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CAMPUS STORYTELLING NETWORKS AND STUDENT RETENTION INTENT

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CAMPUS STORYTELLING NETWORKS AND
STUDENT RETENTION INTENT

THESIS

A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in the
College of Agriculture at the
University of Kentucky

By
Dale Howard Davis

Lexington, Kentucky

Director: Dr. Kang Namkoong, Professor of Community and Leadership
Development

Lexington, Kentucky

2015

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ABSTRACT OF THESIS

CAMPUS STORYTELLING NETWORKS AND STUDENT RETENTION INTENT

In an effort to better understand retention, a survey was developed to ask students at a southern land-grant university how they communicate with each other. Communication Infrastructure Theory (CIT) was previously used to identify communication networks in urban neighborhoods. My thesis adapted this theory and networks to identify the strength of three communication techniques of college students and how it effects a student's sense of belonging which can impact that student's intent to stay in school.

Keywords: Communication Infrastructure Theory, Storytelling Networks, Sense of Belonging, Retention, Community

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7/10/15

CAMPUS STORYTELLING NETWORKS AND
STUDENT RETENTION INTENT

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Introduction

Retention was once thought to be a direct reflection of a student's ability to be successful in school (Tinto, 2006). Students were viewed as responsible for their own success. A shift has happened in that institutions are anticipating their students' expectation of the institution to make them, as students, more successful (Tinto, 2006). This shift means that institutions need to reconsider many aspects of what a student needs in order to be successful. Students are seeking more and more support from institutions.

A student that completes a college program will likely have better opportunities than if that student leaves a college program (Pascarella & Terenzini, 1979). Retained students are more likely to think about the work force they will enter, and have work place readiness (Pascarella & Terenzini, 2005). A student's ability to integrate both socially and academically can determine their potential as a student. In higher education, social integration is defined as a process of participating in extracurricular programs, finding peer groups, interacting with faculty outside of the classroom and discussion of nonacademic issues, taking care of personal problems (Pascarella & Terenzini, 1979), and social participation (Tinto, 1997). Academic integration is defined as the process of academic achievements, interactions with faculty that lead to academic based conversations (Pascarella & Terenzini, 1979), and academic participation (Tinto, 1997). Balancing the two integrations can be a challenge for first year students as they acclimate to their new community, but they are believed to both be important. If a student does not adjust to the student's social environment one may not adjust to the academic environment. The reciprocal is

possible as well. Students will stand a better chance in the classroom if they create out of classroom connections to balance their life (Pascarella & Terenzini, 1979). It is important to discuss social integration because it is a balancing component in a student's college career. Students that socially integrate are better off than students that do not. In this study I focus on sense of belonging because it is a measureable construct. It is difficult to ask a person for a subjective answer on whether they have socially adjusted to their environment. Any answer would be a person's subjective response therefore we focus on sense of belonging as the measureable construct.

One aspect of social integration is a student's ability to connect to others. It is difficult to measure. A sense of belonging within a community can be affected by media, community organizations and interpersonal networks (Cohen, Ball-Rokeach, Jung, & Kim, 2002). Many students will leave or stay for many reasons. The scope of this paper intends on sense of belonging and how these three networks develop a student's connection to their campus community.

Retention and Sense of Belonging

Retention is one of the top priorities for most colleges and universities. It demonstrates an institution's effectiveness in not only educating students academically but also an institution's ability to offer student development outside the classroom. Tinto (1975) wrote that many problems come from a weak definition of attrition. Some students drop out because of academics, some leave for financial reasons, and some never connect socially with their peer group (Tinto, 1975). This paper intends to focus on the social integration side of Tinto's theory. Students at four year institutions tend to be more successful than students at two year institutions.

The difference is that first year students at four year schools are more likely to live in community with other students and live on campus. This creates more opportunities for interactions between students than a traditional classroom, which would lead to a better sense of belonging or social integration (Tinto, 1998). While two year school students may find opportunities to bond outside of the classroom, they are not as frequent as the ones afforded to the students that live on campus. This study will focus on students living on campus at a southern university. Since it is understood that four-year residential colleges are successful at building community this study will target students living on campus.

Tinto (1987) looked at Durkhiem's Theory of Suicide in his 1961 article to reveal more answers to student attrition. Chances of suicide are greater when individuals don't acclimate to society. It gets worse when moral integration and collective affiliation are poor. Collective affiliation or sense of belonging is important to this study because it will be one of the measurements I attempt to make.

Tinto (1987) goes on to say that if we use these concepts to look at social integration of college we can begin to understand why some students would leave school. A failure to affiliate with a community in college would essentially dispose a student to a sort of retention suicide. Tinto's comparison of attrition and suicide is important because it elaborates the importance of individual's ability to connect with their community. If they don't connect with their community then a sort of social suicide would occur. This leads to the research question.

Communication Infrastructure Theory

In order to make students feel a greater sense of belonging students need to feel connected, linked, and associated. For this study I examine students' ability to connect through storytelling networks which are a part of Communication Infrastructure Theory (CIT) Ball-Rokeach, Kim, and Matei, (2001). This theory offers us insight into how students pass information within a campus community. CIT was developed to better understand a set of Los Angeles neighborhoods. It is designed to understand how communication can break down when communities don't communicate well. Cohen, Ball-Rokeach, Jung, & Kim, (2002) reveals an indication of strong connection to one's community is the ability of the community to use storytelling. In other words, "the more deeply embedded people are in the established communication infrastructure of their community (indicated by links to community organizations and participation in neighborhood discussions), the more likely they were to take civic actions" (Cohen, Ball-Rokeach, Jung, & Kim, 2002, p. 225).

A story telling neighborhood is defined as "the active construction of neighborhoods through discourse" (Ball-Rokeach, Kim, & Matei, 2001, p. 4). Communication Infrastructure Theory's subcomponents come from Storytelling Networks. Community communication must be considered as a process to community health. These authors hold that a sense of belonging is contingent on individual's ability to see the importance of community Ball-Rokeach, Kim, & Matei, (2001). That one is need of others. This leads to the first main hypothesis.

Hypothesis 1: Connections to campus storytelling networks will be positively related to the sense of belonging to the campus community.

The three subcomponents are residents, organizations, and local media (Wilkin, Moran, Gonzalez, & Kim, 2006). When these three components, or storytellers work together things can improve in community health (Wilkin, 2013; Wilkin, Moran, Ball-Rokeach, Gonzalez, & Kim, 2010). Kim and Ball-Rokeach (2006) developed this theoretical framework as a way to discover if neighborhoods have the ability to communicate beneficially to themselves.

In Ball-Rokeach, Kim, and Matei (2001) the authors used storytelling networks in Los Angeles neighborhoods to create a greater sense of belonging. They are focused on urban neighborhoods in this area because these neighborhoods are perceived as having the most problems. They studied health benefits of storytelling networks and neighborhoods as well as the sense of belonging created through these methods. “Story telling is the act of constructing identity through narrative discourse, and storytelling neighborhood is the act of constructing an identity as a member of a residential neighborhood (Ball-Rokeach, Kim, & Matei, 2001).

Food and stories often go together and they create a sense of community (Hustedde, 2008). If you were to turn on CNN for one of Anthony Bourdain’s “Parts Unknown” episodes you would see Bourdain exploring a community attempting to understand what is happening with in the community whether it be strengths or weakness of that community. He embraces the geography by seeing the sights. He listens to the stories while eating regional foods. During these meals he begins to see what is right and wrong in the communities and all of the gray in between. Food is not the bonding experience though. Food offers a time to tell stories. He listens to more than just history but the stories of the storyteller and the stories of the

community. Communities bond when sitting together and sharing. Stories can exploit people (Hustedde, 2008) but they also can connect us to the past. It can be assumed that at some point early in history, man was not writing documents, scripts, or hieroglyphics in the beginning of time, whatever beginning of time one subscribes to. At some point in early humanity people told stories in oral tradition. They did not write them they simply told them. While some stories may have become distorted over time or even exploited individuals (Hustedde, 2008), stories created, and continue to create, connection between the present and the past. This connection can create a sense of belonging.

Three Campus Storytelling Networks

I draw from Communication Infrastructure Theory (CIT) of Ball-Rokeach, Kim, & Matei. This theory has been put in practice in Los Angeles as a means to determine different neighborhood's connective ability through communication. Communication Infrastructure Theory (Ball-Rokeach, Kim, & Matei, 2001) uses a set of storytelling networks to look at different aspects of communication between neighbors within neighborhoods. This model has been adapted to see if undergraduate students communicate with each other, read campus media, and are involved in student organizations as a means to identify with their community so that would in turn boost retention rates.

There are the three storytelling networks that will be examined in this study. The goal of these networks is to connect or link students to an identity. The identity can change but often holds a connection to previous methods, community members,

ideas, beliefs, and practices. Past is independent of new ideas, however, past allows us to put a point on a map so that we can measure where we came from.

At the macro level I first look at campus media. This study examined campus media and more specifically social media as potential storytelling networks. This study also examined the impact of campus newspapers, television, and radio. Student resources are often advertised through these forms of campus media. They often have faculty, staff, or upper class student advisors. Not only do they often have these types of advisors but they are also run by these same types of individuals. Occasionally, first year students will step into these positions but will still have a type of standardized operating procedures that have been developed over the years. These procedures are another link to the past way to doing things but are by no means the only way of doing things. It is because of this that our first year students will have stronger sense of belonging through this network than the previous network.

Hypothesis 1a: Campus media use will be positively related to the sense of belonging to the campus.

Campus media is a more one directional communication than social media. Through social media individuals have the ability to respond, giving it multiple directions. Most campus media outlets are embracing this technology to allow for a two sided conversation

At the mezzo level this study looked at student organizations. Organizations often have a connection to the past just like the campus media. They have upper class students that can be assumed to be somewhat successful students because these students have not quit school or left. While this retention factor doesn't prove that

these upper class students have the best social coping skills or are the most academically successful, it does lead one to assume that they have figured out some skill sets that have helped to not leave the university. Student organizations also encourage and develop common values and social norms within the organization. These values create a better sense of belonging.

Hypothesis 1b: Campus organization membership will be positively related to the sense of belonging to the campus.

At the micro level we have residents of storytelling networks that communicate with each other through conversations. This level is referred to as interpersonal communication. In our study it will be students that are at the end of their first year of school and have been living on campus. The university has made a push in recent years to make sure all first year students have an opportunity to live on campus. This push comes from the understanding that students that live on campus are more successful than students that live off campus. Unfortunately, the large amount of first year students more than exacerbates the campus resources in terms of bed capacity. An interesting phenomenon, in recent years, has developed. Few to no upper class students live on campus. The only students that have lived on campus before are often staff with Residence Life or Living Learning Communities. So, with a predominately first year student body living on campus it is possible that this storytelling network will not be as strong as the other two storytelling networks. Students will still talk with one another as well as upperclassmen. However, students will not be learning as much through one on one communication with other students they live with.

Hypothesis 1c: Interpersonal conversation on campus issues will be positively related to the sense of belonging to the campus.

Research Question 1: Does a sense of belonging to a campus community mediate the relationship between connections to campus storytelling networks and retention intention?

Method

Research Procedures

The survey was created using Qualtrics. The survey stated that recipients of the survey were being asked to participate in a campus living study. There were no incentives offered. The recipients were informed that they had the right to decline.

Once the survey was constructed I contacted the Director of Residence Life to access email addresses of students living on campus. There were about 4,500 students living on campus. Email addresses at this institution are public information. However, the knowledge of which students live on campus and which students do not is not public information. I also was also limited because I could only send a limited number of emails from my university email account. The university email account has set strict limitations on the amount of emails allowed to be sent. I had to send emails from university email account to avoid being filtered by spam filters of university student's email accounts.

The Director of Residence Life allowed me to have 1,000 email addresses. On top of the email limitations this Director insisted that I not send a survey to all 4,500 student. I worked with this Director to select 1,000 random email addresses of the approximately 4,500 students living on campus.

I ensured that the 1,000 email addresses of students were randomly selected by using a random integer generator from the website www.random.org. Each email address was assigned a number for representation. I then entered that I wanted to select 1,000 random numbers of the approximate 4,500 into the website. The website generated 1,000 random numbers. Every email address that was represented by one of the 1,000 randomly selected numbers was sent the survey.

At this institution freshmen are makeup most of the student population living on campus. This created a more consistent demographic to be studied. Of the 1,000 students sent the survey, 168 responded.

Institution Type

The institution used for this study is southern land grant institution. The school has an enrollment of about 30,000 students. Undergraduates make about 75 percent of that population. Females make up 52% of the population and 48% are male. Student racial demographics are as follows, white account for 79%, black or African American make up 6.1%, does not identify as a race is 4.3%, Asian accounts for 2.5 percent, Latino or Hispanic account for 1.9% and international students account for 5.3%. The population that the city of that the institution lies in is about 300,000 citizens. About 80% of this institution's enrollment comes from the state in which it resides.

Measures

Exogenous Variables: Campus Storytelling Network (CSN)– Campus media use, connection to campus organization, and interpersonal discussion

To measure the campus storytelling networks (CSN) three independent variables were identified: campus media use, involvement in campus organizations, and campus-oriented interpersonal discussion. To measure the connection to campus media, respondents were asked to report how often they use campus media on a 5-point scale that ranged from *never* to *all of the time*. The campus media included: (1) TV; (2) websites; (3) social media/blog; (4) radio; and (5) newspaper ($\alpha=.64$; $M=2.19$; $SD=.63$).

Involvement in campus organization was measured with five items, asking how many organizations respondents belonged to or participated in the following types: (1) sport or recreational; (2) cultural, ethnic, or religious; (3) student governmental; (4) political or educational; (5) others ($\alpha= .62$; $M= 1.59$; $SD=1.99$). These items were adapted from CIT studies (Chen et al., 2013; Kim & Ball-Rokeach, 2006b) and modified, given the different research contexts. For instance, student government organizations were added, which is more relevant in a campus setting.

Finally, campus-oriented interpersonal discussion was also constructed as a measure of neighborhood storytelling network. On a five point scale (1=Never to 5=All of the time), respondents were asked to indicate how often they talked about campus-related issues with: (1) family members; (2) close friends; (3) students in your residence hall; and (4) [university name] students ($\alpha=.68$; $M= 3.86$; $SD=.67$).

Endogenous variables: Sense of belonging and Retention Intention

One of the primary goals of this study is to examine the mediating role of sense of belonging between campus storytelling network and retention. Respondents were asked to rate how strongly you agree or disagree with the following statement on a five a

5-point scale (1=strongly disagree; 5=strongly agree): (1) I am interested in knowing what [university name] students are like; (2) I enjoy meeting and talking with [university name] students; (3) It's easy to become friends with [university name] students; and (4) [University name] students feel comfortable borrowing things from me ($\alpha=.75$; $M= 3.68$; $SD=.63$). To help the respondents answer these questions correctly, I provided specific examples of each category.

The primary dependent variable in this study, retention intention, was measured on a 5-point scale that ranged from *strongly disagree* to *strongly agree*, respondents were asked to rate how strongly you agree or disagree with the following statements: (1) I will be returning next year for school; (2) I want to return to school next year; (3) I am able to return to school next year; and (4) I plan to finish my college experience at the [name of the university] ($\alpha=.90$; $M= 4.50$; $SD=.89$).

Analytic framework

I conducted a path analysis with *Mplus 6* to test the mediating role of sense of belonging in the relationship between the campus storytelling network and retention intention. In addition to the campus storytelling network variables, I included gender (female=83 (73.5%), male=30 (26.5%)) and years in school (freshmen=84 (74.3%), sophomore=14 (12.4%), junior=6 (5.3%), senior=9 (8.0%)) as exogenous variable of the theorized model. Sense of belonging was included as a single mediator and students' retention intention was the final endogenous variable of the model.

Results

The goal of this study was to examine if connections to campus storytelling networks are positively associated with the sense of belonging to the campus

community. Furthermore, this study explores the mediating role of sense of belonging between the campus storytelling network and college students' retention intent.

First, I hypothesized that college students who connected to more campus storytelling networks would have a higher sense of belonging to the campus community. To be specific, I predicted that students who use more campus media (H1a), join more campus organizations (H1b), and have interpersonal discussion with other students on campus (H1c) are more likely to feel the sense of belong to the campus community. As shown in Table X, campus media use and interpersonal communication was positively associated with the sense of belonging (campus media use: $\gamma = .22, p = .009$; interpersonal communication: $\gamma = .34, p = .000$), whereas there were no significant influences of campus organization membership ($\gamma = .05, ns$) on the sense of belonging. These results support H1a and H1c, but not H1b.

I predicted that a sense of belonging would positively impact students' retention intention. In other words, I hypothesized that college students who have higher sense of belonging to campus community would be more willing to keep studying at the college. I found that the sense of belonging was strongly associated with students' retention intention ($\beta = .46, p = .001$). Thus, H2 was supported.

In addition, I explored if the sense of belonging mediated the relationship between connections to campus storytelling networks and retention intention. As you can see in Figure 1, among the three campus community storytelling networks, the sense of belonging mediated the effects of campus media use and interpersonal discussion on students' retention intention. In other words, students who use campus media more or have conversation about campus issues more with their friends tended

to have stronger sense of belonging, and in turn an enhanced sense of belonging increased their intention to continue studying at the university. The fit indices showed that overall this comprehensive model of interactive campaign communication fits the data well ($\chi^2=100.50$ (df=27), $p < .001$, $RMSEA = .00$, $SRMR = .00$, and $CFI=1.00$).

Discussion

This study is important because it gives institutions feedback on how their students may be communicating and to what degree this communication could be helping the student body develop. The lining of the student communication structure could be fed certain information in order to direct or even steer students toward successful college careers. It suggests that the use of social media and the development of programs encouraging interpersonal relationships would help students to want to stay longer. This study shows that emphasis on campus media and communication with peers will help students find a sense of belonging that encourages them to stay on campus. Students that connect to campus organizations may still find some sense of belonging but in this report they did not state that they did. Student sense of belonging was found to have been positively impacted by campus media use and interpersonal conversations. This sense of belonging was found to be positively related to students' retention intention. Students that use campus media and have interpersonal connections with others will more likely intend to stay in school.

Students that connect with other students through campus media and through interpersonal conversations will not only gain better sense of belonging in a new place but they will become better integrated into their social setting. In this case

students will be able to balance their academic integration with their social integration.

Institutions intend to educate their students. If attrition levels are high than that would mean that students are not staying and fulfilling degree requirements. Simply put, if attrition levels rise, higher education institutions are not meeting one of their fundamental goals. During the 1990-1991 school year freshman graduation rates throughout the United States averaged 73.7% and rose to 78.2% in the 2009-2010 school year (Emrey-Arras, 2014). Another source found that in 2014 73.7% of first year students returned for a second year of schooling (2014 Retention/Completion Summary Tables, 2014). Retention rates are what they are, but clearly they could still be improved upon. In 2012 tuition dollars made more of public institutions' operating budgets than state dollars across the nation. In 2003 32% came from state budgets and 17% came from tuition, but by 2013 tuition dollars rose to 25% where state support fell to 23% (Emrey-Arras, 2014). Universities are constantly having to balance the value of each stakeholder and as tuition dollar's rise their dependency on student retention could shift (Jongbloed, Enders, & Salerno, 2008). Since a stakeholder's value is important, universities will find that efforts to retain student stakeholders could prove to be priceless. If the student is not as responsible for their own education as they once were, and the student has become a larger stakeholder because of rising tuition costs, then institutions have to consider retention efforts seriously.

A quantitative approach was used in this study to quantify the problem. This survey was designed to be sent to multiple students and ask specific questions.

Possible problems for this theory

Putnam (1995) says that there is a loss of civic engagement largely due to phenomena's introduced to society such as the television. This is of course would greatly impact the theory mentioned above as well as newer technologies like the frequent connection to the internet through cell phones and computers. Social media relationships offer more of a two way communication process though than the process of watching TV because individuals can respond back to items observed through devices like cell phones and computers.

Ball-Rokeach, Kim, and Matei (2001) point out that authors like Thompson (1995) and Giddens (1991,1999) believe that place no longer matters in civic engagement. Giddens (1999) discusses that globalization enables individuals to be less attached to a place. Freedom to go anywhere has its perks in that better health and a diversity of lifestyles can be had. A counter argument is that at some point someone finds a place to call home though even if they travel far they eventually find a location to settle. In the case of the wonderer, the individual may be alone for a long time. Again this study will only study students that are located within the community.

Thompson (2013) offers insight that distant places challenge the exploratory mind and the questioning mind. But that doesn't mean that place is no longer important. It simply means that place is sometimes the lesser of two items needed to achieve belonging.

Ball-Rokeach, et al. (2001) argue that naysayers claim that place is not important anymore. They investigate storytelling networks in several different Los

Angeles neighborhoods to explore the community development possibilities of storytelling. This is important to discuss for our topic because without place we would not have a common meeting place for students to connect. There are institutions that are successful at educating students through Internet communications. This is referred to as distant learning. In this study “place” is a given. The students that were studied live on campus and go to classes on campus. They interact with students face to face. Students engage in communication through social media, campus radio, campus newspaper, cellular devices, and other forms of communication that can operate independently of the existence of place. However, many of these students would not engage with other community members had they not first lived on campus and been provided an opportunity to meet people through that experience. Without sporting events to cheer together at, clubs to meet in person at, and physical classrooms to meet together in would make it difficult for students to connect. The absence of togetherness does not illuminate community.

There are also claims that oppose the line of thought that place no longer matters (Ball-Rokeach, Kim, & Matei, 2001). Place is where we experience sensory interaction that we cannot yet experience through modern communication or technology. Touch, feel, smell, taste, are all sensory pieces that impact the way we communicate or perceive each other. “Residential Places are where we most sensually experience the conditions of everyday life” (Ball-Rokeach, Kim, & Matei, 2001, p. 393). Not that we would bite or lick our colleagues but rather it is difficult to eat the same meal our neighbor has prepared without existing in the same place. It is difficult to smell the same damp and moldy building that our classmate lives in

if we do not visit that facility. While video relay technology exists, it would be difficult for students to visually see other student's surroundings or full nonverbal communication cues. A webcam often only catches a fraction of what the eye would catch in a face-to-face conversation.

Ball-Rokeach, Kim, and Matei (2001) state that the active word "storytelling neighborhood" denotes a continuous building of communities. It is a continuous construction process that builds common symbols of identity. Storytellers provide an opportunity for community members to see commonality in existence.

Implications

This study would suggest that students who connect through interpersonal connections and campus media will be well adjusted more than students that join organizations. In the Future Recommendations and Limitations section there is a suggestion as to why that may be. This study suggests that students should seek more interpersonal relationship and rely on campus media for information about the campus and the community. Organizations are posed in this study as not encouraging students to be successful. If sense of belonging is increased by interpersonal relationships and campus media and a sense of belonging has an impact on a student's intention to stay in school then I could be argued that institutions should continue and grow opportunities where students can meet and read about their campus community. One would logically assume that one way to do this would be to encourage growth of and develop campus organizations as a way to offer more interpersonal relationships. However, this study found that campus organizations did not actually help students to find a greater sense of belonging.

Future Recommendations and Limitations

Greek students and religious student organizations have off campus housing that they allow freshman to move into. Since this study was done later in the year it is possible that the students that moved off campus were not included in this. That means that more students taking the survey would not have identified themselves as affiliated with a student organization. It is also suspected that many students that were involved in organizations would have been less likely to take a survey than students that use their electronic devices more for social interaction. Students that use their digital devices as their main source of communication would have been more likely to see and respond to the survey that was emailed to them. This would be a topic for future research.

Another limitation of this study that should be noted is that there could be a big difference between the intention to stay in school and a student's ability to stay in school. Academics, finances, mental health, degree types offered by schools, and many other components could outweigh a sense of belonging when a student is making a decision. Actual retention studies could be offered to students during the beginning of their second semester. The benefit to my study is that I surveyed students that were actually going to leave and students that would stay. Students that leave after the semester ends would not likely check their university email once they left. What might be beneficial in future studies is a survey offered at the end of the first year and early in the same student's second year. Unfortunately, even that study would only be surveying the retained students.

Figure1. Connections to Campus Storytelling Networks and Retention Intention

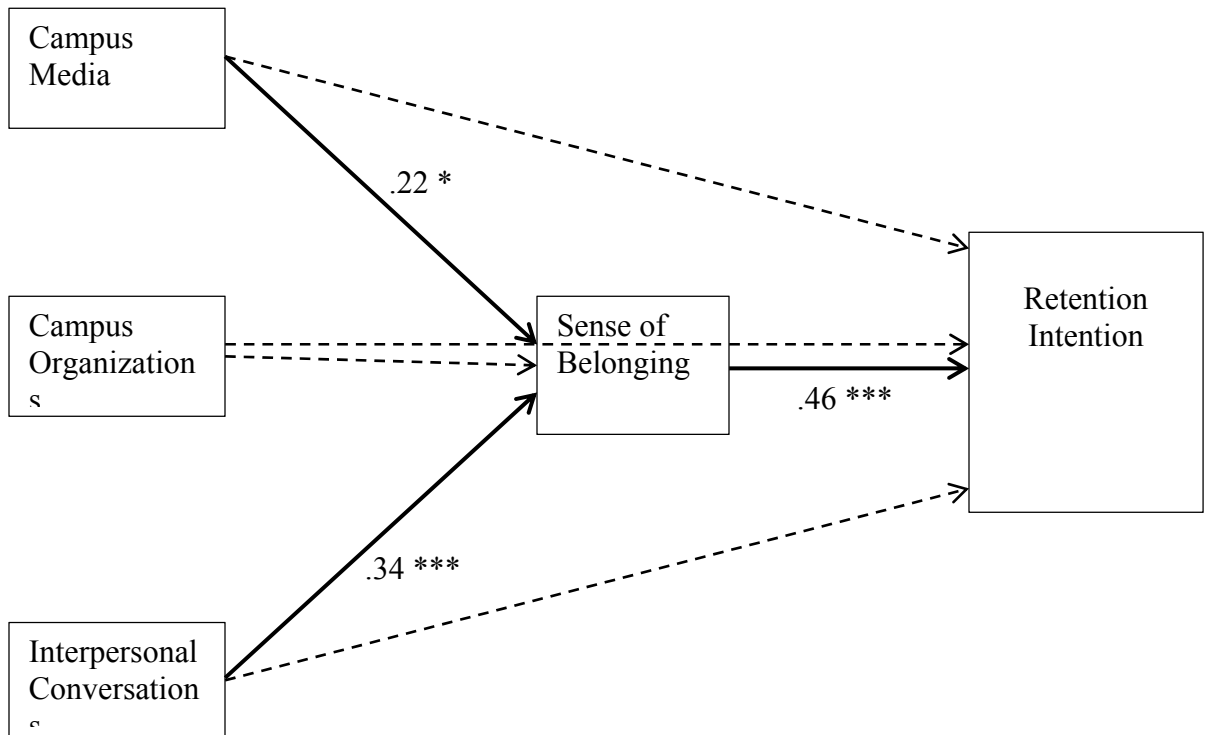


Table 1. Connections to Campus Storytelling Networks and Retention Intention (N=113)

	Campus storytelling networks			Sense of Belonging	Retention Intention
	Campus Media	Campus Organizations	Interpersonal Conversations		
Controls					
Years in School	.096	-.033	.046	-.065	-.322 **
Gender (female=1)	.014	-.052	.030	-.066	.048
Communications					
Campus Media				.220 **	-.053
Campus Organizations				.054	.018
Interpersonal Conversations				.338 ***	.084
Mediator					
Sense of Belonging					.456 **

Note. Model fit information: $\chi^2=94.94$ (df=20), $p<.001$; RMSEA=.000; CFI=1.000; SRMR=.000

Appendix A

Names have been blacked out for anonymity of institution.

Consent Form

You are being invited to take part in a research study about retention rates and a knowledge of campus and history. You are being invited to take part in this research study because you live on the campus of the <University Name> If you volunteer to take part in this study, you will be one of about 300 people to do so. The person in charge of this study is Dale Davis of <University Name>, Department of Community and Leadership Development. He is being guided in this research by Dr. Kang Namkoong. There may be other people on the research team assisting at different times during the study. By doing this study, we hope to learn about student's desires to continue in school as a result of their knowledge of Campus History and Knowledge. A subject WILL be dropped from the study if they are under the age of 18. The study will be concluded once you have finished the survey. You will be asked to complete the survey and send it to the PI. It will take approximately 15 minutes to complete the 69 questions. There are 6 sections which should each take less than 2 and a half minutes a piece. There are no foreseeable risks involved in the study. There is no guarantee that you will benefit from this study. It is possible, however, that if some information is found that student development procedures could be changed to assist you as a student. If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. If you decide not to take part in this study, your decision will have no effect on the quality of medical care you receive.) As a student, if you decide not to take part in this study, your choice will have no effect on your academic status or grade in the class.) If you do not want to take part in the study, there are other choices such as stopping right now. There is no cost to you to be in this study. This study is confidential. That means that no one, not even members of the research team, will know that the information you give came from you. Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while en-route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies. If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study. The individuals conducting the study may need to withdraw you from the study This may occur if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

You may take part in this study if you are currently involved in another research study. It is important to let the investigator/your doctor know if you are in another research study. You should also discuss with the investigator before you agree to participate in another research study while you are enrolled in this study. You will not receive any rewards or payment for taking part in the study. Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Dale Davis at <Email Address> If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the <Name of University> between the business hours of 8am and 5pm EST, Mon-Fri at <Phone Number> or toll free at <Toll Free Phone Number>. We will give you a signed copy of this consent form to take with you. The use and sharing of your information has no time limit. If you have not already received a copy of the Privacy Notice, you may request one. If you have any questions about your privacy rights, you should contact the <University Name> Privacy Officer between the business hours of 8am and 5pm EST, Mon-Fri at: <Phone Number>. You are the subject or are authorized to act on behalf of the subject. You have read this information, and you will receive a copy of this form after it is signed. *By clicking to the next page you indicate that you understand the previous statements and agree to participate in the study.*

Please fill in the box with the number of organizations you are involved in with each organization type. If you are not involved in an organization in one of the areas please put "0".

	Indicate the number of organizations in the spaces below.
Sport or recreational.	<input type="text"/>
Cultural, ethnic, or religious.	<input type="text"/>
Student governmental.	<input type="text"/>
Political or educational.	<input type="text"/>
Others.	<input type="text"/>

Please indicate your level of agreement to the following statements. (1-Strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, 5-Strongly agree).

	1-Strongly Disagree	2- Disagree	3-Neither Agree nor Disagree	4-Agree	5-Strongly Agree
In most ways my life at UK is close to ideal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The conditions of my life at UK are excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my life at UK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So far I have gotten the important things I want at UK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I could live my time at UK over, I would change almost nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how often you have conversations about the <University Name> with each of the following. (1= never, 5=very frequently)

	Never	Rarely	Sometimes	Often	All of the Time
Family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in your residence hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UK students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have a Facebook account?

Yes

No

Please answer the following questions about your use of Facebook. If you do not have a number to enter please put "0" in the text box.

Approximately how many Facebook friends do you have?

Of your Facebook friends, approximately how many are current UK undergraduates?

Of your Facebook friends, approximately how many do you communicate with on Facebook every week?

In the past week, approximately how many hours did you spend on Facebook? Please round up.

Do you have a Twitter account

Yes

No

Please answer the following questions about your use of Twitter. If you do not have a number to enter please put "0" in the text box.

Approximately how many people do you follow on Twitter?

Approximately, how many people follow you on Twitter?

Of those who you follow through Twitter, approximately how many are current UK undergraduates?

Of those who you follow through Twitter, approximately how many do you communicate with Twitter every week?

In the past week, approximately how many hours did you spend on Twitter? Please round up.

Please indicate how often you use UK's campus media. (1= Never at all, 5 = All of the Time)

	Never	Rarely	Sometimes	Often	All of the Time
UK TV (e.g., UK Television Stations, Wildcat Student TV, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Websites created by UK (e.g., University, College, Department, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media/Blog pages created by UK (e.g., Facebook, Twitter, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UK Radio (e.g., WRFL Student Radio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UK Newspaper (e.g., <Name of University Paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate how strongly you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am interested in knowing what students in my residence hall are like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy meeting and talking with students in my residence hall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy to become friends with students in my residence hall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my residence hall feel comfortable borrowing my things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many students in your residence hall do you know well enough to ask them to:

	Indicate the number of students you would ask.
Watch your valuables (e.g., lap-top, tablet, etc.)?	<input type="text"/>
Ask for a ride?	<input type="text"/>
Talk with them about a personal problem?	<input type="text"/>
Ask for their assistance in making a repair (e.g., technology malfunctions)?	<input type="text"/>

Please rate how strongly you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am interested in knowing what UK students are like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy meeting and talking with UK students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's easy to become friends with UK students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UK students feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
comfortable borrowing things from me.					

How many UK students do you know well enough to ask them to:

	Please indicate how many students you know well enough to do these the following.
Watch on your valuables (e.g., laptop, tablet, etc.)?	<input type="text"/>
Ask for a ride?	<input type="text"/>
Talk with them about a personal problem?	<input type="text"/>
Ask for their assistance in making a repair (e.g., technology malfunctions)?	<input type="text"/>

Please rate how strongly you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I will be returning next year for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to return to school next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to return to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
school next year. I plan to finish my college experience at the <Name of University>.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please enter a number.

What is your age?

D 2

What year are you in school?

Freshmen

Sophomore

Junior

Senior

D 3

What gender do you identify with?

Male

Female

Other

D 4

What race are you?

Caucasian/White

African American/Black

Hispanic/Latino

Asian

- American Indian/Alaskan Native
- Hawaiian/Pacific Islander
- Bi-Racial or Multi-Racial
- Other

Please answer the following questions with a yes or no.

	Yes	No
Are you from <State Name>?	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever lived in <State name> other than while attending the <Name of University>?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a first generation college student?	<input type="checkbox"/>	<input type="checkbox"/>
Please list your residence hall name?	<input type="checkbox"/>	<input type="checkbox"/>
How long have been in your residential hall?	<input type="checkbox"/>	<input type="checkbox"/>

Please enter a number for your answer. If you have not lived in the residence halls please enter "0".

How many semesters,	<input type="text"/>
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including the Spring 2014, have you lived in your residence hall?	
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Thank you for participating in this study.

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