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Journal of the Indiana University Student Personnel Association

2014-2015 Edition

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INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

Department of Higher Education and Student Affairs
School of Education
W.W. Wright Education Building, Suite 4228
Bloomington, Indiana 47405 (812) 856-8362 / 856-8364

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In 1987, Betty Greenleaf stated, "if every graduate contributed $10 annually, we would make it." We are happy to announce that the graduating master's cohort has taken Betty's challenge one-step further. This year, the master's cohort supported the HESA alumni fund by continuing the HESA Class Gift Campaign, which was inaugurated by the 2013 master's cohort. In recognition of their contribution, the IUSPA journal would like to recognize the donors from the 2015 master's cohort.

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Letter from the Editors

Bernard H. Lawson and Matthew D. Cramer

We are proud to present the 2014-2015 Journal of the Indiana University Student Personnel Association (IUSPA Journal), which is a publication of original scholarly works in the field of student affairs. The IUSPA Journal has a long tradition of providing an opportunity for Higher Education and Student Affairs (HESA) master's and doctoral students to publish in a peer-reviewed public forum. First debuted in 1967, the Journal has also featured numerous articles by HESA doctoral students, alumni, and others associated with the program. To keep up with modern trends in technology and education, the Journal made the move to an online format in 2010 and is now available to a much wider audience through the IUScholarWorks database, a service provided by the Indiana University Digital Libraries Program. We are also proud to present the entire digital archives, which include original publications from 1967 to the most recent issue of the IUSPA Journal available on IUScholarWorks. We hope that you will not only enjoy but also be intellectually challenged by the excellent student scholarship you will find in the 2014-2015 Journal and on our IUScholarWorks digital archives.

This edition features articles relevant to the field of student affairs and higher education, both past and present. "Advising Student Organizations: A Literature Review and Recommendations for Future Research" offers a look into the current literature surrounding the advising of student organizations, as well as providing recommendations on how to address the ever-changing role of the advisor. Readers will look back into the past with "Education for Domesticity: Women in the Indiana University Halls of Residence, 1945-1960", an article which tracks the experience of women at Indiana University through the lens of IU's residential policies. In "Examining the Perceptions of Students of Color in the Resident Assistant Selection Process", the article's authors explore the racial climate that students of color feel during the RA selection process at a large, Mid-Western Predominantly White Institution. Looking into how first years' expectations matched with the reality of residential living, "Expectations versus Reality: First-year Students' Transition into Residential Living" offers fresh perspective on first year transition and its implications. Exploring the relationship between students' engagement in deep approaches to learning and measures of affective learning outcomes is "Deep Approaches and Learning Outcomes: An Exploration Using Indirect Measures". Lastly, "The Impact of Dr. Martin Luther King, Jr. Day celebrations at Indiana University Bloomington" looks at the perception Dr. Martin Luther King, Jr. Day celebrations during the last 18 years.

As editors of this year's IUSPA Journal, we would like to thank the 20-member review board, our graphic designer, the online publishers, and our advisor, Karyn E, Rabourn, for their generous dedication to creating a quality publication that upholds HESA's legacy of strong scholarship. Several months of time and effort are required from all who contribute to the Journal's publication, and for this, we are very appreciative. The Journal would not be possible without the continued support of the Indiana University Student Personnel Association, financial contributions from alumni, and additional resources from the HESA program. With this support, the Journal is able to provide a unique opportunity for master's and doctoral students to showcase their scholarship and experience the publication process.

We hope you are as excited to read through the scholarship presented in this year's Journal as we are in bringing it to you. Please enjoy the 2013-2014 Journal of the Indiana University Student Personnel Association!

Bernard H. Lawson is a 2015 M.S.Ed. graduate of the Indiana University Higher Education & Student Affairs program. After graduation, he will study business intelligence and analytics in the Information Systems program of the Kelley School of Business. Currently, Bernard supports Indiana University students through his role as a Graduate Supervisor in Wright Quad.

Matthew Cramer is a 2016 M. S. Ed. candidate in the IU HESA program. He received his B. A. in History and Classical Humanities from Miami University in 2014. Currently he serves as a Graduate Supervisor in Residential Programs and Services and has also completed a practicum with the Association of College Unions-International as Graduate Student Intern for their Conference Management Team.

Advising Student Organizations: A Literature Review and Recommendations for Future Research

Mara G. Dahlgren

Advising student organizations is an essential student affairs activity, however, it has been under-researched and under-supported at the detriment of the staff members who support student organizations. This literature review seeks to provide an overview of the available research and anecdotal experiences on the role of advising, the training of staff members, and the needs of student organizations. Following the review of literature, recommendations are offered to address the changing role of advisors, the diverse needs of student organizations, and areas of growth for the field.

Many student affairs professionals will have an opportunity to advise a student organization during their professional career, whether through a required or voluntary role. With high numbers of student affairs professionals advising student organizations, understanding this role is essential. While advising "guarantee[s] students sustained interaction with a caring and concerned adult who can help them shape such an experience" (Hunter & White, 2004, p. 20), the role is more complex than simply serving as a concerned adult. Student organization advising is also focused on helping students develop their leadership skills, manage group dynamics, and work within the institutional policies and procedures (Dunkel & Schuh, 1998). The role of a student organization advisor is multi-faceted and complex; however, the topic has been under-studied and under-researched. This literature review will address the research available on advising student organizations, which includes the training process, the changing roles of advisors over time, and meeting the needs of student organizations. Following this review, areas for continued research will be identified, assumptions will be challenged, and recommendations for student organization advisors will be made to help bridge gaps between research and practice.

Student Organizations and their Advisors

Student organizations are plentiful on college campuses and may include but are not limited to student government, Greek life, residence hall associations, programming boards, honors and recognition organizations, sports teams, special interest groups, identity-based organizations, and academic organizations (Dunkel & Schuh, 1998). For many of these organizations to exist, they must meet a specific set of requirements, which often include having an advisor (Cuyjet, 1996). Advisors for these organizations can be faculty members and student affairs staff members as well as other non-university affiliated individuals from the community (Dunkel & Schuh, 1998; Vanguri, 2010). These individuals can be required to advise the organizations or they can take on these roles as volunteers. Faculty members may serve as student organization advisors; however, faculty are not able to or choose not to devote a significant portion of their time to advising student organizations (FSSE, 2012). While the Faculty Survey for Student Engagement (2012) suggests that faculty do not interact with many students outside of the classroom, Meyer and Kroth (2010) found that the number of faculty advisors exceeded the number of student

affairs advisors in their study. This discrepancy shows that while the majority of faculty do not interact with student organizations, there are faculty advisors for student organizations and those advisors are invested in student organizations. While it is known that student affairs staff members and faculty members advise student organizations, it is unclear the number of non-university affiliated individuals advising student organizations. Requiring advisors for student organizations has become a norm for many colleges and universities; however, there is limited data on who is filling the role. Without knowing who is filling the role, it is difficult to provide adequate training for advisors with various levels of experience and interaction with their institutions.

Taking on the Role: The Motivation and Training of Advisors

While there is limited data on who is advising student organizations, there is research available on the motivations for advising which can further explain who is advising and why. In a study on one institution's student organization advisors, it was determined that advisors took on these roles based on "their jobs, passion for the organization, and the desire to help students through their college developmental process" (Vanguri, 2010). Mentorship was an integral component for the advisors since they saw mentorship as their avenue for assisting students in their development (Vanguri, 2010). Dunkel & Schuh (1998) found that individuals served as advisors based on their ability to "observe the development of students during their college matriculation," "be recognized by the institution, organization, and students," and serve as a reference and mentor (p. 13). Vanguri (2010) and Dunkel and Schuh (1998) addressed two of the same motivator for individuals to advise student organizations, mentoring and developing students. Meyer and Kroth (2010) discovered an additional motivator for student advisors: the social function. Individuals that advise student organizations, academic organizations, and athletic organizations were all motivated to serve because of the social experience, so regardless of the content of the organization, advisors were attracted to advising for similar reasons.

When taking on the advisor role, individuals are often not given an adequate amount of training. DeSawal (2007) noted in her study of student organization advisors that the 47.5% of the surveyed advisors only felt somewhat prepared to advise students when they first started in their positions. Additionally, respondents to the study articulated they learned how to advise through a process of trial and error, on the job experience, undergraduate knowledge, vicariously learning through resources and/or peers, and graduate school preparation (DeSawal, 2007). Myers & Dyer (2005) supplemented DeSawal's findings with their survey of faculty advisors that indicated 21% of faculty members do not feel competent when advising student organizations, 82% have not been trained to counsel students, and 87% have not been trained to advise organizations. It appears that while the individuals serving as student organization advisors are intrinsically motivated to assist students through their student organization experience, they do not have the skills or tools needed when beginning these roles.

Changing Roles of Advisors

Regardless of the training advisors may receive, advisors are expected to take on a variety of characteristics, roles, and functions in order to meet the needs of the

student leaders and the organizations. Bloland (1967) defined advisors as having three main functions for student organizations: maintenance, group growth, and program content functions. The first two functions focused on keeping the organization active on campus while the last function sought to provide assistance in connecting the extracurricular activities to the academic experience. Hudson (1993) shifted away from Bloland's understanding of advising and integrated more of the student development perspective when she discussed that student affairs staff members were hired to educate, be aware of and provide resources, and assist student leaders and the student organizations in the reflection process. Five years later, Dunkel and Schuh (1998) articulated a more comprehensive description of the requirement of advisors that described their job as various roles and functions with an emphasis on development within each role. They saw advisors filling the roles of mentors, supervisors, teachers, leaders, and followers (Dunkel & Schuh, 1998). In their update, Dunkel, Schuh, and Chrystal-Green (2014), eliminated the roles of follower and leader while confirming the roles of mentors, supervisors, and educators from the previous edition. In addition to the developmental roles, Dunkel and Schuh (1998) also noted that advisors "must monitor activities and events for liability and risk management implications" (p.7). Janosik (2004) confirmed this role since advisors can be held liable in court for their role in managing risk and advisors must be able to make informed recommendations and decisions.

The role of the advisor was reexamined in 2006 by the ACPA Commission for Student Involvement through the creation of an Advisor Manual. The roles were defined as mentor, team builder, conflict mediator, reflective agent, educator, motivator, and policy interpreter. Many of the roles listed in the Advisor Manual fit into Dunkel and Schuh's (1998) supervisor role; however, the ACPA Commission for Student Involvement did not use any literature on advising to confirm their roles. It appears much of their manual was based on the anecdotal experiences of advisors and the common themes across different institutional advising manuals. Ferris, Johnson, Lovitz, Stroud, and Rudsille (2011) remedied some the shortcomings of the ACPA Commission for Student Involvement Advisor Manual by studying the role of advisors in creating successful leadership and developmental experiences for students. The data showed that students saw the most important roles of their advisors as being mentors, teachers, motivators, and university policy and risk agents (Ferris et al., 2011). Over time, according to the literature, the role of the advisor has changed to fit the needs of student organizations, the campus community, and the field of student affairs.

Developing Leaders within Student Organizations

In the educator role, advisors are "characterized by the sharing of knowledge, promoting critical thinking about decisions, and developing new understandings and skills related to leadership and the position" (Ferris et al., 2011, para. 16). Leadership development is a key component of student involvement (Astin 1984) and "leadership educators can provide structure to a student's education, help make meaning, and connect an understanding of developmental theory to one's life experience" (Rosch & Anthony, 2012, p. 47). Furthermore, Patterson (2012) and Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) encouraged integrating the

academic experience with co-curricular involvement as they recognized that students developed more effectively when these two were paired together. While weaving the academic experience into the student organization experience promotes increased leadership development, "only 36 percent of the students [studied] believed their advisors helped integrate their academic interests" (Ferris et al., 2011, para. 30) into their advising experience. However, in the same study, 72% of advisors felt they addressed the academic experience in their meetings and discussions with students (Ferris et al., 2011).

This discrepancy could be based on the approach advisors took on addressing academics. While the study did not provide any additional information on this finding, students may see the educator role and believe that advisors can and should take on a more active role weaving the curriculum and co-curriculum together. Advisors, on the other hand, may only see themselves as educators within the realm of student and organizational development and may not be able to assist students in connecting their curricular and academic interests to their organizational involvement. Furthermore, this study surveyed only advisors and students from member institutions of the Association of College Unions International (ACUI), who work primarily with union/programming boards and student activities, so this may not transfer to advisors of other student organizations. Myers and Dyer (2005) did note that 60% of faculty believed they could advise students in a scholarly activity, so faculty advisors may be better at weaving together the learning experience based on their position than their colleagues in student affairs.

To assist students through developing leadership identity and skills, advisors should use leadership theories to provide a framework for student organization members and their experiences. While advisors have been considered necessary components to the leadership development process for student leaders and student organizations, it is difficult to understand exactly where advisors fit into this role when leadership educators also provide these developmental opportunities. It is difficult to develop a student leader when the various student affairs offices can and do utilize different leadership development theories in their work. With so many different theories promoted, the student leader may become confused and may not be able to make meaning of their leadership. Additionally, students may not be able to put to practice the knowledge and skills they have learned, which would be detrimental to the development of their organizations and themselves.

Issues and Challenges Advising Student Organizations

While each different type of student organization comes with its own challenges, this section seeks to address the broader and more general issues impacting student organizations and advising. Dunkel and Schuh (1998) noted retention, funding, fiscal responsibility, and advisor training as major challenges to student organizations and those have continued to be consistent challenges over time. The recruitment and retention piece is an issue for all of the student organizations mentioned (Carson, 2012; Miller & Nadler, 2006; Renn, 2007; Roberts & Johnson, 2006). Student governments are faced with the need to recruit and engage non-traditional students, as student government leaders cannot adequately represent all students if they do not understand the needs of this population (Miller & Nadler, 2006). Programming boards deal with disengaged committee members who are not given enough

substantial work to encourage their continued involvement (Holmes, 2012), and LGBT clubs find it difficult to retain members based on their varied identities and the level of their identity development (Renn, 2007). Funding and fiscal responsibility are also concerns for all of these organizational types; however, some may have more advisor oversight over their funding. Looking within student organizations, advisors may face challenges fostering inclusivity and diversity. Harper and Quaye (2007) caution advisors from tokenizing students of color in non-minority organizations. They also encourage advisors to promote cross-cultural interactions between student organization members so that race and ethnicity are not only tolerated in the organization, but also understood and valued in predominately white organizations.

As mentioned earlier, advisors do not receive much training and often learn through trial and error, which may frustrate student organizations that are seeking out informed university staff to serve as resources and/or policy interpreters (DeSawal, 2007). Additionally, advisors may not be trained in all aspects of their position, so advisors may not be able to take on the educator role immediately in the beginning of their experience. The ability, or lack thereof, to hold student leaders and members accountable has been discussed frequently in anecdotal articles in *Campus Activities Programming* Magazine (Holmes, 2012; Miller & DeLuca, 2012). Accountability of student leaders may be one of the most challenging aspects of working with student organizations because students have been clear in the research that they want to feel like they have ownership over their organizations and do not want advisors stepping in to perform like a student leader (Miles, 2011). However, students also expect advisors to provide organizational knowledge and history (Ferris et al., 2011; Miles, 2011). This desire for advisors to perform as organizational historians and maintainers places advisors in an unclear environment where they are utilized to ensure the organization continues but cannot hold student leaders accountable. Gloe (2011) notes there is a fine line "between helping an organization and doing the work of its member" (p.12).

Recommendations

With the various challenges facing student organization advisors, a call for increased intentional practice is necessary. Harper and Quaye (2009) define intentional student affairs practitioners as individuals "who are conscious of every action they undertake and are able to consider the long-range implications of decisions" (p.7). Blimling, Whitt, and Associates (1999) articulate intentional practice as using theory and assessment to guide work, providing inclusive learning experiences, setting high expectations, and developing ethical and moral students. A key component of good practice is performing and utilizing assessment. Currently within the field of student activities, assessment has not been utilized to its fullest extent. The Council for the Advancement of Standards (CAS) has created standards for Campus Activities Programming; Fraternity and Sorority Advising Programs; Lesbian, Gay, Bisexual, and Transgender Programs and Services; and Multicultural Student Programs and Services (2012). However, based on an overview of the literature, student organization advisors have not been using these standards to frame their approach, nor have they critically assessed the usability and value of the standards. Currently, assessment within student organizations is being addressed anecdotally through articles framed to assist advisors through the process

of assessment (Peck & Horne, 2012; Harowitz, 2011; Poindexter & Lamarre, 2013).

Moving forward, advisors need to use the CAS standards created for their organizations to assess their practice. Additionally, advisors need to devote more time to researching the topics they are addressing anecdotally, so that advisors can be sure the advice and knowledge they are providing is applicable to other institutions. More research should also be conducted on the student organization experience that has minimal interaction with student affairs staff or advisors in general. There is little known about these other campus organizations, and the profession does not know if these student organizations and leaders develop in the same ways as the student organizations that have a high levels of advisor/staff support. The scholarly work being conducted on student organizations is minimal and advisors cannot be intentional in their practice if they do not have the data to support their approaches.

The last point that student organization advisors should consider are the ethics of advising certain student organizations. What does ethical practice look like for student organization advisors? Is it ethical to allow failure when student fees are being used to fund organizational operations and programming? Is it ethical to provide more support to certain organizations over others? Is it ethical to underutilize assessment when student learning is at stake? While student organization advisors are providing valid work with student organizations as they weave learning into the co-curricular experience, more research needs to be done on ethics and advising, the development of student organizations, and assessment. Furthermore, advisors have quite a few challenges facing them and need literature to support or deny their anecdotal beliefs on these topics.

Advising student organizations involves a variety of different staff members with diverse backgrounds and experiences. Advisor roles have been articulated; however, these roles change over time based on the needs of the current student population, as do the skills needed to assist these organizations. Many challenges and issues arise in working with student organizations, and the research in student activities and student organizations is not up to par to assist advisors in navigating through these challenges. In order to move forward in the profession, student organization advisors must conduct more research on the topics they are addressing anecdotally so that they are better able to provide intentional practice.

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Mara G. Dahlgren is a 2013 M.S. ED. Graduate of the Indiana University Higher Education & Student Affairs program. She currently serves as a Program Advisor for the Indiana Memorial Union at Indiana University – Bloomington. Her research interests include advising, student organizations, college unions, and sexual assault on college campuses.

Education for Domesticity: Women in the Indiana University Halls of Residence, 1945-1960

Julia Joshel

This article gives a historic view on the experience of women at Indiana University (IU) post World War II through examination of residence hall policies. It uses IU archival documents as primary sources in order to provide a snapshot into the lives of these women. These documents show how IU met the national norms of the era by prescribing to women a set of extra-curricular expectations of the domestic ideal to which they should conform.

In the years following World War II, "millions of women lived their lives in the image of those pretty pictures of the American suburban housewife, kissing their husbands goodbye in front of the picture window, depositing their station wagons full of children at school and smiling as they ran the new electric waxer over the spotless kitchen floor" (Friedan, 1963, p. 12). The image of this seemingly flawless housewife became prominent postwar. Women were driven back to the home, despite advances in both the work force and education prior to and during the war, as jobs were needed for men (Solomon, 1985). Men returned from the war in droves and took advantage of the GI Bill, and the place for women in the work force and on college campuses was called in to question (Solomon, 1985). The same was true at Indiana University (IU), as veterans enrolled in high numbers after the war (Clark, 1977). As the role of women was shifted back to the home, college preparation focused once again on domesticity.

The postwar domestic ideal was defined as the "traditional sexual division of labor, and the formal and informal barriers that prevented women from fully participating in the public realm" (Meyerowitz, 1994, p. 3). Education for domesticity was prominent in universities, which was promoted through a curriculum that was deemed a "feminine education" (Friedan, 1963, p. 134). Educators such as Lynn White, president of Mills College, suggested that this education needed to counteract the notion that women should be educated "as if they were men" (Solomon, 1985, p. 192). White suggested that women be educated for the primary role of "enriching home and community" (Solomon, 1985, p. 192). Radcliffe president, W.K. Jordan, informed entering freshmen women that their education "would prepare them to be splendid wives and mothers and their reward might be to marry Harvard men" (Solomon, 1985, p. 192). Even the more liberal educators regularly acknowledged the value of preparing for domesticity. Barnard president Millicent McIntosh stated that women needed a "philosophy which does not belittle the home as a place unworthy of her best, and does not glorify the job as important beyond everything else" (Solomon, 1985, p. 193). The value of women's place in the home was prominent in the idea of a feminine education and this ideal was built into the curriculum.

In her 1963 book, *The Feminine Mystique*, Betty Friedan states, "education was the prime target of the new mystique…" (p. 33). Friedan describes the feminine mystique of the 1950s as the notion that women were solely defined by their role as housewives and mothers. Friedan describes sex-directed educators that dictated separate education for men and women, with the result that "very few girls get the same education as boys" (Friedan, 1963, p. 139).

In interviews with many women, Friedan found that they felt discouraged from intellectual conversation while at college and that discussion mostly revolved around social engagements and finding suitable men to date. The national media portrayed college as a "marriage mart" and, when asked what they wanted to get out of college, women answered "the man for me" (Friedan, 1963, pp. 138-139). Many women attended colleges that acknowledged their potential for earning, emphasizing roles such as teachers, nurses, and social workers (Solomon, 1985). However, it was advised that women's priorities were to learn from her coursework how to prepare to be wives and mothers (Friedan, 1963).

College was not necessarily seen as a path to a degree for women. Women focused on preparation for domesticity and finding a husband; hence, many dropped out before receiving a degree (Solomon, 1985, p. 195). IU encouraged women to take advantage of their time on campus, even though it acknowledged that many did not stay the full four years necessary to complete the degree (Indiana University Bulletin, 1951). Into the 1950s, IU published a special version of their course bulletin, *What Makes an Educated Woman*, which provided women with tips as to how their coursework might prepare them for future roles. It emphasized four areas: homemaking, citizenship, personal development and earning. This publication acknowledged that many women continued to work after marriage or returned to the working world after their children were grown. However, it still advised woman to "be prepared first of all to create a satisfying home, and second to make her own contribution to the world's work" (Indiana University Bulletin, 1951). The curriculum acknowledged that women were capable of working but largely endorsed the idea that preparation for domesticity was the priority for women. Life for women at IU appeared to be no different than the national norm (Solomon, 1985).

It is important to note that some students were not represented by the notion of the domestic ideal. These ideals only applied to middle and upper class white women, as women from low-income families were focused on earning as a priority. A large percentage of black women came from low-income families, which placed them in their own social category at IU due to separate housing and activities on campus (Wells, 1980).

The ideal of a distinctly feminine education was endorsed outside of the classroom at IU through the regulations and activities in the Halls of Residence, which supported the development of attributes suitable for a housewife. IU required that all women reside in university housing after 1940 and was able to exert a high level of control over the lives of women in the environment where students spent the majority of their time (Indiana University Approved Rooms for Women Official Rental Contract, n.d.). IU prescribed the domestic ideal to which women should conform through an extra-curricular set of expectations and regulations provided by the Halls of Residence.

Origins of University Housing Serving *In Loco Parentis* for Women

Postwar at IU, the role of a parent was replaced by university administration, instituting *in loco parentis* on campus. This term translates from Latin for "in place of the parent" and is commonly used to describe the role that universities took in relation to their students up until the 1960s (Lee, 2011, p.1). Nationally, families demanded protection for women through a campus-administered moral code "even stricter than they themselves have enforced"

(Mueller, 1954, p. 109). It was more "becoming" for women to continue dependence on her family, while men cultivated independence while away at college (Mueller, 1954, p. 109). Women were perceived as having more naïveté, temptation, and consequences for breaking the rules, hence "there must be more protection" (Mueller, 1954, p. 109).

This protection began in 1906 when IU provided housing to women in Alpha Hall more than 30 years before it was provided for men. The university also provided a yearly publication, *Approved Rooms for Women*, that listed approved rooms in private residences in town prior to the extensive housing built at IU in the 1950s and 60s (Approved Rooms for Women, 1953). IU lacked facilities to house all women; hence, this policy ensured that adequate quality of housing was provided and more importantly, that rules were followed. Men did not have such strict regulations for living in university housing and could choose whatever housing they wished (Approved Rooms for Students, 1953).

Between 1924 and 1940, the buildings of the Women's Quadrangle provided housing for women in Memorial, Sycamore, Morrison, and Forest halls. With more housing options available, beginning in the first semester of the 1940-41 academic year, all freshmen women were required to live in the Halls of Residence (Indiana University Approved Rooms for Women Official Rental Contract, n.d.). President Wells stated this new rule was "intended to help girls adjust to college life, improve their scholarship, and encourage good social relationships" (Clark, 1977, p. 60). It also provided greater ease for the university in enforcing rules for women, as many were starting to "give rules a twist" and engage in behavior off campus that was frowned upon by the administration (Clark, 1977, p. 60).

The priority of protecting women in university housing before World War II quickly shifted during and after the war to housing military men and male veterans. Colleges were being asked to provide housing to not only to high numbers of returning veteran students, but also for the families they brought with them (Blimling, 2003). IU built extensive housing for married students over the next two decades. However, the "married students" were almost always the husbands (Friedan, 1963, p. 10), as there is little evidence that women remained at IU once they were married (Women's Residence Halls, 1949). President Wells reflected that temporary housing at IU enabled the university to "admit every returning Hoosier veteran who was qualified" (Wells, 1980, p. 161).

The boom of veterans on IU's campus necessitated housing for men to provide opportunities for the nation's heroes to pursue education; yet, housing for women existed largely to ensure their behavior conformed to the expectations of the administration and to serve *in loco parentis* (Clark, 1977). This distinction relates to the difference of opinion of the era with regard to the purpose of education for men and women. Education for men involved identity exploration and free pursuit of goals and achievements (Mueller, 1954). However, women's education perpetuated the status quo of the domestic ideal and prepared them for their identity to be defined through their husbands (Friedan, 1963). The university established a new priority of constructing men's residences, yet regulation of life for women still remained at the forefront of the Halls of Residence. This made clear that the university seemed to have different purposes for the housing of each gender.

Postwar Life for Women

All female students at IU were required to live in the Halls of Residence their freshman year. By this standard, all women were prescribed the same expectations to which they should conform. The *Women's Residence Hall Handbook* provided expectations that women would be involved in student government, eat meals and study at the designated times, and follow the many rules provided regarding dress, dating, and etiquette. These guidelines ensured women had the proper degree of protection and guidance that was appropriate in the absence of their parents (Mueller, 1954). Halls of Residence staff emphasized refining "niceties and social graces" (Nelson, 1959, p. 1), which "reinforced traditional concepts of femininity" that were prominent in the postwar era (Meyerowitz, 1994, p. 3).

Rules and Regulations for Women

Residence hall life was designed to help women "develop good taste, self-discipline and good personality traits" (Jordan & Nelson, 1947, p. 13). Extensive rules and regulations were in place to ensure that women conformed to this notion. This reflected the idea that had long been present in the national culture and was re-emphasized postwar, that women bore an unequal burden for the maintenance of standards in morals and manners (Mueller, 1954). Men had an entirely different set of expectations regarding their behavior. "Be Reasonable" was the slogan stated in the *Official Handbook of Procedures, Rules and Regulation for Men* and this was "all that's expected" (Official Handbook of Procedures, Rules and Regulations for Men, 1947, p. 13).

Dating. In the postwar era, finding a husband was often times a higher priority than finishing one's degree. Women were pressured to take advantage of the chance to find a suitable husband, as college presented an opportunity to be around many single men (Mueller, 1954). In her book, *Educating Women for a Changing World,* Kate Hevner Mueller advised women that when considering a university, they would "do well to note what steps are taken…to meet suitable men of their own age" (1954, p. 98). As dating was a high priority for women, in turn, it was also highly regulated.

In order to date, men and women first had to overcome the many rules in place to keep them separate. At IU, women's residence halls were not a place that male students or even male family members could visit freely. Male students were never permitted to go beyond the living and recreation rooms and could only visit during limited hours, which on some days were only for 30 minutes (Jordan & Nelson, 1947, p. 22). Male visitors were referred to as "men callers" (Jordan & Nelson, 1947, p. 22), which suggests that the sole purpose of men and women interacting was to find a suitable date. Women were not permitted to go into men's houses, clubs, fraternities or residence halls without a chaperone approved by the Student Activities Office (Official Handbook of Procedures, Rules and Regulations, 1947).

Dating was one of the few occasions that men and women could interact alone and required "proper emphasis" in order to balance it with other areas of college life (Women's Residence Hall Handbook, 1954, p. 6). *The Women's Residence Hall Handbook* (1954) went as far as to provide some tips for dating, as it was recognized "as an important part of life on a campus" (p. 6). One such example cautioned women against "necking" without getting acquainted with their date first and that "prolonged necking in public…is rather childish and inconsiderate" (Women's Residence Hall Handbook, 1954, p. 7). Dating was of such importance that it was

also emphasized in the men's *Handbook*. Discussion "regarding the co-eds" highlighted the rules and regulations for interacting with women in order to "save both you and your date embarrassment" (Halls of Residence for Men, 1947, p. 17).

While it is not said outright in the *Handbook*, dating and sex had much greater social implications for women (Mueller, 1954, p. 95). Women felt pressure to impress their dates in order to secure a future husband. From the regulations and tips in the *Handbook*, the Halls of Residence staff appeared to recognize the high importance that dating played in a women's social standing, both at IU and in shaping her future.

Dress. Postwar, a woman's dress was of utmost importance. Women's magazines of the era revolved around fashion and romance (Mueller, 1954). Even a few subtle mistakes in dress may have jeopardized a woman's social or employment status. Serving in an *in loco parentis* function**,** Halls of Residence staff provided students with detailed information about what to wear and when to wear it.

"Clothes don't make the woman…but the way she wears them helps" (Key to WRH, 1957, p. 27). This first line of a paragraph in the *Key to WRH* from the 1957-58 year introduces a detailed chart for women on what to wear for different occasions, listing the types of shoes, dress, coat, gloves, and that they should wear for every occasion, even athletic events and sun-bathing. The most formal occasions included church, plays or operas, the Auditorium series, and sorority rush parties, where women should wear pantyhose, heels, dresses, dress coat, gloves, and a hat. The least formal attire was dorm wear, where women could wear pajamas, jeans, robes, slacks, bermudas, skirts or shorts. Women were provided with the proper guidelines for dress so that they could conform to societal standards and not make social miscues while at IU or on other important occasions. These guidelines did not serve to directly improve the environment in the residence hall. However, they existed as part of the residence hall administration's commitment to assisting women in developing proper habits that would allow them to find a husband and prepare them for domesticity.

Dining. In the Halls of Residence, mealtime was deemed the "most relaxing and sociable hours of the day" (Key to WRH, 1959, p. 14). For this reason, the dining hall was an ideal place to emphasize manners and proper etiquette for social situations. The residence hall took the place of a student's parents in providing education regarding proper etiquette. Women were educated in preparation for success as wives and mothers, and the life of a middle or upper class housewives tended to involve a lot of leisure time, including social engagements and hosting parties (Mueller, 1954). Women served as caretakers of the norms that society maintained for social functions (Mueller, 1954). It was important for women to perfect these social graces and manners before marriage, and these were emphasized in various editions of the *Handbook.*

The *Handbook* included *Rules for Your Dining Hall*, and instructed women on details such as to wash their faces and hands and to comb their hair prior to dinner. Table manners were important, and the *Handbook* suggested consulting "Emily" at the library if one needed to be refreshed on social graces. This referred to Emily Post's popular books on social graces published in the 1920s. The manners that women learned in the dining hall were preparation for occasions when they might go out to special places to eat, presumably on dates or at important social functions. Dinner etiquette was of such importance that it was discussed in a meeting of the Halls of Residence

Committee. While meals were generally served cafeteria style, the committee proposed an idea where students would rotate being the host or hostess for a formal meal to educate on proper table manners (Key to WRH, 1959; Nelson, 1953). The emphasis on proper etiquette at meal times set women up for success in securing a husband and for her future role as a housewife.

Quiet Hours. The 1954-55 *Women's Residence Hall Handbook* proclaimed, "…watch that roof! When you feel like raising it, make sure it isn't during quiet hours" (1954, p. 3). One of the many areas that were regulated in the halls was the extensive guidance given on quiet and study hours. This was one of the more practical areas of regulation in the residence halls, which directly impacted community life, unlike dating and dress. Quiet hours were in place to facilitate proper time for studying and socializing, as the *Handbook* emphasized that planning was needed when a large group of people were housed together.

In the 1954-55 *Handbook*, each hour of the day was divided into study, sleep or social time, and women were advised to schedule their activities during the appropriate hours. The *Handbook* indicates that these stricter rules were developed from feedback given by students in the previous year, and there were lengthy suggestions provided regarding proper interpretation of quiet hours. Women were advised to "never yell or shout" and were told to keep "visiting and partying in other rooms" to a minimum (Women's Residence Hall Handbook, 1954, p. 39). Activities such as tap-dancing, gymnastics, and the playing of musical instruments were restricted to open hours. Quiet hours, while a more practical regulation, provided the kind of strict rules that one might experience from parents, as opposed to expectations for educated adults.

Women were provided with additional regulations including those regarding alcohol, roommate relations and classroom behavior, in order to ensure that they made proper choices and were prepared for success in their future role as housewives. Strict rules ensured that innocence was protected and reputations remained intact so that women remained suitable prospects for marriage. The *Handbook* also guided what activities women should participate in on campus. Women were encouraged to participate in student government within the halls, promising a democratic way of residence hall living and "equal responsibility for the regulations which govern the group" (Jordan & Nelson, 1947, p. 13).

Activities for Women

While men focused on preparation for employment or involvement in campus politics, they unconsciously left it up to women student leaders to maintain morale, plan activities, and maintain campus standards (Mueller, 1954). Women were not being pushed towards careers as men were; hence, they had many different opportunities for social engagement on campus. The role of a housewife also left time for leisure activities, which the female student could become well versed in through her involvement on campus (Mueller, 1954). Student life at IU was vibrant and presented women with many options for activities and engagement, including many traditional events, such as serenades, Homecoming, Little 500, and University Sing (Women's Residence Halls 1951-1952, 1951). In the residence halls, student government was touted as an opportunity to get involved in these campus events and make a difference within the hall.

Student Government. Involvement in student government was promoted heavily to women through the handbooks they

received each fall regarding residence hall living. Women were encouraged to develop a "vital and effective campus community," and through the roles and social activities of student government, were in essence, being prepared for roles as civic-minded housewives (Women's Residence Halls 1951-52, 1951, p. 12). There existed a variety of leadership positions in Hall Councils, which assisted in reinforcing traditional roles for women. Although the President of Hall Council had many duties, one of the most important was "filing the capacity of official hostess within her hall" (Jordan & Nelson, 1947, p. 17). Hall Council positions were also responsible for making their hall more attractive through bulletin boards, providing flowers for the living rooms, and caring for the kitchens. These were all skills that would benefit women in their future role as housewives. As a representative body, the Hall Council was empowered to assist in making decisions about rules and regulations and their enforcement in the halls. The handbooks indicate that student feedback was the reason for the modification of certain rules and regulations. However, the issues that the Council did take on were those of quiet hours (in which they actually made more strict) and minor aspects of the dress code. They did not appear to provide much push back against the rules, continuing to conform to the regulations provided.

Activities for women were touted as social outings, opportunities for skill development in event planning and etiquette, participation in campus tradition, and celebration of academic achievement. Even with the broad variety of activities on campus, women were still encouraged to direct their efforts to activities that would prepare them for domesticity. According to the Halls of Residence Committee, the administration attempted to limit the activities that one student may participate in and "put more emphasis on things which bring out the niceties and social graces" (Nelson, 1959, p. 1). One such event in 1947, the Conference on Social Usage, hosted various speakers on grooming, poise and etiquette (Nelson, 1947). After attending such a conference, young women were adequately educated in proper etiquette that would allow them to impress as housewives.

Looking Forward

Student Governments in the men's and women's halls were merged in the fall of 1960, establishing the Inter-Residence Halls Association (Sensational Smithwood, 1960). This was the first of many small changes within the Halls of Residence towards the end of the 1950s as the halls and their programs began to become co-educational. This provided opportunities for men and women to have shared experiences, lessening, but not removing, differences in education associated with each gender.

Wells Quadrangle became co-educational in 1959, and in the same year Towers Quadrangle opened with wings for men and women. This environment allowed men and women to interact more frequently. However, the rules were slow to change and women continued to be advised on items such as their dress and manners in the handbooks of the 1960s (Halls of Residence, 1964). It was not until the late 1960s that the university made greater concessions regarding the rules that governed residence hall life. Keeping with national trends, IU students at this time began to push back against university administration. Residence hall rules were one issue at the forefront. Open residence halls, where men and women could interact freely, were demanded, and students requested freedom from *in loco parentis* restrictions (Clark,

1977). Over the years, IU had collected a large set of rules relating to student behavior that seemed unjustified in a more modern era (Clark, 1977).

During a meeting between student government and a committee of trustees in 1968, it was pointed out by students, with support of interim President Wells, that the rules of the residence hall system were "absurd" and that "differentiation between rules for men's rooms and those for women's rooms could not be sustained" (Wells, 1980, p. 223). With continual pushing from the students, the Board of Trustees approved new regulations that allowed for open guest hours and freed students from the university housing requirement if they preferred (Wells, 1980). IU was the first school in the state to give such freedom to its students.

Along with a change in residence hall rules, IU developed its first uniform code of conduct in 1969, the *Indiana University Student Code.* The *Code* provided a uniform set of expectations for all students and stated "it is written to ensure fairness and equality by explicitly defining the rules governing student life and disciplinary procedures" (Shaw, 2012, p. 23). This new set of rules defined life for all IU students and did not classify rules for different groups, as had been done in the previous decades. *In loco parentis* had ended, and this freedom finally allowed women the opportunity to deviate from the conformity that had been prescribed in the residence halls and on campus for so many years. Female students now had the responsibility to make greater choices regarding many aspects of university life and begin to deviate from the domestic ideal after college.

Summary and Discussion

Colleges and universities were confronted with many decisions regarding their influence over students' lives during the *in loco parentis* era, which lasted until the 1960s. It was clear at IU that the administration bought in to the notion of the domestic ideal that was prominent in the nation at the time through the curriculum and regulations in the Halls of Residence. All women were required to live in university approved housing and first-year women in the Halls of Residence; thus, conforming to this ideal was not an option. While every aspect of residence hall life served to prepare women for their future role as housewives, men did not have such expectations for conformity placed on them. They were subject to university regulations but were not as highly regulated as women. Men were not required to reside in university housing until 1952, 12 years after the requirement was made for women (Nelson, 1951).

The effect of the domestic ideal still lingers, as society continues to provide messages to women about how they should act, just as IU and the nation did postwar. Women are now expected to live up to the ideal of the 1950s while also pursuing a career (Holt, 2006). Although women have now become the majority on college campuses, they still make 78 cents for every dollar that men make in full-time employment (Bureau of Labor Statistics, 2014). They are underrepresented in science and technology fields, government and leadership in corporate America (Catalyst, 2014). Understanding the origins of the domestic ideal and how it was reinforced can provide greater insight in to the challenges that women continue to face today.

Although *in loco parentis* ended in the 1960s, institutions still provide many rules and regulations that students must follow in order to remain in good standing. Today, these rules often reflect the values and mission of institutions, just as they did

postwar. Knowledge of how universities have previously promoted their values through policies and procedures could inform the decision making of contemporary administrators as they approach the task of setting these norms on their own campuses. The postwar era serves as a reminder of the power that institutions have in shaping the lives of students during and after their time on campus.

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Julia Joshel is a first year doctoral student in the HESA program and works full time as a Residence Manager for Residential Programs and Services in Rose Avenue Residence Hall at IUB. She holds her B.S. in General Biology from the University of California, San Diego and her masters in Higher Education and Student Affairs from Indiana University. Julia's research interests focus on women in leadership, faculty interactions outside the classroom, and campus environments.

Examining the Perceptions of Students of Color in the Resident Assistant Selection Process

Rebecca E. Bleikamp, Colin R. Byard, Maya E. Coopergard, Bernard H. Lawson, Zachary M. Sanderson, and Jasmine M. Scott

Resident Assistants (RAs) play a vital role in facilitating and co-constructing learning environments at residential colleges and universities. As practitioners and administrators respond to an increase in racially diverse students enrolling at higher education institutions, there is a need to focus on recruiting and maintaining racially diverse student staff members, like RAs. This study examined how students of color described the racial climate of the RA selection process at a large, Mid-Western Predominantly White Institution. Three themes emerged from the study. First, participants described the climate as fair but, marginalizing. Second, participants described the climate for discussing diversity topics as surface-level. Finally, participants indicated that the climate of the selection process was isolating. The findings can inform practice for professionals working with student staff members as well as areas of future research.

Researchers and student affairs practitioners have long touted the benefits of living on-campus, such as higher grade point averages and increased retention rates (Schudde, 2011). Nationally, 15% of undergraduate students live on college campuses (Kuh, Kinzie, Schuh, & Whitt, 2010). Residential life staff members, particularly Resident Assistants (RAs), have a large role in facilitating and co-constructing learning environments within the residence halls (Piper & Buckley, 2004). RAs have multiple roles in their communities – serving as mentors and role models, fostering living environments that value and support all residents, and enforcing university policies and procedures (Everett & Loftus, 2011; Jaeger & Caison, 2006; Piper & Buckley, 2004; Schaller & Wagner, 2007). The RA position also elevates these student leaders as perceived authorities in the residence hall environment (Everett & Loftus, 2011; Piper & Buckley, 2004).

Knowing that residence halls are integral in facilitating learning and support for students (Kuh, 2003), it is imperative that staffing, especially student staff members like RAs, focuses on recruiting and maintaining a racially diverse student staff. Although practitioners have sought to hire the most qualified students for the RA position for decades, there is little research or literature discussing the most effective means of selecting student leaders for the RA position (Jaeger & Caison, 2006).

Residential Programs and Services (RPS) at Indiana University, requires all first-year students, with few exceptions, to live in on-campus housing for their first year (Trustees of Indiana University, 2014a). Further, about 13% of first-year students enrolled at IU identified as a student of color in 2014, which is an increase from the previous year (IU Newsroom, 2014). The increase in diverse students falls in line with Indiana University's strategic plan to build "a community that esteems diversity of all kinds; …that assures the full involvement of all its members in the classroom and in campus life" (Robel, 2014, p. 6). With more diverse students living on campus, it is imperative that RPS considers how the department constructs inclusive environments for all students, specifically

students interested in applying for the RA position. Because of IU's espoused commitment to diversity and RPS's role in creating positive residential experiences for students, we are examining the following research question: How do students of color describe the climate of the RPS Resident Assistant Selection process?

Literature Review

As we reviewed relevant literature, factors that justify the importance of student staff positions include student leadership and employment, student interactions with diverse others, and experiences of students of color at PWIs. These topics demonstrated a need to conduct further climate research to establish better support and programs for students of color.

Student Leadership and Employment

One of the core understandings of student persistence and retention is student engagement. Engagement involves resources, services, and opportunities provided by the university for the benefit of students in purposeful activities (Kuh, 2001; Kuh et al., 2010). Dugan and Komives (2007) noted that students in positional leadership roles are more likely to learn about and develop leadership because of their position. Living and holding a leadership position within the residence halls provides many opportunities for students to engage with peers and develop skills associated with leadership like navigating conflict and collaboration (Astin & Astin, 2000). Participation in leadership roles, like the Resident Assistant position, can lead students to success by allowing students access to more resources and opportunities (St. John, Rowley, & Hu, 2009).

The RA position is unique because in addition to being a campus leader, the RA is also an employee of the university. A study by Furr and Elling (2000) showed that students with a part-time campus job are more likely to complete a bachelor's degree program and report satisfaction with college than students who work full-time or not at all. Additionally, students working on campus may have greater access to involvement opportunities and interaction with faculty and staff in informal settings (Furr & Elling, 2000). It is necessary for student affairs professionals, regardless of specific institution, to consider how student leadership positions can be distributed more equitably.

Student Interaction with Diverse Others

Exposure to diverse others is an educational practice that positively affects retention and graduation rates for students (Kuh, et al., 2010). Students who are exposed to diverse others "learn valuable things about themselves and gain an appreciation for other cultures" (Kuh, et al., 2010, p. 12). However, at many institutions, it is possible for students to graduate without having had a meaningful interaction with a peer from a different racial group than their own (Harper & antonio, 2008). Students who engage in interactional diversity – experiences with individuals from diverse backgrounds – report improved learning because of their interactions with peers from different backgrounds (Light, 2001, as cited in Harper & antonio, 2008; Tatum, 2007). However, other studies posit that the positive effects of interactional diversity are most beneficial to White students (Harper & antonio, 2008). In order for all students to benefit from experiences with diverse others, student affairs administrators must be intentional in espousing institutional values of diversity and fostering environments that promote learning (Harper & antonio, 2008; Kuh, 2000; Tatum, 2007; Watt, 2012).

Students of Color at Predominantly White Institutions

Predominantly White Institutions (PWIs) can challenge students of color. Flowers and Pascarella (1999) write that perception of the campus racial environment greatly affects African American students' openness to engaging in diversity. This perception becomes increasingly important, because many students of color report that their institutions work against them (Cabrera, Nora, Terenzini, & Pascarella, 1999; Fries-Britt & Turner, 2002). Arminio et al. (2000) found that students of color at PWIs who were leaders in these organizations "felt pressure to assimilate in the culture of the predominantly White group" (p. 502). These students rarely identified a predominantly White environment as ideal (Arminio et al., 2000).

However, many scholars have also highlighted that participation in leadership roles, like becoming a Resident Assistant, provides students the social capital that can lead to success by teaching students how to navigate complexities of group interactions and develop skills in communication valued by American society (St. John, Rowley, & Hu, 2009). By gaining social capital through these mentoring relationships, students of color are more successful in college (Museus & Neville, 2012).

Researchers (e.g. Arminio et al., 2000; Museus & Neville, 2012; St. John et al., 2009) demonstrate a complex relationship between the benefits students of color gain from engaging in leadership positions and these students' reported negative perceptions of campus climate. Hurtado et al. (1998) highlights the necessity for higher education administrators to "…strengthen the psychological climate on their campuses by purposefully becoming deliberate agents of socialization" (p. 291). These administrators must commit to ongoing assessment of climate to inform practices in order to strengthen the psychological climate for students (Hurtado et al., 1998). As such, our study will focus on the perceived racial climate for students of color participating in the RA selection process.

Conceptual Framework

In order to explore student perceptions of the residence life student staff selection process, our study will use a framework based on campus climate. Hurtado, Milem, Clayton-Pedersen, and Allen (1998) identify four dimensions of climate for a higher education institution, which are the historical legacy, the structural diversity, the psychological dimension, and the behavioral dimension (Hurtado et al., 1998, p. 282). Our study examines the psychological dimension, which addresses the perceptions and attitudes between and among groups, to understand the racial climate of the staff selection process.

Related to the psychological dimension, researchers show that "racially and ethnically diverse administrators, students, and faculty tend to view the campus climate differently" (Hurtado et al., 1998, p. 288). Racial climate entails students' experiences as a minority on a college campus, which can include racism and perceptions that their current institution is not supporting diversity initiatives (Reid & Radhakrishnan, 2003).

Therefore, the climate could affect a student's success in the student staff selection process and his or her ability to engage in a student leadership position. In the context of our study, the policies, practices, and behaviors of the residence life selection process influences the racial climate for students of color participating in the process.

Methodology

We used a case study design with the objective to explore phenomenon rather than to prove or disprove a hypothesis (Creswell, 2012; Merriam, 1988). Our goal is to reveal the experiences and perceptions of students of color who go through the selection process in order to move one step closer in fulfilling our departmental – and personal – pledges to diversity and inclusion. By examining the student perspective, we learned to what degree students of color felt supported by the department during the selection process.

Participants and Sampling

Our sample population was drawn from the RA candidates from the 2013-2014 selection process and returning RAs who self-identified as persons of color. Instead of specifying the racial identities of participants, the research team asked any individual who self-identified as a person of color to participate in the study. Because few students of color matriculate into the position, asking for specific racial identification risked breaching promised anonymity for the participants.

Students were considered part of the selection process if they submitted a completed application to the residential life department's selection workgroup. This selection process begins with attending a mandatory information session and submitting an application before the end of the Fall semester. Applicants who have met basic requirements will enroll in an eight-week residence life course (U450) in the Spring semester. Upon completion of this course, applicant interview individually and in groups. In our study, we included RA candidates who were not selected as RAs to highlight additional perspectives. We worked with the department to email the 347 candidates who fit our search criteria from the official recruitment email account. From the candidate pool, we conducted focus groups and interviews with seven participants as listed in Table 1.

Table 1
Participants in Study

Pseudonym	Status
Andrea	Hired as RA
Elsa	Not hired as RA
Maria	Hired as RA
Nanika	Hired as RA
Oliver	Hired as RA
Sarah	Hired as RA
Toddeh	Hired as RA

Data Collection

Focus groups and interviews were conducted for an hour with as many as three participants. Two moderators led a semi-structured focus group about the success and limitations students experienced throughout the process. Questions were designed to allow participants to create their own answers and guide the conversation, with moderators asking follow-up questions for clarification. The previously described psychological framework from Hurtado et al. (1998) was used as the basis for the interview protocol.

Because focus groups tend to share ideas more freely when participants share similar experiences (Rea & Parker, 1997, as cited in Schuh, Upcraft & Associates, 2001), students were intentionally organized in groups based on how far they progressed within the selection process. Grouping students in this manner allowed students to engage in dialogue about similar experiences. To protect students' anonymity, the research team asked each participant to choose a pseudonym at the beginning of the focus group.

Interview Data Analysis

Analyzing the data through an interpretive lens, our goal was to "preserve the unique representations" of the participants' perceptions (Gioia & Pitre, 1990, p.588). To ensure trustworthiness, the research team consulted with other academics, reviewed documents related to the selection process, and individually coded each transcript. Preliminary open codes included feelings students experienced, sources of support, various aspects of the process, and aspects of the participants' identity. After organizing the preliminary codes into thematic groups, we assessed how students perceived the racial climate during the selection process.

Limitations

Several limitations were identified in our study. One of the limitations pertained to the positionalities of the research team and the student participants. Of the six researchers, the residential life department employed five as graduate staff members who supervised RAs, some of whom participated in the focus groups. Researchers were mindful of how the supervisory relationship could affect participation and attempted to minimize the power differential between supervisor and supervisee.

Furthermore, we considered the racial identities of the research team when selecting moderators for the focus groups. Five of the six members of the research team self-identified as White and one member self-identified as multiracial. Acknowledging that some students of color may not feel comfortable disclosing experiences to an entirely White moderation team, the researcher of color moderated each focus group with a partner.

Finally, some participants who were current RAs, could speak more directly to their racial identity in relation to the selection process, as they had the opportunity to explore this as part of formal RA training. Other participants may not have deeply reflected on their racial identity as a factor in their selection experience. Racial identity theorists explain that students of color develop racial consciousness at varying points in young adulthood (Cross & Fhagen-Smith, 2001; Renn, 2004).

Findings

Through analyzing the participants' descriptions of their RA selection process experiences, beginning with the information session and ending with their interviews, three themes emerged. As we considered all aspects of the selection process, the students highlighted experiences that occurred within the eight-week U450 course. Within the selection process, the U450 course served as an environment that provided students opportunities to build relationships with peers and residential life staff. These relationships and interactions strongly influenced the students' perceptions of the overall climate of the selection process. While the students emphasized the setting of the U450 course to their experience, students provided other insights beyond the course that were significant to their perceptions of climate. Overall, students described the climate of the selection process as being fair, while also being surface-level and isolating at times.

Selection Process Climate as Fair

Overall, participants expressed positive perceptions of the selection process. Participants acknowledged that individuals with positional power in the process, specifically interviewers and U450 facilitators, treated them fairly. When asked to reflect upon her overall perception of the process, Elsa, a student who ultimately was

not hired as a RA, described liking the process. Similarly, Oliver, a current RA, described the process as “fun”, while Maria, also a current RA, stated that “it was a good process overall.”

Students associated their positive feelings regarding the process to the perceptions that their personal identities were valued in a way that that they interpreted as just. Oliver noted that his racial identity was recognized and appreciated while applying for the RA position:

> I definitely came to the idea that I thought that my ethnicity, or racial background, was not a deterrent or a negative. I feel like a lot of times when I go to interviews for jobs, I feel like that [my race or ethnicity] might be sort of something that you don't want to, not bring up but like, it's not a good thing that you are a different color. Here I thought it was a good thing.

There are practices RPS currently utilizes that create a supportive environment for students of color. These practices tell students that they are valued and influence the students’ perception of climate.

Additionally, participants perceived the U450 facilitators as supportive throughout the process. The students identified specific facilitator behaviors that affirmed their identities. Toddeh, a current RA, described a situation when his course facilitators confronted a classmate who had made a marginalizing comment about disadvantaged student populations. Toddeh said:

> They [the facilitators] talked to him from more of an educational background and tried to get him to come to realize on his own terms of why that is not inclusive and why that's not an acceptable response in the community. And so, I think in the selection process, or at least in the U450 class, they do a really good job of trying to make you come to those realizations on your own rather than just saying "Diversity. Accept it.”

In this example, Toddeh identified the facilitators’ ability to promote a more inclusive environment within the classroom by educating students about diversity issues. Similarly, Maria described feeling supported by her course facilitator’s comfort addressing diversity topics. She explained:

> She [the facilitator] really wasn't afraid of communicating her discontent with certain ideas and certain statements that students made...I think in that sense I felt supported because she was doing the job that I think should be done, if that makes sense. It wasn't like she supported me personally in these things, but she supported me by addressing issues that I thought were important as someone - a minority and someone of color.

For Maria, addressing marginalizing comments in class was an expectation she held for her course facilitators and this practice ultimately helped improve the climate for her, as a student of color, throughout the process. Participants suggested that administrators supported them during the process which led participants to believe the selection process was fair.

Selection Process Climate as Surface-level

Although students described the overall process as being fair and their course facilitators as supportive, they perceived the course curriculum and format as a barrier to meaningful conversations on diversity, specifically race. Toddeh was dissatisfied with the rigidity of the course content, which did not allow his facilitators to appropriately adjust content areas he felt required more in-depth discussions. Specifically, Toddeh stated that when the curriculum dictated diversity content, students in the course were not charged to think critically about the topics due to the fast-moving nature of the class:

> None of the students really took much away from the idea of White Privilege, and so even though that was one of the topics we covered, it was glossed over like all of the other topics we talked about.

Maria, a current RA, also expressed that in-class conversations about diversity remained surface level. When prompted to discuss ways to enhance the class conversations, Maria discussed U450 facilitators taking the lead in facilitating conversations about diversity in race:

> I think just having instructors who are willing to have that conversation and to address issues like that because we have biases even if we don't realize it. Especially in regards to race… having like the authority figure be the one who communicates this to the students and potential RAs would be a good stepping stone.

The desire to have deeper conversation in class and having the facilitators exist more in the moment in the course could allow for greater understanding in the course. However, not all students desired the deeper conversation.

Similarly, Oliver stated that even though he felt that many of his classmates "took [the RPS Statement of Diversity] to heart" when it came to developing programming around diversity topics, "[the programs] didn't have anything to do with diversity, it was more just la–di–da fun stuff." Oliver's statement reflects the perception that students within the course are able to discuss issues of diversity superficially without being challenged to critically engage in the material. Oliver perceived diversity education within the U450 course to center on White students educating other White students, leaving little room to probe how marginalized student populations could experience diversity education within the residence halls. He explained:

> Students [at Indiana University] are mostly white, middle-class, cisgender, heterosexual - and [U450 course curriculum] was always from their perspective. How do we get cisgender heterosexual men and women, who are fully-abled, and wealthy and middle class, to think about things? ...It was almost a class to be how to turn into an ally, I feel like a lot of times. Instead of how to empower those people who are already disprivileged [*sic*], and to come into their own.

A further critique of the process that led to feelings of superficiality was the course's timing as part of the selection process. Participants believed that because enrolling in the course was part of the

selection criteria, the department created an environment where students were unwilling to critically engage in class discussion. Students believed the course limited honest conversations about challenging topics because students felt constantly evaluated. Toddeh described the class being:

> Very, very awkward for a lack of a better word. And [other students within the course] almost seem like they were trying their best not to say the wrong thing and they felt like they were already being interviewed. And so, I know a lot of people use the comparison that the U450 class is like an 8-week interview, but I really would like to see more of those conversations where you do step on each other's toes.

While the ultimate goal of the selection process is to hire student leaders that will fill a specific role within the residence halls, the process facilitates learning opportunities for all candidates. Participants indicated that their own learning often takes place in the form of dialogues about diversity topics. Maria acknowledges that not all students will want to initiate diversity conversations but that having facilitators willing to prompt these conversations can be a path for greater understanding and learning.

Selection Process Climate as Isolating

Students also described feeling isolated within the selection process. Isolation included feelings of tokenism, which is when minority students receives increased scrutiny due to lack of compositional diversity in the classroom (Kanter, 1977 as cited in P. Gurin, Dey, Hurtado, & G. Gurin, 2002), stereotype threat, which is the fear of confirming negative stereotypes (Inzlicht & Schmader, 2011), and devaluation by White students. Feelings of isolation were especially salient throughout the U450 course for participants. The participants described being one of just a few students of color within their U450 section. When discussing the implications of compositional diversity in his U450 class, Oliver stated, "[U450] a good opportunity for discussion, but it's also problematic in a way, it's like, "hey you're the one representative from this entire race, like, help me."

Maria also shared instances where she felt pressure to attest to the experiences of specific populations because of her perceived salient identities:

> I know that I'm usually called upon to address certain things like when we are talking about Black students or minorities in general. Like any minority, people just assume that I know something about [that population] or I can identify with [that group].

Feeling singled out can have an impact on students' perceptions of racial climate. In addition to tokenism, some students worried about how their behavior and responses may be interpreted by other students in the class. Andrea, a current RA, described being concerned to share her experiences in class, worrying that she would be fulfilling a stereotype that some White students may believe is true of students of color:

> There is this mental process that at least I go through, "should I open my mouth and point this out?", "How am I going to say this?", let me check my tone, let me check my body language, so that people don't get distracted by

> that and aren't listening to what I say because they're just going to dismiss it as being angry or being too ethnic or whatever they want to call it.

To cope with feelings of isolation, Andrea relied upon a preexisting relationship with another student of color who was in her U450 course section as a source of support. Andrea and her friend shared their lived experiences in class when they felt it was important, despite concerns that the rest of the class was not willing to reciprocate. Students of color can feel unsure of how much to share about their lived experiences with their White peers as it may not be reciprocated. Andrea often debriefed these class sessions with the other student of color over dinner as a way of processing and validating their in-class experiences.

Participants also identified their own RA as influencing their perception of the selection criteria. Specifically, negative interactions created moments of dissonance for participants who questioned their value and place in the process. Oliver shared that White students perceived that students of color had an advantage in the hiring process due to their racial identity. Oliver explained:

> I met a lot of Caucasian students [who] were like, "Yeah, that person is here because they're a different color"... I think that some people think they got the job because of ethnicity, which I think, I didn't necessarily think because as a person of color, my whole reference is never, "I got this job because I'm Black." It's always, "I got my job despite of my Blackness".

Oliver's experience reveals that there are inconsistencies in the perceptions of the department's espoused selection criteria by current RAs, acting in their role as departmental employee.

This inconsistency highlights a tension between the department's espoused goal for an inclusive environment and the way both current staff members and White candidates perceive criteria for selection. Assuring students of color that they will be successful in the selection process because of their race may seem well intentioned, but these statements can affect a student of color's attitude towards applying for the RA position. White students who hold the belief that students of color are only successful in the process because of their racial identity fail to acknowledge the other qualities individual candidates can bring the position, further invalidating the experiences of students of color.

Discussion

Using our findings and the Hurtado et al. (1998) framework on campus climate, we noted ways the psychological climate including structures and groups of people affected students' experiences in the selection process.

Process as Fair but Marginalizing

While participants perceived that the selection process was fair, participants also felt marginalized in certain aspects of the process. Specifically, students' perceptions of the microaggressions and tokenism felt throughout parts of the process, typically by White peers in the U450 course, suggests unnamed racism experienced by participants. Individuals normalize racist actions, which they deem fair, because they live in a society with pervasive and systemic marginalization (Hardiman, Jackson & Griffin, 2007 as cited in Watt, 2012). While

participants may not label the climate of the selection process as racist, Hurtado et al. (1998) explain that students perceiving environments as isolating may indicate a lower sense of belonging on campus. As one of few students of color in their section of the U450 course and perceived pressure from classmates, participants expressed feeling isolated.

Similar to previous research (e.g. Fries-Britt & Turner, 2002), many participants felt they were expected to speak on behalf of their entire race in the U450 course, which led to feelings of tokenism. For students of color, tokenism caused by being singled out creates roadblocks for students of color at PWIs, which helps form negative perceptions of climate (Arminio et al., 2000). Participants wanted to spend more time discussing the impact of race and privilege on individuals and groups of people within the curriculum. Despite the overarching theme of fairness, tokenism and isolation affected perceptions of psychological climate creating negative feelings towards aspects of the selection process.

Influence of Residential Life Course

Additionally, participants perceived that RA selection relied heavily on the U450 course, making the course seem like an eight week extended interview. As such, participants believed students hesitated to participate fully in class discussion due to the fear of offending others. The belief of the U450 course being an eight week interview was contradictory to training U450 facilitators received in managing their unique role of being a course facilitator, while also a part of RA selection (Residential Programs and Services, 2014a). Facilitators served in a selection role, providing a written evaluation of each student that was included within their department file used within the selection process (Residential Programs and Services, 2014a). The written evaluation based on course participation led some participants to make the connection that the course significantly influences hiring decisions. Participants described a superficial climate because of their peers' perceived discomfort participating due to the structure and timing of the U450 course.

Role of Current Resident Assistants

Participants viewed their RA not only as a peer, but as an employee and representative of the department, giving the RAs positional power over RA candidates. In this regard, current RAs are representing the departmental values and their actions can shape the way candidates perceive the climate of the RA selection process and the department. With perceived authority, current RAs can threaten perceptions of inclusivity by perpetuating the idea that students of color are valued in the selection process only because their race will add to the department's compositional diversity. As psychological climate is influenced by behaviors of other individuals in the environment (Hurtado et al., 1998), it is necessary to consider how student leaders discuss racial diversity.

Implications for Practice

Supplemental Training for Current RAs on Selection Process

Current RAs can aide in eliminating feelings of isolation students of color experience within the selection process. Because of the relationships RAs build with their residents, it is natural for students to turn to their own RA as a resource throughout the selection process. As a result, the RA's knowledge on

selection influences students' experiences while going through the process.

In order to be a knowledgeable resource on the selection process, current RAs should be trained to understand how to talk to any prospective students about the position and the characteristics of ideal candidates. The training discussion should emphasize that diverse staff are necessary to serve the diverse set of students that live within residence halls without tokenizing specific identities or underrepresented groups.

In addition to generalized training, current RAs should receive training on interacting with prospective students of color. Current RAs have the ability to recruit students of color in a way that values their diverse perspectives instead of their contributions to compositional diversity. Housing professionals can encourage their student staff members to do this through using inclusive training models, raising consciousness about issues of diversity, and celebrating the contributions of student leaders of color (Griffin, Nichols, Perez, & Tuttle, 2008).

Because students may consider becoming an RA as early as the moment they move into their residence hall community, waiting until applications are due to train staff on the selection process may inhibit recruitment efforts of a diverse group of students. While the selection process officially begins when students attend an information session, these students often interact with their RAs prior to making decisions to submit their application. RPS can further support students by creating information sessions early on that are intended for students of color and familiarizing them with the complex selection process (Griffin et al., 2008).

Mentoring

In order to alleviate feelings of isolation, mentoring programs can help to integrate students of color into campus communities (Griffin et al., 2008). Mentors can help students navigate both academic and social environments (Griffin et al., 2008). As students from all racial backgrounds can serve in mentoring roles, departments should consider incorporating a mentoring system that serves all students. For the mentoring program to be effective and sustainable, it is important to consider what is feasible for student staff and administrators to implement that will empower current staff members as leaders and provide support for RA candidates throughout the process.

Future Research

There are several areas to consider for future research. First, while there is literature regarding student leadership, student employment, and involvement, there is less literature focused specifically on the unique position of RAs as both student leaders and university employees. As participants in our study indicated, the unique position of being a peer and university employee creates a power differential in which RAs must balance while working with their residents. Knowing many campuses employ students in the RA position, a greater understanding of how these positions can affect student learning and development can help student affairs professionals better support the students they supervise.

Additionally, examining individual identities of students does not fully capture the student experience (Poynter & Washington, 2005). Future research should include not only other social identities beyond race, but also how the intersections between these identities influence student perceptions of climate. Adding the context of intersectional identities to the voices of

these individuals will enable a more complete assessment.

Finally, participants often described White student staff members tokenizing student staff of color or engaging in behavior that did not advance the department's diversity statement. Specifically, future research could investigate how White student staff members enact departmental diversity statements and what messages they are taking away from their experiences in the selection process. Pursuing these areas of future research may improve the climate of the selection process for students of color.

Conclusion

Although participants described the racial climate within the RA selection process to be positive overall, participants perceived their experience to be different from their White peers, as they felt isolated and tokenized during aspects of the selection process because of their racial identities. Our charge is to encourage all practitioners to ask students of color what they specifically need to feel seen, heard, and valued. Practitioners should utilize feedback from students of color as they work to construct positive, inclusive campus climates.

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Rebecca E. Bleikamp is a 2015 M.S. Ed. graduate from the Higher Education and Student Affairs program at Indiana University. She received a B.S. in Elementary Education from Ball State University in 2009. At Indiana University, Rebecca worked for Residential Programs and Services and held a practicum with the Office of Student Ethics.

Colin R. Byard is a 2015 M.S.Ed. Graduate from the Higher Education & Student Affairs program at Indiana University. He received a B.A. in Philosophy and Religious Studies from Indiana University Bloomington in 2013. At Indiana University Bloomington, Colin served as a Graduate Supervisor in Collins Living-Learning Center and completed internships with the Association of College Unions International and OASIS.

Maya E. Coopergard is a 2015 M.S.Ed. graduate of the Indiana University Higher Education & Student Affairs program. She received a B.S. in Business Administration from California

Polytechnic State University, San Luis Obispo. At IU Bloomington, Maya worked as a Graduate Academic Integrity Hearing Officer and Educator in the Office of Student Ethics and completed an internship in the Kelley School of Business Undergraduate Academic Advising Office.

Bernard H. Lawson is a 2015 M.S.Ed. graduate of the Indiana University Higher Education & Student Affairs program. After graduation, he will study business intelligence and analytics in the Information Systems program of the Kelley School of Business. Currently, Bernard supports Indiana University students through his role as a Graduate Supervisor in Wright Quad.

Zachary M. Sanderson is a 2015 M.S.Ed. graduate of the Indiana University Higher Education & Student Affairs program. He received a B.S. in Elementary Education from Southern Illinois University Edwardsville. At Indiana University, Zachary worked as a Graduated Supervisor in Forest Residence Center and held a practicum with the GLBT Student Support Services office.

Jasmine M. Scott is a 2015 M.S.Ed. graduate of the Indiana University Higher Education & Student Affairs program. She received a B.S in Telecommunication from the University of Florida in 2013. At Indiana University, Jasmine worked as a Graduate Supervisor in the Division of Residential Programs and Services and completed practicums with the Association of College Unions International and the Office of Admissions.

Expectations versus Reality: First-year Students' Transition into Residential Living

Larry P. Ailes II, Natalie Alvarado, Stephen Amundson, Justin Bruchey, and Chelsea J. Wheeler

The study examined first-year residential students' expectations regarding the residential experience prior to entering Indiana University – Purdue University Indianapolis (IUPUI), an urban, largely commuter campus. Based upon a qualitative study of nine first-year students, the researchers explored how students navigated differences between their expectations and lived experiences. Findings revealed that each participant experienced a similar transition process. The research team developed an original model, the First-Year Residential Student Transition (FYRST) model to describe the transition process, which offers a number of implications for higher education professionals.

As higher education continues to transform, expand, and diversify, it has the potential to impact how students perceive the landscape of their college or university. Researchers have suggested that first-year students are coming to college with more "unrealistic or unrealized expectations" (Kreig, 2013, p. 635) and perceptions of what it means to be a college student (Kreig, 2013; Schilling & Schilling, 1999). As a result of these ill-conceived expectations and perceptions, many students feel emotionally stressed because their perceptions are incongruent with their environment and reality (Kreig, 2013; Stern, 1966). Furthermore, a number of factors including family, peers, educators, and students' personal experiences with education are responsible for influencing first-year students' perceptions of the collegiate atmosphere (Clark, 2005; Kreig, 2013; Meyer, Spencer, & French, 2009; Smith & Zhang, 2009).

According to Clark (2005) and Meyer et al. (2009), there is a considerable amount of quantitative research, and a lack of qualitative data, for examining students' perceptions of college and the effects these perceptions have on their matriculation into college. Clark (2005) stated that more qualitative research on students' transition to college will give administrators better insights into what "internal and external contexts and factors" (p. 297) are influencing students' expectations. Additionally, current research has mainly focused on students' expectations as they relate to their transition to college and academic preparation (Feldman, Smart, & Ethington, 2004; Kreig, 2013; Pike, 2006). Thus, there is a need to investigate "how students perceive the factors that influence their transition experience" (Clark, 2005, p. 296) so that college administrators can better understand what specific factors play a role in impacting educational outcomes (Smith & Zhang, 2009). For this reason, the focus of our study is to provide a better understanding of the expectations of first-year residential students upon entering the collegiate environment and how these expectations have been formed. Our research questions are as follows:

1. What expectations do first-year residential students have of the residential collegiate experience upon entering Indiana University - Purdue University Indianapolis (IUPUI)?
2. What sources (e.g., peers, family, media, teachers, or administrators) have the greatest influence on the formation of students' expectations?
3. How do first-year residential students navigate differences in the

levels of congruence between their incoming expectations and actual experiences during their transition into the university?

Framework

For the present study, Tinto's (1987) Model of Institutional Departure and Holland's (1997) Theory of Person-Environment Fit were used to guide our examination of the literature and findings. Tinto's model highlights that students enter college with expectations and goals regarding personal and academic experiences that are based upon interactions with sources of information, such as peers, family, and media (1987). As students transition into college, these expectations and goals are continuously challenged and reevaluated through interactions with other individuals in their environments (Tinto, 1987). Depending on how students integrate their overall campus experiences with their pre-established expectations and goals, they will either decide to persist at, or depart from, the institution (Tinto, 1987). Supporting Tinto's Model of Institutional Departure, Holland (1997) states that a student's personality, expectations, and experiences, are intertwined. These elements frequently interact with the student's surrounding environment, resulting in a direct impact on their life.

Literature Review

In reviewing the existing literature regarding college student transition, three main themes emerged: first-year students' overly optimistic expectations of their freshman year, the construction of student expectations by a variety of sources, and the fit between the students and their environment.

"Freshman Myth"

Research by Stern (1966) resulted in the notion of the "freshman myth," which describes the phenomenon of first-year students having unrealistically high expectations of what their collegiate experience would entail. More recently, students tend to enter their institutions of higher education with optimistic expectations of their social and academic life, while having more pessimistic views of their transition and how they will handle stressors (Jackson, Pancer, Pratt, & Hunsberger, 2000; Smith & Wertlieb, 2005). While the freshman myth is a phenomenon that most first-year students experience, the impact of the disharmony experienced by students can determine the ease of their transition and level of success achieved throughout college (Jackson et al., 2000; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). First-year students' general expectations of their experiences upon matriculating often shape their behavior, specifically "academic performance and social adjustment to the college life" (Kuh et al, 2006, p.14). For students living on campus, higher expectations for the residential environment and the college experience are common (Miller, Kuh, & Paine, 2006). With this in mind, it is important to understand where these higher expectations come from.

Sources for Forming Expectations

Students' expectations of their first year of college and how they will navigate this transition are based upon a variety of sources of information. These sources can include family, media, peers, employees of educational institutions, and anything that can impart an idea of what college entails (Jackson et al. 2000; Keup, 2007; Maunder, Spencer, & French, 2012; Schilling & Schilling 1999). Many researchers have

suggested that peers and parents are the most influential sources on students' perceptions of college life (Clark, 2005; Kreig, 2013; Meyer et al., 2009; Smith & Zhang, 2009). Past experiences, stories, the portrayal of college via the media, and the marketing of the university are all templates; in this case, a model of college life that influences students' expectations (Keup, 2007; Kreig, 2013; Meyer et al., 2009; Schilling & Schilling, 1999). Templates provide a level of anecdotal knowledge for students about what they believe their experiences should be. However, the unrealistic expectations formed by these templates often fail to match the students' actual experiences.

Congruence

Congruence refers to the degree to which a person and their environment match (Pike, 2006). Long's (2014) research on students' perceptions of their living environments, specifically residence halls suggested that many students obtained congruence when they felt a sense of satisfaction and stability within their environments. Students tend to be happier and have higher graduation rates when their expectations and experiences of college are congruent (Kuh et al., 2006; Miller et al., 2006; Schilling & Schilling, 1999). Those with incongruent expectations of their college experience often do not acclimate well in the academic and social environments, resulting in students seeking counseling, and/or departing from the institution (Jackson et al., 2000; Kuh et al., 2006; Miller et al., 2006). Given the existing literature, it is clear that a strong connection exists between students' expectations of college and the level of congruence with their environment.

Role of the Researchers

Much of the literature that addresses the expectations of incoming college freshman is quantitative in nature. Many studies have used surveys to address student responses to different aspects of the college experience, including their expectations prior to entering college and what they actually experience after arriving on campus (Baker, McNeil, & Siryk, 1985; Jackson et al., 2000; Kreig, 2013; Long, 2014; Smith & Zhang, 2009). For this reason, we felt it was important for our study to utilize a qualitative research paradigm in order to share students' stories and experiences. Narrative inquiry allows "for the in-depth exploration of the broadest possible range of student expectations, relevant college experiences, and resultant outcomes" (Keup, 2007, p. 7). Knowing this, we embraced the opportunity to include the voices of students from underrepresented populations in a way that shared their individual stories.

Research Design

We utilized Housing and Residence Life's (HRL) listserv to send an email to 884 students residing in two first-year residential facilities, Ball Residence Hall (Ball Hall) and University Tower (Tower). We drafted the email that outlined the study criteria and invited students to participate in the research. Those interested in participating self-reported through a survey their personal and demographic information: contact information (name, email), residence hall, gender, race/ethnicity (optional), first generation vs. non-first generation, roommate status, and age of majority status (at least 18 years old).

We felt it was important for students to have the ability to self-identify their demographic information. Keeping in mind the limits of socially constructed identities (e.g., gender and race/ethnicity), we allowed students to write-in their responses for these questions. In addition, the survey allowed

students the opportunity to select more than one race/ethnicity. Students who were under 18 years of age at the start of their freshmen year (August 10, 2014) were excluded from the study because of their vulnerable status. Additionally, those who did not have a roommate were excluded because many interview questions focused on roommate relationships.

Sample

Of the 884 students who received the email, 43 students completed the interest survey: 20 from Ball Hall, and 23 from the Tower. Our research sample consisted of nine participants, which is in line with previous research by Keup (2007), where "the sample was intentionally limited to a small number of students to allow for in-depth data collection and analysis" (p. 9). The appendix table lists the participants' self-identified information.

Interview Data Collection

When scheduling interviews, we were intentional about which of us interviewed specific participants. This was necessary because three members of the research team are employed by HRL in roles working directly with students within the residence halls. We conducted one-on-one interviews with each participant that averaged 30 minutes in length and took place during weeks ten and eleven of the semester. The interviews were semi-structured, allowing each of us to ask probing, follow-up, and clarifying questions. They were audio recorded by a handheld device or computer to be used solely for transcription purposes. Themes of the questions ranged from factors that influenced the decision to live on campus, to individuals and resources that impacted their expectations, to differences between the expectations and lived experiences in the residence halls. We asked open-ended question for the participants to be able to discuss their expectations and experiences in whichever manner they chose (Schuh & Upcraft, 2001). According to Creswell (2012), it is good practice for researchers to follow data recording protocols, which ensure that research information stays organized and accurate. Therefore, we developed the following data recording protocols:

1. During the interviews, each of us asked the questions in a predetermined order that was designed to allow the students to reflect and build upon their previous responses. Probing questions were asked to facilitate participants' expansion on their initial responses.
2. Each of us transcribed our 1-2 interviews into a Microsoft Office Document.
3. Each of us was responsible for retrieving further data from the participant we interviewed when information was needed to fill in gaps in their story.

These protocols were utilized as part of the data collection process and provided a strong foundation to begin coding and data analysis.

Data Analysis

Our data analysis was comprised of a three-part process guided by emergent-thematic coding. First, we initially coded our own interview transcripts to tag keywords or phrases, such as academic program/majors, convenience, and media (television, social media, et cetera), according to the larger themes they fit into. Second, after completing the initial coding, we came together and discussed whether to accept, reject, or add codes to each transcript. Since we all had a different lens when viewing the context of each participant's story, we discussed varying

interpretations and came to a consensus on which codes were appropriate. Finally, we began grouping together similar codes to determine major themes. For example, the codes involvement, support systems, and community were grouped under the larger theme of sense of community and belonging. From this process, we identified six themes: Sources, Freshman Myth, Dorm Experience, Campus Experience, Congruence, and Sense of Community and Belonging.

Limitations

While we used accepted qualitative research methods for our study, we acknowledge that our findings may be affected by certain limitations. Even though we took the necessary measures to ensure the credibility and trustworthiness of our study, we recognize that our selection process was limited by only searching for participants for two weeks. A second limitation we acknowledge is that we asked clarification questions that were interview specific and often close-ended, which prevented participants from further expanding upon their experience. This limitation stems from using an interview protocol that followed a semi-structured interview process where researchers could, at their own discretion, probe further into participants' answers. Therefore the inter-interviewer reliability is impacted because of the biases and lenses of understanding that each researcher holds.

Finally, we recognize that the generalizability of our findings may have been limited by the nature of our study, because we focused on a very narrow population of students. Given that IUPUI is an urban, largely commuter campus, this creates a unique residential student experience, we recognize may not be readily applicable to other campuses. Additionally, our results may not successfully apply even to all first-year students at IUPUI, since first-year students are not required to live on campus.

Findings

The purpose of our study was to identify what expectations first-year residential students had upon entering the collegiate environment and from where these expectations had been formed. We discovered that all nine participants experienced a similar development, starting with the formation their expectations of college progressing to navigating lived-experiences with the college environment. Although each participant had a similar path of transition through our six themes, all had experiences that made their story unique. To explain this progression, we created a model that depicts how our participants transitioned into college (see Figure 1).

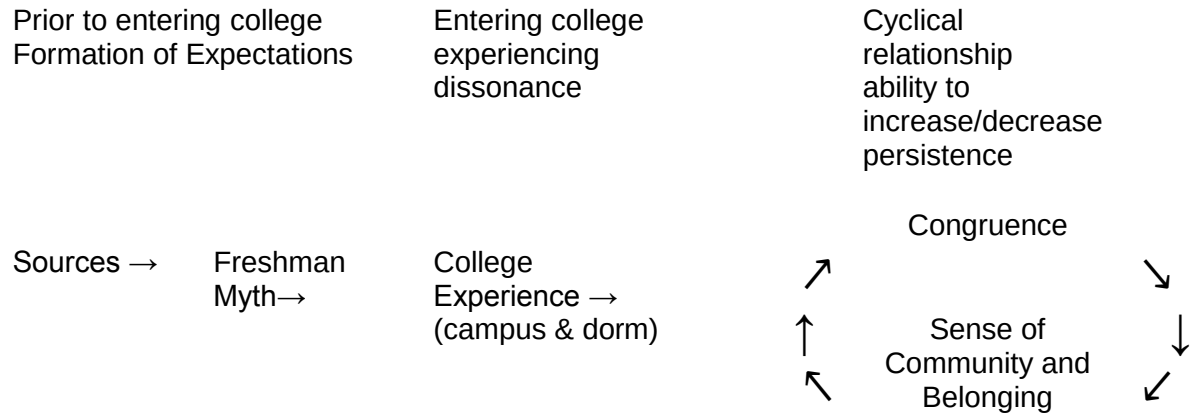

Figure 1. First-Year Residential Student Transition (FYRST) Model.

Sources

We found that sources, which included peers, family, media, and teachers, played a significant role in influencing first-year students' expectations before entering college. Participants shared that family and media were two of the greatest factors that helped form their perceptions of what college would entail. For example, Blake discussed his expectations of the residential experience: "I've just heard… from family and friends, about… how good and bad it is depending on like what happens to you." While this shows that students are forming many of their expectations from family members and peers who attended college, the information provided by these individuals may not always be accurate, as individual experiences may differ.

Additionally, many participants discussed how media, such as movies, Facebook, television, gave them an inaccurate depiction of college, which led some participants to be disappointed, or frustrated with their college experience. We learned that all nine participants in our study found media, particularly movies, to have some influence on their expectations of college. For Alexis, Brittany, and Morena, first-generation participants, media was a primary source in forming their expectations of the college experience. Brittany described: "I didn't have a parent saying 'Oh this is what college is...' I really kind of had to judge for myself and so I mean, movies, a lot of movies about this is what college is going to be like." Hans reinforced the role of movies by mentioning that they believed college parties would be similar to depictions in movies: "You know, college parties you see in the movies all the time... I thought it would be easier to make friends and like finding parties and things to do like that, but it's actually so hard." For Hans, movies informed what the college social environment could encompass.

Freshman Myth

As these sources shared information regarding what the overall college experience entailed, they often imparted an unrealistic expectation of what campus experiences might be like for students, thus reinforcing the phenomenon of the freshman myth. This formation of the freshman myth aligns with the stages that our participants experienced, as outlined in our FYRST model. Many of our participants described having a positive expectation of their roommate relationship. Lobos shared her expectation of her roommate relationship: "I was probably excited... I was going to bond with that person… probably have a friend for the rest of [my] life. Like most people do." This quotation reinforces the sentiment of students wanting to enter their new collegiate environment and develop positive, long-lasting interpersonal relationships. Our participants' optimistic expectations of their roommate relationship(s) mirrored their optimism of their potential residential experience.

Several participants frequently mentioned the idea of wanting the "dorm experience" when discussing their expectations of the residential environment. Our participants indicated that the dorm experience was a combination of various factors, including the social and physical environments, a sense of community and belonging, and the relationship with their roommate(s). Hans described their expectation that the Tower would be a more social community: "I really thought we were going to… do character building games and learn names... I thought… we would all hang out… but we don't do any of that." Hans highlights one aspect of the freshman myth involving overly optimistic expectations of peer interactions within the residence hall.

Although Lobos and Hans exhibited the

freshman myth regarding their specific expectations of their dorm and roommate experiences, Alexis, Brittany, and Michelle also held similar hopeful expectations. While our participants discussed the roommate relationship and dorm experience most frequently, other examples of the freshman myth included high expectations for the physical environments of the residence halls and involvement in extracurricular activities. As a whole, the breadth and depth of the participants' expectations for their first year impacted their transition into the residence halls and the campus.

Dorm Experience

One of the major themes expressed by the participants interviewed was the desire to have a traditional dorm experience during their first year on campus. The social environment, which included opportunities for meaningful interactions with peers and other members of the university community, and the roommate relationship were important aspects of the dorm experience that our participants discussed. Many participants experienced dissonance, an inconsistency between the beliefs they held and their experiences, with these two aspects of the residence halls (Merriam-Webster's, 2015). Many participants expected that their roommate would become their first and closest friend on campus. Hans exemplified this thought when stating; "oh my roommate, my best friend, we do this together, so it was going to be so much fun and I was like excited. . . she would be my first friend, you know." Other participants, including Lobos, Steven, and Jack, also struggled when their expectation of finding a best friend in their roommate was not met.

In discussing the overall benefits of living in the residence halls, Lobos stated "if you're not really on campus, you're not really going to know about it as much, and you're probably gonna miss out." In Lobos' experience, living on campus gave her a way to connect with both the people around her and the campus, because she was able to establish a community within the institution. Finding a community was a central component that participants expected of the IUPUI dorm experience, although not all participants experienced living on campus in the same way. For our participants, perspectives differed between those who lived in Ball Hall versus the Tower. Morena, a Ball Hall resident, noticed that "people in the Tower… have closed doors and they don't really talk… I like the way our hall [Ball] is… how social it is." Blake and Michelle, also Ball Hall residents, expressed that Ball represented the true dorm experience with more opportunities for community interactions. However, those living in the Tower held a different perspective; Lobos said "Tower, I liked the idea of it. Mostly because it's brand new, everybody wants to be in there…" Those who lived in the Tower felt they were getting a better experience than the students in Ball.

Campus Experience

While the dorm experience was one aspect of our participants' acclimation to college, their interaction with the IUPUI campus community was also impactful in their transition. Academics, finances, and resources were three of the primary components that participants mentioned when detailing factors influencing their campus experiences. For our participants, the academic curriculum and the proximity to academically related job sites were the primary reasons why they chose to come to IUPUI. Alexis, Brittany, and Morena all mentioned that the nursing program, combined with the close proximity to hospitals where they could gain work experience, created an ideal environment for

them in which to live and learn.

Finances were also important to many of our participants, influencing both why they chose to come to IUPUI and to live on campus. Michelle discussed that her rationale for living on campus was financially driven because her parents described it as "the cheaper option." For Hans, Jack, and Steven, the cost of IUPUI and the number of scholarships they received were primary incentives for coming to the university.

Resources such as first-year seminars, academic support centers, and resident assistants (RAs), positively influenced the ways in which the participants interacted with the IUPUI campus. In his interview, Steven detailed one way in which his first-year seminar assisted him in navigating the demands of a college schedule: "We made a time budget in which we recorded all the ways we spend [our] time… there's a lot that I pulled out… such as learning about the different resources..." RAs were also mentioned as resources that impacted the participants' decisions to become involved on campus and utilize student support services. In addition to connecting students with campus resources, RAs impacted the ways in which Brittany and Steven navigated congruencies and incongruences of their campus and dorm experiences. For participants, the level of congruence with their college environment, combined with their sense of community and belonging, ultimately determined their level of satisfaction with the overall college experience.

Which Came First?

When detailing the cyclical aspect of the FYRST Model regarding Congruence and Sense of Community and Belonging, it is unclear which of the two themes our participants experienced first. As we began to code and discuss the information shared from the interviews, it became apparent that the two themes were separate but also intertwined. For example, a student's congruence with their residence hall may lead them to seek out and interact more with those around them, developing a stronger sense of community and belonging. Alternatively, a student who is not be satisfied with their residence hall, but has a strong sense of community and belonging with their peers, may feel supported and begin to feel more congruence within the environment. A student can also have negative experiences, lessening their congruence and sense of community and belonging, leading to departure from the university.

Congruence

All nine participants discussed aspects of congruence and incongruence with their environment, primarily their residential spaces, that had greatly impacted their college experience. As participants shared their stories, it was apparent that incongruences with their environment and roommate(s) had the potential to create dissonance and force them to discover how they addressed adversity. For example, Brittany described not having a microwave in her room in the Tower as a "pain" because she was forced to utilize the microwaves in the common area. While this experience was incongruent with Brittany's expectation of the physical environment, she stated: "we couldn't have a microwave and that was a pain… [but] if I didn't have to go in the elevator I probably wouldn't have met this one girl… It wouldn't have made me get more friends..." This experience, while frustrating at first, resulted in Brittany having a stronger sense of community and belonging within her residence hall as she made new friends and gained a greater support system. Brittany's interview highlighted that incongruence creates

dissonance. However, navigating that dissonance has the opportunity to strengthen a student's congruence with their environment and their sense of community and belonging.

Sense of Community and Belonging

Another important theme that defined the participants' experiences within both Ball Hall and the Tower was their sense of community and belonging in each residence hall. Throughout the interviews, many of the participants commented on the community within the residence halls, and the relationships that were formed with roommates and neighbors. Participants stressed the importance of finding a circle of friends within the community early in the semester. Michelle emphasized this sense of community and belonging during her interview: "I enjoy that there's always people outside of their rooms … It has the positive family feel but it's also like looking-out-for-each-other aspect too." Having a sense of community and belonging contributed to the participants' ability to navigate dissonance during their first few months at IUPUI by providing interactions and the opportunity to use other individuals as sources of support.

Interactions with other students at programs facilitated by the RAs provided participants with opportunities to meet new people and form relationships. Participants also talked about the friendly atmosphere that was present in both residence halls. Although they had moved away from home to start their collegiate career at IUPUI, both first-year residence halls provided a supplemental family through connections with peers that reinforced the idea of a home away from home. As Blake stated: "it feels like home … it's just one big community and everybody seems to get along, and friends with everybody so … that kind of helps me like with the whole dorm experience I think knowing I'm connected with others."

Discussion

We found that several of our themes reinforced previous literature describing students' transition into college. In particular, our findings related to sources and freshman myth aligned well with how previous literature has operationalized these terms. Our participants described a similar process to those in Stern's (1966) study where they obtain "their information [about college] from friends, family, and high school counselors" (p. 411). This reaffirms the strong influential role various sources can have on students' expectations. The participants in our study also shared experiences reinforcing that the freshman myth is still a phenomenon that can cause first-year students to experience dissonance upon entering college. While some participants, such as Hans and Brittany, recognized that they should not have let media's depiction of college influence their expectations, media still had an impact on their expectations of college. Perhaps believing the media's and different sources' depiction of college can be seen as a coping mechanism to deal with the uncertainty of the transition process.

As Schlossberg (2011) describes, students who are in the transition process often engage in coping strategies that focus on information seeking, direct action, inhibition of action, and intrapsychic behavior. Prior to college, our participants were engaging in information seeking behavior by taking in information from different sources, such as family, friends, Facebook, movies, and other forms of media. Once at IUPUI, these strategies ranged from conversations with their

resident assistants (information seeking), becoming involved with campus organizations (direct action), and purposefully avoiding developing a relationship with roommates (inhibition of action). Although these strategies can ease the transition, our participants highlighted that the most important aspect of managing the transition process is having an effective support system.

The support category of Schlossberg's transition framework, in particular, reaffirms the need for students to have a Sense of Community and Belonging described in the FYRST model. In Schlossberg's Transition Theory, support refers to social support, specifically from intimate relationships, family units, networks of friends, and institutions and communities (Schlossberg, 1981). Our participants mentioned having a strong friend network on their floors was a key way they felt integrated into their community, leading them to having higher congruence with their environment. Students' integration into their environment is vital because it has the potential to predict "whether they are likely to remain enrolled in college" (Hausmann, Schofield, & Woods, 2007, p. 804). While our study did not focus on students' decision to leave the university, it did help to expand upon Tinto's (1987) model by explaining how students that live on campus integrate their experiences with their pre-established expectations and goals. The integration of these experiences plays a significant role in a student's decision to depart or persist at the institution (Tinto, 1987). This process of integration, depicted in our FYRST model (see Figure 1), offers a number of implications.

Implications

Given the cyclical nature of our model regarding congruence and the sense of community and belonging, intervention techniques, such as roommate mediations and seminars, can be impactful from both micro (roommate relationships) and macro (residence hall culture) perspectives. Such techniques may include how to navigate roommate disagreements, living in a shared environment, and suggestions for how to adjust to the institution's academic and social environments.

In the course of our study, we found that Facebook played a large role in the formation of expectations for incoming students. Given this, it could be beneficial for HRL professional staff and incoming RAs to have a presence on Facebook and other social media sites. HRL could be more proactive by putting out positive, realistic messages about living on campus to prospective and incoming students and their families. This process would also help cut down on instances of misinformation, resulting in more students being congruent with their living environment.

We expected RAs to have a bigger role in the navigation of dissonance than they did for the participants in our study. HRL could provide additional training for their live-in staff about transitions that students are going through and how to help them cope in a successful way. It is important for RAs to know that not all students arrive expecting the same experience, and that not everyone experiences the same events in the same ways.

The majority of participants in the current study mentioned their academic pursuits and how much they valued them. Those that live in a residential based learning community (RBLC) specifically talked about how important their RBLC has been to them, in both academic and social domains. Previous research from Wawrzynski and Jessup-Anger (2010) indicates "that students in collaborative living-learning communities were more

likely to interact with their peers around academics and had more positive perceptions about the benefits of their residence hall environment" (p. 213). Based on our findings, we recommend that HRL staff expands current RBLCs and explore opportunities to create new ones.

Our study also uncovered the importance of physical space and the role it plays in forming relationships and a sense of community and belonging, since "a sense of community is important to the inhabitants of any environment" (Strange & Banning, 2001, p. 28). Many participants indicated that minor to moderate inconveniences experienced in the residence hall were worthwhile when they contributed to the formation of relationships with others within the community. According to Strange and Banning (2001), "it is the transactional (or mutually influential) relationship between the human and nonhuman elements in the behavior setting that shapes behavior" (p. 19). Therefore, we strongly recommend traditional-style facilities (communal bathrooms, double-loaded corridors, common lounges, et cetera) when constructing new residence halls, as these characteristics help to create an environment that allows students to build relationships with others, achieve academic success, and personal growth.

Finally, as we recognized previously, the findings from our study can only be directly applied to students at IUPUI. Given that IUPUI is an urban, largely commuter institution, the findings of this study may not apply to students at other institutional types. In order to determine which students the FYRST model can be applied to, further research needs to be completed with different institutional types and student populations.

Conclusion

Although we indicated that first-year residential students experienced similar phases in navigating their transition into college, further research should be conducted to confirm the efficacy of the FYRST model. Therefore, we propose a longitudinal study assessing the FYRST model, as well as, students' persistence and satisfaction with the collegiate experience. Our study focuses on assessing first-year residential students' transition, however many first-year students at IUPUI are commuter students who do not live on campus. Additionally, further research should be conducted to analyze the experience of students from underrepresented groups, such as racial minorities and first-generation students at IUPUI. While it is likely that many students experience a similar transition process, research is needed to substantiate this claim. Lastly, our study found that forty-three participants, or 5%, were willing to share their stories surrounding their experiences, thus indicating that many students were eager to have their voices heard. We believe that sharing these stories with administrators will allow for HRL staff to provide future students with an enhanced living experience.

If students are able to enter college with more realistic expectations of their upcoming experiences, we believe this will decrease their level of dissonance and provide a smoother transition into the institution.

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Larry P. Ailes II earned his B.S. in Psychology from Indiana University – Bloomington in May of 2011. He plans to graduate with his M.S.Ed in Higher Education and Student Affairs from Indiana University in August of 2015. Currently, Larry is employed as a Residence Coordinator in Ball Residence Hall for Housing and Residence Life at Indiana University – Purdue University Indianapolis.

Natalie Alvarado plans to graduate from the IU HESA master's program in 2015. She received a B.S.W. and double majored in Social Work and Spanish cum laude from Seattle University in 2013. At Indiana University Purdue University Indianapolis (IUPUI), Natalie serves as a Graduate Hall Director for Housing and Residence Life in the Riverwalk Apartments and Townhomes.

Stephen Amundson received his B.S. in Public and Environmental Affairs, with Distinction and Honors, from Indiana University-Bloomington in May 2008. He also graduated with his Masters in Theology from Pacific Lutheran Theological Seminary in June 2010. Stephen currently works as a career advisor at IU's Career Development Center in Bloomington. He will graduate from IU-Bloomington with his Masters in Education in May 2015.

Justin Bruchey received his B.S. in Psychology, Manga Cum Laude, from Towson University in May 2013. He plans to graduate with a M.S.Ed. in Higher Education and Student Affairs from Indiana University in May 2015. Currently, Justin works as a Graduate Hall Director with the Department of Housing and Residence Life at Indiana University – Purdue University Indianapolis.

Chelsea J. Wheeler earned her B.A. with Distinction in Psychology from the University of Michigan-Dearborn in April 2013. She plans to graduate with her M.S.Ed. in Higher Education and Student Affairs from Indiana University in May 2015. She is currently the Graduate Assistant for Fraternity and Sorority Life at Indiana University – Purdue University Indianapolis (IUPUI). Chelsea plans to pursue a career in fraternity and sorority advising.

Appendix

Participant's Demographic Information

Pseudonym	Residence Hall	Gender	Generational Status	Race/ Ethnicity
Alexis	Ball Hall	Female	First Generation	African American/ Black
Morena	Ball Hall	Female	First Generation	Latino/ Hispanic
Michelle	Ball Hall	Female	Non first generation	Caucasian/ White
Blake	Ball Hall	Male	Non first generation	Caucasian/ White
Brittany	Tower	Female	First Generation	Caucasian/ White
Lobos	Tower	Female	Non first generation	African American/ Black
Hans	Tower	Non-binary	Non first generation	Caucasian/ White
Jack	Tower	Male	First Generation[a]	Caucasian/ White
Steve	Tower	Male	Non first generation	Caucasian/ White

Note. We used biological sex terms as the options for the gender question on the survey.
[a]Jack self-identified as a first generation student but indicated that his father attended a "vocational school."

Deep Approaches and Learning Outcomes: An Exploration Using Indirect Measures

Steven S. Graunke

The purpose of this study was to explore the relationship between students' engagement in deep approaches to learning (DAL) and measures of affective learning outcomes. Students completed 13 items designed to represent indirect assessments of their effectiveness on three institutionally defined learning outcomes. Each scale was regressed on gender, class level, enrollment in a soft discipline, and score on an overall DAL scale. Results showed statistically significant positive effect between engagement in DAL and scores on each of the three indirect assessment measures. Further research exploring the link between DAL, student academic ability, and direct measures of student learning is suggested.

Introduction

Ramsden (2003) defined approaches to learning as the ways in which individuals, usually students, interact with the material that they are trying to learn. Approaches to learning are usually divided into surface and deep strategies. Deep approaches to learning (DAL) are used in order to foster a more thorough understanding of material, while surface approaches are designed mainly for specific recall or reproduction of content, usually to meet basic requirements (Marton and Säljö, 1976; Biggs, 2003). In other words, students who use deep approaches are for more likely to remember and apply information further into the future than students who use surface approaches that might only facilitate passing a test. The use of deep strategies has been linked to higher GPA (e.g. Zhang, 2000; Zeegers, 2001), gains in higher order reasoning skills (Chapman, 2001), and possession of characteristics associated with critical thinkers (Nelson Laird, Garver, Niskodé-Dosset, & Banks, 2008). Such outcomes are consistent with the student learning and development outcomes advocated by the Council for the Advancement of Standards in Higher Education (CAS) (Council for the Advancement of Standards, 2008).

While several sources suggest that engagement in DAL improve student performance on direct measures, there has been little examination of the relationship between engagement in deep approaches and affective outcomes. For example, there are no studies to date exploring the relationship between engagement in deep approaches and students' self-perceptions of their own learning. Biggs (1993) indicated that further understanding of the affective outcomes of assessment might provide greater insight into students' learning processes, which could benefit higher education professionals looking to enhance student learning. The following study seeks to close this gap by examining the relationship between students' engagement in deep approaches and self-rated abilities on three institutionally defined learning outcomes.

Deep Approaches to Learning

Marton and Säljö (1976) were the first to describe differences between deep and surface approaches. In a series of studies, they found that students who had searched for the underlying meaning of a reading passage provided more complicated descriptions of the author's arguments, while students who focused only on

memorizing provided simple explanations. Students who searched for underlying meaning were said to be engaging in deep level processing. Subsequent researchers further explored the strategies and conditions that would inspire the use of DAL. Biggs (1987, 2003) articulated a three-stage model of learning he termed the 3P model. The first stage, the presage, encompassed factors that influence student's likelihood to select an approach before a learning event occurs. These included students' knowledge, motivation, and conflicting demands. The second stage, process, described students' actual approach to learning, be it a deep or surface approach. Processes interact with assorted presage factors in order to determine the outcome, which Biggs (1987, 2003) termed the product. Biggs (1993) defined products broadly to include quantitative outcomes that assess "how much" the student has learned, qualitative outcomes that assess "how well" learning occurred, and affective outcomes that reflect students' feelings about their learning (p. 76).

More recent literature has explored the implementation of DAL across disciplines. Nelson Laird, Shoup, Kuh, and Schwartz (2008) found that senior students in soft disciplines (disciplines in which there were less consensus about knowledge and methods) were more likely to apply DAL strategies than seniors in hard disciplines. Other studies explored the association between students' use of DAL and increases in skills development or personal growth. Nelson Laird, Seifert, Pascarella, Mayhew, and Blaich (2011), for example, found a relationship between students use of reflective learning and gains in critical thinking as well as a significant positive effect between overall use of DAL and students' desire to engage in more cognitively complex tasks (otherwise defined as need for cognition).

Learning Outcomes Assessment

This final line of research into the impact of DAL may be especially important given the increased scrutiny of learning outcomes assessment. In 2006, a commission convened by then Secretary of Education Margret Spellings indicated that "more and better information on the quality and cost of higher education is needed by policymakers, researchers and the general public" (U.S. Department of Education, 2006, p.22). This recommendation led to the adoption of several efforts to make attainment of learning outcomes more transparent, such as the Voluntary System of Accountability (VSA). More recently, Arum and Roksa (2011), in the book *Academically Adrift: Limited Learning of College Campuses*, displayed evidence from the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE) that seemed to indicate students in higher education were making few gains in critical thinking and were not engaging in educationally purposeful activities.

Efforts such as the VSA and studies such as those published in *Academically Adrift* used tests of critical thinking in order to measure gains in learning outcomes. Other groups have advocated the use of authentic assessment of student products. The American Association of Colleges and Universities (AAC&U), for example, sponsored the development of the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics as an alternative to standardized testing (AAC&U, 2009). These rubrics are designed as a guide for assessing coursework, portfolios, and other student artifacts.

Standardized tests and authentic assessment of student artifacts using rubrics constitute examples of direct assessment, as they call for students to demonstrate what

they have learned (Polumba & Banta, 1999). However, indirect methods of assessment, which ask students to reflect on their learning, are also valuable in that they provide information about students' learning experiences as well as data for policy assessment (Ewell & Jones, 1991). Indirect assessment can be thought of as reflective of Biggs' (1993) affective outcomes, in that they measure student's current feeling about their learning and can provide more detail about the learning experience rather than simply examining the results of tests or other direct measures.

One important way in which indirect assessment data is collected occurs via regular student surveys. For example, since 1993, Indiana University-Purdue University Indianapolis (IUPUI) has used its Continuing Student Survey (CSS) as a method for gathering data on students' satisfaction with their academic and social experiences (Graunke, 2011). In 2010, the survey was updated to include an indirect assessment of this institution's comprehensive learning outcomes for all undergraduate students (Graunke & Brown, 2010). Like the AAC&U's Essential Learning Outcomes, these learning outcomes were articulated as a set of skills integrated throughout the undergraduate experience. The indirect assessment included as part of the CSS represents one half of a comprehensive learning outcomes assessment program that also included faculty ratings of student attainment demonstrated through performance in individual courses. Pike (1999) found such self-reports to be accurate representations of student learning when aggregated at the group level.

Given the increased emphasis on measuring student learning outcomes, higher education institutions would receive considerable benefit from understanding which practices are likely to facilitate positive results on outcomes assessments. The Principles of Undergraduate Learning (PULs) at IUPUI provide a particularly useful framework for the exploration of this relationship because of the conceptual similarity between the skills emphasized at IUPUI and typical DAL strategies. For example, IUPUI defines Intellectual Depth, Breadth, and Adaptiveness (IDBA) as students' ability to "examine and organize disciplinary ways of knowing and to apply them to specific issues and problems" (Academic Affairs, 2007). Similarly, Biggs (2003) indicated that when students are motivated to gain knowledge, "they automatically try to focus on underlying meaning, on main ideas, themes, principles or successful applications." (p.16) Likewise, Integration and Application of Knowledge (IAK) is defined as "The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives" (Academic Affairs 2007). Ramsden (2003) contended that students who engage in deep approaches to learning are able to form connections between concepts being taught and knowledge acquired in previous classes, constructs in other classes, and experiences from students' daily lives. Finally, IUPUI also includes critical thinking amongst the PULs. Existing evidence on the impacts of DAL suggests that students who use deep approaches may make gains in areas such as higher-order reasoning and problem solving (Chapman, 2001). In addition, though tenuous, there is evidence to suggest that a relationship exists between engagement in DAL and critical thinking abilities, especially for high ability students (e.g. Nelson Laird, Garver et al., 2008).

Most existing studies, however, explore only the quantitative products associated with student learning outcomes. To date, there has been little exploration of the

affective products measured by indirect assessment methods. Using Biggs' conceptualization of affective learning outcomes resulting from deep learning approaches, this study explores the relationship between students' processes of studying as reported by their results on the National Survey of Student Engagement (NSSE) and subsequent indirect measures of student learning. This study might serve as a model for institutions seeking to draw connections between student activities, including engagement in DAL in both in-class and out-of-class settings, and specific learning outcomes. It will also contribute to the scholarly literature on DAL by linking engagement in DAL to students' perceptions of their own skills and abilities.

Methods

Sample

Data used in this analysis was derived from three separate survey administrations. The first was a local administration of NSSE conducted during the Spring 2009 semester. NSSE is designed to collect data associated with students' undergraduate educational experiences for the purposes of assessment, benchmarking, accreditation, and other institutional improvement initiatives (National Survey of Student Engagement, 2009). The NSSE was administered to a randomly selected sample of first-year and senior students. The initial survey was sent 3 weeks after the beginning of the spring semester, with 4 reminders sent over the course of 8 weeks. The final response rate for this institution was 29% in 2009. Data was also obtained from administrations of the CSS in Spring 2010 and Spring 2011. An initial invitation and 3 reminders were sent to students selected to participate in 2010, while an initial e-mail and 2 reminders were sent to potential participants in 2011. In 2010, 22% of those sampled responded to the survey, and 18% responded in 2011.

A total of 133 students responded to NSSE in 2009 and to the CSS in either 2010 or 2011. Of those, 111 completed all of the DAL items found in NSSE and could therefore be used in this analysis. The appendix provides a summary of the descriptive statistics for each variable using all 111 eligible responses.

Dependent Variables

Thirteen items from the CSS were used to create the three scales used as indirect measures of learning in this study. The first scale was designed to measure students' self- ratings of their intellectual breadth, depth, and adaptiveness (IDBA; $\alpha = 0.816$), which describes the students' ability to understand information in their discipline, compare and contrast strategies across disciplines, and select an appropriate strategy based on the requirements of a situation (Academic Affairs, 2007). Similarly, the second scale was designed to measure students' self-ratings of their ability to integrate and apply knowledge (IAK; $\alpha = 0.816$). IAK is characterized by students' ability to use what they learned in college to their personal and professional lives as well as apply knowledge from different disciplines in a wide variety of settings. Both IDBA and IAK correspond with the AAC&U's Essential Learning Outcome of Integrative and Applied Learning (AAC&U, 2010), defined as "an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus" (p. 1). In addition, a five item scale was used to assess students' ratings of their critical thinking ability (CT; $\alpha = 0.920$). A complete list of the items

used to create these scales is available from the author.

Independent Variables

The number of independent variables was limited to 4 in order to maintain adequate statistical power (Green, 1991). The first is a scale derived from students' responses to the NSSE survey which was designed to represent an estimate of students' use of DAL (Nelson Laird, Garver et al., 2008). The overall DAL scale is a combination of three smaller subscales which assess students' general approach to learning. These scales can be conceptualized as the extent to which students' generally engage in a process that would encourage a more thorough understanding of the material being learned. Nelson Laird, Garver et al. (2008) found a strong positive relationship between students' total DAL score and their tendency to employ critical thinking skills as measured by the California Critical Thinking Dispositions Inventory. A full list of the items that comprise each subscale as well as question stems and Cronbach's alpha for the entire scale obtained from this sample can be found in Table 1.

Three additional variables were also included. These variables were related to students' self-ratings of these learning outcomes or had been related to one or more of the DAL measures in peer-reviewed studies. These data represent key presage characteristics which might influence students' choices to adopt a DAL approach or affect their subsequent learning (Biggs, 2003). Data were extracted from official university records and merged with survey responses. Sex was coded as a flag for female, (female =1, male =0). The analysis also included both first-year and senior respondents to the NSSE survey in order to maximize the size of the sample. Pike (1999) observed that a halo effect was more prominent in self-rating data provided by first-year students than similar data provided by seniors, possibly because seniors had received a greater number of accurate evaluations on college-level assignments. Therefore, for this study, class level was dummy coded in the sample with students who were seniors in 2009 being coded as 1.

Table 1

Descriptive Statistics on Dependent and Independent Variables

	Full sample			IDBA model			IAK Model			CT Model		
Variable	**N**	**Mean**	**Standard error**	**N**	**Mean**	**Standard error**	**N**	**Mean**	**Standard error**	**N**	**Mean**	**Standard error**
IDBA				104	3.15	0.057						
IAK							105	3.10	0.058			
CT										105	3.22	0.061
Deep Approaches to Learning scale	111	2.76	0.049	104	2.75	0.051	105	2.74	0.050	105	2.75	0.050
Female	111	0.59	0.047	104	0.61	0.048	105	0.60	0.048	105	0.60	0.048
Senior	111	0.35	0.045	104	0.37	0.047	105	0.37	0.047	105	0.36	0.047
Enrolled in a soft discipline	111	0.62	0.046	104	0.63	0.048	105	0.62	0.047	105	0.63	0.047

Note: IDBA = Intellectual Depth, Breadth, and Adaptiveness, IAK = Integration and Application of Knowledge, CT = Critical Thinking. Standard error adjusted using population correction factor for a population of 10,748.

Doing so acknowledges the qualitative differences while simultaneously limiting comparisons between first-year and senior respondents. Finally, Nelson Laird, Shoup et al. (2008) found that students who were enrolled in soft disciplines reported using DAL approaches more often than students who were enrolled in hard disciplines. Students' primary major or intended major as of the 2009 NSSE administration was therefore coded using the same coding scheme employed in that study (soft discipline =1).

Analysis

Separate ordinary least squares regression analyses were conducted on each of the PUL scales using the independent variables, thus producing a different model for each scale. Only respondents who had completed every item associated with all three DAL scales as well as every item associated with the PUL scale being modeled were used in the analysis. In order to adjust for a limited population of potential respondents, a finite population correction factor was used to adjust standard errors. The correction was based on the total numbers of first-year and senior students counted during the fall 2008 university census (10,748).

Results

Means and standard errors for all variables included in the IDBA, IAK, and CT models can be found in Table 2. Variance inflation factors for all variables were below 10 in each model, suggesting that multicolinearity was not likely. Table 3 presents each full model. For IDBA, F value obtained for the OLS regression (F = 5.73) was statistically significant at the $p \leq 0.05$ level with 103 degrees of freedom. Only the DAL scale was found to be significantly related to IDBA (B = 0.536, $p \leq 0.05$). Standardized coefficient reveal for DAL suggests that one standard deviation change in students' engagement in DAL would account for a 0.48 of a standard deviation change in students' self-rating of their IDBA abilities. In the IAK model, the weighted combination of independent variables was statistically significant at the $p \leq 0.05$ level (F = 3.36) with 104 degrees of freedom. Like IDBA, only total DAL score (B = 0.361) was found to have a significant relationship to IAK at the $p \leq 0.05$ level. Standardized beta suggested that a 1

Table 2

Intellectual Depth Breadth and Adaptiveness, Integration and Application of Knowledge, and Critical Thinking models

	IDBA [a]		**IAK [a]**		**CT [a]**	
	B	***β***	**B**	***β***	**B**	***β***
Intercept	1.680	*	2.027	*	1.870	*
Female	0.060	0.050	0.113	0.094	-0.010	-0.008
Senior	-0.094	-0.078	0.077	0.063	0.120	0.092
Soft discipline flag [b]	0.000	0.000	-0.017	0.014	-0.104	-0.080
Deep Approaches to Learning	0.551	0.477*	0.361	0.316*	0.501	0.415 *
	F = 5.73		3.36		6.17	
[c] Standard error of the estimate =	0.523		0.566		0.582	
	R^2 = 0.232		0.123		0.175	

Note: [a] IDBA = Intellectual Depth, Breadth, and Adaptiveness, IAK = Integration and Application of Knowledge, CT = Critical Thinking.
[b] Unstandardized coefficient for IDBA soft discipline less than 0.0005. Asterisk (*) represents statistically significant at $p \leq 0.05$.
[c] Standard error adjusted using population correction factor for a population of 10,748.

standard deviation change in DAL score was associated with a 0.32 standard deviation change in IAK. This effect is smaller than was observed in the IDBA model. The CT model was statistically significant at the at the $p \leq 0.05$ level (F = 6.17) with 104 degrees of freedom. Like the other models, DAL score was variable found to have a significant relationship with students' perceptions of their CT ability in this model ($\beta = 0.415$, $p \leq 0.05$).

Limitations

Several studies have demonstrated the importance of including proxy measures for academic ability (such as standardized test scores) or past academic performance (such as high school grades) in regression models describing students' use of DAL (e.g. Nelson Laird, Garver et al., 2008; Nelson Laird et al., 2011). Because of university policies that allow transfer students the option of submitting standardized test scores and high school grades, only 76 eligible participants had an SAT score included in university records. Likewise, high school grade point average (GPA) was only available for 70 participants in the data set. These variables were excluded in order to increase the number of observations used in the analysis, thus increasing the statistical power of the model. Subsequent researchers would be well advised to consider standardized test scores and previous academic performance when conducting assessments on student learning. Another emerging line of research concerned the use of DAL by students of differing socio-economic backgrounds. For example, using parental education as a proxy for socio-economic status, Ribera (2012) found that students who had at least one parent with a graduate degree were significantly more likely to use DAL than students whose parents did not. Students who had at least one parent with a Bachelor's degree were also significantly more likely to use DAL than first-generation students. Future research may include demographic variables such as eligibility for a Pell Grant when accounting for students' use of DAL.

Discussion

The purpose of this study was to explore the relationship between engagement in DAL and three indirect measures of attainment of institutional learning outcomes. Use of indirect assessment measures is appropriate as they represent an example of the affective products of a learning experience described by Biggs (1993). This study did find evidence of a relationship between all of the indirect measures included in this study, which would suggest that engagement in DAL could produce the types of affective outcomes described by Biggs (2003). The results suggest that encouraging students' use of DAL is an effective means of improving the results of learning outcomes assessments. Both Biggs and Ramsden (2003) provide examples of pedagogical strategies faculty could employ to promote students' use of DAL. Institutions seeking to identify strategies to improve performance on learning outcomes assessments, and therefore vicariously obtain greater evidence of attainment of learning outcomes, would do well to explore the relationship between DAL and affective measures.

Several authors (e.g. Ewell & Jones, 1991; Pike, 1999; Polumba & Banta, 1999, Volkwein, 2011) have suggested combining multiple assessment measures to gain a comprehensive perspective on the effectiveness of learning activities. Engagement in DAL has been shown to be related to some direct measures, such as GPA (e.g. Zhang, 2000; Zeegers, 2001). Measuring the impact of DAL through

multiple methods might provide a broad range of evidence to identify opportunities for improving teaching on campus. However, with the increased emphasis on authentic assessment methods, such as e-portfolios or artifacts evaluated via the VALUE rubrics, it would be important to establish the relationship between engagement in DAL and performance on more authentic assessment measures. Future researchers could consider exploring this relationship more in-depth.

The results of this study do suggest that engagement in DAL may be related to self-rated performance on IDBA and IAK. However, the weights associated with the IDBA and IAK equations suggest that DAL may impact gains in IDBA differently than gains in IAK. Both IDBA and IAK were related to the Essential Learning Outcome Integrative and Applied Learning (AAC&U, 2009) and were related to study strategies associated with DAL (Biggs, 2003, Ramsden, 2003). Differences in the effect of DAL on self-ratings of IDBA and IAK suggest that engagement in DAL may have differential effects depending on how learning is measured. The VALUE rubric for Integrative and Applied Learning emphasizes a wide variety of skills and abilities, including students' ability to connect knowledge and experience, observe relationships across disciplines, and apply concepts across multiple dimensions of experience (AAC&U, 2010). Future studies using authentic assessment methods may wish to explore differences in the effect of DAL on students' depth of disciplinary knowledge as well as their ability to integrate knowledge from multiple disciplines or across settings. Also, as previously mentioned, the interpretation of the results is hindered by the inability to include standardized test scores or high school GPA in the model. The relationship between engagement in DAL and academic ability has been well documented in previous studies (e.g. Nelson Laird, Garver, et.al, 2008; Nelson Laird et al., 2011). Previous studies, combined with the results of the current study, suggest that the relationship between DAL and learning outcomes linked to IDBA, IAK, and Integrative and Applied Learning may be impacted by students' academic ability. Further exploration of this point is warranted.

This study also provides evidence supporting a relationship between engagement in DAL and students' impressions of their improvements in critical thinking. Taken together, this study and studies that directly measure critical thinking suggest that students who engage in DAL have a stronger impression of their critical thinking abilities and are able to demonstrate such an improvement via standardized tests. Faculty seeking to improve students critical thinking skills would be well served to engage in pedagogical strategies designed to facilitate the use of DAL in class. Student affairs practitioners seeking to enhance student learning in compliance with CAS standards may also look to identify ways to integrate DAL in programs they design or services they provide.

Conclusion

Students engagement in deep approaches to learning appear to be related to self-reports of critical thinking ability, as well as reports of ability to integrate and apply knowledge and their intellectual depth, breadth, and adaptiveness. These institutionally defined learning outcomes are similar to two of the AAC&U Essential Learning Outcomes (2009). The results of this study support Biggs' (1993) contention of a relationship between deep approaches to learning and affective outcomes. This study may be used as a model demonstrating how assessments of students' use of deep

approaches to learning can be combined with internal indirect measures of assessment to see if students using effective learning strategies perceive educational benefits.

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Steve Graunke is Director of the Office of Student Data, Analysis, and Evaluation at Indiana University-Purdue University Indianapolis and a student in the HESA ED.D. program. Steve received his BA in Psychology from Butler University, his MA in Counseling from Ball State University, and a Graduate Certificate in College and University Teaching from Ball State. Steve's research interests include teaching and learning, research methods, and exploring the factors associated with college student retention and graduation.

Appendix

Deep Approaches to Learning (DAL) Scale Items.

Overall Deep Approaches to Learning Scale	**α = 0.653**
Higher Order Learning subscale	**α = 0.821**
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components [a]	
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships [a]	
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions [a]	
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations [a]	
Integrative Learning subscale	**α = 0.601**
Worked on a paper or project that required integrating ideas or information from various sources [b]	
Included diverse perspectives (different races, religions, genders, beliefs, etc.) in class discussions or writing assignments [b]	
Put together ideas or concepts from different courses when completing assignments or during class discussions [b]	
Discussed ideas from your readings or classes with faculty members outside of class [b]	
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [b]	
Reflective Learning subscale	**α = 0.863**
Examined the strengths and weaknesses of your own views on a topic or issue [c]	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective [c]	
Learned something that changed the way you understand an issue or concept	

Note. [a] Respondents are asked "During the current school year, how much has your coursework emphasized the following mental activities?" Scale is 4 = "Very much", 3 = "Quite a bit", 2 = Some", 1 = "Very little".
[b] Respondents are asked "In your experiences at your institution during the current school year, about how often have you done each of the following?" Scale is 4 = "Very often", 3 = "Often", 2 = "Sometimes", 1 = "Never".
[c] Respondents are asked "During the current school year, how often have you done each of the following?" Scale is 4 = "Very often", 3 = "Often", 2 = "Sometimes", 1 = "Never".

The Impact of Dr. Martin Luther King, Jr. Day Celebrations at Indiana University Bloomington

Sukyung Suzie Chung, Sivling Heng, Lindsay E. Luzania, aLIcia Denise Miles, Kyung Hwan Brian Min, and Miriam A. Montes

This historical inductive qualitative environmental assessment analyzed the impact of the Dr. Martin Luther King, Jr. Day celebrations at Indiana University Bloomington from 1997 to 2014, focusing on the experiences of students of color. Through the lens of Multicultural Educational Activism, 238 articles were evaluated. Article quotations were extracted to capture the evolution of the celebration. The findings demonstrated a need for the continuation of the celebrations and ongoing work to improve the campus climate for students of color.

Introduction

College institutions have a storied history with activism, often serving as the origin of social and educational movements. Activism is expressed through "violent or peaceful, noisy or quiet actions taken by groups of people […] [in] attempts to alter society according to the desires of those taking action" (Jordan, 2002, p. 8). Indiana University Bloomington (IUB) is not an exception to various activism efforts on campus. According to Sleeter (1996), multicultural educational activism (MEA) is "grounded in a vision of equality" (p. 10). Banks (1993) concurred with Sleeter's definition and further specified that MEA was designed to "restructure educational institutions so that all students […] will acquire the knowledge, skills, and attitudes needed to function effectively in a culturally and ethnically diverse nation and world" (p. 23). Through this lens, the researchers proposed that the Dr. Martin Luther King, Jr. Day (MLK Day) celebration events held at IUB are included as an activism component therein.

By conducting a document analysis on the IUB MLK Day celebrations, the researchers aspired to answer several inquiries about the celebrations between the timeframe of the celebration's origin, 1997, to present day, 2014:

1. How has the IUB's MLK Day celebrations evolved throughout the years?
2. How have attitudes among students of racial and ethnic minority backgrounds at IUB been portrayed in the *Indiana Daily Student (IDS)*, the university-affiliated student newspaper, and in the *Bloomington Herald Times*, the local community newspaper, towards the perceptions and relevancy of the MLK Day celebrations as a form of MEA?
3. As a result of the MLK Day celebrations, what changes and/or initiatives, as aligned with the tenets of MEA, have been created to improve the experience for racial and ethnic minority students at IUB?

As a university created event, the system-wide MLK Day celebration signifies a constructed model with which the researchers examined its implications for students of color. Strange and Banning (2001) described constructed models as the "subjective views and experiences of participant observers […] understood best through the collective perceptions of the individuals within them" (p. 86). Within constructed models, there is a concern with the "features of the environment as perceived by those who live in the particular environment," referred to as the

"environmental press" (Pace & Stern, 1958, p. 269). The closer the institution's environmental press is to the individual student's interest, the greater the opportunity for the student's growth (Strange & Banning, 2001, p. 87). The "press" that the researchers hoped to examine was an institutional emphasis on MLK Day events and its impact on the experiences of students of color. For the purpose of the study, students of color were defined as enrolled IUB students who racially and ethnically identified as non-White. With only 13.2% enrolled non-White students at IUB, this study sought to establish implications for institutional understanding and support for students from ethnic and racial minority backgrounds (The Trustees of Indiana University, 2015). The MLK Day events are a well-documented expression of activism on campus that the researchers believed would shed light on the research questions.

Literature Review

The MLK Day celebration at IUB was rooted in the efforts of MEA. Developed in the 1960s, MEA "can be viewed as a form of resistance to oppressive social relationships," and examines issues related to human diversity and social justice (Sleeter, 1996, p. 10). Further, MEA emphasizes equal opportunity and inclusion for students of all backgrounds by focusing on total educational reform. Multicultural educational reform, which is not limited to only curricular changes, strives to accurately include and reflect the "experiences, histories, cultures, and perspectives," of all ethnic groups (Banks, 1989, pp. 3-4).

MEA was first mobilized in the 1960s when racial minority groups demanded that educational systems acknowledge and respond to the needs of their students' histories and experiences by creating ethnic studies courses and rejecting discriminatory practices (Banks, 1989; Sleeter, 1996). Altbach (1979) stated that this new spirit of civil rights activism "stimulated a new consciousness among Blacks and an awareness of America's racial dilemma among some Whites, especially on [college] campuses" (p. 613). The civil rights movement compounded by the assassination of Dr. Martin Luther King, Jr. in 1968 exacerbated these feelings of unrest. Tensions rose throughout college campuses across the United States, especially among the Black student population; IUB was not exempt (Indiana University Bloomington Libraries, 2014).

A National Shift towards MEA

Despite some student-driven MEA successes and resulting institutional reform, the overall national response from university officials was disappointing. Frustrated by their universities' lack of action and efforts towards reforming institutional regulations and social codes of behavior in which students were advocating for, students viewed universities as "complici[t] in an 'evil' social system" (Altbach, 1979, p. 615; Harrison, 1972). For the first time, this spurred student activists to explicitly include "university reform" as one of the slogans in the national student movement for inclusion of all Americans of color in higher education (Altbach, 1979, p. 615). The inclusion of university reform critically aligns with the MEA tenet to "make social institutions more accessible to and inclusive of Americans of color" (Sleeter, 1996, p. 12). Additionally, the MEA goal was to have students "function effectively in a culturally and ethnically diverse nation and world" (Banks, 1993, p. 23).

Activism at IUB

In the 1960s, feelings of unrest and discrimination among several hundred Black

students resulted in MEA efforts on both individual and group levels at IUB (Indiana University Bloomington Libraries, 2014). MEA efforts were primarily student-driven by the actions of student leaders such as Bob Johnson and Clarence "Rollo" Turner who drafted a ten-page proposal for the "implementation of a black studies program and the [increase of] black faculty members to other academic departments" (Woods, 2011, paras. 33-35). Similarly, student organizations such as the Afro-Afro-American Students Association (AAASA) concurred with Johnson and Turner's proposal. Additionally, they asked to abolish the University Committee on Discriminatory Practices because the student body was not granted a stake when determining the committee's membership (The Trustees of Indiana University, 2014b). Student MEA efforts also achieved another victory through the approval of a grant from IUB to build the first Black Market. The Black Market not only met the unique needs of the Black community by providing goods such as hair products, Black music, and African literature, but also became a "proud representation of black students' progress in establishing social equality" (Woods, 2011, paras. 40-43). These sociopolitical improvements on IUB's campus would not have been possible without the student-driven efforts of IUB's student leaders.

Observing Dr. Martin Luther King, Jr. Day at IUB

Contrary to other institutions that chose to not cancel classes and administrative duties in honor of MLK Day (The Journal of Blacks in Higher Education, 2000), the Indiana University Board of Trustees chose to recognize MLK Day as a system-wide institutional holiday in 1997. The Board of Trustees' decision signified to faculty, staff, students, and community members a dedication to "diversity and [to] promote [the] collective spirit" of the community (Indiana University Board of Trustees, 1997). This institutional dedication aligns with the tenets of MEA mentioned previously and signifies that the celebration of MLK Day is a form of MEA as constructed through the university. By studying the MLK Day celebration at IUB, the researchers endeavored to understand the impact of this university constructed initiative in regards to diversity, social justice, and inclusion for students of color.

Methodology

This study utilized a two-pronged content analysis, which required examination of messages in the written, verbal, or visual communication form (Cole, 1988). Derived from the previously stated tenets of MEA, a priori codes were created to conduct the content analysis and were as follows: equality for excluded ethnic groups, challenging institutional processes that reproduce inequality, empowering students to become knowledgeable, encouraging caring and active citizens, and resisting oppression This study's content exploration focused on the overall experiences of students of color in relation to their impact of the MLK Day celebrations on IUB's campus. Specifically, an inductive approach was implemented due to the current lack of available research and literature to help guide the researchers' inquiries. The inductive content analysis aligned with traditional inductive approaches, which focus on qualitative analysis:

1. To condense extensive and varied raw text data into a brief, summary format.
2. To establish clear links between the research objectives and the summary findings derived from the raw data and to ensure these links are both transparent

(able to be demonstrated to others) and defensible (justifiable given the objectives of the research).
3. To develop a model or theory about the underlying structure of experiences or processes which are evident in the text (raw data) (Thomas, 2003, p. 2).

Through this approach, the researchers strived to successfully generate an in-depth understanding of the longitudinal history and context of the MLK Day celebration's impact on IUB's campus in an unobtrusive and low-cost way (Schamber, 2000). Inductive content analysis allowed the data to speak for itself. Since there has been little to no literature available on the perceptions of students of color around MLK Day celebrations at IUB, any researcher assumptions about those attitudes would be poorly founded.

Data Collection

The researchers culled articles and documentation from the *IDS*, *Bloomington Herald Times*, IUB Board of Trustees minutes, and the Bloomington Commission MLK Day Celebration website. Within these data sources, the researchers applied the following search keywords: "Dr. Martin Luther King, Jr.," "Martin Luther King," and "MLK" for the time period of 1997 to 2014.

Timeframe

Seeking articles from 1997 to 2014 formed a frame for the content analysis. Through this seventeen-year period, the researchers focused on identifying characteristics, implications, and themes of each year following the first celebratory act by IUB and the City of Bloomington, Indiana. Due to the relationship between the campus and City of Bloomington, it was inferred that the campus was in a celebratory flux immediately following the 1997 decision by the IUB Board of Trustees and previous city observances. Moreover, the City of Bloomington and IUB collaboratively constructed and implemented "A Day ON, Not a Day Off!" (City of Bloomington MLK Commission, 2015), a celebratory environment that nationally honors Dr. Martin Luther King, Jr., a person of color at a PWI.

Although the first national observance of MLK Day was in 1986, the researchers chose to begin their analysis in 1997, following the article "IUB Groups Want King Day Classes Cancelled" (The Trustees of Indiana University, 2013). This article was the first published article after the approval of the MLK Day celebration by the IUB Board of Trustees, and cancellation of classes in 1997, thus signifying a starting point for analysis. Additionally, the researchers chose conclude analysis of the celebration in 2014 to capture an in-depth and comprehensive analysis of the entire seventeen years of the celebration.

The researchers acknowledged that the City of Bloomington observed the national holiday only a few years prior to the university and community joint effort, which limited an in-depth analysis of campus-specific celebratory activism. However, in addition to the summarized longitudinal history that a content analysis provides, the researchers sought to ascertain a clear description of the phenomenon, and categories describing the phenomenon, of the MLK Day celebration at IUB (Elo & Kyngas, 2007).

Keywords for Data Collection

Specific keywords were chosen with the intent of capturing the most information about the MLK Day celebrations at IUB and Bloomington while remaining respectful of Dr. Martin Luther King, Jr.'s name and legacy. It was believed that the less specific the keyword, the more results would be

generated on article search databases. Once all articles and publications were identified using the search criteria, the articles were pared down to those pertaining only to the MLK Day celebration at IUB and/or the City of Bloomington's celebration. To best answer the research questions, any content that was not directly related to the actual MLK Day celebration, or planning thereof, was not included in the content analysis.

Indiana Daily Student. Throughout the years, the *IDS*, the university's independent newspaper publication since 1867, has served as a critical platform of media coverage for the MLK Day celebrations on IUB's campus (Indiana Daily Student, 2014). Analysis of past *IDS* articles that reported MLK Day celebration days provided invaluable context and resources that captured the perceptions and experiences of witnesses, participants, and activists of the celebrations' events.

Board of Trustees meeting minutes. The Board of Trustees at IUB have served as the institution's governing board since it was first established by the Indiana General Assembly in 1820 (The Trustees of Indiana University, 2014a). Since the Board of Trustees meeting minutes include "official acts, resolutions, policies, agreements, and other business records pertaining to the governance of Indiana University," the researchers sought to analyze written documentation of the university's acknowledgements of and intentions in regards to the MLK Day celebrations.

Bloomington Herald Times and City of Bloomington's Dr. Martin Luther King, Jr. Commission website. Much like the *IDS* and IUB Board of Trustees Meeting Minutes, the researchers believed the Indiana's local *Bloomington Herald Times* and meeting minutes from the City of Bloomington Commission's Dr. Martin Luther King, Jr. Celebration website offer additional historical context of the MLK Day events throughout its history. This coverage enabled the triangulation of selected sources to be assessed for accuracy and consistency in reports.

Content Analysis

Procedure

As a team of six, the researchers divided into three randomized pairs to begin content analysis as teams. The three pairs were assigned to four and seven years of articles and online resources in order to inductively search for emerging ideas supported by quotes from the text, utilizing an a priori coding scheme. Separately and individually, members of each team then read and analyzed the documents from each year and recorded their data in a secure shared space. The data was recorded based on the following categories for each year (see Table A3).

A priori codes were selected to include the MEA framework mentioned previously and suggested ideas around the evolution of the celebration. The individual data from each set of analysis was inductively assessed and grouped into emerging commonalities. Although considered, computer-assisted qualitative data analysis software was not utilized because the researchers chose to use the MEA tenets as a framework for synthesizing and categorizing the data. Analysis software would have limited the researchers' ability to perform the research in this manner.

Next, each pair congregated and compared their findings in data collection. By cross-checking their data from the assigned years, each pair formulated a team consensus of the data in order to be further investigated by another pair. Cross-checking the coding work enhanced consistency amongst the coding, thus establishing trustworthiness and validity. This data was disclosed on a secure shared-

space viewable by all researchers and organized per year.
To strengthen validity of the data even further, each pair of researchers read and analyzed the documents from another pair repeating the same procedure. This time, each pair recorded their data noting any discrepancies, validities, and newly presented emerging ideas that differed from the previous team's analysis and ensured that their coding was congruent. The researchers who read the articles from the same time period subsequently met together to discuss the content analysis, existence of common themes, biases, and presence of voice for further analysis.

Data Analysis

Following the collection and recording of data for each year and source, the entire research team convened to discuss emerging themes from the codes presented and to highlight rich quotations supporting the evidence of emerging themes. The MEA framework was used to identify emerging themes and categorize codes within general areas.

The researchers of the articles from an assigned time period validated each presented theme and subtheme with concrete supporting evidence through identified quotes. If the other researchers did not concur with the initial team's findings, the presented theme and subtheme were not recorded. Each year's analysis afforded for shifting themes and subgroups independent of previous years to form a more comprehensive analysis. Through the discussion of each year, the six researchers decided on congruent themes and subthemes for each period of time (see Table 1).

Findings

Summary of Articles

The researchers perused 2,261 total articles and meeting minutes from the data sources; the total number of *IDS* articles the researchers collected from 1997 to 2000 was excluded as it was not quantifiable. Out of 2,261 articles and meeting minutes, 238 relevant articles and meeting minutes were included with viable quotes or contents of student voice, administrative voice, and Bloomington citizen voice (see Table A1).

Emerging Themes

After the analyses of the pairs, the researchers collectively produced the following emerging themes per designated years: 1997 to 2000 - service and volunteer opportunities, programming, and collaboration; 2001 to 2007 - service and volunteer opportunities, MEA, unity and collaboration, and evolution/creation; 2008 to 2014 - MEA, unity and collaboration, MEA, and campus climate. For the Bloomington Commission MLK Day Celebration website Meeting Minutes and IUB Board of Trustees Meeting Minutes notes, the researchers found emerging themes of service to community and volunteerism, programming, and collaborations (see Table 1).

Thematic Categories

Based on analysis of the emerging themes, the researchers then categorized the information into relevant thematic categories. These findings included evidence of broad themes, expressions of MEA, student voice, and inclusion.

Broad themes. Four significant broad themes were found: 1) A shift of MLK Day celebrations from student driven to administratively driven; 2) Presence of both student and administrative voices throughout the time frame with an increasing presence of administrative voice; 3) Celebration events shifted from race-specific activities and topics to activities and topics including

all-inclusive identities; and, 4) Forms of MEA expressed

Student voice. Since IUB's MEA efforts were rooted in student-driven activism, the researchers were curious about the evolution of student voice and if the institutional construction of the MLK Day celebration at IUB would introduce the influence of administrative voices. By examining the quotes and contents from articles, different trends in the number of student and administrative voices throughout the time frame were found. From 1997 to 2002, the number of student voices declined from 22 to 2 expressions of student voice and plateaued after 2002. There was a large number of student voices in 1997 and 1998, particularly in relations to the student protest demanding a full recognition of MLK Day (Indiana University Board of Trustees Minutes, 1997) (see Table A2 and Table A3). Administrative voices, on the other hand, were consistently present throughout the timeframe, with an upward trend after 2002.

Expressions of multicultural educational activism. The articles analyzed indicated trends regarding how specific forms of MEA were expressed throughout the selected years (see Table A3). "Empowering Students to Become Knowledgeable" and "Empowering Caring and Active Citizenship", for instance, were consistently the highest forms of MEA expressed throughout the timeframe, with the exception of 1997. The expressions of the remaining three forms of MEA, on the other hand, decreased over time: "Challenging Institutional Processes" dropped from 28 to 2 expressions during 1997 to 2003 and, after 2004, there were zero expressions of "Challenging of Institutional Processes". Additionally, the number of expressions in "Equality for Excluded Ethnic Groups" and "A Force of Resistance to Oppression" declined over time, averaging 1 expression of "Equality for Excluded Ethnic Groups" and 2 expressions of "A Force of Resistance to Oppression" after 2004 (see Table A3).

Discussion

The initial events that took place during the MLK Day celebrations' earliest years were centered around racial and social justice issues that pertained specifically to marginalized and excluded racial and ethnic groups. As the MLK Day celebration events evolved, IUB organizers emphasized topics of historical knowledge and civic engagement (see Table A3). The ongoing relationship between the Bloomington community and IUB indicated a mutually beneficial town and gown collaboration and

Table 1

Summary of Findings: Emerging Themes Found Per X Range of Years Results

Source Years	Emerging Themes
1997-2000	Service and Volunteer Opportunities; Programming; Unity and Collaboration
2001-2007	Service and Volunteer Opportunities; MEA; Unity and Collaboration; Evolution; Creation
2008-2014	MEA; Unity and Collaboration; Evolution; Climate
1997-2014	Service and Volunteer Opportunities; Programming; Collaboration

Note. Themes found in Bloomington Commission MLK Day Celebration website Meeting Minutes and Indiana University Board of Trustees Meeting Minutes notes for 1997-2014. MEA = Multicultural Educational Activism.

unity. However, this institutional prioritization of historical knowledge and civic engagement over issues of race and social justice does not align with MEA's mission to emphasize equal opportunity and inclusion for students of all backgrounds (Banks, 1989; Sleeter, 1996). Moreover, the recurring presence of student voices articulated that the MLK Day celebrations were relevant and necessary to better improve the overall campus climate (see Table A3). However, the lack of racial or ethnic student representation on the planning committees and commissions imply the lack of institutional values surrounding the experiences of students of color. In contrast with MEA's requirement that institutions not only acknowledge but also respond to the needs and experiences of racial and ethnic students through total educational reform, organizers of the MLK Day celebrations on IUB did not actively engage in their institutional responsibility to incorporate the experiences and voices of students of color (Banks, 1989; Sleeter, 1996).

As stated previously, the 1997 IUB student-led rally was propelled by student demands for full recognition of MLK Day in the form of a university mandated day-off from classes (see Table A2). Subsequently, the resulting university mandated day-off from classes shifted the control of the MLK Day celebration from student effort to institutional effort. This is reflected in the decreasing expression of student voice throughout the 1997 to 2014 history of the MLK Day celebrations (see Table A3). As a result, university administrators primarily controlled the interpretation of the MLK Day celebrations with little student input. The lack of empowering student input in the interpretation of the MLK Day celebrations potentially explains the decline and then absence in expressions of "Challenging Institutional Processes". Furthermore, while collaboration between student organizations was prominent in the earlier years of the celebration, collaboration between students and administrators was more present throughout the entire history of the MLK Day celebrations.

Limitations

Throughout the study, limitations were encountered throughout the qualitative research process that led to the inability to fully answer the research questions.

Data Content and Collection

The researchers were unable to gather all the racial or ethnic identities of the students within the literature analyzed due to the lack of identifiers within the text. This concluded that the attitudes and voices of students of color regarding MLK Day are inconclusive. However, the researchers did capture the types of organizations, which proved to historically be predominantly composed of members of non-White ethnic and racial identities.

Additionally, the researchers found that the meeting notes from the Bloomington Commission MLK Day Celebration website were not available prior to 2008, thus limiting the analysis of the evolution of town and gown relations between IUB and Bloomington. Furthermore, there was little applicable content beyond the construction of MLK Day as a university observed holiday following the 1997 IUB Board of Trustees meeting minutes. Thus, the researchers included minimal IUB Board of Trustees minutes in the analysis of data.

Due to the lack of knowledge of the identities of the editors, authors and publication staff, the researchers were unable to uncover the biases of the information presented. This may have impacted the information that was presented and edited in the process of publication.

This may have also impacted the coverage of stories and thus, the information presented as voice collected by the research team.

Voices of Students of Color

Furthermore, due to the lack of knowledge of the identities of the students reported, the researchers found it difficult to fully erect the perceptions of students of color during the time period of 1997-2014. The only times when the identities of the students were known was when they self-identified when they were interviewed. This did not happen often, which made it difficult to paint a complete picture of their perceptions. The researchers found that each year, there were consistent voices from student organizations who historically were organized and membered for and by students of color (e.g., Black Student Union, Theta Nu Xi Multicultural Sorority, Muslim Student Organization), thus leading to a possible assumption that voices of students of color may have been represented but a conclusion could not be made on this knowledge alone.

Data Analysis and Coding

In addition, the a priori coding process lent itself to varying interpretations of the content being analyzed. Although systems were in place to check and re-check coding congruency, ultimately researchers each carried their own lens through which they saw the analyzed content. Due to researcher bias, a priori codes may have been interpreted differently in each step of the analysis process. The researchers worked to correct these issues to provide a valid and complete vision of the content code.

Implications

Since its implementation, the MLK Day celebrations have centered on collaborations between administrators and students. Additionally, the IUB MLK Day Commission has constructed an environment articulating MEA components that the researchers established early on. However, the findings showed signs of declining collaborations between students and administrators as expressions of student voice diminished over time. As a result, the MLK Day celebration was left to the interpretation of administrative voices that were officially in charge of the events. Nonetheless, this does not negate the need and importance of expressing student voice in the MLK Day celebration at IUB.

In response, the researchers recommend that student voice be better represented in the planning of the MLK Day celebrations in order to reflect and meet the diverse needs of students at IUB. Analyzed quotations substantiated the absence of the MLK Day planning committee's efforts to recognize and address issues that faced students of color. As a suggestion, the researchers propose a two-board model to establish a platform for collaboration between administrators and students and thus ensure that student voices are represented throughout the MLK Day celebration planning. The two-board model would incorporate the following: one board consisting of faculty and administrator representatives, and another board consisting of student representatives. Joint communication between the two boards would provide a crucial bridge for active organization and collaboration between the faculty and administrator representatives and the student representatives. Further assessment is recommended to determine if the proposed two-board model would fit within IUB's constructed environment, as well as other strategies for collaboration and communication between administrators and

students in effort to better serve the planning of the MLK Day celebration at IUB.

Additionally, the researchers recommend future studies and assessments focusing on the relevancy and impact of IUB's MLK Day celebrations on students, especially in relation to the experiences of students of color. Institutional support and investment will be critical for maintaining these ongoing studies and assessments, which may be conducted in the forms of post-event surveys or event documentations that capture participant attitudes and responses.

These recommendations presented by the researchers strive to create an inclusive campus climate for all students and allow the institution to enact the values espoused by the creation of the MLK Day celebration at IUB.

Conclusion

IUB students have called for the inclusion of minority racial and ethnic groups for decades, launching sit-ins, rallies, marches, and protests to convey their message. Historically, administrative reaction has been mixed, sometimes moving the institution toward more inclusive choices and sometimes falling on deaf ears. An example of this mixed reaction can be seen by the 1997 rally leading up to the creation of the MLK Day celebrations at IUB that, at least initially, was an inclusive choice for the institution's student body.

Through the lens of MEA, the MLK Day celebrations have evolved from a day led by student voice that focused around the inclusion of excluded races and ethnicities to a day of service led primarily by the administration of the institution. The researchers investigated the evolution of the movement from a student-led to an administrative-led celebration and the effects of a university-wide celebration on the ability for students to seek and sustain institutional reform. At an institution overwhelmingly dominated by White students, faculty, and staff, the need for the intentional inclusion of students of color is imperative for the success of the institution in serving all students at IUB and allowing for their voices to be heard.

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Appendix

Table A1

Indiana Daily Student, Bloomington Herald Times, and Indiana University Board of Trustees Meeting Minutes Articles Summary by Sources and Years

Year	IDS	BHT	MM	Total Articles Per Year
1997	15	9	3	27
1998	15	4	1	20
1999	16	6	-	22
2000	13	7	-	20
2001	5	3	-	8
2002	12	2	-	14
2003	7	6	-	13
2004	2	3	-	5
2005	1	0	-	1
2006	3	3	-	6
2007	7	2	-	9
2008	8	2	5	15
2009	19	5	8	32
2010	5	2	5	12
2011	6	0	3	9
2012	4	0	9	13
2013	2	0	5	7
2014	3	0	2	5
Source Sample Total	143	54	41	238

Note. IDS = Indiana Daily Student; BHT = Bloomington Herald Times; MM = Indiana University Board of Trustees Meeting Minutes

Table A2

Supporting Quotes Evidence: Broad Themes, Student Voice, and Expressions of MEA

Thematic Categories	Supporting Quotes
Broad Themes	
Shift from Student to Administrative Driven	"1) Approval and Implementation of Latino Studies Department; 2) Appointment of an Asian-American advocacy dean; 3) Creation of an Asian Culture Center; 4) Maintenance and potential expansion of the Office of Diversity Programs; 5) Full recognition of the MLK, Jr. holiday; 6) University funding for Gay, Lesbian, Bisexual, Student Support services office with provisions for its permanence; 7) Immediate arrangement for an increase in non-white and female faculty" (Student, IDS, 1997).
Inclusion	"Fortunately, this beautifully mixed group of people is not a rare sight at IU: 'diversity' is the campus catchphrase. I inwardly congratulated my university and my generation as I listened to the speakers and table conversation… We are blessed to live on a campus committed to diversity and unity. We have so many opportunities for personal and social growth: cultural events, religious services, cultural centers, classes" (Student, IDS, 2001).
	"Joyner said she looked outside the racial or cultural aspects of diversity to include alternative lifestyles, women and the disabled… '[King was a man] not only of diversity, but of peace and nonviolence'" (Student, IDS, 2004).
Student Voice	"To the participants in this contest, Martin Luther King, Jr. Day holds special significance. 'It stands for doing something right, whether or not it's popular,' Hagenseiker said. Bhargava echoed those sentiments, saying students should be active on the holiday. 'It celebrates what we have accomplished but also represents what we still need to do,' she said. 'It should be a day on, not a

	day off'" (Student, IDS, 2007).
	"Senior Marcia Jones summed up the importance of the event. 'Martin Luther King, Jr. was somebody who gave their life, put family aside and made a difference for every black and white person to live in peace,' Jones said. 'In the past 30 years or so, his dream has started to disappear. We have to come together to keep it alive'" (Student, IDS, 2006).
Expressions of MEA	"'I think the march and rally are effective because I know these people have been trying to do things in the past and no one heard about it. Now with this, someone has to listen. They're not quiet anymore'" (Student, IDS, 1997).
	"[…] finding ways to face and eliminate [stereotypes and ignorance] is the purpose behind the student union and its Unity Summit, planned for Martin Luther King, Jr. Day Monday'" (Student, IDS, 2001).

Note. MEA = Multicultural Educational Activism

Table A3

Tabulation of A Priori Coded Forms of Expressed MEA

Year	Equality for Excluded Ethnic Groups	Challenging Institutional Processes	Empowering Students to Become Knowledgeable	Encouraging Active and Caring Citizenship	A Force of Resistance to Oppression
1997	7	28	8	20	20
1998	7	4	9	16	5
1999	8	2	10	18	8
2000	3	2	4	7	2
2001	2	0	6	6	4
2002	5	1	13	7	4
2003	7	2	23	28	4
2004	5	0	10	6	2
2005	1	0	6	3	2
2006	1	0	8	6	1
2007	1	0	9	6	1
2008	0	0	9	9	0
2009	2	0	5	8	2
2010	3	0	11	13	4
2011	1	0	2	9	2
2012	1	0	4	16	1
2013	1	0	1	3	1
2014	3	0	5	7	2

Note. MEA = Multicultural Educational Activism

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