Background Summary

Student Affairs Research Evaluation & Planning
April 4, 2016

Introduction

This background summary provides a context for the analysis and evaluation of results from the 2015 Multi-Institutional Study of Leadership (MSL). Oregon State University participated in the MSL during spring term 2015. The MSL was hosted by Loyola University Chicago and was administered entirely on the web and Survey Sciences Group (SSG), LLC who served as the primary coordinators of the research. The purpose of the MSL from the perspective of the research team at Loyola University Chicago was to examine the influences of higher education on college student leadership development. The study directed significant attention to the examination of student experiences during college and their influences on leadership-related outcomes (e.g., complex cognitive skills, social perspective-taking, and leadership efficacy). The goal of administering the MSL is to advance institutional efforts as well as the broader knowledge base regarding college student leadership. The data used in this Executive Summary was collected as part of the Multi-Institutional Study of Leadership 2015.

Table 1

MSL Response Rate and Sample

	OSU 2015	OSU 2006		National 2015
Random Sample	4,000	3000		311,678
Response Rate	**34.5%** (N=1152)	30% (N=982)		31% (N=77,489)
Original Comparator Response Rate/Sample	3.21% (N=37)	49% (N=243)		97 institutions selected to participate
New 2015 Comparator Sample	10.16% (N=117)			

Overall Highlights

The following data points are highlights from the subsequent MSL reports.

- Response rate of 34.5% with a completion rate of 83.4%, which was higher than the national average;

- high response rate from both transfer students (37.4%) and non-traditional students (23.7%);

- students who engaged in socio-cultural conversations with peers "often" (38.8%) was a significant predictor for all 7 leadership capacities and was a strong environmental predictor of growth across the Social Change Model values;

- being involved "sometimes" in clubs or organizations appears to have the highest percentage of reported GPA (applies across GPA spectrum 4.00-1.99 or less);

- in general, more involvement in college organizations is tied with higher levels of Leadership Efficacy;

- 44.5% of students responded "Agree" to overall experiences of belonging at Oregon State University, while 36.9% responded "Neutral";

- 43.8% of students responded "Agree" and 33.2% "strongly agree" that they have experienced direct or indirect discrimination while at OSU.

High Impact Practices

- Overall, students who participated in a <u>High Impact Practice</u> were more likely to hold a leadership position;

- 52.8% of OSU Seniors participated in a practicum/internship. Overall, only 34.9% of students reported having participated in an internship;

- 58.8% of first year students participated in a 1st year seminar course;

- 91.5% of respondents indicated they have not participated in study abroad;

- 85.4% of respondents have not participated in research with a faculty member.

Mentorship

- 63.3% of students reported "Parent/Guardian" as someone who has mentored them during their time at OSU, followed by 58% "Faculty/Instructor", and 55.5% "other students" as mentors; and

- students who reported having a faculty/instructor mentorship relationship "often" was a significant predictor for all seven leadership capacities.

Community Service

- Students reported lower community service involvement (38.2%) than the national sample (41.7%); and

- Of those students who participate in community service in an average month, 14.2% complete

between 1-5 hours of service with a campus student organization, 17.5% complete 1-5 hours of

community service on their own, and 10.8% complete 1-5 hours of community service as part of

a community organization unaffiliated with Oregon State University.

Social Change Model of Leadership

Table 2

The Social Change Model of Leadership

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 study design supports

institutional efforts to engage in data-driven

decision-making informed by empirical evidence

regarding OSU students' experiences, needs, and

educational outcomes. The Core Values of the Social Change Model are broken down into three values as

shown in Table 2. The dynamic interaction across levels and between values contributes to social change

for the common good, the eighth critical value associated with this model.

Limitations

White/Caucasian undergraduates (72%) and traditionally aged college students (76.3%) were

overrepresented in the respondent sample. Therefore, data is broadly generalizable to undergraduate OSU

students. However, when considering specific populations of students, these results most directly reflect

the experiences of undergraduate and traditionally aged college students due to their overrepresentation in

the respondent sample.
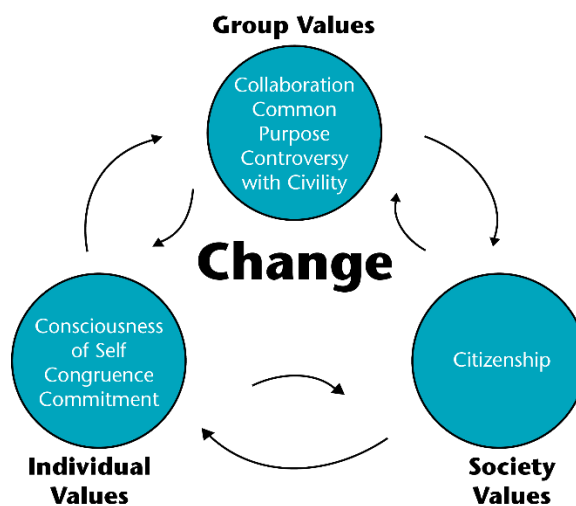
Background

This background report is followed by additional reports that delve deeper into the MSL 2015 data. The additional reports review student responses to participation in High Impact Practices (HIPs), experiences with leadership, and comparing the MSL 2006 to 2015 data. The following background information provides a context for the MSL data analysis and subsequent reports. Much of the background information in this report is taken from data summaries sent to the office of Student Affairs Research Evaluation & Planning from Survey Science Group, LLC in fall 2015. For more information, regarding the MSL please visit www.leadershipstudy.net or visit our website.

Demographic Information

Table 3 contains demographics information about OSU's random sample, OSU students who indicated they have experienced a formal leadership training or program, and the national sample.

Table 3

MSL Student Demographics

Demographics	2015 OSU Random Sample	2015 OSU Comparison Sample*	2015 National Sample
Male	43.6	40.4	35.42
Female	56.4	59.6	64.58
Students of Color	13.7	16.7	19.88
White/Caucasian	72	68.4	67.51
Race not Listed	1.8	1.8	2.59
Multiracial	12.4	13.2	10.01
First-year	17.4	8.5	23.5
Sophomore	18.7	15.4	21.62
Junior	26.6	17.1	25.2
Senior+	37.3	59	29.68
Full-time	93.3	96.6	94.53
Part-time	6.7	3.4	5.47
Traditional Age (under 24)	76.3	86.8	86.39
Non-Traditional Age (24 or Older)	23.7	13.2	13.61
Transfer Student	37.4	30.8	23.28
First-Generation Student	18.7	18.6	14.95
Reported Disability	11.1	13.2	10.82
Military	3.5	3.5	3.55
Work off-campus	25.9	21.4	32.12
Work on-campus	24.8	44.4	27.87
Live Off-Campus	75.9	75.4	52.92
Live On-Campus	24.1	24.6	47.08

Comparison Sample.

Although OSU submitted a subpopulation of students who took a formal leadership course at OSU, it was decided a comparison sample of students who have experienced a formal leadership training or program at least once would be created. This is due to the fact that when analyzing the data our office found an insufficient number for analysis of significant difference between this the original OSU submitted subpopulation on the constructs of the social change model.

Table 4

MSL 2015 Comparator Sample

Sample	Response Rate
Original Comparator	3.21% (N=37)
New Comparator	10.16% (N=117)

The goal of establishing a comparison sample is so we can compare this data against the OSU random sample data. This goal attempts to answer the question, "Do students who responded they participated at least once in a formal leadership training or program show more growth among the Social Change Model of Leadership Outcomes than students who responded "never" participating in a formal leadership training or program?" Within this comparison sample, students participated in at least one of the following leadership activities during their time at OSU:

- Leadership Conference
- Leadership Retreat
- Leadership Lecture/Workshop Series
- Positional Leader Training, Leadership Course
- Short-Term Service Immersion
- Emerging or New Leaders Program
- Living-Learning Leadership Program

- Peer Leadership Educator Team
- Outdoor Adventure Leadership Program
- Women's Leadership Program
- Multicultural Leadership Program
- Leadership Certificate Program
- Leadership Capstone Experience
- Leadership Minor
- Leadership Major.

Overall Scoring & Growth on the Social Change Model of Leadership

Overall scoring on the Social Change Model Learning Outcomes demonstrated that OSU scores are lower than the national average as shown in Table 5. Compared to the national sample, OSU's lower scores were statistically significant. However, OSU students are reporting similarly to other institutions who participated in the 2015 MSL. Overall, the more students responded "Often" or "Much of the Time" on the Social Change Model scored

Table 5

2015 Social Change Model Learning Outcomes

	2015 OSU Sample	**2015 OSU Comparison Sample**	**2015 National Sample**
Consciousness of Self	3.98	**4.17**	4.05
Congruence	4.19	**4.33**	4.24
Commitment	4.38	**4.44**	4.40
Collaboration	4.13	**4.29**	4.18
Controversy with Civility	4.18	**4.31**	4.23
Citizenship	3.81	**4.25**	3.94
Omnibus Socially Responsible Leadership (accounts for six values of the Social Change Model)	4.11	**4.30**	4.17
Resiliency	3.86	**3.96**	3.88

significantly higher on the key-input and environmental measures than students who were not as involved and responded "Never" or "Once." The core values of the Social Change Model are described throughout the report and are broken down by Group Values, Community Values, and Individual Values.

For Oregon State University respondents, as well as respondents from the national sample, mean scores were highest on the Congruence (4.19) and Commitment (4.38) values and lowest on Citizenship (3.81) and Resiliency (3.86) values. However, students in the comparison group who reported participating in a formal leadership training or program at least once, showed a considerably higher mean score across the Social Change Model of Leadership outcomes than both the OSU random sample and the national sample.