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Recommended Citation

Farrell, Christopher A., "A study investigating the feasibility of a co-curricular leadership program at Rowan University" (2004). *Theses and Dissertations*. 1146.
https://rdw.rowan.edu/etd/1146

A STUDY INVESTIGATING THE FEASIBILITY OF A CO-CURRICULAR

LEADERSHIP PROGRAM AT ROWAN UNIVERSITY

by
Christopher A. Farrell

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
July 2004

Approved by_____
Professor

Date Approved _____July 29, 2004_____

ABSTRACT

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A STUDY INVESTIGATING THE FEASIBILITY OF A CO-CURRICULAR
LEADERSHIP PROGRAM AT ROWAN UNIVERSITY
2003/04
Dr. Burton Sisco
Master of Arts in Higher Education Administration

The purpose of this research project was to investigate the feasibility of

implementing a co-curricular, student leadership program at Rowan University. The

project included both a content analysis of transcripts from focus group sessions held

with faculty members, administrators and student leaders, as well as analyses of existing

co-curricular, student leadership programs on several college campuses. Results from the

focus group sessions included a strong interest for a co-curricular student leadership

program at Rowan University, as well as recommendations for the proper implementation

of such a program. Analyses of existing programs from several college campuses

provided a methodology for program delivery as well as goals for a co-curricular student

leadership program on Rowan University's campus.

ACKNOWLEDGMENTS

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CHAPTER ONE

INTRODUCTION

Improving leadership skills has been at the center of human resource development for many years. Scholars have studied leadership and offered theories as a means of developing a deeper understanding of the construct (Bennis, 1989). Both researchers and practitioners have sought to nurture leadership in employees as a means to help them advance professionally and bring organizations to peak efficiency (1989). Colleges and universities have sought to develop their students and employees into strong leaders and citizens. Leadership programs have emerged from the need to help others hone their leadership skills, and today, such programs have become widespread in both businesses and institutions of higher education (Kouzes & Posner, 2002).

The descriptive research in this report assumes that leadership is something that can be taught in any organization with persons interested in developing leadership skills. Leadership is a social science, but it may also be considered an art form that takes time and patience to master (Kouzes & Posner, 2002). Though the scientific art of leadership is often applied only to those persons in professional roles with high degrees of responsibility, it is important to recognize that leadership is a quality that anyone can exhibit.

The researcher, in an effort to aid in the leadership development of college students, has examined the planning and development process of a co-curricular, student leadership program at Rowan University. Coordinated by the Division of Student Affairs,

the leadership program intends to provide the student leaders of Rowan University with an opportunity to hone their leadership skills and empower their constituents.

Statement of the Problem

The development of students has always been one of the main functions of higher education, but in recent years, leadership development of college students has taken a more prominent role. According to Clark (1985), leadership development was considered to be one of the inherent tenets of the collegiate experience since the earliest American colleges opened their doors. McIntire (1989) hypothesizes that a lack of leadership training in colleges up until recent times could be due to the fact that "leadership development was not typically a function of any single discipline" (p. 76).

Throughout the early 1980s, many scholars stressed the need for interdisciplinary student leadership development programs at the college level. Wayne Paul (1980), Student Activities Coordinator at Rockhurst College, stressed the need for leadership programs as a means of enhancing the quality of college life. Alexander Astin (1984) stressed the importance of understanding and developing college students' leadership skills for eventual use in the workplace. Favorable arguments in support of student leadership programs, by scholars such as Paul and Astin, caused many administrators in higher education to begin developing student leadership programs for their own institutions.

In their presentation at the 1986 American College Personnel Association (ACPA) conference, Ritter and Brown (1986) stated, "leadership development is a relatively new buzzword in higher education" (p. 2). The researchers go on to mention that at the ACPA conference that year there were at least 12 presentations on leadership

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programs and their implementation, demonstrating how rapidly leadership development was gaining prominence. From the late 1980s to the present, the growth of literature on student leadership has grown immensely. So too has the emergence of organized student leadership programs, which are considered commonplace today on many college and university campuses (Kezar & Moriarty, 2000).

Unlike many universities, Rowan University, as of May 2004, had no co-curricular student leadership program in its list of diverse co-curricular activities. Undergraduate students at Rowan had the opportunity to obtain academic credit through an undergraduate leadership concentration program, but there was no co-curricular leadership program for students to join. Rowan University's lack of a co-curricular leadership program to prepare its students for future leadership positions could have a detrimental effect on the perception of Rowan students' leadership skills by the private and public sectors. To combat this perception, Rowan University authorized the institutional assessment described in this report.

<center>Significance of the Project</center>

The research conducted for this project has significant implications for higher education and student development officials. On campuses across the nation, student leaders are at the forefront of campus life. When a student decides to join a campus organization, he/she is deciding to become a part of the larger campus environment and to take on the role of a student leader. Student leaders can serve as mentors for their peers, and this role is one of significant importance, especially since mentors can encourage students to improve campus life through working with administrators (Paul, 1980).

<center>3</center>

Since the improvement of campus life is a goal of higher education officials, it is important to develop and nurture student leaders. However, the development of successful student leaders is predicated on institutions having the required resources to successfully train potential leaders in the knowledge, skills and dispositions needed for the future (Roberts, 1981). Acquiring resources and implementing leadership development programs should be of primary interest to campus administrators, but unfortunately, many "institutions have traditionally only paid minimal attention to the development of their students as leaders in terms of offering specific leadership programs or curricula" (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001, p. 15).

Admissions officials should be especially aware of the necessity for the development of student leaders. According to Paul (1980), the students who are involved in campus life have a higher likelihood of graduation. Paul contends, "student leaders improve campus life, and an improvement in campus life is an improvement in the college experience as a whole" (p. 12). Similarly, Astin (1984) claims that students who get involved in campus leadership activities form an attachment to their college and are less likely to drop out than those students who do not get involved.

Purpose of the Project

The purpose of this project was to conduct a preliminary analysis of Rowan University's institutional environment, following stage one of a process model proposed by Newton (1981). The intent of the project was to determine Rowan's level of interest in such a leadership program and subsequently propose a process model to aid administrators in the planning and development of such a student program.

Assumptions and Limitations

It is important to note that this project may be based upon certain assumptions and may have limitations. For example, following leadership program design models does not guarantee that students will engage in an institution's leadership program (Erwin & Marcus-Mendoza, 1988). In addition, the contents of this report could not feasibly cover every aspect of the necessary qualities that a student leader should possess. Since the term leadership encompasses such a wide range of attitudes and behaviors, which can often be subjective at times, it was impossible for the researcher to comment on every aspect of students' leadership needs and every potential developmental outcome of programs.

The report has limited generalizability beyond Rowan University. Since the project was confined to Rowan University, few generalizations should be made about analyses of environments at other campuses. For example, Rowan is considered a medium sized university, but there may be factors that alter programmatic planning at institutions of smaller or larger sizes. In addition, the planning process model highlighted in this project assumed that there were few impediments to the establishment of a co-curricular program. The model does take into account the campus political climate and resource restrictions, but does not provide absolute remedies to such impediments.

As a participant-observer in this project, the researcher may also possess a certain bias, due to his interest in seeing a co-curricular leadership program implemented on Rowan's campus. The researcher has endeavored to prevent as many assumptions, limitations and biases as possible, by remaining objective and following strict research guidelines.

Operational Definitions

The following terms are defined as they were used in the project:

Student: Refers to a person of any age pursuing a course of undergraduate or graduate study at an institution of higher education.

Student Leader: Refers to a student at a college or university who can potentially induce others to pursue objectives held by the student or his/her followers.

Leadership: Refers to the "process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (Gardner, as cited in Komives, Lucas & McMahon, 1998, p. 31).

Leadership development: Refers to the process of teaching, instructing or training a student to be a student leader.

Curriculum: Refers to "all the courses of [academic] study offered at a university or school" (Landau, 1984).

Co-curriculum: Refers to activities and projects that students undertake while simultaneously pursuing their academic studies. Ragan (2001) defines the term co-curriculum as the "out-of-class experience [that] impacts a college student's development by providing additional learning opportunities [which] expand the traditional college curriculum to provide practical experience and build on skills learned within the classroom" (p. 1). The student leadership program in this report could be contained in a co-curriculum.

Research Questions

The following research questions guided the project:

1. Is there an interest for a co-curricular, student leadership program at Rowan University?

2. What specific characteristics do Rowan University faculty, staff and student leaders feel a co-curricular leadership program should possess?

3. What are the potential outcomes of establishing a co-curricular leadership program at Rowan University?

4. What potential "roadblocks" exist for the implementation of a co-curricular student leadership program on Rowan's campus?

5. What goals and delivery systems of external co-curricular leadership programs could be incorporated into Rowan's program?

Conclusion and Report Organization

Following the report's introduction, chapter two provides a review of literature relevant to the development of co-curricular student leadership programs on college campuses. This chapter also highlights program design recommendations and models that have been used in the establishment of co-curricular leadership programs. Chapter three presents the methodology and instrumentation used to analyze both Rowan's institutional environment as well as other campuses' leadership programs. Chapter four presents the findings of the project, based upon the research questions. Chapter five, the final section, provides a summary of the report, discusses major findings and offers conclusions based on the findings, and makes recommendations for establishing a co-curricular leadership program at Rowan University.

CHAPTER TWO

LITERATURE REVIEW

The Rise of Student Leadership Programs

During the past 30 years, student leadership development has taken on a new importance in higher education. Scholars from many academic disciplines have discussed the importance of developing future leaders. During the late 1960s, John Gardner, president of the Carnegie Foundation, realized that not enough effort was being made by the United States government and higher education to develop young leaders (McIntyre, 1989). In 1981, Dennis Roberts published the first book on the topic of leadership programs in higher education entitled, *Student Leadership Programs in Higher Education.*

Tony Chambers (1992), a professor of Counselor Education at the University of Iowa, using an argument made by Astin (1985), stated, "the acknowledgment of student involvement as a major determinant of positive collegian outcomes provides support for leadership involvement" (p. 339). In addition, Chambers stated that scholars have "recognized the potential social, political, economic, national, and international significance of student participation in leadership programs" (p. 340). Employers have also come to recognize the importance of hiring college graduates who have acquired leadership experience and can handle interpersonal relationships with their peers (Gardner, 1987). Due to the substantial support for leadership training programs from prominent researchers in higher education, counselors, and employers, many colleges and universities began to develop their own training programs to aid developing students. According to studies by the Center for Creative Leadership, over 700 leadership-training

programs were in place in colleges and universities across the United States by the year 1998 (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001).

Individual Outcomes of Involvement in Student Leadership Programs

One of the primary ways in which college students can develop and hone their leadership skills is through involvement with campus activities (Pascarella & Terenzini, 1991). Astin (1984) defines involvement as "the amount of physical and psychological energy that the student devotes to the experience" (p. 297). Hence, though a student may join a campus organization, his or her involvement is dependent upon the amount of energy he/she devotes to the organization. Leadership development programs often require high levels of involvement.

In many situations, students who devote large quantities of time and energy to their own development will become effective leaders. However, it is not just time and energy devotion that causes a student to become a leader among their peers. According to Kuhl (1982), one of the main reasons why certain students become leaders is because such students possess certain traits and characteristics that make them "action-oriented." Kuhl postulates, "action-oriented persons focus on the present and future states and are more likely to attain goals or solve problems" (as cited in Erwin & Marcus-Mendoza, p. 357). The ability to attain goals and solve problems is one of the main objectives that leadership programs can accomplish.

Co-curricular student leadership development programs have the potential to affect students in deep and meaningful ways. Research has shown that involvement in leadership activities can increase personal values and educational attainment levels (Cress, et al., 2001) Leadership programs also provide an additional way for students to

have meaningful interactions with faculty outside of the formal classroom setting, which could lend to their personal development. Astin's research states, "frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement" (1984, p. 304).

In some cases, as an added benefit to faculty interaction, students may also be eligible to receive formal credit for their involvement in leadership programs (Chambers, 1992). Furthermore, research has shown that students who have participated in leadership programs enhance their attractiveness to graduate programs (Caruso, 1981). Seitz and Pepitone (1996) believe leadership programs can help participants "recognize the need to incorporate service into their lives, to acquire a sense of community and to develop as students concerned about society and their role in it" (p. 113).

The specific leadership skills that can be obtained from student leadership training programs are almost infinite. Potential participants in a leadership program can learn skills such as "budgeting and finance, group process and communications, decision-making and goal setting, delegation, programming and evaluation" and so forth (Paul, 1980, p. 8). More specifically, students involved in leadership programs can demonstrate gains in leadership understanding, commitment, civic responsibility, multicultural awareness, and general leadership skills (Cress, et al., 2001).

Striffolino & Saunders (1989) examined many of the developmental benefits that can be obtained through leadership program participation. The researchers identified developmental goals of leadership programs such as: the integration of one's own ambition with the needs of one's organization, assertiveness, the ability to provide constructive feedback to one's constituents, and operational efficiency techniques. In

addition, student leadership programs have the potential to develop higher levels of confidence in student participants (Schuh & Laverty, 1983). Through participation, students have the capability to "learn that one can make a difference in the environment by accepting responsibility and by using one's influence to affect desirable changes and directions" (Paul, 1980, p. 5). Students can also learn about organizational politics, the process of implementing student/professional programs, and recruitment techniques.

Institutional Outcomes of Implementing Student Leadership Programs

Students' participation in leadership programs has been shown to improve retention rates and contribute to improved graduation rates at college and university campuses (Chambers, 1992). However, leadership programs have more than just these effects. A formal leadership program can "contribute to the mental and physical health of its participants" (Chambers, p. 340). If students can improve their physical and mental well being, the potential exists for a decrease in the potential workload of counselors and student services practitioners.

Leadership programs also tend to increase the productivity of an institution's student leaders and organizations, which can lead to a more comfortable environment on a college campus as well as higher participation rates in other extra-curricular activities (Janosik & Sina, 1988). Trained student leaders often assist the institutions they attend by becoming student workers for various departments on campus. Effective usage of student workers can save colleges and universities significant resources, since fewer full-time administrators would have to be hired and substantially paid (Paul, 1980). Examples of student workers who can affect institutional functioning include: resident assistants, orientation leaders, and office clerks. Through the inclusion of student workers in

institutional affairs, students can grow to feel as if they have a personal stake in seeing their school succeed and can develop lifelong memories of their alma mater (Paul, 1980).

Analysis of the Institutional Environment

As research has progressed on leadership programs during the past few decades, specific models have been suggested for the design and development of student leadership programs. Most research presents step-by-step models to follow for program development. Some research does not clearly define a step-by-step approach, but defines important considerations to be made during the design process. In addition, some design models follow a theoretical approach to program design, while other models follow less strict methods. Despite the existence of different approaches to program design, most scholars agree that there are important attributes that all student leadership programs should contain.

According to Ritter & Brown (1986), the first step in the design of a leadership program should be a proper analysis of assumptions. Administrators designing a co-curricular program should ask themselves certain questions, such as: "Who is your audience? Who do you intend to serve? What are your resources on and off campus?" (p. 4). Questions such as these can help administrators start to think about the needs of stakeholders that may take part in the planning process. Ideally, a planning committee should be assembled to help the program's coordinator obtain support for the program initiative (Newton, 1981). Stakeholders of the developing student leadership program, such as faculty, student leaders and administrators should be part of this committee, so that each constituency can share in the development process (Newton, 1981).

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Students on the planning committee play a large role in the process. According to Striffolino and Saunders (1989), student leaders should inform administrators what skills they think students on campus need to learn. The skills that students would need to learn from a leadership program could differ from institution to institution. It is important for college and university leadership programs to match the environment in which it is contained. For example, a school situated in an urban environment could have different leadership and cultural needs than a school in a suburban environment. Clubs and organizations on a campus may be relatively small and leaders may not require certain types of training (i.e. Robert's Rules of Order). Also, leaders of student government associations may need more intense training than student leaders of small groups.

After the planning committee is formed, the coordinator and members should assess the environmental climate to determine what type of program model would be most suitable for one's institution (Janosik & Sina, 1988; Newton, 1981). When examining the environment, research suggests that four factors should be taken into consideration: (a) the level of interest by the institution's students in a leadership program, (b) campus political struggles, (c) support available from institutional constituents, and (d) existing programs on campus (Janosik & Sina, 1988).

At this time, it is important to note that when assessing the environment, a planning committee should be cognizant of the needs of female students as well as those students that are racially or ethnically underrepresented (Roberts & Ullom, 1989). Involving representative members of the student body is a key to developing a program that does not favor one particular student group. Such favoritism can cut participation in the program and can offend campus officials whose support may be needed during the

implementation process. Assessing the political environment and having knowledge about potential obstacles to program development can increase chances of successful planning (Ritter & Brown, 1986).

Part of what forms an institution's climate is the institutional mission statement. The mission statement is designed to describe to all parties what an institution hopes to achieve in the future and what purpose it is supposed to serve in the present. The mission statement of the student leadership program should be geared towards accomplishing and upholding the institution's mission statement (Ritter & Brown, 1986). If the goals of the college or university do match the goals of the leadership program, any attempts at program implementation could be difficult, especially since senior college officials have a direct stake in ensuring the success of the overall institution.

Designing a Co-curricular, Student Leadership Program

When designing a student leadership program, administrators should determine what programs are already in place at their institutions to develop student leadership skills (Newton, 1981). Program designers should examine if any academic or co-curricular programs could interfere with efforts to develop a student-affairs run co-curricular program. In addition, it may often be helpful to follow a program design process model.

An example of a program design process model (see Appendix A) is presented by Newton (1981). The first stage in this model calls for the formation of a central planning team to coordinate the design and implementation process. This planning team is responsible for conducting a preliminary analysis of the institutional environment to "determine the characteristics, needs, expectations, and goals of the individual, group and

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situational context" (Newton, 1981, p. 31). The most common way to conduct this preliminary analysis is through the use of focus group sessions (Roberts & Ullom, 1989). The focus groups serve as a means of assessing campus constituents and potential participants within the leadership program. According to Newton, members of this focus group should be comprised of faculty, staff and administrators at all university levels, so effective institutional support can be garnered and campus needs accurately identified.

The second stage in Newton's model is the goal planning stage (Newton, 1981). The central planning team, using the needs assessment obtained during focus group sessions, should compose the overall goals and objectives of the new program. More specifically, the planning team should "identify the specific behaviors to be learned and exhibited by the participants" (p. 33). The team should then construct a mission statement for the leadership development program.

During Stage Three of Newton's model (1981), the planning team should choose a delivery system for the new leadership program. Newton discusses the strengths and weaknesses of four delivery systems that have been shown to provide educational experiences for student participants; "The Kickoff Workshop," "The On-Going Class," "The Simulation Activity," and "The Organizational Development Intervention" (for detailed descriptions of each, see Appendix B). The choice of the delivery system, or combination of delivery systems, depends heavily upon organizational resources and time constraints.

Stage Four is when the designing of specific activities for the program should occur (Newton, 1981). These specific activities include but are not limited to, "lectures, discussions, demonstrations, exercises, role plays, simulations and supervised practica"

(p. 36). At this point in the process, it would be valuable for the administrator to benchmark the activities included in leadership programs on other campuses besides their own. Invaluable ideas could be obtained in this manner and, additionally, connections between institutions could be forged.

Stages Five and Six of Newton's model (1981) involve the implementation of a new student leadership program on a college campus. Newton suggests, during this time, the program administrator needs to stay focused on the true goal of the leadership program-- the education of its constituent students. Newton makes recommendations for program evaluation procedures, and discusses the necessity of follow-up sessions with key campus leaders. The ideal end result is continued learning.

Designing the Leadership Program Curriculum

With an evaluation of programs that may already exist and a thorough analysis of the institutional environment, the leadership program planning committee can begin the task of designing the specific workshops, sessions and presentations that will be included in the new leadership program. Since leadership is such a broad topic, there is almost no limit to the material that can be presented in a co-curricular program. Each individual leadership program's sessions, instructors and discussions will be different from another, but researchers believe that there are certain components that are essential to a co-curricular program's success.

Janosik and Sina (1988) recommend that techniques such as group discussion, simulations, case studies, video presentations and lectures should be used in a student leadership program. In addition, they recommend that program sessions should not be too long and that these sessions should be useful to the participants. Research conducted by

Gregory and Britt (1987) suggest that sessions should be "interdisciplinary" and cover a wide range of academic areas, such as philosophy, history and other liberal arts. Having a session that focuses on one particular academic area will hamper the overall leadership program's quality.

Roberts and Ullom (1989) suggest that a leadership program should be comprised of academic and experiential learning opportunities. In terms of academics, session participants should be exposed to both liberal arts and applied sciences, such as psychology and business. In terms of experiential learning, students should have the opportunity to get involved in both campus and external community activities. Experiential learning can be the conduit needed for students to form mentoring relationships with professionals and their peers. The impact of experiential learning can be extremely significant if all parties involved in the leadership program are willing and able to dedicate their time to mentoring.

The impact of academic and experiential learning can also be significant when the needs of different segments of the student population are addressed. McIntire (1989) states that student leadership programs should contain courses that are devoted to: emerging leaders, applied leadership, minority leadership, women leadership, and advanced leadership theory. McIntire also suggests that program sessions should be held in a modular format, meaning that sessions should be scheduled ahead of time for a pre-set length of time. This is important because it will aid interested program participants in attending sessions around their academic and personal schedules.

Summary of the Literature Review

The inclusion of a co-curricular leadership program on a college or university campus can potentially have many outcomes upon both students and the institution itself. Many scholars feel that co-curricular leadership programs can assist in the development of students into highly productive members of society. When designing co-curricular leadership programs, it is important to analyze an institution's environment, as well as the needs of an institution's constituents. Using a process model to assist in the design and development of a co-curricular leadership program can save time and help to ensure that a new program will be both efficient and effective in fulfilling its goals.

CHAPTER THREE

METHODOLOGY

Context of the Project

The project took place at Rowan University, a comprehensive, public university with a population of approximately 9500 students. The university is located in southwestern New Jersey, approximately 20 miles east of Philadelphia, and is situated in the town of Glassboro. The university offers 36 undergraduate majors and 26 graduate programs, including one program of doctoral study. Of the 9500 students currently attending the university, approximately 7800 are undergraduates. Approximately 2700 students live on Rowan's campus (28%), while the remaining students commute from various locations (72%). A portion of these undergraduates are involved in over 150 campus clubs and organizations, such as student government and Greek life (Rowan University, 2004, http://www.rowan.edu).

The idea for a co-curricular student leadership program originated from the Office of Student Affairs at Rowan University. The Dean of Students oversaw the leadership program development process. The researcher, as a Graduate Intern to the Dean of Students, conducted a preliminary analysis of the institution to determine if a co-curricular program would be appropriate for the institution and the level of interest for the development of such a program. At the conclusion of the project, this report was submitted to the Dean of Students and the Office of Student Affairs.

Instrumentation

The instrument required for this project was a focus group protocol designed by the researcher, based upon the information provided by Newton (1981) and the research questions for this project. A group of five guiding questions were prepared by the researcher, to be posed to focus group participants at each session (see Appendix C). Rowan University's Institutional Review Board (IRB) approved this focus group protocol (see Appendix D) on February 20, 2004. After IRB approval, the interview protocol was piloted to two students who were familiar with the project being undertaken. The protocol questions were deemed to be appropriate for the study and the students provided minimal recommendations for improvement.

Data Collection Procedures

In order to begin planning and developing a co-curricular, student leadership program for Rowan University, the researcher adhered to stages one through three of the process model (see Appendix A) presented by Newton (1981). According to Newton, the first three stages in developing a new co-curricular leadership program are 1) to develop a planning team and conduct a preliminary analysis of the institution's needs, 2) formulate goals for the program, and 3) choose an appropriate program delivery system. To accomplish the preliminary analysis of the institutional environment via Newton's model, the researcher formed three focus groups, composed of campus constituents, to provide insight, a needs assessment and programmatic recommendations for the student leadership program. Secondly, the researcher examined three co-curricular leadership programs on other campuses, in order to obtain ideas about goals and delivery systems that could be incorporated into Rowan University's co-curricular program.

Data Collection Procedure One: Focus Groups

The first method implemented to collect data was the holding of three separate, hour-long, focus group sessions with Rowan University community members. One focus group was comprised of four faculty members from the Departments of Educational Leadership and Sociology at Rowan University. These four participants were chosen for their diverse backgrounds in the field of leadership and student affairs.

A second focus group was comprised of four administration members from the Student Affairs Division. The researcher served as a participant/observer in the administration focus group, providing recommendations for the student leadership program development process. Concurrently to making recommendations, the researcher also moderated the focus group, asking pertinent questions of the focus group members when appropriate. The four administrators in this focus group were chosen for their expertise in programming and student development.

The third focus group was composed of four student leaders from IMPACT, Individuals Meeting Potential and Creating Tomorrows, Rowan University's student leadership organization. These students were chosen for participation in the study due to their positions in key student leadership programming roles on Rowan's campus.

The focus sessions were held in the conference room of the Associate Vice President for Student Affairs at Rowan University. Invitations (see Appendix E) were sent to each individual focus group member along with a confidentiality statement (Appendix F). The researcher asked the focus group participants a series of guiding questions, and with permission from all participants in advance, the statements made during each session were recorded on audiotape for later transcription.

Data Analysis for Procedure One

After the focus group sessions concluded, the researcher conducted a content analysis of the written transcripts from the focus group sessions. Through the interviewing of focus group participants, the researcher was provided with information from each campus constituency—the faculty, administration and students. The researcher, prior to the meetings of the three representative focus groups, designed questions to assist in the discussion amongst group members. These questions (see Appendix C) sought to garner individual and group insights about student needs, interest for a new leadership program on Rowan's campus, as well as recommendations on program design, and institutional resource allocation and availability.

The researcher analyzed the transcripts of the focus sessions and pursued a conceptual analysis of the content. The researcher coded certain words for frequency, based upon their relevance to the project's guiding questions. Based upon the frequency of certain words and phrases within the transcripts' texts, certain themes arose, allowing the researcher to make certain conclusions about and examine certain trends within the data.

Data Collection Procedure Two: Review of External Programs

The second method implemented to collect data was an analysis of literature pertaining to three co-curricular student leadership programs in place at three institutions of higher education highlighted within the National Clearinghouse for Leadership Programs (http://www.nclp.umd.edu/CampusLinks.asp, 2004). The three programs were also chosen due to their locations in the eastern, mid-western and western segments of the United States. Web-based research and traditional brochures provided detailed

information about student leadership programs currently in place at the State University of New York at Geneseo (SUNY Gold Program, 2003), the California State University at Fullerton and the Illinois Institute of Technology.

Data Analysis for Procedure Two

The data obtained from a review of external student leadership programs was analyzed through document analysis. The researcher examined student leadership program descriptions that were obtained primarily through web research from the three institutions sponsoring co-curricular leadership programs. The researcher closely examined features of these leadership programs, such as goal statements and delivery systems, as well as how each program was coordinated on their respective campuses. This content analysis provided the researcher with rich sources of information and ideas for planning a co-curricular leadership program at Rowan University.

CHAPTER FOUR

FINDINGS

Focus Groups

Profile of the Sample

For the purposes of this project, three focus groups were formed, representing three major constituents of Rowan University—faculty members, student affairs administrators and students. The total number of participants in the three focus group sessions equaled 12, with 4 persons participating in each group for a 100% participation rate. The researcher served as a participant/observer in the administrative focus group due to his status as a campus administrative intern.

The faculty focus group included: 1) a Professor of Education and former Dean of Rowan University's College of Education, 2) a Professor of Sociology who concurrently served as the Director of the Center for the Study of Student Life at Rowan University, 3) a Professor of Education and former Associate Provost at Rowan, and 4) an Adjunct Professor of Education and former Dean of Students at Rowan.

The administration focus group consisted of: 1) the Assistant Vice President for Student Life, 2) the Assistant Director of Residence Life for Training and Programming, and 3) the two Student Leadership interns to the Associate Vice President for Student Affairs, including the researcher conducting the project.

The student leader focus group consisted of: 1) the two Co-Coordinators of Impact and 2) two Assistant Coordinators. The Co-Coordinators of IMPACT are responsible for the development and implementation of the Emerging Leaders Conference, held annually at Rowan University, as well as retreats for undergraduate

leaders conducted throughout the academic year. The Assistant Coordinators assisted the

Co-Coordinators with duties and responsibilities as required.

Research Questions

Research Question 1: Is there an interest for a co-curricular, student leadership

program at Rowan University?

Table 4.1

Focus Group Data for Interest in a Co-curricular, Student Leadership Program

Response	Total Freq.	Total %	Admin. Group	Faculty Group	Student Group
There is an interest for a co-curricular program	12	100%	4	4	4
Students are intimidated/pressured by curricular work	9	75%	1	4	4
Current leaders would want to participate	8	67%	4	0	4
Current leadership programs are not working well enough	7	58%	2	2	3
New students might not be as interested as upperclassmen	4	33%	1	0	3
Interest would "trickle down" to all groups with time	4	33%	4	0	0
Tests in curricular program may turn off some students	1	8%	0	1	0

Administration Focus Group

The focus group session with student affairs administrators provided this

researcher with a great deal of information about demand for a co-curricular student

leadership program (Table 4.1 provides information about responses from the

administration focus group for Research Question 1). All four respondents, 100% of the group, including the researcher, felt that there was indeed an interest for a comprehensive student leadership program on Rowan's campus. Two members of this group, or 50% felt that the current programs on campus, mainly the undergraduate leadership concentration, were either not effectively advertised or too ineffectively coordinated to make an impact upon students. One respondent stated during the session, "The undergraduate leadership concentration was not what I thought it was going to be."

All group members, or 100%, felt that current student leaders at Rowan University would definitely want to participate in a co-curricular leadership program. One main source of concern regarding interest, voiced by one respondent, was that new students would not want to participate and that main participants in the program would be current student leaders. Consensus reached later on during the focus group session, or 100% of the focus group, was that as time passed, interest would "trickle down" to freshmen and other new students.

Faculty Focus Group

Along with the administrative group, the faculty focus group also unanimously (100%) felt there would be an interest for a co-curricular student leadership program on Rowan's campus (Table 4.1 provides information about responses from the faculty focus group for Research Question 1). Two faculty group members, or 50%, highlighted the splintered leadership development programming on Rowan's campus. It was stated that a "co-curricular program would help to coordinate leadership development efforts in a more efficient manner." The wide array of leadership

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development initiatives could be centralized into one program instead of decentralized in a haphazard manner.

All faculty members, or 100%, generally felt that having a co-curricular program would not adversely affect interest in the undergraduate leadership concentration. The faculty group felt that perhaps the co-curricular leadership program could provide an impetus for students to get an academic concentration in leadership. In other words, students who participated in the co-curricular program might become interested in pursuing leadership study in the academic curriculum.

All faculty group members, or 100%, felt that having a co-curricular program would be popular because students would not feel any pressure to complete academic requirements. One faculty member highlighted that interest in a co-curricular program would be high because students would not have to "worry about tests that would affect their academic well-being."

Student Focus Group

The student focus group members unanimously (100%) felt that a demand existed for a co-curricular program and that such a program would be a great addition to the Rowan community (Table 4.1 provides information about responses from the student focus group for Research Question 1). Three students, or 75%, feel the academic leadership concentration is highly ineffective and an alternative is needed. These students felt the concentration program was ineffective due to sporadic scheduling of classes that do not take student needs into account. All student respondents, or 100%, felt that a co-curricular program would be much more flexible to students' needs and there would be no pressure for students to complete courses, due to the non-academic nature of the co-

curricular program. Three members of the student focus group, or 75%, felt that it would

be difficult to attract new students/freshmen into the program.

Research Question 2: What specific characteristics do Rowan University faculty,

staff and student leaders feel a co-curricular leadership program should possess?

Table 4.2

Focus Group Data for Characteristics of a Co-Curricular Leadership Program

Response	Total Freq.	Total %	Admin. Group	Faculty Group	Student Group
Responsibility for program should be given to a full-time professional	12	100%	4	4	4
Workshops should be experiential in nature	8	67%	2	2	4
Program should provide better training for prominent student groups	8	67%	4	0	4
Modular workshops should be no more than 90 minutes	7	58%	3	0	4
Workshops should focus upon life skills in addition to leadership development	7	58%	4	3	0
Co-curricular transcript should monitor students' progress through program	6	50%	4	2	0
Program should consist of multi-level, modular workshops	6	50%	4	2	0
Program should possess considerable scheduling flexibility	6	50%	0	2	4
Program should not interfere with other leadership initiatives by student groups	4	33%	0	0	4

Administration Focus Group

All administrators in the focus group, or 100%, felt that a leadership program should provide better training for prominent student groups such as Resident Assistants, Student Center managers, and Peer Orientation leaders (Table 4.2 provides information about responses from the administration focus group for Research Question 2). These paraprofessional student workers should be efficiently trained together through a co-curricular student leadership program. If these student groups were trained together, interactions could occur that would lead to better cooperation between these paraprofessional groups during the academic semesters. One administrator stated that training groups together could "allow each individual group to gain exposure to and a better understanding of the other prominent groups' roles on Rowan's campus".

All members of this focus group, or 100%, recommended that the responsibility for this leadership program should be given to a full-time professional staff member, either as their main responsibility or in addition to other responsibilities they might currently hold. The group members felt that a graduate assistant would not be at the institution long enough to establish the program firmly into the Rowan community. In addition, 100% of the focus group felt that a co-curricular transcript should be implemented to monitor students' progress through the program.

All respondents (100%) felt that the co-curricular program should be multi-leveled and consist of modular workshops. All group members (100%) felt that a large emphasis should be placed on the development of life skills, such as financial responsibility and job search skills. Three respondents, or 75%, felt that the modular

workshops should be no longer than 90 minutes. Two respondents, or 50%, felt that a majority of the workshops should be experiential in nature and not lecture-centered.

Faculty Focus Group

Two members of the faculty focus group, or 50%, made suggestions for the implementation of a transcript to track students' progress in the co-curricular leadership program (Table 4.2 provides information about responses from the faculty focus group for Research Question 2). These focus group members mentioned the study conducted by Cathy Ragan (2001) on co-curricular transcripts, and stated that care should be taken to incorporate her previous efforts. These two members of the focus group felt that the registrar's office would not be capable of implementing a co-curricular transcript due to issues they were having with their current transcript system. It was suggested by one respondent that perhaps another department within the Division of Student Affairs could maintain a transcript system through the use of the Internet. 100% of the faculty group felt that a full-time professional should coordinate the co-curricular program.

In addition to the modular components that would potentially exist in the student leadership program, two members of the faculty focus group, or 50% believed that a more experiential component to Rowan's program would be a necessity. These members believed that rather than just being lectured at for hours on end, the students should have an opportunity to put their leadership knowledge to use. One suggestion was that perhaps at the end of the program, students could go on a retreat or "shadow" a leader in his or her daily duties.

All of the faculty group members, or 100%, felt that a series of modular workshops would be the best setup for the co-curricular program. Two focus group

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members, 50%, felt that the program should be multi-leveled and consist of a bronze, silver and gold level. Two respondents (50%) felt that there should be considerable scheduling flexibility within the program, so students could "focus on the other aspects of their campus lives." In addition three faculty members, or 75%, felt that classes should focus on the development of life skills along with leadership development.

Student Focus Group

The student focus group (100%) felt that certain aspects of the leadership program would overlap with leadership training initiatives groups such as Individuals Meeting Potential and Creating Tomorrows (IMPACT) had in progress (Table 4.2 provides information about responses from the student focus group for Research Question 2). To remedy this possibility of overlapping initiatives, one student member (25%) suggested sending all student groups together through this leadership program for their training needs. The group (100%) unanimously felt this would be a great way for student leaders to get to know each other's roles on campus.

The four student group members (100%) recommended that retreats should not be a part of the co-curricular leadership program, due to their high cost and usually low turnouts. The students (100%) recommended classes should be less than 90 minutes and highly participative, as opposed to lectures. The student group, or 100%, unanimously felt that scheduling should be flexible for a co-curricular program, so students could pursue their academics and other interests. In terms of program coordination, the student focus group (100%) felt that a full-time professional, as opposed to a graduate assistant, should coordinate the program. The students did not think that a graduate student would

have time to fully devote towards the co-curricular leadership program due to academic

obligations.

Research Question 3: What are the potential outcomes of establishing a co-

curricular leadership program at Rowan University?

Table 4.3

Focus Group Data for Potential Outcomes of Establishing a Co-Curricular Leadership Program at Rowan University

Response	Total Freq.	Total %	Admin. Group	Faculty Group	Student Group
Better training of student groups and leaders	9	75%	1	4	4
Higher levels of extracurricular involvement	8	67%	4	0	4
Higher interest in academic leadership concentration	5	42%	2	1	2
Students will become more attractive to employers	4	33%	1	3	0
New student leaders will begin to participate in campus activities	3	25%	1	0	2
Students will develop altruism, self-awareness and tolerance	1	8%	1	0	0
Program will help to further define the Rowan experience	1	8%	0	1	0
Program can assist in community relations	1	8%	0	1	0

Administration Focus Group

The entire administration focus group (100%) felt that the primary outcome of establishing a co-curricular leadership program would be higher levels of involvement in extracurricular activities (Table 4.3 provides information about responses from the administration focus group for Research Question 3). One respondent (25%) felt that not only would current student leaders continue their level of involvement, but also new student leaders might be attracted to the extra-curricular community. Another respondent felt that a co-curricular leadership program would help to train students more efficiently and to develop "higher tolerance levels, better self-awareness and altruism." In addition, two group members (50%) believed that a co-curricular student program could potentially spark a higher interest in the academic leadership concentration program.

Faculty Focus Group

The faculty group (100%) felt that the primary outcome of a co-curricular leadership program would be better training of student groups and their respective leaders (Table 4.3 provides information about responses from the faculty focus group for Research Question 3). Three faculty members (75%) felt that students would become more attractive to employers, due to an increase in their leadership training and potential. One faculty member felt that a co-curricular program would help "define the Rowan experience" which the university has been struggling to identify. Another faculty member (25%), felt that the program's modular class sessions might interest local area leaders to come and speak at the university, thereby further solidifying Rowan's public relations with the external community.

Student Focus Group

The student group unanimously (100%) felt that the primary outcome of a co-curricular leadership program would be an increase in the levels of involvement in extracurricular activities (Table 4.3 provides information about responses from the student focus group for Research Question 3). Two respondents (50%) felt that a program of this nature might cause levels of commuter participation in activities to increase as well. The group (100%) felt that training methods for student groups would be greatly improved, as more groups could be trained at the same time via this program. Also, two members of the group (50%) felt that the co-curricular program might increase interest in the academic leadership concentration.

Research Question 4: What potential "roadblocks" exist for the implementation of a co-curricular student leadership program on Rowan's campus?

Table 4.4

Focus Group Data for Potential Roadblocks to Implementation

Response	Total Freq.	Total %	Admin. Group	Faculty Group	Student Group
Lack of financial resources	12	100%	4	4	4
Advertising will not be effective without funds	8	66%	3	3	2
Slowdown by campus bureaucracy	5	42%	3	2	0
Heavier responsibilities on administrators' shoulders	3	25%	3	0	0
Competition with undergraduate concentration's coordinators	3	25%	0	3	0
Lack of interest by faculty	1	8%	0	0	1

Administration Focus Group

The members of the administration group (100%) feel that the largest "roadblock" to the implementation of a comprehensive student leadership program would be a lack of financial resources within the Student Affairs division (Table 4.4 provides information about responses from the administration focus group for Research Question 4). Currently, due to the state budget crisis, the Student Affairs division at Rowan is low on funds. Three focus group members, or 75%, felt that in order to effective advertise this program, through the use of flyers, pamphlets, etc.; some funding from the division would be a necessity.

According to three of the respondents, or 75%, adding responsibility for the coordination of this program to someone's job description might cause problems, considering that the members of student affairs already have so many diverse responsibilities due to the Student Affairs division's understaffing problem. This could preclude many administrators from wanting to coordinate the program. In addition, three respondents (75%) felt that the campus bureaucracy would slow the co-curricular program's approval rate.

Faculty Focus Group

Faculty members (100%) felt that the largest roadblock to implementation would be a lack of financial resources (Table 4.4 provides information about responses from the faculty focus group for Research Question 4). Three faculty members (75%) urged the need for effective advertising of the co-curricular program, but they acknowledged that such effective advertising would hinge upon resource availability. Three faculty members (75%) felt that competition with the undergraduate leadership concentration might be a

potential roadblock, as some faculty members might feel the program would be threatened. Two respondents, or 50%, felt that the campus bureaucracy would slow the program's implementation process considerably, possibly even to "a time frame of several years."

Student Focus Group

The student group felt that there would be two potential roadblocks to the implementation of the co-curricular leadership program (Table 4.4 provides information about responses from the student focus group for Research Question 4). All focus group members (100%) felt the first roadblock would be the level of funding such a program would receive. The students did not feel that the university would fund the program, due primarily to the economic budget cuts made by the State of New Jersey over the past two years.

The second roadblock highlighted by two of the student group members (50%) would be ineffective advertising of the program due to lack of funding. According to the student focus group, advertising would be the key to enticing students to participate in the Rowan leadership program. One respondent felt that some faculty members may not want to get involved with the program, so that might. Despite the possible roadblocks, overall, 100% of the student focus group felt that the university should attempt to implement the program since all students would benefit from a co-curricular student leadership program.

Profile of the Sample

The State University of New York at Geneseo

The State University of New York at Geneseo is a small liberal arts college that was founded as a normal school in 1867. Geneseo was integrated into the State University of New York (SUNY) system in 1948 and is one of 13 colleges within that system. The Carnegie Foundation classifies the college as a Master's I Comprehensive Institution. SUNY Geneseo currently enrolls 4,950 undergraduate students along with 50 students pursuing graduate studies. The college provides over 50 academic majors for its students in various areas of liberal arts studies, such as business, biology, and communications.

The Illinois Institute of Technology

The Illinois Institute of Technology (IIT) is a doctoral degree granting, technological institute that was founded in 1893. The school, through a series of mergers throughout its history, has become one of 16 institutions that comprise the Association of Independent Technological Universities (AITU). The Carnegie Foundation classifies the institute as a Doctoral University I. IIT currently enrolls 1736 undergraduates, 2994 graduate students and 1143 law students. The institute provides over 30 academic majors in areas such as business and engineering and offers tracks in pre-medicine and pre-law as well.

California State University at Fullerton

The California State University (CSU) at Fullerton is a large public university that was founded in 1957 by the California State Legislature. The university is located in

Orange County, California and currently enrolls over 30,000 students. The Carnegie Foundation classifies the school as a Master's I Comprehensive Institution. CSU Fullerton provides 54 undergraduate majors and 46 graduate majors, in areas of study such as the sciences, business, education and the arts.

Research Questions

Research Question 5: What goals and delivery systems of external co-curricular leadership programs could be incorporated into Rowan's program?

After obtaining data from the focus group sessions and determining the level of interest for a student leadership program, the researcher examined goal statements and delivery systems of other programs that could be incorporated into Rowan's future student leadership program.

The State University of NY at Geneseo—The GOLD Leadership Certificate Program

A program recognized by the 2003 National Association of College Administrators, the Geneseo Organization for Leadership Development (GOLD) program is a comprehensive, multi-leveled, student leadership certificate program that aims to help any student develop their leadership skills. Several of the programs goals include: 1) provide students with opportunities to develop a personal philosophy of leadership that includes understanding of self, others and community, 2) encourage students to gain a variety of leadership experiences, 3) use multiple leadership techniques, theories and models, and 4) recognize and reward exemplary leadership behavior (http://www.geneseo.edu/~gold/mission.htm).

Any student, regardless of class status, may participate in workshop sessions of the Leadership Certificate program. Three certificates are offered to students for

participation in the program. Upon completion of 6 predetermined workshops, a student is eligible for a Bronze Leadership Certificate; upon completion of 12 predetermined workshops a student will receive a Silver certificate; and if a student completes 18 predetermined workshops they will receive a Gold Certificate.

In addition to completing workshops, program participants are also required to maintain a reflective journal, which they are responsible for turning in to the GOLD program coordinators 7 days after their last attended workshop. Student participants are also required to complete the Student Leadership Practices Inventory and a capstone experience entitled, "Developing a Personal Leadership Model," before they can be certified by the program. The SUNY Geneseo program also has a web based registration system for students to use when registering for leadership workshops. The workshops that students complete are tracked by GOLD through the use of a co-curricular transcript.

California State University at Fullerton—The Student Leadership Institute

The California State University at Fullerton offers a comprehensive leadership program that caters to its student leaders as well as students interested in enhancing their professional skills. A combination of full-time professionals and students coordinate the Student Leadership Institute (SLI) from the Office of the Dean of Students at CSU Fullerton. Several of the program's goals include helping students to: 1) acquire the building blocks for effective leadership, 2) learn techniques to communicate effectively, 3) supplement their in-class education with out of class experiences, and 4) learn to take an active leadership role in their communities (www.fullerton.edu).

Students at CSU Fullerton take courses that interest them and after a certain amount of courses are completed, they receive a certificate of completion from the

Student Leadership Institute. Sessions that students participate in are monitored through the use of a summary transcript, which students can use to track their progress towards program completion. The Leadership Institute's sessions are approximately 1-2 hours in length and are taught by faculty and professionals from the CSU Fullerton community (www.fullerton.edu).

The SLI is comprised of five leadership certificate tracks designed to meet students' interests and needs: 1) the University Leadership track, 2) the Peer Education track, 3) the EMBRACE track, 4) Public Service and Nonprofit Leadership track and 5) the Career Leadership track. Students can earn certificates from each of these tracks and are recognized for their participation in an awards ceremony held at the end of the year (www.fullerton.edu).

The Illinois Institute of Technology—The Leadership Academy

The Leadership Academy is a non-credit program, which prepares undergraduates for leadership roles in society. The Illinois Institute of Technology's leadership program has three main goals: 1) Create and implement an effective leadership development curriculum for IIT undergraduate students, 2) Identify and support students with exceptional leadership potential, and 3) Evaluate leadership development outcomes at individual and program levels (http://leadershipacademy.iit.edu).

During the academic year, the Leadership Academy offers 5 seminars that are designed to educate students about a range of topics on leadership (http://leadershipacademy.iit.edu). Each seminar is approximately 4 hours in length, so students will accrue a total of 20 hours of seminar time per semester if they complete all five sessions. Through attending these seminars, students have the opportunity to obtain a

certificate in leadership studies, after they complete 40 hours of leadership sessions during their tenure at the Illinois Institute of Technology.

CHAPTER FIVE

SUMMARY, DISCUSSION AND CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary of the Project

Purpose

The purpose of this project was to determine the interest level for a co-curricular student leadership program on Rowan University's campus and then provide recommendations for the development of such a program, based upon strict adherence to a process model developed by Newton (1981). Determining the interest for a co-curricular program was accomplished through the convening of focus groups composed of selected faculty, administrators, and students on the Rowan University campus. Recommendations for the design of such a leadership program were obtained from prior research as well as analyses of existing student leadership programs on other college campuses.

Methodology

The three focus groups convened for this project consisted of 12 respondents, including: four students, four faculty members, and four student affairs administrators from Rowan University. The researcher, based on a study conducted by Roberts and Ullom (1989), convened focus group sessions as a way of gaining both insight about the campus' feelings concerning a new leadership program as well as suggestions for tailoring the new program to Rowan's environment. The focus groups were posed a series of guiding questions to determine interest for a co-curricular student leadership program, characteristics that should be included in such a program, potential outcomes, and

possible roadblocks to the implementation of a co-curricular student leadership program on Rowan's campus.

In addition to the convening of focus groups, the researcher analyzed the goals and delivery systems of three co-curricular student leadership programs in place at three separate institutions of higher education located in the eastern, mid-western and western regions of the United States. These institutions were chosen based upon their respective leadership programs' inclusion in the National Clearinghouse for Leadership Programs (http://www.nclp.umd.edu/CampusLinks.asp, 2004).

Data Analysis

The transcripts from the three focus group sessions were analyzed through content analysis. Through an in-depth analysis of the transcripts, certain themes about the development of the co-curricular transcript became evident. The frequency of each theme was noted and agreement from each focus group member was documented. Data about the three co-curricular programs were analyzed via document analysis. The researcher specifically looked for goals and delivery systems of these external programs that could be effectively incorporated into Rowan's program.

Discussion of the Findings

Research Question 1: Is there an interest for a co-curricular, student leadership program at Rowan University?

According to the data obtained from the focus group sessions, 100% of all the focus groups felt that there would be a great interest on Rowan's campus for a co-curricular student leadership program. Approximately 58% of the focus group respondents felt that Rowan's current leadership programs, such as the undergraduate

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leadership concentration, would benefit from the addition of a co-curricular program. In addition, 75% of the respondents felt that a co-curricular program would be beneficial and attract students because such a program would not entail the pressure associated with academic coursework. Overall, the focus groups felt there would be high demand for a co-curricular student leadership program at Rowan University.

Research Question 2: What specific characteristics do Rowan University faculty, staff and student leaders feel a co-curricular leadership program should possess?

According to Roberts and Ullom (1989), student leadership programs should be partially comprised of experiential learning opportunities. Approximately 67% of the respondents felt that a co-curricular leadership program on Rowan's campus should be, at least in part, experiential in nature. McIntire (1989) suggests that program sessions should be scheduled ahead of time to aid interested program participants in attending sessions around their academic and personal schedules. The respondents from Rowan felt the same way as McIntire, with 50% believing that the co-curricular program should have considerable scheduling flexibility.

Janosik and Sina (1988) believe that the length of workshops within the co-curricular program should not be so long as to bore participants. Respondents from the focus groups (58%) felt that any modular workshops used should be no longer than 90 minutes in length. Rowan's focus groups also believed that modular workshops should focus upon more than just leadership theory and principles. In fact, seven of twelve respondents felt that the modular workshops should focus upon life skills in addition to leadership development.

In terms of coordination for the co-curricular student leadership program, all respondents unanimously felt that responsibility for program should be given to a full-time professional. Several student respondents did not feel that a graduate assistant would have enough time to devote to the implementation and management of the program. It is also important to highlight the fact that 50% of the focus group respondents felt that a co-curricular transcript should monitor student participation in the co-curricular program, as described by Cathy Ragan (2001).

Research Question 3: What are the potential outcomes of establishing a co-curricular leadership program at Rowan University?

The focus group data reveals that 75% of the respondents felt that a primary outcome of a co-curricular student leadership program would be better training of student leaders. According to research, student leadership programs can help students develop traits such as higher levels of confidence, civic responsibility, multicultural awareness, and commitment to goals (Schuh & Laverty, 1983, Cress, et al., 2001). Approximately 67% of the respondents felt that involvement in extra-curricular activities would also increase due to the presence of this program. Four respondents felt that students prepared by a co-curricular leadership program would be more attractive to employers. This follows research conducted by Gardner (1987) that states that students who have leadership experience are likely to be highly valued by potential employers.

Research Question 4: What potential "roadblocks" exist for the implementation of a co-curricular student leadership program on Rowan's campus?

The primary roadblock for the development of a co-curricular leadership program on Rowan's campus would be a lack of financial resources. The focus groups

unanimously felt that the financial resources that could be devoted to such a program would be minimal. Due to this lack of funding, many respondents felt that effective advertising for the program would be near impossible. The respondents felt the program would not be able to obtain a large number of participants without a comprehensive advertising campaign.

Several respondents felt that Rowan University's bureaucracy would prevent the quick implementation of a co-curricular leadership program. These respondents felt that the ultimate decision to implement such a program should reside in the hands of Rowan's student affairs division alone. Any attempts to seek absolute approval from other campus governing bodies would potentially be slow and arduous. All of the roadblocks suggested by the respondents follow prior research, as the success of institutional programs often depends the nature of campus political struggles and support levels from institutional constituents (Janosik & Sina, 1988).

Research Question 5: What goals and delivery systems of external co-curricular leadership programs could be incorporated into Rowan's program?

After a thorough examination of the objectives and delivery systems of three external co-curricular leadership programs, this researcher formulated possible overall goals and objectives of the new program. According to Newton (1981), the goals of any leadership program should highlight the specific behaviors to be learned and demonstrated by the program's participants. Following Newton's suggestions, this researcher felt the goals of Rowan's co-curricular leadership program should be:

1. To help students develop a philosophy of leadership, while enhancing their own personal leadership qualities.

2. To teach students the importance of demonstrating effective communication and civic responsibility in their everyday and professional lives.

3. To provide students with the opportunity to have meaningful interactions with their peers and college officials.

4. To reward and recognize student leaders of the Rowan University campus.

With the formulation of these four goals finalized, the researcher investigated a proper delivery system for Rowan's student leadership program. Newton (1981) discusses strengths and weaknesses of four possible delivery systems (see Appendix B). The choice of a delivery system for a co-curricular leadership program should be based upon organizational resources and time constraints.

Rowan University's constituents felt that a program that runs continually throughout the academic year would be highly beneficial to the student population. As such, this researcher would recommend that the delivery system for Rowan's program should be "the Ongoing Class" (see Appendix B). This system is set up as a series of seminars or structured classes that meet at given times over the course of a semester. It is very similar to the traditional academic approach, and may include giving co-curricular credits, assigning materials and evaluating learning.

Time commitment on the parts of faculty, administrators and students would be minimal if the "Ongoing Class" system were implemented. Potential workshop teachers and students would know ahead of time when they would be required to participate, and they could work the program's workshops around their schedules. In addition, this

delivery system would not be as costly, as participation in the program would be voluntary and faculty members would not be paid for their services. Since budgetary constraints and overworked faculty and administrators are amongst the prevalent issues at Rowan University, the "Ongoing Class" delivery system has the potential to work effectively.

Implications and Conclusion

The implementation of a co-curricular student leadership program on Rowan's campus would be an effective way to both train future leaders and bring the campus community closer together. Through years of research on effective program development, scholars have come to understand the developmental implications and significance of student participation in leadership programs.

Developing student leaders into future societal leaders is a role that colleges and universities must accept and perform effectively. Co-curricular leadership programs have been shown to develop not only leadership skills, but also academic and emotional competencies of students as well. These programs can also help faculty and staff form working relationships that contribute to the betterment of student welfare. Due to all of the potential benefits that can be obtained from student leadership programs, it is now time for Rowan University to join the 700 other colleges and universities that currently offer co-curricular student leadership programs (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001).

Recommendations for Future Research

The contents of this project focused upon the planning and development of a co-curricular student leadership program at Rowan University. Recommendations for future research include:

- An increase in the number of participants selected for each focus group

- The distribution of surveys to Rowan's faculty, administration and students

- Individual interviews with key faculty members, administrators and students

- The addition of a focus group representing alumni

- An examination of additional co-curricular, student leadership programs possessed by other institutions

Questions that could be raised to build upon this project include:

- What specific workshops/ courses could be included in Rowan's co-curricular program?

- What impact will a co-curricular leadership program have upon females, minorities, or non-traditional students?

- What additional design process models could be used for the implementation of a co-curricular leadership program at Rowan?

- What type of assessment models could be used to assess the effectiveness of such a program on Rowan's campus?

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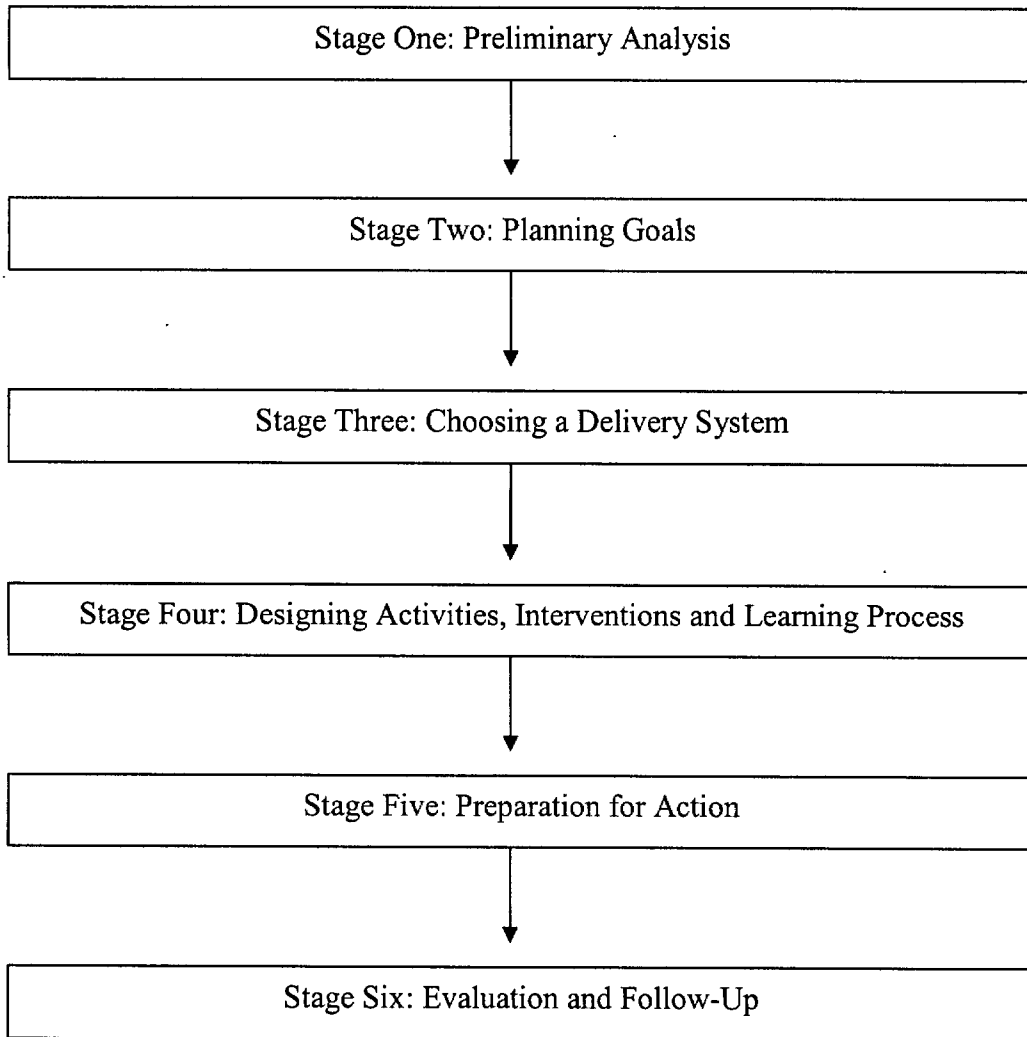
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APPENDIX A

Newton's Process Model

APPENDIX A

NEWTON"S LEADERSHIP PROGRAM PROCESS MODEL

Stage One: Preliminary Analysis

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Stage Two: Planning Goals

↓

Stage Three: Choosing a Delivery System

↓

Stage Four: Designing Activities, Interventions and Learning Process

↓

Stage Five: Preparation for Action

↓

Stage Six: Evaluation and Follow-Up

APPENDIX B

Program Delivery Systems

APPENDIX B

DELIVERY SYSTEMS FOR STUDENT LEADERSHIP PROGRAMS

1. The Kickoff Workshop- approach involves a time block designed to orient, introduce or teach general skills at the beginning or starting point of an academic year. May be held in a retreat setting and may use both didactic and experiential activities within its design.

2. The On-Going Class- set up as a seminar or structured class that calls for meetings at given times for a period of weeks. May follow a regular academic approach, such as giving credits, assigning materials and evaluating learning.

3. The Simulation Activity- conducted within a block of time with the focus upon a theme such as community teamwork, impact of power struggles, etc within a simulated environment. Emphasizes the experiential approach to learning.

4. The Organizational Development (OD) Intervention- a planned intervention to help resolve specific problems within a group through a consultative process. A consultant assists group leaders and members by demonstrating better means to respond in more effective ways in the future.

APPENDIX C

Focus Group Guiding Questions

APPENDIX C

FOCUS GROUP PROTOCOL

1. Is there an interest in establishing a co-curricular student leadership program on Rowan University's campus?

2. What are the potential outcomes (upon students and/or the institution) of establishing a co-curricular leadership program?

3. What characteristics should a co-curricular leadership program at Rowan University possess?

4. How should the program be coordinated?

5. What are potential roadblocks to the establishment of such a program on Rowan's campus?

APPENDIX D

Institutional Review Board Approval

INSTITUTIONAL REVIEW BOARD
DISPOSITION FORM

Mr. Christopher A. Farrell
_____
Principal Investigator

_____
Co-Principal Investigator (if applicable)

Rowan University Box 175
_____
Address of Principal Investigator

_____
Address of Co-Principal Investigator

Glassboro, NJ 08028
_____
City, State, and Zip Code

_____
City, State, and Zip Code

856-256-7019   farr9103@students.rowan.edu
_____
Telephone # Fax # e-mail address

_____
Telephone # Fax # e-mail address

TITLE OF The Planning and Development of a Co-Curricular Student Leadership Program at Rowan University.
RESEARCH
_____

_____

ADMINISTRATIVE DISPOSITION - DO NOT WRITE BELOW THIS LINE

Your claim for exemption for the research study identified above has been reviewed. The action taken is indicated below:

_____ **APPROVED FOR EXEMPTION AS CLAIMED: CATEGORY #** _____
Note: Anything that materially changes the exempt status of this study must be presented to the IRB for approval before the changes are implemented. Such modifications should be sent to the IRB Office at the address above.

_____ **APPROVED FOR EXEMPTION - BUT NOT AS CLAIMED.** Your claim for exemption does not fit the criteria for exemption designated in your proposal. However, the study does meet the criteria for exemption under **CATEGORY #** _____ .

_____ A determination regarding the exempt status of this study cannot be made at this time. Additional information is required.

_____ Your proposal does not meet the criteria for exemption, and a full review will be provided by the IRB.

EXPEDITED REVIEW: _____✓_____ Approved _____ Denied

FULL REVIEW : _____ Approved _____ Approved with modifications _____ Denied

DENIED: _____

See attached Committee Action Letter for additional comments.

_____
Chair, IRB

Date _____2/20/04_____

_____
Co-Chair, IRB

Date __2/18/04__

2/1/99

APPENDIX E

Focus Group Invitation

February 13, 2004

Rowan University
200 Mullica Hill Rd.
Glassboro, NJ 08028

Dear sir/madam:

The Office of Student Affairs at Rowan University is currently in the beginning stages of developing and planning a comprehensive, co-curricular student leadership program to be implemented on campus in the near future. This program would serve to enhance the leadership skills of all students on Rowan University's campus, including current student leaders as well as leaders of the future. As Intern to the Associate Vice President for Student Affairs, and as part of my graduate thesis, I have been tasked with forming and convening focus groups to discuss the needs for such a program as well as its possible effects upon our campus.

As an experienced administrator of the Division of Student Affairs, you have been recommended to be one of five participants in a focus group session to discuss the planning and development of this new student leadership program. This focus group session will be held in the Associate Vice President of Student Affairs' Conference Room, first level of Savitz Hall, on Wednesday, March 10th 2004 at 2:00PM. If you would like to participate in this focus group, please fill out the acknowledgment card and research consent form enclosed with this letter, and return it to me by using the included interoffice envelope by March 3rd 2004. If you do not wish to participate, simply return the acknowledgment card in the interoffice envelope. I hope to see you at the focus session and thank you for your assistance.

Sincerely,

Christopher A. Farrell
Graduate Intern to the Associate VP for Student Affairs

APPENDIX F

Consent Form

Consent Form for Leadership Program Focus Group Session
Conducted by Christopher Farrell
Spring 2004

I, _____, agree to participate in a study entitled, "The Planning and Development of a Co-Curricular Student Leadership Program at Rowan University." Mr. Christopher Farrell, a graduate student in the Educational Leadership Department at Rowan University, is conducting this study. This study's purpose is to develop/plan a comprehensive student leadership program for review by Rowan University's Division of Student Affairs. The data collected in this study will be submitted as a thesis project to be approved by the Department of Educational Leadership.

I understand that I will be asked to provide suggestions for a developing student leadership program through my participation in a focus group session with other members of the Rowan University community. I have been advised that the focus group session should not exceed 90 minutes. I consent to having my suggestions and comments recorded on audiotape and understand the contents of the audiotape will never be shared with anyone outside of my particular focus group. I give permission for the principal investigator, Mr. Farrell, to include my suggestions anonymously in his written thesis project.

I agree that information obtained from this focus session may be used in any way thought best by the researcher, provided that I am in no way identified to my specific commentary. I also understand that the positions of responsibility I currently hold on Rowan University's campus will be published for reference in Mr. Farrell's research, without the use of my name.

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 study, I may contact Mr. Christopher Farrell at (856) 256-7019, or Dr. Burton Sisco at (856) 256-3717.

_____   _____
(Signature of Participant)   (Date)

_____   _____
(Signature of Principal Investigator)   (Date)