

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

Findings for:

NC State

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PRESENTATION OUTLINE

- Background & Purpose
- Frameworks for the Study
- Methodology
 - Instrument
 - Participating Institutions
- Our Institution's Findings:
 - Random v. Comparative Samples
 - Demographic Results
 - Environmental Results

BACKGROUND OF THE MSL

Rationale #1:

“Leadership is one of the most observed and least understood phenomena on earth.”

- James MacGregor Burns
Leadership (1978), p. 2

BACKGROUND OF THE MSL

Rationale #2:

“In every dimension of contemporary society – church, government, business, and education – we face a crisis of leadership.”

- Jeffrey G. Reed & Mary C. Klein, 2005
Concepts & Connections, 13(2), p. 4

BACKGROUND OF THE MSL

Rationale #3:

“Higher education plays a major part in shaping the quality of leadership in modern American society.”

- Alexander W. Astin & Helen S. Astin
Leadership Reconsidered (2000), p. 2

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.

FRAMEWORK OF THE MSL

Theoretical Framework:

Social Change Model of
Leadership Development

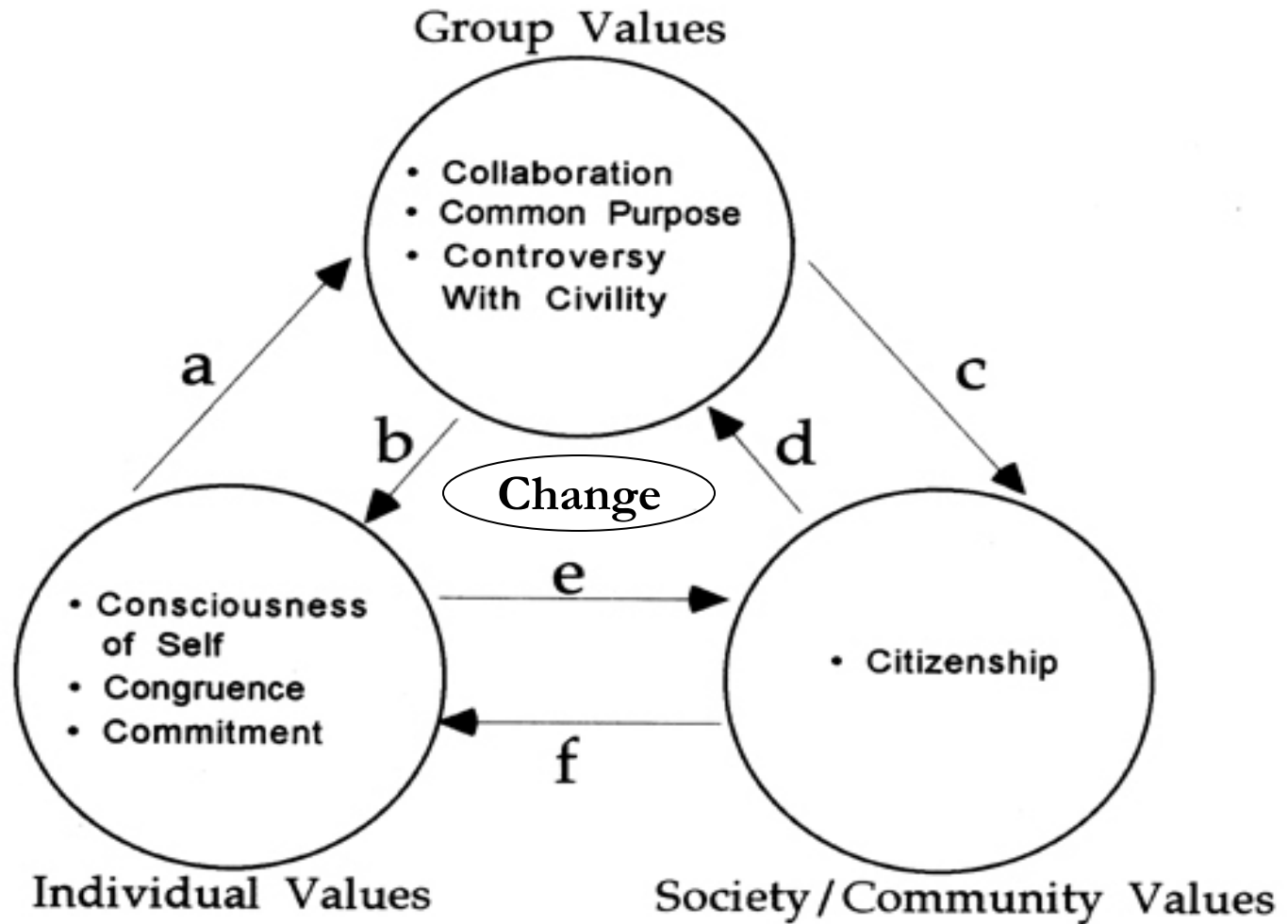
(HERI, 1996)

Conceptual Framework:

I-E-O College Impact Model
(Inputs-Environment-Outcomes)

(Astin, 1993, 2001)

THE SOCIAL CHANGE MODEL



SOCIAL CHANGE MODEL: 8 C's

- Individual Values:
 - **Consciousness of Self**
 - **Commitment**
 - **Congruence**
- Group Values
 - **Collaboration**
 - **Common Purpose**
 - **Controversy with Civility**
- Community Value:
 - **Citizenship**
- Central Value:
 - **Change**

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:
 - Web-based (link sent via e-mail)
 - Average completion time of about 20 minutes
 - Schools could also ask up to 10 institution-specific custom questions
 - Pilot tested at the University of Maryland, College Park

METHODOLOGY

- 54 Participating Institutions:
 - Geographically diverse
 - Variety of institutional types and classifications
 - e.g.: community colleges, women's colleges, research universities, liberal arts schools, HBCU's and HSI's
 - Differing levels of leadership programming (extensive at some, nascent at others)

METHODOLOGY

- Random Samples:
 - A random selection of undergraduate students from each institution (3,000 for most) was invited to participate
- Comparative Sample:
 - Each institution was allowed to identify a second population (up to 500) to serve as a comparison
 - e.g., Resident Assistants, Leadership Majors & Minors

METHODOLOGY

- Data Collection & Results
 - Standard data cleaning techniques were employed
 - Findings were generated using descriptive and inferential statistical methods and summarized in final report for each institution
 - Raw data was provided to schools for additional analyses

FINDINGS

RESPONSE RATES

NC State Random Sample:

- Responses / Invited: 971 / 3383
- Response rate: **28.7%**

NC State Comparative Sample:

- Responses / Invited: 208 / 480
- Response rate: **43.33 %**

Overall National Sample:

- Responses / Invited: 63,085 / 165,701
- Response rate: **38.07 %**

DEMOGRAPHICS

NC State Random

Gender:

- Male: **48 %**
- Female: **51.9 %**
- Transgender: **0.1 %**

Class Standing:

- Freshman: **24.7 %**
- Sophomore: **21.2 %**
- Junior: **24.8 %**
- Senior: **29.2 %**

NATIONAL

Gender:

- Male: **38.3 %**
- Female: **61.5 %**
- Transgender: **0.1 %**

Class Standing:

- Freshman: **23.3 %**
- Sophomore: **21.7 %**
- Junior: **26.3 %**
- Senior: **28.8 %**

DEMOGRAPHICS

NC State

Race/Ethnicity:

- White: **76.4 %**
- Black / African American: **8.0 %**
- Asian / Asian American: **5.1 %**
- Latino/a: **1.2 %**
- Amer. Indian: **0.4 %**
- Multiracial: **7.9 %**
- Not Included: **1.0 %**

NATIONAL

Race/Ethnicity:

- White: **71.8 %**
- Black / African American: **5.2 %**
- Asian / Asian American: **7.9 %**
- Latino/a: **4.4 %**
- Amer. Indian: **0.3 %**
- Multiracial: **8.2 %**
- Not Included: **2.3 %**

DEMOGRAPHICS FOR RANDOM:

Demographic Variables – Random Sample

- No statistically significant differences were found among class standing, race, or generational status. The self-reported mean scores for the eight reported outcome variables of each of these demographic categories were not significant.

Gender – Random Sample

- Females indicated a statistically significantly higher self-reported mean score than males on the following outcome variables: Congruence, Commitment, Common Purpose, and Controversy with Civility. There were no statistically significant differences reported for Consciousness of Self, Collaboration, Citizenship, or Change.

OTHER "OUTCOMES" (I-E-O) AND ENVIRONMENT SCALES

Construct	Comparative Mean (n)	Random Mean (n)
Appreciating Diversity	3.02 (209)	2.75 (969)
Diversity Discussion	2.99 (211)	2.67 (971)
Cognitive Development	3.26 (57)	3.02 (230)
Leadership Efficacy	3.35 (210)	3.09 (967)
Passive Activism	2.96 (54)	2.72 (238)
Active Activism	1.94 (54)	1.53 (238)

OVERALL RESULTS FOR LEADERSHIP

The comparative sample indicated a statistically significantly higher self-reported mean score than the random sample on all eight Social Change Model leadership outcome variables:

	Comparative Sample	Random Sample	National Sample
Self	4.07	3.94	3.95
Congru	4.33	4.15	4.17
Commit	4.32	4.19	4.23
Collab	4.15	3.95	3.98
Common	4.18	3.99	4.04
Civility	4.00	3.82	3.83
Citizen	4.06	3.82	3.84
Change	3.89	3.73	3.75

SIGNIFICANCE FOR RANDOM

Involvement in College Organizations – Random Sample

- For seven of the eight outcome variables (Consciousness of Self, Congruence, Collaboration, Commitment, Collaboration, Common Purpose, Controversy with Civility, and Citizenship), respondents indicated statistically significantly higher self-reported mean scores being involved with college organizations much of the time compared to never being involved, being involved one time, and being involved sometimes. There were no significant differences between never being involved and being involved one time. Additionally, there were no statistically significant differences reported for Change.

Held a Leadership Position – Random Sample

- For all eight outcome variables respondents indicated statistically significantly higher self reported mean scores being involved with holding a leadership position much of the time compared to both never holding a leadership position and hold a leadership position one time.

NC State's Findings:

ORGANIZATIONAL INVOLVEMENT

Involvement in College Organizations		Comparative	Random	National
		Mean	Mean	Mean
Never	Self	3.8889	3.8558	3.8838
	Congru	4.5000	4.0725	4.1145
	Commit	4.4167	4.0886	4.1623
	Collab	4.0625	3.8360	3.8569
	Common	3.8333	3.9046	3.9478
	Civility	3.5455	3.7424	3.7631
	Citizen	3.9375	3.6945	3.7087
	Change	3.8500	3.6683	3.6973
	One time	Self	4.0926	3.7879
Congru		4.3571	3.9654	4.0972
Commit		4.3333	3.9890	4.1543
Collab		4.1250	3.7722	3.8844
Common		4.1852	3.8012	3.9550
Civility		4.0606	3.7046	3.7555
Citizen		4.0417	3.6814	3.7378
Change		3.9500	3.6570	3.6757
Sometimes		Self	3.8889	3.9230
	Congru	4.0889	4.1473	4.1374
	Commit	4.0926	4.2038	4.1970
	Collab	3.9528	3.9377	3.9518
	Common	3.9679	3.9913	4.0052
	Civility	3.7576	3.8042	3.8107
	Citizen	3.8222	3.8055	3.8134
	Change	3.7956	3.7172	3.7258
	Many times	Self	4.0539	4.0318
Congru		4.3009	4.2359	4.2077
Commit		4.2601	4.2361	4.2760
Collab		4.0795	4.0508	4.0498
Common		4.1414	4.0712	4.0895
Civility		3.9766	3.8849	3.8817
Citizen		3.9735	3.9154	3.9090
Change		3.8667	3.7859	3.7803
Much of the time		Self	4.1703	4.0966
	Congru	4.4565	4.3183	4.3362
	Commit	4.4638	4.4056	4.4227
	Collab	4.3125	4.1608	4.1779
	Common	4.3152	4.2075	4.2484
	Civility	4.1532	3.9559	3.9895
	Citizen	4.2364	4.0404	4.0526
	Change	3.9630	3.8096	3.8754



NC State's Findings:

HOLDING A LEADERSHIP POSITION

Leadership Position in College Organizations		Comparative	Random	National
		Mean	Mean	Mean
Never	Self	4.0741	3.9178	3.9110
	Congru	4.3048	4.1365	4.1454
	Commit	4.2778	4.1787	4.2031
	Collab	4.0875	3.9153	3.9225
	Common	4.1074	3.9629	3.9912
	Civility	3.9212	3.7941	3.8011
	Citizen	3.9125	3.7741	3.7712
	Change	3.9733	3.7088	3.7130
	One time	Self	4.0185	3.8956
Congru		4.3175	4.0861	4.1504
Commit		4.3241	4.1205	4.2128
Collab		4.0417	3.8901	3.9701
Common		4.1605	3.9451	4.0279
Civility		3.9444	3.7700	3.8169
Citizen		3.9375	3.7681	3.8244
Change		3.8556	3.6398	3.7323
Sometimes		Self	3.9753	3.8814
	Congru	4.2476	4.0792	4.1331
	Commit	4.1852	4.0005	4.1888
	Collab	4.0139	3.9400	3.9731
	Common	4.0568	3.9670	4.0238
	Civility	3.8465	3.7985	3.8175
	Citizen	3.9389	3.8480	3.8526
	Change	3.7956	3.7257	3.7398
	Many times	Self	4.0542	4.0329
Congru		4.2892	4.2434	4.2224
Commit		4.2724	4.2695	4.2976
Collab		4.1524	4.1019	4.0759
Common		4.1626	4.1235	4.1240
Civility		4.0266	3.9338	3.8979
Citizen		4.0640	3.9676	3.9487
Change		3.9293	3.8247	3.8063
Much of the time		Self	4.1414	4.2246
	Congru	4.4045	4.4310	4.3708
	Commit	4.4307	4.4435	4.4622
	Collab	4.2922	4.1886	4.2224
	Common	4.2900	4.2900	4.3059
	Civility	4.1334	3.9938	4.0264
	Citizen	4.2078	4.1081	4.1176
	Change	3.9156	3.8881	3.9270

NC State's Findings:

INTERNSHIP EXPERIENCE

Experienced Internship		Comparative	Random	National
		Mean	Mean	Mean
No	Self	4.0019	3.9173	3.9136
	Congru	4.2845	4.1392	4.1411
	Commit	4.2822	4.1733	4.2002
	Collab	4.1162	3.9272	3.9363
	Common	4.1345	3.9803	4.0049
	Civility	3.9418	3.7994	3.8036
	Citizen	3.9770	3.8034	3.7940
	Change	3.8491	3.7015	3.7186
	Yes	Self	4.1478	3.9824
Congru		4.3770	4.1751	4.2276
Commit		4.3574	4.2188	4.2964
Collab		4.2010	3.9972	4.0471
Common		4.2302	4.0287	4.1045
Civility		4.0797	3.8519	3.8900
Citizen		4.1521	3.8600	3.9113
Change		3.9505	3.7784	3.7978

NC State's Findings:

LEARNING COMMUNITY

*Random: for all eight variables, respondents who participated in learning communities indicated statistically significantly higher self-reported mean scores than those who did not.

Learning Community P		Comparative Data		Random Data		National Data	
		N	Mean	N	Mean	N	Mean
No	Self	131	4.0229	784	3.9155	39738	3.9380
	Congru	131	4.2846	784	4.1256	39738	4.1602
	Commit	131	4.2875	784	4.1695	39738	4.2217
	Collab	131	4.1479	784	3.9273	39738	3.9567
	Common	131	4.1416	784	3.9769	39738	4.0247
	Civility	131	3.9591	784	3.7954	39738	3.8202
	Citizen	131	4.0210	784	3.7943	39738	3.8159
	Change	131	3.8702	784	3.7104	39738	3.7348
Yes	Self	80	4.1444	187	4.0327	9337	4.0082
	Congru	80	4.3964	187	4.2559	9337	4.2234
	Commit	80	4.3646	187	4.2647	9337	4.2909
	Collab	80	4.1672	187	4.0428	9337	4.0595
	Common	80	4.2389	187	4.0749	9337	4.1095
	Civility	80	4.0807	187	3.9033	9337	3.8966
	Citizen	80	4.1172	187	3.9357	9337	3.9228
	Change	80	3.9375	187	3.7914	9337	3.7997

- **Short-Term Leadership Experiences – Random Sample**
- For all eight outcome variables respondents who have had either several short-term leadership experiences or many short-term leadership experiences indicated statistically significantly higher self-reported mean scores than respondents who have never had short-term leadership experiences.

SHORT-TERM LEADERSHIP DEVELOPMENT EXPERIENCE

Short - Term Leadership Experiences		Comparative	Random	National	
		Mean	Mean	Mean	
Never	Self	3.9935	3.8785	3.8903	
	Congru	4.2689	4.1192	4.1229	
	Commit	4.2353	4.1533	4.1842	
	Collab	4.0221	3.8888	3.8824	
	Common	4.0588	3.9502	3.9672	
	Civility	3.8449	3.7648	3.7755	
	Citizen	3.8971	3.7355	3.7347	
	Change	3.8353	3.6719	3.6857	
	One time	Self	4.0455	3.9120	3.9136
		Congru	4.2597	4.0618	4.1328
Commit		4.2727	4.1154	4.1924	
Collab		4.0881	3.8934	3.9558	
Common		4.1162	3.9139	4.0060	
Civility		3.9298	3.7694	3.8004	
Citizen		4.0057	3.7917	3.8079	
Change		3.8455	3.7000	3.7167	
Several times		Self	4.0218	4.0157	4.0217
		Congru	4.3057	4.2271	4.2244
	Commit	4.2850	4.2554	4.2894	
	Collab	4.1203	4.0346	4.0627	
	Common	4.1443	4.0835	4.1143	
	Civility	3.9873	3.9003	3.8992	
	Citizen	4.0012	3.9181	3.9352	
	Change	3.8682	3.7978	3.8104	
	Many times	Self	4.2403	4.1090	4.1872
		Congru	4.4718	4.3846	4.4194
Commit		4.4729	4.4199	4.4926	
Collab		4.3634	4.2236	4.2849	
Common		4.3747	4.2500	4.3329	
Civility		4.1903	3.9790	4.0717	
Citizen		4.3140	4.1154	4.1718	
Change		4.0395	3.8846	3.9881	

MODERATE-TERM LEADERSHIP DEVELOPMENT EXPERIENCE

Moderate - Term Leadership Experiences		Comparative	Random	National
		Mean	Mean	Mean
Never	Self	3.9644	3.9199	3.9183
	Congru	4.2486	4.1422	4.1491
	Commit	4.2467	4.1851	4.2110
	Collab	4.0175	3.9175	3.9250
	Common	4.0933	3.9663	4.0007
	Civility	3.8455	3.7832	3.8036
	Citizen	3.8875	3.7669	3.7744
	Change	3.7960	3.7003	3.7068
	One time	Self	4.1400	3.8519
Congru		4.3886	4.0796	4.1548
Commit		4.4067	4.1054	4.2205
Collab		4.1700	3.9009	3.9906
Common		4.2200	3.9572	4.0403
Civility		4.0436	3.7868	3.8297
Citizen		4.0450	3.7917	3.8563
Change		3.9060	3.6764	3.7505
Several times		Self	4.0040	4.0146
	Congru	4.2530	4.1865	4.2159
	Commit	4.2108	4.2089	4.2721
	Collab	4.1325	4.0438	4.0699
	Common	4.1071	4.0743	4.1127
	Civility	3.9825	3.9026	3.8968
	Citizen	4.0467	3.9635	3.9514
	Change	3.8422	3.8240	3.8286
	Many times	Self	4.3214	4.2440
Congru		4.5765	4.4099	4.4202
Commit		4.5952	4.4638	4.5043
Collab		4.4420	4.2337	4.2889
Common		4.4683	4.2609	4.3460
Civility		4.2890	4.0652	4.0687
Citizen		4.4152	4.1680	4.1924
Change		4.2143	3.9196	3.9979

LONG-TERM LEADERSHIP DEVELOPMENT EXPERIENCE

Long - Term Leadership Experiences		Comparative	Random	National	
		Mean	Mean	Mean	
Never	Self	4.0182	3.9317	3.9441	
	Congru	4.2688	4.1581	4.1699	
	Commit	4.2833	4.1985	4.2334	
	Collab	4.1091	3.9446	3.9586	
	Common	4.1323	3.9975	4.0283	
	Civility	3.9612	3.8106	3.8286	
	Citizen	4.0216	3.8038	3.8113	
	Change	3.8791	3.7258	3.7332	
	One time	Self	4.1438	3.8758	3.9270
		Congru	4.3305	3.9958	4.1227
Commit		4.3007	4.0147	4.1798	
Collab		4.1667	3.8358	3.9869	
Common		4.1242	3.8693	4.0286	
Civility		4.0036	3.7513	3.8109	
Citizen		4.0147	3.7572	3.8682	
Change		3.8235	3.6461	3.7478	
Several times		Self	3.9753	4.0320	3.9617
		Congru	4.3228	4.1913	4.1532
	Commit	4.2469	4.2514	4.2078	
	Collab	4.1620	4.0932	4.0303	
	Common	4.1481	4.0621	4.0687	
	Civility	3.9966	3.9214	3.8386	
	Citizen	4.0370	4.0148	3.9271	
	Change	3.9074	3.8119	3.8053	
	Many times	Self	4.2560	4.1932	4.1576
		Congru	4.6025	4.4783	4.3840
Commit		4.5942	4.4275	4.4543	
Collab		4.3424	4.2554	4.2471	
Common		4.5556	4.3285	4.3004	
Civility		4.2292	4.0237	4.0257	
Citizen		4.3478	4.2174	4.1541	
Change		4.1217	3.8696	3.9539	

TEN ADDITIONAL QUESTIONS

- 1) What leadership experience were you involved in, while at NC State?
- 2) If you were involved in any of the above leadership experiences, which do you consider your PRIMARY leadership experience while at NC State?
- 3) Which of the following leadership skills were enhanced as a result of your involvement with your PRIMARY leadership experience?
- 4) Which of the following programs offered by CSLEPS were you aware of prior to filling out this survey?
- 5) If a student observed someone cheating how should they respond?
- 6) Do you support a minimum cumulative GPA for student leaders?
- 7) If so, what should the minimum be?
- 8) What can staff and faculty at NC State do to enhance your leadership development?
- 9) What can staff and faculty at NC State do to enhance your leadership development?
- 10) Additional comments

What can staff and faculty at NC State do to enhance your Leadership Development?

- 30 % - Advertise & promote better
- 17% - Provide more opportunities (60% of these were wanting more leadership experience as part of classroom opportunities)
- 7% - Appreciate what we already have at State
- 6% - Encourage me more
- 5% - Provide more support
- 4% - Require leadership education

1006 Responses

What can staff and faculty at NC State do to enhance your Leadership Development?

- “Actively be concerned with enhancing our leadership development. I don’t think I have heard a word from any professor in any class about ‘enhancing my leadership development.’”
- “Understand that not everyone feels comfortable being the leader. Self-confidence, task load, and anxiety all lead to some people just wanting to be followers. Cracking those beliefs will help people see that being a leader can be fulfilling.”
- “I think that there are so many leadership programs offered at NC State already. There are so many great resources for student leaders to turn to for guidance and growth in their abilities to lead others.”

What can the staff and faculty at NC State do to better promote leadership opportunities?

- 64% - Advertise & promote better
 - Students mentioned using Class Announcements, Websites, Campus Media, Email, and Word of Mouth.
- 5% Provide more opportunities
- 5% Encourage more

What can the staff and faculty at NC State do to better promote leadership opportunities?

- “Keep advertising the benefits of leadership, explain why students should get involved. Leadership is not just for scholars and resumes.”
- “Faculty never really talk about campus groups that offer leadership skills. In one of my classes I have extra credit opportunity by joining a race Study Circle. It gives me a chance to earn something both for the classroom and my personal advancement.”
- “Talk about them in class”
- “Have the courage to say something ... Hello!”

OPEN ENDED

- 35% - Liked the survey / being asked about leadership.
 - “This survey has allowed me to reflect on my leadership experiences and what I have accomplished and have yet to accomplish. In due time I should obtain enough confidence to become a leader of some sort”
 - “This survey made me think about how I have contributed to my school.
- 13% - Appreciate what NC State is already doing.
 - I am very happy at N.C. State. I feel that the university does an excellent job promoting acceptance of diversity and creating an environment that is conducive to the highest levels of learning.

OPEN ENDED

- 15% - Miscellaneous
 - **“Being a leader is an important part of my life, it is a part of my personality that I was not aware of. I am honored and excited to be a leader on campus and I take my position as a role model seriously.”**
 - “This survey made me realize how much I haven’t seen leadership being focused on in the classroom or otherwise.”
 - **I am not interested in being a leader who leads from the front and with full authority, but rather as one that leads by example and allows others to work on their own to accomplish goals.**

THROUGH PROGRAMS, SERVICES,
ACADEMIC COURSES, CO-
CURRICULAR PROGRAMMING, AND
INDIVIDUAL INTERACTION,
STUDENT AFFAIRS WILL **FACILITATE
THE DEVELOPMENT OF LEADERS.**

Outcomes:

- A. Students will demonstrate knowledge of leadership theories.
- B. Students will participate in a leadership opportunity.
- C. Students will demonstrate leadership skills.
- D. Students will articulate their own leadership philosophy/style.

LEADERSHIP SKILLS (UNIT OR ACTIVITY ITEM LEVEL

OUTCOMES:

1. Students will demonstrate strategic planning skills (setting vision, goal setting, etc)
2. Students will demonstrate communication skills (written, oral).
3. Students will demonstrate group dynamics skills (Listening, Negotiating, Assessing group dynamics, Conflict management, Understanding individual and group roles, Recognition).
4. Students will demonstrate decision-making skills.
5. Students will demonstrate meeting management skills (develop agenda, lead the meeting,
6. Students will demonstrate the ability to plan and implement a program.
 -Public speaking/presentation skills,Time management
 -Evaluation,Administration,Delegating
 -Liaison role,Prioritizing,Role modeling
 -How to work with an advisor