The MSL consists of core scales that are administered to all students (which will be repeated in subsequent years), and sub-studies that are administered to a subgroup of the sample.

MSL Core Scales

- **Socially Responsible Leadership Scale (SRLS):** Leadership capacities associated with the Social Change Model including Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with Civility, and Citizenship. The Omnibus SRLS represents students' overall capacities for socially responsible leadership.

- **Leadership Efficacy**: Individuals' internal beliefs in the likelihood that they will be successful when engaging in leadership.

  Example**:** *How confident are you that you can be successful at… Working with a team on a group project.*

- **Cognitive Skills**: Students' growth in advanced cognitive skills, including critical thinking, self-directed learning, and making complex connections between topics.

  Example**:** *To what extent do you feel you have grown in ability to put ideas together and to see relationships between ideas*

- **Campus Climate:** The degree to which students feel connected and appreciated as members of the campus community. Includes three factors:

  (1) Sense of Belonging: feelings of affiliation with the campus community

  Example**:** *I feel valued as a person at this school*

  (2) Discriminatory Climate (Direct): concrete experiences of discrimination from community members

  Example**:** *Faculty have discriminated against people like me*

  (3) Discriminatory Climate (Indirect): general perceptions of a hostile campus environment

  Example**:** *I would describe the environment on campus as negative/hostile*

- **Socio-Cultural Discussions with Peers**: Frequency of engagement with peers outside the classroom around a set of compelling social and cultural issues including diversity, human rights, and religious beliefs.

  Example: *How often have you held discussions with students whose political opinions were very different from your own*

- **Social Change Behaviors**: Students' actual behavioral enactment of socially responsible leadership capacities.

  Example**:** *How often have you been actively involved with an organization that addresses a social or environmental problem*

- **Social Perspective-Taking:** Ability to take another person's point of view and accurately infer their thoughts and feelings.

  Example**:** *Before criticizing somebody, I try to imagine how I would feel if I were in their place*

- **Resilience**: Characteristics that enable persistence despite adversity and positive coping with stress.

  Example**:** *I am not easily discouraged by failure*

- **Hope:** One's capacity to generate, initiate action toward, and sustain motivation for goals. Comprised of two factors:

  (1) Agency – belief in one's ability to initiate and sustain goal-directed efforts

  Example**:** *My past experiences have prepared me well for my future*

  (2) Pathways – belief in one's ability to envision multiple routes to achieve goals.

  Example**:** *Even when others get discouraged, I know I can find a way to solve a problem*

- **Social Generativity**: Concern for future generations as well as engagement in current actions to advance the future of a community.

  Example**:** *I think I am responsible for ensuring a state of well-being for future generations*

MSL includes a proprietary mix of scales created specifically for the purpose of the study, and scales for which permission has been granted for use.

Sub-studies noted on this page were included in the 2018 MSL data collection. Reminder: sub-studies are administered only to a portion of the students at each campus.

MSL Sub-Studies Scales

- **Collective Racial Esteem (CRE):** Self-concept related to membership in a broader racial group comprised of three factors:
    - (1) Private CRE- personal assessment of the value of one's racial group
        - Example**:** *In general, I'm glad to be a member of my racial group (Private CRE)*
    - (2) Public CRE- personal beliefs about how others value one's racial group
        - Example**:** *In general, others respect my race (Public CRE)*
    - (3) Identity Salience- degree of centrality of racial group membership to one's self-concept.
        - Example**:** *Overall, my race has very little to do with how I feel about myself (Identity Salience)*

- **Spirituality:** Process of meaning-making grounded in the exploration of life's deeper meanings.
    - Example**:** *How often do you think about developing a meaningful philosophy of life*

- **Motivation to Lead:** Cognitive construct affecting how likely one is to pursue or participate in leadership positions or processes. Comprised of three factors driving leadership engagement based on:
    - (1) Internal Self-Concept- personal standards about how their best self should act
        - Example**:** *Providing quality leadership, whether recognized or not, is important to me*
    - (2) External Self-Concept- concern regarding others' perceptions and how successes and failures will be attributed to them
        - Example**:** *It is important that others think I do high quality work*
    - (3) Goal Internalization- one's personal commitment to a group's desired outcomes.
        - Example**:** *I put my group's progress toward a goal above my own success*

The MSL examines specific environmental factors that leverage and/or constrain leadership development.

MSL Theoretical Framework: The Social Change Model (HERI, 1996)

The Social Change Model of Leadership Development (SCM) serves as the foundation of the Socially Responsible Leadership Scale (SRLS), which is the core of the MSL instrument. This model approaches leadership as a purposeful, collaborative, values-based process that results in positive social change.

The MSL has adapted the SRLS over time based on ongoing research and validation; therefore, the version employed within the MSL is unique from the original model as depicted in the image below.

## Core Values of the Social Change Model

Group Values

Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

Individual Values

Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate one to take action.
Congruence	Acting in ways that are consistent with one's values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
Commitment	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

Community Values

Citizenship	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent.
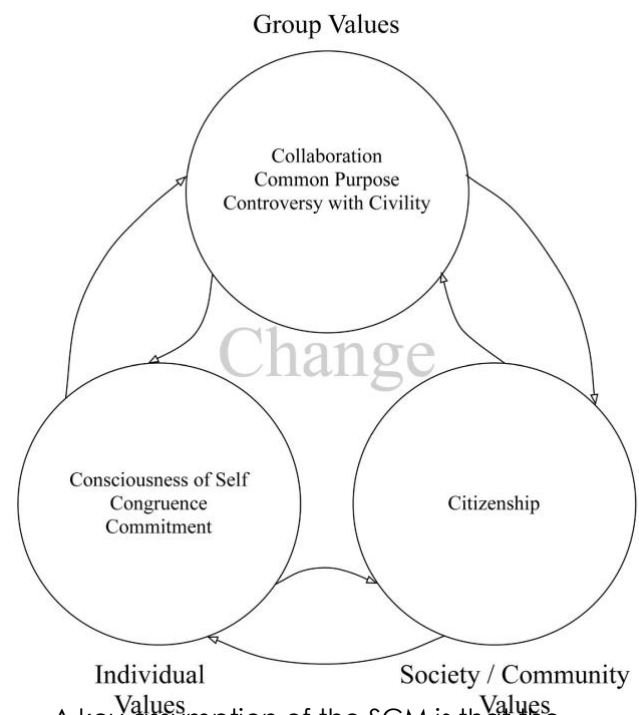
A key assumption of the SCM is that the ultimate goal of leadership is positive social change. An individual's capacity for this is represented by the dynamic interaction across all seven of the SCM values. In the MSL study this is represented by the Omnibus SRLS.

Leadership capacities are in turn influenced by other developmental factors embedded in the study (e.g., motivation, efficacy, higher-order cognitive abilities, resilience)

The following variables are included in the MSL study. Keep in mind that – although an item might be a campus experience or environment variable – it could also be used as an outcome measure.

Demographic & Classification Variables (Inputs):

These variables can be used as classification, sorting, or control variables for evaluative efforts.

- Age
- Gender
- Military Service
- Sexual Orientation
- Ethnic and Racial Group Memberships
- Current Living Arrangements
- Ability/disability Status
- USA Citizen Generational Status
- Educational Generational Status
- Socioeconomic Status
- College Grades
- Religious Affiliation
- Academic Major
- Transfer Status
- Full- or Part-Time Enrollment
- Class Standing
- Political Views

Pre-College Control Measures:

MSL relies on a number of control variables to inform the understanding of learning outcomes. These include quasi-pretests* capturing pre-college knowledge and development, as well as involvement in a number experiences prior to college. These include:

- Involvement in High School Clubs
- Involvement in Community Organizations
- Pre-college Leadership Training
- Socially Responsible Leadership Capacity
- Cognitive Skills
- Leadership Efficacy
- Spirituality
- Social Perspective-Taking
- Social Change Behaviors
- Collective Racial Esteem
- Resilience
- Hope
- Social Generativity

Campus Experiences (Environments):

The MSL contains the following measures of campus experiences, involvement, and interaction.

- Breadth and Depth of On- and Off- Campus Organizational Involvement
- Participation in Positional Leader Roles (on- and off-campus)
- Involvement in Campus Recreation Services
- Frequency and Forms of Community Service Involvement
- Academic engagement experiences (e.g., study abroad, internships)
- Amount of On- and Off- Campus Work Experience
- Participation in a Variety of Leadership Training, Education, and Development Programs
- Engagement in Socio-Cultural Discussions with Peers
- Mentoring by Various Constituencies (e.g., faculty, staff, peers, family, race/gender of most significant mentor)
- Social Media Usage
- Perceptions of Campus Climate

Outcome Measures:

The MSL instrument contains the following outcome measures.

- Socially Responsible Leadership Capacities: Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, and Omnibus SRLS
- Leadership Efficacy
- Motivation to Lead
- Complex Cognitive Skills
- Resilience
- Hope: Agency & Pathways
- Collective Racial Esteem
- Spirituality
- Social Perspective-Taking
- Social Change Behavioral Enactment
- Open End: What does leadership mean to you?

*quasi-pre-test refers to retrospective measures in this cross-sectional study

The MSL allows for multiple ways the data collected could be used for assessment, evaluation, and research. The following are just a few examples of ways that MSL data could be utilized.

Conceptual Framework: Astin's I-E-O Model

An adapted version of Astin's (1993) I-E-O model is the conceptual framework for the design of the MSL instrument. It is a useful resource when conducting assessment, evaluation, and research, and allows individuals to better isolate the role of the college environment on a particular outcome measure.

- *Inputs:* Students' pre-college characteristics
- *Environments:* Programs, experiences, relationships, and other factors in the collegiate environment
- *Outcomes:* Students' characteristics across theoretical measures associated with socially responsible leadership or other outcomes after exposure to the college environment

Assessing Descriptive Information

Question:	**Analytic Methods:**
What percent of commuter students participate in campus student organizations?	Cross-tabs, means, frequencies

Assessing Links to Academics

Question:	**Analytic Methods:**
Do students who are involved in college organizations have higher college GPA than those who do not?	t-test, one-way ANOVA

Assessing Learning Outcomes

Question:	**Analytic Methods:**
Do students who participate in leadership programs score higher on citizenship than those who do not?	t-test, one-way ANOVA

Assessing Difference

Questions:	**Analytic Methods:**
Is student participation in community service significantly different from our peer institutions? *Is there a difference in leadership self-efficacy between male and female students?*	t-test, one-way ANOVA, regression

Assessing Relationships

Questions:	**Analytic Method:**
Is there a significant relationship between socio-cultural discussions and leadership outcomes? *Is there a significant relationship between class standing and leadership efficacy for first generation students?*	Correlation

Assessing Influence

Questions:	**Analytic Method:**
Do socio-cultural discussions have an effect on leadership outcomes above and beyond race and gender? *Which college experiences contribute to self-perceived growth in leadership efficacy?*	Regression