

**Miami's Leadership Commitment  
Outcomes Assessment Study - Report #2  
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 both 1998 and 1999 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 340 students in 1998 and 426 in 1999. These students are 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 and 1995/1999 Miami University Comparisons

Question	1994-1998		1995-1999	
	1994	1998	1995	1999
Anticipated joining (or joined) a social fraternity, sorority, club or organization	31.5	50.9	32.8	55.9
Expected to be (or were) elected to student office	2.4	10.9	4.9	11.0
Expected to perform (or performed) volunteer work	82.5	88.5	85.6	81.8
Participated in leadership training	NA	33.5	NA	37.6
Opportunities for community service very satisfactory	NA	71.8	NA	72.1
Leadership opportunities very satisfactory	NA	72.1	NA	74.2
Overall college experience very satisfactory	NA	92.6	NA	93.6
Rated self above average or top 10% in cooperativeness	73.1	85.8	75.4	78.3
Rated self above average or top 10% in leadership ability	63.0	71.6	65.5	68.4

Question	1994-1998		1995-1999	
	1994	1998	1995	1999
Rated self above average or top 10% in intellectual self confidence	67.7	73.5	65.6	69.8
Rated self above average or top 10% in social self confidence	45.2	61.4	43.6	57.8
Reported much stronger ability and skill in critical thinking	NA	44.1	NA	37.8
Reported much stronger ability and skill in leadership	NA	27.5	NA	30.5
Considered developing a philosophy of life very important or essential	43.6	56.5	41.5	60.1
Considered helping others in difficulty very important or essential	62.3	74.0	63.4	75.7
Considered influencing social values very important or essential	39.8	47.8	25.9	43.9
Considered promoting racial understanding very important or essential	28.2	34.5	25.9	31.5
Agreed strongly or somewhat that individuals can do little to change society	28.1	19.6	29.6	19.7
Agreed strongly or somewhat that racial discrimination is no longer a problem	13.4	8.7	15.8	8.6

- Percentages 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.

**Table 2**

1998 and 1999 Miami University  
Comparisons for Additional CSS Items

Question	Miami University 1998		Miami University 1999	
	Non-part	Participants	Non-part	Participants
Interest in developing leadership potential in others	61.4	81.7	63.1	75.8
Commitment to civic responsibility	59.9	63.5	54.9	61.9
Clarity of personal values	85.9	93.1	87.3	86.1
Willingness to take risks	81.5	85.2	83.3	84.5
Ability to deal with complexity	89.4	92.2	89.1	89.7
Understanding of leadership theories	70.5	88.7	74.4	86.5
Sense of personal ethics	81.5	90.5	NA	NA

- Percentages are of students endorsing or strongly endorsing the item

Conclusions

There is a great deal of continuity between the two study cohorts of students who began at Miami in 1994 and graduated in 1998 and the subsequent sample of those who entered Miami in 1995 and graduates in 1999. The consistency in the percentage changes for these students as first-years and as seniors is indicative of stable data and the likelihood that there was no appreciable selection bias in the sample for either study cohort.

The results indicate substantial gains in self-perception from first-year to graduation on items relevant to fulfilling the vision of "Miami's Leadership Commitment," -- "...to develop the leadership potential in all students for the global and interdependent world of the future."

The data indicate that new students expect to be deeply involved in campus life and that they, in fact, exceed their own expectations in some areas. Examples include:

- Students arrive on campus expecting to join student clubs and organizations and actually join at a level approximately 20% higher than they anticipated.
- Students come to campus expecting to engage in community service and actually participate in percentages that match or exceed their expectations (both are in the 80% range).
- After spending four years at Miami, students' level of satisfaction is enviable compared to most institutions - 72% are satisfied with service opportunities, 74% are satisfied with leadership opportunities, and 93% are satisfied with the overall college experience.

Several items indicate that Miami students move in value directions that are very consistent with the transformative quality of higher education that is being advocated by public policy makers and contemporary authors. Examples in this regard are that over four years:

- Students' belief that developing a philosophy of life is important increases on average by 15% (44% to 57% in 1998 and 42% to 60% in 1999).
- Students' belief that helping others in difficulty is important increases by 12% (62% to 74% in 1998 and 63% to 77% in 1999).
- Students' belief that influencing social values is important increases by an average of 12% (40% to 48% in 1998 and 26% to 44% in 1999).
- Students' commitment to promoting racial understanding increases by 6% (28% to 35% in 1998 and 26% to 32% in 1999).

Additional College Student Survey items included in the Kellogg Foundation's evaluation of their grant projects were replicated in both of these studies of Miami students. Again, as outcome measures, Miami demonstrates significant gains in criteria related to the goals of the comprehensive leadership programs and the campus culture at large. These include gains in:

- Interest in developing leadership potential in other students was endorsed by 61% of non-participants and 82% of leadership program participants in 1998 and by 63% for non-participants and 76% for participants in 1999.
- Commitment to civic responsibility was embraced by 60% of non-participants and 64% of leadership program participants in 1998 and by 55% for non-participants and 62% for participants in 1999.
- Understanding of leadership theories was reported by 71% of non-participants and 88% of leadership program participants in 1998 and by 74% for non-participants and 87% for participants in 1999.

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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