Introduction

- Underrepresented minority (URM) students (i.e., African-American, American Indian, Hispanic/Latino, and Pacific Islander) are at-risk of delayed time to graduation and attrition (e.g., Graduation Initiative Report, 2019).
- URM students are also less likely to be involved in university-based extracurricular activities (e.g., soccer or honor societies), which have been shown to promote greater engagement, performance, and retention, and to reduce time to graduation (e.g., Weber et al., 2013).
- The current study expands on prior research on URM college students’ extracurricular involvement by:
  - Testing both established measures (i.e., extracurricular participation) and relatively novel measures (i.e., extracurricular identification) of extracurricular involvement
  - Investigating demographic, situational, and activity-related predictors of involvement
  - Examining how extracurricular involvement is linked with positive academic outcomes on a diverse college campus

Extracurricular Participation vs. Identification

- Participation: reflects the quantity of involvement
  - Whether or not one is involved
  - Breadth, or the number of activities in which one is involved
- Identification: reflects the quality of involvement, or the meaning and importance of activity involvement to one’s self-definition
  - Degree to which activity is viewed as an important social identity (Luhtanen & Crocker, 1992)
  - E.g., Belonging to this activity is important to my self-image

Research Questions

**Regarding extracurricular participation:**

RQ1. What demographic or situational factors are associated with extracurricular participation?

RQ2. In turn, how is extracurricular participation linked with academic engagement and performance?

**Regarding extracurricular identification:**

RQ3. What demographic, situational, or activity-related factors are associated with extracurricular identification?

RQ4. Does identification with one’s activity heighten associations between extracurricular involvement and academic outcomes?

For all questions: differences between URM and non-URM students are examined

Sample

- Data are from California State University, Sacramento (CSUS) College Activity Study (Pis: Kathryn Clifford and Casey Knifsend).
- Sample consists of 298 undergraduate students recruited from the Psychology subject pool (76.5% female)

Measures

- **Extracurricular participation:** students listed all of their school-based activities during the 2014-2015 AY. This measure was used to generate variables reflecting:
  - Whether they were involved in at least one activity
  - Breadth (i.e., the number of activities in which they were involved)
- **Extracurricular identification:** students chose the activity in which they were involved for the most hours/week, and rated their positivity toward their activity-based social identity (16 items; α = .89; Luhtanen & Crocker, 1992)
  - Belonging to this activity is important to my self-image
  - Rated from 1 = Strongly Disagree to 5 = Strongly Agree

Predictors of Extracurricular Involvement

- **Demographic variables:** self-reported age, gender, ethnicity, class at CSUS, whether one is a transfer student, and whether one lives on campus
- **Situational variables:** consisted of out-of-school responsibilities
- **Hours per week spent working**
- **Family obligations** (Fuligni & Pedersen, 2002)
  - Current assistance (3 items; α = .89; 1 = Never/NA to 5 = Always)
  - Help out around the house
  - Future support (6 items; α = .74; 1 = Definitely Not Important/NA to 5 = Definitely Important)
  - Help your parents financially in the future
  - Respect for family (7 items; α = .76; 1 = Definitely Not Important/NA to 5 = Definitely Important)
  - Treat your parents with great respect
- **Activity-related variables:** students reported on the following for the activity in which they were involved for the most hours/week:
  - Whether they held a leadership role
  - Intensity (i.e., number of hours/week in activity)
  - Duration (i.e., number of semesters involved)
  - Proportion of activity members who are friends
  - Degree of interdependence (6 items; α = .71; Van der Yeg et al., 1998)
  - It is advantageous for me when other activity members succeed
  - Rated from 1 = Strongly Disagree to 5 = Strongly Agree

Outcomes of Extracurricular Involvement

- **Academic engagement** (1 = Never to 4 = Very Often; Porter & Pryor, 2007)
  - Student/faculty interaction (5 items; α = .76)
  - Discussed your career plans and ambitions with a faculty member
  - Academic challenge (8 items; α = .73)
  - Prepared a paper or presentation two or more times before you were satisfied
  - Active and collaborative learning (5 items; α = .72)
  - Prepared for class with an informal study group
- **Grade point average (GPA):** students reported their CSUS GPA (0 = F to 4 = A)

Interaction of Breadth of Participation and URM Status on Academic Challenge

<table>
<thead>
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<th>Interaction of Breadth of Participation and URM Status on Academic Challenge</th>
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RQ3. Final Stepwise Regression Model Predicting Extracurricular Identification

**Interactions by URM status were not significant.**

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<td>Degree of interdependence in activity</td>
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<td>Proportion of activity members as friends</td>
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Note. Gender, URM status, age, transfer status, living on campus, family obligations, hours/week working, breadth of participation, type of activity, leadership role, class level, and duration were entered, but not significant. Interactions by URM status were not significant.

Summary and Discussion

- **Predictors of participation** were situational, out-of-school responsibilities, whereas **identification** was predicted mainly by activity-related predictors
  - URM and non-URM students did not differ in their participation or identification, suggesting that sampled students engage equally
- **Participation** was linked with academic challenge for URM students, whereas **identification** was linked with active/collaborative learning for URM students
  - Potentially, participants may benefit from skill-building (e.g., goal-setting) that can heighten academic challenge, but feeling a strong sense of identity is necessary to connecting with peers in academic domains
  - Consistent with prior work, URM students benefit most from activities
- **Future research** is needed to understand how to engage students who have responsibilities outside of campus (e.g., activity meetings held online), and to investigate how activities can strengthen student/faculty relationships

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