic engagement of 3 out of 7, and is involved in two leadership roles. Cameron reported a 3.5-4.0 GPA; academic engagement of 2 out of 7, and holds four leadership roles.

Summary of Results

The quantitative data collected from 61 respondents showed that college student leaders of the institution are academically engaged. Collectively, respondents have high GPAs; possess a strong internal locus of control, and great self-efficacy. The average

time spend on student leader obligations (15 hours or fewer) is greater than the average time spent on academic obligations (10 hours or fewer), and faculty interactions are not often seen as important. The qualitative data collected from 4 interviewees revealed the personal stories of student leaders and how they experience being a student leader with a certain level of academic engagement. Conclusions drawn from the quantitative and qualitative dada are presented in the following chapter.

V. Conclusions and Discussion

This research on academic engagement of college student leaders studied whether student leaders' engagement in campus life lead to lower academic engagement.

Contrary to this notion, it was found that the majority of student leaders engaged in campus life were also academically engaged. For the purposes of this study, academic engagement was measured based on a combination of student leaders' GPA, time and energy spent, internal locus of control, faculty relationships, and self-efficacy.

Academic Engagement

The survey results and interviews conducted offered a deeper understanding of academic engagement of college student leaders than what scholars of engagement have suggested in the past. The factors identified as affecting student leaders' academic engagement: time and energy, self-efficacy, faculty relationships, internal locus of control, and GPA.

Time and energy.

The amount of time and energy devoted to academic activity has a strong impact on one's academic engagement. A majority of respondents were compensated student leaders working less than 15 per week in their position. These survey results support Gilmore and Manthei (2005), who found that students who work less than 15 hours a week have positive academic outcomes. Student leaders report spending an average of 15 or fewer hours per week on leadership and 10 or fewer hours per week on academics. With academic engagement being relatively high among student leaders, ~~it seems that~~

student leaders do not feel the need to spend as much time on academically related material to consider themselves academically engaged, even though some are enrolled in academically rigorous programs.

The allocation of time and energy may not significantly affect academic engagement due to the differing demands of academic and student leader obligations. Since faculty provide a formal structure to manage classroom obligations, a student's path to a good grade is relatively clear. On the other hand, time and effort necessary to achieve the desired outcome of a student leader obligation is more difficult to gauge because student leader obligations can involve tasks that require learning on the job.

For example, planning a new event does not come with a step-by-step guide and there is a significant bureaucracy and approval process in place at the institution. Navigating this bureaucracy could significantly increase the amount of time and energy needed to plan an event. In the classroom, student leaders interact with their professors most often when it relates to their class assignments (Kuh & Hu, 2001). Interaction with one individual as opposed to the navigation of a bureaucracy in order to complete a task could explain why student leaders spend more time on student leader obligations.

A lesser degree of academic engagement is not always the case with student leaders. Kenya and Qing qing, the two interviewees with high academic engagement, are both studying full time in the College of Science and Math. In order to maintain their academic engagement, an equal or greater amount of time is spent on their academic pursuits over student leader obligations. The two interviewees with low academic engagement, Cameron and Architect, spend a significantly greater amount of time

devoted to their student leader obligations over academics and are full time students in the Colleges of Liberal Arts, and Education and Human Services.

The qualitative information adds a caveat to the conclusion that allocation of time and energy is a function of the differing structures required by academics and student leader tasks. One can maintain high academic engagement if they are not spending a much greater amount of time on their student leadership positions over academic obligations.

The role of student-faculty relationships.

The literature indicated that faculty relationships have a positive correlation with high academic engagement, though these interactions did not tend to go deeper than discussing content pertinent to the class a student is enrolled (Kuh & Hu, 2001). Student leader respondents overwhelmingly noted they often have worked harder than they thought possible in order to meet faculty expectations. This indicates that faculty expectations are important when it comes to student leaders' academic engagement.

Faculty interaction in the form of a personal relationship was only apparent to the most highly academically engaged respondents. Kenya indicated she speaks with her instructors on a regular basis and the interaction is deeper than with an average student. Though faculty interaction is important, it is noted that this factor has the smallest effect on a student leader's academic engagement. Faculty expectations dictate work effort more so than the personal interaction a student has with an instructor.

Self-efficacy.

Self-efficacy is linked to academic engagement through satisfaction and is bolstered when student leaders receive positive feedback from an authority figure such as

a faculty member or university administrator (Lizzo & Wilson, 2009). Self-efficacy is a factor of academic engagement because the confidence a student has in their ability to achieve directly related to their achievement. Cameron had the lowest self-perception of academic engagement and the lowest reported self-efficacy of the four qualitative participants. In his interview Cameron discussed his depression and it seems he may become over-involved in part to increase positive feedback on his work to increase self-efficacy.

Self-efficacy is high when a student leader has great confidence in their ability to accomplish an academic or student leader task. When student leaders rated themselves as compared to their peers, more often than not they rated themselves as above average or in the highest 10% in areas of self-confidence, drive to achieve, and desire to achieve in the classroom. Student leaders need to be confident in their abilities in order to achieve their goals inside and out of the classroom.

GPA.

GPA is an output of academic engagement and is the measurement of academic performance. Interestingly, the same percentage of respondents had a GPA below 3.0 (14%) and low academic engagement (14%). However, not all student leaders reporting low academic engagement also reported a low GPA. Though the average student leader spent more time on leadership obligations than academics, have minimal affect on their overall academic engagement and GPA. This contradicts the findings of Yin and Lei (2007), which indicated negative correlation between extracurricular engagement and GPA when all types of student organizations were considered.

Student leaders are maximizing their rates of cognitive and affective growth through engagement in extracurricular activities while maintaining relatively high GPAs and levels of academic engagement, which supports other researchers (Astin, 1984; Baxter Magolda, 1992; Kuh, 1995; and Carini, Kuh, & Klein, 2006).

Internal locus of control.

Internal locus of control is a factor affecting academic engagement and there was a relatively high level of internal locus of control found among the student leader respondents. This indicates that they take great responsibility for their actions. This is seen throughout our four interviewees, as a majority of their responses showed all high level of this quality. An internal locus of control seems to be important to student leaders in both academic and extracurricular environments.

Student leaders feel they take responsibility for academic mistakes more than was self-reported. There is a disparity between the response to the survey questions: “Rate how often you take personal responsibility for academic mistakes,” and: “How often did you take responsibility for mistakes made academically over past 12 months?” This difference shows that student leaders are not as self-aware as they assume. A student leadership position exposes students to leadership development that focuses on their place in the group rather than an increase in self-awareness. It is important for student affairs professionals to design leadership development workshops that integrate exercises to increase student leaders’ self-awareness along with an understanding of leadership skills, group dynamics, and conflict resolution.

Limitations

There are several limitations to this study that inhibited the ability to draw more concrete conclusions from the results. First, there was no control group of students who are not in student leadership positions. Therefore, the question of how different academic engagement in the student leader population is from the regular student population will go unanswered for this study. Second, the survey instrument was a combination of two national instruments with some original self-authored questions. Therefore, the conclusions that were made could merely be inferred from the results, and cannot be tested for validity. Third, only 14% of the student leader population recruited returned completed questionnaires and most questionnaires indicated that a majority of respondents are compensated student leaders. It is likely the results would have been different if more non-compensated student leaders responded. Fourth, the survey or interview questions did not inquire about off-campus jobs or personal obligations. The personal obligations expressed in qualitative results were disclosed at the discretion of the interviewees, and offers limited insight into student leaders' private lives. Finally, the qualitative portion of the study provided deeper insight into student leaders' experiences with academic engagement, but there was a lack of consistent themes that could be related to the cause of low academic engagement more so than the data that was collected in the survey.

Future Areas of Study

This research has merely scratched the surface in an effort to understand the interaction of student leadership and academic engagement. The addition of a control

group of non-student leaders will offer a better context by which to view the significance of this research. Several other questions will need to be addressed to continue building on this thesis as well such as: How does academic engagement affect academic performance? Do student leaders associate their engagement on campus with their work or academic study? What environments exist to build students' internal locus of control, self-efficacy, faculty relationships, and time management skills? Thorough examination of these questions will offer a comprehensive picture of academic engagement in the college environment and will further student affairs professionals' ability to address issues of academic engagement of college student leaders.

Summary of Conclusions

Results of the study were used to identify the depth by which factors of academic engagement affect the time and energy spent on certain activities. This study shows that student leaders of the research institution possess a high level of academic engagement and that there is variability in how factors affect academic engagement. In order to be academically engaged, a student must possess self-efficacy in their area of study, meet faculty expectations, and have a strong internal locus of control. Internal locus of control had a positive relationship with cognitive development, and the presence of faculty relationships is the factor least affecting academic engagement.

The information obtained through the research process shows a wide variability in motivations when it comes to how student leaders experience their academic engagement. The lives of our student leaders are complex and there are a number of situational factors that can determine engagement in different activities. It is important for student affairs professionals to recognize that students juggle many life obligations including student

leadership, academics, employment, and social relationships. Having an awareness and openness to learning more about our students will allow student affairs professionals the opportunity to help student leaders prioritize and address the issues that may impact their academic engagement or student leadership obligations.

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Appendix A

Campus Organizations, Undergraduate Compensated Student Government Positions, and

Coordinating Organizations

Campus Organizations

A Helping Hand	Chinese Bible Study Fellowship	Ice Hockey
Accounting Club	Chinese Student and Scholars Association	In HIS Presence Gospel Choir
Adventists Christian Fellowship	Christians on Campus	Indian Student Association
Adventurer's Guild	Circle K	Institute of Industrial Engineers
African American Resident Caucus	CJ McLin Scholars	International Cultural Exchange
African Student Union	Classics Club	Interfraternity Council
Air Force ROTC	Club Baseball	International Business Club
Alpha Delta Mu	Club Football	International Politics Club
Alpha Phi Alpha	Club Volleyball	InterVarsity Christian Fellowship
Alpha Xi Delta	Coed Soccer Club	Iranian Club
American Humanics	College Republicans	Juggling Club
American Institute of Astronautics & Aeronautics	Colleges Against Cancer	Kappa Delta
American Society of Mechanical Engineers	Commuter Student Association	Kappa Delta Pi
American Society of Safety Engineers	Concert Band	Kappa Kappa Psi Band Honorary
Amnesty International	Cricket Club	Korean American Student and Scholars Association
Anime Club	Crosswalk	Lacrosse Club
Asian Student Association	Delta Tau Delta	Latinos Unidos
Asian/Hispanic/Native American Council	Delta Zeta Sorority	Latter-Day Saints Student Association
Association for Computing Machinery	Democratic Club	Management Information Systems Club
Association for the Education of Young Children	Disciples on Campus	Many Voices United
Association of Black Business Students	Drawing Club	March of Dimes
Association of Native American Students	Economics Club	Marketing Club
Astronomy Club	English Conference Organization	Material Advantage
Athletic Training Student Organization	Environmental Action Group	Meditation Club
Badminton Club	Essence of Empowerment	Men's Club Soccer
Beta Alpha Psi	Eta Sigma Phi	Men's Rugby Club
Beta Phi Omega	Euchre Club	Men's Ultimate Frisbee
Biology Club	Finance Club	Multicultural Association of Pre-med Students
Biomedical Engineering Society	Foosball Club	Muslim Student Association
Black Men on the Move	Freethought	National Association for the Advancement of Colored People
Black Women Striving Forward	French Club	National Council of Teachers of English
Bowling Club	Gamma Sigma Sigma	National Pan-Hellenic Council
Campus Crusade for Christ	Germanic Studies Association	National Residence Hall Honorary
Campus Girl Scouts	Global Health Initiative	National Society of Collegiate Scholars
Car Club	Go Club	National Society of Pershing Rifles
CEHS Dean's Student Advisory Board	Golden Key International Honour Society	Newman Catholic Student Association
Chemistry Club	Gospel Mission	Ohio Council for the Social Studies
Chi Alpha	Guardian Newspaper	Omicron Delta Kappa
	Gymnastics Club	Optimist Club
	Habitat for Humanity	
	Health and Physical Education	
	High Praise Dance Ministry	
	History Club	
	Human Factors Ergonomics Society	

Organizational Leadership	Women's Ultimate Frisbee Club
Panhellenic Council	Wright Engineering Council
Paul Laurence Dunbar Chorale	Wright Rhythm Dance Team
Phi Alpha Theta	WWSU
Phi Beta Sigma	Yell Leaders
Phi Kappa Tau	Zeta Phi Beta
Phi Sigma Phi Fraternity	Zeta Tau Alpa
Pre-Med Society	
Pre-Optometry Club	
Pre-Vet Society	
Project Linus	
Psi Chi	
Psychology Club	
Racquetball Club	
Raider Rowdies	
Ranger Company	
Rehabilitation Services Organization	
Rock Climbing Club	
Seated Tai Chi	
Schools for Schools	
Self Health and Beauty Alliance	
Sharing the Light	
Sigma Gamma Rho	
Sigma Phi Delta	
Sigma Phi Epsilon	
Ski Club	
Social Work Club	
Society for Creative Anachronism	
Society of American Archivists	
Society of Physics Students	
Society of Women Engineers	
Spanish Club	
Sport Club Council	
St. Jude Up til Dawn	
St. Vincent DePaul Society	
Student Alumni Association	
Student Honors Association	
Student Marine Organization	
Student Nurses Association	
Student Philanthropy Council	
Students Against Progeria	
Students for Animal Rights	
Students for Organ Donation	
Students of Earth & Environmental Sciences	
Swing Dance Club	
Table Tennis Club	
Tau Beta Pi	
Theta Phi Alpha	
Toastmasters	
Troupe	
Veteran's League	
Vietnamese Students Association	
Visual Arts Club	
VIVA Models	
Women Encouraging Each Other	
Women in Pursuit of Science	
Women's Rugby	

Undergraduate Compensated Student Government Positions

President

Vice President

Director of Internal Affairs

Chief Justice

Speaker of the House

Assistant Speaker of the House

Director of Disability Affairs

Director of International Student Affairs

Director of Web Communications

Director of Campus Culture

Director of Academic Affairs

Director of Public Relations College of Education and Human Services Senator

College of Business Senator

College of Nursing and Health Senator

University College Senator

Commuter Senator

Residential Senator

College of Science and Math Senator

College of Liberal Arts Senator

College of Engineering and Computer Science Senator

Coordinating Organizations

Black Student Union

Greek Affairs Council

Rainbow Alliance

Residential Community Association

University Activities Board

Appendix B

Survey Questionnaire

1. College: (Liberal Arts, Science and Math, Education and Human Services, Nursing and Health, Business, Engineering and Computer Science, University College)
2. How many years have you been in college? (1, 2, 3, 4, more than 4)
3. For how many credits are you currently enrolled? (comment box)
4. Cumulative GPA: (0.0-0.9; 1.0-1.9; 2.0-2.49; 2.5-2.9; 3.0-3.49; 3.5-4.0)
5. Cumulatively, how long have you served in a student organizational leadership capacity? (0-6 months; 6 months to 1 year; 1 year -1.5 years; 1.5 years-2 years; more than 2 years)
6. How many campus organizations are you currently involved with in a *leadership capacity*? (1, 2, 3, 4, more than 4)
7. Are any of leadership positions paid? (yes; no)
8. How would you categorize the importance of the organizations you lead (up to your top three)? Primary is the organization most important to you, Secondary is the next most important to you, and Tertiary is the third most important organization.

Check all that apply:
 - a. Primary (social; academic; service/advocacy; personal development)
 - b. Secondary (social; academic; service/advocacy; personal development)

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- c. Tertiary (social; academic; service/advocacy; personal development)
9. During the time school is in session, about how many hours a week do you usually spend outside of class, per class, on activities *related to your academic program*, such as studying, writing, reading, lab work, rehearsing, etc? (3 or fewer hours; 4-8 hours; 9-12 hours; 12-15 hours, more than 15 hours)
- a. Total? (5 or fewer hours; 6-10 hours; 11-15 hours; 16-20 hours; 21-25 hours; 26-30 hours; more than 30 hours)
10. In the past 12 months how often have you discussed your career plans and ambitions with a faculty member (Very often, often, occasionally, never)?
11. In the past 12 months how often have you participated in an academic discussion with a faculty member outside of class (Very often, often, occasionally, never)?
12. In the past 12 months have you worked harder than you thought you could to meet an instructor's expectations and standards (Very often, often, occasionally, never)?
13. Rate the depth of your personal relationships with faculty members over the past 12 months (likert 1-7; one being very low, seven being very high)
- a. Administrators? (likert 1-7; one being very low, seven being very high)
14. Honestly rate yourself on each of the following traits as compared with the average person your age.
- a. Intellectual self-confidence (Highest 10%; Above Average; Average; Below Average; Lowest 10%)

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- b. Desire to achieve in the classroom (Highest 10%; Above Average; Average; Below Average; Lowest 10%)
15. How often do you receive positive feedback from professors and/or university administrators when you feel it is deserved? (Very often, often, occasionally, never)
16. Rate how often you feel you have no control over items or events turning out differently than you would like as a student leader? (Very often, often, occasionally, never)
- a. Academically? (Very often, often, occasionally, never)
17. Rate how often you take personal responsibility for academic mistakes? (Very often, often, occasionally, never)
- a. As a student leader? (Very often, often, occasionally, never)
18. I feel more comfortable completing an academic or student leader task when I first consult a professor, advisor, or other authority figure (likert 1-7; 1 being always true, 7 being never true)
19. I feel more comfortable interpreting responsibilities on my own when completing an academic or student leader task (likert 1-7; 1 being always true, 7 being never true)
20. In the past 12 months, how often did you skip class to fulfill a leadership obligation? (Very often, often, occasionally, never)
21. In your current classes, how often do you contribute to class discussions (Very often, often, occasionally, never)
22. In your current classes, how often have you read unassigned material that was related to a course topic? (Very often, often, occasionally, never)

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23. In the past 12 months have you completed, or do you soon plan to complete a practicum, internship, field experience, co-op experience, or clinical assignments?
(yes/no)
24. During your time in a leadership role, how often do you fully complete assignments and readings before class? (Very often, often, occasionally, never)
25. Academic engagement has to do with the purposeful use of time and energy towards your studies. Rate your level of academic engagement over the past 12 months (likert 1-7; one being very low, seven being very high)
26. How often in the past 12 months did you accept responsibility for mistakes throughout the learning process (Very often, often, occasionally, never)
27. Rate your overall satisfaction (how your expectations have been met) with your major. (likert 1-7; one being very low, seven being very high)
28. During the time school is in session, about how many hours a week do you usually spend on work for your *primary leadership role*? (5 or fewer hours; 6-10 hours; 11-15 hours; 16-20 hours; 21-25 hours; 26-30 hours; more than 30 hours) For any other leadership role(s)? Primary is the organization most important to you, Secondary is the next most important to you, and Tertiary is the third most important organization.
- a. secondary (5 or fewer hours; 6-10 hours; 11-15 hours; 16-20 hours; 21-25 hours; 26-30 hours; more than 30 hours)
- b. tertiary (5 or fewer hours; 6-10 hours; 11-15 hours; 16-20 hours; 21-25 hours; 26-30 hours; more than 30 hours)

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29. Honestly rate yourself on each of the following traits as compared with the average person your age. (Highest 10%; Above Average; Average; Below Average; Lowest 10%)
- a. Drive to achieve
 - b. Leadership ability
 - c. Leadership self confidence
 - d. Self-understanding
30. What were your motivations for pursuing a leadership position? (Internal [I wanted to, it was something I believed in, no one else would step up, etc.]; External [Someone convinced me, money, it would look good on my resume, etc.])
31. During your time in a leadership role, how often do you ask professors for leniency due to the schedule of your student leader obligations (Very often, often, occasionally, never)?
32. Given your involvement as a student leader in addition to your academic obligations, rate how overwhelmed you feel when going through your daily life. (likert 1-7; 1 being very overwhelmed, 7 being not at all overwhelmed)
33. In order to allow me to gain a deeper understanding of your academic engagement as it relates to your leadership position, do you consent to participate in no more than two, one-hour, interviews? (yes/no)
34. If yes, please provide your primary leadership position and an email address you would like to be contacted by for the interviews. (Comment box)

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Appendix C

Survey Recruitment Email

Greetings NAME,

My name is Galen Crawford and I am a graduate student in the Department of Educational Leadership, Student Affairs in Higher Education program at Wright State University. I am in the process of conducting a study to understand student leaders by analyzing their experiences and perceptions of academic engagement. The purpose of this study is to gain insight to the undergraduate college experiences of student leaders in order to better serve them.

No names, ID #'s, or any other identifiers, will be collected in the survey without your consent. At the end of the survey, you will be asked if you would like to participate in no more than two follow up interviews. If you indicate you would like to be interviewed, you will then be asked to provide me your primary leadership position and a contact email address. You will be asked for permission to tape the interview; however, no recording will be made without your approval. In the case that the audio-recording is not approved, researcher notes will be the only documentation of the interview. Any names, places or other identifiers mentioned in the interview will be replaced with pseudonyms.

If you would like to participate in my study, click on the link below to begin the survey questionnaire.

LINK

Sincerely,

Galen Crawford

Appendix D

Waiver of Informed Consent

My name is Galen Crawford and I am a graduate student in the Department of Educational Leadership, Student Affairs in Higher Education program at Wright State. I am in the process of conducting a study to understand student leaders by analyzing their experiences and perceptions of academic engagement. The purpose of this study is to gain insight to the undergraduate college experiences of student leaders in order to better serve them.

No names, ID #'s, or any other identifiers, except a signature on the consent form without the actual printed name, will be collected in the study. You will be asked for permission to tape the interview; however, no recording will be made without your approval. In the case that the audio recording is not approved, researcher notes will be the only documentation of the interview. Any names, places or other identifiers mentioned in the interview will be replaced with pseudonyms.

Any actual names, places or events mentioned in interviews will be changed to a pseudonym; no actual names or identifiers will be used in the transcripts. Recordings and transcriptions will also be kept on password protected computer hard drives. Any physical notes taken will be stored in a locked drawer in 022 Student Union. Once the interviews have been transcribed and the transcriptions checked for accuracy, the audio-recordings will be deleted and the notes will be shredded.

You have the option of stopping your participation in the interview at anytime during the process if you so choose. The actual time for the total participation in the interviews will be about 1-2 hours. If you have any questions about this research study, you can contact the researcher, Galen Crawford at Crawford.98@wright.edu. You may call the Wright State University Institutional Review Board at (937) 775-4462.

Signature

Date

Appendix E

Interview Questions

1. Why are you studying your current major?
2. How do you perceive your role as a student?
3. How do you perceive your role as a leader?
4. How do you perceive your academic abilities?
5. How well do you feel you are living up to your academic abilities?
6. How do you make decisions of allocating time between leadership obligations and academic coursework?
7. What kind of interaction do you typically have with your instructors?
8. What are some meaningful faculty interactions you have had?
9. What motivated you to take on your current leadership role?
10. What do you attribute to your academic and student leader successes?
11. What do you attribute to your academic and student leader struggles?
12. Is there anything else you can think of that may affect your academic engagement?

Appendix F

Results Tables

1. College:

College	Response n=60	Percent
Business	8	13.4%
Liberal Arts	20	33.3%
Science and Math	12	20%
Engineering & Computer Science	6	10%
Nursing and Health	1	1.7%
Education and Human Services	13	21.6%

2. Years in college:

Years in College	Response n=62	Percent
1	2	3.2%
2	4	6.4%
3	18	29.2%
4	17	27.4%
More than 4	21	33.8%

3. For how many credits are you currently enrolled?

n=60	Mean	Median	Mode
	15.4	16	16

4. Cumulative GPA:

GPA Range	Respondents n=62	Percent
2.0-2.49	3	4.8%
2.5-2.9	14	22.6%
3.0-3.49	12	19.4%
3.5-4.0	33	53.2%

5. Cumulatively, how long have you served in a student organizational leadership capacity?

Time	Respondents n=61	Percent
0-6 months	6	9.8%
6 months-1 year	7	11.5%
1 year-1.5 years	9	14.7%
1.5 years- 2 years	6	9.8%
More than 2 years	33	54.2%

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6. How many campus organizations are you involved with in a leadership capacity?

# of organizations	Respondents n=61	Percent
1	14	23%
2	23	37.7%
3	15	24.6%
4	5	8.2%
More than 4	4	6.5%

7. Are any of leadership positions paid?

Answer	N=61	Percent
Yes	30	49%
No	31	51%

8. Think about the organization of which you are most involved. How would you best categorize this organization? If you are a leader in multiple organizations, indicate the category under “other leadership roles.”

Organization type n=61	Most involved leadership role	Other leadership roles
Social	26.2%	22.7%
Coordinating	21.3%	15.9%
Service	16.5%	6.8%
Special Interest	14.8%	11.4%
Academic	14.8%	25%
Cultural	1.6%	6.8%
Religious	1.6%	2.3%
Honorary	1.6%	6.8%
Intramural Sports	1.6%	2.3%

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9. During the time school is in session, about how many hours per week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc?

Hours	Respondents n= 61	Percent
5 or fewer hours	15	24.6%
6-10 hours	26	42.5%
11-15 hours	6	9.8%
16-20 hours	7	11.5%
21-25 hours	3	5%
26-30 hours	1	1.6%
More than 30 hours	3	5%

10-12. In the past 12 months, how often have you:

Response n=58	Participated in an academic discussion with a faculty member outside of class?	Worked harder than you thought you could to meet an instructor's expectations and standards?	Discussed career plans and ambitions with a faculty member?
Very often	15.5%	25.9%	12.2%
Often	25.9%	37.9%	32.7%
Occasionally	48.3%	25.9%	44.8%
Never	10.3%	10.3%	10.3%

13. Rate the depth of your personal relationships over the past 12 months with: (1 being not at all personal, 7 being very personal).

n=58	Mean	Median	Mode
Faculty members	4.4	5	6
University administrators	3.6	3.5	1

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14. Honestly rate yourself on each of the following traits as compared with the average person your age.

Response n=58	Desire to achieve in the classroom	Intellectual self-confidence
Highest 10%	43.2%	34.5%
Above Average	39.6%	44.8%
Average	15.5%	19%
Below Average	1.7%	1.7%

15-17 &. How often do you:

Take personal responsibility for student leader mistakes?	Take personal responsibility for academic mistakes?	Feel you have no control over items or events turning out differently than you would like?	Receive positive feedback from professors and/or university administrators when you feel it is deserved?	Response n=58
47.4%	58.6%	8.6%	5.2%	Very Often
43.8%	32.8%	24.2%	58.6%	Often
8.8%	8.6%	65.5%	27.6%	Occasionally
0%	0%	1.7%	8.6%	Never

18 & 19. I feel more comfortable completing an academic or student leader task when I first consult a professor, advisor, or other authority figure (1 being very uncomfortable, 7 being very comfortable)

N=58	Mean	Median	Mode
Completing an academic or student leader task when I first consult a professor, advisor, or other authority figure	5.7	6	6
Interpreting responsibilities on my own when completing an academic or student leader task	5.4	6	6

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20. In the past 12 months, how often did you skip class to fulfill an obligation of your leadership position?

Response	Respondents n=57	Percent
Very Often	4	7%
Often	2	3.5%
Occasionally	20	35.1%
Never	31	54.4%

21 & 22. In your current classes, how often do you:

Response n=56	Read unassigned material that is related to a course topic?	Contribute to class discussions?
Very Often	3.5%	26.8%
Often	15.8%	37.4%
Occasionally	33.3%	34%
Never	47.4%	1.8%

23. In the past 12 months have you completed, or do you soon plan to complete a practicum, internship, field experience, co-op experience, or clinical assignments?

Response	Respondents n=57	Percent
Yes	35	61.4%
No	22	38.6%

24. During your time in a leadership role, how often do you fully complete assignments and readings before class?

Response	Respondents n=56	Percent
Very Often	11	19.6%
Often	22	39.3%
Occasionally	22	39.3%
Never	1	1.8%

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25. Academic engagement has to do with the purposeful use of time and energy towards your studies. Rate your level of academic engagement over the past 12 months (1 being very low, 7 being very high)

Response	Respondents n=57	Percent
1	1	1.8%
2	4	7%
3	3	5.3%
4	8	14.1%
5	16	28%
6	16	28%
7	9	15.8%

N=57	Mean	Median	Mode
1-7	5	5	5

26. How often in the past 12 months did you accept responsibility for mistakes throughout the learning process?

Response	Respondents n=57	Percent
Very Often	17	29.8%
Often	30	52.6%
Occasionally	10	17.6%
Never	0	0%

27. Rate your overall satisfaction (how your expectations have been met) with your major (1 being very unsatisfied, 7 being very satisfied).

Response	Respondents n=56	Percent
1	1	1.8%
2	2	3.6%
3	4	7.1%
4	6	10.8%
5	18	32.1%
6	13	23.2%
7	12	21.4%

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N=57	Mean	Median	Mode
1-7	5.2	5	5

28. Think about the organization you are most involved in. During the time school is in session, about how many hours per week do you usually spend on work for this leadership role? If you are a leader in multiple organizations, indicate your time commitment under “other leadership roles”.

Response n=56	Most involved leadership role	Other leadership roles
5 or fewer hours	26.8%	56.8%
6-10 hours	23.2%	32.4%
11-15 hours	23.2%	5.4%
16-20 hours	8.9%	5.4%
21-25 hours	7.1%	0%
26-30 hours	5.4%	0%
More than 30 hours	5.4%	0%

29. Rate yourself on each of the following traits as compared with the average person your age. -

Response	Self-understanding	Leadership self- confidence	Leadership ability	Drive to achieve
Highest 10%	36.8%	38.6%	41%	61.4%
Above Average	47.4%	35.1%	48.2%	31.6%
Average	15.8%	22.8%	10.8%	7%
Below Average	0%	3.5%	0%	0%

30. What were your motivations for pursuing a leadership position?

Response	Respondents n=56	Percent
External	8	14.3%
Internal	48	85.7%

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31. During your time in a leadership role, how often do you ask professors for leniency due to the schedule of your student leader obligations?

Response	Respondents n=56	Percent
Very Often	0	0%
Often	2	3.6%
Occasionally	9	16%
Never	45	80.4%

32. Given your involvement as a student leader in addition to your academic obligations, rate how overwhelmed you feel when going through your daily life. (1 being very overwhelmed, 7 being not at all overwhelmed)

Response	Respondents n=57	Percent
1	5	8.8%
2	12	21%
3	11	19.3%
4	13	22.8%
5	10	17.5%
6	3	5.3%
7	3	5.3%

N=57	Mean	Median	Mode
1-7	3.5	4	4

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