

**Identifying the relationships  
of precollegiate and  
collegiate experiences, in  
predicting the community  
values component of  
leadership development**



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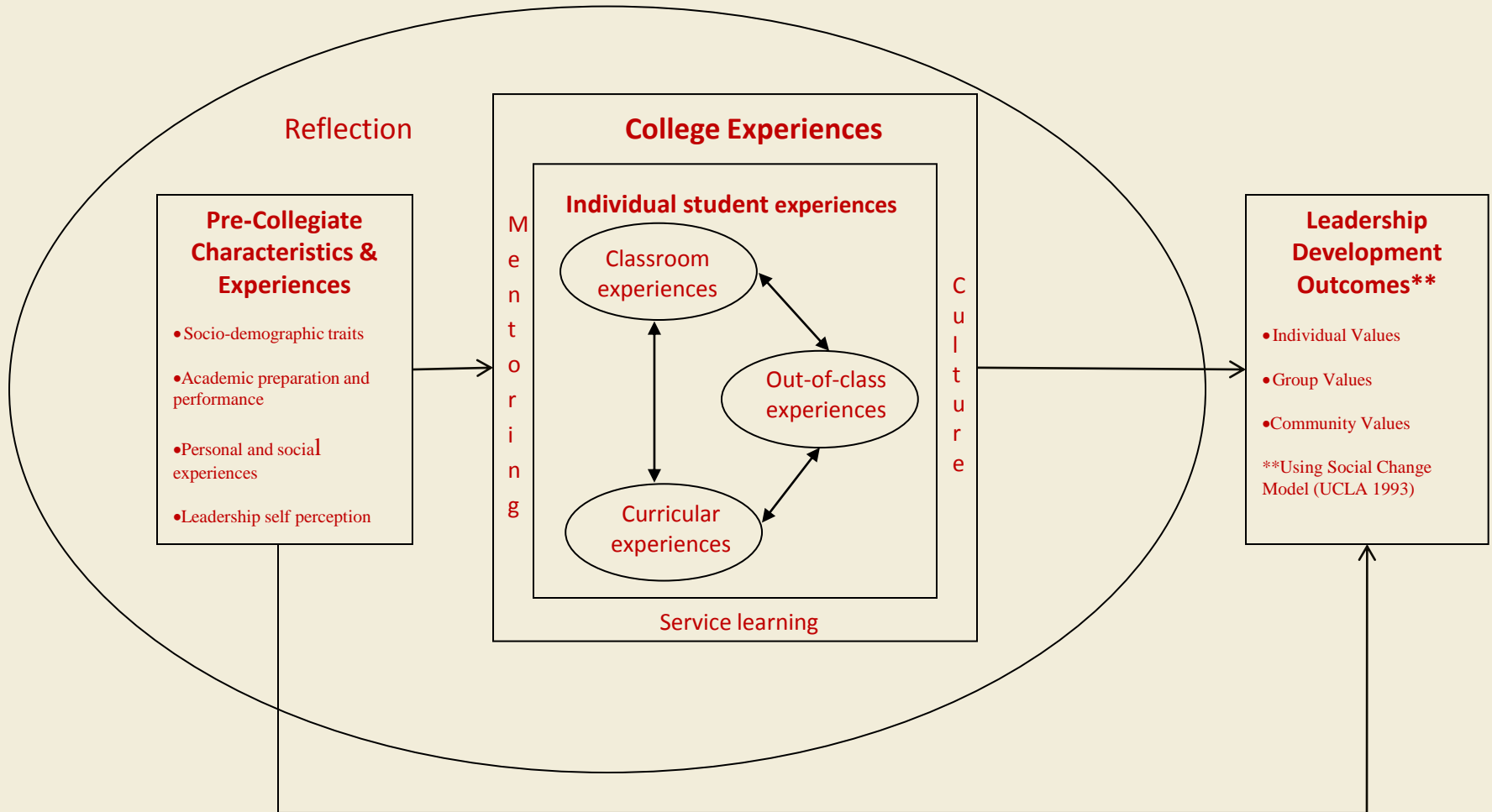
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# Background & Setting

- **Reforms in higher education helped raise awareness of shortcomings in higher education.** (Koljatic & Kuh, 2001)
- **Leadership Development is included in the mission statements of many institutions of higher education.** (Astin & Astin, 2000; Boatman, 1999)
- **Extracurricular participation contributes to leadership outcomes.** (Ewing, Bruce, Ricketts, 2009; Layfield, Radhakrishna & Andresen, 2000; Birkenholtz & Schumacher, 1994)

# Conceptual Framework



\*Model adapted from Terenzini and Reason (2005)

# Research Purpose



The purpose of this study was to identify the extent to which precollegiate and collegiate experiences independently and collectively contribute to college students' socially responsible leadership.

# Methods

## Subjects & Instrumentation

### □ **Subjects**

- Full-time, traditional-age, senior students in the College of Agriculture and Life Sciences (CALs) at Iowa State University (N=969)

### □ **Instrumentation**

- Web-based questionnaire
- Researcher-designed survey instrument, included an existing instrument (SRLS-R2) and researcher-designed questions
- Three sections: pre-collegiate experiences, collegiate experiences, and leadership development
- Face validity and content validity established

# Methods

## Data Collection & Analysis

- ▣ Survey was distributed five times during April, 2011.  
(Dillman, 2006)
  - Non-response error (Lindner, Murphy & Briers, 2001)
- ▣ Demographic and academic information was obtained from university records.

# Methods

## Hierarchical Regression

### Block one – Precollegiate Experiences

- gender
- high school class rank
- extracurricular activity
- leadership training
- leadership self-perception

### Block two – Collegiate Experiences

#### Classroom experiences

- cumulative grade point
- number of leadership

#### Curricular experiences

- internship experiences
- learning community

#### Extracurricular experiences

- leadership training
- extracurricular activity
- Greek

### Dependent Variable - Leadership

#### Social Change Model

- Community Values

#### SRLS-R2

- Citizenship scale.

# Methods

## Limitations

- Data Collection at one fairly homogeneous College of Agriculture and Life Sciences.
- 20% return rate
  - ▣ Students who responded were more likely to:
    - female
    - entered the university directly from high school
    - higher GPA
- **In spite of these limitations, the analysis offers insights for institutions who aspire to increase student leadership outcomes.**



# Results

## Block one

**Explained 19.8% of the variance ( $p \leq .000$ )**

- extra-curricular involvement ( $p \leq .001$ )
- gender ( $p \leq .002$ )

# Results

## Block two variables

**Explained 31.8% of the variance ( $p \leq .000$ )**

- gender ( $p \leq .002$ )
- precollegiate leadership training ( $p \leq .024$ )
- high school class rank ( $p \leq .028$ )
- extracurricular involvement ( $p \leq .028$ )
- Greek involvement ( $p \leq .002$ )

# Conclusions



- CALS students are highly engaged in extracurricular clubs and organizations.
- Involvement in extracurricular organizations does influence leadership outcomes.

# Recommendations

- Institutions should include the role of extracurricular clubs and organizations as they develop plans to reach leadership outcomes.
- Extracurricular involvement at the secondary level should be encouraged because it helps prepare students for collegiate experiences.
- When these students arrive on campus, they should be encouraged to get involved in extracurricular activities.

# Questions?

