



Fall 2016

Leadership is one of the nine Institutional Learning Outcomes for Pepperdine, which were derived from the University’s mission, values, and core commitments. This *OIE Data Snapshot* showcases leadership-related data from the UCLA Cooperative Institutional Research Program (CIRP) College Senior Survey, which was administered Spring 2016.

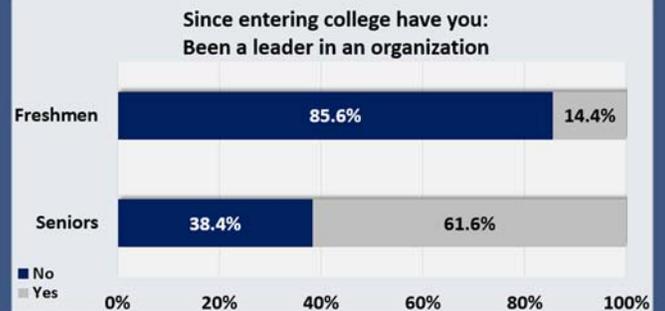
### LONGITUDINAL ANALYSIS

Seaver College graduating seniors reported having “been a leader in an organization” at a significantly higher percentage when compared to their freshmen year ( $p < .001$ ). In addition, seniors also reported participating in leadership training at a significantly higher percentage when compared to their freshman year ( $p < .001$ ).

Of the 49% of seniors who reported participating in leadership training:

- 98% were female
- 59% were Caucasian (followed by 18% Multi-ethnic and 15% Asian)
- 28% were from the Social Science division (followed by 21% from the Natural Science division and 15% from the Business Administration division).

Item: “Since entering this college have you...?” Responses based on a binary scale.



$n = 125$ .  $p$  values from McNemar tests.

Seniors also rated their leadership ability on a five-point scale, with 1 = lowest 10% to 5 = highest 10%. Seniors reported significantly higher levels of self-perceived leadership ability when compared to their freshmen year ( $p < .05$ ).

Item: “Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.”



1 = lowest 10%, 5 = highest 10%  
 $n = 123$ .  $p$  value from a Wilcoxon signed-rank test.

## GRADUATING SENIORS ANALYSIS

Approximately 77% of Seaver College graduating seniors reported agreement/strong agreement with having “led a group to a common purpose.” Seniors also highly rated the importance of “becoming a community leader” and the potential for leadership in their future career.

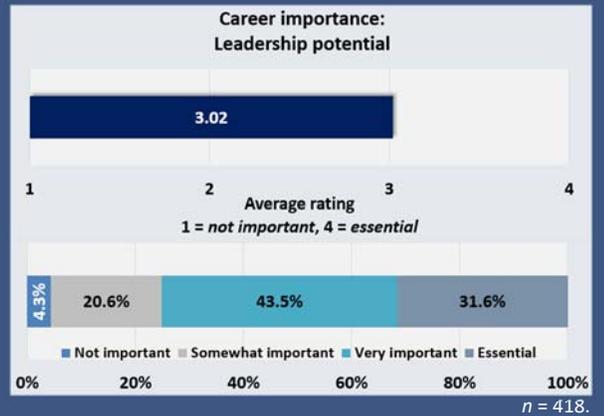
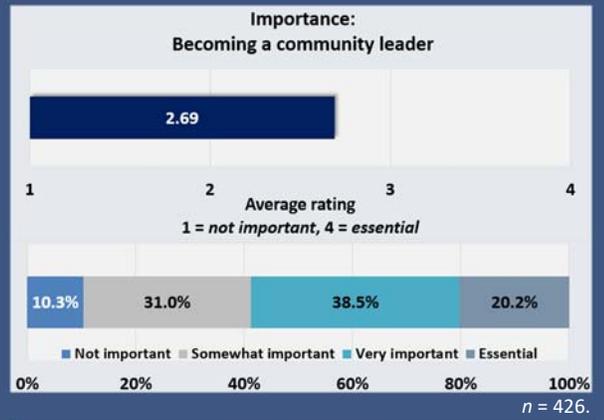
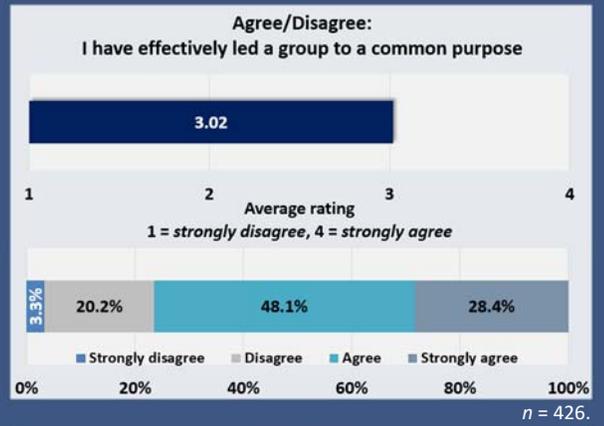
Of the 20% of seniors who reported that becoming a community leader was “essential” to them:

- 78% were female
- 51% were Caucasian (followed by 20% Asian and 16% Multi-ethnic)
- 24% were from the Communication division (followed by 23% from the Social Science division and 17% from the Natural Science division).

Of the 32% of seniors who reported that leadership potential was “essential” to their career path after college:

- 77% were female
- 46% were Caucasian (followed by 21% Asian and 19% Multi-ethnic)
- 29% were from the Communication division (followed by 26% from the Social Science division and 13% from the Business Administration division).

Items: “Please indicate your agreement with each of the following statements.” “Indicate the importance to you personally of each of the following...?” “When thinking about your future career path after college, how important are the following considerations...?”



## CIRP LEADERSHIP CONSTRUCT

CIRP’s leadership construct is a measure of students’ beliefs regarding their leadership development, leadership capability, and their experiences as a leader. CIRP constructs are developed via Item Response Theory and are scaled to a population mean of 50 with a standard deviation of 10. The two national comparison groups were private universities and religious universities, which includes nonsectarian, Catholic, and other religious four-year colleges. Pepperdine scored significantly higher than both national comparison groups ( $p < .01$ ) with a small effect size (i.e., practical significance;  $d = 0.24$  for private universities,  $d = 0.14$  for religious universities). Pepperdine had a greater percentage of students categorized as “high” leadership (27% versus 21% for private universities and 23% for religious universities). Pepperdine men were also categorized as having “high” leadership at a much higher percentage (33%) when compared to men from private (24%) and religious (28%) universities.

