

Assessing the **Benefits** of Undergraduate Leadership

Evidence from the **SERU** Survey



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June Nobbbe

maximizer relator learner individualization connectedness

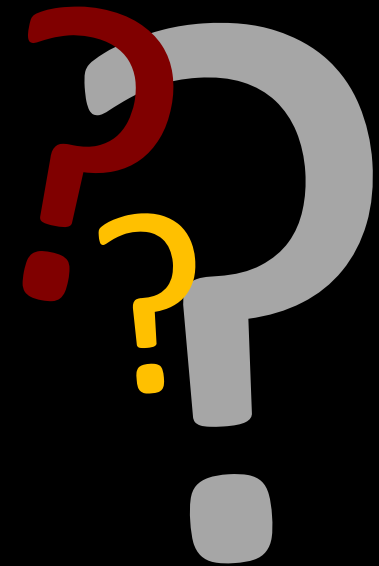
Krista Soria

intellection input ideation learner achiever

Who participates in **co-curricular leadership positions**?

How is leadership in **co-curricular activities** associated with students' development?

How is participation in **curricular leadership** associated with students' development?



LEADERSHIP



**The Role of Student
Leadership
Development in Public
Research Universities**

CHALLENGES

LEADERSHIP DEVELOPMENT AT LARGE RESEARCH UNIVERSITIES



- Decentralized culture
- Large class sizes
- Competing demands
 - Undergrad v. Grad/Professional
 - Support for undergraduate research
 - Less support/understanding of role of co-curricular experiences



Civic Mission

Higher Education
Organization Agendas

Crucible Report

LEADERSHIP

ANECDOTAL BENEFITS



Development of civic knowledge, skills, attitudes

Development of skills employers seek

Contribution to institutional outcomes

Overall enhancement of the student experience



MSL

CIRP Surveys

NSSE

INSTITUTION-SPECIFIC SURVEYS



DISCUSSION

What are some of the challenges you face in regard to leadership development education on your campuses?

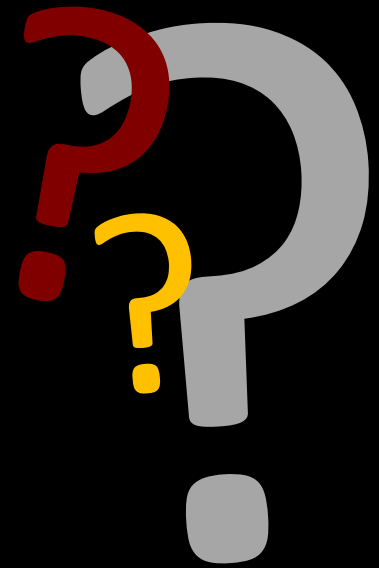
Do you have support from academic areas? If so, what areas?

Who are your advocates? Critics?

What are employers seeking?

- **Critical thinking/analytical reasoning**
- **Knowledge/skills applied to real-world settings**
- **Ability to analyze/solve complex problems**
- **Connect choices and actions to ethical decisions**
- **Teamwork skills/ability to collaborate**
- **Ability to innovate and be creative**

Undergraduate Leadership Positions



Who Participates?



SERU Survey

6 large, public research universities

33% response rate in 2012

n = 39,777

20% randomly assigned to
CE module (n = 8,601)

PARTICIPANTS

	n	%
Black	440	5.1
Asian	1321	15.4
Hispanic	781	9.2
Pacific Islander	36	.4
Native American	134	1.6
White	5965	69.4
International	463	5.4
Female	5191	60.4
First-Generation	1517	23.4
Low-Income	337	3.9
Working-Class	1133	13.2



LEADERSHIP



Indicate the way in which you have been involved in the following activities or organizations this academic year. (participant, officer/leader, neither)



LEADERSHIP



27.9%

of students indicated serving
as a **leader** in at least one
organization

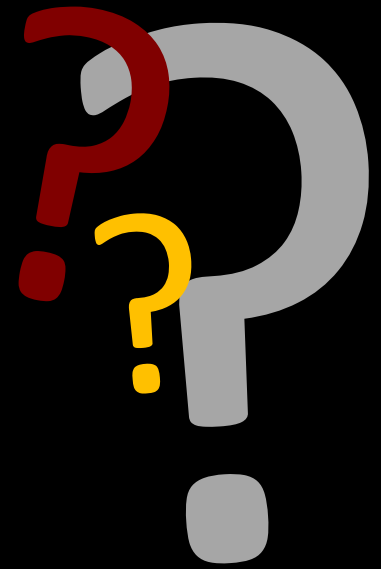
n = 1695

LEADERSHIP

	n	%
Academic	449	7.0
Greek fraternity/sorority	412	6.4
Service	303	4.8
Governing bodies	261	4.2
Religious	235	3.7
Advocacy	201	3.1
Campus sports clubs	194	3.0
Performing group	172	2.7
Recreational	124	1.9
Honor society	115	1.8
Media	98	1.5
Political	57	.9
Campus varsity team	41	.6



Do We Observe
Differences in
Participation
Between Groups?



GENDER



28.3% Males

27.6% Females

students indicated serving as a **leader** in at least one club or organization



GENDER

	Males		Females	
	n	%	n	%
Academic	191	7.8	258	6.6
Greek	184	7.4	228	5.8
Service	97	3.9	206	5.3
Governing bodies	118	4.8	143	3.7
Sports clubs	113	4.6	81	2.1

SOCIAL CLASS

24.0%	Low-Income
22.6%	Working-Class
26.0%	Middle-Class
32.9%	Upper-Middle
37.9%	Wealthy



students indicated serving as a **leader** in at least one organization

SOCIAL CLASS



	Middle/ Upper Class		Lower/ Working Class	
	n	%	n	%
Academic	361	7.2	88	6.2
Greek	356	7.2	56	4.0
Service	250	5.1	53	3.8
Sports clubs	169	3.4	25	1.8

FIRST-GENERATION



19.8% First-Generation
30.4% Non-First-
Generation

students indicated serving as a
leader in at least one organization

FIRST-GENERATION



	Non-First- Generation		First- Generation	
	n	%	n	%
Academic	358	7.4	86	5.8
Greek	348	7.2	61	4.1
Service	252	5.3	46	3.2
Government	215	4.4	40	2.7

RACE/ETHNICITY



30.3% Students of Color
27.5% White Students

students indicated serving as a **leader** in at least one organization

RACE/ETHNICITY



	White Students		Students of Color	
	n	%	n	%
Academic	295	6.5	118	8.1
Greek	323	7.0	73	5.1
Religious	147	3.2	79	5.5
Service	209	4.6	81	5.7

DISCUSSION

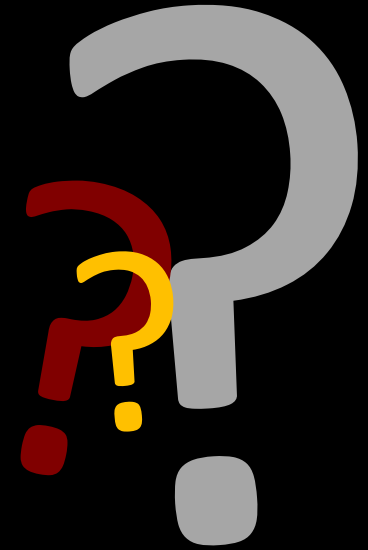
What stood out to you in those findings?



What patterns do you see on your campus?

What strategies are you using to encourage leadership participation from underrepresented groups on your campus?

How is Leadership in
Co-curricular Activities
Associated with
Students'
Development?



PROCEDURES



Factor analysis

t-tests

Regressions

DEPENDENT



...Factors...

1. Academic & Communication Skills $\alpha = .81$
2. Diversity & Self-Awareness $\alpha = .83$
3. Research Skills $\alpha = .78$
4. Leadership & Interpersonal Skills $\alpha = .77$

...17 survey items

DEPENDENT

- **Academic & Communication Skills**
 - Ability to be clear and effective in writing
 - Ability to read and comprehend academic material
 - Analytical and critical thinking skills
 - Understanding of a specific field of study
 - Ability to speak clearly and effectively in English
- **Leadership and Interpersonal Skills**
 - Ability to lead
 - Ability to prepare and make a presentation
 - Interpersonal (social) skills



DEPENDENT

- **Research Skills**
 - Library research skills
 - Internet skills
 - Computer skills
 - Other research skills
- **Diversity and Self-Awareness**
 - Ability to appreciate cultural/global diversity
 - Understanding the importance of personal social responsibility
 - Self-awareness and understanding
 - Ability to appreciate, tolerate, and understand racial/ethnic diversity



CONTROL



Scholarship $\alpha = .85$:

Frequency with which students

- Judge the value of information, ideas, conclusions...based on the soundness of sources, methods, and reasoning
- Examined how others gathered and interpreted data and assessed the soundness of their conclusions
- Incorporated ideas or concepts from different courses when completing assignments
- Reconsidered their own position on a topic after assessing the arguments of others
- Used facts/examples to support viewpoints

CONTROLS

- Gender
- Race/Ethnicity
- Level
- Social Class
- Academic Major
- GPA

- Student's evaluation of their abilities when they arrived on campus
- Scholarship



INDEPENDENT



Serving as a leader in a student organization at least once

RESULTS

Multi-institutional



Students who participated
in positional leadership
positions reported
**stronger abilities* in
all 4 factors**

***these differences were statistically significant**

EFFECT SIZES



- Leadership & Interpersonal Skills: $d = .50$
- Academic & Communication Skills: $d = .22$
- Research Skills: $d = .14$
- Diversity & Self-Awareness Skills: $d = .07$

ANALYSIS



Controlling for demographics, college experiences, and students' skills when they started college, **serving as a leader in a student organization** was positively associated with all four outcomes:

- **Academic & Communication Skills**
- **Research Skills**
- **Diversity & Self-awareness Skills**
- **Leadership & Interpersonal Skills**

How is Participation in
Curricular Leadership
Associated with **Students'**
Development?



UM Leadership Minor Program



Partnership with student affairs &
academic affairs

Program development process
- getting faculty buy-in

Social Change Model is theoretical
framework

Leadership

**Intercultural/global/
international**

Public engagement

Domestic diversity

Pedagogy

(based on Heifetz “Case in Point”)



Intentional class topic/theme

Context the classroom and student experiences are the laboratory to examine leadership

Emergent interplay between the topic and what emerges as the class progresses

LCBT SYMPOSIUM

**Want to learn more
about this approach?**



Attend the 2013 “Leadership Can Be Taught” symposium (featuring the University of San Diego)

June 26-28, Minneapolis, MN

<http://lcbtsymposium.com/>

Leadership Minor

RESULTS



Students who enrolled in a Leadership Minor course reported **greater growth*** in all 4 factors

***these differences were statistically significant**

Note: 291 LM students compared with 7,100 UMNTC students

EFFECT SIZES



- Leadership & Interpersonal Skills: $d = .43$
- Diversity & Self-Awareness Skills: $d = .39$
- Academic & Communication Skills: $d = .23$
- Research Skills: $d = .21$

ANALYSIS

Controlling for demographics, college experiences, and students' skills when they started college, **enrollment in a leadership minor class** was positively associated with three outcomes:

- **Academic & Communication Skills**
- **Research Skills**
- **Diversity & Self-awareness Skills**
- **Leadership & Interpersonal Skills**

Note: factors and models changed slightly from full multi-institutional sample



DISCUSSION

What are some additional developmental areas in which you believe **students in co-curricular or curricular leadership programs** might experience significant gains?

ASSESSMENT



Create a committee with key stakeholders and individuals with research/assessment expertise

Connect to institutional outcomes or language in mission statements, strategic plans, President/Provost annual reports

ASSESSMENT

Establish relationships your Office of Institutional Research or research analysts in individual colleges



Meet with faculty who teach program evaluation and assessment—possible class projects or independent study

QUESTIONS





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