

North Dakota State University
Graduate School

Title

Post Collegiate Preparedness of Graduating College Seniors at

North Dakota State University

By

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MASTER OF SCIENCE

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ABSTRACT

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The purpose of this study was to gain new insight on the preparedness for post-collegiate life of graduating college seniors who are living or have lived on-campus in the residence halls in comparison to those who have moved off-campus or have never lived on-campus at North Dakota State University.

An independent survey instrument was developed to assess post-collegiate preparedness for three key student outcomes: self-awareness and interpersonal sensitivity, citizenship, and life skills management. A comparison was made between the data collected from participating graduating seniors who live on-campus to that of the data collected from participating graduating seniors who live off-campus to determine the level of preparedness for post-collegiate life of each group. Additionally, a comparison was made between data collected from participating graduating seniors who have lived on-campus to that of data collected from participating seniors who have never lived on-campus.

Results comparing students living on-campus vs. off-campus showed differences in the areas of curiosity, student leadership, and employment while attending college. Results comparing students who have lived on-campus vs. never lived on-campus showed differences in the areas of leadership, campus involvement, and post-graduation employment.

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CHAPTER 1. INTRODUCTION

Learning, as defined by *Learning Reconsidered: A Campus Wide Focus on the Student Experience* (American College Personnel Association & National Association of Student Personnel Administrators, 2004) is, “a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independents of each other” (p. 4). This definition integrates the ideas of student learning and student development into a unified process, showing that one cannot happen without the other.

Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience. Student development, and the adaptation of learning to students’ lives and needs, are fundamental parts of engaged learning and liberal education. Learning, development and identity formation can no longer be considered as separate from each other; they are interactive and shape each other as they evolve. (American College Personnel Association & National Association of Student Personnel Administrators, 2004, p. 8)

Academic curriculum is often structured into categories to fulfill certain requirements: general education, major, and electives. This structure however, does not allow for intentional learning needs, styles, or interests of students (American College Personnel Association & National Association of Student Personnel Administrators, 2004). Too often there is lack of integration of academic general education requirements and out-of-classroom student affairs curriculum to meaningful life skills. Through transformative education, this disconnect can be overcome.

Mezirow, Taylor, and Associates (2009) identified ten phases of learning that become clarified in the transformative process:

1. A disorientating dilemma
2. Self-examination
3. A critical assessment of assumptions
4. Recognition of a connection between one's discontent and the process of transformation
5. Exploration of options for new roles, relationships, and action
6. Planning a course of action
7. Acquiring knowledge and skills for implementing one's plan
8. Provisional trying of new roles
9. Building competence and self confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective. (p. 19)

Learning Reconsidered: A Campus Wide Focus on the Student Experience (American College Personnel Association & National Association of Student Personnel Administrators, 2004) emphasized the need for colleges and universities to utilize transformative education as a means for student learning.

To support today's learning outcomes, the focus of education must shift from information transfer to identity development (transformation).

Transformative education places the student's reflective development at the core of the learning experience. The idea of transformative learning reinforces the root meaning of liberal education itself – freeing oneself

from the constraints of lack of knowledge and an excess of simplicity. In the transformative paradigm, the purpose of educational involvement is the evolution of multidimensional identity, including but not limited to cognitive, affective, behavioral and spiritual development. Therefore learning, as it is historically been understood, is included in a much larger context that requires consideration of what students know, who they are, what their values and behavior patterns are, and how they see themselves contributing to and participating in the world in which they live.

(American College Personnel Association & National Association of Student Personnel Administrators, p. 10)

To achieve transformative education, all aspects of a student's life must be considered.

Student development, as described by *Learning Reconsidered: A Campus Wide Focus on the Student Experience* (American College Personnel Association & National Association of Student Personnel Administrators, 2004), can be understood as a learning wave. "Adults, some of whom are students, constantly acquire information, examine its implications, apply it to areas of understanding and action that are personally significant, and reframe their perspectives as circumstances evolve through a process of transformative learning" (p. 12). Traditionally, student development theories have been separated into two groups: cognitive structural and psychosocial/identity.

Cognitive structural theories describe the evolution of increasingly complex ways of thinking about, organizing, and using information to justify arguments and make decisions leading to reasonable actions.

Psychosocial/identity theories emphasize the process by which students

think about who they are and how their own sense of self interfaces with the issues life places in their path. (American College Personnel Association & National Association of Student Personnel Administrators, 2004, p. 12)

Transformative education goes beyond these two individual theories and combines them to form a holistic theory on student learning.

Keeling (2006) summarized what has been learned about learning into four statements. "Learning has physiological, social and emotional, cognitive, and developmental dimensions" (p. 5). Students experience transformative learning in active, experiential, and emotionally safe environments. "Learning is characterized by a flowing process in which students acquire, analyze, and place information into a pre-existing pattern of meaning, often expanding or altering that pattern" (p. 5). Students form their identity by processing the world around them and integrating their experiences with their core perspectives and beliefs. "It is impossible to separate learning, development, and context" (p. 5). By integrating academic affairs and student affairs curriculum, more powerful learning opportunities can be created. "Powerful learning transforms how students view themselves and the world" (p. 5). Students are able to fully interpret the world around them and become life-long learners.

Keeling (2006) stated that students are more likely to experience transformative learning if they are engaged in experiences that:

1. Are challenging, but not threatening, such as computer games or simulations,
2. Are complex and designed to demonstrate a process or phenomenon clearly,

3. Provide the opportunity to process the experience verbally, either in writing or in conversation,
4. Expect the student to describe what the learning means personally, in the context of his or her life experience, and
5. Allow enough time to reflect on all of those questions. (p. 6)

Statement of the Problem

Information regarding student development from freshman to senior year in college is readily available; however, this information does not compare the development of students living on-campus versus off-campus. There is a need to ascertain whether on-campus living truly benefits students when compared with living off-campus.

Purpose of the Study

The purpose of this study was to gain new insight on the preparedness for post-collegiate life of graduating college seniors who are or have lived on-campus in the residence halls in comparison to those who have moved off-campus or have never lived on-campus at North Dakota State University.

Research Questions

1. What is the level of preparedness for post-collegiate life of graduating college seniors who are living or have lived on-campus in the residence halls at North Dakota State University?
2. What is the level of preparedness for post-collegiate life of graduating college seniors who have moved off-campus or have never lived on-campus at North Dakota State University?

Importance of the Study

The importance of this study was to determine whether residence hall living better prepares graduating college seniors for post-collegiate living. Life skill development is critical to the success of college graduates for life beyond college (Gardner, Van der Veer, & Associates, 1998). While attending college, students have opportunities to engage in leadership positions to develop skills in areas such as: decision making, conflict resolution, civic responsibility, values and beliefs systems, cognitive understanding, and other developmental areas. These skills are not traditionally part of a classroom curriculum; they are skills that are more often learned through normal day-to-day interactions and activities.

Hamrick, Evans, and Schuh (2002) discussed five key student outcomes, to be a: (a) self-aware and interpersonally sensitive individual, (b) democratic citizen, (c) educated person, (d) skilled worker, and (e) life skills manager. This study looked at 3 of the 5 student outcomes specifically (a) self-awareness and interpersonal sensitivity, (b) democratic citizenship, and (c) life skills management.

A consistent outcome associated with college attendance is the skill of knowing oneself and how to work with others. Self awareness and interpersonal sensitivity encompass these ideas.

The college experience is widely regarded as offering many opportunities for students to develop, among other things, personal and professional identity; knowledge of their learning, working, and interaction styles and capacities; knowledge of and about other people; and sense of self as an integral part of such collectives as the work group, family, community, or network. (Hamrick et al., 2002, p. 135)

The college experience allows students multiple opportunities to exercise citizenship ranging from reviewing a student government agenda, to attending a residence hall floor meeting to voice community concerns, to volunteering at a local food shelf. These are only a few examples of the activities college students can participate in to develop their citizenship potential.

Citizenship means actively attending to the well-being, continuity, and improvement of society through individual action or actions or civic and social collectives; the learning outcomes of citizenship is therefore development of a personal commitment to identity and advance social interests. (Hamrick et al., 2002, p. 183)

Typical programs offered by college include those that address academic support and success issues, such as career planning, study skills, and leadership development (Hamrick et al., 2002). An increasing trend is for college and universities to offer programs designed to enhance students' personal lives.

These programs include money management and wellness programs designed to help student develop dispositions, habits, and awareness that enhance their long-term well-being in areas such as health and personal finance. (p. 289)

By developing student skills in the areas of self-awareness and interpersonally sensitivity, democratic citizenship, and life skills management, colleges and universities are better preparing students for post-collegiate life. This study investigated these three desired student outcomes to determine if there was a significant advantage to on-campus living versus off-campus living in regards to post-collegiate preparation.

Limitations of the Study

This study focused only on graduating college seniors living on and off-campus at North Dakota State University. Conclusions from this study are not to be extended beyond this population sampled.

Organization of the Study

The next chapter will review the literature concerning college student expectations, leadership models, leadership development programs and college student development, and the college to career transition. Chapter 3 will detail the research design, methodology, and procedures. Chapter 4 includes the results of the research and will show the significant findings. Finally, Chapter 5 offers a discussion of the implications of the findings as well as recommendations for future research.

CHAPTER 2. REVIEW OF THE LITERATURE

The literature review explored current research on the following four topics: (a) Expectations of College Students, (b) Leadership Models, (c) Leadership Development Programs and College Student Development, and (d) College to Career Transition.

The first section, Expectations of College Students, will look at a longitudinal study performed at a small private liberal arts university in a southeastern state to determine whether the expectations of incoming freshman college students were met as they left the university as graduating seniors. The second section, Leadership Models, will offer a summary of leadership models often used in college and university settings. The leadership models that will be reviewed are: (a) Relational Leadership Model, (b) Social Change Model, (c) Servant Leadership Model, (d) Emotionally Intelligent Leadership, and (e) Leadership Identity Development. The third section, Leadership Development Programs and College Student Development, will look at the impact of leadership development programs on college student development. Finally, the fourth section, College to Career Transition, will focus on four dimensions that influence the transition from college to career: (a) college vs. corporate cultures, (b) cognitive development, (c) “successful” and “emotional” intelligences, and (d) competences.

Expectations of College Students

Griffith and McCoy (2002) performed a longitudinal study involving both qualitative and quantitative research methods to examine the academic, personal, and social expectations of college life of first time freshman at a small private liberal arts university in a southeastern state and to check 4 years later at their graduation to determine how well they felt those expectations were met. The qualitative data was collected using essay

analysis. The incoming freshman class of 1997 wrote essays describing their expectations of themselves and of the southeastern state university. Four years later, in April 2001, a random sample of these same students were given their freshman essay and were asked to write a senior essay evaluating their college experiences in terms of whether their expectations were met. The quantitative data was collected using two surveys developed by the Higher Education Research Institute (HERI) at UCLA. The incoming freshman class of 1997 took the Cooperative Institutional Research Program (CIRP) Freshman Survey. Four years later, the same students took the College Student Survey (CSS). The results of the Griffith and McCoy (2002) study were reported into three topical themes: academic expectations, personal expectations, and social expectations.

In the area of academic expectations, Griffith and McCoy (2002) identified five sub-themes: classes, grades, professors, achievement, and technology. Students expected the university to provide challenging classes. Students also expected they would achieve high grade point averages. "On the CSS/CIRP Surveys, 61% of freshman expected a grade point average of B or better, and 93% of the seniors reported a grade point average of B or better" (p. 7). Griffith and McCoy (2002) stated students expected professors to be helpful, caring, friendly, and provide individual attention. Students also expected to be prepared for life beyond college. Finally, students expected technology to play a significant part in their education.

In the area of personal expectations, Griffith and McCoy (2002) identified five sub-themes: friends, independence, moral/religious growth, career, and health and safety. While at the university, students expected to make life-long friendships with other students. Additionally, students expected to become adults while attending the university.

Griffith and McCoy (2002) stated students expected to experience moral and religious growth by maintaining high moral standards when faced with temptations. Students also expected the university to assist with career development, an issue that was once handled by family and friends. Finally, the students expected the university to provide a safe and comfortable living environment.

In the area of social expectations, Griffith and McCoy (2002) identified five sub-themes: diversity, club activities, volunteer activities, cultural activities, and social activities. While attending the university, students expected to interact with different cultural, socio-economic, and religious groups. Students also expected involvement in organizations and other extra-curricular activities. Griffith and McCoy (2002) go on to state students expected the opportunity to participate in volunteer work while attending the university. Additionally, students expected to attend cultural events such as concerts, lectures, and seminars. Finally, students expected an active social environment on-campus.

The academic, personal, and social expectations of college students are important factors to consider as colleges and universities design and implement curriculum to achieve transformative education and allow students to become life-long learners. In addition to knowing the expectations of college students, it is equally important to understand how college students develop their leadership. To understand this better, it is necessary to define leadership and learn about the different leadership models that are commonly used at colleges and universities.

Leadership Models

The definition of leadership has evolved through the years. Depending on circumstances, leadership can have different meanings to different individuals. Bass and

Bass (2008) described leadership through the past century.

Representative of definitions of leadership in the 1920's was impressing the will of the leader on those lead and inducing obedience, respect, loyalty, and cooperation. In the 1930's, leadership was considered a process through which the many were organized to move in a specific direction by the leader. In the 1940's, leadership was the ability to persuade and direct beyond the effects of power, position, or circumstance. In the 1950's, it was what leaders did in groups and the authority accorded to the leaders by the group members. In the 1960's, it was the influence to move others in a shared direction. In the 1970's the leader's influence was seen as discretionary and as varying from one member to another. In the 1980's, leadership was considered inspiring others to take some purposeful action. In the 1990's it was the influence of the leader and the followers who intended to make real changes that reflected their common purposes. In the first decade of the twenty-first century, the leader is seen as the person most responsible and accountable for the organization's actions. (p. 15)

Komives, Lucas and McMahon (2007) offer a contemporary definition of leadership as “a relational process, based on mutual goals, toward some action or change” (p. 41). From different definitions of leadership come different leadership models.

Relational Leadership Model

The Relational Leadership Model uses the definition “leadership is a relational and ethical process of people together attempting to accomplish positive change” (Komives,

Lucas, & McMahon, 2007, p. 74). Relational leadership is purposeful, inclusive, empowering, ethical, and about process. “Being purposeful means having a commitment to a goal or activity. It is also the ability to collaborate and to find common ground with others to facilitate positive change” (p. 80). Being purposeful allows for priorities to be set and decisions to be made that are congruent with the vision of the group. “Being inclusive means understanding, valuing, and actively engaging diversity in views, approaches, styles, and aspects of individuality such as sex or culture, that add multiple perspectives to a group’s activity” (pp. 85 - 86). Inclusiveness embraces all points of view and incorporates them to achieve change. “Being empowering means mitigating aspects of the environmental climate that can block meaningful involvement for others” (p. 90). Empowered environments allow for individuals to expect success, but also learn from failures and mistakes. Ethical leadership is “leadership that is driven by values and standards and leadership that is good – moral – in nature” (p. 97). Finally, Relational Leadership is about process. “Process refers to how the group goes about being a group, remaining a group, and accomplishing a group’s purpose” (p. 103). Process is intentional, emphasizing that “how” is just as important as “what.”

Social Change Model

The Social Change Model looks at leadership as a process, not a position. “The Social Change Model of Leadership Development (SCM) was created specifically for students in college who want to learn to work effectively with other to create social change over their lifetimes” (Higher Education Research Institute [HERI], 1996, as cited in Komives, Wagner, & Associates, 2009, p. 43). Komives, Wagner, and Associates (2009) stated “an underlying value and assumption of leadership for social change requires

individuals to dig deeper and embrace the plethora of perspectives that exist in our changing world” (pp. 43 – 44). The goal of the Social Change Model of Leadership Development is that through collaboration and common purpose, individuals and communities can generate positive change to create a better world. The authors of the Social Change Model wrote:

A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. (HERI, 1996, as cited in Komives et al., 2009, p. 45)

Servant Leadership Model

The Servant Leadership Model sees the roll of servant and leader as one in the same. “The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (Greenleaf, 1977, p. 23). Along with the idea of service comes stewardship.

Stewardship begins with the willingness to be accountable for some larger body than ourselves – an organization, a community. Stewardship springs from a set of beliefs about reforming organizations that affirms our choice for service over the pursuit of self-interest. When we choose service over

self-interest we say we are willing to be deeply accountable without choosing to control the world around us. It requires a level of trust that we are not used to holding. (Block, 1996, p. 6)

Servant leadership looks at the needs of the group first and keeps the idea of stewardship in the forefront. “The end goal of servant-leadership is for those who are served to grow, to become more knowledgeable and empowered, to gain interdependence or independence, and to become servant-leaders themselves” (Komives et al., 2007, p. 57).

Emotionally Intelligent Leadership

Shankman and Allen (2008) studied Emotionally Intelligent Leadership which combines two areas of research and theory: emotional intelligence and leadership.

“Foremost in this model of emotionally intelligent leadership, the leader must be conscious of three fundamental facets that contribute to the leadership dynamic: consciousness of context, self, and others” (p. 5). Consciousness of context refers to environmental awareness and group savvy. Consciousness of self refers to emotional self-perception, honest self-understanding, healthy self-esteem, emotional self-control, authenticity, flexibility, achievement, optimism, and initiative. Consciousness of others refers to empathy, citizenship, inspiration, influence, coaching, change agent, conflict management, developing relationships, teamwork, and capitalizing on difference.

Effective or ineffective leadership is therefore a relationship between these three facets: consciousness of context, consciousness of self, and consciousness of others. Leaders’ ability to monitor all three intentionally will aid in their ability to lead effectively. After all, leaders must be aware

of their capacities, the needs of those who follow them, and the environmental factors that come into play as well. (p. 6)

Leadership Identity Development

Leadership Identity Development is a process where individuals evaluate and reflect on their own self and their own leadership.

Leadership identity is the cumulative confidence in one's ability to intentionally engage with others to accomplish group objectives. Further, a relational leadership identity appears to be a sense of oneself as someone who believes that groups comprise interdependent members who do leadership together. (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005, p. 608)

The Leadership Identity Development theory has six stages that students experience over time: awareness, exploration/engagement, leader identified, leadership differentiated, generativity, and integration/synthesis. Table 1 defines the six stages of Leadership Identity Development.

Leadership Development Programs and College Student Development

Cress, Astin, Zimmermann-Oster, and Burkhardt (2001) performed a longitudinal examination across 10 institutions for which they had quantitative data to identify the effects of leadership development programs on college students. Two primary research questions guided the study. First, were the programs at the 10 institutions effective in enhancing students' leadership knowledge and skills? Second, what relationship, if any, appeared to exist between leadership development and other educational outcomes such as multicultural awareness and civic responsibility?

Table 1. Leadership Identity Development Stages

<i>LID stages</i>	<i>Stage description</i>	<i>Sample identity statement</i>
(1) Awareness	Becoming aware of how some people lead and influence others. Usually an external other person, like the U.S. president or a historic figure like Martin Luther King, Jr. [<i>feels dependent on others</i>]	A leader is someone out there, not me.
(2) Exploration/Engagement	Immersion in a breadth of group experiences (e.g., Scouts, youth group, swim team) to make friends and find a fit. [<i>feels dependent on others</i>]	Maybe I could be a leader.
(3) Leader Identified	Fully involved in organizations and groups. Holds a belief that the positional leader does leadership whereas other do followership. [<i>may be independent from others (being a leader), dependent on others (follower), or hold both views</i>]	If I am a leader, it is my responsibility to get the job done. If I am a follower, I need to help the leader get the job done.
(4) Leadership Differentiated	Recognizes that leadership comes from all around in an organization; as a positional leader seeks to be a facilitator and practices shared leadership; as a member, knows one is engaged in doing leadership. [<i>feels interdependent with others</i>]	I can be a leader even if I am not the leader and I see that leadership is also a process. We do leadership together.
(5) Generativity	Is concerned about the sustainability of the group and seeks to develop others; is concerned about personal passion to leave a legacy and have one's actions make a difference. [<i>feels interdependent with others</i>]	We all need to develop leadership in the organization and in others. I am responsible to serve the organization.
(6) Integration/Synthesis	Leadership capacity is an internalized part of oneself and part of the perspective one brings to all situations. [<i>feels interdependent with others</i>]	I can work with others to accomplish shared goals and work for change.

Source: Komives, Lucas & McMahon (2007, pp. 396 – 397)

Information initially reported by the institutions indicated that student leadership participants cited increased confidence in their abilities, leadership skills, and willingness to serve in a leadership role. Also, compared to nonparticipants, leadership program participants were noticeably more cooperative and less authoritarian and held more ethical views of leadership. However, although anecdotal information from each of the institutions indicated that student leadership knowledge and skills had increased; empirical evidence was needed to support this assertion. Moreover, the question still remained whether such intentional leadership development programs had a direct impact on students' educational development (Cress et al., 2001).

The findings reported provide clear evidence of student gains from participation in leadership development programs. Thus, as opposed to older notions of leadership as "positional" or "an inherent characteristic," all students who involve themselves in leadership training and education programs can increase their skills and knowledge. Therefore, these findings are a strong indication that leadership potential exists in every student and that colleges and universities can develop this potential through leadership programs and activities (Cress et al., 2001).

Magolda (2005) posited that student leaders can influence the success of other students within their organizations and therefore expand their own leadership skills.

Student leaders reap many benefits and rewards as a result of their involvement with campus organizations. In addition to enjoying the respect of their peers, they have opportunities to meet a variety of faculty, staff and students, exposing them to a range of different personalities and cultures. They typically grow in self confidence and practical competence

as they learn how to manage their time, energy, and their group's financial resources. In addition, the challenges they encounter in the course of these and other activities draw them out of their comfortable patterns of thinking and responding to situations, helping them to become more flexible, responsive, and reflective. (Kuh, 1995; Kuh & Lund, 1995, as cited in Magolda, 2005, p. 1)

Magolda (2005) offered six suggestions for student leaders to consider when working with their organizations: (a) understand and embrace your organization's mission, history and culture, (b) collaboration is essential, (c) improve group performance by being less ambitious and more focused, (d) focus on creating win-win scenarios for the organizational members and the students they serve, (e) strengthen the organization by strengthening its members, and (f) celebrate important events, transitions, and passages.

Magolda's (2005) first suggestion looked at the holistic purpose of a student organization. In order for a student organization to continue, student leaders must understand why the organization exists. "Leaders must understand their organization's purpose, values, and aspirations if they are to explain why the group exists and distinguish it from other groups on campus" (p. 2). Additionally, "understanding the unique institutional ethos and how this ethos developed over time pays huge dividends for student leaders and the peers they serve" (p. 2).

Magolda's (2005) second suggestion introduced collaboration between student leaders and faculty and staff. Collaboration is the idea of working with, not for.

In this sense, the student leaders preferred organizational advisors who listened, offered advice, shared responsibility and power, and helped them

'get things done.' In return, effective student leaders were good listeners, open to offering advice and sharing responsibility and power with their constituents. Most important, they focused on helping their constituents get things done. They see their role as doing thing with students to benefit students, rather than, for example, taking action or enacting legislation without soliciting or taking into account the views of their members or constituents. (p. 2)

Thirdly, Magolda (2005) suggested that by being less ambitious and more focused, an organization is able to focus its efforts and allow student leaders the opportunity to improve the lives of the organization's members.

While student retrospective sense-making of their leadership experiences resulted in agreements about the importance of continually setting, monitoring, negotiating, and scaling back organizational expectations and goals, this fluid style of leadership neither tempered nor derailed their desire to improve their group (p. 3).

Magolda's (2005) fourth suggestion proposed creating win-win scenarios. To accomplish this, student leaders must look for experiences that benefit both the organizational membership and the larger campus community.

Effective student organizations have leaders who recognize that that their best work is done when both their members and the larger campus community benefit. Leaders recognize that when learning is woven into the fabric of the co-curricular experience, organizational members are personally more satisfied and more receptive to serving others. (p. 3)

Fifth, to strengthen an organization, its membership must be strengthened.

Magolda (2005) stated,

While leaders recognized the need to “hit the ground running” and to get things done, they also made it a priority to sponsor opportunities for their members to take some share of responsibility for the organization’s performance which in turn would give them a chance to grow. (p. 3)

Additionally, “leaders also stressed the importance of setting high expectations for all members and using ‘whatever happens’ throughout the year as on-going learning opportunities for their members” (Magolda, 2005, p. 3).

Finally, Magolda (2005) suggested that celebrating milestones within the organization will keep organization members active. These milestones can manifest themselves in the form of traditions, rituals and recognition of contributions of the organizational membership. “Understanding the rhythm of the semester and how to interpret and shape the meaning embedded in these rituals can enhance student learning and leader effectiveness.” (Magolda, 2005, p. 3)

A qualitative study at the University of Wisconsin-Madison was performed to examine the impact of student leadership experiences on the personal and professional lives of alumni three to five years after graduation. “Student involvement is viewed to increase social and political awareness; improving writing and interpersonal communication, strengthen organization skills, contribute to cognitive development, and it has been closely related to later job success” (Pascarella & Terenzini, 1991; Terenzini, Pascarella, & Blimling, 1996; Whitt, 1994, as cited in Bialek & Lloyd, 1998, p. 1). The findings of the

study were broken into two parts: student leadership in retrospect and impact on current lives.

Regarding student leadership in retrospect, three themes were identified: student leadership resulted in meeting and working with a wide range of people, student involvement enhanced leadership, management, and teamwork skills, and student leadership increased the sense of pride in and the connection to the university (Bialek & Lloyd, 1998). Regarding impact on current lives, three themes were identified: professional leadership, management, and teamwork skills were enhanced, personal and professional interpersonal communication skills were improved, and self-confidence and professional poise were increased by student leadership experience (Bialek & Lloyd, 1998).

College to Career Transition

The transition from the college setting to the work setting can be difficult for graduating college seniors. [Colleges and universities are adept at providing skills and knowledge specific to degree completion; however are deficient at providing non-task specific professional skills to allow students to apply their discipline specific knowledge as new professionals (Gardner et al., 1998).]

Hettich (2000) stated "The transition between college and career is one of the most important and challenging changes an individual experiences, especially students who have limited 'real life' work experiences" (p. 1). The author also addressed the following four dimensions that influence the transition from college to career: (a) college vs. corporate cultures, (b) cognitive development, (c) "successful" and "emotional" intelligences, and (d) competences.

Students without 'real life' work experiences are often at a disadvantage when it comes time to making the transition from educational to corporate work settings. This transition consists not only of the application of knowledge and skills, it is the ability to successfully integrate into an established culture (Hettich, 2000). Gardner et al., (1998) stated,

The paradox is that although the *knowledge* acquired in college is critical to graduates' success, the *process* of succeeding in school is very different from the process of succeeding at work. Many of the skills students developed to be successful in education processes and the behaviors for which they were rewarded are not the ones they need to be successful at work. Worse yet, the culture of education is so different that when seniors continue to have the same expectations of their employers that they did of the college and professors, they are greatly disappointed with their jobs and make costly career mistakes. Despite their best attempts to make adjustments, they cannot adjust for educational conditioning because they are not conscious of it. (pp. 101-102)

The second topic discussed by Hettich (2000) was cognitive development. Four levels of knowing were discussed: Absolute, Transitional, Independent, and Contextual. As students' knowledge and roles of self grow, so does their cognitive ability and their processes of knowing. Students in the Absolute Knowing stage believe that knowledge is certain, and absolute answers exist in all areas. The Transitional Knowing stage is between Absolute Knowing and Independent Knowing where answers may not yet be known, but they will be. In Independent Knowing, knowledge is mostly uncertain. This stage allows

for all views to be equally valid.] In the [Contextual Knowing stage, knowledge remains uncertain; however, some knowledge is better based on evidence to support the claim.]

Magolda's research (as cited in Hettich, 2000) shows that students progress through the stages of cognitive development, starting at Absolute Knowing and progressing to Contextual Knowing; however, the upper levels of cognitive development are not reached until after they leave college and enter the workforce or graduate school. This shows that cognitive development should be focused on in the early college years in order for college seniors to reach the upper-level stages prior to their career transition. Additionally, as college students achieve upperclassman status, internships, research and other similar activities should be promoted to provide students opportunities to develop in the upper stages of Knowing (Hettich, 2000).

The third topic Hettich (2000) discussed relates to successful and emotional intelligence. Successful intelligence integrates analytical, creative, and practical intelligences to form individuals who are independent, self-motivated, and goal-orientated.

In short, the workplace is not simply a sequence of read-write-test-read-write-test events. Yet, the university is an environment where the analytical, creative, and practical components of successful intelligence are ever present. Opportunities to display Successful Intelligence are pervasive, but they are hidden in numerous problem solving situations, social interactions, and in explicit and implicit demand of the classroom.

(p. 9)

The model of emotional intelligence contains five domains of abilities: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and

handling relationships (Hettich, 2000).

The opportunities in a university environment which promote successful intelligence also facilitate the development of emotional intelligence: Classrooms that promote discussion, problem solving, and the exchange of ideas, labs where students must work collaboratively, residence halls where students must learn to live together, social clubs, study groups, skill-building seminars, and counseling sessions. (pp. 10-11)

The final topical area Hettich (2000) discussed was competences. As students are exposed to academic curricula, they are also immersed in the Covert Curriculum. The Covert Curriculum allows students to achieve competences related to routine skill-related activities, behaviors, and attitudes both inside and outside the classroom. These skills are called covert because most students are unaware of educational significance of their daily activities.

The most common example of the Covert Curriculum include learning strategies such as taking notes legibly, listening attentively, managing time and stress, setting goals, punctuality, improving reading speed and comprehension, and being organized. The Covert Curriculum also includes the interactions students have with teachers, peers, supervisors, family members, and others who shape interpersonal skills. These and similar behaviors are a major part of the student's experience. Although they are not listed in the academic bulletin nor directly reflected on a transcript, the habits and attitudes comprising the Covert Curriculum directly contribute to academic success and later to success in the

workplace. In short, they are transferable, life-long skills. (Hettich, 2000, p. 11)

Hettich (2000) concluded by reiterating that the transition from college to career is much more than finding a job; it is a highly complex and critical period for students. "Student should question their basic assumptions about cultural differences between college and workplace, about cognitive growth, about what constitutes intelligent behavior, and the role of competences" (p. 12).

Summary

The literature review was presented in four major topical areas: student expectations of college, leadership models, leadership development programs and college student development, and the college to career transition of college students. These topical areas correlate with three of the five desired college student outcomes: to be a self-aware and interpersonally sensitive individual, to be a democratic citizen, to be a life skills manager.

One theme was predominate throughout the literature review; the importance of student growth and development and its affect on college student success. It is clear that colleges and universities play an integral role in all areas of college student development. Documents concerning college student development support this idea; however, where information is lacking is in the area of on-campus versus off-campus living. Are students who are living on-campus learning from the leadership and community development initiatives that are in place in the residence halls? How are students developing while they live on-campus? How are student developing while they live off-campus? These questions

do not have clear answers in the current literature. It is for this reason that this study was conducted.

CHAPTER 3. METHODOLOGY AND PROCEDURES

Purpose of the Study

The purpose of this study was to gain new insight on the preparedness for post-collegiate life of graduating college seniors who are or have lived on-campus in the residence halls in comparison to those who have moved off-campus or have never lived on-campus at North Dakota State University.

Research Questions

1. What is the level of preparedness for post-collegiate life of graduating college seniors who are living or have lived on-campus in the residence halls at North Dakota State University?
2. What is the level of preparedness for post-collegiate life of graduating college seniors who have moved off-campus or have never lived on-campus at North Dakota State University?

Population of the Study

Participants of this study were graduating college seniors at North Dakota State University that live both on and off-campus. A total of 3072 students with senior status were invited to participate in the study. The complete list of students was obtained through the Office of Registration and Records.

Research Procedures

Participants of this study were invited to participate through e-mail notification. In the e-mail was a link to the survey instrument provided by StudentVoice, a higher education assessment program. Participants were informed that participation in the study was completely voluntary and that they may quit participating at any time. Participants

were also informed that their responses would be anonymous. The survey was open to participants for 12 days, starting on September, 23, 2009 through October 4, 2009.

Approval for the study was obtained from the NDSU Institutional Review Board by submitting the survey instrument and notification letter, which included all informed consent information, for permission to administer the study.

Instrumentation and Data Collection

An independent survey instrument was developed to assess post-collegiate preparedness for three of the five key student outcomes: self-awareness and interpersonal sensitivity, citizenship, and life skills management (Hamrick et al., 2002). For the outcome of self-awareness and interpersonal sensitivity, participants were asked to rate their perceived ability on a 7-point Likert scale with the response "Extremely Good" corresponding to 7 and the response "Extremely Poor" corresponding to 1 in the areas of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. Questions one through three looked at the area of wisdom and knowledge. Questions four through six examined the area courage. Questions seven through nine investigated the area of humility. Questions 10 through 12 explored the area of justice. Questions 13 through 15 looked at the area of temperance. Questions 16 through 18 examined the area of transcendence.

For the outcome of citizenship, participants were asked about their involvement in leadership and service organizations. Questions 19 through 22 asked participants about their involvement in student organizations. Questions 23 through 25 asked participants about their involvement in leadership programs. Questions 26 through 28 asked participants about their involvement with organizations dedicated to the service of the

NDSU community. Questions 29 through 31 asked participants about their involvement with organizations dedicated to the service of the Fargo-Moorhead community.

For the outcome of life skills management, students were asked questions related to goal setting, time management, effective communication, financial management, and career development. Questions 32 through 35 asked questions related to goal setting and goal tracking. Questions 36 through 59 again asked participants to rate their perceived ability on a seven point Likert scale with the response "Extremely Good" corresponding to 7 and the response "Extremely Poor" corresponding to 1. Questions 36 through 43 looked at the area of time management. In the area of effective communication questions 44 through 49 focused on oral communication skills and questions 50 through 53 focused on written communication skills. Questions 54 through 59 examined the area of financial management. Questions 60 through 64 investigated the area of career development.

To end the survey, participants were asked demographic questions. Question 65 asked participants to provide their gender. Question 66 asked for participants' ages. Question 67 asked participants how many years they have lived on-campus while question 68 asked participants if they currently lived on-campus.

Data Analysis

The data was analyzed by using means and standard deviations. When applicable, participant responses to open-ended questions were used to explain or support conclusions. *T*-tests were performed using Microsoft Excel to determine whether there were significant differences between the data collected from participating graduating seniors that live on-campus to that of the data collected from participating graduating seniors that live off-campus to determine the level of preparedness for post-collegiate life of each group.

Additionally, *t*-tests were performed to determine whether there were significant differences between the data collected from participating graduating seniors that have never lived on-campus to that of data collected from participating seniors that have lived on-campus.

CHAPTER 4. RESULTS

Purpose of the Study

The purpose of this study was to gain new insight on the preparedness for post-collegiate life of graduating college seniors who are or have lived on-campus in the residence halls in comparison to those who have moved off-campus or have never lived on-campus at North Dakota State University.

Research Questions

1. What is the level of preparedness for post-collegiate life of graduating college seniors who are living or have lived on-campus in the residence halls at North Dakota State University?
2. What is the level of preparedness for post-collegiate life of graduating college seniors who have moved off-campus or have never lived on-campus at North Dakota State University?

On-Campus vs. Off-Campus

Of the 3072 students who were invited to participate in the study, 171 completed the survey. Table 2 details of the 171 students who completed the survey, 28 students currently live on-campus while 143 students live off-campus.

A *t*-test with an alpha value of 0.05 was used to determine whether there was statistical significance between the on-campus student responses and the off-campus student responses. Table 3 shows the results of the *t*-tests for questions one through 18 regarding participants' perceived abilities for the outcome of self-awareness and interpersonal sensitivity.

Table 2. On-Campus vs. Off-Campus Population Statistics

	Years On-Campus	Sample Population	
		<i>n</i>	%
On-Campus	Less than 1 year	2	1.2%
	1 year	1	0.58%
	2 years	4	2.3%
	3 years	3	1.8%
	4 years	9	5.3%
	5 or more years	9	5.3%
	On-Campus Total	28	16.4%
Off-Campus		143	83.6%

Table 3. Self-awareness and Interpersonal Sensitivity *T*-test Results: On-Campus vs. Off-Campus (*n* = 171)

Q #		On-Campus			Off-Campus			Mean Diff	<i>p</i>
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
1	Creativity	28	5.18	1.16	143	5.36	0.88	-0.19	0.34
2	Curiosity	28	5.5	1.00	143	5.95	0.73	-0.45	0.01
3	Open-mindedness	28	5.75	0.75	143	5.91	0.83	-0.16	0.35
4	Persistence	28	5.71	0.94	143	5.66	0.91	0.05	0.79
5	Integrity	28	6.00	0.72	143	6.22	0.81	-0.22	0.19
6	Vitality	28	5.43	1.03	143	5.41	0.94	0.02	0.94
7	Relationships	28	5.46	1.00	143	5.75	1.04	-0.28	0.19
8	Kindness	28	5.75	0.93	143	5.91	0.94	-0.16	0.41
9	Social Intelligence	28	5.61	1.23	143	5.81	1.01	-0.20	0.35
10	Citizenship	28	5.68	0.67	143	5.68	0.84	0.00	1.00
11	Fairness	28	6.00	0.67	143	5.95	0.81	0.05	0.76
12	Leadership	28	5.93	0.90	143	5.81	0.90	0.12	0.53
13	Forgiveness	28	5.64	0.95	143	5.43	1.09	0.22	0.33
14	Humility	28	5.54	0.92	143	5.55	0.93	-0.01	0.96
15	Self-regulation	28	5.39	1.03	143	5.50	0.97	-0.11	0.59
16	Gratitude	28	5.61	0.99	143	5.90	0.87	-0.29	0.12
17	Hope	28	5.29	1.18	143	5.43	1.15	-0.14	0.56
18	Spirituality	28	5.39	1.26	143	5.27	1.31	0.13	0.64

* Scale: 1 = Extremely Poor, 2 = Remarkably Poor, 3 = Poor, 4 = So-So, 5 = Good, 6 = Remarkably Good, 7 = Extremely Good

Table 3 illustrates that for the outcome of self-awareness and interpersonal sensitivity, there were minimal differences between the mean responses of participants

living on-campus vs. off-campus. In the area of wisdom and knowledge, question two yielded a significant difference. Table 4 provides a breakdown for survey question two which asked students to rate their ability in the area of curiosity (interest, openness to experience). The on-campus student response mean was 5.5 in comparison to the off-campus student response mean of 5.95. This result shows that off-campus students have a higher perceived ability in the area of curiosity.

Table 4. Question 2: Please rate your ability in the following area: Curiosity (interest, openness to experience)

	Level of Ability						
	Extremely Poor %	Remarkably Poor %	Poor %	So-So %	Good %	Remarkably Good %	Extremely Good %
On-Campus	0.00%	0.00%	3.57%	10.71%	32.14%	39.29%	14.29%
Off-Campus	0.00%	0.00%	0.00%	2.80%	20.98%	54.55%	21.68%

For the outcome of citizenship (Table 5), two questions yielded considerable differences. Question 19 asked students if they were involved in any student organizations. Of the 28 on-campus student who responded, 25 (89.3%) reported they were involved in a student organization. Of the 143 off-campus students who responded, 89 (62.2%) reported they were involved in a student organization. Similarly, question 23 asked students if they were involved in any leadership programs. Of the 28 on-campus students, 14 (50%) reported they were involved in a leadership program compared to 38 of 143 (26.6%) off-campus students.

Table 5. Citizenship Significance Comparison: On-Campus vs. Off-Campus

		<u>Sample Population</u>	
		<u>On-Campus</u>	<u>Off-Campus</u>
		<i>n</i> (%)	<i>n</i> (%)
Question 19:	Yes	25 (89.3%)	89 (62.2%)
Are you involved in any student organizations?	No	3 (10.7%)	54 (37.8%)
	Total	28 (100%)	143 (100%)
Question 23:	Yes	14 (50.0%)	38 (26.6%)
Have you been involved in any leadership programs?	No	14 (50.0%)	105 (73.4%)
	Total	28 (100%)	143 (100%)

Table 6 shows the results of the *t*-tests for questions 36 through 59 regarding participants' perceived abilities for the outcome of life skills management. Table 6 illustrates that for the Likert scale questions related to the outcome of life skills management, there were minimal differences between the mean responses of participants living on-campus vs. off-campus.

Only question 63 in the area of career development (Table 7) yielded a considerable difference. Question 63 asked students if they held employment while attending college. Of the 28 on-campus students who responded, 21 (75.0%) reported they held employment while attending college. Of the 143 off-campus students who responded, 136 (95.1%) reported they held employment while attending college.

Table 6. Life Skills Management *T*-test Results: On-Campus vs. Off-Campus (n = 171)

Q #		On-Campus			Off-Campus			Mean Diff	<i>p</i>
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
36	Day to day planning	28	5.54	1.14	143	5.67	0.98	-0.14	0.51
37	Planning projects or complex tasks	28	5.61	0.92	143	5.64	0.96	-0.04	0.85
38	Medium/long range planning	28	5.32	1.02	143	5.27	1.18	0.05	0.84
39	Managing balance work/private/personal time	28	5.32	0.94	143	5.15	1.29	0.17	0.50
40	Delegating	28	5.11	0.96	143	5.18	1.07	-0.07	0.73
41	Prioritizing tasks and actions	28	5.82	0.77	143	5.66	0.99	0.16	0.41
42	Working to deadlines	28	5.71	0.76	143	5.73	1.03	-0.02	0.92
43	Maintaining personal schedule	28	5.50	1.00	143	5.47	1.12	0.03	0.89
44	Listening skills	28	5.89	0.69	143	5.85	0.87	0.05	0.79
45	Conversation skills	28	5.46	0.96	143	5.82	0.92	-0.35	0.07
46	Oral presentation skills	28	5.32	0.94	143	5.20	1.23	0.12	0.63
47	Conflict resolution skills	28	5.36	0.83	143	5.39	0.98	-0.03	0.86
48	Negotiation skills	28	5.29	0.94	143	5.38	0.96	-0.09	0.64
49	Interview skills	28	5.29	0.94	143	5.28	1.09	0.01	0.98
50	Spelling skills	28	5.11	1.50	143	5.41	1.41	-0.31	0.30
51	Grammar skills	28	5.25	1.29	143	5.55	1.24	-0.30	0.25
52	Writing skills	28	5.32	1.19	143	5.57	1.06	-0.25	0.26
53	Vocabulary skills	28	5.32	1.06	143	5.69	1.00	-0.36	0.08
54	Budgeting	28	5.21	0.83	143	5.06	1.30	0.16	0.54
55	Insurance planning	28	4.39	0.92	143	4.32	1.43	0.07	0.80
56	Retirement planning	28	4.07	1.05	143	3.99	1.49	0.09	0.77
57	Savings	28	5.07	1.02	143	4.64	1.39	0.44	0.12
58	Credit	28	5.36	0.87	143	5.14	1.46	0.22	0.45
59	Investing	28	4.29	0.85	143	3.94	1.54	0.35	0.25

* Scale: 1 = Extremely Poor, 2 = Remarkably Poor, 3 = Poor, 4 = So-So, 5 = Good, 6 = Remarkably Good, 7 = Extremely Good

Table 7. Life Skills Management Significance Comparison: On-Campus vs. Off-Campus

		Sample Population	
		On-Campus	Off-Campus
		<i>n</i> (%)	<i>n</i> (%)
Question 63:	Yes	21 (75%)	136 (95.1%)
Have you held employment while attending college?	No	7 (25%)	7 (4.3%)
Total		28 (100%)	143 (100%)

Lived On-Campus vs. Never Lived On-Campus

Table 8 illustrates that of the 171 students who completed the survey, 115 students have lived on-campus while 56 students never lived on-campus.

Table 8. Lived On-Campus vs. Never Lived On-Campus Population Statistics

	Years On-Campus	Sample Population	
		<i>n</i>	%
Lived On-Campus	Less than 1 year	14	8.2%
	1 year	37	21.6%
	2 years	31	18.1%
	3 years	14	8.2%
	4 years	10	5.8%
	5 or more years	9	5.3%
	Lived On-Campus Total	115	67.2%
Never Lived On-Campus		56	32.8%

A *t*-test with an alpha value of 0.05 was used to determine whether there was statistical significance between the students who have lived on-campus and those students who have never lived on-campus. Table 9 shows the results of the *t*-tests for questions one through 18 regarding participants' perceived abilities for the outcome of self-awareness and interpersonal sensitivity.

Table 9 illustrates that for the outcome of self-awareness and interpersonal sensitivity, there were minimal differences between the mean responses of participants who have lived on-campus vs. those who have never lived on-campus. In the area of justice, question 12 yielded a significant difference.

Table 9. Self-awareness and Interpersonal Sensitivity *T*-test Results: Lived On-Campus vs. Never Lived On-Campus (n = 171)

Q #		Lived On-Campus			Never Lived On-Campus			Mean Diff	<i>p</i>
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
1	Creativity	115	5.35	0.89	56	5.30	1.01	0.04	0.77
2	Curiosity	115	5.83	0.77	56	5.96	0.85	-0.13	0.32
3	Open-mindedness	115	5.85	0.83	56	5.95	0.80	-0.09	0.48
4	Persistence	115	5.68	0.84	56	5.66	1.05	0.02	0.91
5	Integrity	115	6.20	0.74	56	6.14	0.90	0.06	0.66
6	Vitality	115	5.43	0.95	56	5.38	0.98	0.06	0.70
7	Relationships	115	5.80	0.98	56	5.50	1.13	0.30	0.08
8	Kindness	115	5.94	0.88	56	5.77	1.04	0.17	0.26
9	Social Intelligence	115	5.83	1.06	56	5.68	1.01	0.15	0.39
10	Citizenship	115	5.76	0.77	56	5.52	0.87	0.24	0.07
11	Fairness	115	5.95	0.79	56	5.98	0.77	-0.03	0.79
12	Leadership	115	5.97	0.83	56	5.54	0.97	0.44	0.00
13	Forgiveness	115	5.47	1.04	56	5.45	1.17	0.02	0.89
14	Humility	115	5.63	0.92	56	5.38	0.93	0.25	0.10
15	Self-regulation	115	5.49	0.97	56	5.48	1.01	0.00	0.98
16	Gratitude	115	5.80	0.93	56	5.95	0.82	-0.15	0.32
17	Hope	115	5.47	1.11	56	5.27	1.23	0.20	0.28
18	Spirituality	115	5.30	1.36	56	5.25	1.16	0.05	0.80

* Scale: 1 = Extremely Poor, 2 = Remarkably Poor, 3 = Poor, 4 = So-So, 5 = Good, 6 = Remarkably Good, 7 = Extremely Good

Table 10 provides a breakdown for question 12 which asked students to rate their ability in the area of leadership (management). The mean of students who have lived on-campus was 5.97 in comparison to 5.54 of those students who have never lived on-campus. This result shows that students who have lived on-campus have a higher perceived ability in the area of leadership.

Table 10. Question 12: Please rate your ability in the following area: Leadership (management)

	Level of Ability						
	Extremely Poor %	Remarkably Poor %	Poor %	So-So %	Good %	Remarkably Good %	Extremely Good %
Lived On-Campus	0.00%	0.00%	0.87%	2.61%	22.61%	46.09%	27.83%
Never Lived On-Campus	0.00%	0.00%	1.79%	10.71%	37.50%	32.14%	17.86%

For the outcome of citizenship (Table 11), questions 19, 23, and 26 yielded considerable differences. Question 19 asked students if they were involved in any student organizations. Of the 115 students who have lived on-campus, 83 (72.1%) reported they were involved in a student organization. Of the 56 students who have never lived on-campus, 31 (55.4%) reported they were involved in a student organization. Question 23 asked students if they were involved in any leadership programs. Of the 115 students who have lived on-campus, 41 (35.7%) reported they were involved in a leadership program compared to 11 of 56 (19.6%) students who have never lived on-campus. Question 26 asked students if they were involved in any organizations dedicated to the service of the NDSU community. Of the 115 students who have lived on-campus, 38 (33.0%) reported being involved in an organization dedicated to the service of the NDSU community. Of the 56 students who have never lived on-campus, only 8 (14.3%) reported being involved in an organization dedicated to the service of the NDSU community.

Table 12 shows the results of the *t*-tests for questions 36 through 59 regarding participants' perceived abilities for the outcome of life skills management. Table 12 illustrates that for the Likert scale questions related to the outcome of life skills management, there were minimal differences between the mean responses of students who have lived on-campus vs. students who have never lived on-campus. Only question 64 in the area of career development (Table 13) yielded a considerable difference. Question 64 asked students if they had employment arranged for after graduation. Of the 115 students who have lived on-campus, only 22 (19.1%) reported having employment arranged for after graduation. Of the 56 students who have never lived on-campus, 21 (37.5%) reported having employment arranged for after college.

Table 11. Citizenship Significance Comparison: Lived On-Campus vs. Never Lived On-Campus

		<u>Sample Population</u>	
		Lived On-Campus	Never Lived On-Campus
		<i>n</i> (%)	<i>n</i> (%)
Question 19:	Yes	83 (72.1%)	31 (55.4%)
Are you involved in any student organizations?	No	32 (27.9%)	25 (44.6%)
	Total	115 (100%)	56 (100%)
Question 23:	Yes	41 (35.7%)	11 (19.6%)
Have you been involved in any leadership programs?	No	74 (64.3%)	45 (80.4%)
	Total	115 (100%)	56 (100%)
Question 26:	Yes	38 (33.0%)	8 (14.3%)
Are you involved in any organizations dedicated to the service of the NDSU community?	No	77 (67.0%)	7 (85.7%)
	Total	115 (100%)	56 (100%)

Table 12. Life Skills Management *T*-test Results: Lived On-Campus vs. Never Lived On-Campus (n = 171)

Q #		Lived On-Campus			Never Lived On-Campus			Mean Diff	<i>p</i>
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
36	Day to day planning	115	5.70	0.96	56	5.55	1.09	0.14	0.39
37	Planning projects or complex tasks	115	5.63	0.93	56	5.66	1.00	-0.03	0.82
38	Medium/long range planning	115	5.27	1.15	56	5.30	1.17	-0.03	0.86
39	Managing balance work/private/personal time	115	5.18	1.20	56	5.16	1.32	0.02	0.91
40	Delegating	115	5.20	1.07	56	5.11	1.00	0.09	0.59
41	Prioritizing tasks and actions	115	5.64	0.97	56	5.77	0.93	-0.12	0.43
42	Working to deadlines	115	5.73	0.91	56	5.73	1.14	0.00	0.99
43	Maintaining personal schedule	115	5.50	1.10	56	5.43	1.13	0.07	0.71
44	Listening skills	115	5.90	0.77	56	5.77	0.97	0.13	0.35
45	Conversation skills	115	5.71	0.90	56	5.86	1.02	-0.14	0.35
46	Oral presentation skills	115	5.23	1.17	56	5.20	1.21	0.04	0.84
47	Conflict resolution skills	115	5.39	0.93	56	5.38	1.00	0.02	0.92
48	Negotiation skills	115	5.35	0.90	56	5.39	1.06	-0.05	0.77
49	Interview skills	115	5.37	1.01	56	5.11	1.15	0.26	0.14
50	Spelling skills	115	5.32	1.49	56	5.45	1.29	-0.12	0.59
51	Grammar skills	115	5.53	1.24	56	5.43	1.29	0.10	0.62
52	Writing skills	115	5.57	1.12	56	5.46	1.01	0.10	0.57
53	Vocabulary skills	115	5.58	1.01	56	5.71	1.02	-0.13	0.43
54	Budgeting	115	4.97	1.29	56	5.32	1.08	-0.36	0.08
55	Insurance planning	115	4.23	1.33	56	4.54	1.41	-0.30	0.17
56	Retirement planning	115	3.97	1.37	56	4.05	1.54	-0.08	0.73
57	Savings	115	4.72	1.33	56	4.68	1.39	0.04	0.84
58	Credit	115	5.20	1.34	56	5.13	1.48	0.08	0.74
59	Investing	115	3.98	1.38	56	4.02	1.61	-0.04	0.88

* Scale: 1 = Extremely Poor, 2 = Remarkably Poor, 3 = Poor, 4 = So-So, 5 = Good, 6 = Remarkably Good, 7 = Extremely Good

Table 13. Life Skills Management Statistical Significance Comparison: Lived On-Campus vs. Never Lived On-Campus

		Sample Population	
		Lived On-Campus	Never Lived On-Campus
		<i>n</i> (%)	<i>n</i> (%)
Question 64:	Yes	22 (19.1%)	21 (37.5%)
Do you have employment arranged for after graduation?	No	77 (80.9%)	35 (62.5%)
	Total	115 (100%)	56 (100%)

CHAPTER 5. CONCLUSIONS

Summary

The purpose of this study was to gain new insight on the preparedness for post-collegiate life of graduating college seniors who are or have lived on-campus in the residence halls in comparison to those who have moved off-campus or have never lived on-campus at North Dakota State University. The study sought to answer the following questions:

1. What is the level of preparedness for post-collegiate life of graduating college seniors who are living or have lived on-campus in the residence halls at North Dakota State University?
2. What is the level of preparedness for post-collegiate life of graduating college seniors who have moved off-campus or have never lived on-campus at North Dakota State University?

A survey instrument was developed to assess post-collegiate preparedness for three key student outcomes: self-awareness and interpersonal sensitivity, citizenship, and life skills management. For the outcome of self-awareness and interpersonal sensitivity, participants were asked questions rating their perceived ability in the areas of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. For the outcome of citizenship, participants were asked about their involvement in leadership and service organizations. For the outcome of life skills management, students were asked questions related to goal setting, time management, effective communication, financial management, and career development.

A comparison was made between the data collected from participating graduating seniors that lived on-campus to that of the data collected from participating graduating seniors that lived off-campus to determine the level of preparedness for post-collegiate life of each group. Additionally, a comparison was made between data collected from participating graduating seniors that have lived on-campus to that of data collected from participating seniors that have never lived on-campus. Analysis included *t*-tests to ascertain whether or not there was statistical significance difference between the different populations.

This chapter will summarize the major findings of the study and discuss conclusions based on the findings. Following the discussion, recommendations for future research on preparedness for post-collegiate life of graduating college seniors will be presented.

Limitations of the Study

This study was conducted at North Dakota State University (NDSU) during the fall 2009 academic semester. Data was collected from students with senior status. Of the 3072 possible participants, there were 171 who completed the survey. Of the 171 participants, 28 (16.4%) were living on-campus while 143 (83.6%) were living off-campus. Additionally, of the 171 participants, 115 (67.2%) reported having lived on-campus at some point while attending NDSU while 56 (32.8%) reported never living on-campus while attending NDSU.

Major Findings

The first comparison that was made was of students living on-campus vs. students living off-campus. For the outcome of self-awareness and interpersonal sensitivity, the only

area where there was a significant difference was wisdom and knowledge, specifically related to the topic of curiosity. The off-campus student population showed a greater perceived ability in this area. For the outcome of citizenship, it was shown that in the area of student leadership that on-campus students were more likely to take advantage of these opportunities than those students living off-campus. Finally, for the outcome of life skills management, the only area where there was a significant difference was career development, specifically related employment while attending college. The off-campus student population showed it was more likely to have employment while attending college.

The second comparison that was made was of students who have lived on-campus vs. students who have never lived on-campus. For the outcome of self-awareness and interpersonal sensitivity, the only area where there was a significant difference was justice, specifically related to the topic of leadership. The students who have lived on-campus showed greater perceived ability in this area. For the outcome of citizenship, it was shown that students who have lived on-campus were more likely to be involved in student organizations, leadership programs, and dedicated to the service of the university. Finally, for the outcome of life skills management, the only area where there was a significant difference was career development, specifically related to post-graduation employment. The students who have never lived on-campus showed they were more likely to have employment arranged for after graduation.

Discussion

Both research questions sought to determine preparedness of graduating college seniors for life beyond college. These questions can be difficult to answer due to individual student perceptions and experiences. When examining the overall responses to the

questions related to the outcome of self-awareness and interpersonal sensitivity, every question resulted in a mean score higher than 5.0, meaning students perceive their abilities in these areas as “Good” or better. In contrast, when examining the overall responses to the questions related to the outcome of citizenship, involvement in student organizations was the only area in which a majority of students (67%) said they were involved. Finally, when examining the overall responses to the questions related to the outcome of life skills management, nearly all students set both personal and professional goals and work to achieve them. Additionally nearly all questions using the Likert scale resulted in a mean score of 5.0 or higher. The only area where students’ mean responses fell below the 5.0 was financial management, specifically related to the topics of insurance planning, retirement planning, savings, and investing. Additionally, student responses were all above 50% for the questions regarding employment except in the area of post graduation employment where only 25% of students stated they have employment arranged for after graduation. In many of the developmental areas examined in this study, NDSU students perceive themselves prepared for post-collegiate life. This is a promising statement as it should be a goal of colleges and universities to develop students through transformative education.

Through comparison of the on-campus vs. off-campus students, only minor differences were shown between each population’s perceived abilities for the outcomes of self-awareness and interpersonal sensitivity, citizenship, and life skills management. According to the survey results, off-campus students showed greater levels of curiosity than on-campus students. The topic of curiosity looked at students’ interest in new things and openness to new experiences. This result shows that students living off-campus are

generally more curious about the world around them. Secondly, according to the survey results, on-campus students were more likely to be involved in both student organizations and leadership programs. These results show that living on-campus provided students greater opportunities to expand their leadership abilities. A review of the literature shows that engaging in student leadership while attending college can significantly improve students' educational gains (Bialek & Lloyd, 1998; Cress et al., 2001; Magolda, 2005). Finally, off-campus students were more likely to have employment while attending college. From examining student responses as to why students were not involved with leadership and service organizations, many students expressed they needed to hold employment to help pay for their education; hence, limiting available time to be involved in leadership and service organizations. The data shows that on-campus students are more apt to take advantage of leadership opportunities while off-campus students are more apt to pursue employment while attending college. [Literature on the topic of post-collegiate employment states that students with 'real life' work experiences are more easily able to make the college to career transition] (Gardner et al., 1998; Hettich, 2000).

Through comparison of the students who have lived on-campus vs. never lived on-campus, again only minor differences were shown between the population's perceived abilities for the outcomes of self-awareness and interpersonal sensitivity, citizenship, and life skills management. According to the survey results, students who lived on-campus showed a greater ability in leadership. This result shows that those students who lived on-campus were able to expand and test their leadership and management skills more than those students who never lived on-campus. A review of the literature shows that colleges and universities expose students to a variety of leadership models (Greenleaf, 1977;

Komives et al., 2007; Komives et al., 2005; Komives et al., 2009; Shankman & Allen, 2008). This exposure allows students to explore and develop their own style of leadership. Secondly, according to the survey results, students who lived on-campus were more likely to be involved in student organizations, leadership programs, and organizations dedicated to the service of the NDSU community. This result shows that those students who have lived on-campus, even for a short time, found opportunities to be involved and form a connection to the campus and were willing to dedicate time and energy to its service. Finally, according to the survey results, students who have never lived on-campus were more likely to have post-graduation employment arranged. This result shows that students who have never lived on-campus are better prepared to achieve post-graduation employment. A circumstance that could have affected this result is the current recession and unemployment rate.

After reviewing the findings of this study, the Division of Student Affairs, specifically the Department of Residence Life at NDSU should re-examine and assess its impact on student development. Are the programs and initiatives that the Department of Residence Life and the Division of Student Affairs provides truly making a difference in student development? Students who have lived on-campus or who are currently living on-campus are exposed more directly to these programs and initiatives designed to enhance their skills in the developmental areas discussed in this study; however, the results of the study show minimal differences in the development between these students and those who are living off-campus or who have never lived on-campus. It is the responsibility of the Division of Student Affairs and its multiple departments to see that students are receiving

opportunities to grow in the developmental areas reviewed in this study as to better prepare them for post-collegiate life.

Recommendations for Future Research

A major limitation of this study was the somewhat small participation level, particularly that of the on-campus students. Future studies should include a more balanced sample as to better compare the results.

Additional research should be done with this current student population 5 years from now to determine whether their current perceptions of their level of post-collegiate preparedness are congruent with their actual post-collegiate abilities. In addition, to provide a benchmark, a pre-assessment of first-year students should be done using the same survey instrument. Additional research should also be done on each of the other areas where there was significant difference between the on-campus and off-campus populations as well as the student populations that lived on-campus vs. never lived on-campus. This additional research may provide further insight on how to better prepare North Dakota State University's graduating seniors for post-collegiate life.

Final Conclusion

It is apparent that colleges and universities play a vital role in students' overall development. How colleges and universities take this responsibility will directly impact graduating college seniors and their level of preparedness for post-collegiate life. As stated in the current research, students have expectations of the universities they attend. Institutions of higher education have a responsibility to meet and exceed these expectations. By providing students the opportunities to engage in transformative learning, many of these expectations can be fulfilled. Past research has also shown that by providing

students the opportunity to engage leadership development programs, all students can become leaders. By becoming leaders, students are better preparing themselves for life beyond college. It is not by classroom instruction alone that students become educated; it is in conjunction with the out of classroom experiences that students become life-long learners and therefore are prepared for post-collegiate life.

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APPENDIX A. SURVEY INSTRUMENT

Please rate your ability in the following areas:

1. Creativity (ingenuity)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

2. Curiosity (interest, openness to experience)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

3. Open-mindedness (judgment, critical thinking)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

4. Persistence (perseverance, industriousness)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

5. Integrity (authenticity, honesty)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor

- f. Remarkable Poor
 - g. Extremely Poor
6. Vitality (enthusiasm, vigor)
- a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor
7. Relationships (personal interactions)
- a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor
8. Kindness (generosity, compassion)
- a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor
9. Social Intelligence (emotional, personal)
- a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor
10. Citizenship (social responsibility, teamwork)
- a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor

g. Extremely Poor

11. Fairness (equality)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

12. Leadership (management)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

13. Forgiveness (mercy)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

14. Humility (modesty)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

15. Self-regulation (self control)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

16. Gratitude (appreciation)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

17. Hope (optimism)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

18. Spirituality (purpose)
 - a. Extremely Good
 - b. Remarkable Good
 - c. Good
 - d. So-So
 - e. Poor
 - f. Remarkable Poor
 - g. Extremely Poor

19. Are you involved in any student organizations?
 - a. Yes
 - b. No

20. With what student organizations have you been involved?

21. Why have you not been involved in any student organizations?

22. Have you held any leadership positions within these organizations?
 - a. Yes
 - b. No (why not?)

23. Have you been involved in any leadership programs?
 - a. Yes
 - b. No

24. With what leadership programs have you been involved?

25. Why have you not been involved in any leadership programs?
26. Are you involved in any organizations dedicated to the service of the NDSU community?
- Yes
 - No
27. With what NDSU community service organizations have you been involved?
28. Why have you not been involved in any organizations dedicated to the NDSU community?
29. Are you involved in any organizations dedicated to the service of the Fargo-Moorhead community?
- Yes
 - No
30. With what Fargo-Moorhead community service organizations have you been involved?
31. Why have you not been involved in any organizations dedicated to the Fargo-Moorhead community?
32. Do you set professional goals?
- Yes
 - No
33. Do you set personal goals?
- Yes
 - No
34. Do you work to achieve your goals on a regular basis?
35. How do you track your goal progress?

Please rate your ability in the following areas:

36. Day to day planning
- Extremely Good
 - Remarkable Good
 - Good
 - So-So
 - Poor
 - Remarkable Poor
 - Extremely Poor

37. Planning projects or complex tasks

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

38. Medium/long range planning

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

39. Managing the balance between work/private/personal time

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

40. Delegating

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

41. Prioritizing tasks and actions

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

42. Working to deadlines

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

43. Maintaining a personal schedule

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

Please rate your ability in the following areas:

44. Listening skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

45. Conversational skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

46. Oral presentation skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

47. Conflict resolution skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

48. Negotiation skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

49. Interview skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

50. Spelling skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

51. Grammar skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

52. Writing skills

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

53. Vocabulary skills (use of language)

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

Please rate your ability in the following areas:

54. Budgeting

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

55. Insurance planning

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

56. Retirement planning

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

57. Savings

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

58. Credit

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

59. Investing

- a. Extremely Good
- b. Remarkable Good
- c. Good
- d. So-So
- e. Poor
- f. Remarkable Poor
- g. Extremely Poor

60. Do you have a resume?

- a. Yes
- b. No

61. Have you participated in an on-the-job internship or a cooperative education experience?

- a. Yes
- b. No

62. Have you had a professional interview?

- a. Yes
- b. No

63. Have you held employment while attending college?

- a. Yes
- b. No

64. Do you have employment arranged for after graduation?

- a. Yes

b. No

65. What is your gender?

- a. Male
- b. Female
- c. Transgender

66. What is your current age?

- a. 17 years of younger
- b. 18-20 years old
- c. 21-23 years old
- d. 24-26 years old
- e. 27-29 years old
- f. 30 years old or older

67. While attending NDSU, how many years have you lived in on-campus housing?

- a. I did not live on-campus
- b. Less than 1 year
- c. 1 year
- d. 2 years
- e. 3 years
- f. 4 years
- g. 5 or more years

68. Do you currently live on-campus?

- a. Yes
- b. No

APPENDIX B. E-MAIL SENT TO STUDENTS

Dear Graduating College Senior:

My name is Joshua Onken. I am a graduate student in the Educational Leadership program at North Dakota State University, and I am conducting a research project to gain new insight on the preparedness for life beyond college of graduating college seniors. A comparison will be made between those who currently live on-campus and those who live off campus. It is our hope, that with this research, we will learn more about the needs of graduating college seniors to better prepare them for life beyond college.

Because you are a senior student eligible for graduation either in December 2009 or May 2010, you are invited to take part in this research project. Your participation is entirely your choice, and you may change your mind or quit participating at any time, with no penalty to you.

It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known risks. You are not expected to get any benefit from being in this research study. However, benefits to future graduating college seniors are likely to include programs aimed to better prepare college seniors for life beyond college.

This survey should take about 30 minutes to complete with questions about self-awareness, citizenship, and life-skills management. This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you. To participate in the survey, please follow the following instructions.

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuid=ef47ca687d4a4477b3c68971fdc819d1&p=1>

If you have any questions about this project, please call me at 701-231-3221, or contact my advisor, Thomas Hall, at 701-231-8589 or Thomas.E.Hall@ndsu.edu.

You have rights as a research participant. If you have questions about your rights or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program at 701.231.8908, ndsu.irb@ndsu.edu, or by mail at: NDSU HRPP Office, NDSU Dept 4000, PO Box 6050, Fargo, ND 58108-6050.

Thank you for your taking part in this research. If you wish to receive a copy of the results, please e-mail me at Joshua.Onken@ndsu.edu.

APPENDIX C. REMINDER E-MAIL SENT TO STUDENTS

Dear Graduating College Senior:

My name is Joshua Onken. I am a graduate student in the Educational Leadership program at North Dakota State University, and I am conducting a research project to gain new insight on the preparedness for life beyond college of graduating college seniors. A comparison will be made between those who currently live on-campus and those who live off campus. It is our hope, that with this research, we will learn more about the needs of graduating college seniors to better prepare them for life beyond college.

This is a reminder that if you wish to participate in this research project, you must do so by October 4, 2009.

This survey should take about 30 minutes to complete with questions about self-awareness, citizenship, and life-skills management. This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you. To participate in the survey, please follow the following instructions.

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuiid=ef47ca687d4a4477b3c68971fdc819d1&p=1>

If you have any questions about this project, please call me at 701-231-3221, or contact my advisor, Thomas Hall, at 701-231-8589 or Thomas.E.Hall@ndsu.

You have rights as a research participant. If you have questions about your rights or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program at 701.231.8908, ndsu.irb@ndsu.edu, or by mail at: NDSU HRPP Office, NDSU Dept 4000, PO Box 6050, Fargo, ND 58108-6050.

Thank you for your taking part in this research. If you wish to receive a copy of the results, please e-mail me at Joshua.Onken@ndsu.edu.

APPENDIX D. ON-CAMPUS VS. OFF-CAMPUS SURVEY RESULTS

Question 1: Please rate your ability in the following area: Creativity (ingenuity)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	3.57	3.57	14.29	39.29	28.57	10.71
Off-Campus	0.00	0.00	0.70	13.29	46.15	28.67	11.19

Question 2: Please rate your ability in the following area: Curiosity (interest, openness to experience)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	10.71	32.14	39.29	14.29
Off-Campus	0.00	0.00	0.00	2.80	20.98	54.55	21.68

Question 3: Please rate your ability in the following area: Open-mindedness (judgment, critical thinking)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	42.86	39.29	17.86
Off-Campus	0.00	0.00	0.70	4.20	22.38	48.95	23.78

Question 4: Please rate your ability in the following area: Persistence (perseverance, industriousness)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	10.71	28.57	39.29	21.43
Off-Campus	0.00	0.00	1.40	6.99	34.27	38.46	18.88

Question 5: Please rate your ability in the following area: Integrity (authenticity, honesty)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	25.00	50.00	25.00
Off-Campus	0.00	0.00	0.00	2.80	15.38	39.16	42.66

Question 6: Please rate your ability in the following area: Vitality (enthusiasm, vigor)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	14.29	32.14	35.71	14.29
Off-Campus	0.00	0.00	3.50	11.89	34.27	40.56	9.79

Question 7: Please rate your ability in the following area: Relationships (personal interactions)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	14.29	25.00	46.43	10.71
Off-Campus	0.00	0.00	2.80	9.09	25.87	34.97	27.27

Question 8: Please rate your ability in the following area: Kindness (generosity, compassion)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	7.14	35.71	32.14	25.00
Off-Campus	0.00	0.70	0.00	6.99	20.98	42.66	28.67

Question 9: Please rate your ability in the following area: Social Intelligence (emotional, personal)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	7.14	10.71	25.00	28.57	28.57
Off-Campus	0.00	0.00	2.80	9.09	17.48	45.45	25.17

Question 10: Please rate your ability in the following area: Citizenship (social responsibility, teamwork)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	42.86	46.43	10.71
Off-Campus	0.00	0.00	0.70	4.90	37.06	40.56	16.78

Question 11: Please rate your ability in the following area: Fairness (equality)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	21.43	57.14	21.43
Off-Campus	0.00	0.00	0.00	4.20	22.38	47.55	25.87

Question 12: Please rate your ability in the following area: Leadership (management)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	7.14	21.43	42.86	28.57
Off-Campus	0.00	0.00	1.40	4.90	28.67	41.26	23.78

Question 13: Please rate your ability in the following area: Forgiveness (mercy)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	3.57	35.71	39.29	17.86
Off-Campus	0.00	0.00	5.59	13.29	30.77	33.57	16.78

Question 14: Please rate your ability in the following area: Humility (modesty)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	14.29	32.14	39.29	14.29
Off-Campus	0.00	0.00	0.70	13.99	30.07	40.56	14.69

Question 15: Please rate your ability in the following area: Self-regulation (self control)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	28.57	14.29	46.43	10.71
Off-Campus	0.00	0.00	2.10	13.29	31.47	38.46	14.69

Question 16: Please rate your ability in the following area: Gratitude (appreciation)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	7.14	32.14	39.29	17.86
Off-Campus	0.00	0.00	1.40	3.50	24.48	45.45	25.17

Question 17: Please rate your ability in the following area: Hope (optimism)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	3.57	0.00	0.00	10.71	42.86	32.14	10.71
Off-Campus	0.00	1.40	3.50	15.38	29.37	31.47	18.88

Question 18: Please rate your ability in the following area: Spirituality (purpose)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	3.57	0.00	0.00	7.14	50.00	17.86	21.43
Off-Campus	0.70	2.10	5.59	19.58	24.48	28.67	18.88

Questions 19: Are you involved in any student organizations?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<u>n</u>	<u>n</u>
	<u>(%)</u>	<u>(%)</u>
Yes	25 (89.29%)	89 (62.24%)
No	3 (10.71%)	54 (37.76%)
Total	28 (100%)	143 (100%)

Note. Question 20 asked participants what student organizations they have been involved with. Responses included organizations in five general areas: major related, personal interest, fraternities and sororities, student/residence hall government, and honor societies. Question 21 asked participants why they were not involved in student organizations. The primary themes of the responses were lack of time and interest.

Questions 22: Have you held any leadership positions within these organizations?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	20 (80.00%)	56 (62.92%)
No (why not?)	5 (20.00%)	33 (37.08%)
Total	25 (100%)	89 (100%)

Note. From reviewing participant responses as to why not, the primary themes of the responses were initial entry into the organizations, lack of interest, lack of knowledge, and lack of time.

Questions 23: Have you been involved in any leadership programs?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	14 (50.00%)	38 (26.57%)
No	14 (50.00%)	105 (73.43%)
Total	28 (100%)	143 (100%)

Note. Question 24 asked participants what leadership programs they have been involved with. Responses included: LeaderQuest, Kujenga, the President's Leadership Conference, Student Government, being a Resident Assistant, National Residence Hall Honorary (NRHH), and Residence Life Leadership Training Day. Question 25 asked participants why they were not involved in leadership programs. The primary themes of the responses were lack of time, interest, and awareness of the programs.

Questions 26: Are you involved in any organizations dedicated to the service of the NDSU community?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	11 (39.29%)	35 (24.48%)
No	17 (60.71%)	108 (75.52%)
Total	28 (100%)	143 (100%)

Note. Question 27 asked participants what NDSU service organizations they have been involved with. Responses included: Volunteer Network, National Residence Hall Honorary (NRHH), Greek Life, and Students Today Leaders Forever (STLF). Question 28 asked participants why they were not involved in NDSU service organizations. The primary themes of the responses were lack of time and interest.

Questions 29: Are you involved in any organization dedicated to the service of the Fargo-Moorhead community?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	5 (17.86%)	45 (31.47%)
No	23 (82.14%)	98 (68.53%)
Total	28 (100%)	143 (100%)

Note. Question 30 asked participants what Fargo-Moorhead service organizations they have been involved with. Responses included: Big Brothers Big Sisters, United Way, Habitat for Humanity, YWCA, Churches United for the Homeless, and the 2009 Flood Fight. Question 31 asked participants why they were not involved in NDSU service organizations. The primary themes of the responses were lack of time and interest.

Questions 32: Do you set professional goals?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	23 (82.14%)	128 (89.51%)
No	5 (17.86%)	15 (3.50%)
Total	28 (100%)	143 (100%)

Questions 33: Do you set personal goals?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	25 (89.29%)	138 (96.50%)
No	3 (10.71%)	5 (3.50%)
Total	28 (100%)	143 (100%)

Questions 34: Do you work to achieve your goals on a regular basis?

	Sample Population	
	On-Campus	Off-Campus
	<i>n</i> (%)	<i>n</i> (%)
Yes (how?)	24 (92.31%)	121 (85.82%)
No	2 (7.69%)	20 (14.8%)
Total	26 (100%)	141 (100%)

Note. From reviewing participant responses as to how they achieve their goals, the primary themes of the responses were maintaining high performance, self discipline, hard work/determination, and time management/planning. Question 35 asked participants how they track their goal progress. The primary themes of the responses were by grades/GPA, maintaining check-lists, and self-reflection.

Question 36: Please rate your ability in the following area: Day to day planning

	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
On-Campus	0.00	0.00	7.14	10.71	21.43	42.86	17.86
Off-Campus	0.00	0.00	2.10	8.39	31.47	36.36	21.68

Question 37: Please rate your ability in the following area: Planning projects or complex tasks

	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
On-Campus	0.00	0.00	0.00	10.71	35.71	35.71	17.86
Off-Campus	0.00	0.70	0.70	9.09	31.47	39.16	18.88

Question 38: Please rate your ability in the following area: Medium/long range planning

	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
On-Campus	0.00	0.00	3.57	14.29	42.86	25.00	14.29
Off-Campus	0.00	0.70	8.39	13.29	34.97	25.87	16.78

Question 39: Please rate your ability in the following area: Managing the balance between work/private/personal time

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	10.71	46.43	28.57	10.71
Off-Campus	1.40	2.10	4.90	20.98	27.27	29.37	13.99

Question 40: Please rate your ability in the following area: Delegating

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	7.14	14.29	42.86	32.14	3.57
Off-Campus	0.70	1.40	2.10	18.18	39.16	29.37	9.09

Question 41: Please rate your ability in the following area: Prioritizing tasks and actions

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	39.29	39.29	21.43
Off-Campus	0.00	0.70	2.10	7.69	28.67	41.96	18.88

Question 42: Please rate your ability in the following area: Working to deadlines

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	3.57	35.71	46.43	14.29
Off-Campus	0.00	1.40	0.70	6.29	32.17	33.57	25.87

Question 43: Please rate your ability in the following area: Maintaining a personal schedule

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	7.14	42.86	28.57	17.86
Off-Campus	0.00	2.10	2.10	13.29	30.07	34.27	18.18

Question 44: Please rate your ability in the following area: Listening skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	0.00	28.57	53.57	17.86
Off-Campus	0.00	0.00	1.40	2.10	31.47	40.56	24.48

Question 45: Please rate your ability in the following area: Conversation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	17.86	32.14	35.71	14.29
Off-Campus	0.00	0.00	2.10	5.59	23.78	45.45	23.08

Question 46: Please rate your ability in the following area: Oral presentation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	25.00	25.00	42.86	7.14
Off-Campus	1.40	1.40	4.20	18.18	31.47	30.07	13.29

Question 47: Please rate your ability in the following area: Conflict resolution skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	14.29	42.86	35.71	7.14
Off-Campus	0.00	0.00	2.80	13.99	37.76	32.17	13.29

Question 48: Please rate your ability in the following area: Negotiation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	10.71	50.00	25.00	10.71
Off-Campus	0.00	0.00	2.10	16.78	32.87	37.76	10.49

Question 49: Please rate your ability in the following area: Interview skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	10.71	50.00	25.00	10.71
Off-Campus	0.00	0.70	4.90	17.48	32.17	32.17	12.59

Question 50: Please rate your ability in the following area: Spelling skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	3.57	0.00	7.14	25.00	21.43	21.43	21.43
Off-Campus	0.70	3.50	5.59	13.99	24.48	23.78	27.97

Question 51: Please rate your ability in the following area: Grammar skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	7.14	25.00	28.57	14.29	25.00
Off-Campus	1.40	0.70	2.80	12.59	27.27	30.07	25.17

Question 52: Please rate your ability in the following area: Writing skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	7.14	14.29	39.29	17.86	21.43
Off-Campus	0.00	1.40	1.40	10.49	32.17	34.27	20.28

Question 53: Please rate your ability in the following area: Vocabulary skills (use of language)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	7.14	3.57	57.14	14.29	17.86
Off-Campus	0.00	0.70	0.00	11.19	29.37	35.66	23.08

Question 54: Please rate your ability in the following area: **Budgeting**

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	0.00	17.86	50.00	25.00	7.14
Off-Campus	1.40	1.40	9.09	16.78	35.66	20.98	14.69

Question 55: Please rate your ability in the following area: **Insurance planning**

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	17.86	35.71	35.71	10.71	0.00
Off-Campus	4.20	3.50	19.58	28.67	25.17	10.49	8.39

Question 56: Please rate your ability in the following area: **Retirement planning**

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	3.57	0.00	21.43	42.86	25.00	7.14	0.00
Off-Campus	6.29	4.90	30.77	22.38	18.88	11.19	5.59

Question 57: Please rate your ability in the following area: **Savings**

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	10.71	7.14	53.57	21.43	7.14
Off-Campus	2.80	1.40	14.69	28.67	27.27	13.29	11.89

Question 58: Please rate your ability in the following area: **Credit**

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	3.57	7.14	46.43	35.71	7.14
Off-Campus	2.80	1.40	7.69	18.88	27.27	20.28	21.68

Question 59: Please rate your ability in the following area: Investing

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
On-Campus	0.00	0.00	21.43	32.14	42.86	3.57	0.00
Off-Campus	9.09	1.40	30.77	27.97	14.69	8.39	7.69

Questions 60: Do you have a resume?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<u>n</u> <u>(%)</u>	<u>n</u> <u>(%)</u>
Yes	26 (92.86%)	126 (88.11%)
No	2 (7.14%)	17 (11.89%)
Total	28 (100%)	143 (100%)

Questions 61: Have you participated in an on-the-job internship or cooperative education experience?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<u>n</u> <u>(%)</u>	<u>n</u> <u>(%)</u>
Yes	18 (64.29%)	77 (53.85%)
No	10 (35.71%)	66 (46.15%)
Total	28 (100%)	143 (100%)

Questions 62: Have you had a professional interview?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<u>n</u> <u>(%)</u>	<u>n</u> <u>(%)</u>
Yes	24 (85.71%)	103 (72.03%)
No	4 (14.29%)	40 (27.97%)
Total	28 (100%)	143 (100%)

Questions 63: Have you held employment while attending college?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	21 (75.00%)	136 (95.10%)
No	7 (25.00%)	7 (4.90%)
Total	28 (100%)	143 (100%)

Questions 64: Do you have employment arranged for after graduation?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	4 (14.29%)	39 (27.27%)
No	24 (85.71%)	104 (72.73%)
Total	28 (100%)	143 (100%)

Questions 65: What is your gender?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Male	20 (71.43%)	58 (40.56%)
Female	8 (28.57%)	85 (59.44%)
Transgender	0 (0.00%)	0 (0.00%)
Total	28 (100%)	143 (100%)

Questions 66: What is your age?

	Sample Population	
	On-Campus	Off-Campus
	<i>n</i> (%)	<i>n</i> (%)
17 years or younger	0 (0.00%)	0 (0.00%)
18 – 20 years old	1 (3.57%)	3 (2.10%)
21 – 23 years old	22 (78.57%)	104 (72.73%)
24 – 26 years old	5 (17.86%)	15 (10.49%)
27 – 29 years old	0 (0.00%)	6 (4.20%)
30 years old or older	0 (0.00%)	15 (10.49%)
Total	28 (100%)	143 (100%)

Questions 67: How many years have you lived on-campus?

	Sample Population	
	On-Campus	Off-Campus
	<i>n</i> (%)	<i>n</i> (%)
I did not live on campus	0 (0.00%)	56 (39.16%)
Less than 1 year	2 (7.14%)	12 (8.39%)
1 year	1 (3.57%)	36 (25.17%)
2 years	4 (14.29%)	27 (18.88%)
3 years	3 (10.71%)	11 (7.69%)
4 years	9 (32.14%)	1 (0.70%)
5 or more years	9 (32.14%)	0 (0.00%)
Total	28 (100%)	143 (100%)

Questions 68: Do you currently live on-campus?

	<u>Sample Population</u>	
	<u>On-Campus</u>	<u>Off-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	28 (100.00%)	0 (0.00%)
No	7 (0.00%)	143 (100.00%)
Total	28 (100%)	143 (100%)

APPENDIX E. LIVED ON-CAMPUS VS. NEVER LIVED ON-CAMPUS SURVEY

RESULTS

Question 1: Please rate your ability in the following area: Creativity (ingenuity)							
	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.87	0.87	10.43	47.83	30.43	9.57
Never Lived On-Campus	0.00	0.00	1.79	19.64	39.29	25.00	14.29
Question 2: Please rate your ability in the following area: Curiosity (interest, openness to experience)							
	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.00	0.87	3.48	23.48	55.65	16.52
Never Lived On-Campus	0.00	0.00	0.00	5.36	21.43	44.64	28.57
Question 3: Please rate your ability in the following area: Open-mindedness (judgment, critical thinking)							
	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.00	0.87	3.48	26.96	46.96	21.74
Never Lived On-Campus	0.00	0.00	0.00	3.57	23.21	48.21	25.00
Question 4: Please rate your ability in the following area: Persistence (perseverance, industriousness)							
	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.00	0.00	7.83	33.04	42.61	16.52
Never Lived On-Campus	0.00	0.00	3.57	7.14	33.93	30.36	25.00

Question 5: Please rate your ability in the following area: Integrity (authenticity, honesty)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	0.00	1.74	13.91	46.96	37.39
Never Lived On-Campus	0.00	0.00	0.00	3.57	23.21	28.57	44.64

Question 6: Please rate your ability in the following area: Vitality (enthusiasm, vigor)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	3.48	11.30	33.91	40.87	10.43
Never Lived On-Campus	0.00	0.00	3.57	14.29	33.93	37.50	10.71

Question 7: Please rate your ability in the following area: Relationships (personal interactions)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	2.61	7.83	20.87	44.35	24.35
Never Lived On-Campus	0.00	0.00	3.57	14.29	35.71	21.43	25.00

Question 8: Please rate your ability in the following area: Kindness (generosity, compassion)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	0.00	6.96	20.87	43.48	28.70
Never Lived On-Campus	0.00	1.79	0.00	7.14	28.57	35.71	26.79

Question 9: Please rate your ability in the following area: Social Intelligence (emotional, personal)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	4.35	7.83	16.52	43.48	27.83
Never Lived On-Campus	0.00	0.00	1.79	12.50	23.21	41.07	21.43

Question 10: Please rate your ability in the following area: Citizenship (social responsibility, teamwork)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	0.00	2.61	36.52	43.48	17.39
Never Lived On-Campus	0.00	0.00	1.79	7.14	41.07	37.50	12.50

Question 11: Please rate your ability in the following area: Fairness (equality)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	0.00	4.35	20.87	50.43	24.35
Never Lived On-Campus	0.00	0.00	0.00	1.79	25.00	46.43	26.79

Question 12: Please rate your ability in the following area: Leadership (management)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	0.87	2.61	22.61	46.09	27.83
Never Lived On-Campus	0.00	0.00	1.79	10.71	37.50	32.14	17.86

Question 13: Please rate your ability in the following area: Forgiveness (mercy)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	4.35	11.30	33.91	33.91	16.52
Never Lived On-Campus	0.00	0.00	7.14	12.50	26.79	35.71	17.86

Question 14: Please rate your ability in the following area: Humility (modesty)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	0.87	12.17	26.09	45.22	15.65
Never Lived On-Campus	0.00	0.00	0.00	17.86	39.29	30.36	12.50

Question 15: Please rate your ability in the following area: Self-regulation (self control)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	1.74	16.52	25.22	44.35	12.17
Never Lived On-Campus	0.00	0.00	1.79	14.29	35.71	30.36	17.86

Question 16: Please rate your ability in the following area: Gratitude (appreciation)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.00	0.00	2.61	4.35	26.09	44.35	22.61
Never Lived On-Campus	0.00	0.00	0.00	3.57	25.00	44.64	26.79

Question 17: Please rate your ability in the following area: Hope (optimism)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	0.87	0.00	2.61	13.04	33.91	30.43	19.13
Never Lived On-Campus	0.00	3.57	3.57	17.86	26.79	33.93	14.29

Question 18: Please rate your ability in the following area: Spirituality (purpose)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u> %	<u>Remarkably Poor</u> %	<u>Poor</u> %	<u>So-So</u> %	<u>Good</u> %	<u>Remarkably Good</u> %	<u>Extremely Good</u> %
Lived On-Campus	1.74	1.74	5.22	16.52	26.09	27.83	20.87
Never Lived On-Campus	0.00	1.79	3.57	19.64	33.93	25.00	16.07

Questions 19: Are you involved in any student organizations?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u> <i>n</i> (%)	<u>Never Lived On-Campus</u> <i>n</i> (%)
Yes	83 (72.17%)	31 (55.36%)
No	32 (27.83%)	25 (44.64%)
Total	115 (100%)	56 (100%)

Note. Question 20 asked participants what student organizations they have been involved with. Responses included organizations in five general areas: major related, personal interest, fraternities and sororities, student/residence hall government, and honor societies. Question 21 asked participants why they were not involved in student organizations. The primary themes of the responses were lack of time and interest.

Questions 22: Have you held any leadership positions within these organizations?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	65 (78.31%)	11 (35.48%)
No (why not?)	18 (21.69%)	20 (64.52%)
Total	83 (100%)	31 (100%)

Note. From reviewing participant responses as to why not, the primary themes of the responses were initial entry into the organizations, lack of interest, lack of knowledge, and lack of time.

Questions 23: Have you been involved in any leadership programs?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	41 (35.65%)	11 (19.64%)
No	74 (64.35%)	45 (80.36%)
Total	115 (100%)	56 (100%)

Note. Question 24 asked participants what leadership programs they have been involved with. Responses included: LeaderQuest, Kujenga, the President's Leadership Conference, Student Government, being a Resident Assistant, National Residence Hall Honorary (NRHH), and Residence Life Leadership Training Day. Question 25 asked participants why they were not involved in leadership programs. The primary themes of the responses were lack of time, interest, and awareness of the programs.

Questions 26: Are you involved in any organizations dedicated to the service of the NDSU community?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	38 (33.04%)	8 (14.29%)
No	77 (66.96%)	48 (85.71%)
Total	115 (100%)	56 (100%)

Note. Question 27 asked participants what NDSU service organizations they have been involved with. Responses included: Volunteer Network, National Residence Hall Honorary (NRHH), Greek Life, and Students Today Leaders Forever (STLF). Question 28 asked participants why they were not involved in NDSU service organizations. The primary themes of the responses were lack of time and interest.

Questions 29: Are you involved in any organization dedicated to the service of the Fargo-Moorhead community?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	32 (27.83%)	18 (32.14%)
No	83 (72.17%)	38 (67.86%)
Total	115 (100%)	56 (100%)

Note. Question 30 asked participants what Fargo-Moorhead service organizations they have been involved with. Responses included: Big Brothers Big Sisters, United Way, Habitat for Humanity, YWCA, Churches United for the Homeless, and the 2009 Flood Fight. Question 31 asked participants why they were not involved in NDSU service organizations. The primary themes of the responses were lack of time and interest.

Questions 32: Do you set professional goals?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	103 (89.57%)	48 (85.71%)
No	12 (10.43%)	8 (14.29%)
Total	115 (100%)	56 (100%)

Questions 33: Do you set personal goals?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	108 (93.91%)	55 (98.21%)
No	7 (6.09%)	1 (1.79%)
Total	115 (100%)	56 (100%)

Questions 34: Do you work to achieve your goals on a regular basis?

	Sample Population	
	Lived On-Campus	Never Lived On-Campus
	<i>n</i> (%)	<i>n</i> (%)
Yes (how?)	97 (86.61%)	48 (87.27%)
No	15 (13.39%)	7 (12.73%)
Total	112 (100%)	55 (100%)

Note. From reviewing participant responses as to how they achieve their goals, the primary themes of the responses were maintaining high performance, self discipline, hard work/determination, and time management/planning. Question 35 asked participants how they track their goal progress. The primary themes of the responses were by grades/GPA, maintaining check-lists, and self-reflection.

Question 36: Please rate your ability in the following area: Day to day planning

	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.00	2.61	6.09	31.30	39.13	20.87
Never Lived On-Campus	0.00	0.00	3.57	14.29	26.79	33.93	21.43

Question 37: Please rate your ability in the following area: Planning projects or complex tasks

	Level of Ability						
	Extremely Poor	Remarkably Poor	Poor	So-So	Good	Remarkably Good	Extremely Good
	%	%	%	%	%	%	%
Lived On-Campus	0.00	0.87	0.00	9.57	31.30	41.74	16.52
Never Lived On-Campus	0.00	0.00	1.79	8.93	33.93	32.14	23.21

Question 38: Please rate your ability in the following area: Medium/long range planning

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.87	7.83	11.30	39.13	25.22	15.65
Never Lived On-Campus	0.00	0.00	7.14	17.86	30.36	26.79	17.86

Question 39: Please rate your ability in the following area: Managing the balance between work/private/personal time

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.87	1.74	5.22	18.26	29.57	33.04	11.30
Never Lived On-Campus	1.79	1.79	3.57	21.43	32.14	21.43	17.86

Question 40: Please rate your ability in the following area: Delegating

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.87	1.74	1.74	16.52	38.26	33.04	7.83
Never Lived On-Campus	0.00	0.00	5.36	19.64	42.86	23.21	8.93

Question 41: Please rate your ability in the following area: Prioritizing tasks and actions

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.87	1.74	6.09	33.04	40.00	18.26
Never Lived On-Campus	0.00	0.00	1.79	7.14	25.00	44.64	21.43

Question 42: Please rate your ability in the following area: Working to deadlines

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.87	0.00	5.22	33.91	39.13	20.87
Never Lived On-Campus	0.00	1.79	1.79	7.14	30.36	28.57	30.36

Question 43: Please rate your ability in the following area: Maintaining a personal schedule

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	1.74	2.61	10.43	33.04	33.91	18.26
Never Lived On-Campus	0.00	1.79	1.79	16.07	30.36	32.14	17.86

Question 44: Please rate your ability in the following area: Listening skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	0.87	0.00	29.57	47.83	21.74
Never Lived On-Campus	0.00	0.00	1.79	5.36	33.93	32.14	26.79

Question 45: Please rate your ability in the following area: Conversation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	0.87	8.70	26.96	45.22	18.26
Never Lived On-Campus	0.00	0.00	3.57	5.36	21.43	41.07	28.57

Question 46: Please rate your ability in the following area: Oral presentation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	1.74	0.87	3.48	15.65	33.04	34.78	10.43
Never Lived On-Campus	0.00	1.79	3.57	26.79	25.00	26.79	16.07

Question 47: Please rate your ability in the following area: Conflict resolution skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	2.61	12.17	40.00	33.91	11.30
Never Lived On-Campus	0.00	0.00	1.79	17.86	35.71	30.36	14.29

Question 48: Please rate your ability in the following area: Negotiation skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.00	1.74	13.91	41.74	33.04	9.57
Never Lived On-Campus	0.00	0.00	3.57	19.64	23.21	41.07	12.50

Question 49: Please rate your ability in the following area: Interview skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.87	2.61	13.91	36.52	33.91	12.17
Never Lived On-Campus	0.00	0.00	8.93	21.43	32.14	25.00	12.50

Question 50: Please rate your ability in the following area: Spelling skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	1.74	3.48	6.96	14.78	20.00	27.83	25.22
Never Lived On-Campus	0.00	1.79	3.57	17.86	32.14	14.29	30.36

Question 51: Please rate your ability in the following area: Grammar skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.87	0.87	4.35	11.30	28.70	28.70	25.22
Never Lived On-Campus	1.79	0.00	1.79	21.43	25.00	25.00	25.00

Question 52: Please rate your ability in the following area: Writing skills

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	1.74	2.61	9.57	31.30	33.04	21.74
Never Lived On-Campus	0.00	0.00	1.79	14.29	37.50	28.57	17.86

Question 53: Please rate your ability in the following area: Vocabulary skills (use of language)

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	0.00	0.87	0.87	9.57	37.39	30.43	20.87
Never Lived On-Campus	0.00	0.00	1.79	14.29	37.50	28.57	17.86

Question 54: Please rate your ability in the following area: Budgeting

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	1.74	0.87	9.57	20.00	35.65	19.13	13.04
Never Lived On-Campus	0.00	1.79	3.57	10.71	42.86	26.79	14.29

Question 55: Please rate your ability in the following area: Insurance planning

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	3.48	2.61	22.61	30.43	26.09	8.70	6.09
Never Lived On-Campus	3.57	3.57	12.50	28.57	28.57	14.29	8.93

Question 56: Please rate your ability in the following area: Retirement planning

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	4.35	4.35	31.30	28.70	17.39	8.70	5.22
Never Lived On-Campus	8.93	3.57	25.00	19.64	25.00	14.29	3.57

Question 57: Please rate your ability in the following area: Savings

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	1.74	1.74	14.78	22.61	33.04	15.65	10.43
Never Lived On-Campus	3.57	0.00	12.50	30.36	28.57	12.50	12.50

Question 58: Please rate your ability in the following area: Credit

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	1.74	0.87	8.70	13.91	32.17	24.35	18.26
Never Lived On-Campus	3.57	1.79	3.57	23.21	26.79	19.64	21.43

Question 59: Please rate your ability in the following area: Investing

	<u>Level of Ability</u>						
	<u>Extremely Poor</u>	<u>Remarkably Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	<u>Remarkably Good</u>	<u>Extremely Good</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lived On-Campus	6.96	1.74	26.96	31.30	20.87	7.83	4.35
Never Lived On-Campus	8.93	0.00	33.93	23.21	16.07	7.14	10.71

Questions 60: Do you have a resume?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<u>n</u> <u>(%)</u>	<u>n</u> <u>(%)</u>
Yes	103 (89.57%)	49 (87.50%)
No	12 (10.43%)	7 (12.50%)
Total	115 (100%)	56 (100%)

Questions 61: Have you participated in an on-the-job internship or cooperative education experience?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<u>n</u> <u>(%)</u>	<u>n</u> <u>(%)</u>
Yes	69 (60.00%)	26 (46.43%)
No	46 (40.00%)	30 (53.57%)
Total	115 (100%)	56 (100%)

Questions 62: Have you had a professional interview?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	85 (73.91%)	42 (75.00%)
No	30 (26.09%)	14 (25.00%)
Total	115 (100%)	56 (100%)

Questions 63: Have you held employment while attending college?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	105 (91.30%)	52 (92.86%)
No	10 (8.70%)	4 (7.14%)
Total	115 (100%)	56 (100%)

Questions 64: Do you have employment arranged for after graduation?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	22 (19.13%)	21 (37.50%)
No	93 (80.87%)	35 (62.50%)
Total	115 (100%)	56 (100%)

Questions 65: What is your gender?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Male	50 (43.48%)	28 (50.00%)
Female	65 (56.52%)	28 (50.00%)
Transgender	0 (0.00%)	0 (0.00%)
Total	115 (100%)	56 (100%)

Questions 66: What is your age?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
17 years or younger	0 (0.00%)	0 (0.00%)
18 – 20 years old	4 (3.48%)	0 (0.00%)
21 – 23 years old	96 (83.48%)	30 (53.57%)
24 – 26 years old	12 (10.43%)	8 (14.29%)
27 – 29 years old	1 (0.87%)	5 (8.93%)
30 years old or older	2 (1.74%)	13 (23.21%)
Total	115 (100%)	56 (100%)

Questions 67: How many years have you lived on-campus?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
I did not live on campus	0 (0.00%)	56 (100.00%)
Less than 1 year	14 (12.17%)	0 (0.00%)
1 year	37 (32.17%)	0 (0.00%)
2 years	31 (26.96%)	0 (0.00%)
3 years	14 (12.17%)	0 (0.00%)
4 years	10 (8.70%)	0 (0.00%)
5 or more years	9 (7.83%)	0 (0.00%)
Total	115 (100%)	56 (100%)

Questions 68: Do you currently live on-campus?

	<u>Sample Population</u>	
	<u>Lived On-Campus</u>	<u>Never Lived On-Campus</u>
	<i>n</i> (%)	<i>n</i> (%)
Yes	28 (24.34%)	0 (0.00%)
No	7 (75.65%)	143 (100.00%)
Total	115 (100%)	143 (100%)

APPENDIX F. IRB APPROVAL

NDSU**NORTH DAKOTA STATE UNIVERSITY***Institutional Review Board*

*Office of the Vice President for Research, Creative Activities and Technology Transfer
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Federalwide Assurance #FWA00002439
Expires April 24, 2011

July 14, 2009

Dr. Thomas Hall
School of Education
FLC 210B

Re: IRB Certification of Human Research Project:

"Post-collegiate Preparedness of Graduating College Seniors and North Dakota State University"

Protocol #HE10006

Co-investigator(s) and research team: **Joshua Onken**Study site(s): **NDSU** Funding: **n/a**

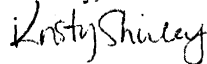
It has been determined that this human subjects research project qualifies for exempt status (category # **2b**) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on the protocol form received 7/13/09 and consent/information sheet received 7/9/09.

Please also note the following:

- This determination of exemption expires 3 years from this date. If you wish to continue the research after 7/13/2012, submit a new protocol several weeks prior to this date.
- The project must be conducted as described in the approved protocol. If you wish to make changes, pre-approval is to be obtained from the IRB, unless the changes are necessary to eliminate an apparent immediate hazard to subjects. A *Protocol Amendment Request Form* is available on the IRB website.
- Prompt, written notification must be made to the IRB of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Any significant new findings that may affect the risks and benefits to participation will be reported in writing to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB policies.

Thank you for complying with NDSU IRB procedures; best wishes for success with your project.

Sincerely,



Kristy Shirley
Research Compliance Administrator