

Texas Christian University



**MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP**

2021

School Report

Executive Summary

STUDY OVERVIEW

Background & Rationale

The purpose of the Multi-Institutional Study of Leadership (MSL) is to examine influences of higher education on college student leadership development. The study also directs significant attention to the examination of experiences during college and their influences on leadership-related outcomes (e.g., resiliency, hope, and, social perspective-taking).

The first iteration of the MSL study was administered in the spring of 2006. Subsequent data collections have been conducted in 2009, 2010, 2011, 2012, 2015, 2018, 2019, 2020, 2021. Over 450 institutions and 600,000 students have been part of the study to date. The study was initially created and led by Co-Principal Investigators, Dr. John P. Dugan of The Aspen Institute and Dr. Susan R. Komives of University of Maryland. The project is currently run full time by Dr. Dugan (Principal Investigator) and Dr. Benjamin P. Correia-Harker of Marquette University (Co-Principal Investigator). The National Clearinghouse for Leadership Programs (NCLP - www.nclp.umd.edu) and The Aspen Institute (www.aspeninstitute.org) play a central role as sponsors of the MSL. SoundRocket (formerly the Survey Sciences Group, LLC), serves as the primary coordinators of the research. Over the years, the MSL has received funding from a variety of organizations; however, the most important source of funding for this research continues to be each of the partner schools that participate in the research.

The education and development of students as leaders has long served as a central purpose for institutions of higher education as evidenced in mission statements and the increased presence of both curricular and co-curricular leadership development programs on college and university campuses (Komives, 2011). Astin and Astin (2000) go as far as to suggest that “higher education plays a major part in shaping the quality of leadership in modern society” (p. 1) and a growing number of scholars and professional associations have identified socially responsible leadership as a core college outcome (Association of American Colleges & Universities, 2007; Astin & Astin, 2000; Hoy & Meisel, 2008; National Association of Student Personnel Administrators & American College Personnel Association, 2004). Yet, research on the topic continues to reflect an incomplete picture suffering from a lack of theoretical grounding consistent with contemporary conceptualizations (Dugan & Komives, 2007; Dugan, 2011) as well as a lack of clarity regarding individual and institutional factors influencing leadership development (Kezar, Carducci, & Contreras-McGavin, 2006). As institutions of higher education work to address these issues, their ability to enhance leadership development and the preparation of civically engaged citizens will continue to increase dramatically.

Study Framework

The social change model of leadership development (Higher Education Research Institute [HERI], 1996) provides the theoretical frame for this study. The central principles associated with the social change model involve social responsibility and change for the common good. These are achieved through the development of eight core values. These values function at three levels: individual, group, and societal. For more information on the social change model consult: *A Social Change Model of Leadership Development: Guidebook Version III* (HERI, 1996) or *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Komives, Wagner, & Associates, 2009).

The conceptual framework for the MSL is an adapted version of Astin's (1993) inputs-environments-outcomes (I-E-O) college impact model. This model permits the researcher to "assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions" (p. 7). The model was adapted in two ways. First, a cross-sectional design with

retrospective questions was employed instead of the traditional time-elapsing pretest and posttest to address issues of response shift bias. Second, the influences of non-college reference groups posited in Weidman's (1989) model of student socialization were integrated, which extended variable measurement beyond elements of the collegiate environment to include the external environment as well.

Sample & Instrument

A total of 74 colleges and universities participated in the MSL in 2021. The data from institutions using a version of the questionnaire other than the U.S. English questionnaire (i.e. Mexican Spanish, Canadian English, Community College, Australian English, etc.), as well as any school that did not provide a random sample are not included in the national benchmark. Following study protocols, participating schools were asked to draw a random sample of 4,000 undergraduate students from the general student population at their institution. This requested size was determined based on a desired 95% confidence interval with a margin of error of ± 3 or better for overall and sub-group analyses. It also assumes individual institutional response rates may be low. Institutions with undergraduate enrollments of less than 4,000 students conducted full population samples if possible. Some institutions selected samples lower or higher than 4,000, or lower than their full population, based on institution-specific requirements. The total sample size for the national dataset is 283,991 cases. Schools were also invited to submit comparison samples to examine relationships between this group and the school's random sample results. Data collected as part of comparison samples were also not included in the national benchmarks.

The questionnaire was developed with a core set of measures adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which measures the core values of the social change model (HERI, 1996). The MSL is comprised of over 400 variables, scales, and composite measures representing students' demographics and pre-college experiences, experiences during college, and key outcome measures. Other leadership-related outcomes studied in the MSL include leadership efficacy, resiliency, social change behaviors, social perspective-taking, search for meaning, hope, social generativity, racial identity, innovative mindset, emotional awareness and regulation, and cultural competence. The MSL 2021 Survey Items and Scales document, provided as a supplement to the main school report, provides information on individual items and scales for all variables in the study. Another supplement, the MSL Codebook, provides scaling and value labels for all variables to guide analysts when exploring the data. The Study Design and Methodology report provides an overview of the reliability and validity of key outcome variables.

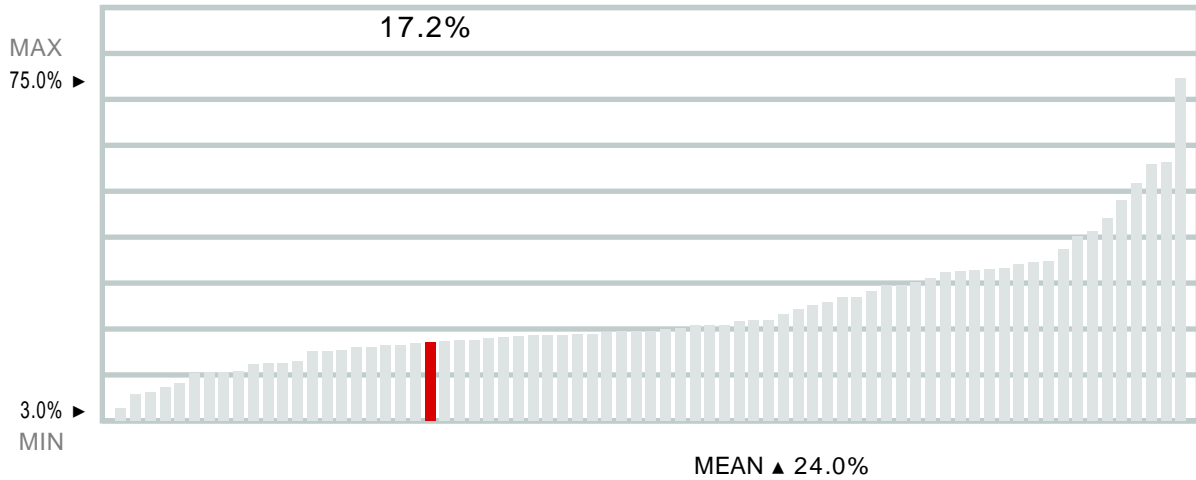
Data Collection

The MSL was administered between January and May 2021. Data collection was conducted entirely online. Students selected to participate were invited to the survey through a series of email invitations and reminders. Each student received an invitation email, and then a series of up to four reminder emails. Reminder emails were only sent to students who had not completed the survey. Overall, the response rate for all schools in the 2021 national benchmark was 21.0% and the total number of completed cases was 34,425. Any requests not to participate were noted and further contacts with the refusing respondent were cancelled.

Visitors included any students who logged in to the survey, but did not complete the consent form. Partial completions are students who logged in and completed the consent form, but did not click on the submit button at the end of the survey.

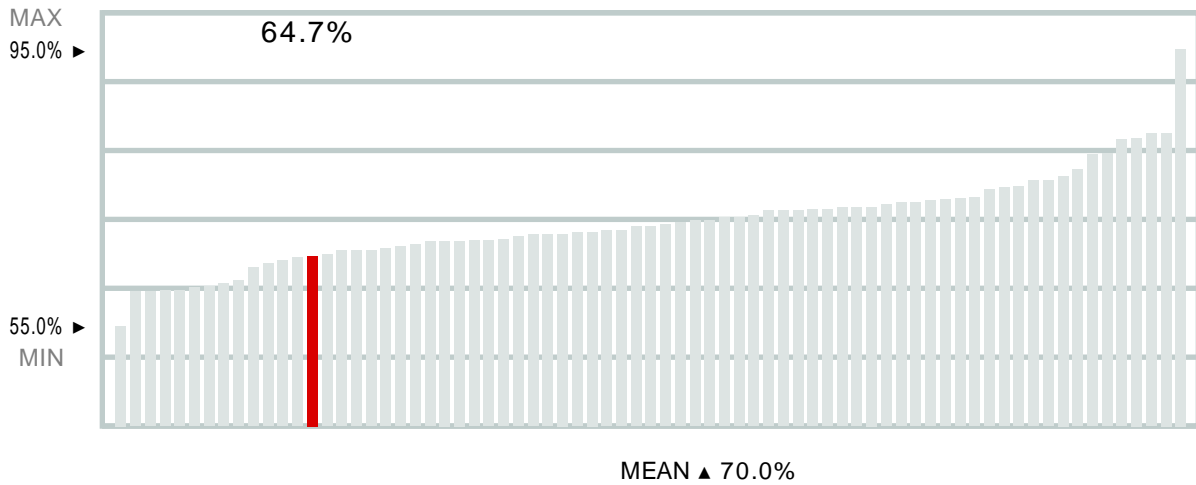
Response Rates

Response Rate: Texas Christian University ■



Completion Rates

Completion Rate: Texas Christian University ■



Summary of Survey Participation

Each participating school was given several options to customize the MSL to their own needs. The following table is a summary of your institution's participation in the MSL 2021. For additional details about these options, please refer to page 1-20 of the main report.

Summary of MSL2021 Participation

Protocol	ID Link
Coalition Participation	None
Total Sample Provided	4000
Total Random Sample Provided	4000
Total Comparison Sample Provided	0
Local Incentive Included	Yes
Custom Questions Included	Yes
Custom Logo Included	Yes

Benchmarking

Within the report each school is benchmarked against the National Sample which includes 78 collegiate campuses throughout the United States. Schools were classified into the following categories as gathered from the Integrated Postsecondary Education Data System (IPEDS): Carnegie Classification, Institutional Size, Control, Setting, and Affiliation. Schools were also classified into a Selectivity category gathered from Barron's Profiles of American Colleges 2019. Along with the National Sample statistics, each institution was able to select four other benchmark groups for their reports. They could choose from any of the subgroups of the above categories, their MSL 2018-2020 data (if applicable), coalition data (if applicable), comparative sample(s), and custom peer groups composed of at least three participating schools of their choice. Custom benchmarking groups are described in the text of Modules 2 and 3.

KEY FINDINGS

Executive Summary of Key Findings

While the full suite of MSL 2021 reports provide a wealth of usable statistics and findings for your school, the following pages summarize some key findings for your institution. These are key measures that the research team has identified as important for a great majority of MSL schools.

The primary measures for the study, the SRLS, as described in Report Module 1: Study Design and Methodology, are reported as mean composite scores that range from 1 to 5 (where 1=Strongly Disagree and 5=Strongly Agree). Given the context of this year, participants' reported resiliency is all the more important to recognize. Resiliency is reported as a mean composite score that ranges from 1 to 5 (where 1=Not at all accurate and 5=Completely accurate). Your school's SRLS and resiliency measures, side by side with the national benchmark measures, are reported below. For significance and effect size results, please see page 3-5 in Report Module 3 (General and Sub-Study Outcomes).

OVERALL SCORES	Consciousness of Self	Congruence	Commitment	Collaboration	Controversy with Civility	Citizenship	Omnibus SRLS	Resiliency
Your Institution's Scores	4	4.3	4.48	4.28	4.31	4.04	4.23	3.74

The conceptual design of the MSL, using the I-E-O model, provides valuable information on how your students' characteristics and the environmental experiences with which they engage impact the SRLS and

resiliency outcome measures. The following table shows how several input measures may be related to the SRLS and resiliency outcome measures. If there is a relationship, then you will see an "X" in the cell for each measure. If you do not see an "X" then there were no significant differences. Detailed results of these findings can be found in the table "Inputs by Outcome Measures", which start on page 4-5 of Report Module 4 (Campus Outcomes).

KEY INPUT MEASURES	Consciousness of Self	Congruence	Commitment	Collaboration	Controversy with Civility	Citizenship	Omnibus SRLS	Resiliency
Gender								X
Race								
Class Standing								

Environmental experiences can influence the SRLS and resiliency outcomes as well. The following table shows where several key environmental variables influence the SRLS and resiliency outcome measures. Detailed results are shown in the table "Environments by Outcome Measures" which start on page 4-11 of Report Module 4 (Campus Outcomes).

ENVIRONMENTAL MEASURES	Consciousness of Self	Congruence	Commitment	Collaboration	Controversy with Civility	Citizenship	Omnibus SRLS	Resiliency
Community Service	X		X	X		X	X	X
Residential Setting								
Involvement in College Organizations	X	X	X	X	X	X	X	
Leadership Positions in College Organizations	X	X	X	X	X	X	X	

Due to the Input-Environment-Outcome quasi-experimental design, your MSL results are able to give you a picture of students' change over time across the outcome measures. Looking at seniors at your school, we have developed the MSL Delta Measure---a quasi-experimental analysis that provides information regarding change over time. The following table identifies the outcomes in which students report a significant difference between pre-college and senior year. Significant changes are identified by an "X". To view the direction, scale, and effect size for these measures, please see the "MSL2021 Delta Measure: Change Over Time" table on page 3-8 in Report Module 3 (General and Sub-Study Outcomes).

OVERALL SCORES	Consciousness of Self	Congruence	Commitment	Collaboration	Controversy with Civility	Citizenship	Omnibus SRLS	Resiliency
MSL Delta Measure-Change Over Time	X	X	X	X	X		X	X

Relevant References

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