

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

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**Sponsored by the National Clearinghouse for Leadership Programs,
University of Maryland, ACPA Educational Leadership Foundation, &
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PRESENTATION OUTLINE

- Rationale
- Frameworks for the Study
- Methodology
 - Instrument
 - Participating Institutions
- Findings
- Discussion
- Future Directions

RATIONALE FOR THE MSL

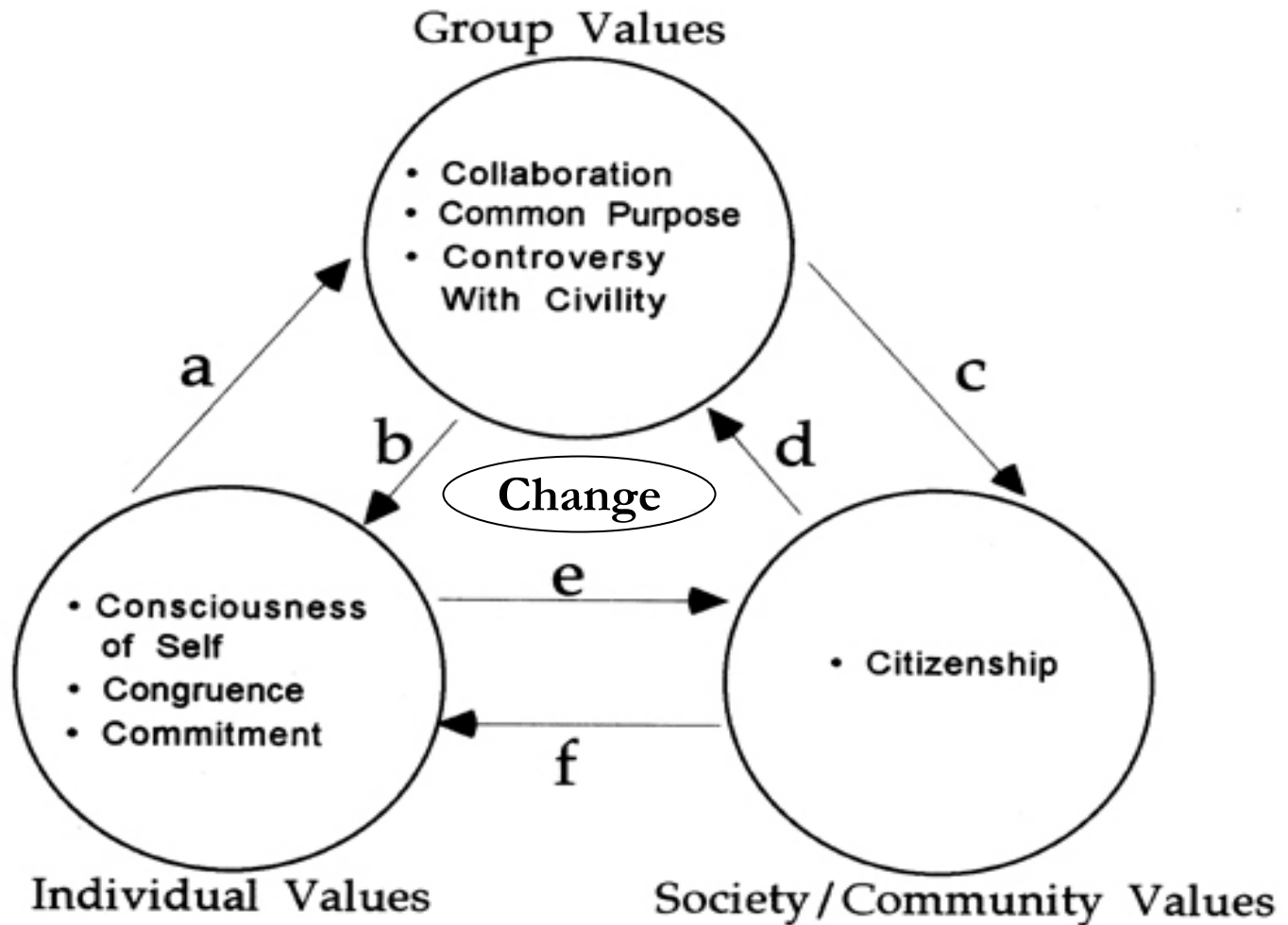
1. A significant gap between theory and practice as they relate to college student leadership
2. An unclear picture of the leadership development needs of college students
3. Uncertainty regarding the influence of the college environment on theoretically grounded leadership development

FRAMEWORK OF THE MSL

The purpose of the Multi-Institutional Study of Leadership (MSL) is to improve education and society by enhancing knowledge regarding contemporary youth leadership development as well as the influence of higher education as a context in which building leadership capacity occurs.

To examine student leadership values at both the institutional and national levels with specific attention to the environmental factors that influence leadership development in college students.

THEORETICAL FRAMEWORK: THE SOCIAL CHANGE MODEL



CONCEPTUAL FRAMEWORK: COLLEGE IMPACT MODEL (I-E-O)

- *Inputs*: students' pre-college characteristics
- *Environment*: programs, experiences, relationships, and other factors in the collegiate environment
- *Outcomes*: students' characteristics after exposure to the college environment

Social Change Model Values

Leadership Efficacy

Appreciation of Diversity

Cognitive Development

Leadership Identity Development

METHODOLOGY

Sampling Strategy

- 52 Participating Institutions:
 - Geographically diverse, Variety of institutional types, Differing levels of leadership programming
- Total Sample Size: 165, 701
- Respondents: 63, 095
- Return Rate: 38%

METHODOLOGY

Description of Sample

Gender:

- Male: **38.3 %**
- Female: **61.5 %**
- Transgender: **0.1 %**

Class Standing:

- Freshman: **23.3 %**
- Sophomore: **21.7 %**
- Junior: **26.3 %**
- Senior: **28.8 %**

Race/Ethnicity:

- White: **71.8 %**
- Black / African American: **5.2 %**
- Asian / Asian American: **7.9 %**
- Latino/a: **4.4 %**
- Amer. Indian: **0.3 %**
- Multiracial: **8.2 %**
- Not Included: **2.3 %**

METHODOLOGY

Survey Instrument

- Instrument created by MSL research team
 - Pilot tested to verify reliability and validity
 - SRLS-R2 used to measure SCM
 - Average completion time = 20 minutes
 - Schools could also ask up to 10 institution-specific custom questions

METHODOLOGY

Administered completely via the web

DEMO Version

Questions? Email: leadership@ssqresearch.com



College Information	Before College Experiences	College Experiences	You and Leadership	More About You	Questions from your College
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In an average academic term, approximately how many hours do you engage in community service

	0	1-5	6-10	11-15	16-20	21-25	26-30
As part of a class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a student organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As part of a work study experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FINDINGS

INPUT/ CLASSIFICATION VARIABLES

- Age
- Gender
- Sexual Orientation
- Race
- Disability Status
- Religious Affiliation
- Parental education
- Parental Income
- Political Views
- High School Grades
- Pre-College Organizational Involvement
- Pre-College Positional Leadership Roles
- Pre-College Leadership Training
- Pre-College Community Involvement
- Pre-College Community Service
- Quasi-Pretests for Outcome Measures

OVERALL FINDINGS

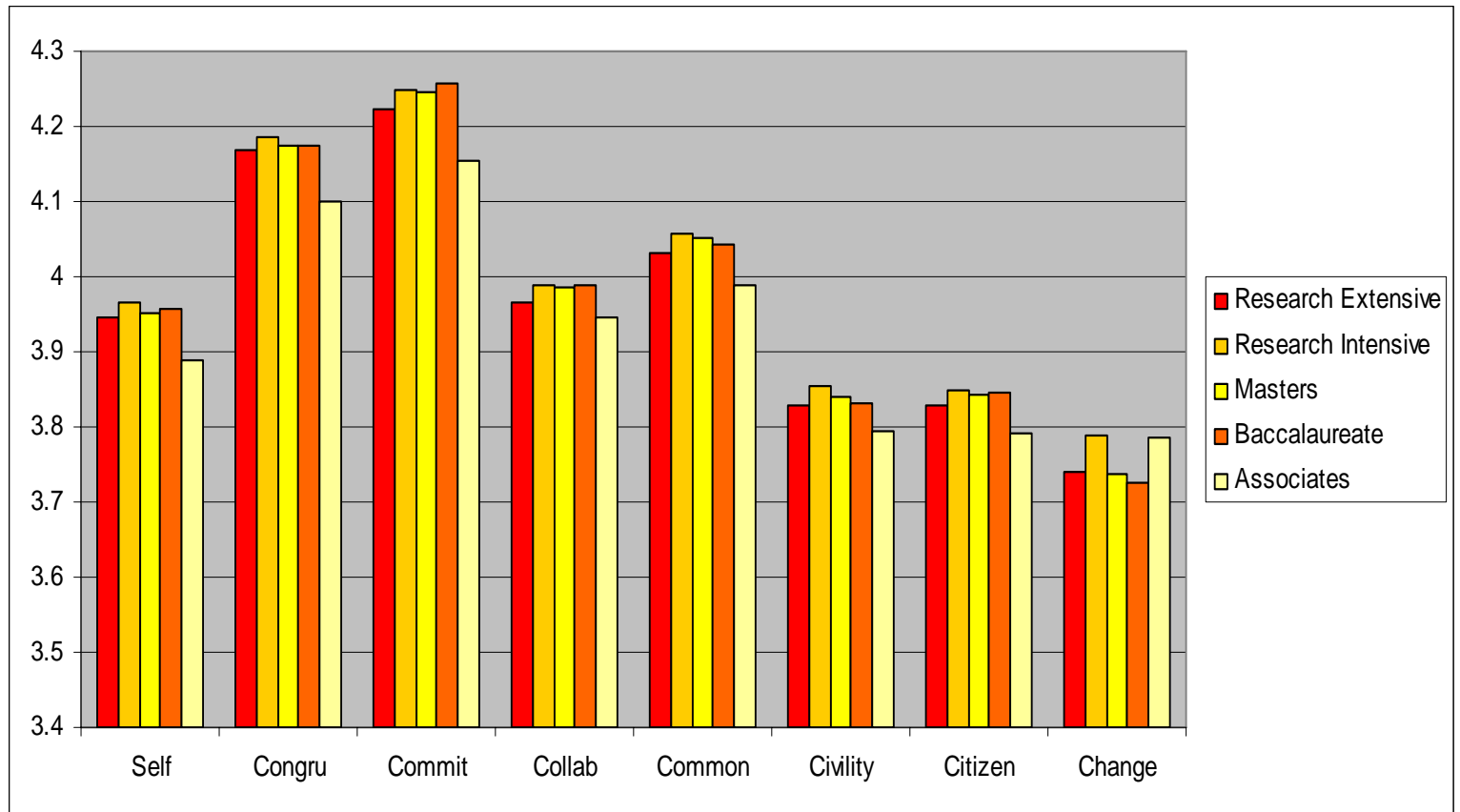
National Sample Results

	N	Mean	SD
Consciousness of Self	49078	3.9514	.50858
Congruence	49078	4.1723	.46443
Commitment	49078	4.2348	.47325
Collaboration	49078	3.9762	.45555
Common Purpose	49078	4.0408	.42434
Controversy with Civility	49078	3.8348	.42100
Citizen	49078	3.8363	.45865
Change	49078	3.7471	.47106
Valid N (listwise)	49078		

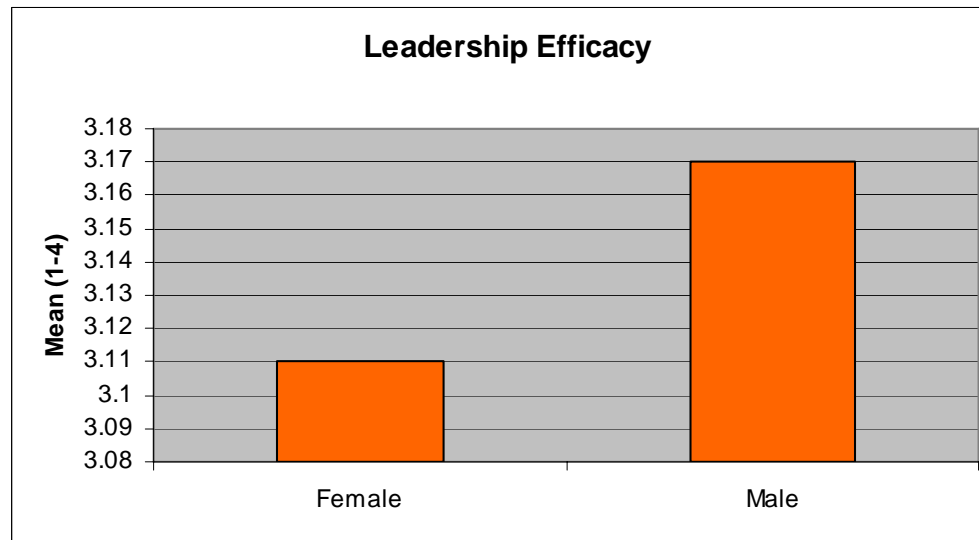
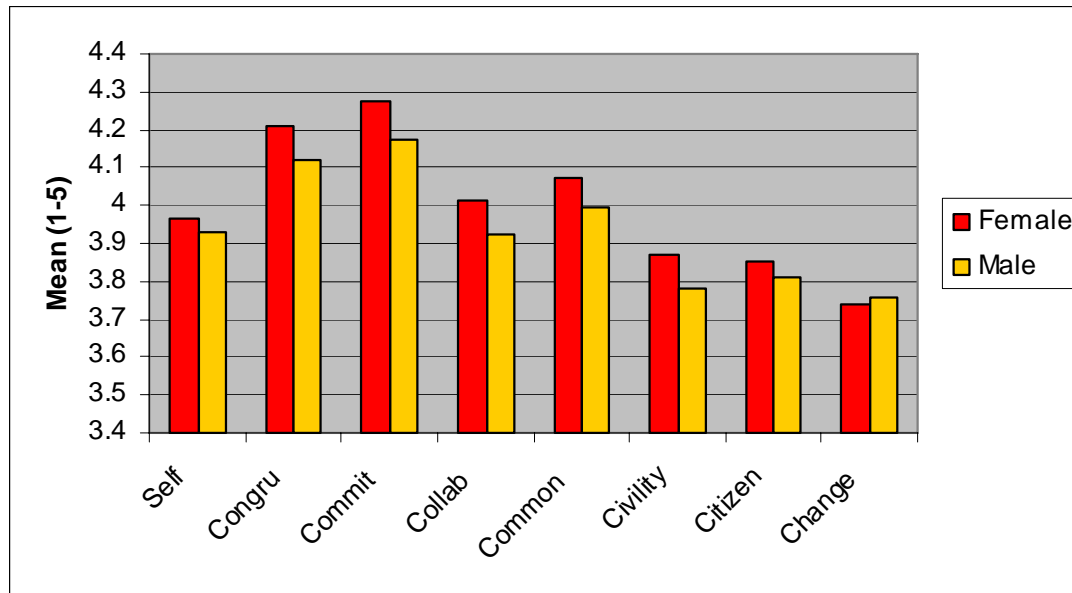
	N	Mean	Std. Deviation
Leadership Efficacy	42127	3.13	.628

INSTITUTIONAL TYPE

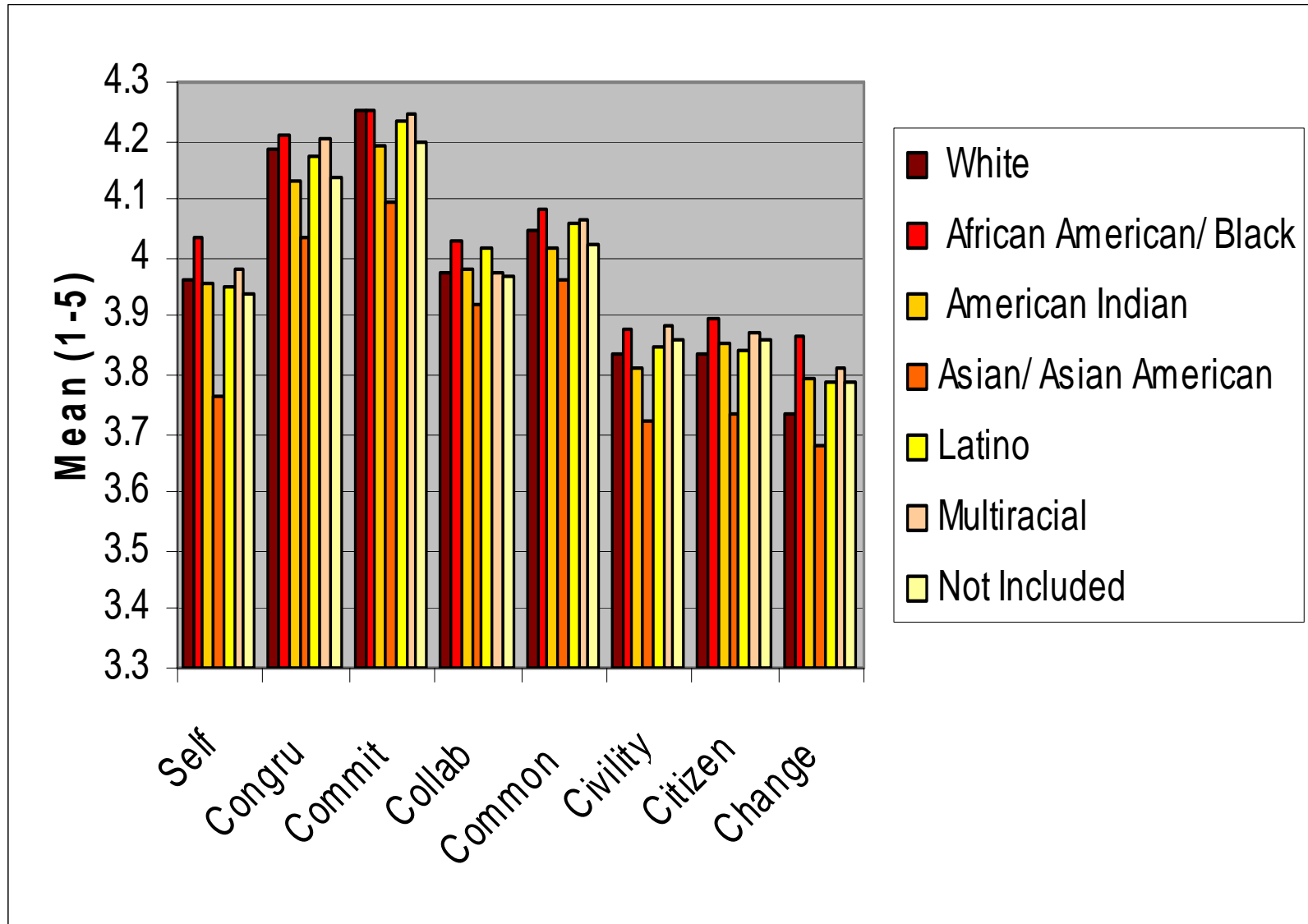
Carnegie Type



GENDER



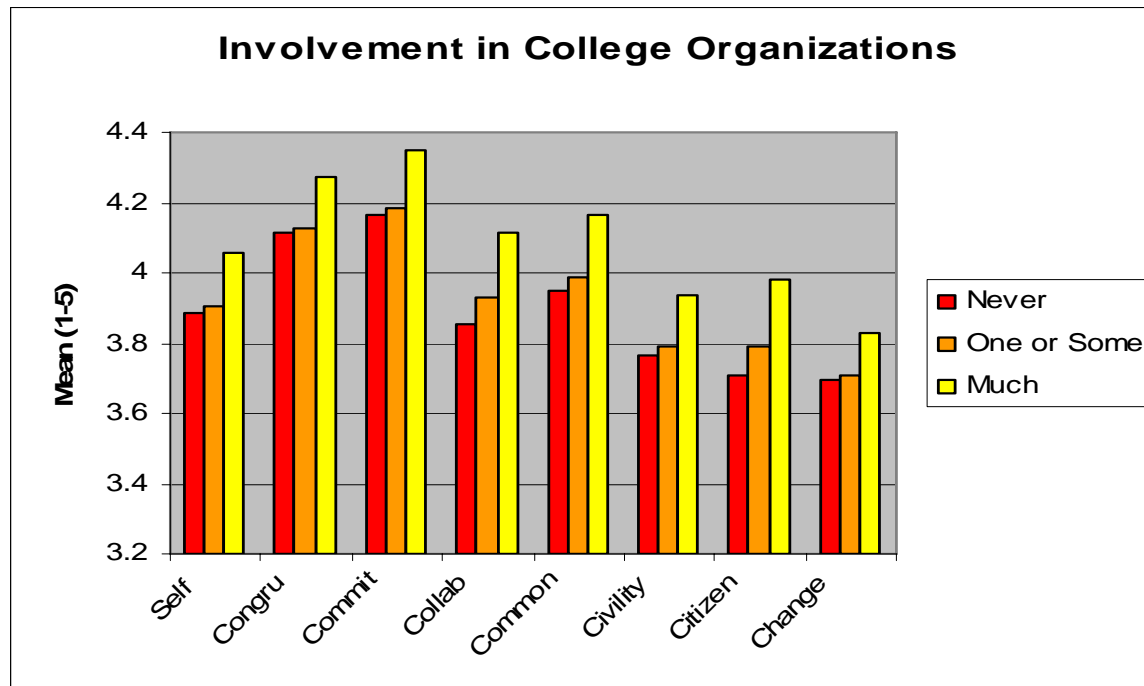
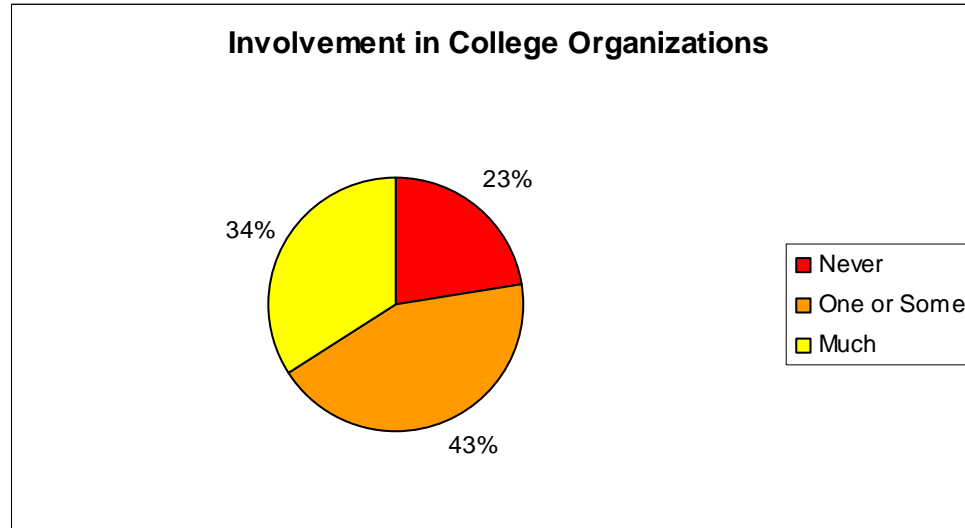
RACE



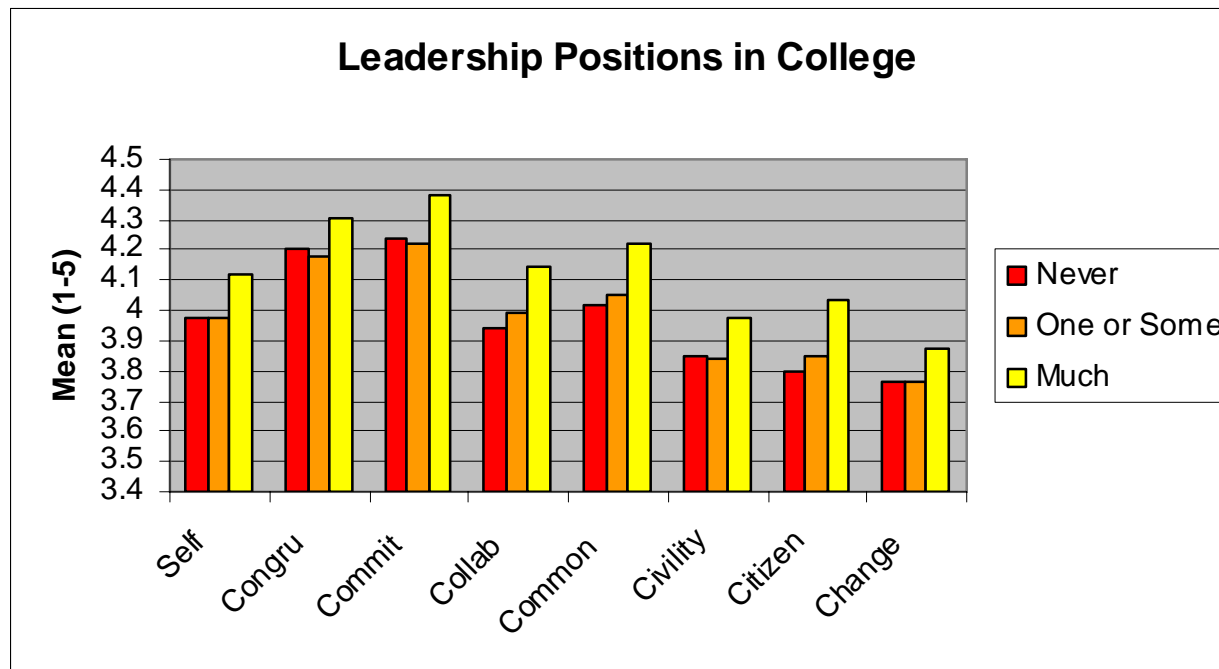
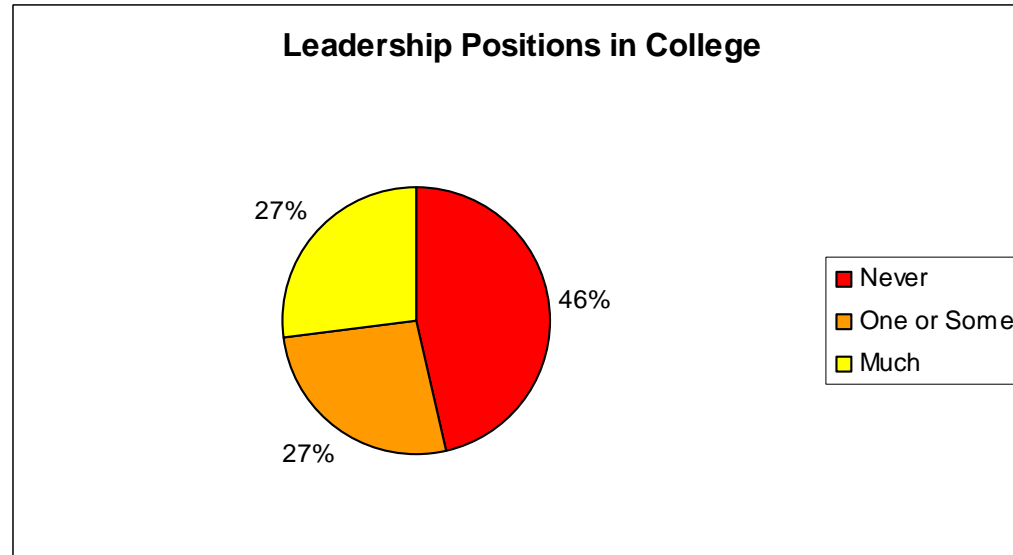
ENVIRONMENTAL VARIABLES

- Off-Campus Work
- On-Campus Work
- Community Service Involvement
- Student Activism
- Study Abroad, Learning Communities, Senior Capstone, Internship
- Specific Organization Involvement
- Breadth of Organization Involvement
- General Student Involvement
- Community Involvement
- Faculty, Student Affairs, Community, Work, and/ or Peer Mentoring
- Positional Leadership Roles
- Community Leadership Roles
- Perception of Campus Climate
- Short, Moderate, and/ or Long Leadership Training

GENERAL STUDENT INVOLVEMENT

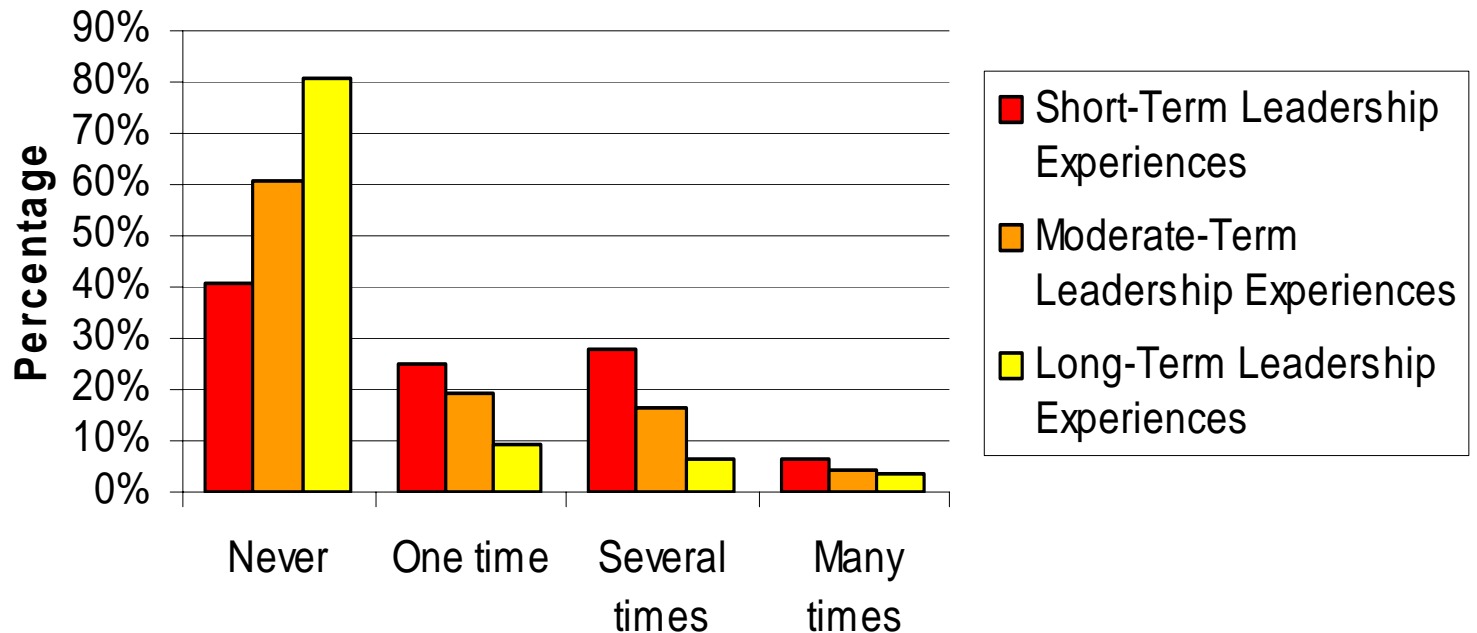


POSITIONAL LEADERSHIP ROLES

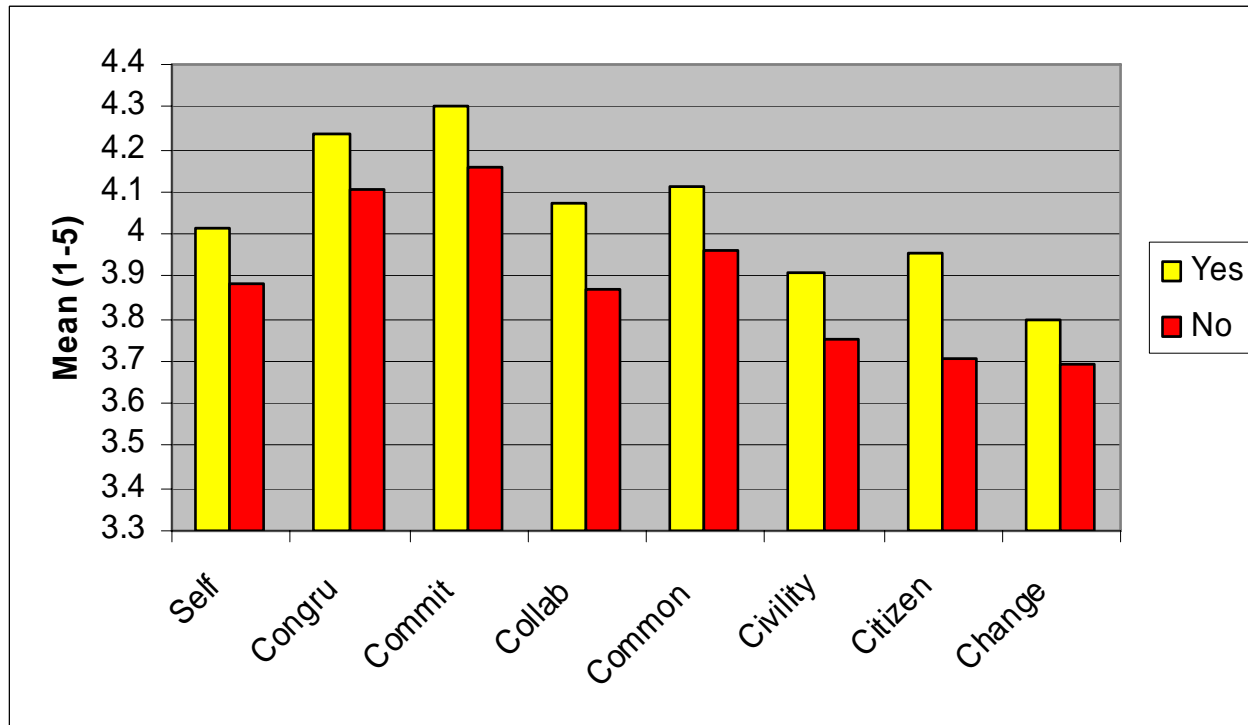
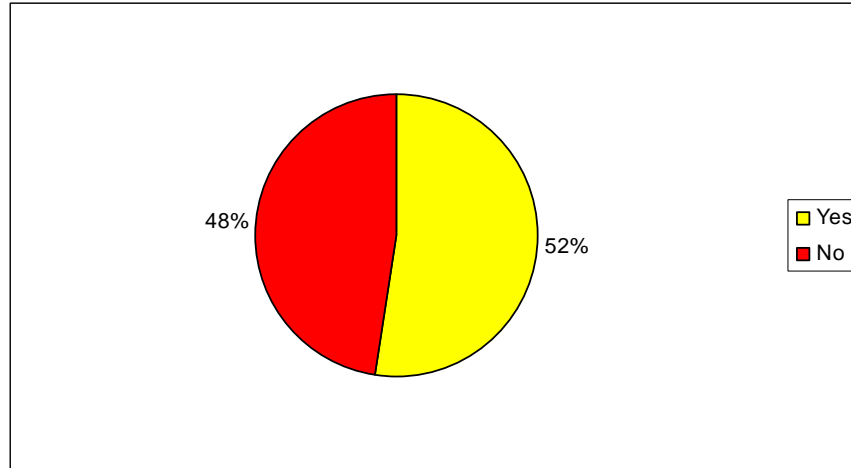


INVOLVEMENT IN LEADERSHIP PROGRAMS

Involvement in Short, Moderate, and Long-Term Leadership Experiences



COMMUNITY SERVICE IN COLLEGE



CHANGE PHENOMENA

Gay & Bisexual > Heterosexual, Rather Not
Say

First Generation College Students >
Non-First Generation College Students

Black, Latino, Multiracial > White

Community College > Four Year
Institutions

PREDICTORS OF LEADERSHIP FOR MEN AND WOMEN

- What students come in with largely explains how they do in college (quasi-pretests explain largest portion of the variance explained)
- The college environment explains between 5% - 13% of the variance
- Diversity Discussions predict the most variance for both men and woman on all the Cs
- Faculty Mentoring mattered for both men and women on all measures

QUIZ RESULTS

1. On which of the eight values associated with the Social Change Model do college students score highest? **Commitment**
2. On which of the eight values associated with the Social Change Model do college students score lowest? **Change**
3. Female college students score significantly higher across all eight values of the social change model. **False**
4. Which racial group scored significantly higher on the values of consciousness of self, collaboration, common purpose, and change? **African American/ Black**
5. What percentage of college seniors report never holding a positional leadership role while in college? **46%**
6. What percentage of college students report being involved in community service during college? **52%**
7. Which college environmental factor explains the greatest amount of variance on student scores across the eight values? **Diversity Discussions**

DISCUSSION

What connections can be made to practice . . .

- **Students in general need to learn about change as it relates to leadership. The expertise of marginalized student populations may assist in this.**
- **Involvement in anything adds to development. How do we enhance leadership learning in these contexts?**
- **Results lend credibility to non-positional models and suggest a need to target a broader audience.**
- **Diversity discussions matter a great deal and have broad influences on leadership outcomes**

FUTURE DIRECTIONS

- Further Analysis
 - By institutional type
 - Building predictive models for student success
 - Specific population needs
- MSL-2
 - Schools selections April 2007
 - Instrumentation January 2008

FOR FURTHER INFORMATION

Multi-Institutional Study of Leadership

<http://www.nclp.umd.edu>

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