

Corps of Cadets

Global Leadership Initiatives Program

Spring 2017

Background

According to its website (<http://corps.tamu.edu/>), the Texas A&M Corps of Cadets' purpose is to “develop well-educated leaders of character who embody the values of Honor, Courage, Integrity, Discipline, and Selfless Service, are academically successful, highly sought-after, and prepared for the global leadership challenges of the 21st Century.” There are approximately 2,500 cadets at Texas A&M University.

Furthermore, the Global Leadership Initiatives Program (<http://corps.tamu.edu/global/>) is “designed to build the next generation of leadership skills for the US military, government, and business. The program focuses on developing a context of international awareness, regional expertise, and language competence among the cadets at Texas A&M University. The Corps Global Leadership Initiatives Program is a partnership between the Corps of Cadets, the Department of International Studies, the Study Abroad Programs Office, and the Confucius Institute.” Each year, cadets apply for one of the three international trips. Each year, different countries are selected, and once students are chosen, they attend orientation meetings to prepare for their experience prior to the actual trip in May. Each trip leaves after finals are completed for the spring semester and cadets are gone for approximately two weeks.

This year there were three different trips planned: China, Panama & Costa Rica, and South Africa. While in each country, students meet with various military personnel and diplomats to learn about the country and the relationship that country has with the United States. The trips utilize the DIME-R framework and focus on topics of diplomacy, information (media), military, economics, and religious/culture. Cadets also have time built into the schedule to explore the country to experience the culture, eat the food, and go to various museums or historical sites.

The Corps of Cadets wanted to understand the experiences of the cadets on these trips. While the Corps has completed internal assessments of the program, this is the third year the Corps of Cadets has worked with Student Life Studies to assess the program.

Method and Sample

Three different surveys were developed using Teleform[®], a software program that creates paper-based surveys and databases. Each survey had the same core questions, as well as ones specifically related to the schedule for that trip. The survey for China contained 52 questions: Forty-five were quantitative and seven were qualitative. Panama & Costa Rica contained 48 questions: 41 quantitative and seven were qualitative. The South Africa survey consisted of 45 questions: 38 were quantitative and seven were qualitative. The data from all three surveys was analyzed using SPSS[®], a statistical software package, and Microsoft Word[®].

Twenty-four cadets attended the China trip, 25 cadets went on the Panama & Costa Rica trip, and there were 25 cadets who traveled to South Africa. Of the 74 cadets attending the trips, 74 received the survey and all 74 completed it, yielding a 100% response rate.

Results

Results will be reported as means, standard deviations (sd), and 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; the tables in the overall section are in descending order by the China trip. Summary themes are included in this report; the entire list can be found in a separate document. This report is broken into four sections: Overall, which includes questions that were common on the three surveys, China, Panama & Costa Rica, and South Africa.

Overall

Cadets were asked if they had traveled abroad prior to this trip. Table 1 demonstrates that most students on all three trips had traveled abroad. Those who had traveled abroad were asked about the nature of their travel, and according to Table 1, leisure was the primary reason for all three groups. Cadets who wrote in a response for the “other” option all wrote in mission trips. Those who had traveled abroad were also asked where they had traveled. Cadets reported traveling to numerous places throughout the world including places in South America, Central America, Europe, Asia, Africa, and Australia.

	China	Panama & Costa Rica	South Africa
Have you traveled abroad prior to this trip?	n=24	n=24	n=25
Yes	83%	62%	68%
No	17%	38%	32%
If yes, Why?	n=19	n=15	n=17
Leisure	59%	50%	57%
Lived Abroad	22%	14%	12%
Study Abroad	7%	18%	29%
Service	7%	9%	--
Other	4%	9%	18%
Military Service Training	--	--	12%

Table 1: Prior Abroad Trip

Students were asked how prepared they felt for the trips based on the pre-trip orientations. Using a three-point scale with 3=Very Prepared, 2=Somewhat Prepared, and 1=Not At All Prepared, Table 2 indicates that cadets on the China and South Africa trips felt most prepared to engage in the culture, while the Panama & Costa Rica participants felt most prepared to understand the current role of the nation. Both China and Panama & Costa Rica students felt least prepared to engage with people in the country, and South Africa students reported being least prepared to understand the current role of the nation. Overall South Africa students reported being less prepared than those on the other two trips.

Based on the pre-trip orientations, indicate how prepared you felt for the following aspects of the trip	China Mean (sd) [n=24]	Panama & Costa Rica Mean (sd) [n=25]	South Africa Mean (sd) [n=25]
My ability to engage in the culture	2.58 (.50)	2.24 (.72)	1.68 (.48)
My understanding of the current role of the nation	2.54 (.59)	2.50 (.59)	1.44 (.51)
Travel logistics (flight, packing, accommodations, excursions, etc.)	2.42 (.50)	2.12 (.73)	1.48 (.51)
My ability to engage with people in the country	2.33 (.76)	2.00 (.72)	1.64 (.49)

Table 2: Pre-Trip Orientations

Furthermore, students were asked to explain any response that was rated less than very prepared, and asked how this area could be improved. Students on all three trips made similar suggestions. They would have appreciated receiving a greater understanding about the culture and language of each country, specific details about travel agendas in advance, and more information about travel logistics.

Cadets were asked questions about their experiences while traveling, using a four-point scale (4=Strongly Agree, 3=Slightly Agree, 2=Slightly Disagree, and 1=Strongly Disagree). Table 3, on the following page, illustrates that students felt most positive about recognizing differences between the host country culture and their own and pushing themselves

out of their comfort zone. South Africa students were still positive about enhancing their communication skills by interacting with local community members, but less positive about it than the cadets on the other two trips.

During the trip...	China Mean (sd) [n=24]	Panama & Costa Rica Mean (sd) [n=25]	South Africa Mean (sd) [n=25]
I was able to recognize the differences of the host country culture to my own	4.00 (.00)	4.00 (.00)	4.00 (.00)
I intentionally pushed myself out of my comfort zone	3.92 (.28)	3.92 (.28)	3.96 (.20)
I was able to adapt to my surroundings	3.92 (.28)	3.84 (.37)	3.92 (.28)
I enhanced my communication skills by interacting with my local community members	3.83 (.38)	3.80 (.41)	3.60 (.58)
The communication between trip leaders and trip participants was sufficient	3.83 (.48)	3.80 (.50)	3.80 (.41)

Table 3: During the Trip

Cadets were asked questions about their comfort traveling before and after the going on the trip, using a four-point scale (4=Strongly Agree, 3=Slightly Agree, 2=Slightly Disagree, and 1=Strongly Disagree). Table 4, illustrates that students on all three trips felt more comfortable in each aspect after attending the trip. In all three trips both before and after the trip the students felt least comfortable with the language in the country; those on the China trip were less positive about this aspect compared to the other two trips.

Please rate yourself on the following:	China Mean (sd) [n=24]	Panama & Costa Rica Mean (sd) [n=25]	South Africa Mean (sd) [n=25]
Prior to the trip, I felt comfortable traveling abroad.	3.71 (.55) [n=24]	3.24 (1.012) [n=25]	3.72 (.46) [n=25]
After the trip, I felt comfortable traveling abroad.	3.96 (.20) [n=24]	3.71 (.72) [n=21]	4.00 (.00) [n=21]
Prior to the trip, I felt comfortable traveling abroad as a group.	3.71 (.46) [n=24]	3.72 (.54) [n=25]	3.68 (.48) [n=25]
After the trip, I felt comfortable traveling abroad as a group.	3.88 (.45) [n=24]	3.95 (.22) [n=21]	3.86 (.36) [n=21]
Prior to the trip, I felt comfortable with the language in the country for the trip.	2.21 (1.06) [n=24]	2.68 (1.14) [n=25]	3.60 (.64) [n=25]
After the trip, I felt comfortable with the language in the country for the trip.	2.71 (.75) [n=24]	3.05 (.92) [n=21]	3.81 (.40) [n=21]

Table 4: Before vs. After the Trip

When asked a series of questions related to the results of their trip, Table 5, on the following page, shows that students from all three trips were extremely positive. A four-point scale (4=Strongly Agree, 3=Slightly Agree, 2=Slightly Disagree, and 1=Strongly Disagree) was also used for this series. All of the students on the China and South Africa trips

strongly agreed that they felt more knowledgeable about the host country. Most Panama & Costa Rica trip students felt the same as the others; however, they were slightly less positive than the other two trips.

As a result of this trip...	China Mean (sd) [n=24]	Panama & Costa Rica Mean (sd) [n=25]	South Africa Mean (sd) [n=25]
I feel more knowledgeable of the host country culture	4.00 (.00)	3.96 (.20)	4.00 (.00)
I am more comfortable in an international setting	4.00 (.00)	3.76 (.60)	3.92 (.28)
I improved my communication skills (verbal and non-verbal)	3.88 (.34)	3.76 (.44)	3.76 (.44)

Table 5: Result of the Trip

As seen in Table 6, there were some differences and similarities in how cadets on each trip felt about the elements related to the DIME-R Framework. All surveys used the same four-point scale as the previous statements. The China students felt most positive related to religion/culture, followed by economics. For the Panama & Costa Rica trip diplomacy was rated the highest, followed by religion/culture. Finally, for South Africa, diplomacy and military were most positive. Military was rated least positive for the China and Panama & Costa Rica trips. Information was rated the least positive for the South Africa trip, with the most negative rating of all aspects in each trip.

Within the context of the DIME-R Framework, indicate your level of agreement that there were appropriate, organized events committed to this element	China Mean (sd) [n=24]	Panama & Costa Rica Mean (sd) [n=25]	South Africa Mean (sd) [n=25]
Religion/Culture	3.96 (.20)	3.88 (.33)	3.32 (.69)
Economic	3.92 (.28)	3.80 (.41)	3.36 (.76)
Diplomacy	3.83 (.38)	3.92 (.28)	4.00 (.00)
Information (Media)	3.79 (.42)	3.52 (.82)	2.36 (.86)
Military	3.25 (.90)	3.36 (.91)	3.88 (.44)

Table 6: DIME-R Framework

Cadets were asked to explain any area of the DIME-R model that they rated as slightly disagree or strongly disagree, and how it could be improved. Several cadets on the China trip indicated there was little contact with any type of military. They would have liked to meet military officials or diplomats rather than just have an embassy visit. The Panama & Costa Rica group would also have appreciated more activities related to the information (media) and military and many commented on the disorganization of the trip and poorly planned itinerary. For the South African group, many mentioned that they lacked information (media) activities and also that there was little religion experiences as well, although they did feel that the culture was covered well.

Cadets on all three trips were asked to identify the elements of the program that contributed most to their learning and why. Cadets from all three trips reported that the US Embassy visits helped in understanding the country especially as it related to diplomacy and military, as well as understanding the relationship between the US and the host country. On the China trip, many students commented on having free time to meet locals and experience various cultural elements; many cadets also wrote that they really enjoyed the tour of Beijing and the Great Wall. Additionally, many Panama & Costa

Rica cadets enjoyed the visit to the canal because it helped them see how valuable Panama is to the world. Lastly on the South Africa trip, cadets mentioned the Constitution Hill visit, the Apartheid Museum and Kruger National Park as being very impactful and helpful to give perspective on the history of South Africa.

Alternatively, cadets were asked which events or activities should not be included on future trips and why. Regarding each trip, some cadets said all elements of the trips were beneficial. Beyond that, the responses varied on each trip. On the China trip, quite a few named the Jade Buddha Temple. They felt it was boring and redundant. Also, the National Museum of China since they could not learn anything there as everything was written in Chinese. Cadets on the Panama & Costa Rica trip felt Allbrook Market was not very valuable as it was very similar to American malls. The cadets also mentioned the Parliament visit and Bank tour, as they were unable to actually go through with the events. Also mentioned was the Florida State University visit which they felt was like recruitment and not beneficial, as well as the city tour as it happened towards the end of their trip and they had already been around the city. Comments from cadets on the South Africa trip included the Wildlife College, Simons Town penguins, Chinatown, the Heart of Cape Town Museum and the University of Cape Town as they felt these weren't beneficial to the trip. Also mentioned was the Curiosity Hostel as many felt it was unsafe.

When asked about the most valuable skills gained from the Corps of Cadets Global Leadership Initiative, cadets from all three trips mentioned communication with non-English speaking people, cultural awareness, and adaptability to a new country. Many also felt they were able to get out of their comfort zone and absorb the different cultures. China cadets stated they gained a global perspective of America. Cadets on the Panama & Costa Rica trip mentioned gaining a better understanding of different cultures and customs. Cadets from the South Africa trip talked about interacting with different cultures and learning to have flexibility with trip scheduling.

Cadets were asked about their understanding of their role in a globalized community after being on this trip. Many students talked about understanding the role of the United States, the interconnectedness between countries in the global community and being more knowledgeable about world issues. On a personal level, cadets talked about continuing to learn from other countries, understanding similarities and differences between cultures, and realizing that Americans are citizens of the world, and as Americans their actions directly influence how people in other countries view America.

When asked if the student leader/assistant student leader of the day model (SLOD) was effective, all of the cadets on the South Africa trip (100%) said yes, followed by the China trip (96%) and then the Panama & Costa Rica trip (92%). Cadets on all three trips were asked to explain their response. Those who said the model was effective from all three trips said it helped with accountability, shared the responsibility, and allowed everyone on the team to exercise leadership skills. Those who said it was not effective reported that it seemed the SLOD had little impact on the operation of the trip.

Cadets were given the opportunity to provide any additional feedback that could help future Global Leadership Initiatives. Recommendations from all three trips generally included providing more information to the cadets about the itinerary and making sure that everything is well planned and not likely to fall through. Students on the South Africa trip also suggested finding better places to stay and both the cadets from the Panama & Costa Rica and South Africa trip suggested finding better forms of transportation.

Cadets were provided the following four outcomes developed for the Global Leadership Initiatives. They were then asked to indicate their level of agreement on specific trip components and how those contributed to these outcomes. The results of each trip can be found in the following three sections: China, Panama & Costa Rica, and South Africa.

Outcome 1: Students will learn the historical and cultural background of the host nation, as well as the current role of the nation in the greater geographical region.

Outcome 2: Students will develop global competence by analyzing current geopolitical and cultural issues facing the nation, and how the nation is navigating its role.

Outcome 3: Students will practice leadership by leading discussions and group activities.

Outcome 4: Students will practice critical thinking by engaging in in-depth discussion of complex geopolitical realities and trends.

China

Cadets on the China trip were generally positive on all aspects of the trip as revealed in Table 7 (below and on the following page). The cadets reported that shopping at the Pearl Market, the Briefing at the US Embassy, Dinner and Cadet Free Time, and the Ocean University Campus Tour most contributed to the outcomes. However, the Former Governor's House, Shouchuag Television Tower Tour, and German Prison Museum rated much lower as contributing to the outcomes. It should be noted that the number of students responding to some aspects is much lower than the number of students on the trip.

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Briefing at US Embassy	100%	--	--	--	4.00 (.00) [23]
Shopping at Pearl Market	100%	--	--	--	4.00 (.00) [23]
Dinner and Cadet Free Time	100%	--	--	--	4.00 (.00) [23]
Ocean University Campus Tour	100%	--	--	--	4.00 (.00) [23]
Great Wall Tour	96%	4%	--	--	3.96 (.21) [23]
AMCHAM Shanghai	91%	9%	--	--	3.91 (.29) [23]
US Embassy Visit	96%	4%	--	--	3.91 (.42) [23]
Tsingtao Museum	90%	10%	--	--	3.90 (.31) [20]
Fudan University	87%	13%	--	--	3.87 (.34) [23]
Shopping at Night Market (Taidong)	84%	16%	--	--	3.84 (.38) [19]
Basketball game @ Ocean University	83%	17%	--	--	3.83 (.39) [23]
Tiananmen Square Market	77%	18%	5%	--	3.73 (.55) [22]
Shanghai A&M Club Dinner	65%	30%	4%	--	3.61 (.58) [23]

Table 7: China—Contribution to Outcomes

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Shanghai City Tour	65%	26%	9%	--	3.57 (.66) [23]
Temple of Heaven	61%	30%	4%	4%	3.48 (.79) [23]
People’s Liberation Army	50%	38%	12%	--	3.38 (.74) [8]
Haier Business Center	75%	25%	--	--	3.25 (1.50) [4]
Beijing Ancient Observatory	60%	20%	20%	--	3.20 (1.30) [5]
The Bund/People’s heroes’ monument	40%	40%	13%	7%	3.13 (.92) [15]
Jade Buddha Temple	44%	30%	22%	4%	3.13 (.92) [23]
National Museum of China	45%	20%	30%	5%	3.05 (.99) [20]
Visit Zhanshan Buddhist Temple	40%	30%	20%	10%	3.00 (1.05) [10]
Former Governor’s House	33%	33%	--	33%	2.67 (1.53) [3]
Shouchuag Television Tower Tour	50%	--	--	50%	2.50 (2.12) [2]
German Prison Museum	--	50%	--	50%	2.00 (1.41) [2]

Table 7 continued: China—Contribution to Outcomes

Panama & Costa Rica

Table 8, on the following two pages, presents the results of the trip components for the Panama & Costa Rica trip. Cadets were extremely positive about the Rainforest Visit and Embassy Visit. This is consistent with comments provided related to the DIME-R Model. Cadets felt least positive about the Visit to the Cathedral and Parliament Visit, which is also consistent with their suggestion for future Corps Global Leadership Initiative. The number of students responding to some trip aspects is lower than the number of students on the trip.

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Rainforest Visit	100%	--	--	--	4.00 (.00) [25]
Embassy Visit	100%	--	--	--	4.00 (.00) [25]
Teatro Nacional	96%	4%	--	--	3.96 (.20) [25]
Diplomatic Presentation	96%	4%	--	--	3.96 (.20) [25]
Biomuseo	92%	8%	--	--	3.92 (.28) [25]
Canal Tour	87%	13%	--	--	3.87 (.34) [23]
Briefing about canal construction	84%	16%	--	--	3.84 (.37) [25]
Panama Viejo ruins and museum	80%	20%	--	--	3.80 (.41) [25]
Panama Interoceanic Canal Museum	82%	9%	9%	--	3.73 (.63) [22]
Britt Coffee Tour	60%	32%	8%	--	3.52 (.65) [25]
Lunch	62%	33%	--	5%	3.52 (.75) [21]
Visit Mercado Central	62%	29%	5%	5%	3.48 (.81) [21]
National Museum of Costa Rica	58%	33%	4%	4%	3.46 (.78) [24]
Punta Culebra	50%	38%	6%	6%	3.31 (.87) [16]
Panama City Tour	60%	10%	10%	20%	3.10 (1.29) [10]
University Peer Exchange- FSU Panama City	44%	22%	26%	9%	3.00 (1.04) [23]

Table 8: Panama & Costa Rica—Contribution to Outcomes

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Allbrook Market	35%	30%	30%	4%	2.96 (.93) [23]
Central Bank of Costa Rica	40%	--	20%	40%	2.40 (1.43) [10]
International Maritime University of Panama	12%	38%	12%	38%	2.25 (1.16) [8]
Visit to Cathedral	11%	--	44%	44%	1.78 (.97) [9]
Parliament Visit	--	--	36%	64%	1.36 (.51) [11]

Table 8 Continued: Panama & Costa Rica—Contribution to Outcomes

South Africa

Table 9 (below and continued on the next page) displays the responses for cadets on the South Africa trip. The visits to the Consulate, and Kruger National Park were reported as most positive. However, cadets were much less positive regarding the Traditional African Village Visit and South African Broadcasting Company Tour. The results were consistent with their comments on the DIME-R Model. It should be noted that the number of students responding to some aspects is much lower than the number of students on the trip.

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Consulate Visit	100%	--	--	--	4.00 (.00) [25]
Kruger National Park	100%	--	--	--	4.00 (.00) [25]
Constitution Hill Visit	96%	4%	--	--	3.96 (.20) [25]
Apartheid Museum Tour	96%	4%	--	--	3.96 (.20) [25]
Simons Town Naval Base Visit	92%	8%	--	--	3.92 (.28) [25]
Table Mountain: Cable Car Up-sunset	88%	12%	--	--	3.88 (.33) [25]
Parliament Visit	88%	12%	--	--	3.88 (.33) [25]

Table 9: South Africa—Contribution to Outcomes

Please indicate your level of agreement that the following trip components contributed to the outcomes	Strongly Agree (4)	Slightly Agree (3)	Slightly Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
Constantia Winelands Tour	84%	16%	--	--	3.84 (.37) [25]
Robben Island	76%	24%	--	--	3.76 (.44) [25]
South African National Museum of Military History	80%	16%	4%	--	3.76 (.52) [25]
South African Museum	84%	10%	5%	--	3.74 (.73) [19]
University of Cape Town	68%	32%	--	--	3.68 (.48) [25]
Wildlife College Visit	70%	26%	4%	--	3.65 (.57) [23]
Arrive Heart of Cape Town Museum	75%	12%	12%	--	3.63 (.71) [24]
Visit to Simons Town Penguins	60%	40%	--	--	3.60 (.50) [25]
Tour of Soweto	25%	25%	--	50%	2.25 (1.50) [4]
Traditional African Village Visit	25%	--	--	75%	1.75 (1.50) [4]
South African Broadcasting Company Tour	--	--	--	100%	1.00 (.00) [3]

Table 9 Continued: South Africa—Contribution to Outcomes

Conclusions and Recommendations

The established outcomes for the Global Leadership Initiatives program seem to have been met and cadets could articulate what they learned from their trip and value this type of international experience provides. Additionally, the DIME-R Framework was reported positively and fit with the structure of the trips. The differences in ratings between the trips reflects the differences in the countries visited as well as the different itinerary for each trip.

There were some suggestions made that the Corps of Cadets leadership may want to explore. During the orientations prior to the trip, the trip leaders could provide more travel details and detailed packing list as well as general information about the countries they will be visiting. It could be that cadets are assigned aspects of the country to research as it relates to the DIME-R Framework and they share with the entire team before traveling. This could allow the cadets to be more actively involved in the preparation and might allow them time to develop questions around the DIME-R Framework as well as get familiar with team members.

The Corps of Cadets staff may also wish to coordinate the SLOD model with the trip leader in order to provide the student leader with more authentic leadership responsibilities. Although most cadets reported this model being effective, a few students felt that the SLOD had little impact on the trip. Possibly provide more communication or divide the tasks between the student leader and the trip leader.

Many cadets from the Panama & Costa Rica trip mentioned that they felt the trip was poorly planned as many of their activities seemed to be cancelled. Also mentioned was that the events on the itinerary seemed to be half set up and the chaperones had to do a lot of last moment organization while on the trip. To improve this issue the staff could compare the planning process between each trip and see what was done differently in preparation for each country, possibly model planning processes after the China trip as the cadets on this trip were more positive in many aspects of the trip compared to the other two trips.

The Corps of Cadets leadership could look at opportunities in the fall to follow-up with the teams. Part of that process could be to understand what aspects of the experience have stayed with them after a few months. There could also be opportunities for the teams to present what they learned to other cadets who did not attend one of the trips. This might allow the cadets who went on the trip to practice their public speaking skills as well as reflect again on their experience. It also may allow more cadets to learn about these parts of the world and how the US interacts with these countries.

The staff in the Corps of Cadets is strongly encouraged to read all the qualitative comments to gain a fuller understanding of the cadets' experiences. The staff is also encouraged to share the results with various stakeholders such as other cadets, donors, and partners.

Report Prepared for: Meredith Simpson, Corps of Cadets
Report Prepared by: Anne Lowak and Kelly Cox, Student Life Studies
Report Prepared on: June 27, 2017
Analysis Prepared by: Sabrina Yao, Student Life Studies
Surveys Created by: Anne Lowak, Student Life Studies

***Services provided by Student Life Studies are funded, in total, by Texas A&M University Advancement Fee.
Find Student Life Studies on Facebook!***