

# **Multicultural Services**

## **Leadership Education for APIDA Development (LEAD) Conference**

### **Spring 2023**

#### **Purpose**

Multicultural Services and student leaders from the Asian President's Council contacted Student Affairs Planning, Assessment & Research to assist in developing an assessment for the 2023 Leadership Education for Asian, Pacific Islander, and Desi American (APIDA) Development (LEAD) Conference. This year's conference was held on April 15, 2023, and the theme of LEAD was *Reflecting on our Past, Changing for our Future*. The conference was open to students, staff, and faculty from Texas A&M University and from other educational institutions. Those registered were able to attend either in person or virtually.

#### **Method and Sample**

The conference evaluation was produced using Qualtrics®, a survey design software used for creating web-based forms and databases. The survey contained 25 questions, of which 19 questions were quantitative and six were qualitative; due to branching technologies, not all respondents saw all questions. The data from the survey were analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

An open link was emailed to participants from LEAD conference leadership after the conference concluded. As the survey was accessible through an open link, a response rate cannot be determined; however, 20 responded to the survey. This is just under half of the 44 responses that the assessment received last year.

#### **Key Findings with Recommendations**

Student Affairs Planning, Assessment & Research (SAPAR) identified several key findings and developed actionable recommendations the student leaders from the Asian President's Council may take based on the results. However, these student leaders may identify other findings using their knowledge and understanding of the community. Staff members and student leaders are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of attendees' experiences.

- Respondents most agreed that they were aware of and indicated the most growth in their understanding of relevant issues that pertained to the APIDA community after attending the conference. Their agreement was lowest on knowing how to connect their identities to their leadership style before and after the conference, which is consistent with 2022 and 2021 responses.
- Respondents indicated that this year's keynote speaker(s), session topics, and activities were valuable and that they left the conference feeling inspired. Respondents also commented that shortening the conference to one day instead of two was helpful for them. However, other respondents shared that that made it feel a little rushed.
- When asked about how to improve the conference for next year, some shared that the virtual/in-person hybrid model made it difficult to have in-depth conversations in their groups. Additionally, respondents indicated a lower level of agreement that they made connections with people that they intended to maintain than in 2022.
  - SAPAR recommends reviewing virtual and in-person options to determine if continuing to offer both is effective for the participants.

#### **Results**

Results are reported as means, standard deviations (sd), and/or frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order for 2023 unless otherwise specified. Summary themes are reported; the entire list of qualitative comments can be found in a separate document.

The survey opened by inquiring if the participants were Texas A&M students. Of the 20 respondents, 80% answered yes and 20% answered no. Those who answered yes were asked to provide their UIN; 14 provided a valid UIN.

Next, these students were asked if they would be interested in joining the LEAD committee next year. Ninety-four percent (94%) of the 16 who responded chose no, and 6% chose yes. Those who chose yes were asked to provide their contact information, which can be found in separate documents.

Those who indicated that they were not Texas A&M students were asked to provide the name of the college/university they attended, or if not currently a student to answer N/A. Four provided names of their institutions, three of which were from Texas A&M University-San Antonio, and one was from the University of Texas-Austin.

All respondents were asked to share their ethnicity (for example: Indian, Vietnamese, Malaysian, Samoan, etc.). Table 1 lists the ethnicity in which the respondents identified, and the most frequent ethnicity shared was Chinese. Please note that 6% equals one respondent for 2023 and 2% equals one respondent for 2022.

<b>Reported Ethnicity</b>	<b>2023 Frequency [n=18]</b>	<b>2022 Frequency [n=41]</b>
Chinese	17%	12%
Indian	11%	24%
Hispanic and White	11%	--
Vietnamese	6%	17%
Filipino	6%	12%
Taiwanese	6%	2%
Korean	6%	10%
Filipina	6%	--
Bangladeshi	6%	2%
Hispanic	6%	2%
Indian/Middle Eastern	6%	--
Japanese, Korean, American	6%	--
Japanese/Mexican	6%	--
Taiwanese and White	6%	--
Chinese Cantonese	--	2%
Ethiopian	--	2%
Korean American	--	2%
Malaysian and Korean	--	2%
Pakistani	--	2%
Taiwanese-Chinese-American	-	2%

Table 1: Reported Ethnicity

Respondents were asked to indicate their level of agreement or disagreement with statements regarding their identities, impact and understanding related to issues facing the APIDA community before and after attending the conference. Table 2, on the next page, in descending "after" mean order, shows that respondents rated highest their agreement that they were aware of relevant issues that pertained to the APIDA community after attending the conference. Additionally, respondents indicated the most growth in agreement from before and after the conference to awareness of relevant issues that pertain to the APIDA community.

<b>Rate yourself prior to attending LEAD and after you have attended LEAD.</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2023 Mean (sd) [n=19]</b>	<b>2022 Mean (sd) [n=37]</b>
I am aware of relevant issues that pertain to the APIDA community. (BEFORE)	39%	32%	26%	5%	--	4.00 (.94)	4.00 (.71)
I am aware of relevant issues that pertain to the APIDA community. (AFTER)	68%	32%	--	--	--	4.68 (.48)	4.65 (.48)
I understand how my identity impacts the communities I am a part of. (BEFORE)	32%	42%	26%	--	--	4.05 (.78)	3.92 (.68)
I understand how my identity impacts the communities I am a part of. (AFTER)	68%	26%	5%	-	-	4.63 (.60)	4.46 (.51)
I understand how I can use my leadership to address issues that pertain to the APIDA community. (BEFORE)	32%	37%	21%	11%	--	3.89 (.99)	3.57 (.90)
I understand how I can use my leadership to address issues that pertain to the APIDA community. (AFTER)	53%	42%	5%	--	--	4.47 (.61)	4.59 (.60)
I know how to connect my identity to my leadership development style. (BEFORE)	26%	53%	11%	11%	--	3.95 (.91)	3.49 (.96)
I know how to connect my identity to my leadership development style. (AFTER)	47%	42%	11%	--	--	4.37 (.68)	4.35 (.54)

Table 2: Before &amp; After Attending Conference

Next, respondents were asked to rate their level of agreement or disagreement with a series of statements about gains made from attending the conference. As shown in Table 3, nearly all (95%) respondents strongly agreed or agreed that they gained useful information/resources that they could apply to other aspects of their lives as a result of participating in LEAD. Agreement levels to statements decreased from the previous year.

<b>As a result of participating in LEAD...</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither agree nor disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2023 Mean (sd) [n=19]</b>	<b>2022 Mean (sd) [n=36]</b>
I gained useful information/resources that I can apply to other aspects of my life.	37%	58%	5%	--	--	4.32 (.58)	4.56 (.50)
I feel equipped/ prepared to be a leader in my community.	26%	58%	16%	--	--	4.11 (.66)	†
I made connections with people I intend to maintain.	21%	47%	26%	5%	--	3.84 (.83)	4.31 (.62)

Table 3: Results of Participating in the LEAD Conference

† question was not asked on the 2022 survey

Next, participants were asked to rate their level of agreement or disagreement with statements regarding the keynote speaker. Table 4 shows that the majority of participants (89%) strongly agreed or agreed that the keynote speaker(s) were educational and engaging.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither agree nor disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2023 Mean (sd) [n=19]</b>
The keynote speaker(s) were educational and engaging.	53%	37%	11%	--	--	4.42 (.69)
The keynote speaker(s) topics were relevant to me.	47%	37%	16%	--	--	4.32 (.75)

Table 4: Keynote Speaker Feedback

Participants were then asked to rate their level of agreement or disagreement with statements regarding the workshop speakers overall. Table 5 shows that nearly all (95%) participants strongly agreed or agreed that the workshop speaker(s) were educational and engaging.

	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neither agree nor disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2023 Mean (sd) [n=19]</b>
The workshop speaker(s) were educational and engaging.	63%	32%	5%	--	--	4.58 (.61)
The workshop speaker(s) topics were relevant to me.	53%	37%	11%	--	--	4.42 (.69)

Table 5: Workshop Speaker Feedback

Participants were asked to rate their level of agreement or disagreement with the statement that family groups provided a safe space to reflect and have deeper conversations. Of the 18 respondents, 50% strongly agreed, 28% somewhat agreed, and 22% neither agreed nor disagreed. Nobody selected the disagree or strongly disagree options.

Next, participants were asked what the strengths of this year's LEAD conference were. Fourteen responded with a variety of comments, though common themes emerged. Many indicated that the conference was well organized, that the keynote and closing speakers were excellent, and that they were inspired as a result of the conference. A couple also commented that shortening the conference to one day instead of two days this year was helpful and made it easier to keep their energy and engagement up.

When asked how LEAD could be improved for next year, 14 participants provided a variety of responses. Some feedback included working on technology issues such as the sound system and projectors not working in rooms, having some people virtual made it difficult to have discussions, and improving overall attendance.

The last question asked respondents how they heard about LEAD in a select all that apply choice option question. As noted in Table 6, on the next page, the most frequently chosen options were organization and friend, similar to last year. Those who selected the "other" option could write their response and two shared that they were in APC (Asian President's Council).

How did you hear about LEAD? Select all that apply.	2023 Frequency [n=16]	2022 Frequency [n=36]
Organization	75%	56%
Friend	31%	50%
Faculty/Staff member	25%	33%
Email	19%	28%
Instagram	13%	14%
Other	13%	11%
Flyer	6%	6%
Facebook	--	3%

Table 6: LEAD Marketing

### **Background**

Per its website, <https://tamuapc12.wixsite.com/tamuapc/lead> "Leadership Education for APIDA Development (LEAD) Conference is a two-day leadership conference that is held to empower and unite the APIDA community in Texas." Facilitated by the Department of Multicultural Services and the Asian Presidents' Council since the spring of 2018, the purpose of the conference is to support and advocate for the Asian, Pacific Islander, Desi American (APIDA) community.

### **Project Details**

Student Affairs Planning, Assessment & Research provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Affairs Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Planning, Assessment & Research can be found at <https://SAPAR.tamu.edu/results/>. Additionally, division staff and students can follow Student Affairs Planning, Assessment & Research on Facebook.

To work with Student Affairs Planning, Assessment & Research for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

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