

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

Findings for:

Texas A&M University
 College Station, TX
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PRESENTATION OUTLINE

- Background & Purpose
- Developing Partnerships
- Our Institution's Findings
- Next Steps
- Practical Applications

PURPOSE OF THE MSL

To examine student leadership values at both the institutional and national levels with specific attention to the environmental factors that influence leadership development in college students.

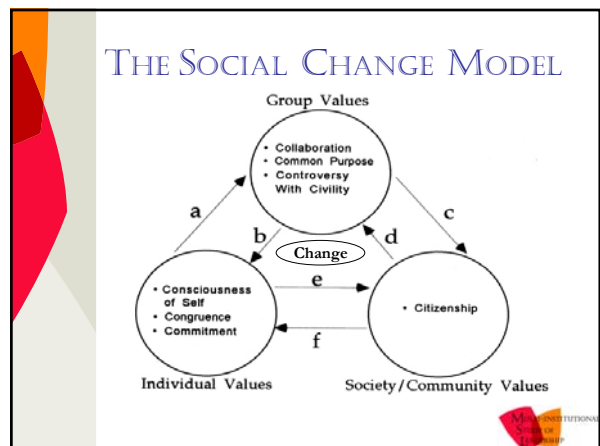
PURPOSE OF THE MSL AT TEXAS A&M

- Better understand leadership at Texas A&M
- To acquire baseline data for current and future comparison and tracking
- To inform the improvement and evaluation of current programs and the creation of future programs

FRAMEWORK OF THE MSL

Theoretical Framework:
 Social Change Model of Leadership Development
(HERI, 1996)

Conceptual Framework:
 I-E-O College Impact Model
 (Inputs-Environment-Outcomes)
(Astin, 1993, 2001)



I-E-O MODEL

- *Inputs*: students' pre-college characteristics
 - e.g., demographics, high school achievement
- *Environment*: programs, experiences, relationships, and other factors in the collegiate environment
 - e.g., co-curricular involvement, mentoring
- *Outcomes*: students' characteristics after exposure to the college environment
 - e.g., the eight C's of the Social Change Model

KEY RESEARCH QUESTIONS

- How do college students score on the eight leadership values associated with the Social Change Model?
- How do scores compare across particular demographic factors, such as gender, race/ethnicity, and class-standing?
- What environmental factors (e.g., co-curricular involvement, study abroad) contribute to higher scores on the leadership outcomes?

METHODOLOGY

- The Survey Instrument
- 54 Institutions Participated
- Random Sample:
 - A random selection of undergraduate students from each institution (3,000 for most) was invited to participate
 - 3452 were invited from Texas A&M

DEVELOPING PARTNERSHIPS THROUGH SHARING RESULTS

DEVELOPING PARTNERSHIPS

- MSL Forums
- MSL Research Team
- Division and University Partners
- Data Analysis Assistance

MSL FORUMS

- Faculty and staff were invited
- Build advocates and supporters
- Share information
- Create a commitment to the project

MSL RESEARCH TEAM

- Project Drivers
- Team includes:
 - Leadership and Service Center staff
 - Student Activities staff
 - Faculty member from the College of Engineering
 - Student Life Studies staff member

DIVISION AND UNIVERSITY PARTNERS

- Build a network of project supporters
- Who would be interested in the material and how could it benefit their areas?
- Presented at multiple meetings

DATA ANALYSIS ASSISTANCE

- Student Affairs Administration and Higher Education Graduate Program – Assessment Class
- Division of Student Affairs Assessment Team
- Department of Student Life Studies

FINDINGS

RESIDENCE LIFE RESULTS

1. Does place of residence have an effect on students' measures on the 8 Social Change variables?
2. What avenues of campus involvement do our on-campus vs. off-campus students pursue?
3. Do on-campus residents rate differently on the Diversity Discussion Scale and/or the Appreciation of Diversity Scale, in comparison to off-campus residents?

RESIDENCE LIFE RESULTS

Does place of residence have an effect on students' measures on the 8 Social Change variables?

	Texas A&M University		On-Campus Residents	
	Mean	SD	Mean	SD
Self	3.98	.49	3.96	.50
Congru	4.22	.45	4.21	.49
Commit	4.29	.46	4.28	.48
Collab	4.01	.46	4.00	.50
Common	4.07	.42	4.09	.45
Civility	3.83	.42	3.83	.44
Citizen	3.86	.46	3.90	.49
Change	3.73	.46	3.74	.49

TAMU n = 958

On-Campus n = 260

LEADERSHIP EFFICACY

	National N = 50, 378		Texas A&M N = 974	
	Mean	SD	Mean	SD
Male	3.17	na	3.27	.60
Female	3.11	Na	3.16	.62
Overall	3.13	Na	3.21	.61

- Across the board LE scores were high
- National study showed significant change over time

Social Change Scale: RESULTS BY GENDER

	Male		Female	
	Mean	SD	Mean	SD
Self	3.97	.51	3.99	.48
Congru	4.17	.50	4.26*	.40
Commit	4.23	.52	4.33*	.41
Collab	3.96	.51	4.05*	.41
Common	4.02	.46	4.11*	.38
Civility	3.78	.46	3.86*	.38
Citizen	3.84	.51	3.87	.42
Change	3.76*	.48	3.70	.45

Male n = 411

Female n = 543

POLITICAL VIEWS

Findings related to Political Views and Leadership Efficacy:

1. Does self-reported political view have an effect on students' measures on the 8 Social Change variables?

POLITICAL VIEWS

Does self-reported political view have an effect on students' outcomes on the Leadership Efficacy Scale?

Political View	N	Leadership Efficacy Score	
		Mean	SD
Far Left	4	2.44	.55
Liberal	111	3.13	.56
Middle-of-the-Road	337	3.19	.63
Conservative	478	3.23	.61
Far Right	28	3.56	.47
Overall	958	3.21	.61

DIFFICULT EXPERIENCE

- Participants were asked:
 - *What is the most difficult experience you have had while leading others?*
- Some of the larger categories:
 - Conflict and Compromise
 - Commitment to the Organization
 - Willingness to Follow
 - Diversity/Values

CONFLICT & COMPROMISE

- “Finding a happy medium for opposing positions”
(Sophomore, Multiracial, Female)
- “Managing intergroup conflicts”
(Senior, White, Male)
- “Dealing with/settling conflicts that arise in a group”
(Sophomore, White, Female)
- “Compromising everyone's ideas into one main goal”
(Sophomore, White, Female)
- “Leading a large group is hard because everyone has a different opinion”
(Freshman, White, Female)

COMMITMENT

“It is very difficult when I am very passionate about doing something but everyone else is just in the organization for a line on their resume”
(Freshman, White, Female)

“Having people who simply ‘don’t care’ is a big challenge.”
(Freshman, Hispanic/Latino, Female)

“Apathy”
(Sophomore, Multiracial, Female)

“Getting everyone to take responsibility”
(Graduate Student, White, Female)

“Dealing with people who don’t have a high level of commitment.”
(Junior, Hispanic/Latino, Male)

WILLINGNESS TO FOLLOW

“Getting them to do things they don’t want to do”
(Senior, White, Male)

“People not wanting to follow you”
(Senior, White, Female)

“People not listening to me and power struggles”
(Sophomore, African American/Black, Female)

“Sometimes when leading others, it is difficult to maintain authority”
(Sophomore, Hispanic/Latino, Female)

“Everyone else wanting to be the leader and clashing of direction. If there’s going to be a leader, it usually works best if there is only one”
(Sophomore, White, Female)

DIVERSITY/VALUES

“I have had to work with people with ideas different from my own”
(Senior, White, Male)

“Inability to understand and adjust to a person of a different cultural background”
(Senior, Asian/Pacific Islander, Male)

“People who lack an open mind”
(Senior, White, Male)

“People believed differently on issues of great importance to me”
(Freshman, White, Female)

“Dealing with people who are not open to others”
(Senior, White, Female)

TRANSFER OF LEARNING

How students applied out-of-classroom learning experiences to your classroom experiences.

Top Responses:

Category (in descending frequency order)	Total Responses
Working with Others (Teams and Groups)	132
Time Management	101
Work Experience (Including Internships and Military)	66
Classroom Experience (General Application)	64
Direct Link	56
Leadership	54

TRANSFER OF LEARNING

“As a Resident Advisor, I have gained a better grasp of time management...So I now start and attempt to finish my homework as soon as possible.”
(Sophomore, African American, Female)

Class isn’t a social vacuum; our experiences influence our perception of the coursework, especially if the class is discussion-based.
(Freshman, White, Female)

“Leadership skills learned in organizations have been applied to my group work in class.”
(Senior, White, Female)

“The skills I attained while in the U.S. Marine Corps have helped me greatly throughout my college experience.”
(Senior, Hispanic/Latino, Male)

“The teamwork and personal relations skills gained while interning at the capital and while serving as a national 4-H officer both come in hand (sic) in agricultural economics and agricultural development classes.”
(Sophomore, White, Male)

NEXT STEPS

- Finish qualitative analysis
- Predictors of leadership competence and confidence
 - Overall as well as demographic-based
- Impact of formal leadership programs
- Hope to participate in MSL-2
- Practical application

PRACTICAL APPLICATIONS

- Increasing discussions about diversity and socio-cultural issues
- Getting students involved
- Give as many students as possible the opportunity to participate in at least one leadership program
- Advisors helping to align perceptions of leadership competence and confidence



ADDITIONAL MSL OPPORTUNITIES

- MSL-2
 - School selection 2008
 - Implementation 2009
- Multi-Institutional Study of Leadership
 - <http://www.nelp.umd.edu>

