Multicultural Services
Leadership Education for APIDA Development (LEAD) Conference
Spring 2021

Purpose

Multicultural Services and student leaders from the Asian President's Council contacted Student Life Studies to assist in developing an assessment for the 2021 Leadership Education for Asian, Pacific Islander, Desi American (APIDA) Development (LEAD) Conference. This year's conference was held virtually the evening of April 9 and the morning of April 10, 2021 and the theme of LEAD was *Stronger when Together, Together while Apart*. The conference was open to students, staff and faculty from Texas A&M University and from other educational institutions.

Method and Sample

The conference evaluation was produced using Qualtrics®, a survey design software used for creating web-based forms and databases. The survey contained 24 questions, of which 17 questions were quantitative and seven were qualitative; due to branching technologies, not all respondents saw all questions. The data from the survey were analyzed using SPSS®, a statistical software package and Microsoft Excel®.

An open link was made accessible to the conference participants near the end of the conference. As the survey was accessible through an open link, a response rate cannot be determined, however, 44 responded to the survey.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the student leaders from the Asian President's Council may take based on the results. However, these student leaders may identify other findings using their knowledge and understanding of the community. Staff members and student leaders are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of attendees' experiences.

- All respondents agreed or strongly agreed that after attending the conference they were aware of relevant issues pertaining to the APIDA community, understood the importance of being in solidarity with other under-represented communities and how their identity impacts their communities. Slightly fewer agreed or strongly agreed that after attending the conference they could use leadership to address issues that pertain to the APIDA community or connect their identity to their leadership style. However, it is to these two statements that respondents indicated the greatest growth when compared to their "before" attending the conference response.
  - Focusing conference session topics, activities and discussions on leadership style, identity and their interconnectedness would continue to enhance participants' growth towards the conference objective of bridging the identity and leadership gap often seen in the APIDA community.

- Respondents appreciated the interactive nature of the conference but also expressed the desire to get to know their peers better prior to or during the conference and agreed least that they made connections with others during the conference that they plan to maintain.
  - The 2022 conference planners may want to consider continuing to promote early registration and adding pre-conference activities (in person and virtual) that enable attendees to become more acquainted with one another prior to the conference itself.

Results

Results will be reported as means, standard deviations (sd), and/or frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order, unless otherwise specified. Summary themes are reported; the entire list of qualitative comments can be found in a separate document. Demographics of the Texas A&M University students who attended the conference, responded to the survey and shared their Unique Identifying Number (UIN) were obtained through official student records.

The survey opened by inquiring if the participants were Texas A&M students. Of the 44 respondents, 82% answered yes and 18% answered no. Those who answered yes were asked to provide their UIN; 33 provided their UIN, although three were invalid. Demographics from valid UINs based on student records are given in Table 1.

	2021 Frequency n=29
Ethnicity/Race	
Asian	90%
Hispanic/Latinx of any race	3%
Multiracial excluding Black	3%
International	3%
Sex	
Female	59%
Male	41%
Classification	
Senior	28%
Junior	24%
Sophomore	21%
Freshman	21%
Masters	3%
Doctoral	3%
College	
Engineering	28%
Business	21%
Science	14%
Liberal Arts	10%
Veterinary Medicine	10%
Agriculture	7%
General Studies	3%
Education	3%
Public Health	3%
First Generation Status	
Not First Generation	76%
First Generation	17%
Unknown	7%

Table 1: Demographics of Texas A&M Student Respondents

Next, these students were asked if they would be interested in joining the LEAD committee next year. Fifty-six percent (56%) of the 36 who responded chose no, and 44% chose yes. Those who chose yes were asked to provide their contact information and that contact information can be found in the attached documents.

Those who indicated that they were not Texas A&M students were asked to provide the name of the college/university they attended, or not currently a student to answer NA. Six provided names of their institutions and one responded NA. Half of those who provided college/university names indicated they were from St. Edwards University, and the others noted University of Texas- Austin, Richland Community College and Montclair State. Respondents not students at Texas A&M were also asked if they would be interested in joining the LEAD committee next year, if possible. Of the eight that responded, 63% answered no, and 38% answered yes. Those who chose yes were asked to provide their contact information, which can be found in the attached documents.

All respondents were asked to share their ethnicity (example: Indian, Vietnamese, Malaysian, Samoan, etc...). Table 2 lists the ethnicity in which the respondents identified and the most frequent common ethnicity shared was Indian. Please note that 2% equals one respondent.

Reported Ethnicity	2021 Frequency
Indian	26%
Chinese	21%
Vietnamese	9%
Fillipino	7%
Cambodian	7%
Taiwanese	5%
SE Asian	2%
Japanese-Korean	2%
Latino	2%
Korean	2%
Hong Kong American	2%
Fillipina	2%
Vietnamese and Malaysian parents; Chinese grandparents	2%
Chinese Taiwanese	2%
Chinese-American	2%
Taiwanese American	2%
Filipino American	2%

Table 2: Reported Ethnicity (n=43)

Respondents were asked to indicate their level of agreement or disagreement with statements regarding their identities, impact and understanding related to issues facing the APIDA community before and after attending the conference. Table 3, on the next page, in descending "after" mean order, shows that respondents rated highest their agreement that they understood the importance of being in solidarity with other underrepresented communities before and after the conference. Although their agreement was lowest to knowing how to connect their identities to their leadership style before and after the conference, it was also the concept of which respondents reported the most positive change from before to after the conference.

The first set of statements requests you rate yourself prior to attending LEAD and the second set of the same statements asks you to consider yourself now, after you have attended LEAD.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) [n=43]
I understand the importance of being in solidarity with other underrepresented communities. (BEFORE)	30%	65%	5%	--	--	4.26 (.53)
I understand the importance of being in solidarity with other underrepresented communities. (AFTER)	77%	23%	--	--	--	4.77 (.42)
I am aware of relevant issues that pertain to the APIDA community. (BEFORE)	19%	70%	9%	2%	--	4.05 (.61)
I am aware of relevant issues that pertain to the APIDA community. (AFTER)	49%	51%		--	--	4.49 (.50)
I understand how my identity impacts the communities I am a part of. (BEFORE)	21%	67%	12%	--	--	4.09 (.56)
I understand how my identity impacts the communities I am a part of. (AFTER)	49%	51%				4.49 (.50)
I understand how I can use my leadership to address issues that pertain to the APIDA community. (BEFORE)	14%	56%	19%	12%	0%	3.72 (.84)
I understand how I can use my leadership to address issues that pertain to the APIDA community. (AFTER)	49%	47%	5%	--	--	4.44 (.58)
I know how to connect my identity to my leadership development style. (BEFORE)	7%	53%	28%	9%	2%	3.53 (.84)
I know how to connect my identity to my leadership development style. (AFTER)	39%	58%	7%	--	--	4.28 (.58)

Table 3: Before & After Attending Conference

Respondents were next asked to rate their level of agreement or disagreement with a series of statements about gains made from attending the conference. As shown in Table 4, on the next page, more than 90% of respondents strongly agreed or agreed that they gained useful information/resources that they could apply to other aspects of their lives as a result of participating in LEAD. However, over one-quarter neither agreed nor disagreed that they made connections with people that they intend to maintain and 5% disagreed that they made those connections.

As a result of participating in LEAD…	Strongly Agree (5)	Agree (4)	Neither agreed nor disagreed (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) [n=43]
I gained useful information/ resources that I can apply to other aspects of my life.	49%	47%	5%	--	--	4.44 (.58)
I feel equipped/ prepared to make my community more diverse.	30%	56%	14%	--	--	4.16 (.64)
I made connections with people I intend to maintain.	26%	44%	26%	5%	--	3.91 (.83)

Table 4: Results of Participating in LEAD Conference

Next, participants were asked in what ways did LEAD do well this year. Thirty-nine responded with a variety of comments, although some common themes emerged. Many indicated the conference was well organized, and as a virtual event, technologically the conference ran smoothly. Even though it was virtual, respondents found it quite interactive, saying they enjoyed the discussions, connected during the family group time and found the speakers and panels engaging.   Quite a few noted they really liked the keynote speaker Jason Lee. Specific topics that respondents highlighted included the empathy spectrum exercise and breakout session "Quiet but Effective."

When asked how LEAD could be improved for next year, 35 participants provided a variety of responses. About one-third mentioned changes to the family group structures, such as meeting in family groups through events planned prior to the conference, opportunities to meet and mingle with other family groups during the conference, and facilitation of deeper discussion within family group time. Others mentioned they would like more question and answer time with the speakers. A few talked about improving the facilitation of discussions held during breakout sessions and reducing awkward transitions between those sessions.

The last question asked respondents how they heard about LEAD, in a select all that apply choice option question. As noted in Table 5, the most frequently chosen options were organization and friend. Those who selected the "other" option could write in their response and the responder wrote in "Andrew."

How did you hear about LEAD. Select all that apply.	2021 Frequency
Organization	47%
Friend	30%
Email	16%
Faculty/Staff member	14%
Instagram	14%
Facebook	2%
Flyer	2%
Other	2%

Table 5: LEAD Marketing (n=43)

Background
Per its website, http://www.tamuapc.org/aboutlead "Leadership Education for APIDA Development (LEAD) Conference is a two day, student lead conference hosted at Texas A&M."   Facilitated by the Department of Multicultural Services and the Asian Presidents' Council since the spring of 2018, the purpose of the

conference is to support and advocate for the Asian, Pacific Islander, Desi American (APIDA) community. Following are the objectives of the conference as listed on its website:

- An opportunity for APIDA students to come together to enhance their collegiate experience by fostering identity growth and leadership development.
- To empower and unite APIDA students to create social change by bridging the identity and leadership gap often seen in the APIDA community.
- Focus on helping students understand the importance of connecting their personal values (values based leadership) to create societal change (social change model) while instilling confidence as an APIDA student leader.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at https://studentlifestudies.tamu.edu/results/. Additionally, division staff and students can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at https://slsform.dsaapps.tamu.edu/.

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