



Involvement, Leadership and Student Outcomes at Graduation

Center for the Study of Student Life

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EXECUTIVE SUMMARY

This report presents findings from the 2018-2019 The Ohio State University Undergraduate Graduation Survey. Specifically, this report examines outcomes related to undergraduate student involvement and participation in leadership positions. These outcomes include satisfaction with Ohio State, employment prospects and intentions to attend graduate or professional school.

Results from this report suggest that being involved in co-curricular activities outside of the classroom and holding leadership positions are both associated with increased reports of receiving a job offer at the time of graduation and more interest in attending graduate or professional school. Additionally, those students who were involved in co-curricular activities reported higher levels of overall satisfaction with their Ohio State experience compared to those not involved at all.

Out of the co-curricular activities analyzed, some are considered to be high-impact practices (HIPs). According to Kuh (2008), HIPs are active learning practices that promote deep learning by promoting student engagement. Results from this report indicate that, like those involved in any activities, those students involved exclusively in HIPs reported significantly higher levels of overall satisfaction with their Ohio State experience, were more likely to have received a job offer at the time of graduation and were more likely to express interest in attending graduate or professional school compared to those students who were not involved in any kind of on-campus or co-curricular activity.

Further examination also found that students who participated exclusively in HIPs were more likely to have received a job offer at the time of graduation than those students who were involved exclusively in activities not considered to be high impact. These findings suggest that involvement in HIPs may lead to improved future employment outcomes above and beyond involvement in other kinds of activities.

INVOLVEMENT OUTCOMES

- **92.2%** of graduating students reported that they were involved in at least one on-campus and/or co-curricular activity.
- Involved students were **2.1 times** more likely to be satisfied with their overall experience at Ohio State; **1.8 times** more likely to have received a job offer at the time of graduation; and **1.7 times** more likely to express interest in attending graduate or professional school than uninvolved students.
- Students involved exclusively in HIPs were **1.6 times** more likely to be satisfied with their overall experience at Ohio State; **1.5 times** more likely to have received a job offer at the time of graduation; and **1.3 times** more likely to express interest in attending graduate or professional school than uninvolved students.
- Students involved exclusively in HIPs were **2.0 times** more likely to have received a job offer at the time of graduation than those involved exclusively in activities not considered to be high impact. In terms of satisfaction and intentions to attend graduate or professional school, there were no significant differences between the two groups.

LEADERSHIP OUTCOMES

- **36.4%** of graduating students reported that they held a formal leadership position while in college.
- Students in leadership positions were **1.7 times** more likely to have received a job offer at the time of graduation and were **1.3 times** more likely to express interest in going to graduate or professional school than were students who did not hold leadership positions.



INTRODUCTION

Studies suggest that the association between involvement and persistence to graduation are thought to be positively related to students' involvement in various on-campus activities (Astin, 1984). This report presents the relationships between undergraduate on-campus involvement and on-campus leadership involvement with certain outcomes at graduation for the 2018-2019 academic year (i.e., satisfaction with Ohio State, as well as employment prospects and expressed interest in graduate or professional school). Additionally, this report examines high-impact practices (HIPs) and the relationships between participation in HIPs and desirable outcomes. This report examines whether students participating exclusively in one or more HIPs are more satisfied with Ohio State, more likely to have future employment and more likely to have future educational prospects, compared to those students who were involved in activities not considered to be high-impact or those who were not involved at all.

METHODS

Data for this report come from the 2018-2019 The Ohio State University Undergraduate Graduation Survey. The Graduation Survey is sent at the end of each semester by the Center for the Study of Student Life to all graduating students. The data for this report are from summer 2018, autumn 2018 and spring 2019. Students who applied for graduation were invited to participate in the survey. There were a total of 11,458 undergraduate students invited to take the survey in 2018-2019 and 6,626 responded, for a response rate of 57.8%. Since the central focus of this report is to examine various outcomes related to students' involvement in co-curricular activities, only those students who saw and responded to the involvement questions on the Graduation Survey were kept for further analysis. This resulted in a final sample size of 5,927 students. Please note that not all students answered every question.

Satisfaction was measured by asking one question about overall satisfaction with Ohio State. Future employment and educational prospects were identified through two questions asking students what would most likely be their plans after graduation and their current employment prospects. Leadership was measured by asking students if they ever served in a leadership position on campus. Involvement was broadly defined as participation in any one of the following nine co-curricular activities. Involvement activities that are classified as high-impact practices by the National Survey of Student Engagement (NSSE) and the Association of American Colleges and Universities (AAC&U) are *italicized below*.

1. Student organization
2. Social fraternity or sorority
3. *Community service or service learning*
4. *Study abroad*
5. *Capstone project*
6. *Undergraduate research*
7. On-campus student employment
8. *Learning community*
9. *Internship or academic-major related work experience*

Odds ratios obtained from logistic regression analyses estimate how likely students were to be satisfied with Ohio State, have employment prospects and expect to attend graduate/professional school based on their involvement and leadership activity. Lastly, please note that all *n* sizes reported throughout this report refer to the total number of students who answered the question.

DEMOGRAPHICS

The following tables display sex and race/ethnicity information from the Student Information System (SIS) for the students who completed the survey. Data from the SIS were used because the Graduation Survey does not ask students to self-identify their gender or racial/ethnic identities.

Sex	(n = 5,927)
Female	53.0%
Male	46.3%
Undisclosed	0.6%
Race/Ethnicity	(n = 5,927)
Asian	6.4%
Black/African American	4.9%
Hispanic	4.0%
Non-Resident Alien	7.2%
None Given/Race Unknown	2.2%
Two or More Races	3.3%
White	72.0%

Note. Due to low sample size and to protect anonymity, American Indian/Alaska Native and Native Hawaiian/Pacific Islander have been excluded from these analyses. Non-resident alien students represent international students.

FINDINGS

INVOLVEMENT AND LEADERSHIP OUTCOMES AT GRADUATION

This section of the report examines how students' on-campus involvement and leadership roles relate to overall satisfaction with Ohio State, employment prospects and intention to attend graduate/professional school.

Involvement and Outcomes

Of those who responded to the survey, **92.2% of students** were involved in at least one on-campus and/or co-curricular activity. This includes any of the activities listed on page 2. Those who were involved were more likely to be satisfied with their Ohio State experience, had received a job offer and were more likely to be expecting to attend graduate or professional school than those who were not involved. For example, involved students were **2.1 times** more likely to be satisfied with their Ohio State experience than were students who were not involved.

	Involved	Not Involved	Odds Ratio
Satisfied with experience at Ohio State.	94.0% (n = 5,178)	88.2% (n = 406)	2.1***
I have a received a job offer.	53.9% (n = 3,747)	39.0% (n = 351)	1.8***
I am expecting to attend graduate or professional school.	27.6% (n = 5,443)	18.3% (n = 454)	1.7***

Involvement Outcomes



Leadership and Outcomes

Of those who responded to the survey, **36.4% of students** held a formal leadership position. Those who held a leadership position were **1.7 times** more likely to have received a job offer and were **1.3 times** more likely to be expecting to attend graduate or professional school than those were not in a leadership position. In terms of satisfaction with their overall experience at Ohio State, there were no significant differences between those who did and did not hold a leadership position.

	In Leadership Position	Not in Leadership Position	Odds Ratio
Satisfied with experience at Ohio State.	93.9% (n = 2,071)	93.3% (n = 3,513)	n.s.
Received a job offer.	61.3% (n = 1,414)	48.0% (n = 2,684)	1.7***
Expecting to attend graduate or professional school.	30.6% (n = 2,148)	24.7% (n = 3,749)	1.3***

Leadership Outcomes



HIP INVOLVEMENT OUTCOMES AT GRADUATION

High Impact Practices (HIPs) are active learning practices that promote deep learning through student engagement (Kuh, 2008). HIPs include the following: community service or service learning, study abroad, capstone projects, undergraduate research, learning communities and internships/work-related experiences. To examine the impact of HIP involvement on students' satisfaction, career and educational prospects, two comparisons were made. The first comparison was between students involved exclusively in HIPs and those students who were not involved in any on-campus or co-curricular activity (i.e., uninvolved students). The second comparison was between students involved exclusively in HIPs and those students involved exclusively in activities considered not to be high-impact. Of those students who were involved, **70.0%** were involved exclusively in HIPs and **30.0%** were involved in activities not considered to be high-impact. Students who were involved in both HIPs and non-HIP activities were excluded from these analyses. Results for these involved students are detailed in the Involvement section on page 4.

Students who were involved exclusively in HIPs were **1.6 times** more likely to be satisfied with their Ohio State experience, **1.5 times** more likely to have a job offer at the time of graduation and were **1.3 times** more likely to express interest in attending graduate or professional school compared to those students who were not involved in any kind of activity. A summary of these findings can be found in Table 1 below.

Table 1. Involved in HIPs vs Not Involved at All

	Involved Exclusively in HIP(s)	Not Involved	Odds Ratio
Satisfied with experience at Ohio State.	92.4% (n = 931)	88.2% (n = 406)	1.6*
I have a received a job offer.	48.4% (n = 723)	39.0% (n = 351)	1.5**
I am expecting to attend graduate or professional school.	23.0% (n = 994)	18.3% (n = 454)	1.3*

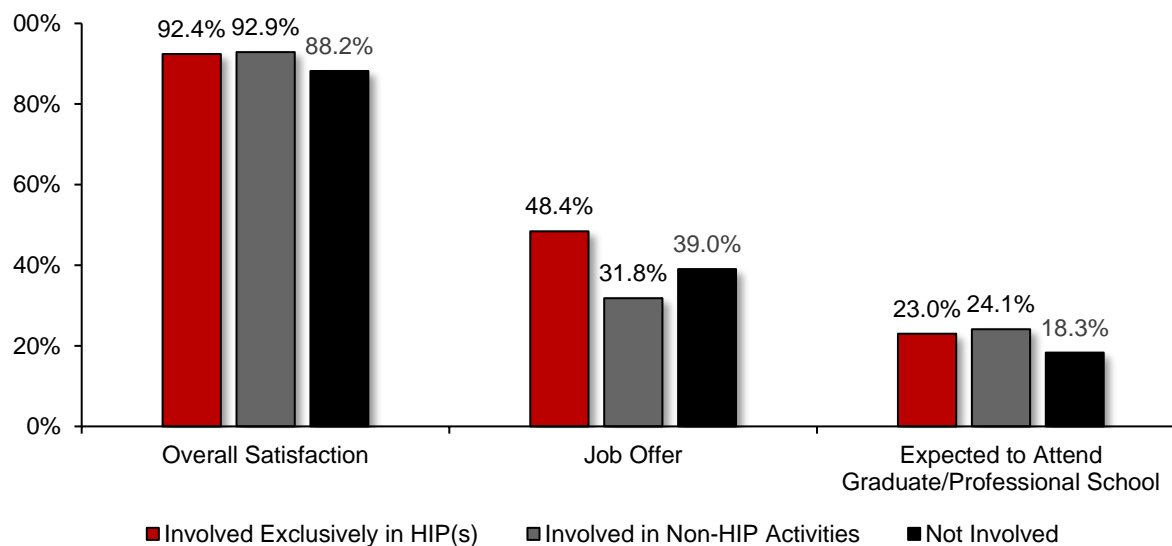
Students who were involved exclusively in HIPs were **2.0 times** more likely to have received a job offer at the time of graduation than those students who were involved exclusively in activities that are not considered high-impact. In terms of satisfaction and intention to attend graduate or professional school, the differences were not significant. A summary of these findings can be found in Table 2 below.

Table 2. Involved in HIPs vs Involved in Non-HIP Activities

	Involved Exclusively in HIP(s)	Involved in Non-HIP Activities	Odds Ratio
Satisfied with experience at Ohio State.	92.4% (n = 931)	92.9% (n = 393)	n.s.
I have a received a job offer.	48.4% (n = 723)	31.8% (n = 302)	2.0***

I am expecting to attend graduate or professional school.	23.0% (n = 994)	24.1% (n = 428)	n.s.
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HIP Involvement Outcomes



Note. The Involved in Non-HIP Activities group is composed of students who were involved exclusively in activities not considered high impact.

Further examination of the HIP findings found that when internships were removed from the analyses, there were no significant differences in job offers at graduation between those involved exclusively in HIPs and those involved in other activities not considered to be high-impact. This is not to say that the other HIPs are not important. On the contrary, Kuh (2008) has demonstrated that each of the HIPs are significantly influential and help lead to deeper student learning. Instead, this finding should be viewed as helping to confirm that some HIPs (i.e., internships) are more clearly related to certain post-graduation outcomes like receiving job offers.

CONCLUSION

This report investigated the associations between on-campus involvement and leadership with students' overall satisfaction with Ohio State, employment prospects and intentions to attend graduate or professional school. The results of the analyses conducted in this report broadly indicate that those students who were involved in on-campus activities and participated in leadership roles were significantly more likely to have a job offer at the time of graduation and were more likely to express intentions of attending graduate or professional school. The results also indicate that those students involved in on-campus activities were significantly more satisfied with their experience at Ohio State than those not involved in on-campus activities.

Examination of students who participated exclusively in HIPs found that these students were significantly more satisfied with their overall experience at Ohio State, were more likely to have received a job offer at the time of graduation and were more likely to express interest in attending graduate or professional school than uninvolved students. A further comparison found that students involved exclusively in HIPs were more likely to have received a job offer at the time of graduation

than were students who were involved only in activities not considered HIPs and that this finding was largely driven by students' participation in internships. Involvement in HIPs, especially internships, may lead to improved future employment outcomes above and beyond involvement in other kinds of activities.

REFERENCES

Astin, A.W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.