



Student Leadership and Involvement Study Spring 2017

Student Life Studies administered an electronic survey with students in the spring 2017 semester. The survey focused on skills students gained through their college experience and what specific experiences are contributing to those skills. The survey was sent to a random sample of 2,499 Texas A&M students on March 6, 2017. Additionally, the same survey was sent on March 30 to a control group of 118 student leaders from the Corps of Cadets, Multicultural Services, Maroon & White Advisor Board, and the Memorial Student Center. Of the random sample, 259 students responded to some part of the survey, for a 10% response rate. There were 48 student leaders in the control group who took some part of the survey, for a 41% response rate.

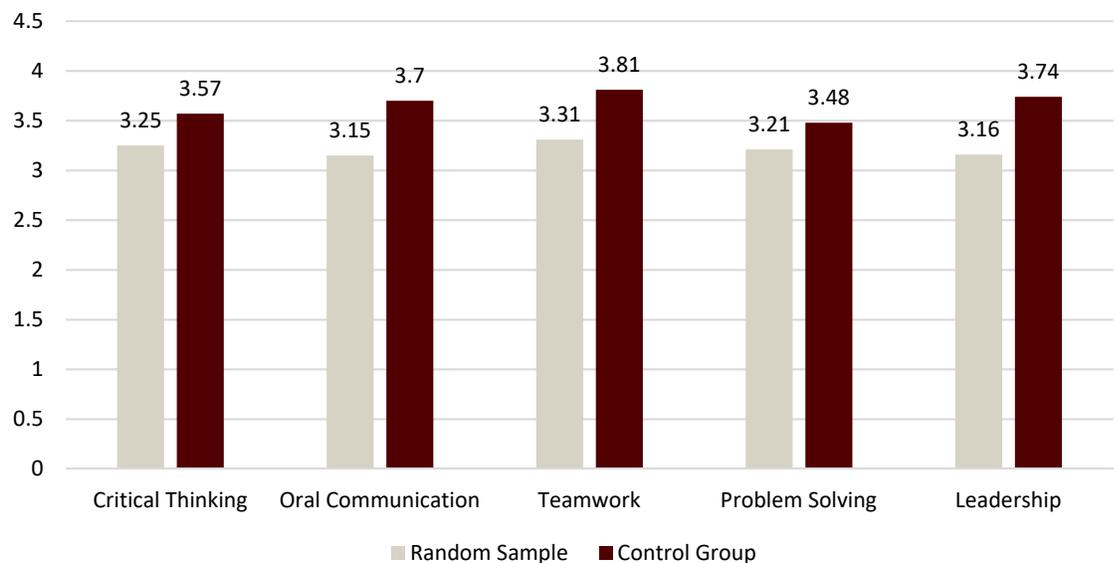
When asked about their involvement in student organizations, 75% of the random sample reported they were currently a member in one or more student organizations. An additional 10% indicated they were not currently in a student organization but had been in previous semesters, and 16% stated they were not currently or previously in a student organization.

Almost half (49%) of the random sample reported they currently held a designated leadership position in their student organization, compared to 93% for the control group of student leaders. Furthermore, 11% of the random sample and 5% of the control group indicated they have been in a designated leadership position in the past but that they were not currently in this role. Alternatively, 41% of the random sample stated they had not been in a designated leadership role compared to 2% of the control group. The control group consisted of student leaders in select organizations as identified by the organization advisor; however, some students did not see their role as a designated leadership position.

Respondents were asked to rate their level of competence for various skills when they first came to Texas A&M and where they currently felt they were. The scale was exemplary (4), proficient (3), sufficient (2), and developing (1).

Student leaders in the control group had statistically significant higher mean scores for where they currently saw themselves compared to the random sample group in five areas as seen in Figure 1.

Figure 1: Level of Competence: Where I Currently Am



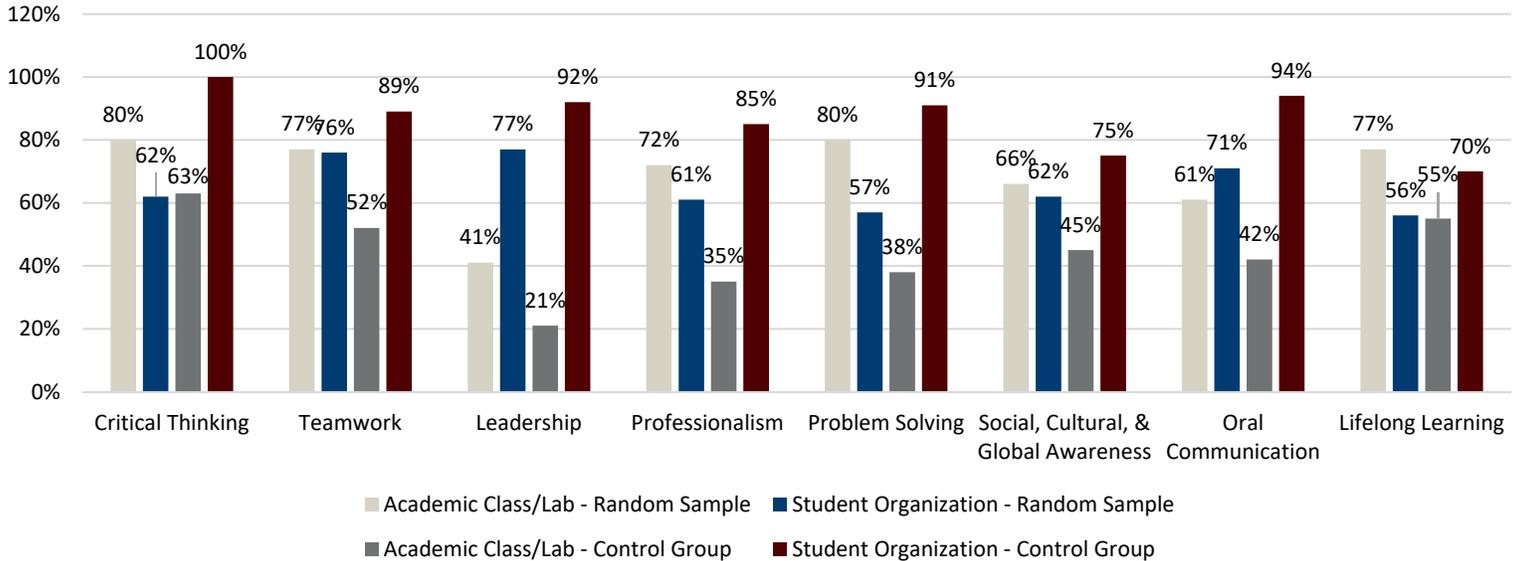
Furthermore, student leaders had a statistically significant lower mean score in professionalism and lifelong learning compared to the random sample when they first came to TAMU. However, student leaders had slightly higher mean scores when responding to where they currently were for these two areas; suggesting a greater growth for student leaders in these areas.





Student leaders reported eight skill areas that were most frequently developed through their student involvement experience (Figure 2). Written communication was the only skill student leaders did not report their student involvement experience most frequently as the area for developing it; student said that was developed most through their academic classes or labs. Students in the random sample reported developing oral communication and leadership from their student involvement experience most frequently.

Figure 2: Where Skills Were Developed

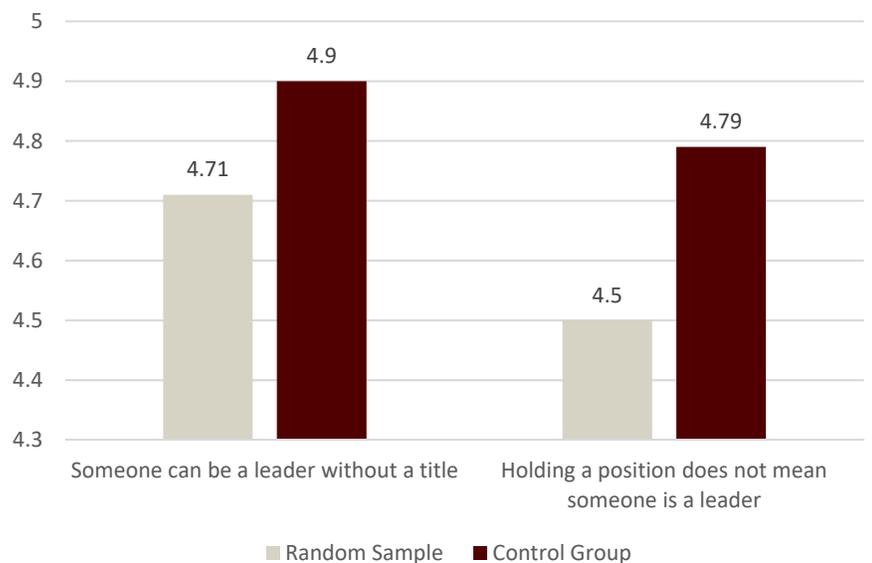


Respondents were asked to respond to a series of statements related to the Leadership Identity Development (LID) Model. The scale for all statements was Strongly Agree (5) to Strongly Disagree (1).

Student leaders in the control group had a statistically significant higher mean score when compared to the random sample on two statements associated with the LID Model (see Figure 3). Furthermore, student leaders in the control group had slightly higher mean scores on the other four statements, but the difference was not statistically significant:

- A leader gets things done.
- Leadership is a process.
- To be an effective leader, one needs to delegate tasks to others.
- Coaching others is part of being a leader.

Figure 3: LID Model Differences



FOR MORE INFORMATION



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