



CONCEPTS & CONNECTIONS

A PUBLICATION FOR LEADERSHIP EDUCATORS

Volume 15 Issue 1

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

2006

Assessment: Because We Want to Know

By Richard P. Keeling, M.D.

Intoxicated by the memory of students whose life trajectories seemed changed by their college experience – especially, perhaps, the parts of that experience in which we had a strong part – we snuggle into a certain comfort with our work, confident that it serves students well. What campus educator has not had at least once the unpre-

dictable but uplifting experience of learning that their diligent, empathic efforts during some fulcrum period in a student's life had long-lasting influence and produced extraordinary effects? Coming down from the professional high that such exhilarating moments merit, we may soothe ourselves by thinking that it is only the vagaries of chance and distance that prevent our hearing similarly fulsome praise from many other students. No need to wonder about *everyone* when we have such a good report from *someone*. After all, there it was, clear as a bell: the *evidence* that we made a difference. About those pleasantly close encounters with former students who recite happy claims about our impact on their lives we often say, "One of those will keep you going for months, even years." Or, as Ira Gershwin wrote in the lyrics to the song for which his brother, George, composed the music,

*The memory of all that –
No, no! They can't take that away
from me.*

But now, many educators fear exactly that: the loss of acknowledgment and respect for the long-term effects of their work at the hands of the strengthening forces of mandated assessment. Demands for evidence – generally framed in arguments based

"A primary emphasis on documenting outcomes and fostering program improvement makes assessment an organic element of the ethical professional's repertoire."

on the need for greater accountability – seem to upend our professional security and threaten to render our confident beliefs about the value of our work antique, if not precious. From federal commissions and state-house debates to campus mandates and accreditation standards, accountability has generated the crucible of change in higher education for this young century.

The question, of course, is not whether yesterday's students are telling the truth when they recount the power of our influence. Whether we teach leadership or neuroscience, we have the potential to catalyze the intellectual and personal transformation of students;

there are more than enough individual examples of the fulfillment of that potential. The real – and much better – questions concern scope, scale, and transparency: What actually happened? How many students have benefited? What information describes, or shows, the effect? Critical questions; especially when resources are not unlimited – but when we refer to the answers as *evidence*, our fears of somehow being *on trial* or having to *prove* something can overcome our commitment to improving our work. And the conflation of *assessment* with *evaluation* in our minds can quickly spin evidence into *grades*.

Continued on page 3

INSIDE THIS ISSUE:

- 🏠 *Assessment: Because We Want to Know* by Richard P. Keeling
- 🏠 *The Multi-Institutional Study of Leadership: Understanding the Project* by Susan R. Komives, John P. Dugan, and Thomas C. Segar
- 🏠 *The Social Change Model of Leadership: A Brief Overview* by Wendy Wagner
- 🏠 *UC Berkeley's Experience with the Multi-Institutional Study of Leadership* by Mark Lucia and Gregg Thomson
- 🏠 *The MSL at the Institutional Level: UMBC's Team Approach* by Erin Hundley
- 🏠 *Hardening the Science of Web-based Surveys in Assessment Research* by Scott Crawford
- 🏠 *Select Descriptive Findings from the Multi-Institutional Study of Leadership* by John P. Dugan and Susan R. Komives

Connections From The Director

The National Clearinghouse for Leadership Programs (NCLP) has disseminated the Social Change Model (SCM) to leadership educators for many years. The Ensemble, a team of leadership educators that created the model, was convened in 1996 by Helen and Alexander Astin through the Higher Education Research Institute at the University of California Los Angeles. The model, also known as the seven C's model provides a values based approach to leadership that conceptualizes leadership as work that should be done on the individual, group, and societal level.

The SCM has had broad appeal with students and leadership educators since its creation ten years ago. Despite its wide use, there remains a void in our understanding of the developmental impact of applying the Social Change Model in both curricular and co-curricular settings. This led to the realization that we needed to embark on a national study to advance our understanding and use of the model. As with many of life's challenges, it took the right leadership at the right time to advance this concept of a national study.

When John Dugan, currently the Coordinator for Student Involvement and Leadership at the University of Maryland, returned to campus to pursue his doctoral work and joined the leadership team of the NCLP, the idea of a national study of leadership re-emerged. John's background, passion, and vision brought to life a dream for a national study of the Social Change

Model of Leadership. Dr. Susan Komives, author, international leadership scholar and educator, joined John to serve as the principle investigators of the study, igniting one of the largest national studies to examine factors that influence student leadership development.

The Multi-Institutional Study of Leadership (MSL) involved an energetic group of full-time professionals and graduate students in an eighteen month process to organize, disseminate, collect and begin the analyses of student data collected at 54 colleges and universities. The next four editions of Concepts and Connections will be dedicated to the Multi-Institutional Study of Leadership and lessons learned as we analyze the data. This edition will offer insights from Dr. Richard Keeling, Chair and Senior Executive Consultant for Keeling & Associates, on the significance of assessment to leadership work. Wendy Wagner, Coordinator for the NCLP, will describe the theoretical foundation by sharing an overview of the Social Change Model. Principle Investigators Dr. Susan Komives and Mr. John Dugan, along with Fellowship Intern Thomas C. Segar will then provide an overview of the project. The principle investigators will also share select descriptive findings from the study that can be useful in applying to our professional practice. It is important to acknowledge the central role technology played in the administration of the survey, and organization of the data results. Scott Crawford, President of Survey Sciences Group

will share his reflections on managing a national data collection process. As a capstone to this edition we have invited Mark Lucia and Gregg Thomson from the University of California Berkeley and Erin Hundley from the University of Maryland Baltimore County to share their experiences as institutional participants in the study.

We hope that you find connections with this important research project and see application to your leadership work. We want to encourage you to join the NCLP listserv and ask questions about the study, offer observations of the work and make recommendations for future studies.



Craig Slack

Future of the Multi-Institutional Study of Leadership

Last year, 54 institutions participated in the Multi-Institutional Study of Leadership. The NCLP and partnering organizations plan to launch the MSL in an ongoing format within the next two years. If you would like further information on this process or would like your institution to participate, please visit the web site below and complete our electronic information form:

<http://www.nclp.umd.edu/resources/misl.asp>

NCLP STAFF

-  **Craig Slack**
Director
-  **Wendy Wagner**
Coordinator & Publications Editor
-  **Dawn Simounet**
Membership Services
-  **Dr. Susan Komives**
Scholarship & Research Editor

The National Clearinghouse for Leadership Programs permits the reproduction of this material for educational purposes only.

Assessment: Because We Want to Know

Continued from page 1

Accountability leads to assessment, and assessment means inquiry into the heart of the matter that we consider our calling – the work to which we have dedicated our lives. At the worst, maybe they *can* take that away from me – whatever that is. Instantly we may feel competitive, defensive, and uncertain.

Perhaps the core of this problem is the looseness with which we think of accountability. Focused externally, it easily feels oppressive; requirements designed by people who don't know and have never done our work can miss the point, strangle subtlety, and replace the gentleness of knowing students as whole people with the stiffness of counting and reporting. Assessment ordered to satisfy external insistence can suffocate our creativity and stifle our morale; somebody somewhere somehow demands that we put a lot of energy into their non-genius formulation of a system through which we will document something that they will likely misinterpret and could therefore misuse. Far more sinister than a waste of time, that kind of accountability-driven, externally-focused assessment conjures the least attractive elements of "pay for performance" and "incentive-based compensation." The fact is, higher education is not, fundamentally, a business, and accountability based on principles that function well in a business context will leave craters, but no improvements, when it hits the face of our campuses.

"Perhaps the core of this problem is the looseness with which we think of accountability."

But accountability itself is not the problem, and assessment, as a method of enacting accountability, is not the enemy. Focused first internally – by individual practitioners, scholars, researchers, and administrators, and by departments, divisions, faculties, and schools – accountability and assessment are not oppressive, but facilitative. A primary emphasis on documenting outcomes and fostering program improvement makes assessment an organic element of the ethical professional's repertoire. It would be naïve to think that the generalization of a culture of assessment and a broad acceptance throughout higher education of stewardship for resources and responsibility for outcomes that is embraced by the concept of accountability will completely and forever forestall further efforts to impose performance standards from the outside. But transparency about our assessment efforts and their results would at least begin to rebuild trust between the public and our institutions.

Continued on page 4



This newsletter is printed on recycled paper.

New Publication for Leadership Educators:



Handbook for Student Leadership Programs



Edited by

Susan R. Komives

John P. Dugan

Julie E. Owen

Craig Slack

and Wendy Wagner

The Handbook for Student Leadership Programs, published by the National Clearinghouse for Leadership Programs, is an excellent resource for leadership educators looking to establish or enhance campus leadership development programs. Filled with timely information on a range of topics, the handbook contains 222 pages of practical examples, sample materials and web resources.

Chapters include:

- Leadership Approaches, Lenses and Models
- Learning Outcomes
- Structure, Design, and Models of Student Leadership Programs
- Teaching Leadership Topics
- Experiential Leadership
- Leadership for Diverse Populations
- Curricular Programs
- Co-curricular Programs
- Competencies for Leadership Educators
- Funding Leadership Programs
- Standards for Practice
- Assessment and Evaluation
- Resources (including models of practice, an annotated bibliography, a list of associations and conferences, and sample syllabi).

Available for \$25

(\$20 for NCLP members) through

www.nclp.umd.edu

Assessment: Because We Want to Know

Continued from page 3

Enabling us to fill in the blanks between the stories we collect as we watch students grow and learn – and as we hear what former students say about their college experience – assessment addresses the need for scope, scale, and transparency in our thinking about the effects, or outcomes, of our work. Suppose the tearful gratitude expressed by the student who finds an opportunity over the rhubarb and strawberries in the supermarket to tell us how much our leadership development program meant to her turns out to be one off – not the norm, but the seductive exception? Would we not want to know if most participants in that program had found it fun and interesting – but not truly useful? We would sacrifice the short-term gratification of positive evaluations on the program for the sustained rewards of knowing that students who completed it did, in fact, gain and capably use leadership skills, wouldn't we? Accordingly, we would *want to know* what outcomes our work produced – not just how many students participated or what they liked about the activities we offered them, but what difference those activities made in their learning. And, taking a deep breath, we would also *want to know* what desired outcomes were not achieved – so we could rework programs and make them more effective.

Even if we agree that knowing the outcomes of our work is important to us – a commitment to internal accountability – we can become our own most devious opponents, throwing wrenches everywhere. There are probably no surprises in this list:

- How can we assess this particular program? It's so complicated and multi-faceted.
- How can we question the outcomes of that activity? We've been doing it for years and years, and everybody knows how great it is.
- We don't have (can't get, won't look for) data.
- Students will object to participating in the assessment; we'll alienate them.

- So-and-so only has a couple of years left before retirement; we shouldn't put him through this.
- Developing and assessing the learning outcomes of our programs takes a lot of time and we already have a very full plate.
- We don't know how to do assessment, and there's really no time to learn, and there are many other priorities, and we're very busy. Learned helplessness, by imitating a reassuring friend, provides ersatz consolation and seems to justify delays and resistance. But it is a poor friend that does not help us grow.

When F. Scott Fitzgerald wrote, "There are no second acts in American lives," he was not thinking of higher education, accountability, or assessment. But his point is valid in our context 80 years later. Assessment, for all its messiness and toil, is a gift; it enables us to have a terrific first act. We do it not because some governmental authority demands obedience (though it could come to that), but because we *want to know* how, where, when, and why college bends the lives and spirits of students. We do it because we *want to know* how, where, when, and why educators can create the conditions for transformative learning. We do it because we *want to know* whether that supermarket conversation is representative or ridiculous. We do it because our work matters.

And so we adopt a new language, learn new rules, integrate in ourselves new capacities, and ask hard questions. We become not just data-driven, but data-friendly, data-seeking, and data-fascinated. When local data are undeveloped, unreliable, or unavailable, we learn as much as we can from national

"But now, many educators fear exactly that: the loss of acknowledgment of and respect for the long-term effects of their work at the hands of the strengthening forces of mandated assessment."

databases, such as the Multi-Institutional Study of Leadership. We look for ways to incorporate many dimensions of assessment and evidence in the ordinary, day-to-day processes of our work. And one day, not so long from now, we will know what it means when some student surfaces from the pond of our memory and says, clear as a bell, what happened to his life in our hands. This, we will know, is the outcome of our work. ■

Richard P. Keeling, MD is Chairman and Senior Executive Consultant for Keeling & Associates, LLC, an independent higher

*education consulting firm in New York City (www.keelingassociates.com). He served as editor for *Learning Reconsidered*, *Learning Reconsidered 2*, and www.learningreconsidered.org. Dr. Keeling is a member of the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS). He may be contacted at info@keelingassociates.com.)*

The Multi-Institutional Study of Leadership: Understanding the Project

By Susan R. Komives, John P. Dugan, and Thomas C. Segar

Leadership has been an espoused outcome of the college experience throughout the history of higher education (Komives, 1996). Unfortunately, until the last two decades few colleges offered intentional opportunities to learn and develop leadership except for students in positional leader roles and existing programs were often atheoretical (Zimmerman-Oster & Burkhardt, 1999). Almost all colleges and universities are now establishing and assessing important student learning and development outcomes and leadership is frequently one of those outcomes. Research to assess the status of student leadership and how college contributes to that leadership is essential.

To understand the status of college student leadership, an academic affairs and student affairs research team was created in the Summer of 2005 to conduct the Multi-Institutional Study of Leadership (MSL). This 19-member team was a partnership of faculty, masters, and doctoral students in the College Student Personnel graduate program along with full-time student affairs staff members at the University of Maryland. Grants in partial support of the study were obtained from ACPA: College Student Educators International, the National Association of Student Personnel Administrators (NASPA), the Maryland General Research Board, and additional support came from the National Clearinghouse for Leadership Programs.

"To understand the status of college student leadership, an academic affairs and student affairs research team was created in the Summer of 2005 to conduct the Multi-Institutional Study of Leadership (MSL)."

The findings from this study will be presented throughout the upcoming year in *Concepts & Connections*. Additionally, various research articles from this data are underway to be submitted to scholarly journals that will contain more detail. This article presents the story of how the study unfolded to aid your review of the findings.

The Design

The MSL uses the social change model of leadership development (SCM) (Higher Education Research Institute, 1996) as the theoretical model for the study. This model is explained further elsewhere in this issue. The SCM was measured by a revised version of the Socially Responsible Leadership Scale, originally developed

by Tracy Tyree (1998). Additionally, a measure of leadership efficacy was developed by team members and tested in a pilot of the study. The conceptual model guiding the study's design was Alexander Astin's (1991) college impact model that examines inputs (e.g., demographics, prior experience, quasi pre-test measures), environments (e.g., aspects of the college experience like involvement, training) and outputs or outcomes (e.g., leadership efficacy, collaboration). Several multi-site methodological techniques, materials, and scales were used with permission of the National Study of Living Learning Programs (Inkelas & Associates, 2004). Four sub-studies were included and given to 25% of the sample.

These sub-studies included student employment, student government, student activism, and cognitive complexity and leadership identity development.

Institutions

Invitations to apply for the study were sent to several listservs including the NCLP listserv as well as the listserv of the Commission on Student Involvement in ACPA. Various recipients forwarded that email to other lists as well. Over 150 individual campuses completed a preliminary application for MSL consideration. Campuses were selected based on criteria that included diversity of regional representation, size, Carnegie type, nature of campus leadership program, and representation of specific types of colleges including Historically Black Colleges and Universities, Hispanic Serving Institutions, women's colleges, religiously affiliated colleges, and community colleges. A total of fifty-five (55) institutions were invited to participate in the study. Two schools dropped from the study prior to data collection and a third school is not represented in the national data set due to failure to comply with study protocols. The 52 participating institutions are listed in Table 1. Each participating campus paid \$1,000 to help support the study expenses. Several campuses received fee reductions or waivers.

Campus and team procedures

Each campus designated a contact person who worked closely with an MSL research team member through such processes as seeking campus human subjects permission and obtaining local incentives. Phone calls before each major step of the process resulted in timely collaboration. A detailed guidebook ensured standard procedures across campuses. Each campus was invited to submit up to ten supplemental questions that would be unique to

Participating Institutions

1. Auburn University
2. Brigham Young University
3. California State University at Northridge
4. California State University at San Marcos
5. Claflin University
6. Colorado State University
7. DePaul University
8. Drake University
9. Drexel University
10. Elon University
11. Florida International University
12. Florida State University
13. Franklin College
14. Gallaudet University
15. George Mason University
16. Georgia State University
17. John Carroll University
18. Lehigh University
19. Marquette University
20. Meredith College
21. Metropolitan State College of Denver
22. Miami University (Ohio)
23. Monroe Community College
24. Montgomery College
25. Moravian College
26. Mount Union College
27. North Carolina State University
28. Northwestern University
29. Oregon State University
30. Portland State University
31. Rollins College
32. Simmons College
33. St. Norbert College
34. State University of New York at Geneseo
35. Susquehanna University
36. Syracuse University
37. Texas A&M University
38. Texas Woman's University
39. University of California at Berkeley
40. University of Arizona
41. University of Arkansas
42. University of Illinois at Urbana Champaign
43. University of Maryland, Baltimore County
44. University of Maryland, College Park
45. University of Maryland, Eastern Shore
46. University of Minnesota, Twin Cities
47. University of Nevada, Las Vegas
48. University of New Hampshire
49. University of North Carolina at Greensboro
50. University of North Dakota
51. University of Rochester
52. University of Tampa

their campus. Additionally, those campuses not surveying their entire population were invited to submit a comparison sample of up to 500 students. Examples of comparison groups included students in leadership courses, positional student leaders, or those in particular programs like living learning communities. A Yahoo! group connected the campus contact people and some came together to ask a common set of supplemental questions to compare their students across their type of campus (e.g., all Catholic schools asked similarly formatted questions to explore common issues). A meeting of participating campuses was held at both ACPA and NASPA in the Spring of 2006.

Web based survey

Following two pilot studies that resulted in a smaller version of the SRLS, Survey Science Group (SSG) in Ann Arbor, Michigan designed a final web-based survey. SSG advised the team about web research designs including the considerations relating to subject lines, handling bad email addresses, spam filters, and reducing the burden on the recipients through techniques such as skip patterns, in which follow-up questions only appear if the initial question is answered in a certain way.

Student participants

Purposeful sampling was used to select institutions to participate in the MSL. This technique allowed for maximum variation in institutional characteristics and a sample that would be generalizable to the broader higher education community. Samples from each institution were then drawn in one of two ways. Full population samples were used for small campuses. Simple random samples were drawn from all other campuses and standardized at a 95% confidence interval with a margin of error of ± 3 . Campuses then over sampled by 70% to accommodate the typical 30% response rate achieved in web-based surveys. Each campus contact uploaded student email addresses and descriptive information onto SSG's secure servers. Students received an individualized email invitation to participate in the study with up to four follow up reminders within a three-week window. This window occurred no sooner than two-weeks after the start of the spring semester and prior to

mid-term exams. Participating students entered an individually assigned code to access the consent form and survey. Their email address was then separated automatically from their responses to ensure anonymity. 165,701 students received the invitation in both the random and comparison samples. 63,095 responses were received (38%

response) with over 53,000 in the random/population samples. Of that number, 49,078 completed 90% or more of the SRLS and are used in the data analysis presented in this issue. Detailed descriptive information was obtained from participants, including 13 categories of religion, 11 categories of race or ethnicity, parents' education, parents' income,

"The findings from this study will be presented throughout the upcoming year in Concepts & Connections."

generational status, disability status followed by 10 specific disabilities, grade point average, place of housing, sex including a transgender designation, and sexual orientation.

Campus reports

Participating institutions received an analysis of key variables for their campus sample, along with select national data.

These reports included information on further data analysis including SPSS syntax for the variables, suggestions for use in practice, and a CD that included their random and comparative data sets, a sample PowerPoint presentation, and other support materials.

Watch for future editions of *Concepts & Connections* that will feature findings from this national study. Check the NCLP web site for updates of the projects and plans for a repeat of the study in the future. ■

References

- Astin, A. W. (1991). *Assessment for excellence*. New York: Macmillan.
- Higher Education Research Institute. (1996). *A social change model of leadership development guidebook (Version III)*. Los Angeles: University of California Los Angeles Higher Education Research Institute.
- Inkelas, K. K., & Associates. (2004). *National Study of Living-Learning Programs: 2004 report of findings*. Retrieved March 2, 2005, from National Study of Living-Learning Programs Web site:
- Komives, S. R. (1996). A call for collaborative leadership. *About Campus*, 1, (3), 2-3.
- Tyree, T. M. (1998). Designing an instrument to measure the socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International*, 59 (06), 1945. (AAT 9836493)

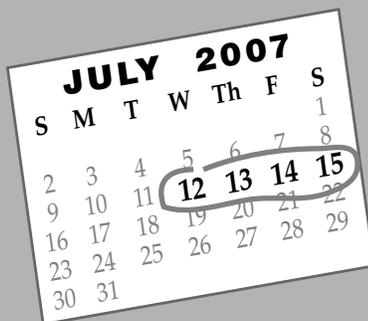
Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.

Susan R. Komives is Associate Professor and Director of the College Student Personnel graduate program. She was a member of the ensemble that developed the Social Change Model of Leadership Development, is lead author on *Exploring Leadership: For College Students Who Want to Make Difference* (Jossey-Bass; 1998, 2007) and was PI on a study of Leadership Identity Development.

John P. Dugan is Coordinator of Co-curricular Leadership Programs at the University of Maryland, and a doctoral student in College Student Personnel Administration. He is former coordinator of leadership programs at the University of Nevada, Las Vegas and a LeaderShape cluster facilitator.

Tom Segar is a doctoral graduate fellow in the University of Maryland College Student Personnel Administration program. He has held previous positions as Director of Multicultural Student Affairs and Disability Support Services at Shepherd University and Associate Director of Residence Life at Gettysburg College. He is a LeaderShape Lead Facilitator, and a diversity and leadership consultant.

SAVE THE DATE!



National Leadership Symposium

July 12 – 15, 2007

**University of Richmond
Richmond, Virginia**

The Social Change Model of Leadership: A Brief Overview

By Wendy Wagner

A major portion of the Multi-Institutional Study of Leadership (MSL) uses a measure of the Social Change Model (SCM) to study leadership as an outcome of the college experience. To fully understand the results of the MSL, it is therefore important to be familiar with the approach to leadership development advocated by the SCM. The purpose of this article is to describe its background and key assumptions, as well as the seven central values for leadership development programs and the overarching dimension of change that are at its core.

In 1993, Helen and Alexander Astin, working through the Higher Education Research Institute at the University of California Los Angeles and a grant from the federal Eisenhower Leadership Development program, gathered ten leadership specialists and student affairs professionals from across the country to create a model of leadership development for undergraduate college students. Calling themselves "The Working Ensemble," this group met six times in two-day working sessions, discussing what knowledge, values, or skills students need to develop in college in order to participate in effective leadership focused on social change. The result was the Social Change Model of Leadership Development (Higher Education Research Institute, 1996).

The SCM was presented at numerous professional conferences and the Guidebook (Higher Education Research Institute, 1996) was provided at no charge for several years as a deliverable from the grant and continues to be distributed at cost from NCLP. Kezar, Carducci, and Contreras-McGavin (2006) observe "The social change model of leadership development and the seven C's of social change have played a prominent role in shaping the curricula and formats of undergraduate leadership education initiatives in colleges and universities throughout the country" (p. 142).

Key Assumptions

The SCM, like many of today's emerging leadership theories (Burns, 1978; Komives, Lucas, & McMahon, 1998; Rost, 1993), emphasizes a nonhierarchical approach to leadership. Some of the "key assumptions" upon which the model is based best describe this approach:

- Leadership is collaborative. Effective leadership is based on, collective action, shared power, and a passionate commitment "to social justice" (Higher Education Research Institute, 1996, p. 11).
- Leadership is the process a group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority.
- Leadership is based on values. To have the trust necessary for collec-

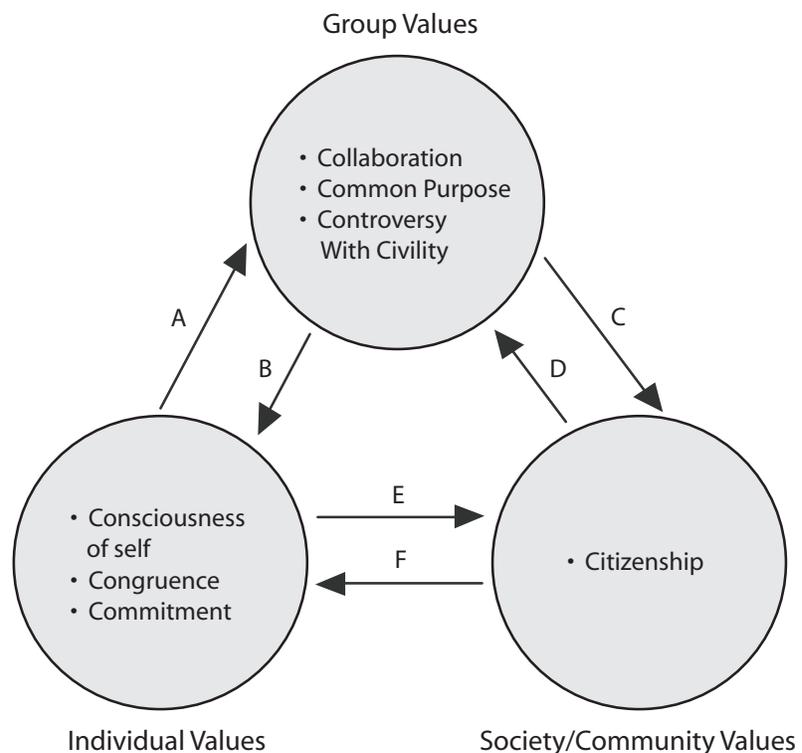
tive action, students and groups must be clear about their values and consistent with their actions.

- All students can do leadership. Leadership development is not reserved for students holding leadership positions, but is for any student wanting to engage with others to create change.
- Leadership is about change. Effective leadership involves being able to accomplish positive change for others and for the community.

(Adapted from Higher Education Research Institute, 1996, p. 10)

The SCM is unique in that it was created specifically for the college undergraduate. No longer do college and university leadership educators have to rely on adapting corporate leadership models to fit into the undergraduate learning environment.

Diagram of the Social Change Model



Seven Critical Values of Leadership

The working ensemble eventually concluded that there were seven “critical values” (Higher Education Research Institute, 1996, p. 21) to leadership development. As each begins with the letter C, these have come to be known as the “Seven C’s.” The Seven C’s are grouped into three categories:

- **The Individual:** What individual qualities should our programs attempt to develop? What personal qualities support effective collective action and social change?
- **The Group:** What processes do students need to learn in order to work effectively in groups? How can collaboration foster individual development and social change?
- **The Community/Society:** How can involvement in positive change in the community promote group collaboration and develop individual character?

(Adapted from Higher Education Research Institute, 1996, p. 19)

Feedback Loops

Notice that each level is inextricably tied to the others. Learning and development at the individual level helps facilitate the leadership process at the group level. Likewise, participation in collaborative group processes provides experience and feedback that enhances a person’s development at the individual level. These “feedback loops” exist among all three levels of the model.

Resources

Several SCM resources are available through the National Clearinghouse for Leadership Programs. A *Social Change Model of Leadership Development Guidebook (Version III)* is the ensemble guidebook for understanding and using the model in leadership development programs. Additionally, a group at St. Norbert College who also had an Eisenhower grant, led by Ensemble member Kathy Shellog, developed *An Application Guidebook for the Social Change Model of Leadership Development*, which

The Seven C’s: The Critical Values of the Social Change Model

INDIVIDUAL VALUES

Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Congruence	Acting in ways that are consistent with your 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.

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.
Common Purpose	Having shared aims and values. Involving others in building a group’s vision and purpose.
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.

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. Recognizing individuals and groups have responsibility for the welfare of others.
--------------------	--

Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, “change” is considered to be at the “hub” of the SCM.

Change	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.
---------------	---

(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 176; and Astin, 1996, p. 6-7)

provides learning activities related to the "Seven C's." The SCM was the theme of *Concepts & Connections Volume 4, Issue 2* (available in PDF form at no charge to NCLP members). In 1998, Maryland doctoral student Tracy Tyree completed a dissertation that created a survey instrument to measure each of the seven C's, as well as Change (Tyree, 1998). These eight scales, collectively called the Socially Responsible Leadership Scale (SRLS), were subsequently revised (Appel-Silbaugh, 2005; Dugan, 2005) to reduce the number of question items from 105 to 68 while maintaining reliability and validity, resulting in the SRLS-Revised 2 (SRLS-R2). Either of these scales is available at no charge from the National Clearinghouse for Leadership Programs to aid in research and assessment of college student leadership programs. A web-version of these scales with reports using national normative MSL data will be available through site licenses Spring 2007. For information on any of these resources, visit www.nclp.umd.edu or write wwagner@umd.edu. ■

References

- Appel-Silbaugh, C. (2005). *SRLS-Rev: The revision of SRLS*. College Park, MD: National Clearinghouse for Leadership Programs.
- Astin, H. S. (1996). Leadership for social change. *About Campus*, 1, 4-10.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Dugan, J. P. (2006). *SRLS-Rev2: Third revision of SRLS*. College Park, MD: National Clearinghouse for Leadership Programs.
- Higher Education Research

"To fully understand the results of the MSL, it is therefore important to be familiar with the approach to leadership development advocated by the SCM."

Institute. (1996). *A social change model of leadership development guidebook. Version III*. Los Angeles, CA: Higher Education Research Institute.

Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. ASHE Higher Education Report, 31 (6). San Francisco: Jossey-Bass

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference (1st ed.)*. San Francisco: Jossey-Bass Publishers.

Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.

Tyree, T. M. (1998). Designing an instrument to measure the socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International*, 59 (06), 1945. (AAT 9836493)

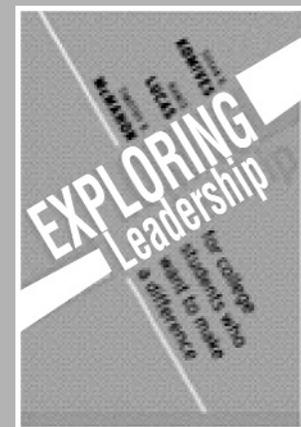
Wendy Wagner is the Coordinator of the National Clearinghouse for Leadership Programs, a doctoral student in the College Student Personnel Administration program at the University of Maryland, and member of the Multi-Institutional Study of Leadership research team.

**Available
Now
Newly Updated**



**Exploring
Leadership For
College Students
Who Want to
Make a Difference**

2nd Edition



by
**Susan R. Komives
Nance Lucas
Timothy R. McMahon**



www.josseybass.com

UC Berkeley's Experience with the Multi-Institutional Study of Leadership

The Student Life Perspective

By Mark Lucia

Upon first hearing about the NCLP's Multi-Institutional Study of Leadership, the Office of Student Life (OSL) jumped at the chance to participate. During the summer and fall of 2005, we had already been immersed in some deep thinking about how to improve and broaden OSL's student leadership development programs, and the MSL was an excellent opportunity to supplement that work, on multiple fronts:

Student Needs and Competencies

As part of our leadership research and planning, we had already conducted interviews and focus groups with faculty, staff, and students to better understand the areas of student co-curricular development that might benefit from fuller OSL programming. The MSL promised to broaden our understanding with a comprehensive summary of Berkeley students' self-reported competency levels in each dimension of the Social Change Model (SCM), and the possible variances across different constituent groups – thus giving us a chance to adapt our program planning appropriately. Just as importantly, we expected the MSL to provide us with benchmarks to compare Berkeley students with their peers at campuses across the nation, and with their future counterparts here.

Choosing a Leadership Development Model

In 2005, OSL was utilizing various frameworks and models for its student leadership development programs, among them the SCM. We thought that participation in a national survey that had embraced the SCM might lend some critical mass to incorporating that model into more of our programs, particularly because it could offer useful benchmarks.

Observing the Impact of Involvement

The MSL was an opportunity to test our hypothesis that "involved" students (i.e., those directly connected with OSL programs) would demonstrate higher self-reported scores in some or all of the SCM competency areas. So our comparative sample consisted entirely of students who had participated in activities or programs coordinated or sponsored by OSL. This opportunity did not lack for suspense: would we be happy with the answer?

Learning from the Custom Questions

We utilized the option to include custom questions in the Berkeley MSL to evaluate several areas of interest to us:

- The importance to all Berkeley students of a set of broad experiential opportunities, and our success at providing them.

Continued on page 12

The Student Research Perspective

By Gregg Thomson

As Director of the Office of Student Research (OSR) at UC Berkeley and a Principal Investigator for the University of California Undergraduate Experience Survey (UCUES), I was pleased to be contacted by the Office of Student Life about Berkeley's participation in the Multi-Institutional Study of Leadership. Given its quality and scope, it was clear that MSL had the potential for us to make significant advances in our existing program of institutional survey research at the University of California. The willingness of the MSL researchers to accommodate Berkeley's special concerns and needs made it possible for us to translate this potential into reality.

Our Program of Institutional Survey Research

At the University of California we have developed the University of California Undergraduate Experience Survey (UCUES), a comprehensive web-based survey operation that in Spring 2006 garnered completed surveys from more than 58,000 or 38% of all undergraduates enrolled across nine campuses of the University of California. On the Berkeley campus about half of the 23,000 enrolled undergraduates complete UCUES each spring. UCUES is designed so all students complete a comprehensive set of core items on their academic experience and background, and then students are directed to one of five modules. Students are assigned to the same module through out their entire undergraduate career. The design of UCUES is non-anonymous and longitudinal, that is, student responses on a given survey can be linked to existing student records and to responses to surveys from prior and subsequent years.

The Civic Engagement Module

One of the five modules explores students' civic engagement, broadly defined. The module covers a wide range of topics, including community service, sources of information on current affairs, and political orientation and behaviors. The questions on leadership development are provided by the Office of Student Life. Research from this module includes an exploratory typology of broad civic engagement orientation and its correlates (Thomson, 2005).

Partnership with MSL

The MSL generously modified their standard guidelines and allowed us to secure Internal Review Board (Human Subjects) approval to receive confidential but individually identified MSL survey results. Therefore, at Berkeley we drew the MSL random sample from within the larger random sample assigned to the Civic Engagement module. This means that we can combine the leadership and civic engagement results for those students who complete both MSL and UCUES.

Continued on page 12

The Student Life Perspective *continued from page 11*

- The extent to which our students apply different values or ethical frames in three different spheres of their lives – academics, co-curricular activities, and personal/social life.
- The utility and importance to students of a co-curricular transcript that would help them track and document college achievement and involvement beyond the classroom.
- How and why students decide to participate in co-curricular activities, particularly student organizations.

Partnering with the Office of Student Research

The MSL presented a great opportunity for us to collaborate with the Office of Student Research. This department's other work could be connected to the MSL results to tell us more about our students.

In each of the following areas, the MSL delivered interesting and useful results, offering us valuable information and insights:

- The data about student competencies in each of the dimensions of the SCM has informed our program planning for 2005-06 by calling attention to competency areas where Berkeley students reported relatively lower comfort levels.
- OSL's participation in the MSL was a factor that helped us choose the SCM as the guiding framework for all OSL student leadership development programs, starting in 2006-07. As noted above, we hope to achieve some critical mass that might lead to wider adoption of the SCM across the country, and we plan to use the 2006 MSL data as one baseline for future program assessment.
- We confirmed a clear correlation between involvement in OSL programs and students' self-reported competency levels under the SCM: our comparative sample of OSL "involved" students had statistically significantly higher self-reported scores along all eight dimensions of competency.
- We also have useful information about whether we should aggressively pursue a co-curricular transcript for students, something we were strongly considering in Spring 2006 (short answer: not right now).
- We have an improved understanding of the reasons that students participate in co-curricular activities, which will (1) inform the methods we use to publicize and market our involvement opportunities to students, and (2) help us better use these initial experiences as a lever to connect students with OSL's longer-term, transformational programs.
- More generally, the MSL has been a helpful, incremental stimulus for OSL to create systems and methodologies to measure our achievement of specific student learning outcomes. ■

Gregg Thomson is the Director of the Office of Student Research at the University of California, Berkeley.

The Student Research Perspective *continued from page 11*

Student Responses Over Time and Across Instruments

When linking the survey response databases, we find that 855 Berkeley undergraduates completed both MSL and the Civic Engagement module of UCUES in Spring 2006. Looking back, we find that 674 students completed MSL and the Civic Engagement module of UCUES in Spring 2005; and almost five hundred students (494) completed the Civic Engagement module of UCUES in Spring 2005, followed by both MSL and the Civic Engagement module of UCUES in Spring 2006.

The Benefits

The linked datasets provide us with potentially powerful benefits in establishing the reliability and validity of our research findings. We look forward, for example, to correlating the eight critical values of the Social Change Model with our civic engagement typology. In general, linking to the national MSL data will help strengthen the validity of some of our local University of California measures. Having individual level longitudinal data for similar or identical questions allows us to demonstrate item reliability and look at stability and change in student behavior and attitudes in the domain of leadership and civic engagement. One quick example: MSL has the standard Far right, Conservative, Middle-of-the-road, Liberal, Far left political orientation item. On the UCUES 2006 Civic Engagement module we tried out a seven-point version of the same construct: Very conservative, conservative, slightly conservative, moderate: middle-of-the-road, slightly liberal, liberal, very liberal. A comparison of the student responses on the two items shows (1) a remarkable consistency in political orientation across instruments and time, bolstering our confidence in the reliability of our items, and (2) some interesting new information provided by using the new seven-point scale and different terminology.

Conclusion

From the perspective of institutional research, Berkeley's participation in MSL has been extremely gratifying. It has helped us strengthen our vital relationship with the Office of Student Life, and it has afforded us a cost-effective way of greatly extending the domain of leadership development and civic engagement for which we have empirical research findings. The gracious accommodation and collegiality extended to us by MSL Project Manager Thomas Segar and Co-Principal Investigator John Dugan has made our research experience both productive and enjoyable. ■

References

Thomson, G. (2005, June). Thinking globally and/or acting locally? Community service and global civic engagement orientations of Berkeley undergraduates. *Civic and Academic Engagement in the Multiversity All UC Symposium*. Symposium conducted at the meeting of the Center for Studies in Higher Education, University of California, Berkeley.

Mark Lucia is the Director of Analysis and Planning for the Office of Student Life at the University of California, Berkeley. He has a J.D. from Boalt Hall at UC Berkeley and a Masters in Journalism from UC Berkeley.

The MSL at the Institutional Level: UMBC's Team Approach

By Erin Hundley

I received the good news that the University of Maryland Baltimore County (UMBC) had been selected as one of the participating institutions in the Multi-Institutional Study of Leadership (MSL) and immediately felt a pang of excitement enveloped in nervousness. The accompanying study information and instructions were detailed and helpful, yet I felt overwhelmed by the opportunity before me and the remarkable responsibility I possessed for making this project a worthwhile venture for the Office of Student Life and UMBC. Where should I start?

A Familiar Beginning

The answer came easily and in the same fashion as had the initial decision to embark on the MSL journey. Neither decision was made single-handedly. Instead, in both situations, a cross-section of the Office of Student Life staff (of which I am a member) gathered to discuss the opportunity and make decisions collaboratively. For me, the instinct to work together came from a sense of comfort in numbers and the natural support inherent in a team structure. What I have learned through this ongoing experience is that valuing teamwork manifests a larger commitment to intentionality in enhancing student learning.

Team Composition Counts

Our research team was comprised of six professional staff members dedicated to the enhancement of leadership programs at UMBC. Five team members worked together in the Office of Student Life, while our sixth member was the Coordinator for Assessment and Research within the Division of Student Affairs. The six team members had varying degrees of experience with leadership devel-

"Most importantly, we sought to strategize how to best utilize the national survey and its data at the UMBC level."

opment and worked in differing proximities to programmatic leadership offerings and pockets of active student leaders. Beyond leadership knowledge, each member contributed a varying level of experience and familiarity with assessment and survey research. The hallmark of the team dynamic was the diversity and collective knowledge of membership which helped us connect the national study with the daily experiences of our students and our shared work. Most importantly, the team environment allowed us to utilize the MSL experience as a vehicle to look critically at the landscape of leadership development at UMBC.

Intentionality is Key

As a research team, we had a desire to make the most of this experience. We began our bi-weekly meetings with an emphasis on dialogue within the group aimed at developing a strategy for our participation in the MSL. Our charge was to digest the purpose and background of the MSL study while also preparing the campus-specific portions. Most importantly, we sought to strategize how to best utilize the national survey and its data at the UMBC level. Meeting as a team meant discussing the theoretical underpinnings of the survey, the intentionality of instrument questions, and our anticipation of what the data might reveal. We conferred about the degree of applicability and relevance of potential findings to our cam-

"The hallmark of the team dynamic was the diversity and collective knowledge of membership which helped us connect the national study with the daily experiences of our students and our shared work."

pus community. We asked ourselves whether the responses to each question would contribute to advancing our efforts to create a more comprehensive leadership program at UMBC. These intentional conversations were the driving force in ensuring that our philosophical framework has been reflected in every step of the process.

Intentionality will be a continuing focus as our research team begins to digest the results of the study. We are acutely aware of the necessity to be conscious of the impact of the survey findings on our campus community. We recognize that there will not be one best method to share the results and that the data may not always lend themselves to easy or clear interpretation. Inevitably, varying levels of preparation and background information will be needed for differing constituency groups, while pockets of data will likely be more relevant to some than others. To maximize the utility of the survey findings we will continue to remind ourselves of the reasoning

behind the research questions and the construct of the survey instrument. Most importantly, we are committed to understanding our data and using it to improve leadership development practice throughout the UMBC community.

The Power of Collective Decision Making

The common theme throughout this process was reliance upon collective reasoning. Individuals contributed thoughts framed by experience and logic which broadened and enhanced the perspective of the group. The collective group dynamic challenged us to evaluate a multitude

Continued on page 14

The MSL at the Institutional Level: J17 UMBC's Team Approach

continued from page 13

of valuable options and jointly select the most appropriate few. At times, collaborative decision making was a challenge. In the creation of our UMBC-specific questions, we sought to add questions that would enhance the general data, expand the applicability of results, and ultimately assist us in further understanding our campus climate. We scrutinized an array of options ranging from global questions about student attitudes and motivations to specific questions about amounts of time spent on campus. In the end, it was collective decision making and reason that led us to select those questions that would afford us the greatest utility for application at the local level. Our team was inspired to create the best product we could through trust in the strength of our collective contributions. Time and again, our team has continued to rely on collective decision making to strengthen and guide the direction of our MSL experience.

Moving Forward

Throughout this process, I have been reminded of the value of a team. Each person acts as a contributor of knowledge and provides his or her unique perspective to the collective strength of the team. At the same time, I am also keenly aware of the sometimes nebulous decision-making process that can result from trying to strike a balance between hearing out group members while also moving forward to a decision. In the end, the collective value of the research team has heightened the intentionality behind our commitment to the MSL experience and the UMBC community. We have been able to build upon the strengths of individuals for the betterment of our shared work. Our success as a group has been based upon our ability to work together collaboratively. As we continue to evaluate our practice using the MSL data, we will undoubtedly use collective work as our guiding beacon. ■

Erin Hundley earned her M.Ed from the University of South Carolina and currently serves as the Coordinator for Involvement and Leadership in the Office of Student Life at UMBC. She is a Member-At-Large on the MCPA Executive Board and has served as a co-chair for the 2006 MCPA Conference.

Hardening the Science of Web-based Surveys in Assessment Research

by Scott Crawford

The 2005 Multi-Institutional Study of Leadership (MSL) was conducted using innovative Web-based survey research methodologies. The questionnaire was programmed as an interactive Web-based survey and included skip logic, randomizations, tailoring, and included feedback to the respondent that encouraged their thoughtful continued response. Essentially, the methodologies employed in the Web-based survey used all available methodological knowledge to minimize survey errors that are known to exist and influence data quality in survey, within the financial constraints of the study.

The decision to use the Web, coupled with a commitment to use current methodologies, places the MSL in a highly defensible (scientifically) position. Researchers using the MSL data will be certain that item nonresponse error has been minimized with a thoughtful randomization scheme; that colors, graphics, and question layout within the survey did not influence the way respondents answered; and that the power of the Web was used to minimize respondent break-off and fatigue.

In this article, I will discuss the importance of implementing the best methodological practices in Web-based survey research, some considerations when faced with

the decision to consider Web-based surveys, and a top ten list of things to consider in using the Web with student populations.

The Science of Survey Research

The field of social science survey research is evolving rapidly. From the earliest uses of survey methods in the late 19th century, the field has been continually adopting new techniques in the pursuit of social and behavioral science. The 1930's brought the first sampling methodologies to a national study (House, Singer, Kahn, Schuman, Juster, 2004), followed by telephone surveys mid-century, and most recently the introduction of computing technologies to survey research in the past couple decades. With computers, statistical tests could be conducted in an automated manner, first by mainframes in the basement of academic

institutions, and now by laptop computers in the average American home. Computer Assisted Interviews (CAI) introduced the power of the computer to data collection, from interviewer administered laptop surveys to the Web. These and other advancements have brought the field to a level where Survey Methodology now stands as a field of study with entire books being written on the topic (Groves, Fowler, Couper, Lepkowski, Singer, Tourangeau, 2004).

"Web-based surveys are powerful, flexible, and too often influence data quality; thus, we recommend moving forward cautiously with an open mind to learn and adjust as you go when using the Web."

Unfortunately, much of what has been learned about collecting high quality survey data remains solely in the domain of federal government contract and grant funded research. Practical researchers (evaluators, assessors, educators, developing social scientists, grad students, market researchers, public opinion pollsters) too often take short cuts in the implementation of this science. Be it from lack of resources or lack of knowledge about the techniques themselves, the result is that a significant amount of survey research today includes inferior techniques or methodological flaws that put the data at risk. And unfortunately, many of those short cuts are not necessary, even with minimal resources available.

After early uses of the Web in survey research, some practitioners applauded web-based surveys as a cheap and easy methodology to collect social and behavioral data. Even others advocated using Web-based surveys for all survey research problems. In fact, today the average world citizen with Web access can log into SurveyMonkey.com and create and distribute a survey to anyone for just under \$20 per month with a "Professional" survey account. However, even though such nearly free options exist, some researchers are spending significant time and resources on using much more advanced Web-based survey methodologies. This is not a tale of those researchers being confused enough to buy the London Bridge; rather, the commoditization of the commercially available survey tool has "dumbed down" the science involved to a level that allows the common person to use it. Unfortunately, an easy product to use does not bring with it the knowledge required to be good survey methodologists, and this approach should not be tolerated by those who care about the science.

Appropriate Uses of the Web in Survey Research

In a world where tools are frequently used because they exist, the first step in an effective implementation of a Web-based survey is a close evaluation of whether or not the Web is an appropriate mode of implementation for a given survey project. The following are common reasons that support the implementation of a Web-based survey:

- The study involves a specialized population with adequate access to the Web. (Students, employees, organizations, geographically centralized respondents.)
- Speed of implementation is important.
- There is a desire to reduce paperwork.
- A self-administered survey is important (for confidentiality, social desirability bias reduction, etc.) but the survey is too complex for paper administration.
- Tight privacy and/or confidentiality controls are required.

Additionally, there are several reasons why one should consider not using a Web-based survey without careful consideration:

- The study has been ongoing in a different mode with longstanding benchmarking or tracking results being an important product of the research.
- Sample sizes are small (under 50).
- Respondents do not have easy access to the Web.
- Respondents have intricate movement or sight disabilities.

Once a decision has been made to utilize the Web, whether as a stand alone mode, or as part of a mixed-mode strategy, the methods of implementation require attention.

Web-based surveys are powerful, flexible, and too often influence data quality; thus, we recommend moving forward cautiously with an open mind to learn and adjust as you go when using the Web. There is much more methodological knowledge to learn.

Top Ten Things to Consider in Survey Student Populations

Through hands-on experiences, empirical studies, literature reviews, and common sense, I recommend the following considerations in considering and planning a Web-based survey of student populations:

1. Use the power of the web – don't just put a paper form online.
2. Use email for most contacts.

3. Use a mailed letter – via U.S. Mail, not campus mail – for your first contact.
4. Provide incentives.
5. Keep the questionnaire interesting, with varied topics, even if some questions you add are not of critical importance to your study.
6. Make your invitation clear and compelling, and avoid using words that might trigger SPAM filters.
7. With permission, use the name of a local faculty or staff member with their title in the "From" line on email invitations and reminders.
8. Design your Web survey to accommodate the lowest common computing interface. (800x600 screens, IE or Netscape 4.x or higher, Windows and Mac operating systems, and dial-up connections.)
9. Test, test, test. Then test some more. Test every element of your survey – your questions, your implementation process, your email send, your data exportation, etc.
10. Hype the survey on your campus using local and student media, flyers, websites, etc. 📌

References

House, J.S., Singer, E., Kahn, R.L., Schuman, H., Juster, F.T. (2004.) "The Development and Contribution of Survey Research as a Scientific Instrument and Social Institution." In *A Telescope on Society*. Eds. House, J.S., Juster, F.T., Kahn, R.L., Schuman, H., Singer, E. University of Michigan Press, Ann Arbor.

Groves, R., Fowler, F.J., Couper, M.P., Lepkowski, J., Singer, E., Tourangeau, R. (2004.) *Survey Methodology*. Wiley, New York.

Scott Crawford is the President of Survey Sciences Group, LLC Ann Arbor, Michigan. He can be contacted at scott@surveysciences.com

Select Descriptive Findings from the Multi-Institutional Study of Leadership

By John P. Dugan and Susan R. Komives

Despite the presence of numerous leadership related questions on national survey instruments, dimensions of college student leadership and how leadership develops are not widely researched. In 2005, the Higher Education Research Institute's (HERI) Cooperative Institutional Research Programs (CIRP) found that 61.3% of entering first year students rated themselves above average or in the highest 10% in "leadership ability" with the disparity that 64.5% of men held this view contrasted with 58.7%

of women (2005-6 Freshman Survey, 2006). HERI's College Senior Survey asks only a single item assessment of "leadership abilities." Similarly, the College Student Experience Survey (CSEQ) now uses a one item measure "Managed or provided leadership for a club or organization, on or off the campus" which was asked for the first time in 2003 (Gonyea, Kish, Kuh, Muthiah, & Thomas, 2003). None of these surveys use a theoretical model of leadership in their assessments.

Atheoretical research on leadership training and developmental interventions, however, has proven that leadership and involvement experiences do seem to matter. A 31-campus assessment of campuses with Kellogg Foundation sponsored leadership programs as well as a 10-campus matched-cases study found that:

Students who participated in leadership training had an increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness and community

"Those with any level of organizational involvement were higher on all leadership dimensions than those who were never involved"

orientation, understanding of leadership theories, and personal and societal values. Students who did not participate in leadership development projects at the funded schools also showed greater gains in their leadership abilities and sense of civic responsibility when their self-assessments were compared to those of students at the non-funded schools. (Zimmerman-Oster & Burkhart, 1999, p. 12)

This research is promising, but a more thorough analysis of leadership outcomes grounded in theoretically relevant literature is needed to inform campus practices.

Four *Concepts & Connections* issues this year will feature key findings from the Multi-Institutional Study of Leadership (MSL). This issue contains foundational material to introduce the design of the study, the key theoretical model of leadership being assessed, and preliminary findings.

The Multi-Institutional Study of Leadership

The MSL assessed leadership in two ways. Leadership was assessed as leadership efficacy, that is, how confident one is in leading, as well as through a revision of the Socially Responsible Leadership Scale (Tyree, 1997) that measures the social change model of leadership development (SCM) (HERI, 1996). This scale assessed the SCM individual values of leadership, named "Consciousness of self," "Commitment," and "Congruence," the group values of "Common purpose," "Collaboration," and handling "Controversy with civility," the community leadership value of "Citizenship," and "Change."

These values and the SCM are described elsewhere in this issue.

The general purpose of the MSL was to describe the leadership outcomes of diverse college students and examine the role of various aspects of the college environment in developing those outcomes after controlling for pre-college factors. All assessments are student self-perceptions. Methods used in the study are reported in another article in this issue. This article presents an overview of select descriptive findings and profiles study participants.

Overview of MSL Findings

Overall, **college students were confident in their leadership abilities** ($M=3.13$, $SD=.63$ on a four point scale). This confidence increases significantly across college years. All eight of the SCM scales showed significant increases with the largest increase across the value of "Consciousness of self." The lowest leadership self-assessments were for the values "Controversy with civility" and in accomplishing "Change." They were highest in the ability to maintain personal "Commitment." See Table 1 for a brief profile of student responders. Other profile information is embedded in this article.

Institutional type. The majority of students were from large research universities: Research Extensive (47.8%), Research Intensive (17.5%), Masters (23.3%), Baccalaureate (9.6%), Associates (1.7%). Public school students comprised 57.4% of the sample. Large schools (above 10,000) comprised 51.4% of the respondents, medium schools (3,001 - 10,000) comprised 35.9%, and small schools (under 3,000) comprised 12.6% of the participants. How students at different kinds of institutions approached change proved to be particularly interesting. Private college students were significantly higher than public college students in all leadership dimensions except "Change." Students at all types of

four-year colleges were generally higher than students in community colleges on all leadership dimensions, but community college students were significantly higher on "Change." Students at smaller colleges were higher on all leadership dimensions than were those at medium size institutions with large institution students being lowest, except for a reverse pattern for "Change." Large institution students were more skilled at "Change" than were students at small colleges.

Sex. Men were more confident than women about their leadership abilities, but women were significantly higher across all of the eight dimensions of leadership except "Change."

The concept of change. Self-perceptions of change continued to be interesting. A pattern emerged, in which students from underrepresented populations, students at community colleges, and other students who have marginalized experiences all reported being more able to work with change than did majority students.

Sexual orientation. Students were similar by sexual orientation, but heterosexual students were higher on all dimensions except "Controversy with civility," "Citizenship," and "Change," where Gay, Lesbian and Bisexual students were higher. Representation of sexual orientation in the sample is as follows: Heterosexual (94.12%), Gay, Lesbian or Bisexual (3.4%), and Rather Not Say (2.5%).

Race. The study observes complex racial findings. The eleven categories of race included in the survey were consolidated contributing to the following: 71.8% White, 5.2% African American or Black, .3% American Indian (n=126), 7.9% Asian/

"Students who felt their campuses were supportive had the highest leadership efficacy."

"An examination of the 14,000 seniors showed 47% had never held a leadership position."

Asian American, 4.4% Latino, 8.2% multiracial, and 2.3% did not have their race/ethnicity as an option on the survey. All racial groups were confident in their leadership, however Asian American students were significantly less confident than other racial groups. African American students were significantly more confident than were

Latino students. African American students were higher than all other racial groups on their self assessed leadership abilities on "Consciousness of self" and "Collaboration," "Common purpose," and "Change."

Political Orientation. In this study, 24.8% of college students describe themselves as far right or conservative and 36.8% describe themselves as far left or liberal. Conservative and far right students were higher than liberal students in their leadership self-confidence. Conservative and far right students assessed themselves significantly higher than middle ground, liberal or far left students in all of the individual values ("Consciousness of self," "Congruence," and "Commitment") and in the group value of "Common purpose." Liberal and far left students were significantly higher in handling "Controversy with civility," "Citizenship," and "Change."

Class year. Participants were evenly distributed across all four class years: Freshmen (23.3%), Sophomores (21.7%), Juniors (26.3%), and Seniors (28.8%). Predictably, students exhibited more leadership confidence over their college years. Seniors were significantly more confident than were juniors, than were sophomores, and first year students were least confident. An examination of the 14,000 seniors showed 47% had never held a leadership position, 27%

had held one or some positions, and 27% had held many leadership positions.

Understanding the Environment

MSL explored numerous aspects of the environment that likely relate to leadership development including on and off campus work experience, community service, involvement in 21 categories of student organizations, training and educational experiences, leadership positions, mentoring, and engaging with diverse peers. Select environments are described here.

Involvement matters. Students who are involved in even one campus organization were higher on all leadership dimensions than those who are never involved. More involvement consistently related to higher leadership scores. Distributions of student involvement were reported as follows: 23% of students reported never being involved on campus, 33.3% are involved one time or sometimes, and 34.3% reported being involved many times or much of the time. A profile of select involvements includes:

- 52.4% had participated in community service
- 35.9% were employed off campus
- 26.7% were employed on campus
- 11.4% had studied abroad
- 36.0% had done an internship
- 19.0% had participated in a learning community
- 40.4% had participated in intramural sports (the most often mentioned involvement)
- 35.3% had participated in an academic or professional organization (the second most often selected involvement)

Practicing leadership matters. Those who frequently held leadership positions were higher on all leadership dimensions than those who never or infrequently held positions. However, despite this fact, by their senior year almost half of the students reported never holding a college leadership position. A total of 27% had held positions many times or much of the time.

Supportive environments matter. Students generally reported their campuses to be supportive and inclusive environments. Seventy-eight percent (78%) found their campus to be, to some degree, open, inclusive, supportive and friendly, although 7.8% found their campuses to be, to some degree, closed, hostile, intolerant or unfriendly. Students who felt their campuses were supportive had the highest leadership efficacy.

Mentoring matters. Students who were mentored by faculty, student affairs staff, employers, members of the community, or other students were higher in leadership confidence than were students who were never mentored. More mentoring related positively to higher leadership confidence. Peer mentoring is prevalent. Of the students in the study, 71.6% had been mentored by other students, 69.6% had been mentored by faculty, 53.4% by student affairs professionals, 48% by an employer, and 36% by a member of the community.

Education matters. Those with the most leadership training or leadership educational experiences were very confident of their leadership abilities. The more training experiences the higher the positive leadership perceptions. Those with even one leadership training experience

“Those with even one leadership training experience were significantly higher than those who never had any leadership training.”

were significantly higher than those who never had any leadership training. Short term experiences significantly influenced all 8 Cs with the strongest effects on “Collaboration,” “Common purpose,” and “Citizenship.” Moderate term experiences had the strongest effects on “Collaboration” and “Citizenship.” Students learn leadership in a variety of experiences across the college campus and in the community. Over three-fourths of seniors (77%) had some kind of short-term leadership training experience (e.g., individual or one-

time workshops, retreats, conferences, lectures, or training), 49% had experiences with moderate term training (e.g., a single course, multiple or ongoing retreats, conferences, institutes), and 33% had long term training (e.g., experience in leadership majors, minors or certificate programs). Over four percent of students (4.2%) indicated they were in a leadership minor, 4.0% reported being in a leadership major, and 11.9% were in a leadership certificate program.

Next Steps in Data Analysis

Next steps with this data will include analyses to examine what specific aspects of the environment contribute to the development of leadership efficacy and growth across the SCM outcomes for specific groups of students. Additional analyses will be done by institutional type. A corollary study of institutions is also underway to establish a taxonomy of institutional practices that will be examined with students responses. The next issue of *Concepts & Connections* will focus on aspects of students’ identity (e.g., sex, race). The third issue will focus on curricular program impact such as courses,

majors, minors, and certificate programs. The fourth issue will focus on co-curricular impact such as involvement in community service. 🏠

References

2005-6 Freshman Survey: Table of Contents, *The Chronicle of Higher Education*, February 3, 2006, downloaded October 15, 2006 from <http://chronicle.com/premium/stats/freshmen/2006/dat a.htm#rated>.

Gonyea, R.M., Kish, K.A., Kuh, G.D., Muthiah, R.N., & Thomas, A.D. (2003). *College Student Experiences Questionnaire: Norms for the Fourth Edition*. Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning.

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.

Susan R. Komives is Associate Professor and Director of the College Student Personnel graduate program. She was a member of the ensemble that developed the Social Change Model of Leadership Development, is lead author on Exploring Leadership: For College Students Who Want to Make Difference (Jossey-Bass; 1998, 2007) and was PI on a study of Leadership Identity Development.

John P. Dugan is Coordinator of Co-curricular Leadership Programs at the University of Maryland, and a doctoral student in College Student Personnel Administration. He is former coordinator of leadership programs at the University of Nevada, Las Vegas and a LeaderShape cluster facilitator. Both authors have published leadership research in the Journal of College Student Development and are co-editors with others of the Handbook for Student Leadership Programs (NCLP; 2006).

Profile of MSL Participants

- 61.5% women
- 0.1% transgender (n=67)
- 24.2% transfer students
- 94.6% full-time students
- 11.5% have a disability
- 35.6% first generation

Leadership Insights and Applications Series

AVAILABLE ONLINE!

- Paper #1: "Character & Leadership" by Felicia Mainella (2000)
- Paper #2: "Cross-Cultural Leadership" by John Dugan (2000)
- Paper #3: "Service-Learning and Leadership" by Emily Morrison (2001)
- Paper #4: "The Role of Spirituality in Leadership Development" by Christopher Conzen (2001)
- Paper #5: "Leadership and Change" by Laura Osteen (2001)
- Paper #6: "From Competence to Commitment: Developing Civic Leadership in College Students" by Brian Kraft & Julie Owen (2001)
- Paper #7: "African American Leadership" by Carlos W. Perkins (2001)
- Paper #8: "Queer Leadership: GLBT Leaders, Leadership, and The Movement" by William D. Simpkins (2001)
- Paper #9: "Women & Leadership" by Brooke Lecky Supple (2001)
- Paper #10: "Followers and Followership in the Leadership Process" by Renee Baird Snyder (2001)
- Paper #11: "An Examination of Leadership Assessment" by Julie E. Owen (2001)
- Paper #12: "Peer Leadership" by Andrew Adelman (2002, 53 pages)
- Paper #13: "Leadership Development in Fraternities and Sororities" by Irene Kao (2002)

- Paper #14: "Asian Pacific American Leadership Development" by Daniello Garma Balón
- Paper #15: "Outdoor Adventure Education: A Pedagogy for Leadership" by Ashley Mouberry
- Paper #16: "Shaping Leadership Capacities Through Intercollegiate Athletics and Club Sports" by Shandol C. Swalley (2003)
- Paper #17: "Leadership Courses: Developing Foundational Undergraduate Leadership Courses" by Darin Eich (2003)
- Paper #18: "Developing Leadership Through Student Employment" by Paul Naglieri (2004)
- Paper #19: "First-Year Student Leadership" by Mario Peraza (2004)
- Paper #20: "Developing a Quality Leadership Retreat or Conference" by Darin Eich
- Paper #21: "Mentoring and Leadership Development" by Courtney Collins-Shapiro
- Paper #22: "Reserve Officer's Training Corp's (ROTC) and Leadership Development" by Wendy L. Wilson

The cost of each leadership paper is \$10 for NCLP members and \$12 for non-members. You can order the papers online at

www.nclp.umd.edu

MARK YOUR CALENDAR!

2007 National Leadership Symposium

Celebrating the Social Change Model of Leadership: Insights and Applications for the Future
July 12-15, 2007 • University of Richmond

Scholars-in-Residence:

- **Alexander Astin**, Senior Scholar & Founding Director of the Higher Education Research Institute
- **Helen Astin**, Professor Emeritus & Senior Scholar of the Higher Education Research Institute
- **Liza Featherstone**, New York Journalist and frequent contributor to *The Nation* and the *Washington Post*
- **Cheryl H. Keen**, Vice President and Dean of Faculty, Antioch College
- **Susan Komives**, Senior scholar at the James McGregor Burns Academy of Leadership & Associate Professor for the College Student Personnel Program, University of Maryland
- **Jon Wilson**, Founder and Editor-in-Chief of *Hope* magazine





National Clearinghouse
for Leadership Programs

*0110 Stamp Student Union
University of Maryland
College Park, MD
20742-4631*

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 10
COLLEGE PARK, MD