

A Microview on Student-Led Programming and Campus Activities

By

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Submitted to the Board of Arts Management School of Arts Management in partial fulfillment of the requirements for the Degree of Bachelor of Arts

Purchase College
State University of New York

May 2021

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Introduction

Student-led programming is a significant aspect of a typical college experience that is often undervalued by college marketers and decision makers. Student life and programming on college campuses provides opportunities for students to create and direct activities and events of their own choosing. Extracurricular events and other programming provide much more than just a social experience. These activities often serve as many students' first encounter with pursuing their careers in real time.

This report aims to provide insight into the structure of how student-led programming operates on college campuses. It will also explore the many benefits of student clubs and events, not only for the students themselves but for the college campus community as a whole. These extracurricular activities should serve as a major focal point for student admissions outside of academic majors. These events benefit student leadership as they serve the greater campus, cultivate student involvement, and present positive social values.

Using qualitative research as well as interviews, this paper provides an overview of the role and significance of student-led programming on college campuses. An exploration of governance and operations of student activities at Purchase College (part of the State University of New York system) as reflected by a profile of its popular spring music festival, Culture Shock, provides the focus of the main part of this inquiry.

It is hoped that the research and analysis here will bring value and visibility to the many who contribute to student involvement on college and university campuses. Students attend higher institutions not only to further their education but to further their personal and professional growth through impactful experience. Allowing students to produce their own events

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builds important connections, a variety of skills, and allows the campus to benefit in real time from the energy and creative ideas of a new generation.

Why Campus Programming?

When graduating high school seniors start to think about where they want to spend the next four years of their life. Many give priority to schools that offer a degree in an area of particular interest or experience. An element of college admission that also plays a role in influencing college admissions' decisions is a school's social life including the availability and range of clubs and extracurricular events. Higher education not only helps with future career goals but also provides an environment to help students grow as individuals and aspiring professionals. College often provides the first opportunity during a young person's life to freely express themselves and take responsibility for actions and decisions that directly relate to their personal, social and learning goals.

Student-led programming and activities are students' first chance to not only showcase newly learned skills but to have a first hand experience of what their future careers hold. Colleges are turning to their student body to efficiently operate and plan campus wide events in a professional setting. Giving students early access to marketing, funding, and preparation that not only benefits their career success but gives a safe space for trial and error as well as self expression.

What is Student Led Programming?

When examining how an event is put together, there are many moving parts contributing to meet the end goal of a well executed program. Starting from just an idea moving into a physical, tangible experience; to produce an event consists of time, money, and a devoted group

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of team members. While there are many professional career occupations in event planning and managing, the professional industry typically overlooks that the heart of all passionate event planners start at college campuses.

Campus programs often provide students their first opportunity to experience what it truly takes to fully execute an event from start to finish. Unlike in high school where student's programming ideas are typically guided or ignored college's often invest resources including personnel, space and funds necessary to incentivize and support the success of a wide variety of student-led programs. Student-led programming does not only include art related events such as concerts, film festivals, or art galleries that display students' work. They also consist of student government, clubs, and student run projects and services that are either primarily or solely student operated.

Many student governments, programs, and clubs operate with specific job titles that are assigned among student representatives within the organization. Often there are school faculty or professors who oversee the organizations to make sure they follow school guidelines but the planning and producing decisions and actions are the responsibility of participating students.

The Role of Student Government in Campus Programming

The most common form of structure enabling student run programs is student government. Student government is "important to the operation of the campus and the identity development of students"(Smith, 2016). Student government allows students to be directly involved in the operations of how their campus functions. It also provides a valuable opportunity for students to voice their opinions, their desires for what they wish to experience at college, and their first experience directly within democracy(Smith, 2016). Student's elect fellow student's

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who align with their views to “make decisions that reflect those whom they represent”(Smith, 2016).

Does It Matter? What College Student Governments Talk About, Everett Smith discusses how the element of student government is a model of Citizen Demand Market(CDM)(Smith, 2016). A Citizen Demand Market showcases how “both social and political structures exert pressure on formal bodies to articulate a specific interest and response”(Smith, 2016). This allows a small group of individuals to represent the large spectrum of interests of the student population(Smith, 2016). Similarly, student governing deals with similar issues that would be encountered in the real world of business such as financial burden, appeasing the entire campus community, as well as electing new officials(Smith, 2016). Due to the fact that those elected into the government leave upon their graduation, the government as a whole encounters a shift in acknowledgement and position of power every year(Smith, 2016). Although this is at times stressful and difficult it is a campus tradition that every college admires within their campus life and structure.

Student government is an important fundamental of campus programming as it directly deliberates issues that the student body is invested upon but they also allocate funding and programming needed for student-led programs. The student government is the central body that directly affects how clubs, events, radio shows, newspapers, zines, and so on operate during the academic year. The heart of student based programming begins within student government.

Institutionalized Forms of Campus Programming

An organization who has pioneered the education and institutionalization of campus programming is the National Association of Campus Activities, also referred as NACA. Their

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goal is to educate as well as provide resources to college campuses across the United States and Canada in regards to campus activity programmers(NACA). The National Association of Campus Activities was established in 1960 as a cooperative booking project in North Carolina(NACA). Now they work with campuses across the country to enact their core values of stewardship, innovation, communication, respect, learning, and inclusivity(NACA).

The National Association of Campus Activities plays a vital role in campus based programming across the United States. NACA aims to help campus programming flourish by offering educational resources to help students ensure the success of their events. These educational resources are important as many students typically are learning the tools of the trade as they operate. Since these events are run by students rather than professionals, it is all trail and error what fits best for their audiences. These academic resources help students dictate how to operate their events, what are the best ways to engage audiences, as well as any other related topics they may seek further research to help insure the success of their event.

Benefits of Student-led Programming

Student-led programming plays a vital role in not only university recruitment but fostering leadership, engaging and motivating individuals and cultivating community throughout the campus. Most often when applying to colleges, students are not only looking to meet their academic requirements but to have an engaging social experience as well. Campuses that offer a wide variety of opportunities allowing for social engagements allow their students to grow not only independently as creatives but to promote long term relationships that will benefit their futures.

Allowing students to participate in extracurriculars of their own producing is a first hand experience of students utilizing their degrees. This allows students to first hand demonstrate what

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skills they are learning within the classroom. Campus events also provide a reflection of the openness of a campus and the expertise and engagement of academic staff as related to governance, planning, production and democratic activism. A large portion of the “college experience” is being able to use what you learn to help jump start your career. Many students utilize the importance of extracurricular activities to not only build experience but allow their resumes to emerge in the highly cutthroat work industry. As discussed by Nicolas Roulin and Adrian Bangerter in *Students Use of Extra-Curricular Activities for Positional Advantage in Competitive Job Markets*, students are aware that they can not rely on securing a job post graduation just by earning their degree (Roulin, 2011). Employers often expect applicants to have obtained a higher education degree however those degrees don’t correlate to the needed skills the company expects out of it’s employees (Roulin, 2011). Having extracurricular activities on one’s resume suggests to future employers that an applicant “possess(es) both *hard* (e.g. education credentials, practical experience, achievements) and *soft* (e.g. interpersonal skills, teamwork abilities, emotional resilience) currencies of employability” (Roulin, 2011). In recent years the desire as well as necessity of higher education has skewed the job market for upcoming graduates. Thus leading to “graduates now believe they need to add value and distinction to their credentials, and use this distinction to place themselves at an advantage over their competitors” (Roulin, 2011). Nurturing extracurriculars on campuses especially those produced by students sets them apart within the workforce. Not only do they have their education experience but tangible skills that were developed from hands-on learning. Student produced productions even more so show the dedication and responsibility one must possess to take on such a large role while still maintaining their educational responsibilities.

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Student-led programming through campus extracurriculars not only allows students to build experience and opportunity within themselves, it also cultivates the bond throughout the campus community. When an individual feels a sense of belonging to an environment larger than themselves it not only benefits the student first hand but the community at large. Research has shown that there is a negative correlation between extracurricular activities and suicide rates(Bauer, 2018). Brain Bauer states in the article *Extracurricular Activities are Associated with Lower Suicidality through Decreased Thwarted Belongingness in Young Adults*, that adults ranging in ages 18 to 24 years old who most often are among the highest in suicidal thoughts reported no adverse feelings while participating within extracurriculars(Bauer, 2018). Bauer states “a possible mechanism for decreasing burdensomeness and increasing belongingness is engagement in extracurricular activities (ECAs). ECAs are broadly defined as organized activities that students participate in outside of the classroom and can be school-affiliated or not (Wagner et al., 2002)”(Bauer, 2018). Being surrounded by classmates whom share a similar passion lifts up students and eases loneliness or a sense of “aleness”. These programs encourage students to befriend those outside their fields of study or interest whom they might not have met otherwise.

The progressive values of today’s youth further evidence that student-led programs also prompt more sustainable and responsible communities which leads to healthier and safer places(Poulin, 2020). Jeff M. Poulin of *Creative Generation* writes in his piece *Centering Creative Youth in Community Development: A Creative Placemaking Field Scan* “young creatives described the impact of their projects as helping their communities become and remain sustainable: in some cases this was tied to climate and the environment, and in others it was about fiscal responsibility and longevity”(Poulin, 2020). Many projects reported that the work

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uplifted the community during times of hardship(Poulin, 2020). This promotes people coming together in unity to lift one another up through artistic and creative outlets. Student-led events also play an important role in establishing and fostering campus wide traditions that engender school spirit, reinforcing organization and university values, creating memories, and appealing to a target audience(Walker, 2020).

The Role of Tradition in Campus Programming

A large part of every campus community are the traditions that bind generations of students together through positive experiences. From awards banquets and freshmen rituals to annual events like Culture Shock at Purchase College, generations of students look forward to leaving their mark on their campus and creating impactful memories to relive once they've graduated by engaging in such activities. As discussed in *Putting T.R.A.D in Traditions*, author Ashley Walker discusses the importance of keeping such activities alive and their cultural impact on reinforcing organization and university values(Walker, 2020).

Walker breaks down the values of tradition into four main categories relating to: school spirit, reinforcing organization and university values, creating memories, and appealing to a target audience. She states that “institutionalized budget cuts have necessitated creative thinking by programmers to maintain traditional events”(Walker, 2020). Thus leaving campus programmers to think outside the box to make sure that their traditions stay alive with still maintaining these core values.

These core values boil down to programming events that are safe, inclusive, and create strong connections with students on campus “families”. These events evoke emotion and memories within the students, leaving them to reflect on happy moments associated with attending college. Specific events tailor specific audiences such as Senior Week to ensure that the

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event “can reach as many diverse students as possible... to provide opportunities to be educated, to grow, and to find commonalities to break down barriers”(Walker, 2020). Campus wide events are programmed by students for the students. They program with these ideas in mind to further unite the campus as one body of students despite their backgrounds or majors.

In the section to follow, we will turn our focus to a case study of Purchase College’s annual event Culture Shock, an entirely student planned and operated major campus wide event. This event not only is what students look forward to most as the academic year winds down but also demonstrates first hand the vital role and impact of student-led activities and extracurriculars on the campus as a whole.

A History of Purchase College

The State University of New York Purchase College was founded by Governor Nelson Rockefeller in 1967(Purchase College). Known as the “cultural gem of the SUNY system”, Purchase College has always been deeply immersed in visual and performing arts combined with liberal arts and sciences(Purchase College). Enlisting the help of great architect Edward Larabee Barnes, Nelson Rockefeller brought his vision of a “landmark campus” to life(Purchase College). The campus was built in close proximity to the cultural hub of New York City intentionally for students to utilize its resources(Purchase College). Over recent years, Purchase College has transformed into a mecca of creativity, prompting a safe environment for artists to hone their craft. Artistic majors ranging from Acting, Arts History, Arts Management, Cinema Studies, Film, Graphic Design, Instrumental Performance, Theatre and Performance, Dance, Visual Arts, and many more are all pursued on campus(Purchase College). The student body fills Purchase College with immense amounts of music from the Conservatories to utilize classmates to help write or record, performances and events at The Stood, utilizing Purchase College materials such

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as the recording studios to showcase the large connection Purchase students have rooted within music.

How Student Led Activities Operate at Purchase College

The reporting and analysis here are based on information provided through the Purchase college website as well as an in depth interview with the college's Interim- Director of Student Life, Caitlin Houlihan-Twomey conducted in April 2021. Caitlin Houlihan-Towmey works directly with students who participate in extracurriculars such as student government as well as clubs. She also oversees the production of major student-led events on Purchase College's campus including the annual Afrodisiac Festival, Zombie Prom, and Culture Shock.

Purchase College prides itself on allowing students to think, wide, open both inside and outside of the standard classroom setting. Purchase offers a wide array of extracurricular forums and activities that encourage students to apply what they have learned in classrooms or to grow new knowledge and experience that is more relevant to their professional goals or personal interests. This upstate New York campus is home to over 40 clubs and 11 student-run services(Purchase College). The clubs range in subject matter from academic related clubs to anime, cosplay, chess, international students, the LGBTQU community, Planned Parenthood, philosophy, and many others(Purchase College). The student-run services include PTV(Purchase Television), Gutter Magazine, WPSR, Free Store, Alternative Center, PSGA, and countless others(Purchase College).

The Purchase Student Government Association, known as the PSGA, is “the primary representative body for the students”(Purchase College). It is an independent 501 C3 non-profit organization that is completely student run and operated. The students who work for the PSGA are paid employees. This non-profit organization is available at the 12 to 15 State Universities of

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New York which “gives our students a lot more power” according to Caitlin Houlihan-Twomey, Interim-Director of Student Life at Purchase College. She also states that having the accessibility for student-led activities allows “students to have a vehicle to get an idea, create an idea, and get funding for an idea to run it themselves”(Houlihan-Twomey, 2021).

The PSGA is primarily involved with “advocating for the interests of all students to the college administration, providing and maintaining student-run clubs, organizations, and services, operating the Student Center (The Stood), providing weekly events on campus, open to all students, and organizing a large event for the entire campus each semester”(Purchase College). There are six voting members of the PSGA, the president of PSGA also serves on the College Senate Executive Committee(Purchase College). The remaining five personnel are elected officials all of whom are overseen by PSGA advisor and the Interim-Director of Student Life Caitlin Houlihan-Twomey(Purchase College).

The allocation of funding supporting various school related events, clubs, and student-run services is also voted upon by the PSGA. The money to run such events is derived from a Mandatory Student Activities Fee that is added to every student's tuition costs on an annual basis. The usual fee is per usual \$125 a student (the fee has been altered during the 2020-21 academic year due to the ongoing pandemic and lack of student activities)(Twomey, 2021).

Each club is not required to have an advisor due to the lack of consistent meeting times, however every club must elect a President and a Treasurer(Twomey, 2021). These officers, president and treasurer both must attend finance meetings scheduled by the school to make sure their clubs align with school policy(Twomey, 2021). This requirement ensures that Purchase College has a written record of who is operating what clubs as well as to make sure that multiple people have a power in decision making for said club. The majority of clubs also have a vice

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president as well as a secretary who typically takes on Public Relations, coordinates their social media, and takes minutes of weekly meetings for those who attend(Twomey, 2021).

Every year the student body elects or re-elects fellow students to run and operate the PSGA as well as their clubs. The academic year runs fall to spring with club elections occurring in the spring semester for the following school year. It is typical for advanced students in club leadership positions who are graduating to fill their positions rather than the school getting involved(Twomey, 2021). All transitional paperwork as well as election voting is performed digitally online on Purchase College's Pantherlink(Twomey, 2021). This provides easy access to material and no need for unnecessary paper trails.

During the yearly election period of the following year's budget is also determined. The budget is generated by the PSGA's major event coordination as well as its general programming coordinator, who are student employees(Twomey, 2021). The students collectively vote on the allocations for funding major campus wide events such as Culture Shock, Fall Ball, Zombie Prom, to club sponsored events, merchandise, food for club meetings, and so on. The overall budget is determined yearly based upon the amount of students attending the college(Twomey, 2021). If one event or club requires more of the budget than another, students must deliberate the source for the additional funds needed. Purchase College also governs PSGA and club spending through a set of checks and balances that controls event related spending(Twomey, 2021). This ensures a fair allocation of funding as well as maintaining the notion that nobody has more power over another individual to make decisions.

In the section to follow, we will turn our focus onto a case study of Purchase College's annual event Culture Shock. Culture Shock is of importance as it is an entirely student planned and operated major campus wide event. This event not only is what students look forward to

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most as the academic year winds down but also first hand shows why student-led activities and extracurriculars play a vital role to the campus as a whole.

A History of Culture Shock

The *Culture Shock* festival originated during the 1990's as a way for Purchase College bands and artists to showcase their work(Purchase College). The festival takes place in mid-April over a 2 day weekend, generally, Friday and Saturday. *Culture Shock* is a “county- fair” festival setting featuring food trucks, and carnival rides as well as a variety of live music performances that are scheduled for a main stage set up outdoors in at the Admission's Parking Lot- Central 2, as well as a smaller indoor stage located within a student run activity center, The Stood. The festival is free for students as well as their 2 guests, taken out of the Mandatory Student Activities Fee that is prepaid in student tuition. In the past, *Culture Shock* has been financed through an operating budget of roughly \$150,000 that was curated by the Student Government's General Programing Coordinator. However, it is now operated by the Major Event's Coordinator in conjunction with the Purchase Student Government Association. *Culture Shock* is viewed as a “rite of passage” for many artists as performers such as Drake, Diplo, Kendrick Lamar, Destiny's Child, and SZA have all taken the Purchase stage throughout their careers(Wikipedia).

How Culture Shock Operates

The entire entity of Culture Shock is planned and executed by the PSGA. From contacting artists to designing merchandise, obtaining security and food vendors, the festival provides a rare opportunity for students to take responsibility for budgeting, planning, producing, and promoting a large scale event. The planning for Culture Shock typically begins in October of the semester before(Twomey, 2021). The budgets, voted upon by the PSGA and

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student body during the previous academic year, are broken down into specific categories assigned to the Major Event Coordinator, the General Programming Coordinator, as well as the Coordinator of Finance by the Director of Student Life for oversight(Twomey, 2021). This is done with purpose so that all of the funding for the event isn't focused solely on talent costs. The coordinators are told they have x amount of money for talent, security, and so on in hopes they spend responsibly(Twomey, 2021). The chart below, see Image 1, showcases past votes upon budgets for Culture Shock. The categories are determined prior to reaching out to performers and outside employees which is all contingent on funds projected from that academic year's Mandatory Student Activity Fund.

Major Programming	2019-2020	2018-2019
Fair Fest Talent	\$25,000	\$18,000
Fair Fest Supplies and Hospitality	\$25,000	\$35,000
Culture Shock Talent	\$93,000	\$113,000
Culture Shock UPD	\$10,000	n/a
Culture Shock Security	\$6,000	n/a
Culture Shock Recreation	\$12,000	\$5,000
Culture Shock Hospitality	\$2,000	\$2,000
Culture Shock Maintenance	\$6,000	\$6,000
Culture Shock Staging	\$20,000	\$20,000
Culture Shock Tenting	\$6,000	n/a
TOTAL Major Programming	\$170,300	\$164,750

Image 1.

To gauge the student body interest in genres of music as well as performers for the festival, the PSGA conducts a series of forms and polls. These polling techniques are administered throughout the year through Google Forms, directly asking students their opinions at The Stood and other school events, as well as posting bulletin boards throughout campus. Once general interest has been determined, PSGA staff reach out directly to engage potential artists, often gaining access to them through their agents(Twomey, 2021). Students tasked with programming do the majority of pitching as well as negotiating artist fees and other contract terms(Twomey, 2021). Once agreements are negotiated, the Student Life Director follows

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through with issuing and processing the required written contracts(Twomey, 2021). The students are not allowed to handle finalizing contracts or handle checks for artists as they are not full time campus employees(Twomey, 2021).

The Mandatory Student Activity Fee covers the cost of artists, staging, lighting, outside employees such as University Police and other security who work the event(Twomey, 2021). It also covers the cost of merchandise such as free shirts, socks, water bottles that are typically given out to the student body(Twomey, 2021). Carnival rides and Port-o-Potties are also included in these costs. Typically around 15 to 20 students and volunteers work the weekend of Culture Shock at the event as dressing room cleaners for artists, checking wristbands, artist runners, as well as student interns who work alongside the staging, lighting, and musical professionals(Twomey, 2021).

All elements of Culture Shock are paid entities except for those providing concessions. The food trucks are independently run and operated local businesses who are invited to come at no charge to the campus in return for being able to keep any earned profit. Food truck operators work with the school to maintain accessible prices for students(Twomey, 2021).

Covid's Impact

Coronavirus took the world by storm when the catastrophic virus was named a global pandemic by the World Health Organization on January 20th, 2020(Meyer, 2021). At the time, nobody could expect what the future would entail. Coronavirus, also known as COVID-19 and SARS-CoV-2, developed it's "epi-centred in Hubei Province of the People's Republic of China" before rapidly gaining mass hysteria(Meyer, 2021). Coronavirus is an "enveloped, positive single-stranded large RNA viruses that infect humans, but also a wide range of animals"(Meyer, 2021). The virus strain was first discovered in 1966 by Tyrell and Bynoe, who developed the

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virus after contracting it from patients with common colds(Meyers, 2021). This new strain of the virus transitioned from animals to humans through a seafood market in Wuhan, China(Meyers, 2021). Those who contracted the virus state experiencing a wide range of symptoms similar to pneumonia, common cold symptoms, some patients have been asymptomatic, while more severe cases have called for hospitalization(Meyers, 2021). In order to protect the population and to prevent the spread of the new unknown virus, countries around the world began forced in home lockdowns halting in person school, work, and social gatherings.

As the ongoing Coronavirus pandemic hit the world by storm, college campuses across the nation turned to remote learning to continue their academic studies. As students and professors alike continue to adapt to remote learning, the incentive to bring back social events is at a minimum. As Caitlin Houlihan-Twomey states “how can students be expected to uphold clubs and activities remotely when they too are trying to learn how to fulfill remote learning?”(Twomey, 2021). When the switch from in person to online occurred, many college students forgot that their favorite clubs, extracurricular activities, and yearly events were primarily student planned and operated. Ms. Houlihan-Twomey notes that there has been no “push” for these events as the students who were in charge of the events are trying to navigate remote learning for themselves. However, the push for high school extracurriculars is more prevalent than ever.

High School extracurriculars have received more attention during the pandemic because of the public perception of the need for high schoolers to participate in extracurriculars to enhance their college applications. Josh Moody writes in *How COVID-19 Is Upending Extracurriculars*, “that students who are involved in extracurricular activities in high school often go on to be active members of the college community, joining student organizations and

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volunteering. Such participation, he says, tends to boost retention and graduation rates”(Moody, 2021). Moody also highlights how the emphasis on high school participation plays a role in admission decisions(Moody, 2020). Stating that many high schoolers are turning to remote, online internships to boost their extracurriculars as many campuses have halted or postponed in person sports, clubs, and other activities(Moody, 2020). However, students should prioritize making up for lost opportunity through remote programs and internships as it could hinder their mental and physical health(Moody, 2020).

Throughout the pandemic, while remote learning has offered a way to ensure the continuation of course delivery, it has generally not been helpful in terms of facilitating student engagement and socializing, with devastating personal impacts across all educational levels including college students. Throughout the last year there has been a spike in the rising levels of anxiety felt among college students. Balbu Kumar Dhar discusses in *Impact of COVID-19 Among the University Students*, how the pandemic has generated a rise in anxiety among students due to worrying about “economic influences, worry about academic delays, worry about the influence of COVID-19 on daily life, and worry about the social support during COVID-19(Dhar, 2020)”. The root of college level anxiety is primarily due to “the consequences of the virus(Dhar, 2020)”, meaning that students have increased fear and anxiety over how the virus will impact their loved ones, education, as well as future financial success(Dhar, 2020). Many students rely on extracurriculars to help build their resumes and create relationships that will guide them ahead in their career paths. The lack of such events similar to those in high school, are creating levels of anxiety as students are missing out on key components that build the stepping stones to their futures. Whether it’s deciding where they are going to go to school or setting them apart in a job interview, student-led extracurriculars on

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campus not only bring the student body together but offer valuable life lessons that benefit their prosperity in their forthcoming.

Despite these difficult times, many schools have opted to make the most of the situation turning to virtual events held online. Utilizing the popular video call platform *Zoom*, campuses across the nation have adapted versions of their annual events remotely. From club meetings and seminars to graduations and music festivals, campuses are attempting to brighten these dark times with safe, at home events. Many institutions have also enlisted celebrities to offer funny, light hearted talks to lift their students spirits up. As we begin to return back to a sense of normality, thanks to mass vaccination and city reopenings, campuses are now starting to plan how to fully bring back their live events in a Covid safely manner.

Conclusion

Student-led programming is a pivotal part of a students college career that deserves greater recognition and value by college administrators, funders and college decision makers. Extra curricular activities including student governance, clubs and events are an essential part of the college experience providing non-academic means to cultivate new and lasting friendships, facilitate community bonding, and provide experience that build knowledge and skills that underpin a successful future. Student-led programs allow individuals to develop and hone leadership, collaborative and communication that will assist in achievement in and out outside of the classroom. Campus events provide a safe environment for risk taking that allow students to expand their horizons. These skills ultimately set them apart in the workforce, showing future employers that students maintain drive and carisma to go above and beyond expectations. These services create long lasting traditions that future students follow in their current members

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footsteps. Extracurriculars are the basis of students' future careers, both socially and academically, that leave lasting marks on their time learning and growing on campus.

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