

EXAMINING THE EFFECTS OF HIGH SCHOOL AND UNIVERSITY STUDENT
ORGANIZATION INVOLVEMENT ON YOUNG ADULT LEADERSHIP DEVELOPMENT

BY

NICOLE E. NELSON

THESIS

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Adviser:

Assistant Professor David M. Rosch

ABSTRACT

The purpose of this study was to examine the relationship between high school and collegiate organizational involvement and their effects on leader self-efficacy, motivation to lead and leadership skill. The study investigated student members of registered student organizations during Fall 2016. Results of the study indicated strong relationships between past high school involvement, current collegiate involvement and leadership development. Positional leadership and priority of engagement during high school were predictive of leader skill and self-efficacy. The study also found that mental and physical engagement in college organizations predicted leader motivations and skills. This study was conducted to understand how the leadership development process is effected at different points in time over young adulthood and should continue to be studied for greater insights into how to unlock the leadership potential in young adults more intentionally.

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TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
CHAPTER II: LITERATURE REVIEW	3
CHAPTER III: METHODOLOGY	10
CHAPTER IV: RESULTS.....	14
CHAPTER V: DISCUSSION.....	19
REFERENCES	24
APPENDIX A: QUESTIONNAIRE.....	28
APPENDIX B: IRB APPROVAL	32

CHAPTER I

INTRODUCTION

Over half of the youth in the United States ages 6 to 17 are taking part in one or more extracurricular activities (United States Census Bureau, 2014). Dugan and Komives (2007) found in a national study that eighty percent of students at the college level had participated in one or more organizations. Participation in these activities extends beyond primary and secondary education. One of the core missions of secondary and postsecondary educational institutions is to prepare and develop students in a way that they can be successful in their future careers. Personal and professional management, communication skills and the ability to work independently as well as within a team are all important areas of development for college students. Colleges and universities in particular have invested in the development of students through traditional curriculum as well as offering opportunities in formal student organizations. On the University of Illinois campus alone, there are over 1,400 registered student organizations (RSOs) ranging in diverse interests of social, professional, athletic clubs and more (Office of Registered Organizations, n.d.).

Involvement in extracurricular activities as a youth and young adult have been linked to positive future outcomes in academic achievement and attainment, self-development and community and civic involvement (Barber, Eccles & Stone, 2001; Marsh, 1988; Eccles & Barber, 1999; Broh, 2002; Zaff, Moore, Papillo & Williams, 2003). Involvement at the secondary education level has “significantly predicted the outcomes of adolescents’ perception towards their leadership skills” (Hancock, Dyk & Jones, 2012). The greatest developmental gains are seen in students that participate in extracurricular activities consistently and when the activities are of varying interests (Fredricks & Eccles, 2006). However, any level of student

involvement, as little as attending a meeting, showed greater development than those not involved; joining or leading an organization increased development even further (Foubert & Grainger, 2006). The desire to be involved during college has been observed in high school students already involved in extracurricular activities (Case, 2011, p.182). Yet there is surprisingly little existing research that examines high school involvement and its relationship to future involvement during college.

It has been determined that not all extracurricular experiences are equal in predicting the level of future development and success that a student might have (Marsh, 1988; Eccles & Barber, 1999; Broh, 2002). This is not to say that some relation between the two does not exist, just that the current research on the topic is limited, warranting further investigation. This study contributes to decreasing the lack of knowledge on this subject by examining which activities best develop different leadership capacities.

CHAPTER II

LITERATURE REVIEW

Defining Involvement in Student Organizations

Astin (1984) states that “student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly-involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students” (p. 518). Whether a student becomes involved is reliant on what the individual wants to accomplish by participating (Bohnert, Aikins & Edidin, 2007). If the main motivation is social, perhaps the student would join a sorority or fraternity; if they wanted to network in their field of choice, that student might join a professional or departmental organization. Over half of students get involved due to social motivations (Bohnert et al., 2007). Not only were students more likely to participate, but they were also more likely to participate a wider variety of activities during college if they were motivated by social interactions (Bohnert et al., 2007). Participating in an organization requires a student’s time, which is “the most precious institutional resource” according to Astin (1984, p. 522). A student must first have enough time to get involved, and then to put enough time in to reap the benefits of involvement in student organizations. “What a student does in college, rather than who that individual is or the type of institution attended, is the strongest predictor of educational gains” (Dugan, 2013, p. 230; Kuh, Kinzie, Schuh & Whitt, 2005; Pascarella & Terenzini, 2005). Prior research has also shown that levels of involvement are affected by gender. Female students have been found to be more involved in student clubs and organizations than male students (Fredricks & Eccles, 2006; Foubert & Grainger, 2006).

Benefits of Involvement

The importance of becoming involved in extracurricular activities and organizations is repeatedly shared with students in high school by counselors, parents, educators and administrators. Becoming involved during high school can have lasting effects on future leadership and personal development. Hancock et al. (2012) found that perception of leadership capabilities are more pronounced in students that participate in extracurriculars as youth. Eccles and Barber (1999) found that high school involvement “in sports, school-based leadership, school-spirit activities, and academic clubs predicted increased likelihood of being enrolled full-time in college at age 21” (p. 25). High school involvement has also been linked to institutional retention and satisfaction during college (Eccles & Barber, 1999). Along with retention, better than average academic performance and grade point averages are seen in students that are involved (Broh, 2002; Eccles & Barber, 1999). Involvement in student leadership also “promotes the development of purpose and a sense that one is on the path to a hopeful future” (Bundick, 2011, p. 70). McFarland and Thomas (2006) found that “involvement in politically salient youth voluntary associations has significant, positive returns on adult political participation seven to twelve years later” (p. 412).

Collegiate organizational involvement provides some similar benefits to that of high school. Increased academic performance, grades, retention in school and satisfaction with the institution attended are benefits of involvement and collegiate level (Fischer, 2007). Feelings of attachment and commitment to a specific institution are also increased with involvement (Fischer, 2007). This could explain the decrease in drop-out rates for students that participate in student organizations. Specifically, involvement in a social sorority or fraternity, intercollegiate sports, honors programs and ROTC increases retention rates (Astin, 1984). For incoming

Freshman and transfer students, organizations provide a way to integrate into campus life, which could be a factor in increased retention of students (Fischer, 2007). Minority students have been seen to get the most out of participation. Fischer (2007) found that academic development benefits are seen at greater levels in minority students than in white students.

Involvement in college showed increased levels of psychological development in first year and senior students. These students showed greater levels of “establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation” (Foubert & Grainger, 2006, p. 180).

Degree of participation in an organization affects the level of benefits that a student receives. Foubert and Grainger (2006) found that simply attending an organization’s meetings were not as beneficial as those members that formally joined or were leaders within the organization. More simply stated, students get out what they put into the organization.

The developmental benefits of involvement during high school and college are evident. The gains achieved from participation in organizations are dependent on what the student is willing to give to the experience. However, as previously stated, not all types of organizational involvement at either the high school or collegiate level produce the same benefits of development (Dugan, 2013; Marsh, 1988; Eccles & Barber, 1999; Broh, 2002; Hansen, Larson & Dworkin, 2003). Organizational involvement has benefits for both short and long term development. These benefits increase when a student has a diverse set of experiences and increased involvement in college (Astin, 1984).

Leadership and Student Development

Hansen et al. (2003) state that there are two types of developmental experiences: personal development and interpersonal development experiences. Personal development experiences

include identity work, development of initiative and basic emotions, cognitive and physical skills. Identity work describes the students' exploration of themselves through participating in a variety of activities and organizations (Hansen et al., 2003). Goal achievement over time is important to personal and professional development and is encompassed in the development of initiative capacity (Hansen et al., 2003). Communication and ability to express oneself is important to leadership development in students and can be described as a personal area of development (Hansen et al., 2003). Interpersonal developmental include experiences revolving around social connections (Hansen et al., 2003). This includes teamwork and social skills, promotion of interpersonal relationships and extending peer networks and relations with adults that form social capital and connections (Hansen et al., 2003). Leadership programs provide a safe and structured environment for development of these skills for students. "Leadership program directors agreed that the goals of leadership education and training should include the development of skills (e.g., conflict resolution skills), values (e.g., clarity of personal values), and cognitive understanding (e.g., understanding of leadership theories)" (Cress, Astin, Zimmerman-Oster & Burkhardt, 2001, p. 17). Participants in leadership programs showed increased growth in these three categories (Cress et al., 2001).

Leadership roles in extracurricular activities can include planning, organizing, managing and decision making which have all been linked to personal development benefits in youth (Kuh, 1995). Students that participated in organizations more than one time had better leadership and developmental outcomes than those students that had not participated (Fredricks & Eccles, 2006; Komives & Johnson, 2009).

Ready, Willing and Able Model

Leadership development can be evaluated in many ways. These models measure the outcomes of leadership development differently, yet many of the overarching ideas overlap. The “ready, willing and able” (RWA) model represents student’s leader self-efficacy, motivation to lead and leadership skill, respectively. “Ready” measures the capacity of self-efficacy or confidence in leading. “Willing” focuses on the motivations behind taking on leadership responsibilities. Leadership skill, or the ability to actually perform tasks, is referred to as “Able.” The greatest leadership development gains are seen in students that perform each of the capacities well. Keating, Rosch and Burgoon (2014) make the argument that, “without any one of these three capacities, leaders may fail to exhibit behaviors necessary for success in organizations” (p. 4).

Involvement and the RWA Model

As previously stated, involvement in organizations during high school and college benefits the participant and contributes to leadership gains. Eccles and Gootman argued that the act of taking on leadership roles or being given the opportunity to do so increases a student’s motivation to lead in the future (as cited in Simpkins, Riggs, Ngo, Vest Ettekal & Okamoto, 2017, p. 24). This motivation to lead, or willingness, is one of the three key capacities that make up the RWA Model. Gains have also been seen in leadership skills or perception of leadership skills and are significantly predicted by involvement in organizations. Hancock et al. (2012) found that students perceived their leadership skills more positively if involved in sport, school or community organizations. Being a leader or captain of more than one extracurricular activity has been associated with increased perception of leadership skills (Hancock et al., 2012).

Out of all three of the RWA capacities, it is most important to look at leader self-efficacy or readiness. Keating et al. (2014) found that students that report low self-efficacy scores do not significantly develop the other two capacities. However, students with medium to high self-efficacy scores develop across all three capacities when they study leadership (Keating et al., 2014). This could mean that one has to attain a certain level of self-efficacy or confidence to lead before other capacities can be developed. Previous studies show that self-efficacy is developed through interacting with peers in a structured, yet safe, environment such as a student organization (Zaff et al., 2003; Kuh 1995). Participation in organizations also gives students the chance to build social skills and practical skills that can be applied both within and outside the organization giving students the chance to grow and gain more confidence in their abilities (Zaff et al., 2003).

Although the benefits of involvement are known and widely accepted as positively impacting youth, there is little research looking at how high school and college involvement differentially contribute to leadership development. It is important to further investigate the effects of involvement so that we can better advise students on the best ways to attain lasting personal and professional success. Previous research has addressed some of these effects, but more needs to be done to understand how high school and collegiate experiences are differentially contributing to leadership development.

Research Questions

This research study was designed to examine how high school and collegiate involvement differ in their contributions to student leadership development outcomes. The following research questions were addressed:

1. To what extent does high school involvement in organizations predict future collegiate involvement in RSOs?
2. To what extent does high school organizational involvement effect the development of students' leader self-efficacy, motivation to lead and leadership skills?
3. To what extent do high school organizational involvement and collegiate organizational involvement differentially effect the leadership development of students who participate within them?

CHAPTER III

METHODOLOGY

Population and Sample

Research was conducted during the 2016 Fall semester from October through December across the University of Illinois Champaign-Urbana campus. During the Fall 2016 semester, there were 44,880 students registered on campus (Anonymous, 2016). These students have the opportunity to participate in over 1,400 student organizations ranging in a wide variety of interests. Organizations were selected based on contact lists provided by the College of ACES (Agricultural, Communication and Environmental Sciences) Student Council and the campus Office of Registered Organizations. These two organizations are experts on active student organizations on campus. The Agricultural Education department is also part of the College of ACES and has strong connections with the organizations in those departments. Emails were sent to each of the organizations. Those that responded with interest in the study made up the sample of the study. In total, students within 38 formal student organizations completed the survey with a mean percentage of completion of 75.73%. Participating organizations included dance organizations, sports clubs, A Capella groups, fraternities and sororities and professional organizations.

Of the 757 participants who responded, 65.7% identified as a woman (n=497), 31.4% as a man (n=238), 0.1% as part of the trans* (n=1) community, and 2.8% preferred not to answer (n=21). Approximately 22.2% were freshman (n=168), 27.2% were sophomores (n=206), 21.7% were juniors (n=164), 21.4% were seniors (n=162), 7.3% were graduate students (n=55) and 0.3% did not respond (n=2). With regards to racial identity, 48.6% identified as White (n=368), 33.3% as Asian American (n=252), 5.9% as Latino (n=45), 2.5% African American (n=19),

1.1% Middle Eastern (n=8) and 3% preferred not to answer or did not respond (n=23). The remaining 5.5% of students (n=42) identified as having more than one race or specifically as multiracial.

Variables and Instrumentation

The goal of the study was to determine the impact that previous and current involvement has on leadership development. The questionnaire included questions about students' past involvement, current involvement, leadership behaviors and motivations. High school involvement was determined by number and type of organization, leadership positions held and engagement within those organizations. College involvement was measured by similar questions with additional questions determining the degree of responsibility and roles a student has or has had in their student organizations.

A 28 question five scale instrument to measure leadership in Ready, Willing and Able (RWA) was used for students to evaluate their own motivations and behaviors as well as to evaluate several of their peers within the organization (Keating et al., 2014). Responses were based on a 7-point Likert scale ranging from "strongly disagree" to "strongly agree."

"Ready" pertains to self-efficacy or confidence in one's ability to lead. Five items were taken from the 8-item Self-Efficacy for Leadership scale (Murphy, 1992). A sample question would be "I am confident of my ability to influence a group I lead."

"Willing" describes a student's motivation to lead. The 16 questions were taken from the original 27-item Motivation to Lead (MTL) scale (Chan & Drasgow, 2001). MTL can be broken down into three subcategories affective-identity (AI), social normative (SN) and non-calculative (NC) motivations to lead (Chan & Drasgow, 2001). An example of AI is "I am the type of person who likes to be in charge of others" and measures the level to which a student is drawn to take on

leadership roles. SN measures the sense of responsibility to others to lead and includes questions like “I feel that I have a duty to lead others if I am asked.” The last of the three MTL subcategories, NC, describes how a student might weigh the costs of benefits to taking on a leadership role with questions such as “I would agree to lead others even if there are no special rewards or benefits to that role.”

“Able” measures leadership skill. A 7-item measure was taken from the Podsakoff, MacKenzie, Moorman and Fetter (1990) Leader Behavior Scale which was previously comprised of 27-items. An example of this scale is “I behave in a manner that is thoughtful to the needs of other group members.” Appendix A includes the full survey utilized in the study.

Data Collection

Data were collected over the course of the Fall 2016 semester. Data was collected at each organization separately during a meeting of their choosing. Students then individually completed a hard copy survey during their organization’s meeting. Those students that were not in attendance were given the opportunity to complete the survey in an online Qualtrics survey. An incentive of 50 dollars was awarded to organization’s whose total membership participated at a rate of 75% or greater.

Analytic Design

This research was designed to understand the connection between high school and collegiate involvement and the effects of high school and collegiate involvement on leadership development. To determine the level to which high school involvement predicts collegiate involvement, I conducted a frequency analysis of high school engagement levels among the sample of involved college students. To investigate the degree to which high school and collegiate involvement predicts leadership capacity, I conducted a series of five hierarchical

multiple regressions (one for each sub-scale within the RWA model), entering high school involvement characteristics in the first step, and collegiate involvement characteristics in the second step.

CHAPTER IV

RESULTS

Research question one examined the extent to which high school organizational involvement can predict subsequent collegiate organizational involvement. The frequency analysis shown in Table 1 shows the degree to which involved college students perceived their engagement in high school organizations on a scale from 1 = *no engagement* to 4 = *high level of engagement*. Almost all of the college students (94.1%) surveyed rated their level of perceived engagement in high school organizations to be moderately engaged or high levels of engagement.

Table 1

Perceived level of engagement in high school organizations

	<i>Frequency</i>	<i>Valid Percent</i>
No Engagement	10	1.3%
Little Engagement	34	4.6%
Moderate Engagement	198	26.5%
High Level of Engagement	505	67.6%
Total	747	100.0%

The overall means and standard deviations for each of the RWA capacities can be found in Table 2. On average students rated highest in their transformational and transactional leadership skills (M=5.91) and lowest on affective identity within motivation to lead (M=4.89).

Research question two sought to determine the extent to which high school organizational involvement predicts leadership self-efficacy, motivation and skill. High school involvement was predictive of all five ready, willing and able outcomes when controlling for college involvement. High school involvement predicted approximately 10.2% of leadership self-efficacy levels (see Table 3). High school involvement even more strongly predicted affective-identity MTL levels, associated with 13.7% of the variance (see Table 4). Social-normative MTL (variance of 6.3%),

non-calculative MTL (variance of 3.2%) and transformational and transactional skill (variance of 5.0%) were also significantly predicted by high school involvement, however less so than the previous two variables. This can be seen in Tables 5, Table 6 and Table 7.

Research question three examined the degree to which leadership development is differentially effected by high school and collegiate involvement. Table 3 shows that possessing a significant priority to be involved in high school and holding a position in high school are more powerful predictors than any of the collegiate experiences in predicting leader self-efficacy. Statistically significant predictors of leader self-efficacy when participating in collegiate student organizations were delegating tasks within the RSO and a student attending events for their organization.

Affective identity motivation to lead was only significantly predicted by holding a leadership position during high school, as seen in Table 4. This variable was nearly four times more responsible than any of the other variables at predicting affective identity of motivation to lead.

Students that held positions in high school also reported elevated social normative motivation to lead. Table 5 shows that social normative motivation to lead was predicted at the collegiate level only by a student's mental and physical engagement in their student organization.

Unlike both affective identity and social normative motivation to lead, non-calculative motivation to lead was more significantly predicted by the level of priority that a student places on their high school involvement rather than leadership positions that were held. There was, however, a similarity between social normative and non-calculative motivation to lead being predicted by how engaged a student was mentally and physically within their RSO. This can be seen in Table 6.

Table 7 shows that leadership skill was significantly predicted by priority of involvement in high school, holding a leadership position in high school, delegating tasks in their RSO, attending events held by the RSO, having an advisor that they see as a mentor and being mentally and physically engaged in their RSO. Table 7 also shows that attending collegiate organization meetings significantly negatively predicted the development of leadership skill.

Table 2

Mean Scores of Students' Leadership Capacity

Measure	<i>M</i>	<i>SD</i>
Leadership Self-Efficacy	5.38	.843
Affective-identity MTL	4.89	1.07
Social-normative MTL	5.35	1.02
Non-calculative MTL	5.86	.882
Transformational & Transactional Skill	5.91	.695

Table 3

Hierarchical Regression of Leader Self-Efficacy (n=757)

	Model 1				Model 2			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>SE B</i>	β	<i>p</i>
<i>(Constant)</i>	4.217	.140		.000	3.442	.194		.000
HS Priority of Involvement	.155	.044	.164	.000	.148	.042	.157	.000
HS Position of Leadership	.099	.023	.195	.000	.090	.023	.177	.000
Planning RSO Events					-.007	.021	-.019	.749
Attend RSO Meetings					-.035	.032	-.053	.280
Recruiting Members for RSO					.013	.022	.034	.543
Delegating Tasks in RSO					.059	.028	.152	.037
Disciplinary Decisions in RSO					-.007	.024	-.017	.771
Attending RSO Events					.056	.023	.119	.015
Attend RSO Service Projects					.004	.017	.011	.789
RSO Advisor Mentorship					.032	.018	.072	.069
Mentally & Physically Engaged in RSO					.064	.033	.097	.056
<i>Adjusted R²</i>			.102				.184	
<i>F</i>			39.325				14.902	
ΔR^2			.104				.093	

Table 4

<i>Hierarchical Regression of Affective Identity Motivation to Lead (n=757)</i>								
	Model 1				Model 2			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>SE B</i>	β	<i>p</i>
<i>(Constant)</i>	3.398	.175		.000	2.649	.245		.000
HS Priority of Involvement	.070	.054	.059	.194	.049	.053	.041	.353
HS Position of Leadership	.216	.029	.335	.000	.213	.029	.330	.000
College Planning RSO Events					.040	.027	.088	.143
Attend RSO Meetings					.055	.041	.065	.179
Recruiting Members for RSO					.007	.028	.014	.801
Delegating Tasks in RSO					.023	.035	.046	.522
Disciplinary Decisions in RSO					.006	.030	.013	.833
Attending RSO Events					.053	.029	.090	.066
Attend RSO Service Projects					-.006	.021	-.012	.766
RSO Advisor Mentorship					-.031	.022	-.054	.166
Mentally & Physically Engaged in RSO					.020	.042	.024	.631
<i>Adjusted R²</i>		.137				.186		
<i>F</i>		55.035				15.088		
ΔR^2		.140				.059		

Table 5

<i>Hierarchical Regression of Social Normative Motivation to Lead</i>								
	Model 1				Model 2			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>SE B</i>	β	<i>p</i>
<i>(Constant)</i>	4.992	.146		.000	3.890	.201		.000
HS Priority of Involvement	.076	.045	.079	.095	.062	.043	.065	.151
HS Position of Leadership	.103	.024	.200	.000	.089	.024	.173	.000
College Planning RSO Events					-.012	.022	-.032	.600
Attend RSO Meetings					.010	.033	.014	.773
Recruiting Members for RSO					.023	.023	.058	.307
Delegating Tasks in RSO					.014	.029	.035	.533
Disciplinary Decisions in RSO					-.001	.025	-.002	.971
Attending RSO Events					.008	.024	.018	.721
Attend RSO Service Projects					.027	.017	.064	.124
RSO Advisor Mentorship					.000	.018	-.001	.978
Mentally & Physically Engaged in RSO					.158	.035	.236	.000
<i>Adjusted R²</i>		.063				.150		
<i>F</i>		23.672				11.928		
ΔR^2		.065				.099		

Table 6

<i>Hierarchical Regression of Non-Calculative Motivation to Lead</i>								
	Model 1				Model 2			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>SE B</i>	β	<i>p</i>
<i>(Constant)</i>	4.513	.175		.000	3.600	.244		.000
HS Priority of Involvement	.156	.054	.138	.004	.143	.053	.126	.007
HS Position of Leadership	.041	.029	.067	.163	.020	.029	.033	.476
College Planning RSO Events					-.001	.027	-.022	.975
Attend RSO Meetings					-.068	.040	-.086	.094
Recruiting Members for RSO					-.004	.028	-.008	.898
Delegating Tasks in RSO					-.030	.036	-.064	.404
Disciplinary Decisions in RSO					-.047	.030	-.097	.121
Attending RSO Events					.039	.029	.070	.171
Attend RSO Service Projects					.032	.021	.064	.134
RSO Advisor Mentorship					.015	.022	.028	.499
Mentally & Physically Engaged in RSO					.225	.042	.284	.000
<i>Adjusted R²</i>			.032				.101	
<i>F</i>			12.146				7.930	
ΔR^2			.035				.081	

Table 7

<i>Hierarchical Regression of Leadership Skill</i>								
	Model 1				Model 2			
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>SE B</i>	β	<i>p</i>
<i>(Constant)</i>	5.238	.119		.000	4.705	.165		.000
HS Priority of Involvement	.080	.037	.103	.029	.074	.036	.095	.039
HS Position of Leadership	.064	.020	.152	.001	.056	.019	.134	.004
College Planning RSO Events					.003	.018	.010	.866
Attend RSO Meetings					-.089	.027	-.164	.001
Recruiting Members for RSO					-.028	.019	-.088	.131
Delegating Tasks in RSO					.049	.024	.154	.039
Disciplinary Decisions in RSO					-.021	.020	-.064	.294
Attending RSO Events					.044	.019	.115	.023
Attend RSO Service Projects					-.009	.014	-.028	.511
RSO Advisor Mentorship					.033	.015	.090	.027
Mentally & Physically Engaged in RSO					.128	.028	.237	.000
<i>Adjusted R²</i>			.050				.123	
<i>F</i>			19.047				9.626	
ΔR^2			.053				.084	

CHAPTER V

DISCUSSION

The findings of this study suggest that students that are active in college organizations were greatly involved in high school organizations prior to attending university. In general, consistent involvement in formal student organizations across the young adult years seems to better develop leadership capacities in students than inconsistent or depressed involvement (Fredricks & Eccles, 2006).

High school involvement consistently and significantly predicted leader self-efficacy, motivation to lead and the development of leadership skills. Psychological investment in being involved in high school was associated with increases in students' self-efficacy and leadership skill when students placed a high priority on that involvement and when they held some form of leadership positions. However, there was a stronger prediction between the two variables and leader self-efficacy. This might be due to one's self-confidence needing to be built up before leadership skill can be developed. This was seen in Keating et al. study in 2014. Formal student organizations seem strongly associated with developing leader self-efficacy. However, they are not as strongly associated with developing leadership skills.

Holding a position in high school was important to developing a student's affective identity and social normative motivation to lead. More importantly, having a leadership role during high school was the only thing that predicted affective identity over the years. Students that have high affective identity of motivation to lead scores are the types of students that lead because they believe they are leaders. By holding a position in high school, students saw themselves as leaders and continued to see themselves as leaders as they continued into college.

Non-calculative motivation to lead is one's willingness to be a leader even when personal benefits may not outweigh personal costs. It is essentially the motivation to act as a selfless leader. Non-calculative MTL was predicted by the psychic engagement that students had in both high school and college. If students are psychically committed to the organization, then they are more likely to act selflessly in that organization and take on responsibilities that are not required of them.

At least one of the two high school variables were statistically significant in each of the five RWA measures showing that high school experiences play a role in leadership development throughout college.

Leadership skill development was seen in both the high school and college parameters. Being engaged at both levels was one of the largest predictors of skill. This is understandable since those students that place a higher priority on their involvement are going to be more driven to develop themselves within that organization. On the other hand, if a student is not committed, they will likely not learn the skills necessary to lead. The relationship between the development of leadership skills and considering the RSO's advisor to be a mentor to their leadership development is quite interesting. Students better learn leadership skills when they can identify that adult as someone who is there to help them develop as a leader.

RSO experiences such as organizing or planning an event, recruiting members to the organization, making disciplinary decisions and getting involved in service projects with their organization had no significant effects on any of the RWA measures. Surprisingly, regularly attending meetings was shown to actually negatively affect leadership skill in students.

Implications

The findings of this study can benefit students and advisors of high school and collegiate organizations. As with several studies, this study showed an increase in leadership capacity development for those students that were actively engaged in high school organizations. For a student that wants to increase their leadership capacities, this study shows that it is important for development to happen before entering college to receive the most benefits from involvement. Also knowing that to progress in development skill, the student will need to first develop confidence in themselves and their ability to lead others. Although attending meetings negatively predicted leadership skill, it is important for students to be active in a variety of ways in one or multiple organizations. This involvement can include attending meetings, but also leading an organization at either the high school or college level. Foubert and Grainger (2006) found that just joining an organization put students in a better place for leadership development than those that did not join an organization.

Those that advise organizations should be ready to assist student members in their leadership development. This was shown to be one of the better ways to develop leadership skill. If the adviser is not readily available to the students, the member may not receive the same benefits. A certain amount of leader self-efficacy needs to be attained before a student can develop the leadership skills previously stated. One way to do this is for advisers to create a space that is open and safe for members of the organization to develop socially and in their leadership abilities (Zaff et al., 2003; Kuh 1995). High school organizational advisers, in particular, should encourage their students to become active in organizations while in high school. These advisers should also encourage all students to take on leadership roles within their organizations and find organizations that they can commit to mentally and physically. Students

that get involved in this way develop better across all five RWA measures and will be more likely to be involved in organizations in the future.

Future Research

More in-depth research needs to be done to further investigate the relationship between students that get involved during high school and the impact that such involvement has on not only leadership development through college, but as students progress onto adulthood. This study and others have conflicting findings in the degree to which simply attending a meeting has on development. Due to these conflicting findings, I suggest that future research includes students that are not involved in organizations on campus to get a better comparison of the degree to which past involvement predicts future involvement and leadership development. To ensure a better view of the population, research should include a wider sample of the University of Illinois and other four-year universities.

Conclusion

This study was conducted to determine the relationships between high school and collegiate organizations as well as to understand the effects of involvement on leadership capacity development. The findings from this study could be useful to advisers of student organizations at both the high school and collegiate level when trying to recruit members or to give guidance on the best ways to develop leadership skill and confidence. There are gaps in leadership development revolving around skill and the types of experiences that students have but do not receive the same benefits as a positional leader.

As stated several times before, leadership self-efficacy, or confidence in one's leadership ability, must be developed prior to making strides in leadership skill development. If organizations want to best meet the needs of their membership population, they will need to find

better ways to first develop student's confidence and then their leadership skill to create well-balanced leaders.

This study should be continued on the University of Illinois campus and other campus to get a better and deeper understanding of the impacts of involvement throughout young adulthood and the implications that it might have concerning development both within young adulthood and beyond. Results of this study have shown that there is a relationship between leadership capacities and involvement at the high school level and the collegiate level. A strong connection between current involvement and prior involvement has also been seen in this study. The research surrounding student organizations is still incomplete and will need to be continued. However, every time we learn more about specific involvement and the gains that are associated with it, we are better able to tailor our organizations and advisement to better aid future student leaders.

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APPENDIX A

QUESTIONNAIRE

General Information

Please answer the following questions based on your individual information and involvement in the organization that you are currently taking this survey.

1. **What is your most recent class year?**
 Freshman Sophomore Junior Senior Graduate Student
2. **How would you categorize your primary academic major?**
 STEM (Sciences, Technology, Engineering, Math) Social Sciences (e.g. Political Science, Education, Psychology) Arts & Humanities (e.g. History, Philosophy, Dance)
 Human Services (e.g. Public Health, Social Work) Business Undeclared/Undecided
3. **What is the name of your RSO?** _____
4. **How many semesters have you been involved in this RSO?** _____
5. **How many hours per week are you involved in this RSO?** _____
6. **Are you, or have you ever been President of this RSO?** Yes No
7. **Are you, or have you ever been an Executive Board member of this RSO?** Yes No
8. **Are you, or have you ever held any other non-Executive position in this RSO?** Yes No

#	Question	Very Untrue of me	Untrue of me	Somewhat Untrue of me	Neutral	Somewhat true of me	True of me	Very true of me
9	I am or have been primarily responsible for organizing/planning an event for my RSO	A	B	C	D	E	F	G
10	I regularly attend meetings for my RSO	A	B	C	D	E	F	G
11	I am or have been primarily responsible for recruiting members for my RSO	A	B	C	D	E	F	G
12	I am or have been primarily responsible for delegating tasks in my RSO	A	B	C	D	E	F	G
13	I am or have been primarily responsible for making disciplinary decisions in my RSO	A	B	C	D	E	F	G
14	I am or have been primarily responsible for attending events coordinated by my RSO	A	B	C	D	E	F	G
15	I am or have actively engaged in service projects off campus with my RSO	A	B	C	D	E	F	G
16	I consider this organization's advisor (if it has one) a mentor for my leadership development	A	B	C	D	E	F	G
17	I am or have been both mentally and physically committed in my RSO	A	B	C	D	E	F	G

Additional Student Organizations

Please answer the following questions based on your current involvement in additional student organizations on campus.

18. How many other RSOs are you involved in? (Skip to next section if “0”)

- 0 1 2-3 4-6 7-10 10+

19. What types of organizations are you involved in on campus? (Choose all that apply)

- Student Government Sorority/Fraternity Academic Organizations Pre-Professional Organizations
 Community Service Cultural Organizations Social Athletics (club, intramural)
 Other _____

20. Hours spent in other activities (current) _____

21. For how many semesters have you been involved in RSOs in general?

- 1-2 3-4 5-6 7-8 8+

High School Involvement

Please answer the following questions based on your past involvement in student organizations and extracurricular activities in high school

22. What types of activities were you involved in during high school? (Choose all that apply)

- Student Government Academic & Professional Athletics Music & Theater Agriculture Clubs (4-H, FFA)
 Religious Organizations Non-Religious Community Organizations (Scouts, Boys & Girls Club, YMCA) Service Cultural
 Other _____

23. Rate your perceived level of engagement in high school organizations – in your memory, how engaged were you in your high school organization(s)?

- No engagement Little engagement Moderate engagement High level of engagement

24. Please rate the level of priority you placed on your involvement in high school.

- No priority Low priority Medium priority High priority Essential

25. I was in positions of leadership or significant influence within my high school organization(s).

- Very UNtrue of me UNtrue of me Somewhat UNtrue of me Neutral Somewhat true of me True of me Very true of me

Please answer the following questions based on your experiences in relation to student organizations on campus.

#	Question	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
26	It is appropriate for people to accept leadership roles or positions when they are asked.	A	B	C	D	E	F	G
27	I feel that I have a duty to lead others if I am asked.	A	B	C	D	E	F	G
28	Most of the time, I prefer being a leader rather than a follower when working in a group.	A	B	C	D	E	F	G

#	Question	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
29	I agree to lead whenever I am asked or nominated by other group members.	A	B	C	D	E	F	G
30	I do not frequently acknowledge the good performance of other group members.	A	B	C	D	E	F	G
31	I would agree to lead others even if there are no special rewards or benefits to that role.	A	B	C	D	E	F	G
32	I show respect for the personal feelings of other group members.	A	B	C	D	E	F	G
33	I will never agree to lead if I cannot see any benefits from accepting that role.	A	B	C	D	E	F	G
34	I would want to know "what's in it for me" if I am going to agree to lead a group.	A	B	C	D	E	F	G
35	I know how to encourage good group performance.	A	B	C	D	E	F	G
36	I am the type of person who is not interested to lead others.	A	B	C	D	E	F	G
37	I behave in a manner that is thoughtful to the needs of other group members.	A	B	C	D	E	F	G
38	I commend other group members for doing a better than average job.	A	B	C	D	E	F	G
39	I am confident of my ability to influence a group I lead.	A	B	C	D	E	F	G
40	I give special recognition when the work of other group members is very good.	A	B	C	D	E	F	G
41	I usually want to be the leader in the groups that I work in.	A	B	C	D	E	F	G
42	I am the type of person who likes to be in charge of others.	A	B	C	D	E	F	G
43	I have a tendency to take charge in most groups or teams that I work in.	A	B	C	D	E	F	G
44	I am only interested to lead a group if there are clear advantages for me.	A	B	C	D	E	F	G
45	I have no idea what it takes to keep a group running smoothly.	A	B	C	D	E	F	G
46	I would only agree to be a group leader if I know I can benefit from that role.	A	B	C	D	E	F	G
47	I personally compliment other group members for doing outstanding work.	A	B	C	D	E	F	G
48	I know what it takes to make a group accomplish its task.	A	B	C	D	E	F	G
49	I believe I can contribute more to a group if I am a follower.	A	B	C	D	E	F	G

#	Question	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
50	I have more of my own problems to worry about than to be concerned about the rest of the group.	A	B	C	D	E	F	G
51	I know a lot more than most students about what it takes to be a leader.	A	B	C	D	E	F	G
52	I am the type who would actively support a leader but prefers not to be appointed as leader.	A	B	C	D	E	F	G
53	I always give positive feedback when other group members perform well.	A	B	C	D	E	F	G

Demographics

We understand that pre-determined categories may not capture the complexity and fluidity of social identity. Please answer the questions to the best of your ability and level of comfort.

54. What gender do you identify with?

- Man Woman Trans* Other _____

55. What racial background do you identify with? (Choose all that apply)

- African American/Black Asian/Asian American Caucasian/White Latino/Hispanic Middle Eastern
 Native American Multiracial Other _____ Prefer not to answer

56. Are you an international student?

- Yes No

57. Are you a transfer student?

- Yes No

58. What is your sexual orientation?

- Heterosexual Gay/Lesbian Bisexual Other _____ Prefer not to answer

59. How many people live in your primary residence at home?

- 1 2 3 4 5 6
 7 8 9 10 10+

60. Highest level of education completed by your parent(s)/guardian(s).

- High School 2 Year Degree Some College 4 Year Degree
 Master's Degree Professional or Terminal Degree Unknown/NA

61. Average Household Income

- \$15,000 or Below \$15,000 - \$30,000 \$31,000 - \$45,000 \$46,000 - \$60,000
 \$61,000 - \$75,000 \$76,000 - \$100,000 \$101,000 - \$200,000 \$201,000 or More Unknown/NA

APPENDIX B

IRB APPROVAL

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research

Office for the Protection of Research Subjects
528 East Green Street
Suite 203
Champaign, IL 61820



August 16, 2016

David Rosch
Agr & Consumer Economics
137 Bevier Hall
905 S. Goodwin Ave.
Urbana, IL 61801

RE: *Investigating the Effects of Student Organizations on Young Adult Leader Development*
IRB Protocol Number: 16892

Dear Dr. Rosch:

Thank you for submitting the completed IRB application form for your project entitled *Investigating the Effects of Student Organizations on Young Adult Leader Development*. Your project was assigned Institutional Review Board (IRB) Protocol Number 16892 and reviewed. It has been determined that the research activities described in this application meet the criteria for exemption at 45CFR46.101(b)(2).

This determination of exemption only applies to the research study as submitted. Please note that additional modifications to your project need to be submitted to the IRB for review and exemption determination or approval before the modifications are initiated.

Copies of the attached, date-stamped consent form(s) are to be used when obtaining informed consent. If there is a need to revise or alter the consent form(s), please submit the revised form(s) for IRB review, approval, and date-stamping prior to use.

Exempt protocols will be closed and archived five years from the date of approval. Researchers will be required to contact our office if the study will continue beyond five years. If an amendment is submitted once the study has been archived, researchers will need to submit a new application and obtain approval prior to implementing the change.

We appreciate your conscientious adherence to the requirements of human subjects research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me at OPRS, or visit our website at <http://oprs.research.illinois.edu>

Sincerely,

Michelle Lore, MS
Human Subjects Research Specialist, Office for the Protection of Research Subjects

Attachment(s): Oral Consent Script, Waiver of Documentation of Informed Consent

c: Jasmine Collins
Nicole Nelson
Julie Hafermann

Informed Consent Script
Investigating the Effects of Student Organizations on Young Adult Leader Development

Hello. Would you be interested in participating in a study pertaining to how students develop leadership capacity through participating in student organizations? We are interested in having you complete a short survey that asks you about your participation in this particular organization as well as others you may be a part of, and includes some questions about your leadership behaviors and beliefs. It will take approximately 10 minutes to complete, and any information you provide will be anonymous and kept as confidential as possible. I will be available to help you if you have questions about anything.

You must also be 18 years or older to participate in this study.
 By participating, you are giving consent to use your given information.

Will my study-related information be kept confidential?

Yes, but not always. In general, we will not tell anyone any information about you. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require us to disclose information about you. For example, if required by laws or University Policy, study information may be seen or copied by the following people or groups:

- The university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for [Protection of Research Subjects](#);
- University and state auditors, and Departments of the university responsible for oversight of research;

University of Illinois at Urbana-Champaign
 Institutional Review Board

Approved: 8-16-16
 IRB #: 16892

RECEIVED
 AUG 13 2016
 INST REVIEW BOARD

RECEIVED
 AUG 12 2016
 INST REVIEW BOARD



WAIVER OF DOCUMENTATION OF INFORMED CONSENT FORM

Application for Waiver of Documentation on Informed Consent

ALL APPLICATIONS MUST BE SIGNED AND SUBMITTED AS SINGLE-SIDED DOCUMENTS. PLEASE, NO STAPLES.

Responsible Project Investigator: David Rosch

Project Title: *Investigating the Effects of Student Organizations on Young Adult Leader Development*

IRB Number 16892

To request a waiver of documentation [signature] of informed consent, please provide a response to either of the following questions. Please be specific in explaining why either statement is true for this research.

In cases in which the documentation requirement is waived, the IRB may require the investigator to provide subjects with a written statement regarding the research.

1. Explain that the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern. *Note: A waiver of documentation of informed consent is **not permissible under this category if subject to FDA regulations.**

2. The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside the consent.

This research study represents minimal risk to participants, and pertains only to topics that participants are likely to discuss openly with peers and colleagues. Data collection will take place only through an anonymous questionnaire collected at the research site. The use of a signed consent form is not advised as this information poses no harm or confidentiality threats.

Responsible Principal Investigator

8/15/16

Date

IRB Approval: University of Illinois at Urbana-Champaign
Institutional Review Board

Approved: 8-16-16

IRB #: 16892

