
Abstract: This study of 14,252 college seniors from 50 institutions representing 25 states and the District of Columbia explored the influences of higher education on eight leadership outcome measures theoretically grounded using the social change model of leadership. Hierarchical regression models explained between 31% and 40% of the variance in students’ reported capacities across the eight outcomes. Results identified socio-cultural conversations with peers, faculty mentoring, and participation in community service as key influences which were complemented by findings related to the importance of leadership efficacy as an intermediate outcome.

Research Questions:
1. To what extent do experiences in the collegiate environment predict students’ capacities across eight theoretically grounded measures of socially responsible leadership?
2. Does the inclusion of self-efficacy for leadership as an intermediate outcome contribute significantly to explaining students’ capacities across outcome measures?

Sample:
- 14,252 college seniors
- 61% women and 39% men
- 72% White, 5% African American/Black, 7% Asian Pacific American, 5% Latino, 8% Multiracial, and 3% indicated their race was not included as a response option
- Average age: 24

Findings:
Whereas various demographic and environmental factors predict growth in certain outcomes, there are four factors that predict outcomes in a majority of the leadership capacity and efficacy outcomes: socio-cultural conversations, mentoring relationships with faculty, participation in community services and leadership efficacy.

- Engaging in socio-cultural conversations with peers was a significant predictor for all seven leadership capacities and leadership efficacy.
- Mentoring relationships with faculty was a significant predictor for all outcomes except collaboration.
- Participation in community service was a significant predictor across all outcomes except consciousness of self and change.
- When approaching leadership efficacy as an environmental factor rather than an outcome, it is a significant predictor of all leadership capacity outcomes.
Implications for Practice:

- Create environments and experiences that encourage not just cross-cultural interaction but also facilitate conversations about various differences (e.g., social issues, lifestyles, personal values, political ideologies, and multicultural concerns). (p. 539)
- Continue encouraging students to build meaningful relationships with faculty that branch out of the classroom and beyond their academic domains. (p. 538)
- Provide a variety of community service involvement opportunities and explore ways to incorporate meaningful and complex reflection with those experiences. (p. 539)
- Just as practitioners facilitate leadership capacity development, they also need to assist student in an accurate and on-going appraisal as well as development of leadership efficacy. Bandura’s (1997) four influences on efficacy development may be helpful in this process: enactive mastery experiences, vicarious experiences, social persuasion, and physiological and affective states. (p. 541)

Further Resources:
ACPA Commission for Student Involvement - [http://www2.myacpa.org/student-resources](http://www2.myacpa.org/student-resources)
National Clearinghouse for Leadership Programs (NCLP) - [http://www.nclp.umd.edu/](http://www.nclp.umd.edu/)