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LEADERSHIP AND THE FIRST-YEAR EXPERIENCE: A STUDY OF OUTCOMES
FROM STUDENT INVOLVEMENT AND THE FLIP PROGRAM

by
Gavin J. Farber

A Thesis

Submitted in partial fulfillment of the requirements for the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
June 9, 2010

Thesis Chair: Burton R. Sisco, Ed.D.

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ABSTRACT

Gavin J. Farber

**LEADERSHIP AND THE FIRST-YEAR EXPERIENCE: A STUDY OF OUTCOMES
FROM STUDENT INVOLVEMENT AND THE FLIP PROGRAM
2009/10**

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

This study looks at the impact from the Freshmen Leadership Interest Program (FLIP) that took place in August 2006. A group of freshmen attended a three day retreat before the start of their freshmen year when they were introduced to the different types of leadership opportunities on the campus of Rowan University. Throughout the last four years the participants in the program have been involved in a variety of different clubs and organizations serving in many leadership positions. Fifty-three former participants were emailed a survey about their experience in FLIP and asked to complete the three-page instrument. Along with the survey, interviews were held throughout the spring 2010 semester with six former participants where they discussed their involvement and leadership development at Rowan since leaving the program. The FLIP program resulted in the overwhelmingly positive experiences of the participants. It was learned that students involved in FLIP discovered their niche at the university and found involvement in a variety of activities including Student Government, Residence Life, Athletics, Publications, Volunteerism and other areas.

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CHAPTER I

Introduction

First-year experience programs offer unique opportunities for new students to college campuses. They assist in making the transition to college easier because they explore issues with social and academic realms of institutions. The programs assist in the leadership development of students to get them involved in different organizations. One example of a first-year experience at Rowan was the Student Government Association's (SGA) Freshmen Leadership Interest Program (FLIP) that took place in August 2006 to work with the university's newest students and encourage personal involvement in organizations. This was a three-day experience that offered opportunities for students to get involved through their freshman year and beyond.

Statement of the Problem

The history of Rowan's First-Year Experience programs started in the 1980s with the IMPACT (Individuals Meeting Potentials and Creating Tomorrows) program. This program offered first year students an opportunity to engage in leadership activities designed to get them involved on the campus. There was a necessity for a program like this at Rowan University but after it was cut in April 2006, freshmen leadership and development was limited on campus.

The FLIP program was a first-year experience program created after the IMPACT (Individuals Meeting Potentials and Creating Tomorrows) was cut from the budget of Office of Residence Life in April 2006. The program offered freshmen students an

opportunity to engage in leadership activities that introduced them to the new experiences designed to inspire students to get involved on campus.

After the termination of IMPACT, there was a void at Rowan for freshmen leadership programming. The SGA Executive Board for the 2006-2007 academic year took on the challenge of creating a program that offered an experience to first-year students looking to gain additional leadership skills that would assist them throughout their Rowan experience. The SGA also wanted this new freshmen class to not miss out on the principles that IMPACT gave to students.

FLIP was created in May 2006 during an SGA Executive Board Meeting. A summer retreat was planned for the end of August 2006. The goals of the program was to create a freshman leadership program that would motivate students to get involved when in college through various forms of participation.

Purpose of the Study

The purpose of this study was to analyze the experiences of the FLIP participants through their student involvement and leadership development since they left the three-day retreat in August 2006. The study examined the paths that FLIP participants took throughout the past four years at Rowan University. The participants were asked about their leadership development from high school to college. Also, they were asked the types of clubs and organizations the FLIP participants involved themselves along with the specific leadership positions they assumed since leaving the retreat. There were many questions about the student's satisfaction of the FLIP program and whether it impacted their decisions to get involved in an activity or leadership organization at the university. Although there poor records kept by the SGA on the students, the study also discusses

whether the program was successful through the encouragement of getting students involved in an activity at Rowan.

Significance of the Study

This study examined how first year experience programs including FLIP, impacted students their development throughout college. It looks at the types of clubs and organizations that students joined and specifically pinpoints the leadership roles the students were involved. This study also looked at the involvement patterns of student who started at Rowan four years ago. The results from the study could assist university administration to look at funding a freshmen leadership first-year experience program that is similar to FLIP.

Assumptions and Limitations

The students from the FLIP program were willing to participate in this study because it would give them an opportunity to discuss their experiences and opinions of the program. This study helped to track each student's progress at Rowan over the past four years. It allowed them to discuss how they became involved at Rowan in the specifically areas of student involvement at the university.

The FLIP Program originally had 60 student participants. Since the program ended in August 2006, five students have left the university, preventing a total population study from all former members. Contacting students might be difficult so incomplete participation could be a limitation for the study. Some students might not have responded to an email sent to their Rowan account because they use a personal email account instead. Students' ability to receive a Facebook message might not have been applicable because they either do not have and/or disabled their account.

There is also potential for researcher bias. I was a member of the SGA Executive Board during the planning and execution of the FLIP Programs. I served as a leadership advocate for underclassmen and was a member of the leadership studies concentration at Rowan University. Also, I was involved in leadership programs at Rowan University such as the Peer Referral Orientation Staff (PROS), *The Whit*, Student University Programmers (SUP), and a member of IMPACT.

Research Questions

This study addressed the following research questions:

1. How have FLIP students been impacted by student involvement at Rowan?
2. How has student participation in FLIP students impacted their leadership development?
3. What leadership roles have FLIP students assumed since completing the FLIP program?
4. What were your expectations of the FLIP program?
5. Did you find the FLIP program helpful in your personal and leadership development throughout your experience at Rowan University?
6. What specific leadership roles and organizations have FLIP participants involved themselves in since completing the FLIP program?

Overview of the Study

Chapter II provides a review of scholarly works that are relevant to this study. This section includes a brief history of first year experience programs, student leadership development, student involvement, and student transitional issues. The formation of leadership development programs are examined and reviewed throughout the chapter.

Chapter III describes the study methodology and procedures. The following details are included in this description: the context of the study, the population and sample selection, the data collection instruments, the data collection process, and the analysis of the data.

Chapter IV presents the findings of this study. The focus of this chapter is on addressing the research questions presented in the introduction of the study. Statistical analysis collected from surveys and qualitative data collected from interviews are used to summarize the data in this section.

Chapter V summarizes the study, discusses the major findings, offers conclusions, and gives recommendations for practice and further study.

CHAPTER II

Review of the Literature

History of the First-Year Experience Program

The first year experience emerged from different experiences in the history of higher education that changed the outlook on the way students were developing on campuses. There were three major events that caused this change to occur. First, the expansion of higher education after World War II (i.e. The GI Bill), the relaxing of strict *in loco parentis* policies on campuses, and additional freedoms students were given from the faculty and staff of these institutions (Hunter, 2006.) First-year experience programs included “ ‘a holistic definition of freshmen success,’” (Roche, 1994 as cited in Moreno, 1997-98, p. 50).

According to Dwyer (1989), there were three factors that convinced higher education administrators to look into first-year experience programs. There was a lack of student success skills from students. Students did not understand the complexity of decision-making, and finally the “peer culture” was not as effective to assist these first-year students.

The University of South Carolina was one of the pioneering institutions that stated the first-year experience in the 1970s (Hunter, 2006). Three leaders at the University of South Carolina were monumental in the implementation of this program. The president of the University of South Carolina, Thomas Jones, program director, John N. Gardner, and Paul P. Fidler all had huge parts in the creating the programming (Hunter, 2006).

Jones had a vision to design a freshmen course with specially trained instructors to help students transition to college life. The course was known as Freshmen 101, and became a program at the University of South Carolina (Hunter & Murray, 2007). The idea of peer educator training courses including the Freshmen 101 is a program still in operation at the University of South Carolina. Graduate students serve as cooperative teachers with the instructors of classes. This program allows for students from diverse backgrounds to come together offering the instructors a unique opportunity (Hunter & Murray, 2007).

The visionaries of the University of South Carolina shared their experiences with other university administrators at a national conference organized by Gardner that focuses on the concept of “the freshmen seminar-freshmen orientation course” (Hunter & Murray, 2007, p. 28). This conference started in 1983 and within two years the first-year seminar was popular throughout the country (Hunter & Murray, 2007). The popularity of the first-year seminar led to another breakthrough from the University of South Carolina, a national research center.

The South Carolina Commission on Higher Education assisted the University of South Carolina in opening the National Research Center for The Freshmen Year Experience in 1986 (Hunter & Murray, 2007). It was the first center of its kind in the United States devoted to freshmen students. The development of this center provided an opportunity for other educators to “convince their campus leaders of the efficacy of such programs” (Hunter & Murray, 2007, p. 29).

University 101 courses taught at institutions such as the University of South Carolina, had assigned student affairs professionals as the instructors of these courses.

The individuals teaching first-year experience courses helped increase retention affecting student success, and created new and innovative programs. According to Hunter and Murray (2007), it is important for professionals to understand students: their attitudes, behaviors, and life experiences. Professional staff members are given workshops and developing trainings to prepare them for teaching first-year experience courses (Hunter & Murray, 2007).

First-year seminars are an outgrowth of the first-year experiences. Jewler (1989), argued the courses created at some colleges and universities were a “fresh hybrid of academic disciplines and student affairs development theory” (p.215).

Freshmen Leadership Programs

Posner (2004) said, “Leadership development is now an integral part of the educational program of college students, with courses and activities scattered throughout the co-curricular experience” (p.443). One special interest group to colleges and universities are freshmen because they represent the newest students on their campuses. They represent the future and some of these universities have provided specialized programs that address the concerns of freshmen and how they develop leaders.

Creighton University in Omaha, Nebraska has one of the oldest freshman leadership programs. Creighton’s Freshmen Leadership Program (FLP) was started in 1987. The program accepts 60 students (30 men and 30 female) each year. Students accepted in the program live in the FLP residential community. The program is a student run organization that has upperclassmen serving in different roles including mentors, executives, and student coordinators (Freshmen Leadership Program: Apply and FAQ, 2005).

There is also a FLP Retreat that occurs for the students involved in the program during a weekend to allow the students time to reflect on their experiences. Activities for this retreat include “dinner with mentors, candle-pass, and ‘Walk-Talk,’ an hour long experience where freshman are paired with someone they do not know as well. During the allotted time the pair acquaints themselves with one another,” (Freshmen Leadership Program: Community, 2005, p.1).

The FLP program also includes an all-day Ropes Course program that focuses on teambuilding skills. Freshmen complete a high-ropes course during this event. The cohort celebrates birthdays, Thanksgiving, winter holidays through different floor activities in their dormitory. Biweekly late night chats are held within the group to discuss different topics to debate (Freshmen Leadership Program: Community, 2005).

The program provides leadership experiences for the students. There are bimonthly seminars on Tuesday nights led by guest speakers representing the Creighton campus or the Omaha community. There are weekly service projects and the students before getting into the Freshmen Leadership Program have to be pre-registered for a course called “Principles of Communications Competence,” (Freshmen Leadership Program: Apply and FAQ, 2005).

Another popular program is at the Massachusetts Institute of Technology (MIT) in Boston, Massachusetts. The Freshmen Leadership Program was created in 1996 (MIT Pre-Orientation Programs 2009: FLP: Freshmen Leadership Program, 2009). Each fall this program accepts 60 students that attend a summer retreat before the freshmen orientations begins.

This program teaches different types of leadership skills and open opportunities to the freshmen involved in the program. The program is marketed as “not a traditional leadership program,” (“MIT Pre-Orientation Program 2009: FLP: Freshmen Leadership Program, 2009, p.1) because organizers of the program create “hands-on activities, team building challenges, small and large group discussions..,” (MIT Pre-Orientation Program 2009: FLP: Freshmen Leadership Program, 2009, p.1).

The MIT Freshman Leadership Program “believes a leader is someone who has the initiative to actively better his or her environment,” (MIT Freshman Leadership Program, 2007, p.1).

The MIT Freshman Leadership Program is ran by student counselors and assist in making connections for the freshman (MIT Freshman Leadership Program, 2007). Student after completing the MIT Freshmen Leadership Program have taken on leadership positions within the MIT student government, have started student groups, and take an active role in their community (MIT Freshman Leadership Program, 2007).

One university that looked at Freshmen Leadership Programs different was Appalachian State University whose Lee H. McCasky Center for Student Involvement and Leadership offers many different opportunities for students (What Will You Contribution Be? – Center for Student Involvement and Leadership, 2009).

Leadership experiences including retreat, trainings, and classes provide an opportunity for students to engage in a new form of learning. This is considered reflective learning (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). In a study conducted by Komives et al., during an interview with a participant named Ed, said of his experience in his first leadership course “...changes the way I act as a leader..,” (p. 598).

Student Leadership Development

The Center for Creative Leadership estimates that there are about 700 college leadership programs that exist in the United States (Schwartz, Axtan, & Freeman, 1998.) Leadership development is becoming a very important part of the institutions core views. Colleges and universities have placed leadership development within their mission statements, making it a goal for their students to gain the needed “skills and abilities” (Clark, 1985; Roberts 1997 as cited in Cress et al., 2001).

Today’s growth and popularity of leadership now includes academic leadership research centers, institutes, and leadership development programs run through student affairs offices (Astin & Astin, 2000). These institutions offer a variety of different leadership programs and workshops run by student services offices and academic majors and minors (Cress et al., 2001). First-year experience programs also came out of institutions that offered a leadership programs and allowing students to open up to new leadership opportunities on college campuses.

Zimmerman-Oster and Burkhardt (1999) conducted a study that looked at the expansion of leadership development on college campuses. Leadership development was done through a variety of means including: seminars and workshops, mentors, guest speakers, and community service opportunities. Student leaders on college campuses have served in roles of directors or co-directors, were members of student advisory boards, were student graduates now serving as mentors, just to name a few examples of how students involved themselves in leadership opportunities through programming (Zimmerman-Oster & Burkhardt, 1999).

According to Zimmerman-Oster and Burkhardt, the key to successful leadership programs is based on the philosophies and sustainability practices of the sponsoring institution. However, the impact that the programs have on students that assist in the longevity of leadership programs on campuses remains a mystery.

“Students who participate in leadership training had an increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness and community orientation, understanding of leadership theories, and personal and societal values” (Zimmerman-Oster & Burkhardt, 1999, p. 63).

Astin (1996) said, “Colleges and universities provide the richest opportunities for recruiting and developing leaders” (p.5). Leadership development’s implementation is seen through involvement in residential learning, service learning, community work, and student organizations (Astin, 1996). College students could develop their leadership skills in organizations centering around departmental clubs, social fraternities and sororities, student government, professional/honor fraternities, and intramural clubs and organizations (Birkenbolz & Schumacher, 1994).

“Individuals that work with student organizations should consider the impact that reflection and application play in leadership development. Student should be able to reflect on their collegiate experiences and become better leadership because of them” (Ewing, Bruce, & Ricketts, 2009, p. 128).

Student Involvement

Student involvement is a developmental theory in higher educational created by Alexander Astin. The theory measures the extent to which students are engaged on

college campuses. Astin (1999) said student involvement refers to the “amount of physical and psychological energy a student devotes to the academic experience,” (p. 518).

Astin’s model asserts represents the more energy a student exerts, the more heavily involved the student is on campus. Astin (1996) found that there were three powerful forms of involvement including academic involvement, involvement with faculty, and involvement with student peer groups.

Research conducted by Floerchinger (1988), listed six benefits of student involvement in college activities. They included “increased retention, enhanced interpersonal skills, positive influence on leadership, communication, teamwork, organization, decision making and planning skills, greater satisfaction with their college experience, useful job procurement skills and experience, and lasting views on volunteering and community service” (Floerchinger, 1988, p. 60).

Astin’s theory includes five basic postulates (Astin, 1999). The first postulate discusses involvement as an investment of physical and psychological energy. Involvement was measured in objects that maybe highly generalized or highly specific (Astin, 1999). The second postulate shows involvement along a continuum, The continuum shows student’s involvement at different degrees (Astin, 1999). The third postulate shows that involvement has both quantitative and qualitative features (Astin, 1999). The fourth postulate considers the proportion of a student’s learning and development with the quality and quantity of his/her student involvement (Astin, 1999). The fifth postulate examines the effectiveness of educational policies and practices relating to their capacity to increase student involvement (Astin, 1999).

One factor that affects student's involvement is the living situation throughout their undergraduate education. Students living in on-campus housing are highly involved (Astin, 1999) because the students have campus events and activities a few minutes from their dorm. Whereas students living in off-campus housing or at home are less likely to be as engaged because distance and time barriers that prevent campus participation.

Campus involvement takes several forms: student government, social fraternities and sororities, academic research, honors programs, athletics along with many other choices for students (Astin, 1999). Campus life sponsored activities often make on-campus students feel better satisfied with their experiences.

Involved students have increased confidence with "their abilities, leadership skills, and willingness to serve in a leadership role (Cress et al., 2001, p. 16). The participants from leadership program studied by Cress et al., 2001, reported that the students were "more cooperative and less authoritative and held more ethical views on leadership," (p. 16).

Cress et al.'s (2001) study also found that there were three common elements from the leadership programs that impacted student development. These elements included service opportunities, experiential activities, and active learning through collaboration (Cress et al., 2001).

Astin found that "elected student offices, public speaking ability, leadership abilities, and interpersonal skills" correlated with the number of hours students participated in club and organizations (1993 as cited in Foubert & Grainger, 2006, p. 168) in his research.

It was also discovered that serving as a leader in a student organization has been associated with having “higher levels of developing purpose, educational involvement, life management, and cultural participation (Cooper, Healy, & Simpson, 1994, p. 100).

Student government is a form of involvement students acquaint with themselves because of “political liberalism, hedonism, artistic interests” and a greater satisfaction with friends (Astin, 1999, p. 524). Student government participates often work for the organizations because they want to achieve interactions with other students (Astin, 1999).

Miller and Kraus (2004) students the pitfall of student government involvement due to issues with gender participation. The authors stated assumptions men have on why women are involved in student governance. Miller and Kraus (2004) interviewed female students and found women believe they were qualified for the positions. They did not join student government because they joined organizations that address women’s concerns (Miller & Kraus, 2004).

McCannron and Bennett (1996 as cited in Miller & Kraus, 2004) researched students’ academic involvement. The researchers discovered that students get involved in organizations relations to academic majors and future career plans. Miller and Kraus (2004) added that women majoring in strong academic programs were not as involved in student government. Based on the research done by Miller and Kraus (2004), some women on college campuses got involved in organizations pertaining to their interests instead of student government. Women also avoided running for positions on advisory boards because they did not wish to make politics their careers (Miller & Kraus, 2004).

Kuh and Lund (1994) said, “Participation in campus governance is linked to

desired outcomes for individual students as well as to positive contributions to the welfare of the campus community” (as cited in Miller & Kraus, 2004, p. 424)

Summary of the Literature Review

First-year experience programs have evolved on college campuses to assist in the transition to college life for students. There are many factors that assist students in finding success on campus. This review looked the history of the first-year experience, freshman leadership programs, student leadership development, and student involvement. Overall there has been a number of transitions that college student go throughout during their college lives. There are organizations and researchers that have looked at the affects these students’ experiences.

The history of the first year experience started at the University of South Carolina and through the efforts of those pioneers there are now many programs in American universities and colleges that offer transitional programs for freshman to learn about a variety of different issues that overall are for the students to have an exploratory system.

The impact of student involvement on college campuses only can assist the participants themselves. Through research done it has been proven that the more involved a student is the better experience that have in college. Freshmen leadership programs are examples of first-year experience programs that are assisting in students to get engaged on their campuses. It was through the FLIP program that gave students the empowerment to choose their destinies.

The main problem with FLIP was its lack of sustainability, unlike the two freshmen leadership programs listed in the section. The success of those programs give

an idea of what the future of leadership development on college campuses could do to promote successful and positive effects of involvement.

The research problem focuses on the impact of student involvement on FLIP participants at Rowan, the impact of their leadership development, and focuses on the types of leadership roles the student have taken since competing the program. The literature review did not discuss the overall impact of their leadership experiences throughout their four years at their institutions. Much of the literature discussed the importance of first year programming and how it assisted in retaining students in their next year. There was not a practice of following up with student to look at their development each year they were in attendance at the institutions.

There is more research needed in undergraduate leadership programming that focuses on the impact of the performance of students in their involvement and leadership development on college campuses. The research explored in this section looked at the history of first-year experience programs, freshmen leadership program, student leadership development, and student involvement.

CHAPTER III

Methodology

The study was conducted at Rowan University, in Glassboro, NJ. Rowan is a selective state institution located in southern New Jersey between Philadelphia and Atlantic City (Fast facts). It is an institution combining a “liberal education with professional preparation from baccalaureate through the doctorate” (Fast facts). There are over 11,000 students at Rowan University. The institution is comprised of six academic colleges including the Rohrer College of Business, College of Communication, College of Education, College of Engineering, College of Fine and Performing Arts, and the College of Liberal Arts & Sciences offering 87 undergraduate majors (Fast facts).

Rowan has been recognized by various publications for its excellence in academic programs including *U.S. News and World Report* and *The Princeton Review*. *U.S. News and World Report* ranked Rowan 22nd in its list of Northern Regional Universities and the College of Engineering was ranked 15th in the nation. *The Princeton Review* ranked Rowan in their editions of “The Best Northeastern Colleges” and “The Best 366 Colleges” (Fast facts).

The student body is involved in more than 130 clubs and organizations (Fast facts). There are over 30 intramural and club sports along with eight men’s and 10 women’s NCAA Division III varsity sports (Fast facts).

Rowan sponsors a number of first-year experience programs through the Office of EOF/MAP and the Office of Residential Learning and University Housing (at the time of

IMPACT it was known of the Office of Residence Life and University Housing.) The Office of EOF/MAP runs the Pre-College Institute (PCI). The SGA created FLIP as an opportunity to give the Class of 2010 an opportunity to attend a freshmen leadership program that was currently void because the IMPACT program was cut. The Class of 2010 inducted 1,300 freshmen during the 2006-2007 academic year.

Population and Sample Selection

The target population for this study was all participants from the FLIP program during the 2006-2007 academic year. The available population was all FLIP students at Rowan University, Glassboro, NJ, Gloucester County during the spring 2010 term. The students were currently enrolled in their senior year. There were 53 available subjects for the study.

Survey Instrumentation

The survey used in the study (Appendix B) was organized into three parts. The first and second parts were created by the researcher because of the uniqueness of the study and that lack of previously tested instruments on specific freshman leadership program. The last section of survey was cited from the thesis of Thomas Iacovone (2007) who modified used a survey created by Ohio University's Office of Institutional Research entitled "Student Involvement Questionnaire." This instrument looked at how students involved themselves in both academic and social situations. Iacovone (2007) said, "The *Ohio University Student Involvement Study* was conducted annually by the Office of Institutional Research, Residential Life, and the Vice President for Student Affairs Office, and given to all first year student students living in residence halls" (p.23). The survey was found to be valid and reliable.

The survey used in this study (Appendix B) sought to assess the FLIP participants' involvement throughout their four years at the university. I created the instrument because information was needed from the subjects to get a clearer understanding of their student involvement since the end of the FLIP program in August 2006. No previous follow up activities were done with students involved in the FLIP after the retreat. The survey was validated through a three different drafts created until the survey was perfected during the Fall 2009 semester and through the assistant of Dr. Burton R. Sisco and a fellow classmate who checked the survey for content, spelling errors, bias in questions, and statements asked. The first draft of the instrument was six pages and listed every organization a student at Rowan University could have been be member. Through various incarnations the final survey (Appendix B) was created after for use of the study.

The survey was divided into three parts: background information, identification of survey items relating to leadership in high school, FLIP, and college, and types of student involvement. The first section asked background information including the participants' gender, age, racial/ethnic group, enrollment status, expected graduation date, cumulative grade point average (G.P.A.) and academic college.

The second section had 40 specific Likert scale statements that were arranged from "strongly agree" to "strongly disagree." These statements looked at the student involvement and experiences during high school, FLIP, post-FLIP, and during their Rowan experiences. The survey looked at the areas of the subject's involvement after completing the FLIP Retreat. Their involvement throughout at Rowan was evaluated.

The final section of the instrument listed 17 different types of involvements and asked students to answer “yes” and list the number of hours involved in the activity. Each participant’s instrument was uniquely different and presented a different pattern of involvement giving me a very diverse group of participants.

The survey was tested on students outside of FLIP. The subjects looked at the three sections of the survey and looked for spelling and other grammatical errors. This groups suggested fixing a few misspelled words.

Survey items yielding Cronbach’s coefficients of .70 or higher are considered acceptable when conducting research (UCLA: Academic Technology Services, Statistical Consulting Group). Section two of the survey included 40 Likert items with a Cronbach coefficient of .839.

The survey was determined reliable through the Cronbach analysis.

Interview Instrumentation

The interview instrument (Appendix C) consisted of eight questions that asked the students to discuss their connection to the FLIP program. Participants were asked why they decided to apply to the program and what expectations they had of the retreat. The students’ personal and social leadership development was also asked during his/her freshman year and beyond. The students were also asked their current leadership positions and the clubs and organizations they were members of. The final two questions asked the students what they gained from being a leader at university and their advice to future leaders at Rowan.

The interviews offered an opportunity for the FLIP participants to explain in their own words what that retreat meant to them in the beginning of their college experience.

The interviews probed into issues that the students faced throughout their freshman year and beyond. This instrument was created to allow complete freedom of the students to answer in anyway they wanted to whether it was a positive or negative result. The interviews offer an honest interpretation of FLIP and it's impact on the students who went through the experience.

Following approval from the Institutional Review Board (IRB) (Appendix A) of Rowan University the survey and interview questions were tested on students outside of the FLIP program. It was found that there no spelling or grammatical errors. The questions were created by me due to the uniqueness of the study.

Data Collections

IRB approval was received on December 16, 2009 (see Appendix A) allowing the researcher to begin collecting data from FLIP participants. The FLIP participants were emailed a copy of the survey via email starting on February 4, 2010. There were six emails sent throughout a two-month period and ended on March 28, 2010. The participants were asked to complete surveys and either email back to me or drop them off in my mailbox in the Office of the Vice President for Student Affairs. The final survey was collected on March 29, 2010.

I attempted to conduct focus groups as another way to collect data for this project. After two unsuccessful attempts to hold focus groups, a revised IRB application was completed and approved on March 12, 2010 to use the same questions that would have been asked in focus group but instead to conduct one-on-one interview with former FLIP participants. Signed consent forms (Appendix D) were distributed before any questions were asked. All interviews were conducted in my office in the Office of the Vice

President for Student Affairs. Each interview lasted about 10 minutes. Subjects were asked about their involvement on campus and the impact of their involvement on campus. They were asked more specifically the leadership roles and positions that have taken on since leaving the FLIP program.

Data Analysis

Quantitative methods of analysis were used for the survey instruments using Statistical Package for the Social Sciences (SPSS) computer software. Data were analyzed through the descriptive statistics of frequencies, percentages, means, and standard deviations. Qualitative methods of analysis were used with the assistance of Sisco's (1981) *Rules and Procedures for Logical Analysis of Written Data* (Appendix E). This method to assisted me in looking over the field notes, tape recordings, and transcripts from interviews completed for common and divergent themes. Both methods assisted in the process of examining the data in regards to answering the research questions posed in the introductory chapter of the study.

CHAPTER IV

Findings

The Freshman Leadership Interest Program (FLIP) was a three-day retreat in August 2006. FLIP was created by Rowan University's Student Government Association (SGA) in an effort to offer a similar leadership experience seen from a program called IMPACT cut by the Office of Residence Life in April 2006. In May 2006, the SGA created the FLIP program during an Executive Board Meeting.

Profile of the Survey Sample

The subjects for this survey were selected from a list of original FLIP participants from Rowan University, Glassboro, NJ, in January 2010. Of the 53 surveys distributed, 26 were returned, yielding a return rate of 49%. There were 20 female (76.9%) and 6 male (23.1%) participants. The students' ages were either 21 (42.3%) or 22 (57.7%) of the sample (see Table 4.1). Twenty-five (96.2%) of the students classified themselves as seniors at the university, while one student (3.8%) was classified as a graduate. The same result for student enrollment status matched the statistics of year classification. Twenty-five (96.2%) students were full-time status and one (3.8%) was labeled as being part-time status (see Table 4.2).

Table 4.1

Demographics: Age and Gender (N=26)

Age	<i>f</i>	%
22	15	57.7
21	11	42.3
Gender		
Female	20	76.9
Male	6	23.1

Table 4.2

Demographics: Year Classification and Enrollment Status (N=26)

Year Classification	<i>f</i>	%
Senior	25	96.2
Graduate	1	3.8
Enrollment Status		
Full Time	25	96.2
Part Time	1	3.8

The 26 subjects came from different majors representing all but one of the academic colleges (Fine and Performing Arts). The study included subjects that were members of two colleges due to being dual majors in education or having a second major within in the same academic college. There are six academic colleges at Rowan University including the College of Communication, College of Education, College of

Engineering, College of Fine and Performing Arts, College of Liberal Arts & Sciences, and the Rohrer College of Business. The participants were members from all academic college except the College of Engineering. Table 4.3 contains demographic data on the academic college breakdown of the students involved in FLIP.

Table 4.3

Academic College Breakdown of FLIP Participants (N=26)

Academic College	<i>f</i>	%
Double Major-College of Education	7	26.9
College of Liberal Arts and Sciences	6	23.1
College of Communication	5	19.2
Rohrer College of Business	3	11.5
Double Major-Same College	2	7.7
College of Education	1	3.8
College of Fine and Performing Arts	1	3.8
No Response	1	3.8

The sample included students graduating in three categories: May 2010, December 2010, and Other. There were more students graduating in May 2010 representing 21 (80.8%) students. In December 2010, three (11.5%) students were graduating and there are two (7.7%) graduating at other future dates (see Table 4.4). Students in the sample had cumulative GPAs from 2.4-4.0. Over 80% of students had GPAs between 3.4-4.0. There were 10 (38.5%) with GPAs from 3.7-4.0 and 11 (42.3%) with GPAs from 3.4-3.69. Two (7.7%) had GPAs from 3.0-3.39 and two (7.7%) from 2.7-2.99. One (3.8%) student has a GPA from 2.4-2.69 (see Table 4.5).

Table 4.4

Demographics: Expected Graduation Date

Date	<i>f</i>	%
May 2010	21	80.8
December 2010	3	11.5
Other	2	7.7

Table 4.5

Demographics: Cumulative Grade Point Average (G.P.A.)

GPA	<i>f</i>	%
4.0-3.7	10	38.5
3.69-3.4	11	42.3
3.39-3.0	2	7.7
2.99-2.7	2	7.7
2.69-2.4	1	3.8

The racial/ethnic breakdown of the sample is featured in Table 4.6. There were 22 participants (84.6%) that were classified as White, Non-Hispanic. There was one subject (3.8) each representing African-American, Asian American/Asian, and Puerto Rican. There was also one participant (3.8%) who chose not to indicate personal background.

Table 4.6

FLIP Instrument Racial Breakdown

Race	<i>f</i>	%
White, Non-Hispanic	22	84.6
African American	1	3.8
Asian American/Asian	1	3.8
Puerto Rican	1	3.8
Choose Not to Indicate	1	3.8

Profile of the Interview Sample

Students were asked via email if they were interested in participating in one-on-one interviews with me to discuss their FLIP experiences. Students signed up for times and were interviewed by the researcher in the Office of the Vice President for Student Affairs, Graduate Assistant office. Six students consented to an interview before any data collection started and were asked if they approved the usage of a digital recorder to be used in the interview.

Six students were interviewed including five female students and one male student. All six students were Caucasian. Each student discussed their stories of why they applied to the FLIP program and what they were expecting from the program. Each interviewee was asked eight questions that examined their student involvement and leadership development at the university. One student mentioned leaving the university at the end of the fall semester freshman-year but memories of the program brought the student back to the university after a three-semester absence. Three of the participants were members of the Resident Assistant staff working in the residence halls throughout the university. Two students reported being members of the Student Government

Association. Two students were on athletic teams at the university. All six students considered themselves leaders on campus.

Analysis of the Data

I used the survey and interviews to assist in answering the six research questions represented in Chapter I to allow me to learn about the experiences of the former FLIP students. The impact of the students' involvement during and after the FLIP program was discussed. FLIP respondents' participation in leadership development, types of involvement in on-campus organizations and clubs, their leadership positions they held, and they gained from the program were asked of the students involved the methods of exploring the FLIP program overall impact on them.

Research Question 1: How have FLIP students been impacted by student involvement at Rowan?

A common trend seen with the participants was the students' past experiences such as involvement during high school. A total of 26 subjects discussed their involvement before coming to Rowan and wanting to continue their involvement at the university. Some students indicated being involved in student council, athletics, and honor societies. Students in general were excited to attend the university because they saw the FLIP program as a stepping-stone to new opportunities on campuses.

The data from FLIP participant's high school and pre-Rowan experience proved to be overwhelmingly positive (see Table 4.7). A total of 24 participants or 92.3% either agreed or strongly agreed they were eager to start college. A total of 23 subjects or 88.5% agreed or strongly agreed they enjoyed their high school experiences.

Table 4.7

FLIP Participant High School and Pre-Rowan Experiences (N=26)
Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I was eager to start college. (<i>n=25, M=4.56, SD=.583</i>)	15	57.7	9	34.6	1	3.8	-	-	-	-
I enjoyed my high school experience. (<i>n=25, M=4.40, SD=1.00</i>)	15	57.7	8	30.8	-	-	1	3.8	1	3.8
High school provided leadership opportunities. (<i>n=25, M=4.20, SD=1.00</i>)	11	42.3	11	42.3	1	3.8	1	3.8	1	3.8
I enjoyed serving in an organizational leadership role in high school. (<i>n=25, M=3.88, SD=1.36</i>)	11	42.3	7	26.9	3	11.5	1	3.8	3	11.5
Confidence is a key attribute to being a high school leader. (<i>n=24, M=3.56, SD=.737</i>)	9	34.6	13	50.0	1	3.8	1	3.8	-	-
I felt it was important to serve as a president of an organization during high school. (<i>n=25, M=3.56, SD=1.23</i>)	6	23.1	9	34.6	5	19.2	3	11.5	2	7.7
I never thought about the impact of leadership during high school. (<i>n=25, M=2.28, SD=1.40</i>)	3	11.5	3	11.5	1	3.8	9	36.0	9	36.0
I was not involved in high school. (<i>n=24, M=1.45, SD=.884</i>)	1	3.8	-	-	-	-	7	26.9	16	61.5

The subjects discussed many different reasons why they were impacted by student involvement at Rowan. A total of 25 subjects or 96.2% either agreed or strongly agreed that they applied to the FLIP program because they wanted to get involved at Rowan. A total of 22 subjects or 84.6% either agreed or strongly agreed FLIP was stepping-stone for their college experiences (see Table 4.8).

Table 4.8

FLIP Participant Involvement During and Post Retreat (N=26)

Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I applied to the FLIP program because I wanted to get involved at Rowan. (<i>n=25, M=4.68, SD=.476</i>)	17	65.4	8	30.8	-	-	-	-	-	-
The establishment of a freshmen leadership program is needed at Rowan. (<i>n=25, M=4.72, SD=.542</i>)	19	73.1	5	19.2	1	3.8	-	-	-	-
I feel Rowan has helped me mature. (<i>n=24, M=4.70, SD=.464</i>)	17	65.4	7	26.9	-	-	-	-	-	-
I met new friends through FLIP. (<i>n=25, M=4.44, SD=.917</i>)	15	57.7	8	30.8	1	3.8	-	-	1	3.8
FLIP provided a stepping-stone for my college experience. (<i>n=24, M=4.29, SD=.859</i>)	11	42.3	11	42.3	-	-	2	7.7	-	-
I applied to the FLIP program because I wanted to learn about collegiate leadership. (<i>n=25, M=4.20, SD=.866</i>)	10	38.5	12	46.1	1	3.8	2	7.7	-	-
FLIP gave me a competitive advantage over other incoming students. (<i>n=24, M=4.25, SD=.897</i>)	11	42.3	10	38.5	1	3.8	2	7.7	-	-
The workshops offered new insights on college student development. (<i>n=25, M=3.96, SD=.789</i>)	5	19.2	16	61.5	2	7.7	2	7.7	-	-
I am a confident leader on-campus today. (<i>n=25, M=4.24, SD=1.01</i>)	13	50.0	7	26.9	4	15.4	-	-	1	3.8
I felt supported by FLIP members. (<i>n=24, M=3.58, SD=1.28</i>)	6	23.1	10	38.5	2	7.7	4	15.4	2	7.7

FLIP provided many opportunities for students' involvement to transition to the university. A total of 21 subjects or 80.8% agreed or strongly agree their attendance in FLIP gave them a competitive advantage over other incoming students to the first-year experience program at Rowan. When asked if the FLIP program helped in connecting the subjects to the Rowan community, 21 subjects or 80.8% agreed or strongly agreed.

One thing that also assisted in the FLIP students' transition was their ability to meet and feel supported by the program. A total of 15 subjects or 57.7% of FLIP student said they met friends as a result of their involvement in FLIP. According to the survey, it also reported by eight subjects of 30.8% who agreed with the statement. A total of 16 subjects or 61.6% either agreed or strongly agreed they were supported by their fellow FLIP participants. The students' connection to the Rowan campus was critical for their retention during the freshman years.

Research Question 2: How has student participation in FLIP impacted their leadership development?

The survey allowed the FLIP students to reflect about how the program impacted their leadership development. A total of 13 statements from the survey were used to explore this research questions (see Table 4.9). There were positive and negative impact from FLIP that resulted in the students choosing different paths in their leadership explorations at Rowan.

The subjects were asked whether they felt the program taught them about leadership development. Seven subjects (26.9%) strongly agreed and 12 subjects (46.2%) agreed with the statement. A total of 25 subjects (96.2%) either agreed or strongly agreed that they were aware of the impact that leadership development had on

college students. The value of the Rowan experience assisted 22 subjects (85.7%) in agreeing or strongly agreeing in the solidification of the idea of leadership. The FLIP subjects also reported being successful student leaders at Rowan. A total of 16 subjects (61.5%) strongly agreed and 7 subjects (26.9%) agreed with the statement.

Table 4.9

*Leadership Development of FLIP Participants (N=26)**Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1*

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
The experience of Rowan students would be richer if a new student leadership program was supported. (<i>n=25, M=4.56, SD=.506</i>)	14	53.8	11	42.3	-	-	-	-	-	-
I am aware of the impact that leadership development has on college students. (<i>n=25, M=4.52, SD=.509</i>)	13	50.0	12	46.2	-	-	-	-	-	-
I have been a successful student leader at Rowan. (<i>n=25, M=4.56, SD=.651</i>)	16	61.5	7	26.9	2	7.7	-	-	-	-
Getting involved was something I actively pursued. (<i>n=24, M=4.58, SD=.584</i>)	15	57.7	8	30.8	1	3.8	-	-	-	-
I would like to see leadership development continuing after I graduate. (<i>n=24, M=4.62, SD=.647</i>)	17	65.4	5	19.2	2	7.7	-	-	-	-
Because FLIP was discontinued freshman are missing new leadership opportunities. (<i>n=25, M=4.32, SD=.989</i>)	14	53.8	8	30.8	-	-	3	11.5	-	-
I value my Rowan experience because it helped solidify my idea of leadership. (<i>n=25, M=4.36, SD=.70</i>)	12	46.2	10	38.5	3	11.5	-	-	-	-
I inspire others to get involved at Rowan. (<i>n=25, M=4.24, SD=.663</i>)	9	34.6	13	50.0	3	11.5	-	-	-	-
I discovered a passion for campus participation. (<i>n=25, M=4.20, SD=.866</i>)	11	42.3	9	34.6	4	15.4	1	3.8	-	-
I felt the FLIP program taught me about leadership development. (<i>n=25, M=4.63, SD=.954</i>)	7	26.9	12	46.2	3	11.5	3	11.5	-	-
I wish there was an increase in student participation in FLIP. (<i>n=25, M=4.00, SD=1.00</i>)	10	38.5	7	26.9	6	23.1	2	7.7	-	-
My FLIP leaders provided me guidance for me. (<i>n=23, M=3.74, SD=1.10</i>)	5	19.2	12	46.2	2	7.7	3	11.5	1	3.8
My involvement encouraged me to mentor new students similar to my own FLIP experience. (<i>n=24, M=3.74, SD=1.10</i>)	3	11.5	14	53.8	3	11.5	3	11.5	1	3.8

Another section of the survey also looked at the type of leadership associated with student participation. A total of 17 subjects (65.4%) either agreed or strongly agreed they wished there was an increase in student participation in FLIP. The subjects also discovered a passion for campus participation including 11 (42.3%) strongly agreeing and 9 agreeing with the statement in the survey. The students reported getting involved was something they actively pursued. A total of 15 subjects (57.7%) strongly agreed and eight subjects (30.8%) agreed with the statement.

The survey also asked subjects to look at their participation with other students. When asked if the FLIP leaders provided guidance to the students, 17 subjects (65.4%) either agreed or strongly agreed with the statement. A total of 17 subjects (65.4%) said their involvement encouraged them to mentor new students similar to their own FLIP experience. There was a majority of subjects who agreed and strongly agreed that they inspired others to get involved at Rowan. Nine subjects (36.4%) strongly agreed and 13 subjects (50%) agreed with the students' inspiration to get involve at the university.

The future of leadership development was examined as part of three statements from the survey. A total of 22 subjects (84.6%) either agreed or strongly agreed they would like to see leadership development continue after they graduate from the university. The survey asked the subjects if the Rowan experience would be richer if a new leadership program was supported. A total of 25 subjects (96.1%) either agreed or strongly agreed with the statement. The subjects were also asked about the discontinuation of the FLIP program. A total of 14 subjects (53.8%) strongly agreed that freshman were missing out on new leadership opportunities because the program was discontinued. A total of eight subjects (30.8%) agreed with the statement.

Research Question 3: What leadership roles have FLIP students assumed since completing the FLIP program?

Table 4.10 examines the different types of organizational involvement. A total of 13 subjects (50%) reported participating in internships, intramural athletics, and having membership in a professional or departmental clubs. A total of 12 subjects (46.2%) had membership in social fraternity or sorority.

The subjects reported being involved in leadership based organizations at Rowan. A total of eight subjects (30.8%) participated in residential hall activities. There were seven participant (26.9%) involved in student government.

The types of involvement seen at the bottom of the list included religious organizations, college productions or performances, and participation in independent study. Four subjects (15.4%) participated in religious organization. There were two subjects (7.7%) involved in college productions and performances.

Table 4.10

FLIP Types of Involvement
Yes=1, No=2

Involvement	Yes		No	
	<i>f</i>	%	<i>f</i>	%
On-Campus Part-Time Job (N=26, M=1.53, SD=.508)	14	53.8	12	46.2
Internship (N=26, M=1.50, SD=.509)	13	50	13	50
Intramural Athletics (N=26, M=1.50, SD=.509)	13	50	13	50
Professional or Departmental Club (N=26, M=1.50, SD=.509)	13	50	13	50
Member of a social fraternity or sorority (N=26, M=1.53, SD=.509)	12	46.2	14	53.8
Volunteer Service (N=26, M=1.65, SD=.485)	9	34.6	17	65.4
Off-Campus Part-Time Job (N=26, M=1.69, SD=.471)	8	30.8	18	69.2
Participated in Study Abroad Program (N=26, M=1.69, SD=.471)	8	30.8	18	69.2
Residential Hall Activities (N=26, M=1.69, SD=.471)	8	30.8	18	69.2
Field Experience (N=26, M=1.73, SD=.452)	7	26.9	19	73.1
Leadership Programs (N=26, M=1.73, SD=.452)	7	26.9	19	73.1
Student Government (N=26, M=1.73, SD=.452)	7	26.9	19	73.1
Social Clubs (N=26, M=1.77, SD=.429)	6	23.1	20	76.9
Religious Organizations (N=26, M=1.84, SD=.368)	4	15.4	22	84.6
University Publications (N=26, M=1.88, SD=.326)	3	11.5	23	88.5
College Productions or Performances (theatre, band) (N=26, M=1.92, SD=.272)	2	7.7	24	92.3
Participated in Independent Study (N=26, M=1.96, SD=.196)	1	3.8	25	96.2

As noted in Table 4.11, a total of 21 subjects (80.7%) either agreed or strongly agreed that the FLIP program motivated them to seek a leadership positions on campus. The subjects were also asked if FLIP created opportunities to serve in leadership roles during their freshman year. A total of eight subjects (30.8) strongly agreed and 13 subjects (50%) agreed with the statement. Involvement could make a student feel anxious about getting involved in a campus organization. A total of 14 subjects (53.8%) strongly agreed and seven subjects (26.9%) agreed.

Leadership abilities were also asked of the subjects in the survey. A total of nine subjects (34.6) strongly agreed and 11 subjects (42.3%) said they were confident in Rowan's ability to shape them as leaders. The subjects also identified that Rowan helped establish themselves as leaders at the university. A total of 25 subjects (96.2%) agreed or strongly agreed with the statement. A total of 14 subjects (53.8%) strongly agreed and 10 subjects (38.5%) agreed they aspired to a leadership role in an on-campus organization. A total of 23 subjects (87.4%) agreed or strongly agreed enjoying taking on new leadership roles on campus.

Table 4.11

FLIP Leadership Roles and Motivations (N=26)
Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I established myself as a leader at Rowan. (<i>n=25, M=4.60, SD=.500</i>)	15	57.7	10	38.5	-	-	-	-	-	-
I aspired to a leadership role in an on-campus organization. (<i>n=25, M=4.52, SD=.586</i>)	14	53.8	10	38.5	1	3.8	-	-	-	-
I enjoyed taking on new leadership roles on campus. (<i>n=24, M=4.54, SD=.588</i>)	14	53.8	9	34.6	1	3.8	-	-	-	-
FLIP motivated me to seek a leadership position on campus. (<i>n=25, M=4.32, SD=.988</i>)	14	53.8	7	26.9	3	11.5	-	-	1	3.8
I was anxious to get involved in a campus organization. (<i>n=25, M=4.32, SD=.945</i>)	14	53.8	7	26.9	2	7.7	2	7.7	-	-
FLIP created opportunities for me to serve in leadership roles during my freshman year. (<i>n=24, M=4.08, SD=.974</i>)	8	30.8	13	50.0	1	3.8	1	3.8	1	3.8
I am confident in Rowan's ability to shape future leaders. (<i>n=25, M=4.04, SD=.978</i>)	9	34.6	11	42.3	2	7.7	3	11.5	-	-

Research Question 4: What were your expectations of the FLIP program?

The second method of data collection to gain additional information about the FLIP participants' experiences at Rowan was through a series of interviews. I will be present the themes and list them by frequency and rank order.

The participants in the interviews were asked why they applied to the FLIP program and what were their expectations in the beginning of the sessions. Participants came up with different reasons why they chose to look into FLIP and before attending what they hoped to get out of the program (see Table 4.12).

Table 4.12

What did you Apply to FLIP?

Category	Subcategory	Frequency	Rank
Involvement	High School College/Rowan	6	1
Opportunities	Student Leadership Student Government	4	2
Relationships	Students	2	3

There were many ways why the participants applied to FLIP. Participant A said, “My older sister was involved and in a leadership program, it wasn’t the same title she had a very positive experiences about it and she said it’s a great way to get your foot in the door and I couldn’t agree more.”

Participant B said she took part in sports, clubs, and other activities in high school. She wanted to continue that same involvement when she arrived at Rowan. Participant E shared he wanted to get involved at Rowan as a way to “staff off college on the right foot.”

Participant F more specially said she really wanted to get involved at Rowan because of the “emphasis on student leadership and student involvement and I thought this would be a great way for me to capitalize on that.”

Table 4.13

Expectations of FLIP

Category	Subcategory	Frequency	Rank
Relationships	New Students Outgoing Personalities	5	1
Student Interests	Being a leader Campus Life On-Campus Activities Student Leadership	4	2
Workshops	Involvement Icebreakers Leadership styles Learning styles	3	3
College Transition	Comfortable “Good Head Start”	2	4
FLIP Retreat	Fun Informative	2	4

Participant A said of her expectations for the FLIP program, “I know it was going to be a lot of outgoing things like icebreakers and stuff like that which I really really enjoyed and they had a lot of that because we were able to meet new people.” Participant C commented similar to Participant A but also noted that FLIP was a “great opportunity to really bond with people with similar interests...”

Participants D and F both discussed being interested in learning more about student leadership. Participant D said, “...Just learning about leadership and different positions on campus I’d be able to get involved in and take advantage during my undergraduate years. I thought it would be just a good experience.”

Participant F said, “ I was really hoping to meet new people who had the same interests as me that wanted to be leaders and that wanted to really do everything they could in the their college experience.”

However there were two participants that shared different stories about their experience FLIP that left one homesick and leaving Rowan after the first semester (Participate C) and another participant felt the FLIP program did not assist her in developing her leadership at Rowan.

Participate C discussed that she went through the FLIP program and got involved in campus organizations as a supporting member. She did not take leadership roles early on and the college transition impacted her so much that it made her homesick. The participant left Rowan but returned to the university after a year and half.

Participate F said, “I really did not enjoy the FLIP program...I don’t think that the other students involved with it were what I had expected. They were a lot more into, I don’t want to say partying but not, they weren’t I don’t think there to really be leaders. A lot of them.”

Participate F also criticized that FLIP felt very “high school-esque. And was really something I wasn’t interested in and initially turned me off to student government and to student leadership in general...”

Research Question 5: Did you find the FLIP program helpful in your personal and leadership development throughout your experience at Rowan University?

There was an overwhelmingly positive response of the FLIP participants regarding their leadership development since the freshman year. Five of the six participants agreed that FLIP offered opportunities to explore their leadership on campus.

For example, participant E said, “I got to know other student leaders on-campus,” as a result of FLIP.

Participant D said, “If I haven’t been in the FLIP program, I don’t think I would have known about a lot of the opportunities that were out there for me and as a result of the FLIP program I was able to network with current students, especially those that were involved in Student Government because that was an area that I hadn’t been active in high school.”

The participants’ also reported the FLIP program assisted them in their personal relationships at Rowan. Participant B discussed, “...it was nice meeting a different group of people. People that I probably wouldn’t hang out with or met otherwise so I think in that regards it was extremely helpful and definitely, I still talk to some of those people or have really good memories of that time.”

Table 4.14

What did you Gain from Being a Leader at Rowan?

Category	Subcategory	Frequency	Rank
Involvement	Business Aspects of Organization Leadership Mentoring	7	1
Career Preparation	Job Market Professional Development “Real World Experience”	5	2
Education	Graduate School Interest in Higher Education	3	3
Qualities	Confidence Direction	2	4

Participant A said she remembered thinking during her freshman year whether to apply for the Resident Assistant (RA) position at Rowan. She said, “I really thought that was something that would definitely benefit me taking on the responsibility of helping other students, being a role model, and mentor.”

Participant C discussed the “real-world experience” she obtained as a result of her education at Rowan. She said, “So being here and having that leadership role prepared me to move-on and for future jobs, that have some sort of leadership role in my career.”

Participant D and F both discussed their gaining information about graduate school from their involvement at Rowan. Participant D said that being involved has allowed her become interested in field of higher education. It was not until getting involved that she considered a career working on colleges and universities. She said, “If

I hadn't been involved in different leadership programs and activities I don't think I think I would have developed my interests in higher ed. So that for me had been a very worth while experience that will definitely pay off in the long term."

Participant F said, "I am going to an Ivy League grad school and I never would have gotten in there if it wasn't for these leadership experiences at Rowan. I think like I said earlier its just really molded me into a very confident in myself, I wasn't really sure what I wanted to do and my leadership positions here have given me such confidence and direction and I think that could never be a price on that."

Research Question 6: What specific leadership roles and organizations have FLIP participants involved themselves in since completing the FLIP program?

Table 4.15

FLIP Participants Extracurricular Activities

Category	Subcategory	Frequency	Rank
Leadership	Admissions PROS RA SGA	5	1
Athletics	Soccer Softball Swimming and Diving	3	2
Academic	Health & Exercise Science Pre-Law Society	2	3
Publications	The Whit Yearbook	2	3
Volunteerism	Alternative Spring Break FLIP Philanthropy	2	3

A total of three participants from the interviews reported being members of the Resident Assistant (RA) staff at Rowan. Participant F reported being a member of the staff for three years, since the beginning of her sophomore year. Participant C after transferring back to Rowan became an RA in a freshmen residence hall this academic year. Participant F said, “I feel that now with my freshmen in residence, I am really able to help them become leaders and help them find their place at Rowan to move on. Whether it’s to be an RA or be a PRO, or to be whatever it is.”

A total of two participants served as members of the Student Government Association (SGA). Participant D served as the Recording Secretary of the SGA Executive Board. She was given the opportunity to attend a conference called the

Conference on Student Government Association (COSGA) at Texas A&M University where she presented a workshop.

Participant F was involved in the Student Government Association since her freshman year. She served an Academic Senator her freshman year for the Pre-Law Society. At end the of her freshman year, she was elected to serve on the Board of Trustees (a two-year position) and her term ended during her junior year. During her senior year she served at the SGA President.

Participant F said, “My experiences in Student Government has changed me professionally and personally. In such a profound way, I think I kind of learned what area of my personality are important for me to work on. Not just here at Rowan but what’s that going to be mean when I’m in the real world, work world, how to interact with other people and how to really step up and be a leader that people can get behind and feel good about.”

A total of two participants were also members Rowan’s Intercollegiate Athletic Team. Participant B was a member of the Soccer Team for four years and the Softball Team for two years. Participant E was a member of a Swimming and Diving Team since his freshman year. He currently serves as a diving coach for the university.

Participate B said, “I was senior leader on the soccer team. So I mean it wasn’t an official leadership title but I mean it was definitely something that as a senior, all seniors have a different leadership roles and it’s definitely known throughout the team.”

A total of two participates were also involved in publications at Rowan. Participant B served as the Sports Editor of *The Whit* and Participant E served as the Yearbook Editor. Participant B said, “Sports Editor of *The Whit* is definitely a leadership

role because you're telling people what to write about asking them to do certain things for you. You're delegating and then there are a lot of problems that that happen with that and you have to figure out how to deal with those as well.”

The six participants discussed the ways they were involved included a variety of different activities that gave them opportunities to serve in leadership roles that assisted them in helping others and themselves. There were a variety of organizations that were represented and showed that the FLIP participants found their passions and what they wanted to at Rowan.

CHAPTER V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated the impact of the FLIP program on student participants at Rowan University. FLIP was a first-year experience program created by the Student Government Association (SGA) to replace a freshmen leadership program that was discontinued in April 2006. The program was created and promoted during the spring and summer of 2006 to have a goal of having 60 freshmen in attendance at a three-day retreat. FLIP met in August 2006 designed to offer first-year students the opportunity to learn about how to become involved at the university. A variety of workshops were offered to help students transition comfortably to the university.

The purpose of the study was to investigate the impact of FLIP and the involvement and leadership development patterns of the participants involved over the past four years at Rowan. The subjects in the study were current seniors and a graduate from the university.

Data collected for the study came from two sources. The first included a survey instrument arranged into three sections; background information, experiences with FLIP, and how students became involved on the Rowan campus. The instrument was distributed via email to 53 students of which 26 were returned yielding a response rate of 49%.

The second data source included interviews with six former FLIP participants that took place during the months of March and April 2010. A total of eight questions were asked of the participants about the reasoning why they applied to the FLIP program, what their expectations of the program were, was the program helpful in their development throughout college, how they involved themselves in extra-curricular activities, development of leaders, any current leadership position held on-campus, what they gained from being a leader, and their advice to future leaders at Rowan. The interviews provided additional information to better understand the impact of the FLIP on students.

Discussion of the Findings

There was an overwhelmingly positive result from the respondents in their answers in the survey and interviews conducted over the spring 2010 semester. I will categorize the findings based on the student's reasoning why they wanted to join FLIP, their FLIP experience, student involvement, leadership roles held, and the overall future of freshmen leadership programs the university.

Astin's (1999) developmental theory of student involvement discusses the ways in which students are engaged on college campuses. His theory looks at the amount of energy a student exerts when doing an activity. Astin's theory can be used to examine the outcomes of the FLIP participants involvements in different organizations, leadership, and personal development throughout their four years at Rowan.

FLIP participants were impacted by their student involvement. A total of 25 subjects (96.2%) said they applied to the FLIP program because they wanted to get involved in college. Astin's (1996) assertion that "Colleges and universities provide the

richest opportunities for recruiting and developing leaders,”(p. 5) underscores the impact on FLIP students.

The FLIP program also provided opportunities for the subjects to create personal connections to the university. A total of 23 subjects (88.5%) agreed or strongly agreed the FLIP helped them meet new friends. There were a total of 22 subjects (84.6%) who either agreed or strongly agreed that FLIP provided a stepping-stone for their college experiences. The subjects also reported to forming positive connection to the Rowan community. Participant F said, “I came to Rowan because they really put an emphasis on student leadership and student involvement and I thought this would be a great way for me to capitalize on that. I also wanted to meet new people but I always knew I wanted to be involved in Student Government and I really felt this would be a great stepping-stone obviously, it worked out.”

The connection between student participation and leadership development were discussed among the subjects in the survey. A total of 25 subjects (96.2%) either agreed or strongly agreed they were aware of the impact that leadership development had on college students. Getting involved was something the subjects actively pursued as a result of the FLIP program.

Astin & Astin (2000) reported today’s growth and popularity of leadership now includes academic leadership research centers, institutes, and leadership development programs run through student affairs offices. A disadvantage of the FLIP program was not having an assigned Student Affairs office or practitioner to oversee the planning and execution of the program. Support from Student Affairs would have led to a stronger and more collaborative program for first-year students coming to Rowan.

Posner (2004) said, "Leadership development is now an integral part of the educational program of college students, with courses and activities scattered throughout the co-curricular experience," (p.443). College freshmen attending first year leadership experience programs are going through a transition from high school where there are two main groups of students who attend them. One group included student were who previously involved in high school activities and the other group of students were not involved in high school activities. The programs provided by colleges and universities allow students to gain new leadership skills that will assist them in becoming active student participants on campus. They allow students to have a unique experience meeting new people and starting college positively.

The FLIP subjects also agreed and strongly agreed to statements that looked at their personal leadership development. At total of 25 subjects (96.2%) were aware of the impact that leadership development had on college students. The FLIP subjects also emphasized they were successful student leaders at Rowan.

At total of 24 subjects (92.3%) either agreed or strongly agreed they aspired to leadership roles within organizations at Rowan. The FLIP subjects also reported enjoying taking on new leadership roles on-campus. For example, participant C said, "Right now I currently am working through the Service Learning Office, I helped plan the Alternative Spring Break group trip. So since September we have met every week to be the leadership group for the trips. It was nice to see them progress from the beginning all the way through."

The students in FLIP became involved in Greek life, intramural athletics, student government, university publications, college productions, professional and departmental

clubs, social clubs, residential hall activities, religiously organization, volunteer service, leadership program, off-campus part-time job, on-campus part-time job, internship, field experience, independent study, and study abroad programs. Just over one half (53.8%) of the students reported being most involved in off-campus jobs, followed by involvement in intramural athletics, internships, and professional/department clubs. Astin (1999) found similar findings in his research of students involved in campus life sponsored activities.

The data from the interviews indicated an overwhelmingly positive response to the feedback from their experiences. The participants discussed their expectations of the FLIP program, their personal leadership development, and the types of leadership roles in organizations on Rowan's campus.

All six FLIP participants agreed that one of their expectations of the program was to meet new people with similar interests. The participants also discussed other expectations including to learn how to get involved through campus life and student leadership programs. The FLIP program was also viewed as an opportunity to participate in informative workshops on student involvement, learning styles, leadership styles, and icebreakers. There were three participants that reported wanting to have fun during the FLIP program.

Five of six participants were positive in their responses about whether the FLIP program was helpful in their personal development and transition to the university. A majority discussed a level of comfort that they felt in being members of the FLIP program. One student said it was nice to meet a different group of people that she would not have meet otherwise. Another discussed networking with other students involved in

student government as one way she developed. Still another said her positive FLIP experience made her want to return to Rowan after a year and half away after leaving campus because she was homesick.

Zimmerman-Oster and Burkhardt (1999) said, “Students who participate in leadership training has an increased likelihood of demonstrating growth in civic responsibility, multicultural awareness and community orientation, understanding of leadership theories, and personal and societal values,” (p. 63). FLIP participants certainly support these outcomes.

The FLIP participants also discussed the different leadership roles they assumed since attending the university their freshmen year. Participants served on the executive board of departmental clubs and the Student Government Association. They reported working on-campus for the orientation staff, resident assistants, and admissions staff. They played on the soccer, softball, swimming, and diving teams at Rowan. Also, they worked for the campus newspaper and editor of the yearbook staff. They spoke of being organizers of campus career fairs, student representatives on the Board of Trustees, and Student Body presidents. One participant was also involved in a fraternity.

Participant F said of her involvement, “...My experiences in Student Government have changed me professionally and personally. In such a profound way, I think I kind of learned what are of my personality are important for me to work on. Not just here at Rowan but what’s that going to mean when I’m in the real world, work world. How to interact with other people and how to really step up and be a leader that can get behind and feel good about it.”

The findings powerfully show how the FLIP program impacted the students' involvement patterns, participation, leadership development, and personal development.

Conclusions

The findings from the study examined Rowan University's last freshmen leadership experience. Four years ago, FLIP was a program created by the Student Government Association after the Office of Residence Life cut a similar program. FLIP was created to impact the college experience of first-year students who were looking for ways to get involved at the university. It provided opportunities to educate new students about leadership and how to take on roles within an organization.

Students found the FLIP experience to be an overwhelmingly positive one. The students involved discussed how the program assisted in their transition from high school to college life. There were opportunities for the students to personally grow their leadership skills through the workshops and other teachings done during FLIP.

In the findings students reported being more confident because they had gotten involved in campus activities. Through these activities there were opportunities for students to meet new friends, gain awareness about an organization, and become an active member of the Rowan community. Students were able to break down their boundaries and engage with students from different walks of life. FLIP participants discussed enjoying meeting people from outside their normal social circles.

Zimmerman-Oster and Burkhardt (1999), discussed the key to building successful programs based on the philosophies and sustainability practices. This study found that former FLIP participants supported the creation of a future freshmen leadership program for future classes of incoming students interested in leadership development. However,

the FLIP was not continued because it lacked the foundation pieces needed to hold a program together. The discontinuation of FLIP closed the door to freshmen leadership development and it left for separate entities (i.e. individual clubs and organizations, individual departments at Rowan within the Division of Student Affairs) to take it upon themselves to train first year students in the way they best saw fit. It did not allow for a collaborative process to take place that would bring all interested freshmen into one room, participating in the same curriculum, and expanding their leadership development together. The findings show there is a need for such a program because there was such a high success rate of former FLIP participants who enjoyed their experiences and wanted to see future freshmen classes reap the benefits of a similar experience. Without such an experience, freshmen are left with guidance and resources needed to retain them.

Recommendations for Practice

Based upon the findings and conclusions of the study, the following suggestions are presented for better practice and support of freshmen leadership programs.

1. Rowan University should invest in additional resources for incoming freshmen interested in leadership as an option to engage students before the start of the fall semester to create an opportunity for them to learn how they could get involved on-campus.
2. There should be student affairs practitioners working on creating a future freshmen leadership experience similar to FLIP and IMPACT. This program should have a home with one of the offices within the Division of Student Affairs.
3. Rowan administration and student affairs practitioners should be made aware of the impact of first-year experience's benefits for incoming classes of students that

would assist in their development allowing them to take part in many of the student affairs supported programming (i.e. Student Activities, Rowan After Hours, Student University Programmers, Student Government Association).

4. The Division of Student Affairs should recognize the opportunity to provide leadership education for students interested in learning more about leadership and how it could assist them throughout their Rowan experience.
5. Creating a new model for leadership at Rowan supported by the Division of Student Affairs and housed in the Office of Orientation and Student Leadership that could assist in the beginning of programming that would excite the student body about the benefits of leadership development and offering seminars/programs/classes to increase the number of opportunities for students.
6. The Division of Student Affairs should team with the Department of Educational Leadership to work with collaborative programs within the proposed leadership model. It would be a way to “bridge the gap” between the academic and student affairs divisions and allow the organizers of the leadership program to add an intellectual layer to the experience for the students. Not only would the students learn about “leadership in action” but also learn about specific leadership theories that could assist in the students learning about their personal leadership style.
7. The recreation of a freshmen leadership program would assist in the overall improvement of campus leadership. More students would have the opportunities to take on leadership roles allowing Rowan to prepare more future leaders for the work force, graduate school, and organizational trainings.

Recommendations for Further Research

1. Further research is needed to examine the relationship between freshmen leadership experiences and leadership development throughout the course of the involved students' college careers.
2. Further research is needed on the freshmen leadership program throughout the country to provide evidence about the ways students are involving themselves after attending such programs.
3. Studies should be conducted at the end of each year for students involved in freshmen leadership program to better track the students' patterns of involvement and leadership development.
4. Further research should be conducted on the impact of student government run programming that focuses on freshmen leadership with the lack of support from student affairs practitioners.
5. Create a larger study that looks at how Rowan students engage in student involvement. This study would be campus wide and examine the leadership experiences of every student. This would allow for the university's administration to learn about the engagement of every Rowan student.
6. Specific research should be conducted on the long-term affects of student involvement at Rowan tracking where students are involved in selective activities such as student government, athletics, publications, and residential life after graduating and examining if the skills taught by the university lead the student to the future endeavors.

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APPENDIX A

Institutional Review Board Approval Letter



December 16, 2009

Gavin Farber
Student Center, Box 432
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Dear Gavin Farber:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2010-097

Project Title: Leadership and the First-Year Experience: A Study of Outcomes from Student Involvement and the FLIP Program

In accordance with federal law, this approval is effective for one calendar year from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
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APPENDIX B
Survey Instrument

**Leadership and the First-Year Experience: A Study of Outcomes from
Student Involvement and the FLIP Program**

This survey is being administered as part of master's degree research project. While your participation in this survey is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personal identifiable information is being requested. Your completion of this survey constitutes informed consent and your willingness to participate. If you have any questions please contact researcher, Gavin Farber at (609)-902-2172 or Dr. Burton Sisco at (856)-256-4500 ext. 3717.

Section I: Background Information

What is your age? _____

What is your gender?

Male

Female

What is your year classification?

Junior

Senior

Graduate

Are you:

African American

American Indian/Alaska Native

Asian American/Asian

Central or South American

Cuban

Hispanic- Other

Mexican American/Mexican

Pacific Islander

Puerto Rican

White, Non-Hispanic

Choose not to indicate

What is your student enrollment status?

Full Time

Part Time

What is your Cumulative GPA?

4.0-3.7 3.69-3.4

2.69-2.4 2.39-2.0

1.39 & Below

3.39-3.0

2.99-2.7

1.99-1.7

1.69-1.4

When is your expected graduation date?

May 2010

December 2010

May 2011

Other : _____

Please print your academic college (if double major list both colleges)

Section II: Using the scale below, please describe the level to which you either agree or disagree with each of the statements.

1 Strongly Disagree 2 Disagree 3 Undecided 4 Agree 5 Strongly Agree

Description/Identification of Survey Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I enjoyed my high school experience.	1	2	3	4	5
2. I was eager to start college.	1	2	3	4	5
3. I applied to the FLIP program because I wanted to learn about collegiate leadership.	1	2	3	4	5
4. I am a confident leader on-campus today.	1	2	3	4	5
5. I felt the FLIP program taught me about leadership development.	1	2	3	4	5
6. I enjoyed serving in an organizational leadership role in high school.	1	2	3	4	5
7. The workshops at FLIP offered new insights on college student development.	1	2	3	4	5
8. FLIP motivated me to seek a leadership position on campus.	1	2	3	4	5
9. I have been a successful student leader at Rowan.	1	2	3	4	5
10. High school provided leadership opportunities.	1	2	3	4	5
11. I applied to the FLIP program because I wanted to get involved at Rowan.	1	2	3	4	5
12. I inspire others to get involved at Rowan.	1	2	3	4	5
13. The establishment of a freshman leadership program is needed at Rowan.	1	2	3	4	5
14. I felt it was important to serve as the president of an organization during high school.	1	2	3	4	5
15. I met new friends through FLIP.	1	2	3	4	5
16. I aspired to a leadership role in an on-campus organization.	1	2	3	4	5
17. I enjoyed taking on new leadership roles on campus.	1	2	3	4	5
18. I was not involved in high school.	1	2	3	4	5
19. I felt supported by FLIP members.	1	2	3	4	5
20. FLIP gave me a competitive advantage over other incoming students.	1	2	3	4	5
21. My involvement encouraged me to mentor new students similar to my own FLIP experience.	1	2	3	4	5
22. Getting involved was something I actively pursued.	1	2	3	4	5
23. My FLIP leaders provided guidance to me.	1	2	3	4	5
24. FLIP created opportunities for me to serve in leadership roles during my freshman year.	1	2	3	4	5

25. The FLIP program helped me connect to the Rowan community.	1	2	3	4	5
26. Confidence is a key attribute to being a high school leader.	1	2	3	4	5
27. FLIP provided a stepping-stone for my college experience.	1	2	3	4	5
28. I feel Rowan has helped me mature.	1	2	3	4	5
29. I would like to see leadership development continuing after I graduate.	1	2	3	4	5
30. I was anxious to get involved in a campus organization.	1	2	3	4	5
31. I felt the FLIP Retreat was a good learning experience.	1	2	3	4	5
32. I discovered a passion for campus participation.	1	2	3	4	5
33. The experience of Rowan students would be richer if a new leadership program was supported.	1	2	3	4	5
34. I never thought about the impact of leadership during high school.	1	2	3	4	5
35. Because FLIP was discontinued freshman are missing new leadership opportunities.	1	2	3	4	5
36. I am aware of the impact that leadership development has on college students.	1	2	3	4	5
37. I value my Rowan experience because it helped solidify my idea of leadership.	1	2	3	4	5
38. I wish there was an increase in student participation in FLIP.	1	2	3	4	5
39. I established myself as a leader a Rowan.	1	2	3	4	5
40. I am confident in Rowan's ability to shape future leaders.	1	2	3	4	5

SECTION III

In your experience since completing the FLIP program, have you participated in any of these activities? If so, check "yes" and write in how many hours you participated in the activity each week on average?

	YES	Hours per Week
1. Member of a social fraternity or sorority	[]	_____
2. Intramural Athletics	[]	_____
3. Student Government	[]	_____
4. University Publication	[]	_____
5. College Productions or Performances (theatre, band)	[]	_____
6. Professional or Departmental Clubs	[]	_____
7. Social Clubs	[]	_____
8. Residential Hall Activities	[]	_____
9. Religious Organizations	[]	_____
10. Volunteer Service	[]	_____
11. Leadership Programs	[]	_____
12. Off-Campus Part-Time Job	[]	_____
13. On-Campus Part-Time Job	[]	_____
14. Internship	[]	_____
15. Field Experience	[]	_____
16. Participated in Independent Study	[]	_____

17. Participated in Study Abroad Program

[] _____

Thank you for your assistance!

***PLEASE RETURN TO THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS
OR EMAIL TO farber41@students.rowan.edu***

APPENDIX C
Interview Instrument

Leadership and the First-Year Experience: A Study of Outcomes from Student Involvement in the FLIP Program

Interview Questions

- 1. Why did you apply to the FLIP program?**
- 2. What were your expectations of the FLIP Program?**
- 3. Did you find this program helpful in your development throughout your freshman year?**
- 4. How did you involve yourself in extra-curricular activities at Rowan University?**
- 5. How have you developed as a leader since your freshman year?**
- 6. What leadership positions do you currently hold on campus?**
- 7. What have you gained from being a leader at Rowan?**
- 8. What is your advice to future leaders at Rowan?**

APPENDIX D

Interview Consent Form

Informed Consent Form

**Principle Investigator: Gavin J. Farber, M.A. Higher Education Administration Candidate
Department of Educational Leadership**

I agree to participate in a research project entitled, "Leadership and the First-Year Experience: A Study of Outcomes from Student Involvement and the FLIP Program." It is being conducted by Gavin Farber as an assignment for fulfillment of the Master's Degree in Higher Education Administration. This purpose of this student is to look at the student involvement of the student who participated in the FLIP Program during the 2006-2007 academic year.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this student may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this student I may contact Gavin Farber at (609)-902-2172 or Dr. Burton Sisco at (856)-256-4500 ext. 3717.

(Name of Participant—Please Print)

(Date)

(Signature of Participant)

(Date)

(Signature of Researcher)

(Date)

APPENDIX E

Rules and Procedures for Logical Analysis of Written Data (Sisco, 1981)

RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis
2. Verbiage not considered essential to the phrase or clause will be edited out—
e.g., articles of speech, possessives, some adjectives, elaborative examples.
3. Where there is a violations of convention syntax in the data, it will be corrected,
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).
5. Where information seems important to add to the statement in order to clarify it in context, this information will be added to the unit by using parenthesis.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will derived from the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units from a particular question responses are thus classified, the categories are further reduced to broader cluster (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis steps are undertaken, depending on the nature of the data- - i.e., ranking of categories with verbatim quotes which represent the range of ideas or opinions (p.177).