



MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP

Findings from Participation in MSL 2015

Marymount University

July 2015

Office of Planning and Institutional Effectiveness



- **Background and Purpose**
- **Frameworks for the Study**
- **Methodology**
 - Instrument
 - Participating Institutions
- **Marymount's Findings**
- **Discussion**

“Higher education plays a major part in shaping the quality of leadership in modern American society.”

**- Alexander W. Astin & Helen S. Astin,
Leadership Reconsidered (2000), p. 2**

Purpose of the MSL

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

To build an international research program that advances college student leadership development.

For Marymount: To serve as a means to understand and assess inputs—environments—outputs related to student leadership and participation in service at MU

Theoretical Framework:

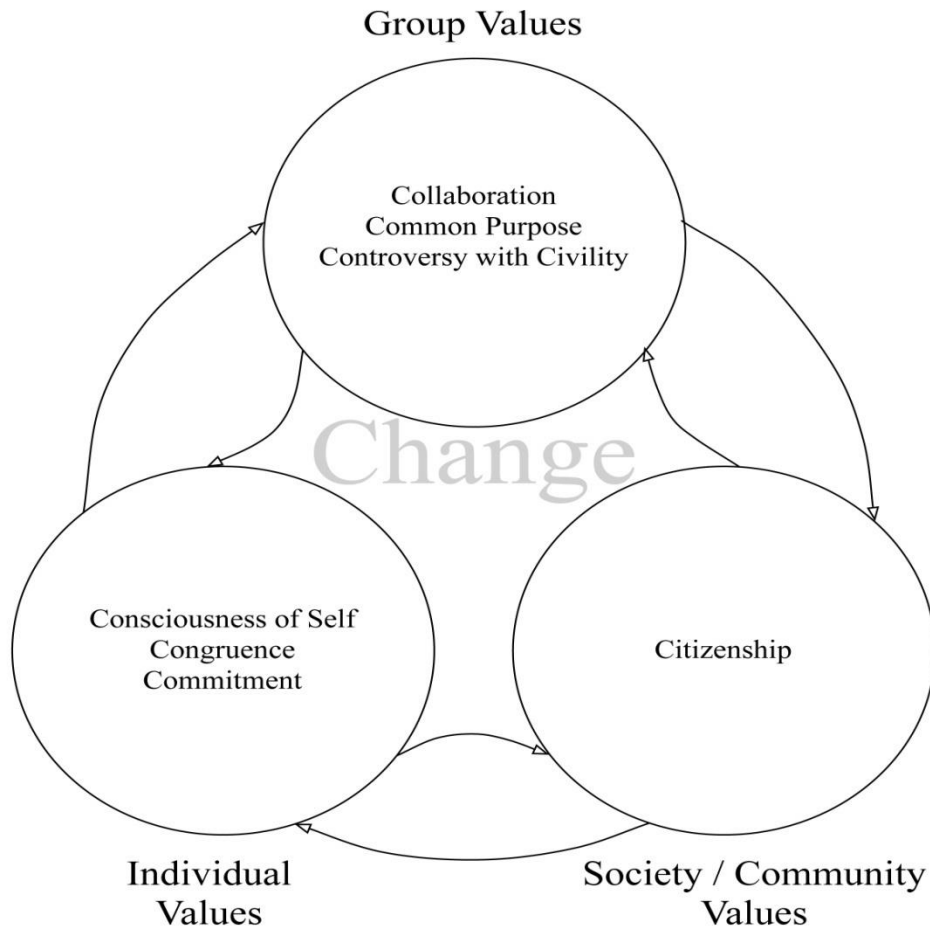
**Social Change Model of Leadership
Development (HERI, 1996)**

Conceptual Framework:

**I-E-O College Impact Model
(Inputs-Environment-Outcomes)**

(Astin, 1993, 2001)

The Social Change Model



- **Consciousness of Self** – self-aware of beliefs, values, attitudes, and emotions that motivate one to take action
- **Congruence** – acting in ways consistent with values and beliefs
- **Commitment** – having investment in idea or person and energy to serve group and goals
- **Collaboration** – working with others in a common effort
- **Controversy with Civility** – recognizing that differences are inevitable and must be aired openly and with civility
- **Citizenship** – believing in process where individual is responsibly connected to society, interdependence.

Overview of MSL: Conceptual Framework

I - E - O



(Astin, 1991; 1993)

I - E - O

Inputs: students' pre-college characteristics
(e.g., demographics, high school achievement)

Environment: programs, experiences, relationships, and other factors
in the collegiate environment
(e.g., co-curricular involvement, mentoring)

Outcomes: students' characteristics after exposure to the college
environment
(e.g., Social Change Model values, social change behaviors, leadership
self-efficacy, complex cognitive skills, social perspective taking, resiliency)

Demographic and Classification Variables

- Age
- Gender
- Military status
- Sexual orientation
- Ethnic/racial background
- Current living arrangements
- Ability/disability
- U. S. generational status
 - Socioeconomic status (education of parents and family income; indicates first-generation students)
 - College grades (also may be an outcome variable)
- Religious affiliation
- Academic major
- Transfer status
- Full or part time enrollment
- Class year
- Political views

- Involvement in high school clubs, recreation sports, or service
- Involvement in community organizations
- Pre-college leadership training

Along with retrospective pre-test measures for numerous MSL Scales. Not longitudinal, asks students to reflect on attitudes/behaviors pre-college.

Campus Experiences (Environments)

- Breadth and depth of campus organization involvement
- Nature of community service involvement
- Participation in recreation sports
- Academic engagement experiences (e.g., study abroad, internships)
- Amount of on- or off- campus work experience
- Leadership training participation
- Positional leadership frequency (on and off campus)
- Active members frequency (on and off campus)
- Engagement in socio-cultural discussion
- Social change behavior frequency
- Mentoring and race/gender/role of significant mentor

Outcome Measures

- **SOCIAL CHANGE MODEL SCALES:** Consciousness of self, congruence, commitment, collaboration, controversy with civility, citizenship, and an OMNIBUS SRLS (total) score
- Leadership efficacy
- Growth in cognitive complexity
- Social perspective taking
- Resiliency
- Hope
- Social change behavior frequency
- Collective racial esteem OR spirituality and Motivation to lead*
- Open ended: What leadership means to you?

Key Research Questions

- **How do MU students score on leadership values associated with the Social Change Model?**
- **How do scores compare across particular demographic factors, such as gender, race/ethnicity, and class-standing?**
- **What environmental factors (e.g., co-curricular involvement, study abroad) contribute to higher scores on the leadership outcomes?**

The Survey Instrument:

- **Web-based (link sent via e-mail)**
- **Average completion time of 24 minutes across all schools**
- **Schools could also ask up to 10 institution-specific custom questions, participate in Catholic consortium**
- **In 2015, 97 institutions participated, more than 67,000 students.**

- At MU, all UG invited, 607 UG students participated, 31% response rate
- Comparisons with MU peers, private universities, Catholic colleges and universities, and Carnegie class

	%	N
Male	24%	144
Female	76%	463
First-Year	18%	125
Sophomore	21%	149
Junior	24%	165
Senior	37%	263



MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP



Select Findings

** LEADERSHIP PRACTICES INVENTORY IS A COPYRIGHT OF JOHN WILEY & SONS, INC.

*** EMOTIONALLY INTELLIGENT LEADERSHIP IS A COPYRIGHT OF JOHN WILEY & SONS, INC.

- **Socially Responsible Leadership:** measures several core values of the Social Change Model, including consciousness of self, congruence, commitment, collaboration, controversy with civility, and citizenship
- **Leadership Efficacy:** measures internal beliefs in likelihood of success in leadership process
- **Cognitive Skills:** measures self-reported growth in advanced cognitive skills, including critical thinking, self-directed learning, and making complex connections between topics.
- **Social Perspective-Taking:** the ability to take another person's point of view and/or accurately infer the thoughts and feelings of others
- **Resiliency:** Characteristics that enable one to persist in the midst of adversity and positively cope with stress
- **Hope:** Measures one's capacity to generate, initiate action toward, and sustain necessary motivation for goals.

Perceived Gains

The primary measures for the study, the S... composite scores that range from 1 to 5

Seniors' perceived capacity on outcome measure prior to college

Seniors' perceived capacity on outcome measure during spring semester senior year

	Prior to College	Senior Year
Consciousness of Self	3.44	4.18*
Congruence	3.92	4.31*
Commitment	4.03	4.48*
Collaboration	3.80	4.33*
Controversy with Civility	3.92	4.33*
Citizenship	3.75	4.01*
OMNIBUS SRLS (total score)	3.81	4.27*
Resiliency	3.50	4.00*

*Differences are significant at the $p < 0.01$ level, rate of change is above and beyond simple chance.

Perceived Gains

	Prior to College	Senior Year
Scored on a 4-pt scale (not at all confident – very confident)		
Leadership Efficacy	2.86	3.29*
Scored on a 4-pt scale (not grown at all – grown very much)		
Complex Cognitive Skills	3.00	3.39*
Scored on a 5-pt scale (does not describe me well – describes me very well)		
Social Perspective Taking	3.65	4.02*
Scored on an 8-point scale (definitely false to definitely true)		
Hope Scale – Agency	3.82	6.64*
Hope Scale – Pathways	3.82	6.60*

*Differences are significant at the $p < 0.01$ level, rate of change is above and beyond simple chance.

Marymount's Findings: Results by Gender

Female students have mean scores significantly higher than males on Congruence, Commitment, Citizenship, and the Omnibus Socially Responsible Leadership Scale. No difference on others.

	Female	Male	Sig.
Consciousness of Self	4.18	4.04	
Congruence	4.32	4.16	*
Commitment	4.49	4.31	*
Collaboration	4.30	4.16	
Controversy with Civility	4.31	4.20	
Citizenship	4.05	3.85	*
OMNIBUS SRLS (total score)	4.27	4.12	*
Resiliency	3.95	3.97	

- No significant differences on core scales based on:
 - Race/ethnicity
 - Class standing
 - Enrollment status
 - Political views
 - Educational generation status
- **Sexual orientation:** Significant difference only on “consciousness of self”, with heterosexuals reporting higher means (4.2/5.0) than bisexual, gay/lesbian, and questioning (3.9/5.0)
- **Transfer status:** Significant difference only on “consciousness of self”, with transfer students reporting higher means (4.2/5.0) than non-transfer students (4.1).
- **GPA estimate:** Higher GPAs report significantly higher means on all scales

Marymount's Findings

- **Disability status:** Students reporting disabilities report lower means on Consciousness of Self, Collaboration, and Resiliency than students with no reported disabilities
- **Age:** Older students report higher means on Consciousness of Self, Collaboration, Controversy with Civility, Omnibus SRL, and Resiliency than younger traditional students.

- **Off-campus job:** Students with off-campus jobs report higher means than those students without off-campus jobs on Consciousness of Self, Collaboration, Controversy with Civility, Omnibus SRL
 - Also report higher Leadership Efficacy
- **On-campus jobs:** Students with on-campus jobs report higher citizenship means than those without.
- **Residential setting:** No significant differences in core scales.
- **Campus-wide programming:** Students who participate report higher means on most scales.

Marymount's Findings

- **Involvement in college organizations:** Those who participate “much of the time” report significantly higher means on most scales than those who “never” participate.
 - Citizenship means increase with the frequency of student participation.
- **Participation in student groups:** Students participating in:

• honor societies	• new student transitions	• service
• academic	• peer helper	• social, and
• international interest	• recreational	• student governance
• media	• religious	groups

report higher citizenship means than students who don't participate.

 - Students in honor societies report higher means on Leadership Efficacy, Complex Cognitive Skills, and Hope (Agency)

Marymount's Findings: Results by Academic Experiences

- **Study abroad:** No significant differences in core scales, higher “complex cognitive skills”
- **Internship:** Participants reported higher means in Consciousness of Self, Commitment, Collaboration, Citizenship, and Omnibus SLR, Leadership Efficacy, Complex Cognitive Skills
- **Learning community:** Participants reported higher Citizenship, Complex Cognitive Skills
- **Research with a faculty member:** Participants reported higher citizenship.
- **Senior capstones:** Participants reported higher Leadership Efficacy, Complex Cognitive Skills
- **Academic majors:** No significant differences in core scales or outcome measures by major grouping

Marymount's Findings: Service

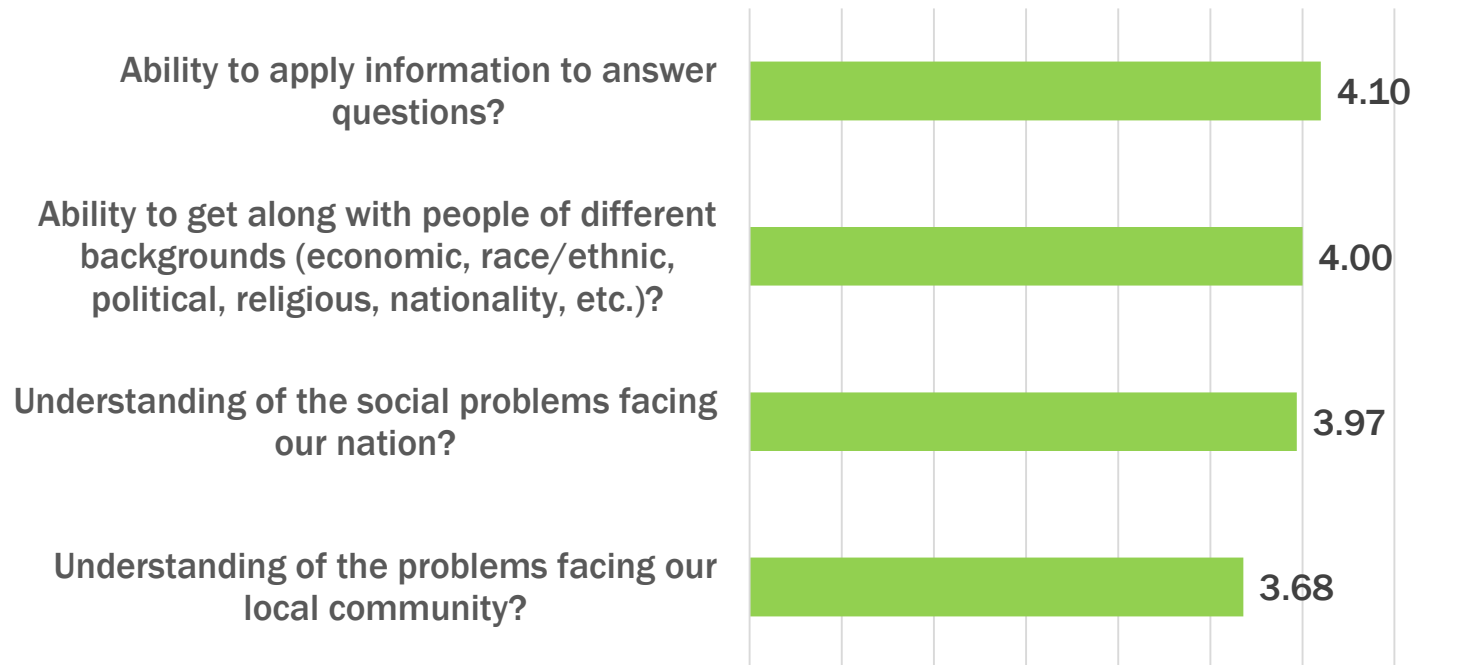
- **Community service:** Students who engage in community service report significantly higher means than those who haven't on Consciousness of Self, Congruence, Collaboration, Citizenship, Omnibus SRL, and Resiliency.
 - Also report higher Leadership Efficacy and Hope
- **Social change behaviors:** Students “often” engaging report higher Leadership Efficacy, Complex Cognitive Skills, Social Perspective-Taking, Hope (Agency), and Hope (Pathways) than students who “never” engaged.
- **Socio-cultural conversation:** As students increase engagement, means on all outcome measures increase: Leadership Efficacy, Complex Cognitive Skills, Social Perspective Taking, Hope Scales

Marymount's Findings

- **Sense of belonging:** Students who feel a sense of belonging on campus report higher means on all outcome measures (Leadership Efficacy, Complex Cognitive Skills, Social Perspective Taking, Hope Scales).
- **Mentor relationships:** Students who have active (“often”) mentor relationships with faculty, Student Affairs staff, employers, or community members report higher means on Leadership Efficacy, Complex Cognitive Skills, and Hope (Agency) scales than students without these relationships (“never”).

Marymount's Findings: Custom Questions

- As a result of your experiences at Marymount, to what extent have you been able to do the following? (Scale 1~5)

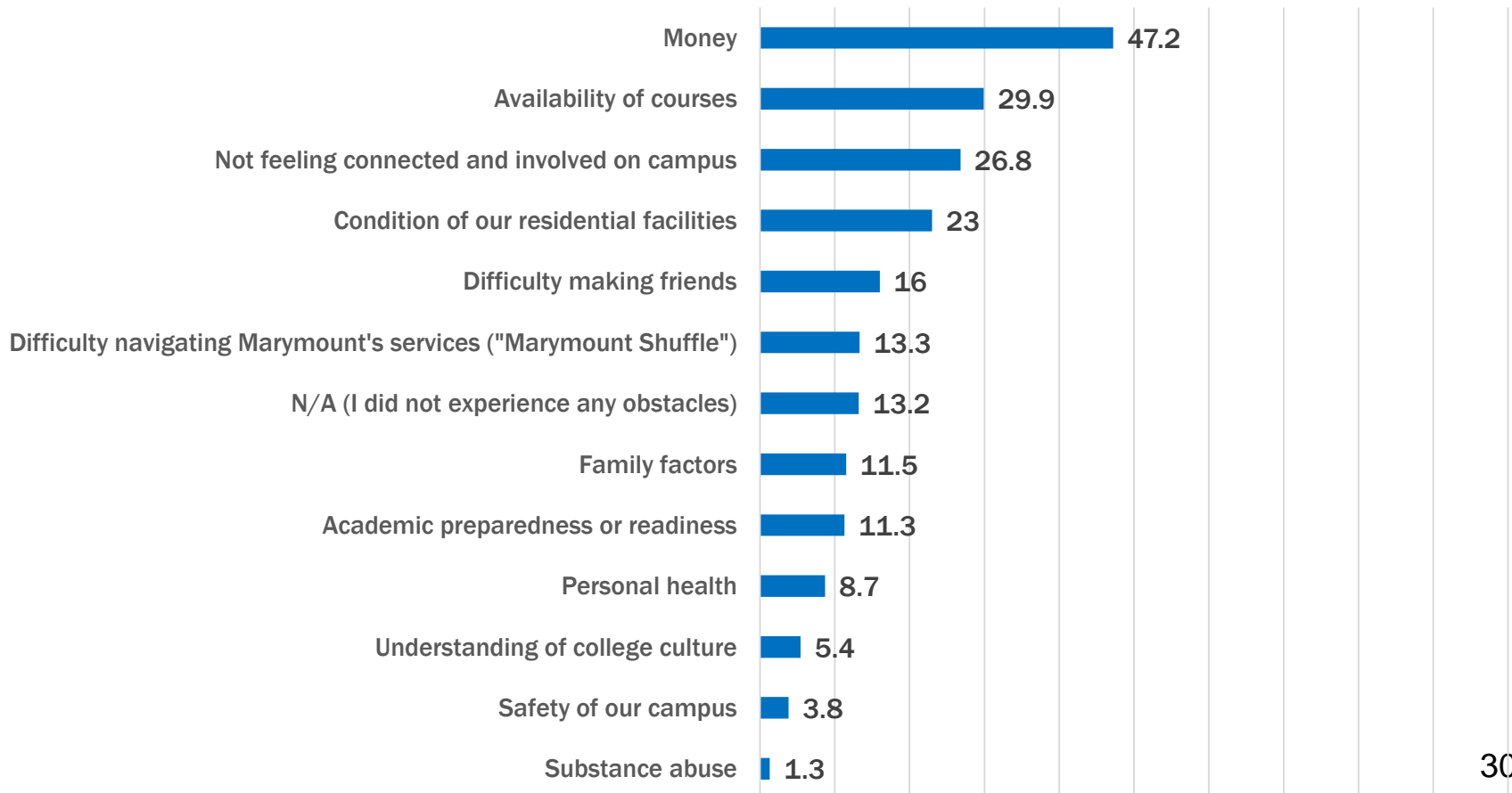


Marymount's Findings: Custom Questions

- **48%** report campus involvement influencing their decision to stay and graduate from Marymount.
- **87%** of respondents rate their educational experience at Marymount as “good” or “excellent.”

Marymount's Findings: Custom Questions

- **Obstacles that prevented students from feeling successful at MU: (% "Yes")**



Marymount's Findings: Catholic Consortium Questions

- MU Seniors:** As a result of your experiences at Marymount, to what extent have you been able to do the following? (Scale 1~4)



Marymount's Findings: Catholic Consortium Questions

- No significant differences between first-year and senior respondents for most outcomes.
 - Seniors reported higher means on “Integrate knowledge and beliefs to draw meaning from your experiences” and “Use reflection as a tool for learning and personal growth.”
- Mean ratings for nearly all statements were less than 3.00 (“much”) on a 4.00 scale.
- In open-ended questions, many respondents had difficulty identifying MU’s Catholic mission or expressing relevance to their experience.
- Results confirm MU provides students with experiences that enable them to develop their ability to reflect, to integrate and draw meaning from their experiences, and to use that reflection for personal growth and the development of a set of personal values.

What does this data tell us about . . .

- Our students?
- Our leadership programs?
- Our students' participation in service?
- Our values and mission?
- Our strengths and weaknesses?
- Our future strategies?

Questions?

- **MSL data on Marymount's website:**
[https://www.marymount.edu/Home/Faculty-and-Staff/Office-of-Planning-Institutional-Effectiveness/Survey-Reports/Institutional-Surveys/The-Multi-Institutional-Study-of-Leadership-\(MSL\)](https://www.marymount.edu/Home/Faculty-and-Staff/Office-of-Planning-Institutional-Effectiveness/Survey-Reports/Institutional-Surveys/The-Multi-Institutional-Study-of-Leadership-(MSL))
- **Contact PIE at assess@marymount.edu.**