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

Dr. Elizabeth A. Foreman
Dr. Michael S. Retallick
Matthew Shultz
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

Pre-Collegiate Characteristics & Experiences
- Socio-demographic traits
- Academic preparation and performance
- Personal and social experiences
- Leadership self perception

Individual student experiences
- Classroom experiences
- Curricular experiences
- Out-of-class experiences

College Experiences

Leadership Development Outcomes**
- Individual Values
- Group Values
- Community Values

**Using Social Change Model (UCLA 1993)

*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**

<table>
<thead>
<tr>
<th>Block one – Precollegiate Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- gender</td>
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<tr>
<td>- high school class rank</td>
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<tr>
<td>- extracurricular activity</td>
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<tr>
<td>- leadership training</td>
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<td>- leadership self-perception</td>
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<tr>
<th>Block two – Collegiate Experiences</th>
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<tbody>
<tr>
<td><strong>Classroom experiences</strong></td>
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<tr>
<td>- cumulative grade point</td>
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<tr>
<td>- number of leadership</td>
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<tr>
<td><strong>Curricular experiences</strong></td>
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<tr>
<td>- internship experiences</td>
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<tr>
<td>- learning community</td>
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<tr>
<td><strong>Extracurricular experiences</strong></td>
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<tr>
<td>- leadership training</td>
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<td>- extracurricular activity</td>
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<td>- Greek</td>
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<tr>
<th>Dependent Variable - Leadership</th>
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<tr>
<td><strong>Social Change Model</strong></td>
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<tr>
<td>- Community Values</td>
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<tr>
<td><strong>SRLS-R2</strong></td>
</tr>
<tr>
<td>- Citizenship scale</td>
</tr>
</tbody>
</table>
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 ≤ .000)

- extra-curricular involvement (p ≤ .001)
- gender (p ≤ .002)
Results
Block two variables

Explained 31.8% of the variance (p ≤ 0.000)

- gender (p ≤ 0.002)
- precollegiate leadership training (p ≤ 0.024)
- high school class rank (p ≤ 0.028)
- extracurricular involvement (p ≤ 0.028)
- Greek involvement (p ≤ 0.002)
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?