

**Miami's Leadership Commitment
Outcomes Assessment Study - Report #5
Miami over time comparison
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Introduction: The following are tabulations of select items from the College Student Survey – a questionnaire used in 1998,1999, 2001, and 2004 to assess Miami graduating seniors’ experiences at the University. This questionnaire is a follow-up to the Freshmen Survey, given to all Miami entering freshmen since 1966. Use of the College Student Survey allowed comparison between Miami students' self-report of involvement, attitudes, and behaviors upon entry to the University compared to parallel items during their last semester before graduation (Table 1).

The study involved a sample of 340 students in 1998, 426 in 1999, 324 in 2001, and 195 in 2004. These students are drawn from those for whom social security numbers were recorded, allowing for comparisons between their responses as first-year students versus their responses in the spring of their graduation year.

Table 1
1994/1998 ,1995/1999, 1997/2001, & 2000/2004 Miami University Comparisons

Question	1994-1998		1995-1999		1997-2001		2000-2004	
	1994	1998	1995	1999	1997	2001	2000	2004
Anticipated joining (or joined) a social fraternity, sorority, club or organization	31.5	50.9	32.8	55.9	29.3	39.2	23.8	43.1
Expected to be (or were) elected to student office	2.4	10.9	4.9	11.0	4.5	12.0	10.4	10.3
Expected to perform (or performed) volunteer work	82.5	88.5	85.6	81.8	85.0	77.2	91.6	71.1
Participated in leadership training	NA	33.5	NA	37.6	NA	28.1	NA	38.5
Opportunities for community service very satisfactory	NA	71.8	NA	72.1	NA	72.2	NA	67.5
Leadership opportunities very satisfactory	NA	72.1	NA	74.2	NA	75.1	NA	80.3
Overall college experience very satisfactory	NA	92.6	NA	93.6	NA	93.2	NA	93.8
Rated self above average or top 10% in cooperativeness	73.1	85.8	75.4	78.3	74.1	80.9	77.4	75.6
Rated self above average or top 10% in leadership ability	63.0	71.6	65.5	68.4	64.6	71.9	67.3	77.4

- The percentages reported are of students endorsing or strongly endorsing the item
- The First-Year questions on joining a fraternity/sorority and expecting to be elected to student office were changed slightly in the 2000 instrument, potentially contributing to the difference in rate of response on these items.

Question	1994-1998		1995-1999		1997-2001		2000-2004	
	1994	1998	1995	1999	1997	2001	2000	2004
Rated self above average or top 10% in intellectual self confidence	67.7	73.5	65.6	69.8	64.2	71.0	66.7	75.6
Rated self above average or top 10% in social self confidence	45.2	61.4	43.6	57.8	51.7	57.3	48.8	53.6
Reported much stronger ability and skill in critical thinking	NA	44.1	NA	37.8	NA	40.8	NA	40.5
Reported much stronger ability and skill in leadership	NA	27.5	NA	30.5	NA	32.4	NA	29.7
Considered developing a philosophy of life very important or essential	43.6	56.5	41.5	60.1	45.7	57.6	38.3	46.9
Considered helping others in difficulty very important or essential	62.3	74.0	63.4	75.7	58.6	72.3	59.8	65.2
Considered influencing social values very important or essential	39.8	47.8	25.9	43.9	38.7	48.6	32.1	45.7
Considered promoting racial understanding very important or essential	28.2	34.5	25.9	31.5	27.6	36.4	25.6	25.6
Agreed strongly or somewhat that individuals can do little to change society	28.1	19.6	29.6	19.7	29.3	16.2	19.4	10.9
Agreed strongly or somewhat that racial discrimination is no longer a problem	13.4	8.7	15.8	8.6	19.3	6.6	13.9	10.3

- The percentages reported are of students endorsing or strongly endorsing the item

In addition to the standard College Student Survey questions, several additional items were added to assess specific additional outcomes that are important to the programs and initiatives included in Miami's Leadership Commitment. Tabulation of student responses to these items follow in Table 2. This table differentiates students who indicated that they had "participated in leadership training" versus those who did not.

Table 2

1998, 1999, 2001, & 2004 Miami University
Comparisons for Additional CSS Items

Question	1998		1999		2001		2004	
	Non-part	Partici pants	Non-part	Partici pants	Non-part	Partici pants	Non-part	Partici pants
Interest in developing leadership potential in others	61.4	81.7	63.1	75.8	59.8	73.1	49.1	71.8
Commitment to civic responsibility	59.9	63.5	54.9	61.9	53.4	65.6	51.7	56.9
Clarity of personal values	85.9	93.1	87.3	86.1	90.2	89.1	88.4	88.9
Willingness to take risks	81.5	85.2	83.3	84.5	82.6	88.2	78.6	82.0
Ability to deal with complexity	89.4	92.2	89.1	89.7	91.1	91.3	83.9	88.9
Understanding of leadership theories	70.5	88.7	74.4	86.5	64.8	79.4	59.8	73.6
Sense of personal ethics	81.5	90.5	NA	NA	NA	NA	NA	NA

- Percentages are of students endorsing or strongly endorsing the item

Interpretation and Questions

The pre to post assessment items directly related to participation in and satisfaction with leadership development opportunities from this data indicate:

- The number of students who report having participated in "leadership training" in 2004 was 38.5%, the highest of the four years the survey has been conducted. This is 14.5% higher than all other universities who used the CSS in 2004 (totaling over 28,000 students).
- Satisfaction with leadership opportunities has risen every year of the four that the CSS has been used. 80.3% of the 2004 graduates indicate that they were "very satisfied" with leadership opportunities at Miami.
- Students increasingly report that they are above average or in the top 10% in leadership ability upon graduation (71.6% in 1998, 68.4% in 1999, 71.9% in 2001, and 77.4% in 2004).

Comparisons of those students who report that they participated versus did not participate in Miami's leadership programs reflect important differences:

- Participants report a greater commitment to "developing leadership potential in others" (81.7% in 1998, 75.8% in 1999, 73.1% in 2001, and 71.8% in 2004) than non-participants (61.4% in 1998, 63.1% in 1999, 59.8% in 2001, and 49.1% in 2004).
- Participants in leadership programs report understanding leadership theory to a greater extent (88.7% in 1998, 86.5% in 1999, 79.4% in 2001, and 73.6% in 2004) than non-participants (70.5% in 1998, 74.4% in 1999, 64.8% in 2001, and 59.8% in 2004). However, the percentage for both participants and non-participants who report

understanding leadership theory has dropped over the four administrations of these assessments.

Areas identified from the data that deserve greater consideration include:

- Advocacy for “developing the leadership potential in others” fell to 49.1% among students as they entered Miami in 2000. Although those endorsing this increased to 71.8% by the time they graduated in 2004, this is the lowest advocacy for this item since Miami started using it in 1998.
- There are differences in men’s and women’s perceptions of their leadership opportunities and experiences. When responses are differentiated, more men report having participated in leadership training (45.5%) than women (36.1%), men report greater satisfaction with leadership opportunities (86.8%) than women (78.6%), and men perceive themselves upon graduation as above average or in the highest 10% to a greater degree (90.0%) than women (72.5%).
- The trend among entering students expecting to perform volunteer work has risen from 1994 to 2000 (82.5% in 1994, 85.6% in 1995, 85% in 1997, and 91.6% in 2000) while the percentage of students reporting that they engaged in service has dropped (88.5% in 1998, 81.8% in 1999, 77.2% in 2001, and 71.1% in 2004).
- The reported satisfaction with opportunities for community service declined between the last two administrations of the CSS (72.2% in 2001 and 67.5% in 2004).
- Students’ report that they are above average or in the top 10% in intellectual self-confidence is the highest (75.6%) it has been over this longitudinal analysis. This is coupled with a steady decline in social self-confidence on a similar scale (53.6% reporting they are above average or in the top 10%) in 2004.
- The percentage of students reporting a commitment to civic responsibility has declined among students as they enter the university and as they graduate with only slightly higher reports of commitment among leadership program participants than among those who have not participated (51.7% of non-participants versus 56.9% of participants in 2004).
- Miami students have increasingly rejected the statement that “individuals can do little to change society” (19.6% in 1998, 19.7% in 1999, 16.2% in 2001, and 10.9% in 2004) which reflects a sense of self-efficacy that is unusual compared to other colleges and universities.
- A falling percentage of students indicate that “racial discrimination is no longer a problem” in pre and post measures and they have declined over the period from 1998 to 2004 (19.6% in 1998, 19.7% in 1999, 16.2% in 2001, and 10.9% in 2004). Yet, when asked if “promoting racial understanding” is important, only a modest and falling number endorse it (34.5% in 1998, 31.5% in 1999, 36.4% in 2001, and 25.6% in 2004).

Provisional responses to these data:

As we proceed with interpretation of the data compiled in this report, it is important not to jump to conclusions. There is particular concern that the sample size dropped in the 2004 administration to 195. However, the stability of most of the data with some notable changes raises a number of questions and possible responses:

- How can we interpret the differences in men’s and women’s response patterns to this questionnaire? Do they respond differently due to stereotypical gender roles or is something else causing the differences? Explore the campus opportunities and climate for women to be involved in leadership in order to determine what it would take for both women/men to make room for all those who wish to (and should) participate.
- What, if any, relationship is there among items such as increased intellectual self-confidence, lower social confidence, lower commitment to civic engagement, and reduced engagement in service? Are these variables inter-related in any way? While

- relatively small, are these changes indicative of the future? Should/could a programmatic response be designed?
- What can be done to help Miami students understand and adopt an advocacy role regarding cultural diversity? The CSS items indicate that students see issues of diversity and inclusion as unresolved yet they appear unwilling to get involved in resolving these divisive dynamics in the campus community.
 - Miami students report greater self-efficacy as a result of their undergraduate experience and the vast majority (89.1%) of them believe that they can make a difference in the world. Yet, declining numbers are engaging in service. How is it that Miami graduates conceive of making a difference and how do we respond programmatically to help them identify worthy places for service?
 - Are any of the changes reflected in the 2004 CSS attributable to demographic changes among Miami students or in the broader population of those attending college throughout higher education in the U.S.A?
 - The new Harry T. Wilks Leadership Institute may be very timely and may provide avenues to stimulate students' more critical analyses of leadership, civic responsibility, and making a difference in the world. The academic emphasis that is anticipated through the "Think Tanks" and other initiatives may help to reverse the trend of students lacking knowledge about leadership theory and how this emerging theory can be applied to practice.

The degree to which students participate in leadership development programs and experiences is important. In addition, the degree to which participants understand leadership theory and advocate developing the leadership potential in others heavily influences the progress Miami will make in fulfilling the vision "to develop the leadership potential in all students for the global and interdependent world of the future." The longitudinal tracking of Miami students and the students who participate in the various offerings within "Miami's Leadership Commitment" will be followed on a continuing basis, providing opportunity for progressive improvement and targeting of specific issues fundamental to the value-added qualities of a Miami University education.

For more information or response to questions, please contact:

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