



MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

**NORTH CAROLINA STATE UNIVERSITY
FINAL REPORT**



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**PURPOSE**

The purpose of the Multi-institutional Study of Leadership (MSL) is to examine leadership at both the institutional and national levels with specific attention being paid to environmental factors that influence student leadership development. The Social Change Model of Leadership Development serves as a theoretical frame due to its broad applicability and identification as one of the most well known student leadership models. Astin's Inputs-Environments-Outcomes College Impact Model serves as the conceptual frame for the study. Research questions informing the design of the study include:

- How do college students score on the eight Social Change Model leadership values (i.e., consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change)? What are their scores by gender, race, and other demographic variables?
- What environmental factors contribute to higher scores across leadership outcomes after controlling for background and pre-college experiences and perceptions? By institutional type? By program elements?
- Are there significant differences across leadership outcomes based on institutional type?

METHOD

In advance of the primary study, a pilot study was conducted at the University of Maryland, College Park. Results from this study were used to generate reliability levels for all primary scales and data reduction techniques were used to further modify the number of questions for the final study. The primary study was conducted from January through March 2006 collecting data on 54 campuses with more than 60,000 respondents. A breakdown in the classifications of schools (e.g., size) can be found in Appendix H. Standard data cleaning principles were used to clean the data prior to the initial analysis. Key findings represent both descriptive and inferential statistics and are provided for your institutional data as well as the national normative data set.

Note: No analysis was conducted for any variable with less than 30 respondents.

You may notice that the number of cases in the analysis is actually smaller than what is reported as your return rate. The analysis provided in this report was not conducted on your full random sample. In order to maximize both the reliability and validity of your data and increase the ability for you to generalize results to your general student population, several restrictions were used. Your analysis was conducted only on cases in which the participant reached the end of the MSL instrument and completed at least 90% of the questions in the SRLS block. Participants indicating a class standing of graduate student or other were also removed from the analysis. Additionally, no means are provided for variable categories with less than 15 respondents. Similarly, no statistical analyses are provided for variable categories with less than 30 respondents. Again, these decisions were made to ensure your data is as representative as possible and of the highest quality. This does not mean that excluded cases are entirely unusable. We encourage you to explore these cases to determine their level of usability. This may be a good way to increase the total number of responses from specific sub-populations.

DELIVERABLES

Each institution has received an electronic copy of the data set for their random sample and, if applicable, the comparative sample provided in advance of the study. Additionally, schools are

provided with a final report that summarizes major themes, provides scores across the eight Social Change Model constructs by key variables, overviews areas of significant differences in the data, and provides national norms for comparative purposes. Schools are also provided with a power point presentation for use in sharing the data as well as handouts that highlight tips for further analysis. Remember, the data set contains a vast resource with numerous variables that are not analyzed within the final report. Analysis with such scales as leadership self-efficacy, campus climate, and environmental factors such as mentoring, leadership training, work, organizational involvement, and leadership positions may be of interest to your institution. Campuses are encouraged to further analyze their data to address institutionally specific research questions and expand upon the analysis provided in the final report. The appendices of the final report include master variable lists and syntax sheets to assist in this process.

PRINCIPAL FINDINGS

The outcome variables analyzed are the eight Social Change Model concepts with mean scores ranging from one to five. Higher mean scores indicate increased self-reported demonstration of the value being measured. A MANOVA and appropriate follow up analysis (i.e., t-test, Tukey's multiple comparison test) were used to determine statistically significant differences among mean scores across varying levels of select demographic and environmental variables. Below are highlights of the results of these analyses indicating statistically significant differences for your institution's data. We have also noted factors that were not significantly different and encourage campuses to explore both significant differences and factors where students (e.g., females and males) were more alike than they were different (i.e., not statistically significant). Unless otherwise specified all findings reported below are based on analysis of the random sample only.

Random and Comparative Sample

The comparative sample indicated a statistically significantly higher self-reported mean score than the random sample on all eight Social Change Model leadership outcome variables: Consciousness of Self, Congruence, Collaboration, Commitment, Collaboration, Common Purpose, Controversy with Civility, Citizenship, and Change.

Demographic Variables – Random Sample

No statistically significant differences were found among class standing, race, or generational status. The self-reported mean scores for the eight reported outcome variables of each of these demographic categories were not significant.

Gender – Random Sample

Females indicated a statistically significantly higher self-reported mean score than males on the following outcome variables: Congruence, Commitment, Common Purpose, and Controversy with Civility. There were no statistically significant differences reported for Consciousness of Self, Collaboration, Citizenship, or Change.

Learning Community Participants – Random Sample

For all eight outcome variables (Consciousness of Self, Congruence, Collaboration, Commitment, Collaboration, Common Purpose, Controversy with Civility, Citizenship, and Change), respondents who participated in learning communities indicated statistically

significantly higher self-reported mean scores than respondents who did not participate in a learning community.

Involvement in College Organizations – Random Sample

For seven of the eight outcome variables (Consciousness of Self, Congruence, Collaboration, Commitment, Collaboration, Common Purpose, Controversy with Civility, and Citizenship), respondents indicated statistically significantly higher self-reported mean scores being involved with college organizations much of the time compared to never being involved, being involved one time, and being involved sometimes. There were no significant differences between never being involved and being involved one time. Additionally, there were no statistically significant differences reported for Change.

Held a Leadership Position – Random Sample

For all eight outcome variables respondents indicated statistically significantly higher self-reported mean scores being involved with holding a leadership position much of the time compared to both never holding a leadership position and hold a leadership position one time.

Short-Term Leadership Experiences – Random Sample

For all eight outcome variables respondents who have had either several short-term leadership experiences or many short-term leadership experiences indicated statistically significantly higher self-reported mean scores than respondents who have never had short-term leadership experiences.

RESPONSE RATE/ NON-RESPONDENT ANALYSIS

The national data set was generated using data from 53 schools. The total sample population was 165,701 cases of which 63,095 responded contributing to a return rate of 38%. A non-respondent analysis was conducted for the random sample of all schools that provided information on race, class standing, and gender for study participants. This information is useful in understanding the generalizability of your data and is provided below along with the final response rate for your random sample (Note: your overall response rate may be higher if you used a comparative sample and factor in that data):

North Carolina State University

Overall	RR	N
	28.7%	3383

GENDER	RR	N
Male	23.8%	1962
Female	35.5%	1421
Total		3383

RACE	RR	N
White	28.5%	2721
Black	25.8%	361

Asian American	34.8%	161
Latino	31.8%	66
Other	33.3%	27
Total		3336

Females were overrepresented in the sample.
Response rates were not significantly different across racial groups.

Note: The variable of race used for the non-respondent analysis was collapsed into categories to increase the N for campus analysis. Large campuses may find they can additionally analyze race in more defined groups of interest to your campus (e.g., Cuban American, Cherokee, etc.).

FURTHER INFORMATION

For more information on MSL and an overview of national findings, review the MSL site on the National Clearinghouse for Leadership Programs web site www.nclp.umd.edu

ACKNOWLEDGEMENTS

This study is the result of a collaborative partnership between academic affairs and student affairs at the University of Maryland, College Park. Generous financial support from the National Clearinghouse for Leadership Programs, ACPA's Educational Leadership Foundation, NASPA Foundation, University of Maryland General Research Board, as well as the 54 partner institutions, made this study possible.



MSL OVERVIEW

PURPOSE

The purpose of the Multi-Institutional Study of Leadership (MSL) is to enhance knowledge regarding college student leadership development as well as the influence of higher education on the development of leadership capacities. Specific attention will be paid to the influence of environmental factors (e.g., educational interventions, faculty and peer relationships, diverse interactions, co-curricular involvement) on leadership development. The specific theoretical frame is the social change model of leadership (HERI, 1996). The conceptual frame is built on the college impact model (Astin, 1991), which is used to examine context specific outcomes while controlling for pre-college experiences and perceptions. Results will contribute to a fuller understanding of leadership development needs, knowledge on how to improve programs and services, and a foundation from which to build future research.

RATIONALE

It has been suggested that in every facet of contemporary society- education, government, religious organizations, industry, and even local communities- we face a crisis of leadership (Reed & Klein, 2005). The erosion of civic participation, dearth of competencies needed for leadership, and heightened individualism are all evidence of this ever deepening dilemma (Astin & Astin, 2000; Boyer, 1987; Ehrlich, 1999; Komives, Lucas, & McMahon, 1998; Korten, 1998; Lappe & DuBois, 1994). Increasingly, higher education is being turned to as a source for potential change given its significant role in developing leadership capacity amongst today's youth (Astin, 1993; Astin & Astin; Morse, 1989, 2004). According to psychologist Patricia King (1997), "helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education" (p. 87).

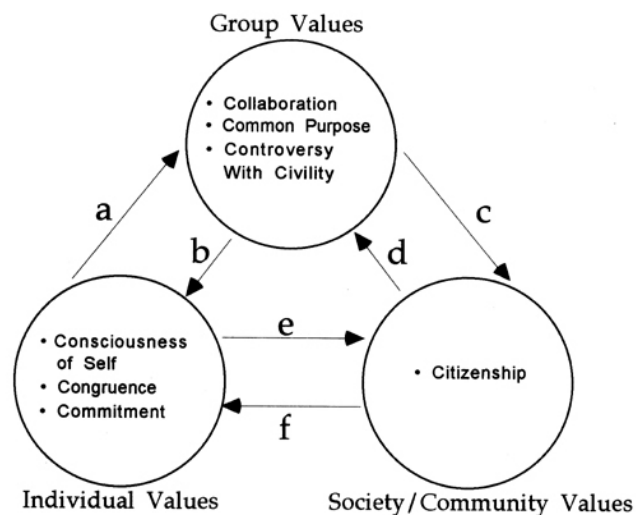
The education and development of students as leaders has long served as a central purpose for institutions of higher education as evidenced in mission statements and the increased presence of both curricular and co-curricular leadership development programs (Astin & Astin, 2000; Zimmerman-Oster & Burkhardt, 1999). Additionally, research indicates that students can and do increase their leadership skills during the college years (Pascarella & Terenzini, 2005) and that increases in leadership development in turn enhance the self-efficacy, civic engagement, character development, academic performance, and personal development of youth (Benson & Saito, 2001; Fertman & Van Linden, 1999; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005; Scales & Leffort, 1999; Sipe, Ma, & Gambone, 1998; Van Linden & Fertman, 1998). This would suggest that the purposeful development of these capacities might help to diminish the existing leadership crisis.

This evidence and the increasing importance of outcomes assessment in higher education situate leadership as a critical college outcome (NASPA/ ACPA, 2004). However, researchers' use of general measures of leadership development rather than those tied to specific models has contributed to a scarcity of empirical studies grounded in the theory that is supposed to inform purposeful practice (Posner, 2004). This has resulted in three overarching problems: a significant gap between theory and practice, an unclear picture of the leadership development needs of college students, and uncertainty regarding the influence of the college environment on

leadership development outcomes. If higher education institutions could begin to address these issues, the ability to enhance leadership development and the preparation of civically engaged citizens would increase dramatically.

THEORETICAL FRAME

The social change model of leadership (HERI, 1996) provides the theoretical frame for this study as it was created specifically for college students and is consistent with the emerging leadership paradigm. This perspective, also referred to as the post-industrial paradigm, suggests that leadership is a relational, transformative, process-oriented, learned, and change-directed phenomenon (Rost, 1993). Similarly, the central principles associated with the social change model involve social responsibility and change for the common good (HERI). These are achieved through the development of eight core values targeted at enhancing students' level of self-awareness and ability to work with others (HERI). The values include: consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, and citizenship. These values function at the individual (i.e., consciousness of self, congruence, commitment), group (i.e., common purpose, collaboration, and controversy with civility), and societal (i.e., citizenship) levels. The dynamic interaction across levels and between values contributes to social change for the common good, the eighth critical value associated with this model (HERI). Definitions for each of the core values are provided in Appendix A. The social change model was selected as a conceptual frame for analysis because of its broad applicability and identification as one of the most well known student leadership models (Moriarty & Kezar, 2000). The social change model is available through the NCLP.



The Social Change Model of Leadership

Reprinted from HERI (1996). *A social change model of leadership development: Guidebook version III*. Los Angeles: University of California Los Angeles Higher Education Research Institute. [Guidebooks are available from the National Clearinghouse for Leadership Programs; <http://www.nclp.umd.edu/>]

CONCEPTUAL FRAME

The conceptual framework for the MSL is drawn from Astin's (1993) inputs-environments-outcomes (I-E-O) college impact model. This model is ideal as it 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 first element of the model, inputs, refers to students' pre-college characteristics and perceptions (Upcraft & Schuh, 1996). Demographic information, high school achievement, and pre-college experiences and perceptions of leadership are all inputs that will be controlled for in this study. The second element, environments, refers to the various programs, educational experiences, relationships, and other factors within the context of the collegiate environment that influence learning and development (Upcraft & Schuh). Environmental factors being examined in this study include: peer, faculty, and staff interactions, co-curricular involvement (e.g., clubs and organizations, community service, work experience), diverse interactions, participation in specific curricular and co-curricular leadership experiences, and institutional type. The third element, outcomes, refers to the students' characteristics after being exposed to the environment. Outcomes in the MSL reflect the eight critical values of the social change model as well as several additional college outcomes (e.g., cognitive development, appreciation for diversity, etc.).

SAMPLE

A total of 54 schools participated in the MSL. The selection process was used to create a sample that represented the diverse array of institutions in higher education in the United States (i.e., size, Carnegie type, geographic location, focus). Maximum variation in types of programs was sought including those that did not have extensive programs or did not use the social change model. Following study protocols, participating schools were asked to draw a designated random sample of undergraduate students from the general student population at their institution. Institutional samples have been standardized at a 95% confidence interval with a margin of error of ± 3 . Institutions have also had an option to use a comparative sample of up to 500 cases. Examples of comparative samples include: students in a leadership course, student organization members, peer educators, student athletes, or any other campus population. The total sample size for the study was over 160,000 cases. Given the size of the sample and inclusion of diverse institutional types, the sample has accurately represented demographic variables such as race, socio-economic status, gender, and geographic region. A non-respondent analysis was conducted at the end of data collection to account for any variance in demographic representation.

INSTRUMENT

The MSL research team created a questionnaire specifically for the purposes of this study. A large portion of this instrument relied on a revised version of the Socially Responsible Leadership Scale (SRLS) (Tyree, 1998), an instrument designed to measure leadership outcomes across the eight critical values associated with the social change model. Tyree's dissertation was a recipient of the 1998 National Association of Student Personnel Administrators Melvene Hardee Dissertation of the Year Award. An 83-item revised version of the SRLS (revised by Appel-Silbaugh, 2005) was used for the pilot test. Examination of that data led to a further revision to a 68-item version (Dugan, 2006). Each construct is comprised of between 6 and 11 items. Participants self report using a 5-point Likert scale response continuum ranging from strongly disagree (1) to strongly agree (5). Internal reliability for the 68-item instrument in the MSL pilot study ranged from .72 for controversy with civility to .87 for citizenship. Reliabilities

for scales used in the national study appear in Appendix D. Other composite scales (e.g., cognitive development, appreciation for diversity) were used with permission from the National Study of Living Learning Programs (Inkelas, 2004; Inkelas & Associates, 2004). The MSL instrument was supplemented with questions designed to examine environmental factors as well as control for pre-college inputs. The instrument appears in Appendix B.

DATA COLLECTION

The MSL was administered entirely via the internet with data management services provided by Survey Sciences Group. Student participants received an email asking them to participate. This email was derived from a template that schools were able to individually alter based on unique institutional requirements and specific incentive programs offered. The email directed students to a website and provided a unique, randomly assigned identification number. When students entered the web site, they were prompted to provide their ID number. It is this ID number that then separated from their email in order to protect confidentiality. Once it was entered, they began the survey. The first question asked for student consent to participate. The average time it took participants to complete the instrument was 20 minutes. Participants were sent up to three reminder emails requesting they complete the survey.

IMPLICATIONS/ DISSEMINATION OF FINDINGS

Findings contribute significantly to both theory and practice on college student leadership development at the national and institutional levels. Nationally, the results contribute to the creation of a national normative data set useful for comparative purposes. Normative data is searchable by institution type, gender, race, and other demographic elements. This is especially useful for researchers and practitioners wishing to better understand their unique student population's needs in relation to the broader national picture. These findings fill an empirical void between leadership inquiries on college students using leadership development models designed for college students. It builds upon previous research and provides a foundation for further inquiry regarding leadership outcomes. Additionally, this is one of the first empirical studies using the social change model. Results extend the understanding of the model as well as its operationalization. This should advance the ability of practitioners to deliver programs that directly meet student needs and build leadership capacities. This understanding should also have enormous influences at the institutional level. A broader understanding of the leadership development needs of college students allows institutions to more accurately target their curriculum, programs, and interventions. Addressing student needs more purposefully should increase program attendance and participant learning. Hard data on outcomes related to leadership should provide justification and support for leadership programs. The identification of positive environmental influences on leadership outcomes should illustrate best practices that can be adopted at other institutions to increase effectiveness.

CONTENT OF THE MSL INSTRUMENT

All students have been asked key demographic questions and all of the diversity, involvement, and leadership outcomes measures. Some scales have been administered randomly within the study (i.e., student activism, work experience, student government assessment, and cognitive development with leadership identity development). They have been considered sub-studies and have only gone to a portion of random and comparative samples.

The information below summarizes the major scales and data being collected for the MSL. After demographic and other classification items, the scales, composite scales and SRLS scales are sorted using the IEO model (Astin, 1991).

FORMAT

The MSL instrument was administrated on-line. The format of this instrument models the National Study of Living Learning Programs (Inkelas, 2004) which the MSL team found very helpful. A useful feature of the web design is that if a participant answers YES or NO to some items, they will be skipped to a follow up question for that item. The instrument generally went faster (i.e., reduce the burden) for those with fewer involvement experiences.

ITEMS

Demographic and other classification items were used or adapted with permission from the Cooperative Institutional Research Project (CIRP), the University of Maryland New Student Census (NSC), the National Student of Living Learning Programs (NSLLP), or were created by the MSL research team. See Appendix D for scale reliabilities, and Appendix E for variables and scale construction. The Syntax for creating those scales appears in Appendix F.

DEMOGRAPHICS

The instrument contained questions addressing these demographics:

- Age
- Gender
- Sexual orientation
- Ethnic/racial background
- Current living arrangements
- Disability
- Generational status
- Religious affiliation
- Class- education of parents
- Class- family income

CLASSIFICATION VARIABLES

Other questions asked so you can classify respondents:

- Transfer status
- Full or part time designation
- Class year
- College grades (also an outcome variable)
- Political views
- Positional leader frequency
- Active member frequency

Psychometrics for the following scales were used with permission of NSLLP can be found at:

Inkelas, K. K., Vogt, K., Longerbeam, S., Owen, J., & Johnson, D. (2006). Evidence of the reliability and validity of living-learning program environment and outcome measures. *Journal of General Education*, 54(4), 294-328.

INPUTS (I)

These variables or composite scales are included as specific input measures. They serve as controls for change during college on similar constructs.

- High school grades
- High school involvement
- High school leadership
- High school membership experience
- Pre-test: confidence with cognitive skills (NSLLP)
- Pre-test: Importance of diversity activities (NSLLP)
- Pre-test: confidence with leadership
- Pre-test: socially responsible leadership orientation (SRLS)
- Pre-test: leadership identity development stage indicator

ENVIRONMENT (E)

This is a broad category with complex scales and skip patterns. This section included:

- Off-campus work (if yes, hours worked)
- On-campus work (if yes, hours worked)
- Participation in community service (if yes, hours and context)
- Specific involvements (academic, experiential learning, study abroad, activism)
- Composite scale: discussed socio-cultural issues with peers (NSLLP)
- Composite scale: mentoring
 - Positional leader frequency (campus and community)
 - Active member frequency (campus and community)
 - Involvement with student clubs and organizations by type (skip pattern to ask more of student government and Greek organizations)
- Participating in leadership training (skip patterns to identify courses, and differentiate long term involvements like majors or minors)
- Perception of campus climate

OUTCOMES (O)

- Leadership self-efficacy
- Composite scale: cognitive skills (NSLLP)
- Composite scale: diversity appreciation (NSLLP)
- Socially Responsible Leadership Scale Revised2- (See Appendix C for items that comprise each scale so you can understand what is being measured)
 - Consciousness of self
 - Commitment
 - Congruence

- Collaboration
- Common purpose
- Controversy with civility
- Citizenship (serves as a civic engagement measure as well)
- Change

SUB-STUDIES

These scales/items have been used with a random portion of the total sample and clustered together as follows:

- Cognitive skills and Leadership Identity Development stage (with pre-test measures)
- Categorization of student employment (on or off campus work)
- Involvement in activism
- Involvement in student government

1. Inputs (appear on the instrument assessing the related outcome)

- Pre-test: confidence with cognitive skills (NSLLP)
- Pre-test: leadership identity development stage indicator

2. Environment

- Off campus work (if yes, categorization of work role)
- On campus work (if yes, categorization of work role)
- Involvement in activism
- Involvement in student government (skip pattern on the student group involvement measure)

3. Outcomes

- Leadership Identity Development stage
- Composite scale: cognitive skills (NSLLP)

Summary

This data set contains a wealth of information that can be analyzed to determine student leadership outcomes on your campus and what experiences might contribute to those outcomes. We encourage you to ask your own questions of the data and have provided your complete data set for both your random and comparative sample (if you had one). We have developed sample research question you might pose from data in Appendix G to illustrate how you might obtain key findings for your campus. Best wishes with your analysis.



MAKING SENSE OF THE RESULTS

The results are presented in various tables using descriptive and inferential statistical terms. The information in the tables represents students' responses and are categorized by demographic classification and environmental variables (see Chapter 2, MSL overview for a list of independent variables). What follows are some statistical terms that will help explain the information found in the tables in the results section of this report.

POPULATION

The population is the total group we would like to study and learn more about. College students are the target population for this study.

SAMPLE

A sample is a part of the population for which data is collected. The sample is used since it is not possible to collect data from the entire population (note that a few smaller institutions did actually sample their entire undergraduate population). Using randomly selected participants allows us to generalize the results to the population. Each campus provided a random sample of their students to participate in this study.

MEAN

The mean summarizes the responses for each item, and is the arithmetic average of the respondents' individual scores. The mean is calculated by adding up all the scores for a given item and dividing the sum by the number of scores.

STANDARD DEVIATION

Standard deviation measures how much scores vary from the mean. A small standard deviation means that most of the individual scores are close to the mean and that the scores do not vary far from the mean. A high standard deviation indicates scores are far from the mean and that there is wide variability among respondents on that item. Generally, 99% of all scores fall within three standard deviations from the mean.

SIGNIFICANCE

Significance means that there is a relationship between two or more variables that is not simply due to chance. For example, while the mean scores for a particular item may be higher for one group (e.g., by class or gender), that relationship is said to be significant if statistical analysis indicates that such a relationship is not likely a chance occurrence.

LIMITATIONS

There are several limitations to the study. A non-respondent analysis, presented in your executive summary, assists in determining if those who responded differ from the original sample. Limitations in the design also include the lack of a longitudinal component (with true pre-and post test data points). Students were asked instead to reflect back to their experiences and perceptions before they started college. In addition, most pre-tests are not full measures of the post-test as it would lengthen the time of administration of the survey.



INSTITUTIONAL RESULTS

This section of the final report provides a summary of institutional data collected as part of the MSL Research Project. The section begins with a brief tutorial on how to read results tables as well as a sample table with detailed notes on the meaning of its various elements. Both descriptive and inferential statistics are provided across three main categories (i.e., overall sample, demographic factors, and environmental factors) using the eight outcomes associated with the Social Change Model. Several SPSS output tables are followed by a significance table that states whether or not there are significant differences between the variable categories across the eight outcomes. Additionally, if you provided a comparative sample you are given a table that highlights any statistical differences between students in that sample and students in your random sample. The final section is comprised of tables representing the national normative data. You are encouraged to compare your sample data with this information as well.

Due to the length of the MSL instrument, it is not feasible to provide tables for all variables. However, all data is present in your SPSS file and schools are encouraged to mine this data in whatever way makes most sense to their institutional goals. Should you have any questions about the information presented here or possible interpretations of this material, please do not hesitate to contact your MSL liaison.

Variable being measured in table

Self, Congru, Commit, Collab, Common, Civility, Citizen, and Change represent the eight outcomes associated with the Social Change Model

Mean value:
This number represents the average score of all cases for each outcome by the measured variable. The range is 1-5, with 1 being lower self-perception than 5. **If there are less than 15 cases for a variable, there is no mean reported.**

Gender		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Female	Mean	3.9188	4.1550	4.2226	3.9632	4.0263	3.8358	3.8206	3.7204
	SD	.52225	.46944	.47004	.46191	.42078	.40987	.47015	.48204
	N	706	706	706	706	706	706	706	706
	%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%
Male	Mean	3.8844	4.0950	4.1601	3.8950	3.9649	3.7603	3.7785	3.7282
	SD	.53802	.49938	.50912	.47540	.44570	.44885	.50246	.47599
	N	525	525	525	525	525	525	525	525
	%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%
Total	Mean	3.9041	4.1294	4.1960	3.9341	4.0001	3.8036	3.8027	3.7237
	SD	.52909	.48315	.48787	.46873	.43247	.42838	.48444	.47929
	N	1231	1231	1231	1231	1231	1231	1231	1231
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Standard Deviation (SD):
Indicator of the variation in the distribution of the data from the mean

N:
Indicates the number of cases measured for each variable

Percentage (%):
Indicates the percentage of the total N measured for each variable

Due to the length of the instrument, significance tests were not completed for all variables. If a significance test was performed, you will see one of the below tables following the table to which it relates. If there was no significance test conducted, there will be no information regarding significance below the table. Schools are encouraged to conduct further significance tests for other variables of interest.

For each outcome variable where a statistically significant difference exists, it will be listed in this column. If one of the eight variables is missing, that indicates no statistical significant difference for that variable.

For each outcome variable where a statistically significant difference exists, the direction of the difference will be indicated in this column.

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Congruence	Female > Male
Commitment	Female > Male
Common Purpose	Female > Male
Collaboration	Female > Male
Controversy with Civility	Female > Male

If there are less than 30 cases for a variable, a significance test could not be performed.

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

STATISTICAL SIGNIFICANCE
No Significant Differences

This indicates that there is no statistically significant difference for any of the outcome variables.

MSL gratefully acknowledges the National Survey of Student Engagement (http://nsse.iub.edu/pdf/2005_inst_report/NSSEville%20Interpreting%20Means%20Comparison%20Report.pdf) and National Study of Living-Learning Programs (http://livelearnstudy.net/images/NSLLP_2004_Final_Report.pdf) for their models of these kinds of explanatory directions to data users that were adapted for use in this report



OVERALL SAMPLE RESULTS

Random Sample

	N	Mean	SD
Self	971	3.9381	.50839
Congru	971	4.1507	.47126
Commit	971	4.1878	.48332
Collab	971	3.9496	.45607
Common	971	3.9958	.43025
Civility	971	3.8162	.41338
Citizen	971	3.8215	.44090
Change	971	3.7260	.47919
Valid N (listwise)	971		

Comparative Sample

	N	Mean	SD
Self	208	4.0678	.47753
Congru	208	4.3262	.44806
Commit	208	4.3173	.45372
Collab	208	4.1514	.40924
Common	208	4.1763	.39849
Civility	208	4.0031	.42031
Citizen	208	4.0589	.42561
Change	208	3.8904	.44937
Valid N (listwise)	208		

Statistical Difference between Random and Comparative Samples

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Comparative > Random
Congruence	Comparative > Random
Commitment	Comparative > Random
Collaboration	Comparative > Random
Common Purpose	Comparative > Random
Controversy with Civility	Comparative > Random
Citizenship	Comparative > Random
Change	Comparative > Random

Gender		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Female	Mean	3.9694	4.2118	4.2381	3.9886	4.0412	3.8689	3.8475	3.7117
	SD	.49880	.42628	.43777	.41927	.39789	.38145	.41042	.47811
	N	502	502	502	502	502	502	502	502
	%	51.9%	51.9%	51.9%	51.9%	51.9%	51.9%	51.9%	51.9%
Male	Mean	3.9110	4.0951	4.1433	3.9149	3.9550	3.7663	3.8006	3.7457
	SD	.51464	.49777	.51588	.48481	.45223	.43329	.46486	.47972
	N	464	464	464	464	464	464	464	464
	%	48.0%	48.0%	48.0%	48.0%	48.0%	48.0%	48.0%	48.0%
Transgender	Mean								
	SD								
	N	1	1	1	1	1	1	1	1
	%	.1%	.1%	.1%	.1%	.1%	.1%	.1%	.1%
Total	Mean	3.9406	4.1546	4.1915	3.9521	3.9989	3.8187	3.8239	3.7275
	SD	.50731	.46667	.47988	.45429	.42756	.41102	.43895	.47899
	N	967	967	967	967	967	967	967	967
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Congruence	Female > Male
Commitment	Female > Male
Common Purpose	Female > Male
Controversy with Civility	Female > Male

Sexual Orientation		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Heterosexual	Mean	3.9457	4.1574	4.1972	3.9589	4.0037	3.8142	3.8266	3.7282
	SD	.49909	.46563	.47415	.44853	.42636	.40654	.43690	.47567
	N	928	928	928	928	928	928	928	928
	%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Gay or Bisexual	Mean	3.8571	4.1361	4.2143	3.9167	3.9418	4.0346	3.8988	3.7333
	SD	.71071	.52387	.53785	.43720	.42108	.38940	.28400	.55257
	N	21	21	21	21	21	21	21	21
	%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%
Rather Not Say	Mean	3.7778	4.0317	3.8704	3.6389	3.8148	3.7980	3.5972	3.6833
	SD	.63999	.46111	.61185	.65148	.47448	.59126	.61917	.58133
	N	18	18	18	18	18	18	18	18
	%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%
Total	Mean	3.9406	4.1546	4.1915	3.9521	3.9989	3.8187	3.8239	3.7275
	SD	.50731	.46667	.47988	.45429	.42756	.41102	.43895	.47899
	N	967	967	967	967	967	967	967	967
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

Race		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
White	Mean	3.9302	4.1609	4.2005	3.9478	3.9940	3.8088	3.8074	3.7062
	SD	.50249	.46698	.47018	.43015	.41392	.39986	.42711	.46946
	N	738	738	738	738	738	738	738	738
	%	76.4%	76.4%	76.4%	76.4%	76.4%	76.4%	76.4%	76.4%
African American/ Black	Mean	4.0200	4.1524	4.2298	4.0033	4.0780	3.9084	3.9200	3.8647
	SD	.52025	.49443	.51144	.51417	.51737	.44921	.47927	.51281
	N	77	77	77	77	77	77	77	77
	%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%
American Indian	Mean								
	SD								
	N	4	4	4	4	4	4	4	4
	%	.4%	.4%	.4%	.4%	.4%	.4%	.4%	.4%
Asian American	Mean	3.8866	4.1020	4.1667	3.9388	4.0340	3.7644	3.8571	3.8061
	SD	.56359	.47827	.54006	.65656	.51680	.53168	.52725	.60498
	N	49	49	49	49	49	49	49	49
	%	5.1%	5.1%	5.1%	5.1%	5.1%	5.1%	5.1%	5.1%
Latino	Mean								
	SD								
	N	12	12	12	12	12	12	12	12
	%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Multiracial	Mean	3.9781	4.1598	4.1316	3.9523	3.9532	3.8720	3.8586	3.7355
	SD	.48653	.40739	.47634	.45505	.38115	.35942	.44033	.42668
	N	76	76	76	76	76	76	76	76
	%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%
Not included	Mean								
	SD								
	N	10	10	10	10	10	10	10	10
	%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Total	Mean	3.9404	4.1544	4.1915	3.9519	3.9987	3.8185	3.8237	3.7273
	SD	.50755	.46689	.48012	.45449	.42776	.41119	.43914	.47921
	N	966	966	966	966	966	966	966	966
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

No Significant Differences

First Generation Student Status		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
First Generation	Mean	3.9201	4.1157	4.1729	3.9194	3.9699	3.8007	3.8113	3.7217
	SD	.51868	.48902	.47518	.44302	.42475	.38957	.44055	.47073
	N	299	299	299	299	299	299	299	299
	%	31.2%	31.2%	31.2%	31.2%	31.2%	31.2%	31.2%	31.2%
Non-First Generation	Mean	3.9508	4.1729	4.2020	3.9676	4.0141	3.8281	3.8314	3.7308
	SD	.50303	.45386	.48115	.45711	.42781	.42122	.43811	.48333
	N	660	660	660	660	660	660	660	660
	%	68.8%	68.8%	68.8%	68.8%	68.8%	68.8%	68.8%	68.8%
Total	Mean	3.9413	4.1551	4.1929	3.9526	4.0004	3.8195	3.8251	3.7279
	SD	.50789	.46561	.47924	.45308	.42713	.41161	.43874	.47921
	N	959	959	959	959	959	959	959	959
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences



ENVIRONMENTAL VARIABLES FOR RANDOM SAMPLE

Community Service in College?		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Yes	Mean	4.0063	4.2174	4.2607	4.0387	4.0658	3.8726	3.9332	3.7522
	SD	.49777	.46254	.45930	.42799	.41297	.40524	.41582	.48237
	N	498	498	498	498	498	498	498	498
	%	51.3%	51.3%	51.3%	51.3%	51.3%	51.3%	51.3%	51.3%
No	Mean	3.8663	4.0804	4.1110	3.8557	3.9220	3.7568	3.7039	3.6985
	SD	.51007	.47061	.49640	.46624	.43615	.41397	.43634	.47477
	N	473	473	473	473	473	473	473	473
	%	48.7%	48.7%	48.7%	48.7%	48.7%	48.7%	48.7%	48.7%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Studied Abroad		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9370	4.1449	4.1835	3.9429	3.9891	3.8084	3.8131	3.7221
	SD	.51113	.47827	.49003	.46424	.43823	.42025	.44698	.48271
	N	900	900	900	900	900	900	900	900
	%	92.7%	92.7%	92.7%	92.7%	92.7%	92.7%	92.7%	92.7%
Yes	Mean	3.9515	4.2233	4.2418	4.0335	4.0798	3.9142	3.9278	3.7761
	SD	.47540	.36600	.38708	.32662	.30178	.29871	.33981	.43209
	N	71	71	71	71	71	71	71	71
	%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

No Significant Differences

Experienced Internship		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9173	4.1392	4.1733	3.9272	3.9803	3.7994	3.8034	3.7015
	SD	.51366	.47080	.48629	.45031	.43075	.39944	.42852	.47518
	N	661	661	661	661	661	661	661	661
	%	68.1%	68.1%	68.1%	68.1%	68.1%	68.1%	68.1%	68.1%
Yes	Mean	3.9824	4.1751	4.2188	3.9972	4.0287	3.8519	3.8600	3.7784
	SD	.49486	.47207	.47621	.46526	.42802	.44018	.46457	.48427
	N	310	310	310	310	310	310	310	310
	%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences

Learning Community Participant		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9155	4.1256	4.1695	3.9273	3.9769	3.7954	3.7943	3.7104
	SD	.50256	.46961	.47830	.45150	.42301	.40605	.43641	.47607
	N	784	784	784	784	784	784	784	784
	%	80.7%	80.7%	80.7%	80.7%	80.7%	80.7%	80.7%	80.7%
Yes	Mean	4.0327	4.2559	4.2647	4.0428	4.0749	3.9033	3.9357	3.7914
	SD	.52299	.46479	.49780	.46447	.45203	.43318	.44247	.48795
	N	187	187	187	187	187	187	187	187
	%	19.3%	19.3%	19.3%	19.3%	19.3%	19.3%	19.3%	19.3%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No
Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Senior Capstone Participant		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9395	4.1474	4.1862	3.9465	3.9919	3.8114	3.8161	3.7195
	SD	.50829	.47283	.48562	.45705	.43542	.41169	.43695	.47812
	N	916	916	916	916	916	916	916	916
	%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%
Yes	Mean	3.9152	4.2052	4.2152	4.0000	4.0606	3.8959	3.9114	3.8345
	SD	.51407	.44481	.44638	.44030	.32907	.43683	.49807	.48847
	N	55	55	55	55	55	55	55	55
	%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences

Involvement in College Organizations		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.8558	4.0725	4.0886	3.8360	3.9046	3.7424	3.6945	3.6683
	SD	.53677	.47076	.48913	.47016	.40965	.41817	.46677	.50567
	N	205	205	205	205	205	205	205	205
	%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%
One time	Mean	3.7879	3.9654	3.9890	3.7722	3.8012	3.7046	3.6814	3.6570
	SD	.54280	.49313	.50968	.50188	.49110	.41142	.43146	.47829
	N	119	119	119	119	119	119	119	119
	%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%
Sometimes	Mean	3.9230	4.1473	4.2038	3.9377	3.9913	3.8042	3.8055	3.7172
	SD	.50273	.48780	.48250	.42510	.41204	.39657	.40633	.45728
	N	319	319	319	319	319	319	319	319
	%	32.9%	32.9%	32.9%	32.9%	32.9%	32.9%	32.9%	32.9%
Many times	Mean	4.0318	4.2359	4.2361	4.0508	4.0712	3.8849	3.9154	3.7859
	SD	.44902	.40796	.42751	.41412	.38726	.41118	.42864	.46383
	N	192	192	192	192	192	192	192	192
	%	19.8%	19.8%	19.8%	19.8%	19.8%	19.8%	19.8%	19.8%
Much of the time	Mean	4.0966	4.3183	4.4056	4.1608	4.2075	3.9559	4.0404	3.8096
	SD	.46374	.41730	.42586	.40595	.39285	.40003	.39083	.49499
	N	136	136	136	136	136	136	136	136
	%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Many Times > Never, One Time

	Much of the Time > Never, One Time, Sometimes
Congruence	Sometimes > One Time Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes
Commitment	Sometimes > Never, One Time Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes, Many Times
Collaboration	Sometimes > One Time Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes
Common Purpose	Sometimes > One Time Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes, Many Times
Controversy with Civility	Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes
Citizenship	Sometimes > Never Many Times > Never, One Time, Sometimes Much of the Time > Never, One Time, Sometimes

Leadership Position in College Organizations		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9178	4.1365	4.1787	3.9153	3.9629	3.7941	3.7741	3.7088
	SD	.49599	.44435	.45890	.43040	.40140	.39898	.42367	.47473
	N	599	599	599	599	599	599	599	599
	%	61.8%	61.8%	61.8%	61.8%	61.8%	61.8%	61.8%	61.8%
One time	Mean	3.8956	4.0861	4.1205	3.8901	3.9451	3.7700	3.7681	3.6398
	SD	.56292	.50922	.52078	.49517	.43602	.43560	.43875	.49607
	N	83	83	83	83	83	83	83	83
	%	8.6%	8.6%	8.6%	8.6%	8.6%	8.6%	8.6%	8.6%
Sometimes	Mean	3.8814	4.0792	4.1115	3.9400	3.9670	3.7985	3.8480	3.7257
	SD	.52351	.54667	.55851	.52418	.50320	.42818	.49391	.50885
	N	148	148	148	148	148	148	148	148
	%	15.3%	15.3%	15.3%	15.3%	15.3%	15.3%	15.3%	15.3%
Many times	Mean	4.0329	4.2434	4.2695	4.1019	4.1235	3.9338	3.9676	3.8247
	SD	.49797	.46809	.47109	.45031	.42564	.45749	.42655	.46031
	N	81	81	81	81	81	81	81	81
	%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%
Much of the time	Mean	4.2246	4.4310	4.4435	4.1886	4.2900	3.9938	4.1081	3.8881
	SD	.43141	.36901	.38731	.36729	.37822	.36397	.34072	.40772
	N	59	59	59	59	59	59	59	59
	%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%
Total	Mean	3.9386	4.1502	4.1871	3.9491	3.9953	3.8165	3.8213	3.7261
	SD	.50840	.47131	.48312	.45610	.43023	.41343	.44109	.47944
	N	970	970	970	970	970	970	970	970
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Much of the Time > Never, One Time, Sometimes
Congruence	Much of the Time > Never, One Time, Sometimes
Commitment	Much of the Time > Never, One Time, Sometimes
Collaboration	Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes
Common Purpose	Many Times > Never Much of the Time > Never, One Time, Sometimes
Controversy with Civility	Many Times > Never Much of the Time > Never, One Time, Sometimes
Citizenship	Many Times > Never, One Time Much of the Time > Never, One Time, Sometimes
Change	Much of the Time > Never, One Time

Short-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.8785	4.1192	4.1533	3.8888	3.9502	3.7648	3.7355	3.6719
	SD	.50122	.43329	.47271	.44204	.40346	.39484	.41928	.47523
	N	410	410	410	410	410	410	410	410
	%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%
One time	Mean	3.9120	4.0618	4.1154	3.8934	3.9139	3.7694	3.7917	3.7000
	SD	.52239	.51943	.50183	.46428	.44998	.41414	.45604	.44075
	N	231	231	231	231	231	231	231	231
	%	23.8%	23.8%	23.8%	23.8%	23.8%	23.8%	23.8%	23.8%
Several times	Mean	4.0157	4.2271	4.2554	4.0346	4.0835	3.9003	3.9181	3.7978
	SD	.50650	.45897	.46425	.43507	.42328	.41334	.41199	.49371
	N	278	278	278	278	278	278	278	278
	%	28.6%	28.6%	28.6%	28.6%	28.6%	28.6%	28.6%	28.6%
Many times	Mean	4.1090	4.3846	4.4199	4.2236	4.2500	3.9790	4.1154	3.8846
	SD	.42750	.47552	.48111	.47829	.41741	.44921	.47476	.52520
	N	52	52	52	52	52	52	52	52
	%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Several Times > Never Many Times > Never
Congruence	Several > One Time Many Times > Never, One Time
Commitment	Several > Never, One Time Many Times > Never, One Time
Collaboration	Several > Never, One Time Many Times > Never, One Time, Several Times
Common Purpose	Several > Never, One Time Many Times > Never, One Time, Several Times
Controversy with Civility	Several > Never, One Time Many Times > Never, One Time
Citizenship	Several > Never, One Time Many Times > Never, One Time, Several Times
Change	Several > Never Many Times > Never

Moderate-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9199	4.1422	4.1851	3.9175	3.9663	3.7832	3.7669	3.7003
	SD	.49554	.44337	.45246	.43671	.39837	.39375	.41616	.47608
	N	597	597	597	597	597	597	597	597
	%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%
One time	Mean	3.8519	4.0796	4.1054	3.9009	3.9572	3.7868	3.7917	3.6764
	SD	.54424	.53019	.53707	.47788	.46693	.45350	.45998	.45727
	N	174	174	174	174	174	174	174	174
	%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%
Several times	Mean	4.0146	4.1865	4.2089	4.0438	4.0743	3.9026	3.9635	3.8240
	SD	.49330	.48296	.50256	.45228	.46781	.37964	.41958	.48075
	N	154	154	154	154	154	154	154	154
	%	15.9%	15.9%	15.9%	15.9%	15.9%	15.9%	15.9%	15.9%
Many times	Mean	4.2440	4.4099	4.4638	4.2337	4.2609	4.0652	4.1680	3.9196
	SD	.45156	.46522	.50051	.49834	.44272	.49261	.49976	.51838
	N	46	46	46	46	46	46	46	46
	%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Several Times > One Time Many Times > Never, One Time, Several Times
Congruence	Many Times > Never, One Time, Several Times
Commitment	Many Times > Never, One Time, Several Times
Collaboration	Several Times, Many Times > Never, One Time
Common Purpose	Many Times > Never, One Time
Controversy with Civility	Several Times > Never Many Times > Never, One Time
Citizenship	Several Times > Never, One Time Many Times > Never, One Time, Several Times
Change	Several Times, Many Times > Never, One Time

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Long-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9317	4.1581	4.1985	3.9446	3.9975	3.8106	3.8038	3.7258
	SD	.49047	.43842	.45216	.42651	.39713	.39003	.41491	.46500
	N	787	787	787	787	787	787	787	787
	%	81.1%	81.1%	81.1%	81.1%	81.1%	81.1%	81.1%	81.1%
One time	Mean	3.8758	3.9958	4.0147	3.8358	3.8693	3.7513	3.7572	3.6461
	SD	.59442	.59514	.58403	.55177	.54059	.49527	.50140	.53560
	N	102	102	102	102	102	102	102	102
	%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%
Several times	Mean	4.0320	4.1913	4.2514	4.0932	4.0621	3.9214	4.0148	3.8119
	SD	.56620	.56250	.57517	.50833	.52412	.46307	.48970	.44260
	N	59	59	59	59	59	59	59	59
	%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%
Many times	Mean	4.1932	4.4783	4.4275	4.2554	4.3285	4.0237	4.2174	3.8696
	SD	.47166	.48466	.58566	.61524	.50970	.55921	.58292	.70352
	N	23	23	23	23	23	23	23	23
	%	2.4%	2.4%	2.4%	2.4%	2.4%	2.4%	2.4%	2.4%
Total	Mean	3.9381	4.1507	4.1878	3.9496	3.9958	3.8162	3.8215	3.7260
	SD	.50839	.47126	.48332	.45607	.43025	.41338	.44090	.47919
	N	971	971	971	971	971	971	971	971
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Congruence	Never > One Time
Commitment	Never > One Time
Collaboration	Several Times > One Time
Citizenship	Several Times > Never, One Time

*Please note that statistical significance was only calculated for categories with 30 or more cases. If there are less than 30 cases in one category, statistical significance was not calculated.

Emerging/ New Leaders Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9525	4.0916	4.1195	3.9387	3.9511	3.8290	3.8772	3.7113
	SD	.59251	.61609	.61969	.57590	.56096	.50619	.54110	.54645
	N	159	159	159	159	159	159	159	159
	%	86.4%	86.4%	86.4%	86.4%	86.4%	86.4%	86.4%	86.4%
Yes	Mean	4.0489	4.2914	4.2867	4.1750	4.2267	3.9091	4.0250	3.8280
	SD	.49074	.36996	.41533	.45928	.42002	.47601	.46631	.47039
	N	25	25	25	25	25	25	25	25
	%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

Peer Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	4.0015	4.1400	4.1678	3.9933	4.0141	3.8685	3.9307	3.7420
	SD	.57324	.58364	.59217	.56439	.53779	.49910	.53220	.55615
	N	150	150	150	150	150	150	150	150
	%	81.5%	81.5%	81.5%	81.5%	81.5%	81.5%	81.5%	81.5%
Yes	Mean	3.8072	4.0252	4.0294	3.8713	3.8758	3.7139	3.7500	3.6618
	SD	.58878	.62762	.61883	.57198	.60226	.50100	.51768	.44450
	N	34	34	34	34	34	34	34	34
	%	18.5%	18.5%	18.5%	18.5%	18.5%	18.5%	18.5%	18.5%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences

Leadership Certificate Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9860	4.1173	4.1336	3.9561	3.9794	3.8453	3.8865	3.7503
	SD	.57640	.58160	.58910	.55606	.54090	.49156	.52978	.55915
	N	151	151	151	151	151	151	151	151
	%	82.1%	82.1%	82.1%	82.1%	82.1%	82.1%	82.1%	82.1%
Yes	Mean	3.8721	4.1255	4.1818	4.0379	4.0303	3.8153	3.9470	3.6212
	SD	.59325	.64657	.64464	.61514	.60302	.55318	.55201	.41213
	N	33	33	33	33	33	33	33	33
	%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%	17.9%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences

Multi-Semester Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9663	4.1182	4.1438	3.9769	3.9914	3.8463	3.9054	3.7393
	SD	.56718	.56692	.57762	.53308	.52201	.48605	.50194	.52609
	N	168	168	168	168	168	168	168	168
	%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%
Yes	Mean	3.9583	4.1250	4.1250	3.9062	3.9583	3.7727	3.8125	3.6000
	SD	.71765	.83442	.80393	.86181	.81939	.65974	.80623	.64704
	N	16	16	16	16	16	16	16	16
	%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

Senior Leadership Capstone		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9789	4.1215	4.1446	3.9698	3.9885	3.8396	3.8943	3.7218
	SD	.56937	.56917	.58205	.53540	.52878	.48428	.50401	.52694
	N	174	174	174	174	174	174	174	174
	%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%
Yes	Mean	3.7333	4.0714	4.1000	3.9875	3.9889	3.8455	3.9500	3.8200
	SD	.72992	.94581	.86852	1.00424	.89573	.78091	.94133	.71926
	N	10	10	10	10	10	10	10	10
	%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

Residential Living-Learning Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9470	4.1069	4.1344	3.9556	3.9835	3.8275	3.8854	3.7129
	SD	.58594	.60622	.62364	.57419	.57440	.50607	.53959	.54495
	N	155	155	155	155	155	155	155	155
	%	84.2%	84.2%	84.2%	84.2%	84.2%	84.2%	84.2%	84.2%
Yes	Mean	4.0651	4.1823	4.1839	4.0517	4.0153	3.9060	3.9612	3.8034
	SD	.54232	.51351	.44173	.52346	.41225	.48073	.49900	.49460
	N	29	29	29	29	29	29	29	29
	%	15.8%	15.8%	15.8%	15.8%	15.8%	15.8%	15.8%	15.8%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
Insufficient N for Analysis

Leadership Minor		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9834	4.1371	4.1456	3.9813	4.0019	3.8573	3.9065	3.7345
	SD	.57196	.58254	.59478	.56721	.55246	.49834	.53209	.53896
	N	174	174	174	174	174	174	174	174
	%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%	94.6%
Yes	Mean								
	SD								
	N	10	10	10	10	10	10	10	10
	%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%	5.4%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

Insufficient N for Analysis

Leadership Major		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9752	4.1293	4.1555	3.9874	4.0000	3.8461	3.9098	3.7402
	SD	.57717	.58915	.59455	.56013	.55003	.50488	.52882	.53343
	N	179	179	179	179	179	179	179	179
	%	97.3%	97.3%	97.3%	97.3%	97.3%	97.3%	97.3%	97.3%
Yes	Mean								
	SD								
	N	5	5	5	5	5	5	5	5
	%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

Insufficient N for Analysis

Other		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.8568	4.0172	4.0482	3.8991	3.8969	3.7568	3.8133	3.6735
	SD	.60074	.62206	.62877	.61127	.58532	.50177	.54952	.50463
	N	83	83	83	83	83	83	83	83
	%	45.1%	45.1%	45.1%	45.1%	45.1%	45.1%	45.1%	45.1%
Yes	Mean	4.0550	4.2023	4.2195	4.0297	4.0638	3.9082	3.9664	3.7713
	SD	.54831	.55522	.56270	.52206	.51216	.49368	.51108	.56095
	N	101	101	101	101	101	101	101	101
	%	54.9%	54.9%	54.9%	54.9%	54.9%	54.9%	54.9%	54.9%
Total	Mean	3.9656	4.1188	4.1422	3.9708	3.9885	3.8399	3.8973	3.7272
	SD	.57947	.59192	.59789	.56622	.55117	.50170	.53281	.53706
	N	184	184	184	184	184	184	184	184
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

No Significant Differences

Place of Residence		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Parent/guardian or other relative home	Mean	3.8204	4.1143	4.1222	3.8896	3.9759	3.7545	3.7729	3.6733
	SD	.56437	.48126	.55223	.53535	.48759	.41248	.46742	.49570
	N	60	60	60	60	60	60	60	60
	%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Other private home, apartment, or room	Mean	3.9683	4.1684	4.2035	3.9738	4.0173	3.8444	3.8330	3.7647
	SD	.50871	.47231	.46768	.43808	.41242	.40949	.44722	.50282
	N	430	430	430	430	430	430	430	430
	%	44.5%	44.5%	44.5%	44.5%	44.5%	44.5%	44.5%	44.5%
College/university residence hall	Mean	3.9457	4.1595	4.1969	3.9458	3.9983	3.8129	3.8252	3.7082
	SD	.50194	.46385	.48249	.46553	.43900	.41719	.43150	.45570
	N	387	387	387	387	387	387	387	387
	%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%
Other campus student housing	Mean	3.8399	4.1017	4.1667	3.9216	3.9341	3.7488	3.7924	3.6441
	SD	.48091	.48267	.51043	.48015	.45163	.40068	.45993	.44577
	N	59	59	59	59	59	59	59	59
	%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%
Fraternity or sorority house	Mean								
	SD								
	N	13	13	13	13	13	13	13	13
	%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%
Other	Mean	3.9136	4.0079	4.0833	3.9236	3.8519	3.8081	3.7917	3.7000
	SD	.47533	.39038	.42492	.18757	.29520	.40881	.31506	.33431
	N	18	18	18	18	18	18	18	18
	%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%
Total	Mean	3.9406	4.1546	4.1915	3.9521	3.9989	3.8187	3.8239	3.7275
	SD	.50731	.46667	.47988	.45429	.42756	.41102	.43895	.47899
	N	967	967	967	967	967	967	967	967
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

No Significant Differences



NATIONAL SAMPLE RESULTS

All significant tests in the national sample were conducted at the .01 level.

National Sample Results

	N	Mean	SD
Consciousness of Self	49078	3.9514	.50858
Congruence	49078	4.1723	.46443
Commitment	49078	4.2348	.47325
Collaboration	49078	3.9762	.45555
Common Purpose	49078	4.0408	.42434
Controversy with Civility	49078	3.8348	.42100
Citizen	49078	3.8363	.45865
Change	49078	3.7471	.47106
Valid N (listwise)	49078		

National Sample Results By Carnegie Type

Carnegie Type		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Research Extensive	Mean	3.9465	4.1675	4.2222	3.9666	4.0314	3.8273	3.8286	3.7408
	SD	.51154	.46733	.47755	.45936	.42678	.42283	.46155	.47050
	N	23469	23469	23469	23469	23469	23469	23469	23469
	%	47.8%	47.8%	47.8%	47.8%	47.8%	47.8%	47.8%	47.8%
Research Intensive	Mean	3.9659	4.1867	4.2496	3.9878	4.0581	3.8543	3.8473	3.7880
	SD	.50593	.45930	.46331	.45164	.42276	.42517	.46110	.46938
	N	8582	8582	8582	8582	8582	8582	8582	8582
	%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%
Masters	Mean	3.9527	4.1757	4.2462	3.9843	4.0506	3.8395	3.8426	3.7358
	SD	.50653	.46119	.46996	.44929	.41980	.41520	.45051	.47170
	N	11458	11458	11458	11458	11458	11458	11458	11458
	%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%
Baccalaureate	Mean	3.9577	4.1742	4.2583	3.9892	4.0420	3.8322	3.8469	3.7248
	SD	.49189	.45147	.45865	.44013	.41003	.40906	.44218	.46534
	N	4713	4713	4713	4713	4713	4713	4713	4713
	%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%
Associates	Mean	3.8885	4.1008	4.1541	3.9456	3.9876	3.7951	3.7903	3.7851
	SD	.56266	.53640	.55209	.54199	.49493	.46128	.53870	.50099
	N	856	856	856	856	856	856	856	856
	%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50858	.46443	.47325	.45555	.42434	.42100	.45865	.47106
	N	49078	49078	49078	49078	49078	49078	49078	49078
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Extensive, Intensive, Masters, Baccalaureate > Associates

	Intensive > Extensive
Congruence	Extensive, Intensive, Masters, Baccalaureate > Associates Intensive > Extensive
Commitment	Intensive, Masters, Baccalaureate > Extensive > Associates
Collaboration	Intensive, Masters, Baccalaureate > Extensive
Common Purpose	Extensive, Intensive, Masters, Baccalaureate > Associates Intensive, Masters > Extensive
Controversy with Civility	Intensive > Extensive, Baccalaureate, Associates Masters > Associates
Citizenship	Intensive, Masters, Baccalaureate > Associates Intensive > Extensive
Change	Intensive , Associates > Masters, Baccalaureate

National Sample Results By Public/ Private

Public/ Private		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Public	Mean	3.9431	4.1626	4.2222	3.9631	4.0250	3.8299	3.8209	3.7538
	SD	.51425	.46836	.47614	.46120	.42962	.42563	.46632	.47301
	N	28192	28192	28192	28192	28192	28192	28192	28192
	%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%	57.4%
Private	Mean	3.9625	4.1853	4.2520	3.9939	4.0622	3.8414	3.8569	3.7381
	SD	.50061	.45876	.46878	.44723	.41617	.41460	.44727	.46827
	N	20886	20886	20886	20886	20886	20886	20886	20886
	%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%	42.6%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50858	.46443	.47325	.45555	.42434	.42100	.45865	.47106
	N	49078	49078	49078	49078	49078	49078	49078	49078
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Private > Public
Congruence	Private > Public
Commitment	Private > Public
Collaboration	Private > Public
Common Purpose	Private > Public
Controversy with Civility	Private > Public
Citizenship	Private > Public
Change	Public > Private

Overall Sample Results By Size

Institutional Size		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Small (Under 3,000)	Mean	3.9506	4.1708	4.2570	4.0027	4.0547	3.8332	3.8598	3.7201
	SD	.49298	.45651	.46609	.44312	.41387	.41224	.44182	.46939
	N	6197	6197	6197	6197	6197	6197	6197	6197
	%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%
Medium (3,001 - 10,000)	Mean	3.9479	4.1692	4.2384	3.9749	4.0449	3.8359	3.8382	3.7405
	SD	.51314	.46629	.47689	.45679	.42565	.41937	.45873	.47157
	N	17631	17631	17631	17631	17631	17631	17631	17631
	%	35.9%	35.9%	35.9%	35.9%	35.9%	35.9%	35.9%	35.9%
Large (Above 10,000)	Mean	3.9540	4.1747	4.2269	3.9707	4.0345	3.8343	3.8291	3.7584
	SD	.50915	.46506	.47225	.45749	.42587	.42427	.46244	.47078
	N	25250	25250	25250	25250	25250	25250	25250	25250
	%	51.4%	51.4%	51.4%	51.4%	51.4%	51.4%	51.4%	51.4%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50858	.46443	.47325	.45555	.42434	.42100	.45865	.47106
	N	49078	49078	49078	49078	49078	49078	49078	49078
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Commitment	Small > Medium > Large
Collaboration	Small > Medium, Large
Common Purpose	Small, Medium > Large
Citizenship	Small > Medium, Large
Change	Large > Medium > Small

Class Standing		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Freshman	Mean	3.8837	4.1064	4.1845	3.9340	3.9892	3.7803	3.7956	3.6861
	SD	.51810	.48511	.49616	.47271	.43992	.42551	.46933	.47756
	N	11411	11411	11411	11411	11411	11411	11411	11411
	%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%
Sophomore	Mean	3.9284	4.1549	4.2239	3.9707	4.0251	3.8185	3.8225	3.7343
	SD	.51407	.46548	.47364	.45274	.42428	.42108	.45742	.46945
	N	10655	10655	10655	10655	10655	10655	10655	10655
	%	21.7%	21.7%	21.7%	21.7%	21.7%	21.7%	21.7%	21.7%
Junior	Mean	3.9637	4.1896	4.2467	3.9817	4.0545	3.8473	3.8406	3.7613
	SD	.50619	.45760	.46469	.45009	.41690	.42061	.45788	.46950
	N	12899	12899	12899	12899	12899	12899	12899	12899
	%	26.3%	26.3%	26.3%	26.3%	26.3%	26.3%	26.3%	26.3%
Senior	Mean	4.0122	4.2228	4.2730	4.0096	4.0818	3.8797	3.8755	3.7933
	SD	.49074	.44534	.45757	.44558	.41327	.41193	.44814	.46260
	N	14113	14113	14113	14113	14113	14113	14113	14113
	%	28.8%	28.8%	28.8%	28.8%	28.8%	28.8%	28.8%	28.8%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50858	.46443	.47325	.45555	.42434	.42100	.45865	.47106
	N	49078	49078	49078	49078	49078	49078	49078	49078
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Senior > Junior > Sophomore > Freshman
Congruence	Senior > Junior > Sophomore > Freshman
Commitment	Senior > Junior > Sophomore > Freshman
Collaboration	Senior > Junior , Sophomore > Freshman
Common Purpose	Senior > Junior > Sophomore > Freshman
Controversy with Civility	Senior > Junior > Sophomore > Freshman
Citizenship	Senior > Junior > Sophomore > Freshman
Change	Senior > Junior > Sophomore > Freshman

Gender		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Female	Mean	3.9676	4.2076	4.2767	4.0107	4.0717	3.8687	3.8543	3.7401
	SD	.49658	.43938	.44689	.43368	.40542	.40264	.43895	.46794
	N	30062	30062	30062	30062	30062	30062	30062	30062
	%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%	61.5%
Male	Mean	3.9287	4.1195	4.1721	3.9247	3.9947	3.7834	3.8108	3.7601
	SD	.52497	.49274	.50123	.48021	.44537	.44212	.48404	.47533
	N	18718	18718	18718	18718	18718	18718	18718	18718
	%	38.3%	38.3%	38.3%	38.3%	38.3%	38.3%	38.3%	38.3%
Transgender	Mean	3.4657	3.5885	3.5124	3.3489	3.5207	3.4328	3.3041	3.4672
	SD	.69246	.97670	.98572	.91015	.88998	.64982	.95029	.65282
	N	67	67	67	67	67	67	67	67
	%	.1%	.1%	.1%	.1%	.1%	.1%	.1%	.1%
Total	Mean	3.9520	4.1730	4.2356	3.9768	4.0414	3.8354	3.8369	3.7474
	SD	.50862	.46416	.47307	.45555	.42427	.42093	.45871	.47129
	N	48847	48847	48847	48847	48847	48847	48847	48847
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Female > Male > Transgender
Congruence	Female > Male > Transgender
Commitment	Female > Male > Transgender
Collaboration	Female > Male > Transgender
Common Purpose	Female > Male > Transgender
Controversy with Civility	Female > Male > Transgender
Citizenship	Female > Male > Transgender
Change	Male > Female > Transgender

Sexual Orientation		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Heterosexual	Mean	3.9570	4.1774	4.2412	3.9808	4.0445	3.8347	3.8374	3.7455
	SD	.50396	.45889	.46755	.44993	.41953	.41705	.45350	.46878
	N	45948	45948	45948	45948	45948	45948	45948	45948
	%	94.1%	94.1%	94.1%	94.1%	94.1%	94.1%	94.1%	94.1%
Gay or Bisexual	Mean	3.9160	4.1455	4.1714	3.9378	4.0223	3.8885	3.8684	3.8133
	SD	.56452	.51529	.52650	.51669	.46384	.46398	.51242	.50310
	N	1658	1658	1658	1658	1658	1658	1658	1658
	%	3.4%	3.4%	3.4%	3.4%	3.4%	3.4%	3.4%	3.4%
Rather Not Say	Mean	3.8145	4.0507	4.1150	3.8850	3.9566	3.7934	3.7786	3.7320
	SD	.57398	.55185	.56305	.54601	.51883	.49032	.55393	.50797
	N	1227	1227	1227	1227	1227	1227	1227	1227
	%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
Total	Mean	3.9521	4.1731	4.2357	3.9770	4.0415	3.8355	3.8370	3.7475
	SD	.50853	.46391	.47285	.45531	.42411	.42088	.45852	.47116
	N	48833	48833	48833	48833	48833	48833	48833	48833
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Heterosexual > Gay or Bisexual > Rather Not Say
Congruence	Heterosexual > Gay or Bisexual > Rather Not Say
Commitment	Heterosexual > Gay or Bisexual > Rather Not Say
Collaboration	Heterosexual > Gay or Bisexual > Rather Not Say
Common Purpose	Heterosexual, Gay or Bisexual > Rather Not Say
Controversy with Civility	Gay or Bisexual > Heterosexual > Rather Not Say
Citizenship	Gay or Bisexual > Heterosexual > Rather Not Say
Change	Gay or Bisexual > Heterosexual, Rather Not Say

Race		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
White	Mean	3.9639	4.1841	4.2502	3.9777	4.0445	3.8375	3.8387	3.7352
	SD	.49589	.44889	.45934	.44066	.41066	.41232	.44428	.46578
	N	35030	35030	35030	35030	35030	35030	35030	35030
	%	71.8%	71.8%	71.8%	71.8%	71.8%	71.8%	71.8%	71.8%
African American/ Black	Mean	4.0378	4.2068	4.2502	4.0284	4.0861	3.8779	3.8987	3.8658
	SD	.52141	.49683	.49591	.49676	.46674	.43849	.49363	.47404
	N	2529	2529	2529	2529	2529	2529	2529	2529
	%	5.2%	5.2%	5.2%	5.2%	5.2%	5.2%	5.2%	5.2%
American Indian	Mean	3.9577	4.1327	4.1892	3.9802	4.0186	3.8095	3.8571	3.7952
	SD	.52037	.46919	.43988	.41061	.39947	.37305	.44037	.42781
	N	126	126	126	126	126	126	126	126
	%	.3%	.3%	.3%	.3%	.3%	.3%	.3%	.3%
Asian/ Asian American	Mean	3.7617	4.0327	4.0980	3.9227	3.9625	3.7240	3.7362	3.6780
	SD	.54079	.51218	.51953	.49681	.46191	.43093	.48732	.47012
	N	3838	3838	3838	3838	3838	3838	3838	3838
	%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%	7.9%
Latino	Mean	3.9513	4.1722	4.2346	4.0156	4.0565	3.8452	3.8442	3.7866
	SD	.52338	.49698	.50011	.47726	.45200	.43021	.48407	.48322
	N	2147	2147	2147	2147	2147	2147	2147	2147
	%	4.4%	4.4%	4.4%	4.4%	4.4%	4.4%	4.4%	4.4%
Multiracial	Mean	3.9811	4.2029	4.2443	3.9749	4.0626	3.8871	3.8699	3.8141
	SD	.52257	.46810	.47787	.47673	.43254	.43514	.48723	.48287
	N	3985	3985	3985	3985	3985	3985	3985	3985
	%	8.2%	8.2%	8.2%	8.2%	8.2%	8.2%	8.2%	8.2%
Not Included	Mean	3.9375	4.1362	4.1962	3.9682	4.0199	3.8579	3.8609	3.7896
	SD	.52972	.51178	.52303	.51352	.48036	.47117	.50098	.49253
	N	1118	1118	1118	1118	1118	1118	1118	1118
	%	2.3%	2.3%	2.3%	2.3%	2.3%	2.3%	2.3%	2.3%
Total	Mean	3.9521	4.1731	4.2357	3.9772	4.0416	3.8354	3.8371	3.7476
	SD	.50853	.46399	.47291	.45516	.42406	.42076	.45840	.47106
	N	48773	48773	48773	48773	48773	48773	48773	48773
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Black > White, Asian, Latino, Multiracial, Not Included White, American Indian, Latino, Multiracial, Not Included > Asian
Congruence	White, Black, Latino, Multiracial, Not Included > Asian White, Black, Multiracial > Not Included
Commitment	White, Black, Latino, Multiracial, Not Included > Asian

First Generation Student Status		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
First Generation	Mean	3.9387	4.1683	4.2326	3.9735	4.0334	3.8319	3.8276	3.7594
	SD	.51740	.47216	.47789	.46019	.43312	.42496	.46912	.47322
	N	17194	17194	17194	17194	17194	17194	17194	17194
	%	35.6%	35.6%	35.6%	35.6%	35.6%	35.6%	35.6%	35.6%
Non-First Generation	Mean	3.9635	4.1794	4.2410	3.9814	4.0491	3.8401	3.8452	3.7429
	SD	.50147	.45608	.46654	.45038	.41605	.41704	.45023	.46972
	N	31037	31037	31037	31037	31037	31037	31037	31037
	%	64.4%	64.4%	64.4%	64.4%	64.4%	64.4%	64.4%	64.4%
Total	Mean	3.9546	4.1754	4.2380	3.9786	4.0435	3.8372	3.8389	3.7487
	SD	.50734	.46190	.47063	.45391	.42227	.41989	.45713	.47103
	N	48231	48231	48231	48231	48231	48231	48231	48231
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Non-First Generation > First Generation
Congruence	Non-First Generation > First Generation
Common Purpose	Non-First Generation > First Generation
Citizenship	Non-First Generation > First Generation
Change	First Generation > Non-First Generation

ENVIRONMENTAL VARIABLES FOR NATIONAL SAMPLE

Community Service in College?		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Yes	Mean	4.0149	4.2346	4.3028	4.0752	4.1147	3.9080	3.9555	3.7965
	SD	.48932	.44441	.45369	.43098	.40770	.40965	.42852	.46061
	N	25734	25734	25734	25734	25734	25734	25734	25734
	%	52.4%	52.4%	52.4%	52.4%	52.4%	52.4%	52.4%	52.4%
No	Mean	3.8814	4.1036	4.1599	3.8671	3.9594	3.7540	3.7048	3.6927
	SD	.52011	.47622	.48298	.45700	.42745	.41860	.45484	.47646
	N	23342	23342	23342	23342	23342	23342	23342	23342
	%	47.6%	47.6%	47.6%	47.6%	47.6%	47.6%	47.6%	47.6%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50859	.46444	.47326	.45556	.42435	.42101	.45866	.47107
	N	49076	49076	49076	49076	49076	49076	49076	49076
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Studied Abroad		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9444	4.1680	4.2314	3.9694	4.0335	3.8254	3.8275	3.7389
	SD	.50914	.46580	.47432	.45659	.42513	.42130	.45909	.47166
	N	43492	43492	43492	43492	43492	43492	43492	43492
	%	88.6%	88.6%	88.6%	88.6%	88.6%	88.6%	88.6%	88.6%
Yes	Mean	4.0055	4.2053	4.2613	4.0292	4.0972	3.9080	3.9046	3.8111
	SD	.50106	.45243	.46410	.44401	.41397	.41157	.44957	.46161
	N	5583	5583	5583	5583	5583	5583	5583	5583
	%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50859	.46444	.47326	.45557	.42436	.42102	.45866	.47108
	N	49075	49075	49075	49075	49075	49075	49075	49075
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No
Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Experienced Internship		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9136	4.1411	4.2002	3.9363	4.0049	3.8036	3.7940	3.7186
	SD	.51450	.47141	.47907	.45972	.42666	.42276	.46091	.47148
	N	31393	31393	31393	31393	31393	31393	31393	31393
	%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
Yes	Mean	4.0184	4.2276	4.2964	4.0471	4.1045	3.8900	3.9113	3.7978
	SD	.49083	.44649	.45634	.43926	.41263	.41217	.44487	.46609
	N	17682	17682	17682	17682	17682	17682	17682	17682
	%	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50859	.46444	.47326	.45557	.42436	.42102	.45866	.47108
	N	49075	49075	49075	49075	49075	49075	49075	49075
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No
Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Learning Community Participant		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9380	4.1602	4.2217	3.9567	4.0247	3.8202	3.8159	3.7348
	SD	.51055	.46555	.47435	.45582	.42384	.42119	.45852	.47079
	N	39738	39738	39738	39738	39738	39738	39738	39738
	%	81.0%	81.0%	81.0%	81.0%	81.0%	81.0%	81.0%	81.0%
Yes	Mean	4.0082	4.2234	4.2909	4.0595	4.1095	3.8966	3.9228	3.7997
	SD	.49620	.45621	.46445	.44499	.41968	.41464	.44911	.46869
	N	9337	9337	9337	9337	9337	9337	9337	9337
	%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50859	.46444	.47326	.45557	.42436	.42102	.45866	.47108
	N	49075	49075	49075	49075	49075	49075	49075	49075
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No

Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Senior Capstone Participant		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9385	4.1615	4.2246	3.9682	4.0296	3.8228	3.8244	3.7372
	SD	.51106	.46797	.47613	.45759	.42639	.42160	.46039	.47193
	N	43266	43266	43266	43266	43266	43266	43266	43266
	%	88.2%	88.2%	88.2%	88.2%	88.2%	88.2%	88.2%	88.2%
	Mean	4.0475	4.2525	4.3110	4.0362	4.1243	3.9242	3.9247	3.8208
Yes	SD	.47907	.42888	.44403	.43560	.39911	.40565	.43553	.45806
	N	5809	5809	5809	5809	5809	5809	5809	5809
	%	11.8%	11.8%	11.8%	11.8%	11.8%	11.8%	11.8%	11.8%
	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8363	3.7471
Total	SD	.50859	.46444	.47326	.45557	.42436	.42102	.45866	.47108
	N	49075	49075	49075	49075	49075	49075	49075	49075
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No
Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Involvement in College Organizations		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.8838	4.1145	4.1623	3.8569	3.9478	3.7631	3.7087	3.6973
	SD	.52894	.48923	.49389	.48077	.44441	.43441	.48195	.48903
	N	11043	11043	11043	11043	11043	11043	11043	11043
	%	22.5%	22.5%	22.5%	22.5%	22.5%	22.5%	22.5%	22.5%
One time	Mean	3.8638	4.0972	4.1543	3.8844	3.9550	3.7555	3.7378	3.6757
	SD	.51731	.47058	.47994	.44687	.42081	.41598	.45086	.46921
	N	6557	6557	6557	6557	6557	6557	6557	6557
	%	13.4%	13.4%	13.4%	13.4%	13.4%	13.4%	13.4%	13.4%
Sometimes	Mean	3.9210	4.1374	4.1970	3.9518	4.0052	3.8107	3.8134	3.7258
	SD	.49477	.46061	.46742	.43108	.40523	.40865	.43213	.45696
	N	14653	14653	14653	14653	14653	14653	14653	14653
	%	29.9%	29.9%	29.9%	29.9%	29.9%	29.9%	29.9%	29.9%
Many times	Mean	3.9940	4.2077	4.2760	4.0498	4.0895	3.8817	3.9090	3.7803
	SD	.47822	.42470	.43702	.41251	.38249	.39485	.41338	.44535
	N	8671	8671	8671	8671	8671	8671	8671	8671
	%	17.7%	17.7%	17.7%	17.7%	17.7%	17.7%	17.7%	17.7%
Much of the time	Mean	4.1232	4.3362	4.4227	4.1779	4.2484	3.9895	4.0526	3.8754
	SD	.48466	.42903	.43058	.43325	.39791	.40918	.43397	.47257
	N	8130	8130	8130	8130	8130	8130	8130	8130
	%	16.6%	16.6%	16.6%	16.6%	16.6%	16.6%	16.6%	16.6%
Total	Mean	3.9514	4.1723	4.2348	3.9762	4.0408	3.8348	3.8362	3.7471
	SD	.50868	.46451	.47335	.45564	.42443	.42109	.45875	.47116
	N	49054	49054	49054	49054	49054	49054	49054	49054
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Much > Many > Some > One, Never
Congruence	Much > Many > Some > One, Never
Commitment	Much > Many > Some > One, Never
Collaboration	Much > Many > Some > One > Never
Common Purpose	Much > Many > Some > One, Never
Controversy with Civility	Much > Many > Some > One, Never
Citizenship	Much > Many > Some > One > Never
Change	Much > Many > Some > One > Never

Leadership Position in College Organizations		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9110	4.1454	4.2031	3.9225	3.9912	3.8011	3.7712	3.7130
	SD	.50997	.45879	.46352	.44890	.41289	.41477	.45232	.47109
	N	28419	28419	28419	28419	28419	28419	28419	28419
	%	57.9%	57.9%	57.9%	57.9%	57.9%	57.9%	57.9%	57.9%
One time	Mean	3.9308	4.1504	4.2128	3.9701	4.0279	3.8169	3.8244	3.7323
	SD	.50780	.47689	.49022	.45507	.42091	.42084	.45513	.46839
	N	4704	4704	4704	4704	4704	4704	4704	4704
	%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%
Sometimes	Mean	3.9427	4.1331	4.1888	3.9731	4.0238	3.8175	3.8526	3.7398
	SD	.50354	.48415	.50134	.45922	.43696	.42980	.44798	.46512
	N	6782	6782	6782	6782	6782	6782	6782	6782
	%	13.8%	13.8%	13.8%	13.8%	13.8%	13.8%	13.8%	13.8%
Many times	Mean	4.0246	4.2224	4.2976	4.0759	4.1240	3.8979	3.9487	3.8063
	SD	.48128	.43931	.44551	.41866	.39603	.40225	.40991	.44182
	N	4611	4611	4611	4611	4611	4611	4611	4611
	%	9.4%	9.4%	9.4%	9.4%	9.4%	9.4%	9.4%	9.4%
Much of the time	Mean	4.1648	4.3708	4.4622	4.2224	4.3059	4.0261	4.1176	3.9270
	SD	.47438	.42745	.42910	.43053	.39729	.40855	.43486	.46625
	N	4536	4536	4536	4536	4536	4536	4536	4536
	%	9.2%	9.2%	9.2%	9.2%	9.2%	9.2%	9.2%	9.2%
Total	Mean	3.9514	4.1723	4.2349	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50865	.46448	.47330	.45561	.42439	.42109	.45872	.47116
	N	49052	49052	49052	49052	49052	49052	49052	49052
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Much , Many, Some > Never Much > Many > Some, One
Congruence	Much > Many > Some, One, Never
Commitment	Much > Many > Some, One, Never
Collaboration	Much > Many > Some, One, Never
Common Purpose	Much > Many > Some, One, Never
Controversy with Civility	Some, Many, Much > Never Much > Many > One, Some
Citizenship	Much > Many > Some > One > Never
Change	Much > Many > Some, One, Never Some > Never

Short-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.8903	4.1229	4.1842	3.8824	3.9672	3.7755	3.7347	3.6857
	SD	.52159	.46898	.47847	.46015	.42494	.42213	.46430	.47864
	N	20039	20039	20039	20039	20039	20039	20039	20039
	%	40.9%	40.9%	40.9%	40.9%	40.9%	40.9%	40.9%	40.9%
One time	Mean	3.9136	4.1328	4.1924	3.9558	4.0060	3.8004	3.8079	3.7167
	SD	.50028	.46378	.47556	.43323	.41199	.41002	.43118	.45301
	N	12226	12226	12226	12226	12226	12226	12226	12226
	%	24.9%	24.9%	24.9%	24.9%	24.9%	24.9%	24.9%	24.9%
Several times	Mean	4.0217	4.2244	4.2894	4.0627	4.1143	3.8992	3.9352	3.8104
	SD	.47810	.44174	.44730	.42392	.39643	.40156	.41772	.44673
	N	13737	13737	13737	13737	13737	13737	13737	13737
	%	28.0%	28.0%	28.0%	28.0%	28.0%	28.0%	28.0%	28.0%
Many times	Mean	4.1872	4.4194	4.4926	4.2849	4.3329	4.0717	4.1718	3.9881
	SD	.48371	.43523	.43391	.44529	.41605	.42285	.45834	.48955
	N	3048	3048	3048	3048	3048	3048	3048	3048
	%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Total	Mean	3.9514	4.1722	4.2349	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50872	.46456	.47337	.45568	.42446	.42112	.45878	.47119
	N	49050	49050	49050	49050	49050	49050	49050	49050
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Many > Several > One > Never
Congruence	Many > Several > One, Never
Commitment	Many > Several > One, Never
Collaboration	Many > Several > One > Never
Common Purpose	Many > Several > One > Never
Controversy with Civility	Many > Several > One > Never
Citizenship	Many > Several > One > Never
Change	Many > Several > One > Never

Moderate-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9183	4.1491	4.2110	3.9250	4.0007	3.8036	3.7744	3.7068
	SD	.51066	.45585	.46314	.44682	.41131	.41338	.44952	.47014
	N	29614	29614	29614	29614	29614	29614	29614	29614
	%	60.4%	60.4%	60.4%	60.4%	60.4%	60.4%	60.4%	60.4%
One time	Mean	3.9469	4.1548	4.2205	3.9906	4.0403	3.8297	3.8563	3.7505
	SD	.50083	.46988	.48365	.44807	.42499	.41817	.44410	.45464
	N	9367	9367	9367	9367	9367	9367	9367	9367
	%	19.1%	19.1%	19.1%	19.1%	19.1%	19.1%	19.1%	19.1%
Several times	Mean	4.0178	4.2159	4.2721	4.0699	4.1127	3.8968	3.9514	3.8286
	SD	.49456	.47271	.48206	.44622	.42943	.42247	.43936	.45717
	N	8056	8056	8056	8056	8056	8056	8056	8056
	%	16.4%	16.4%	16.4%	16.4%	16.4%	16.4%	16.4%	16.4%
Many times	Mean	4.1936	4.4202	4.5043	4.2889	4.3460	4.0687	4.1924	3.9979
	SD	.47992	.44952	.44568	.46746	.43008	.44115	.47731	.49742
	N	2008	2008	2008	2008	2008	2008	2008	2008
	%	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%
Total	Mean	3.9514	4.1722	4.2348	3.9762	4.0408	3.8348	3.8362	3.7471
	SD	.50867	.46456	.47335	.45564	.42442	.42109	.45875	.47121
	N	49045	49045	49045	49045	49045	49045	49045	49045
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Many > Several > One > Never
Congruence	Many > Several > One, Never
Commitment	Many > Several > One, Never
Collaboration	Many > Several > One > Never
Common Purpose	Many > Several > One > Never
Controversy with Civility	Many > Several > One > Never
Citizenship	Many > Several > One > Never
Change	Many > Several > One > Never

Long-Term Leadership Experiences		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Never	Mean	3.9441	4.1699	4.2334	3.9586	4.0283	3.8286	3.8113	3.7332
	SD	.50514	.45016	.45809	.44248	.40790	.41168	.44649	.46686
	N	39640	39640	39640	39640	39640	39640	39640	39640
	%	80.8%	80.8%	80.8%	80.8%	80.8%	80.8%	80.8%	80.8%
One time	Mean	3.9270	4.1227	4.1798	3.9869	4.0286	3.8109	3.8682	3.7478
	SD	.51600	.51605	.53005	.48454	.47386	.44527	.47366	.46885
	N	4578	4578	4578	4578	4578	4578	4578	4578
	%	9.3%	9.3%	9.3%	9.3%	9.3%	9.3%	9.3%	9.3%
Several times	Mean	3.9617	4.1532	4.2078	4.0303	4.0687	3.8386	3.9271	3.8053
	SD	.52234	.52373	.53543	.49951	.48443	.45829	.48859	.47853
	N	3031	3031	3031	3031	3031	3031	3031	3031
	%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Many times	Mean	4.1576	4.3840	4.4543	4.2471	4.3004	4.0257	4.1541	3.9539
	SD	.50042	.47736	.48062	.49426	.45485	.45165	.49238	.50383
	N	1792	1792	1792	1792	1792	1792	1792	1792
	%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%
Total	Mean	3.9514	4.1723	4.2349	3.9762	4.0408	3.8348	3.8363	3.7471
	SD	.50869	.46456	.47337	.45567	.42444	.42112	.45879	.47121
	N	49041	49041	49041	49041	49041	49041	49041	49041
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Many > Several, One, Never Several > One
Congruence	Many > Several, One, Never Several, Never > One
Commitment	Many > Never > Several, One
Collaboration	Many > Several > One > Never
Common Purpose	Many > Several > One, Never
Controversy with Civility	Many > Never, Several > One
Citizenship	Many > Several > One > Never
Change	Many > Several > One, Never

Emerging/ New Leaders Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9722	4.1686	4.2280	4.0334	4.0790	3.8475	3.9275	3.7976
	SD	.52479	.52240	.53468	.50057	.48468	.46086	.49464	.48747
	N	7703	7703	7703	7703	7703	7703	7703	7703
	%	81.9%	81.9%	81.9%	81.9%	81.9%	81.9%	81.9%	81.9%
Yes	Mean	4.0272	4.2446	4.3011	4.1279	4.1583	3.9209	4.0058	3.8420
	SD	.50852	.50915	.52117	.49444	.47885	.43924	.48405	.47097
	N	1698	1698	1698	1698	1698	1698	1698	1698
	%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Yes > No
Congruence	Yes > No
Commitment	Yes > No
Collaboration	Yes > No
Common Purpose	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No
Change	Yes > No

Peer Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9773	4.1798	4.2384	4.0374	4.0862	3.8580	3.9290	3.7979
	SD	.52301	.52050	.53029	.49773	.48179	.45573	.49066	.48511
	N	7407	7407	7407	7407	7407	7407	7407	7407
	%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%
Yes	Mean	4.0002	4.1918	4.2513	4.0992	4.1197	3.8710	3.9887	3.8342
	SD	.51935	.52209	.54288	.50904	.49401	.46577	.50188	.48270
	N	1994	1994	1994	1994	1994	1994	1994	1994
	%	21.2%	21.2%	21.2%	21.2%	21.2%	21.2%	21.2%	21.2%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Collaboration	Yes > No
Common Purpose	Yes > No
Citizenship	Yes > No
Change	Yes > No

Leadership Certificate Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9841	4.1833	4.2408	4.0494	4.0913	3.8596	3.9390	3.8067
	SD	.51967	.51589	.52805	.49619	.47986	.45502	.48990	.48153
	N	8282	8282	8282	8282	8282	8282	8282	8282
	%	88.1%	88.1%	88.1%	88.1%	88.1%	88.1%	88.1%	88.1%
Yes	Mean	3.9677	4.1756	4.2440	4.0585	4.1081	3.8696	3.9616	3.7972
	SD	.54135	.55622	.56837	.53356	.51808	.47869	.52028	.50855
	N	1119	1119	1119	1119	1119	1119	1119	1119
	%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE
No Significant Differences

Multi-Semester Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9810	4.1814	4.2396	4.0464	4.0901	3.8581	3.9384	3.8048
	SD	.52155	.51660	.52845	.49433	.47993	.45565	.48775	.48201
	N	8586	8586	8586	8586	8586	8586	8586	8586
	%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%	91.3%
Yes	Mean	3.9940	4.1920	4.2573	4.0937	4.1275	3.8893	3.9759	3.8140
	SD	.53027	.56370	.57872	.56264	.53010	.48019	.55106	.51353
	N	815	815	815	815	815	815	815	815
	%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Collaboration	Yes > No

Senior Leadership Capstone		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9843	4.1859	4.2443	4.0523	4.0946	3.8618	3.9415	3.8057
	SD	.51774	.51440	.52602	.49446	.47870	.45425	.48887	.48237
	N	8864	8864	8864	8864	8864	8864	8864	8864
	%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%
Yes	Mean	3.9466	4.1237	4.1885	4.0207	4.0722	3.8437	3.9439	3.8038
	SD	.59180	.61496	.63524	.59498	.57302	.51433	.56714	.52388
	N	537	537	537	537	537	537	537	537
	%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Congruence	No > Yes

Residential Living-Learning Leadership Program		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9770	4.1769	4.2343	4.0439	4.0894	3.8536	3.9344	3.8038
	SD	.52150	.52230	.53355	.49957	.48570	.45592	.49141	.48568
	N	8007	8007	8007	8007	8007	8007	8007	8007
	%	85.2%	85.2%	85.2%	85.2%	85.2%	85.2%	85.2%	85.2%
Yes	Mean	4.0119	4.2137	4.2808	4.0883	4.1160	3.9022	3.9836	3.8158
	SD	.52602	.51133	.52816	.50609	.47758	.46700	.50443	.47981
	N	1394	1394	1394	1394	1394	1394	1394	1394
	%	14.8%	14.8%	14.8%	14.8%	14.8%	14.8%	14.8%	14.8%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Commitment	Yes > No
Collaboration	Yes > No
Controversy with Civility	Yes > No
Citizenship	Yes > No

Leadership Minor		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9891	4.1892	4.2494	4.0565	4.0992	3.8669	3.9470	3.8103
	SD	.51864	.51420	.52521	.49390	.47802	.45472	.48732	.48274
	N	9007	9007	9007	9007	9007	9007	9007	9007
	%	95.8%	95.8%	95.8%	95.8%	95.8%	95.8%	95.8%	95.8%
Yes	Mean	3.8243	4.0265	4.0520	3.9127	3.9580	3.7206	3.8201	3.6995
	SD	.57835	.63535	.66020	.62282	.60059	.50581	.60903	.51920
	N	394	394	394	394	394	394	394	394
	%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	No > Yes
Congruence	No > Yes
Commitment	No > Yes

Collaboration	No > Yes
Common Purpose	No > Yes
Controversy with Civility	No > Yes
Citizenship	No > Yes
Change	No > Yes

Leadership Major		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9861	4.1860	4.2460	4.0544	4.0958	3.8658	3.9457	3.8085
	SD	.51859	.51650	.52787	.49565	.48002	.45543	.48957	.48236
	N	9023	9023	9023	9023	9023	9023	9023	9023
	%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Yes	Mean	3.8868	4.0960	4.1245	3.9567	4.0326	3.7417	3.8462	3.7365
	SD	.59687	.60962	.63272	.60340	.58021	.49904	.57501	.53596
	N	378	378	378	378	378	378	378	378
	%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	No > Yes
Congruence	No > Yes
Commitment	No > Yes
Collaboration	No > Yes
Common Purpose	No > Yes
Controversy with Civility	No > Yes
Citizenship	No > Yes
Change	No > Yes

Other		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
No	Mean	3.9831	4.1831	4.2493	4.0624	4.0998	3.8648	3.9453	3.7958
	SD	.51953	.51811	.53363	.50389	.48619	.45282	.49309	.47738
	N	4226	4226	4226	4226	4226	4226	4226	4226
	%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%
Yes	Mean	3.9814	4.1818	4.2345	4.0408	4.0880	3.8574	3.9387	3.8136
	SD	.52459	.52309	.53241	.49803	.48322	.46200	.49412	.49069
	N	5175	5175	5175	5175	5175	5175	5175	5175
	%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%
Total	Mean	3.9822	4.1823	4.2412	4.0505	4.0933	3.8608	3.9417	3.8056
	SD	.52230	.52083	.53298	.50076	.48457	.45788	.49364	.48481
	N	9401	9401	9401	9401	9401	9401	9401	9401
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

STATISTICAL SIGNIFICANCE

No Significant Differences

Place of Residence		Self	Congru	Commit	Collab	Common	Civility	Citizen	Change
Parent/guardian or other relative home	Mean	3.9109	4.1571	4.2124	3.9560	4.0217	3.8010	3.7933	3.7237
	SD	.52748	.48585	.49120	.47945	.44621	.43602	.48087	.48647
	N	6794	6794	6794	6794	6794	6794	6794	6794
	%	13.9%	13.9%	13.9%	13.9%	13.9%	13.9%	13.9%	13.9%
Private home, apartment, or room	Mean	4.0034	4.2095	4.2574	3.9928	4.0645	3.8731	3.8585	3.8015
	SD	.49191	.44261	.45153	.43612	.40514	.40934	.44503	.45922
	N	17930	17930	17930	17930	17930	17930	17930	17930
	%	36.7%	36.7%	36.7%	36.7%	36.7%	36.7%	36.7%	36.7%
College/university residence hall	Mean	3.9157	4.1471	4.2248	3.9669	4.0246	3.8145	3.8279	3.7052
	SD	.51194	.46842	.47726	.45944	.42651	.42215	.45766	.47255
	N	18779	18779	18779	18779	18779	18779	18779	18779
	%	38.5%	38.5%	38.5%	38.5%	38.5%	38.5%	38.5%	38.5%
Other campus student housing	Mean	3.9605	4.1864	4.2531	3.9978	4.0593	3.8343	3.8536	3.7330
	SD	.50103	.45139	.46938	.45434	.42000	.41170	.46039	.47052
	N	2811	2811	2811	2811	2811	2811	2811	2811
	%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%
Fraternity or sorority house	Mean	3.9772	4.1493	4.2266	3.9996	4.0694	3.8226	3.8771	3.7582
	SD	.50921	.47065	.49129	.44419	.43068	.41383	.44313	.45367
	N	1610	1610	1610	1610	1610	1610	1610	1610
	%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
Other	Mean	3.9221	4.1169	4.1719	3.9244	3.9786	3.8103	3.8093	3.7613
	SD	.54445	.57279	.58768	.54653	.52380	.47621	.54059	.48710
	N	875	875	875	875	875	875	875	875
	%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%	1.8%
Total	Mean	3.9520	4.1732	4.2358	3.9770	4.0415	3.8355	3.8371	3.7475
	SD	.50848	.46374	.47261	.45512	.42389	.42065	.45828	.47117
	N	48799	48799	48799	48799	48799	48799	48799	48799
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

OUTCOME VARIABLE	STATISTICAL SIGNIFICANCE
Consciousness of Self	Private Home, Other Student Housing, Greek Housing > Parent Home Private Home > Residence Hall, Other Student Housing, Other Other Student Housing, Greek Housing > Residence Hall
Congruence	Private Home > Parent Home, Residence Hall, Greek Housing, Other Other Student Housing > Residence Hall
Commitment	Private Home, Residence Hall, Other Student Housing > Other Private Home, Other Student Housing > Parent Home, Residence Hall

Collaboration	Private Home, Other Student Housing, Greek Housing > Parent Home , Other Private Home, Other Student Housing > Residence Hall
Common Purpose	Private Home, Residence Hall, Other Student Housing, Greek Housing > Other Private Home, Other Student Housing, Greek Housing > Parent Home, Residence Hall
Controversy with Civility	Private Home > Parent Home, Residence Hall, Other Student Housing, Greek Housing, Other Other Student Housing > Parent Home
Citizenship	Private Home, Greek Housing > Other Parent Home, Private Home, Greek Housing > Residence Hall Private Home, Greek Housing, Other Student Housing > Parent Home
Change	Private home > Parent Home, Residence Hall, Other Student Housing, Greek Housing Other Student Housing, Greek Housing, Other > Residence Hall



DATA USE & ACKNOWLEDGEMENT GUIDELINES

Given the scope of the MSL project, number of funding partners, and requirements associated with Institutional Review Board policy, it is important to review issues related to using the MSL data. Please keep in mind the following considerations as you move forward with using results on your campus.

IRB Considerations

- Many campus IRBs granted approval for the MSL study through October 2006. You should check with your local IRB to find out if you need to submit a renewal application to extend the timeframe for which you are allowed to work with the data. This is especially relevant for schools that may wish to publish or make presentations using their results.
- Remember that confidentiality of responses remains an issue even though no individual names appear in the data set or final report. You are encouraged to handle data appropriately. This includes carefully monitoring who has access and how it is used.

National Data Issues

- You have been provided with means and standard deviations for the national normative data set. **We ask that you not share this information outside of your institution as this data will be unveiled in a series of publications and presentations by the MSL Research Team.**
- The MSL Research Team has outlined a rigorous research agenda that will examine multiple facets of the national data. However, if you are interested in using the national data set as part of a thesis, dissertation, or personal research project, you may submit a proposal to the Co-Principal Investigators. This proposal should include your specific research question, timeline for investigation, and the specific variables you would like access to from the national data set. Proposals will be reviewed on a rotating basis and permission for use is at the sole discretion of the Co-Principal Investigators.

Publications & Presentations

- Participating campuses are encouraged to use their institutional data for publications. Please note that national data may only be used in publications for comparative purposes with institutional data and should not appear in tables. All publications must include the following notation:

Data used in this article were collected as part of the Multi-Institutional Study of Leadership 2006.

- Participating campuses are also encouraged to use their data in conference and convention presentations. Again, national data may only be shared for comparative purposes. Presentations should clearly indicate that the source of the data is the Multi-Institutional Study of Leadership 2006. This should appear on handouts and visual aids.

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APPENDIX A
Definitions of Social Change Model Core Values

Value	Definition
Consciousness of self	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions.
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, intensity, and duration, and is directed toward both the group activity as well as its intended outcomes.
Collaboration	To work with others in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
Common purpose	To work with shared aims and values; facilitates the group's ability to engage in collective analysis of issues at hand and the task to be undertaken.
Controversy with civility	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly, but with civility. Civility implies respect for others, a willingness to hear each others' views, and the exercise of restraint in criticizing the views and actions of others.
Citizenship	The process whereby an individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community.
Change	The ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.

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**APPENDIX B
THE MSL INSTRUMENT**

The MSL instrument was administered on the web; in that format items to be skipped did not appear to the respondent if they were not applicable. This version of the MSL instrument was formatted as a paper/pencil version particularly for use in IRB approval processes.

Please be advised that the MSL 2005-2006 instrument is the property of the MSL Research Team and University of Maryland, College Park. *The instrument may not be copied, disseminated, or used in part or in whole, for any purposes without the express written permission of the co-principal investigators.*

NOTE:

Shaded sections/ items comprise sub-studies and were not administered to all participants. Approximately 25% of the total sample from each participating campus was selected for each of the sub-studies.

- o None of the above

YOUR PERCEPTIONS BEFORE ENROLLING IN COLLEGE

8. Looking back to *before you started college*, how confident were you that you would be successful at the following:
(Circle one response for each.)

1 = Not at all confident 3 = Confident
2 = Somewhat confident 4 = Very confident

- Handling the challenge of college-level work.. 1 2 3 4
- Feeling as though you belong on campus..... 1 2 3 4
- Analyzing new ideas and concepts..... 1 2 3 4
- Applying something learned in class to the "real world"..... 1 2 3 4
- Enjoying the challenge of learning new material 1 2 3 4
- Appreciating new and different ideas, beliefs .. 1 2 3 4
- Leading others 1 2 3 4
- Organizing a group's tasks to accomplish a goal..... 1 2 3 4
- Taking initiative to improve something..... 1 2 3 4
- Working with a team on a group project 1 2 3 4

9. Looking back to *before you started college*, how often did you engage in the following activities:
(Circle one response for each.)

1 = Never 3 = Often
2 = Sometimes 4 = Very Often

- Performing volunteer work 1 2 3 4
- Participating in student clubs/ groups..... 1 2 3 4
- Participating in varsity sports..... 1 2 3 4
- Took leadership positions in student clubs, groups or sports 1 2 3 4
- Participating in community organizations (e.g. church youth group, scouts)..... 1 2 3 4
- Taking leadership positions in community organizations..... 1 2 3 4
- Participating in activism in any form (e.g. petitions, rally, protest)..... 1 2 3 4
- Getting to know people from backgrounds different than your own 1 2 3 4
- Learning about cultures different from your own..... 1 2 3 4

Participating in training or education that developed your leadership skills.....1 2 3 4

10. Looking back to *before you started college*, please indicate your agreement with the following items by choosing the number that most closely represented your opinion about that statement AT THAT TIME:
(Circle one response for each.)

1 = Strongly disagree 4 = Agree
2 = Disagree 5= Strongly Agree
3 = Neutral

- Hearing differences in opinions enriched my thinking 1 2 3 4 5
- I had low self esteem..... 1 2 3 4 5
- I worked well in changing environments 1 2 3 4 5
- I enjoyed working with others toward common goals..... 1 2 3 4 5
- I held myself accountable for responsibilities I agree to 1 2 3 4 5
- I worked well when I knew the collective values of a group..... 1 2 3 4 5
- My behaviors reflected my beliefs 1 2 3 4 5
- I valued the opportunities that allowed me to contribute to my community, 1 2 3 4 5
- I thought of myself as a leader ONLY if I was the head of a group (e.g. chair, president) ... 1 2 3 4 5

11a. Before you started college, how would you describe the amount of leadership experience you have had (e.g., student clubs, performing groups, service organizations, jobs)? Please circle the appropriate number
No experience 1 2 3 4 5 Extensive experience

11b. Before you started college, how often did others give you positive feedback or encourage your leadership ability (e.g., teachers, advisors, mentors)?
Please circle the appropriate number
Never 1 2 3 4 5 frequently

11c. Before you started college, How would you have reacted to being chosen or appointed the leader of a group? Please circle the appropriate number
Very 1 2 3 4 5 very
uncomfortable comfortable

11d. Before you started college, how often did you see others be effective leaders?
Please circle the appropriate number
Never 1 2 3 4 5 frequently

11e. Before you started college, how often did you think of yourself as a leader
Please circle the appropriate number
Never 1 2 3 4 5 frequently

- Sports- Leisure or Intramural (ex: Intramural flag football, Rock Climbing)
- Special Interest (ex: Comedy Group)
- Student governance group (ex: Student Government Association, Residence Hall Association, Interfraternity Council) **IF CHECKED go to item 14A**

14A. Were you involved in your campus-wide student government association? (Circle one) YES NO

If No, skip to item 15.

Thinking about your student government experience, indicate your level of agreement with the following items:

(Circle one response for each.)

- 1 = Strongly disagree** **4 = Agree**
- 2 = Disagree** **5 = Strongly agree**
- 3 = Neutral**

I found it hard to represent my constituents' concerns..... 1 2 3 4 5

I successfully initiated change on behalf of my constituents (e.g., policy, institutional, or social) 1 2 3 4 5

My motivation for involvement was about gaining influence..... 1 2 3 4 5

My motivation for involvement was to receive recognition 1 2 3 4 5

My motivation for involvement was to help others..... 1 2 3 4 5

I have witnessed effective constituency-based efforts for change 1 2 3 4 5

Effective constituency-based efforts for change have influenced my own actions..... 1 2 3 4 5

I held a constituency-based position prior to this college SGA experience (e.g. high school or other governance group)..... 1 2 3 4 5

Experience with previous constituency based positions did NOT make me more effective in my college SGA work..... 1 2 3 4 5

15. At any time during your college experience, how often have you been in mentoring relationships where another person intentionally assisted your growth or connected you to opportunities for career and personal development? Indicate how many times

Student affairs staff
(e.g., a student organization advisor, career counselor, the Dean of Students, or residence hall coordinator):
..... never once several many

Faculty never once several many

Employers never once several many

Community members never once several many

Other students never once several many

16. During interactions with other students outside of class, how often have you done each of the following in an average school year? (Circle one for each.)

- 1 = Never** **3 = Often**
- 2 = Sometimes** **4 = Very Often**

Talked about different lifestyles/ customs.....1 2 3 4

Held discussions with students whose personal values were very different from your own.....1 2 3 4

Discussed major social issues such as peace, human rights, and justice.....1 2 3 4

Held discussions with students whose religious beliefs were very different from your own.....1 2 3 4

Discussed your views about multiculturalism and diversity.....1 2 3 4

Held discussions with students whose political opinions were very different from your own.....1 2 3 4

DEVELOPING YOUR LEADERSHIP ABILITIES

17. Since starting college, how many times have you participated in the following types of training or education that developed your leadership skills (ex: courses, Resident Assistant training, organization retreats, job training) (Circle one for each.)

17a- Short-Term Experiences (ex: individual or one-time workshops, retreats, conferences, lectures, or training)
Never once several many

17b-Moderate-Term Experiences (ex: a single course, multiple or ongoing retreats, conferences, institutes, workshops, and/or training).
Never once several many

If NEVER skip to 17c:

Did your experience involve any academic courses?
YES NO

If no, skip to 17c

a. How many leadership courses have you completed?

- b. How many other courses have you taken that contributed to your leadership abilities (e.g. ethics course, personal development courses, management courses)? *Keep in mind you might have taken such a course but it did not contribute to your leadership.*

17c- Long-Term Experiences (ex: multi-semester leadership program, leadership certificate program, leadership minor or major, emerging leaders program, living-learning program),
 Never once several many

if NEVER skip to 18

Which of the following Long-Term Activities did you experience? (check all that apply)

- Emerging or New Leaders Program
- Peer Leadership Program
- Leadership Certificate Program
- Multi-Semester Leadership Program
- Senior Leadership Capstone Experience
- Residential Living-learning leadership program
- Leadership Minor
- Leadership Major
- Other

ASSESSING LEADERSHIP DEVELOPMENT

18. Please indicate your agreement or disagreement with the following items by choosing the number that most closely represents your opinion about that statement.

(Circle one response for each.)

For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.

- 1 = Strongly disagree 4 = Agree
 2 = Disagree 5= Strongly Agree
 3 = Neutral

- I am open to others' ideas..... 1 2 3 4 5
 Creativity can come from conflict..... 1 2 3 4 5
 I value differences in others 1 2 3 4 5
 I am able to articulate my priorities..... 1 2 3 4 5
 Hearing differences in opinions enriches my thinking..... 1 2 3 4 5
 I have low self esteem 1 2 3 4 5
 I struggle when group members have ideas that are different from mine..... 1 2 3 4 5

- Transition makes me uncomfortable.....1 2 3 4 5
 I am usually self confident.....1 2 3 4 5
 I am seen as someone who works well with others1 2 3 4 5
 Greater harmony can come out of disagreement.....1 2 3 4 5
 I am comfortable initiating new ways of looking at things1 2 3 4 5
 My behaviors are congruent with my beliefs.....1 2 3 4 5
 I am committed to a collective purpose in those groups to which I belong1 2 3 4 5
 It is important to develop a common direction in a group in order to get anything done.....1 2 3 4 5
 I respect opinions other than my own.....1 2 3 4 5
 Change brings new life to an organization.....1 2 3 4 5
 The things about which I feel passionate have priority in my life.....1 2 3 4 5
 I contribute to the goals of the group1 2 3 4 5
 There is energy in doing something a new way1 2 3 4 5
 I am uncomfortable when someone disagrees with me1 2 3 4 5
 I know myself pretty well1 2 3 4 5
 I am willing to devote the time and energy to things that are important to me.....1 2 3 4 5
 I stick with others through difficult times1 2 3 4 5
 When there is a conflict between two people, one will win and the other will lose1 2 3 4 5
 Change makes me uncomfortable.....1 2 3 4 5
 It is important to me to act on my beliefs...1 2 3 4 5
 I am focused on my responsibilities.....1 2 3 4 5
 I can make a difference when I work with others on a task.....1 2 3 4 5
 I actively listen to what others have to say1 2 3 4 5
 I think it is important to know other people's priorities.....1 2 3 4 5

- My actions are consistent with my values..... 1 2 3 4 5
- I believe I have responsibilities to my community..... 1 2 3 4 5
- I could describe my personality..... 1 2 3 4 5
- I have helped to shape the mission of the group..... 1 2 3 4 5
- New ways of doing things frustrate me..... 1 2 3 4 5
- Common values drive an organization..... 1 2 3 4 5
- I give time to making a difference for someone else..... 1 2 3 4 5
- I work well in changing environments..... 1 2 3 4 5
- I work with others to make my communities better places..... 1 2 3 4 5
- I can describe how I am similar to other people..... 1 2 3 4 5
- I enjoy working with others toward common goals..... 1 2 3 4 5
- I am open to new ideas..... 1 2 3 4 5
- I have the power to make a difference in my community..... 1 2 3 4 5
- I look for new ways to do something..... 1 2 3 4 5
- I am willing to act for the rights of others..... 1 2 3 4 5
- I participate in activities that contribute to the common good..... 1 2 3 4 5
- Others would describe me as a cooperative group member..... 1 2 3 4 5
- I am comfortable with conflict..... 1 2 3 4 5
- I can identify the differences between positive and negative change..... 1 2 3 4 5
- I can be counted on to do my part..... 1 2 3 4 5
- Being seen as a person of integrity is important to me..... 1 2 3 4 5
- I follow through on my promises..... 1 2 3 4 5
- I hold myself accountable for responsibilities I agree to..... 1 2 3 4 5
- I believe I have a civic responsibility to the greater public..... 1 2 3 4 5
- Self-reflection is difficult for me..... 1 2 3 4 5
- Collaboration produces better results..... 1 2 3 4 5
- I know the purpose of the groups to which I belong..... 1 2 3 4 5
- I am comfortable expressing myself..... 1 2 3 4 5

- My contributions are recognized by others in the groups I belong to..... 1 2 3 4 5
- I work well when I know the collective values of a group..... 1 2 3 4 5
- I share my ideas with others..... 1 2 3 4 5
- My behaviors reflect my beliefs..... 1 2 3 4 5
- I am genuine..... 1 2 3 4 5
- I am able to trust the people with whom I work..... 1 2 3 4 5
- I value opportunities that allow me to contribute to my community..... 1 2 3 4 5
- I support what the group is trying to accomplish..... 1 2 3 4 5
- It is easy for me to be truthful..... 1 2 3 4 5

THINKING MORE ABOUT YOURSELF

19. How would you characterize your political views?

- (Mark One)
- Far left
 - Liberal
 - Middle-of-the-road
 - Conservative
 - Far right

20. In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? (Circle one response for each.)

- 1 = Not grown at all 3 = Grown**
2 = Grown somewhat 4 = Grown very much

- Ability to put ideas together and to see relationships between ideas..... 1 2 3 4
- Ability to learn on your own, pursue ideas, and find information you need..... 1 2 3 4
- Ability to critically analyze ideas and information..... 1 2 3 4
- Learning more about things that are new to you..... 1 2 3 4

21. Please indicate the extent to which you agree or disagree with the following statements.

(Circle one response for each.)

- 1 = Strongly disagree 3 = Agree**
2 = Disagree 4 = Strongly agree

- Since coming to college, I have learned a great deal about other racial/ethnic groups..... 1 2 3 4

I have gained a greater commitment to my racial/ethnic identity since coming to college .. 1 2 3 4

My campus's commitment to diversity fosters more division among racial/ethnic groups than inter-group understanding 1 2 3 4

Since coming to college, I have become aware of the complexities of inter-group understanding..... 1 2 3 4

THINKING ABOUT LEADERSHIP

22. How confident are you that you can be successful at the following: (Circle one response for each.)
 1 = Not at all confident 3 = Confident
 2 = Somewhat confident 4 = Very confident

- Leading others..... 1 2 3 4
- Organizing a group's tasks to accomplish a goal. 1 2 3 4
- Taking initiative to improve something 1 2 3 4
- Working with a team on a group project..... 1 2 3 4

23. To what degree do you agree with these items?
 (Circle one response for each.)

- 1 = Strongly disagree
- 2 = Disagree
- 3 = neither agree or disagree
- 4 = Agree
- 5 = Strongly agree

It is the responsibility of the head of a group to make sure the job gets done 1 2 3 4 5

A person can lead from anywhere in the organization, not just as the head of the organization 1 2 3 4 5

I spend time mentoring other group members..... 1 2 3 4 5

I think of myself as a leader ONLY if I am the head of a group (e.g. chair, president) 1 2 3 4 5

Group members share the responsibility for leadership 1 2 3 4 5

I am a person who can work effectively with others to accomplish our shared goals..... 1 2 3 4 5

I do NOT think of myself as a leader when I am just a member of a group..... 1 2 3 4 5

Leadership is a process all people in the group do together 1 2 3 4 5

I feel inter-dependent with others in a group. 1 2 3 4 5

I know I can be an effective member of any group I choose to join..... 1 2 3 4 5

Teamwork skills are important in all organizations 1 2 3 4 5

The head of the group is the leader and members of the group are followers 1 2 3 4 5

YOUR COLLEGE CLIMATE

24. Select the number that best represents your experience with your overall college climate

- Closed, hostile, intolerant, unfriendly 1 2 3 4 5 6 7
- Open, inclusive, supportive, friendly

BACKGROUND INFORMATION

25. What were your average grades in High School?
 (Choose One)

- A or A+
- A- or B+
- B
- B- or C+
- C
- C- or D+
- D or lower

26. Did your high school require community service for graduation? (Circle One) YES NO

27. What is your age?

28. What is your gender?

- Female
- Male
- Transgender

29. What is your sexual orientation?

- Heterosexual
- Bisexual
- Gay/Lesbian
- Rather not say

30. Indicate your citizenship and/ or generation status:
 (Choose One)

- Your grandparents, parents, and you were born in the U.S.
- Both of your parents AND you were born in the U.S.
- You were born in the U.S., but at least one of your parents was not
- You are a foreign born, naturalized citizen

- You are a foreign born, resident alien/ permanent resident
- You are on a student visa

31. Please indicate your racial or ethnic background. (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Cuban American
- Other Latino American
- Multiracial or multiethnic
- Race/ethnicity not included above

32. Do you have a mental, emotional, or physical condition that now or in the past affects your functioning in daily activities at work, school, or home?

Yes No

if Yes Please indicate all that apply:

- Deaf/Hard of Hearing
- Blind/Visually Impairment
- Speech/language condition
- Learning Disability
- Physical or musculoskeletal (e.g. multiple sclerosis)
- Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
- Psychiatric/Psychological condition (e.g. anxiety disorder, major depression)
- Neurological condition (e.g. brain injury, stroke)
- Medical (e.g. diabetes, severe asthma)
- Other

33. What is your current religious affiliation? (Choose One)

- None
- Agnostic
- Atheist
- Buddhist
- Catholic
- Hindu
- Islamic
- Jewish
- Mormon
- Quaker
- Protestant (e.g. Baptist, Methodist, Presbyterian)
- Other
- Other Christian
- Rather not say

34. What is your best estimate of your grades so far in college? [Assume 4.00 = A] (Choose One)

- 3.50 – 4.00
- 3.00 – 3.49

- 2.50 – 2.99
- 2.00 – 2.49
- 1.99 or less
- No college GPA

35. What is the HIGHEST level of formal education obtained by any of your parent(s) or guardian(s)? (Choose one)

- Less than high school diploma or GED
- High school diploma or GED
- Some college
- Associates degree
- Bachelors degree
- Masters degree
- Doctorate or professional degree (e.g., JD, MD, PhD)
- Don't know

36. What is your best estimate of your parent(s) or guardian(s) combined total income from last year? If you are independent from your parents, indicate your income. (Choose one)

- Less than \$12,500
- \$12,500 - \$24,999
- \$25,000 – \$39,999
- \$40,000 – \$54,999
- \$55,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 and over
- Don't know
- Rather not say

37. Which of the following best describes where are you currently living while attending college? (Choose one)

- Parent/guardian or other relative home
- Other private home, apartment, or room
- College/university residence hall
- Other campus student housing
- Fraternity or sorority house
- Other

INDIVIDUAL CAMPUS ITEMS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Appendix C
Socially Responsible Leadership Scale Revised-2

SCALE	SRLS-R2	Questions that appear with a minus sign are negative response items. They have already been reverse scored for you in the data set.
Change	[-] 8	Transition makes me uncomfortable.
Change	12	I am comfortable initiating new ways of looking at things.
Change	17	Change brings new life to an organization.
Change	20	There is energy in doing something a new way.
Change	[-] 26	Change makes me uncomfortable.
Change	[-] 36	New ways of doing things frustrate me.
Change	39	I work well in changing environments.
Change	43	I am open to new ideas.
Change	45	I look for new ways to do something.
Change	50	I can identify the differences between positive and negative change.
Citizenship	33	I believe I have responsibilities to my community.
Citizenship	38	I give time to making a difference for someone else.
Citizenship	40	I work with others to make my communities better places.
Citizenship	44	I have the power to make a difference in my community.
Citizenship	46	I am willing to act for the rights of others.
Citizenship	47	I participate in activities that contribute to the common good.
Citizenship	55	I believe I have a civic responsibility to the greater public.
Citizenship	66	I value opportunities that allow me to contribute to my community.
Collaboration	10	I am seen as someone who works well with others.
Collaboration	29	I can make a difference when I work with others on a task.
Collaboration	30	I actively listen to what others have to say.
Collaboration	42	I enjoy working with others toward common goals.
Collaboration	48	Others would describe me as a cooperative group member.
Collaboration	57	Collaboration produces better results.
Collaboration	60	My contributions are recognized by others in the groups I belong to.
Collaboration	65	I am able to trust the people with whom I work.
Commitment	23	I am willing to devote time and energy to things that are important to me.
Commitment	24	I stick with others through the difficult times.
Commitment	28	I am focused on my responsibilities.
Commitment	51	I can be counted on to do my part.
Commitment	53	I follow through on my promises.
Commitment	54	I hold myself accountable for responsibilities I

		agree to.
Common Purpose	14	I am committed to a collective purpose in those groups to which I belong.
Common Purpose	15	It is important to develop a common direction in a group in order to get anything done.
Common Purpose	19	I contribute to the goals of the group.
Common Purpose	31	I think it is important to know other people's priorities.
Common Purpose	35	I have helped to shape the mission of the group.
Common Purpose	37	Common values drive an organization.
Common Purpose	58	I know the purpose of the groups to which I belong.
Common Purpose	61	I work well when I know the collective values of a group.
Common Purpose	67	I support what the group is trying to accomplish
Congruence	13	My behaviors are congruent with my beliefs.
Congruence	27	It is important to me to act on my beliefs.
Congruence	32	My actions are consistent with my values.
Congruence	52	Being seen as a person of integrity is important to me.
Congruence	63	My behaviors reflect my beliefs.
Congruence	64	I am genuine.
Congruence	68	It is easy for me to be truthful.
Consciousness of Self	4	I am able to articulate my priorities.
Consciousness of Self	[-] 6	I have a low self esteem.
Consciousness of Self	9	I am usually self confident.
Consciousness of Self	18	The things about which I feel passionate have priority in my life.
Consciousness of Self	22	I know myself pretty well.
Consciousness of Self	34	I could describe my personality.
Consciousness of Self	41	I can describe how I am similar to other people.
Consciousness of Self	[-] 56	Self-reflection is difficult for me.
Consciousness of Self	59	I am comfortable expressing myself.
Controversy with Civility	1	I am open to others' ideas.
Controversy with Civility	2	Creativity can come from conflict.
Controversy with Civility	3	I value differences in others.
Controversy with Civility	5	Hearing differences in opinions enriches my thinking.
Controversy with Civility	[-] 7	I struggle when group members have ideas that are different from mine.
Controversy with Civility	11	Greater harmony can come out of disagreement.
Controversy with Civility	16	I respect opinions other than my own.
Controversy with Civility	[-] 21	I am uncomfortable when someone disagrees with me.
Controversy with Civility	[-] 25	When there is a conflict between two people, one will win and the other will lose.
Controversy with Civility	49	I am comfortable with conflict.
Controversy with Civility	62	I share my ideas with others.

Appendix D Scale Reliabilities

(Note: Chronbach alphas were calculated using the national random sample. Alpha levels may differ slightly for each individual campus.)

CATEGORY OF DATA	SCALE	VARIABLE LABEL	RELIABILITY
PRE-TESTS	Cognitive Development Pretest*	Precog	.79
	Diversity Outcomes Pretest	prediv	.88
	Leadership Efficacy Pretest	preeff	.86
	Pre-antecedents for leadership scale	preant	.82
OTHER INPUTS	Pre-involvement scale: on campus	prinon	.71
	Pre-involvement scale: off campus	prinof	.77
ENVIRONMENT	College Activism Scale (active)	actact	.75
	College Activism Scale (passive)	pasact	.81
	Diversity Discussions	divdis	.90
OUTCOMES	Leadership Efficacy Post Test	outeff	.88
	Diversity Appreciation Scale	outdiv	.73
	Cognitive Development Post test*	outcog	.85
	LID Scale (stage 3)*	Lid3	.73
	LID Scale (stage 4)*	Lid4	.76
	Consciousness of Self	Self	.79
	Congruence	Congru	.80
	Commitment	Commit	.83
	Collaboration	Collab	.82
	Common Purpose	Common	.82
	Controversy with Civility	Civil	.77
	Citizenship	Citizen	.77
	Change	change	.81

* These scales were used as sub-studies and are not available for the entire sample. Approximately 25% of the participants from your institutional sample were invited to respond to these questions.

Appendix E
Master Variable List

NOTE: Items in *italics* reflect negative response items and have already been recoded.

VARIABLE NAME	QUESTION NUMBER	DESCRIPTOR	SCALE
Respid		Case Id Number	
samptype		Random or comparative sample response	
Dispmain		Case Disposition (complete, partial, visitor)	
Gender		Institutionally reported gender	
Race		Institutionally reported race	
Ethnicity		Institutionally reported ethnicity	
Class		Institutionally reported class	
Pctcompl		The percent of the survey completed	
Grad fla		Did respondent identify as a Grad Student at DEM3?	
Resp_non		Responder or NonResponder	
Srls_90		Were at least 90 percent of the SRLS questions answered?	
Qconsent		Consent release	
DEM1	Q1	Transfer Status	
DEM2	Q2	Enrollment Status	
DEM3	Q3	Class Standing (includes grads and others)	
DEM3.1		Class Standing (4 categories)	
DEM4	Q4	OFF Campus Employment	
DEM4a	Q4a	OFF Campus Employment: Hours worked per week	
DEM4b	Q4b.1	OFF Campus Employment: Perform repetitive tasks	
DEM4c	Q4b.2	OFF Campus Employment: Consider options before making decisions	
DEM4d	Q4b.3	OFF Campus Employment: Perform structured tasks	
DEM4e	Q4b.4	OFF Campus Employment: authority to change way things are done	
DEM4f	Q4b.5	OFF Campus Employment: Coordinate the work of others	
DEM4g	Q4b.6	OFF Campus Employment: work with others on a team	
DEM5	Q5	ON Campus Employment	
DEM5a	Q5a	ON Campus Employment: Hours worked per week	
DEM5b	Q5b.1	ON Campus Employment: Perform repetitive tasks	
DEM5c	Q5b.2	ON Campus Employment: Consider options before making decisions	
DEM5d	Q5b.3	ON Campus Employment: Perform structured tasks	

DEM5e	Q5b.4	ON Campus Employment: authority to change way things are done	
DEM5f	Q5b.5	ON Campus Employment: Coordinate the work of others	
DEM5g	Q5b.6	ON Campus Employment: work with others on a team	
ENV1	Q6	In an average academic term do you engage in any community service?	
ENV1a	Q6.1	Hours as part of a class	
ENV1b	Q6.2	Hours as part of student organization	
ENV1c	Q6.3	Hours as part of a work study experience	
ENV1d	Q6.4	Hours on own	
ENV2	Q7	Special Experiences in College (study abroad, internship, etc.)	
ENV2.1	Q7.1	Study Abroad YES/ NO	
ENV2.2	Q7.2	Internship YES/ NO	
ENV2.3	Q7.3	Learning Community YES/ NO	
ENV2.4	Q7.4	Senior Experience YES/ NO	
ENV2.5	Q7.5	None of the Above YES/ NO	
PRE1a	Q8.1	Handling the challenge of college-level work	Cognitive development pre-test
PRE1b	Q8.2	Feeling as though you belong on campus	Cognitive development pre-test
PRE1c	Q8.3	Analyzing new ideas and concepts	Cognitive development pre-test
PRE1d	Q8.4	Applying something learned in class to the real world	Cognitive development pre-test
PRE1e	Q8.5	Enjoying the challenge of learning new material	Cognitive development pre-test
PRE1f	Q8.6	Appreciating new and different ideas	Cognitive development pre-test
PRE2a	Q8.7	Leading others	Leadership efficacy pre-test
PRE2b	Q8.8	Organizing a group's task to accomplish a goal	Leadership efficacy pre-test
PRE2c	Q8.9	Taking initiative to improve something	Leadership efficacy pre-test
PRE2d	Q8.10	Working with a team on a group project	Leadership efficacy pre-test
PRE3a	Q9.1	Performing volunteer work	Pre-College

			Involvement Off Campus
PRE3b	Q9.2	Participating in student clubs/ groups	Pre-College Involvement On Campus
PRE3c	Q9.3	Participating in varsity sports	Pre-College Involvement On Campus
PRE3d	Q9.4	Taking leadership positions in student clubs, groups, or sports	Pre-College Involvement On Campus
PRE3e	Q9.5	Participating in community organizations	Pre-College Involvement Off Campus
PRE3f	Q9.6	Taking leadership positions in community organizations	Pre-College Involvement Off Campus
PRE4	Q9.7	Participation in activism in any form	Activism pre-test
PRE5a	Q9.8	Getting to know people with backgrounds different than your own	Diversity pre-test
PRE5b	Q9.9	Learning about cultures different than your own	Diversity pre-test
PRE5c	Q9.10	Participating in training or education that developed your leadership skills	Leadership education experiences pre-test
PRE6a	Q10.1	Hearing differences in opinions enriched my thinking	Civility pre-test
<i>PRE6b</i>	<i>Q10.2</i>	<i>I had low self esteem</i>	<i>Consciousness of Self pre-test</i>
PRE6c	Q10.3	I worked well in changing environments	Change pre-test
PRE6d	Q10.4	I enjoyed working with others toward common goals	Collaboration pre-test
PRE6e	Q10.5	I hold myself accountable for responsibilities I agree to	Commitment pre-test
PRE6f	Q10.6	I worked well when I knew the collective values of a group	Common Purpose pre-test
PRE6g	Q10.7	My behaviors reflected my beliefs	Congruence pre-test
PRE6h	Q10.8	I value the opportunities that allow me to contribute to my community	Citizenship pre-test
PRE7	Q10.9	I thought of myself as a leader ONLY if I was the head of a group	LID pre-test
PRE8a	Q11a	How would you describe the amount of leadership experience you had prior to college	Pre-antecedents for leadership Scale
PRE8b	Q11b	How often have others given you positive feedback or encouraged your leadership abilities prior to college	Pre-antecedents for leadership Scale
PRE8c	Q11c	How would you react to being chosen or appointed the leader of a group prior to college	Pre-antecedents for leadership Scale

PRE8d	Q11d	How often have you seen others be effective leaders prior to college	Pre-antecedents for leadership Scale
PRE8e	Q11e	How often did you think of yourself as a leader prior to college	Pre-antecedents for leadership Scale
ENV3a	Q12.1	Paid attention to national issues	Passive Activism Scale
ENV3b	Q12.2	Paid attention to global issues	Passive Activism Scale
ENV3c	Q12.3	Was aware of the current issues facing the community surrounding your institution	Passive Activism Scale
ENV3d	Q12.4	Signed a petition or sent an email about a social or political issue	Active Activism Scale
ENV3e	Q12.5	Bought or did not buy a product or service because of your views about the social or political beliefs of the company that produces or provides it	Active Activism Scale
ENV3f	Q12.6	Contacted a public official, newspaper, magazine, radio, or televisions talk show to express your opinion on a political issue	Active Activism Scale
ENV3g	Q12.7	Took part in a protest, rally, march, or demonstration	Active Activism Scale
ENV4a	Q13.1	Involvement in college organizations	
ENV4b	Q13.2	Held a leadership position in college organization	
ENV4c	Q13.3	Involvement in off-campus community organization	
ENV4d	Q13.4	Held a leadership position in off-campus community organization	
ENV5a	Q14.1	Academic/ Department/ professional groups	
ENV5b	Q14.2	Arts/ theater/ music groups	
ENV5c	Q14.3	Camps-wide programming groups	
ENV5d	Q14.4	Cultural/ international groups	
ENV5e	Q14.5	Honor Societies	
ENV5f	Q14.6	Living learning programs	
ENV5g	Q14.7	Leadership programs	
ENV5h	Q14.8	Media groups	
ENV5i	Q14.9	Military groups	
ENV5j	Q14.10	New student transitions	
ENV5k	Q14.11	Para professional groups	
ENV5l	Q14.12	Political/ advocacy groups	
ENV5m	Q14.13	Religious groups	
ENV5n	Q14.14	Service groups	
ENV5o	Q14.15	Culturally-based fraternities and sororities	
ENV5p	Q14.16	Social fraternities and sororities	
ENV5q	Q14.17	Sports- intercollegiate or varsity	
ENV5r	Q14.18	Sports- Club	
ENV5s	Q14.19	Sports- Intramural	

ENV5t	Q14.20	Special Interest groups	
ENV5u	Q14.21	Student governance groups	
ENV5u1	Q14a	Involved in campus-wide student government association	
<i>ENV5u1a</i>	<i>Q14a.1</i>	<i>I found it hard to represent my constituents' concerns</i>	
ENV5u1b	Q14a.2	I successfully initiated change on behalf of my constituents	
<i>ENV5u1c</i>	<i>Q14a.3</i>	<i>My motivation for involvement was about gaining influence</i>	
<i>ENV5u1d</i>	<i>Q14a.4</i>	<i>My motivation for involvement was to receive recognition</i>	
ENV5u1e	Q14a.5	My motivation for involvement was to help others	
ENV5u1f	Q14a.6	I have witnessed effective constituency-based efforts for change	
ENV5uf1	Q14a.7	These models have influenced my own actions	
ENV5U1G	Q14a.8	I held a constituency-based position prior to this college SGA experience	
<i>ENV5U1G1</i>	<i>Q14a.9</i>	<i>Experience with previous constituency based position did NOT make me more effective in my college SGA experience</i>	
ENV6a	Q15.1	Mentoring by student affairs staff	
ENV6b	Q15.2	Mentoring by faculty	
ENV6c	Q15.3	Mentoring by employers	
ENV6d	Q15.4	Mentoring by community members	
ENV6e	Q15.5	Mentoring by other students	
ENV7a	Q16.1	Talked about different lifestyles	Diversity Discussions Scale
ENV7b	Q16.2	Held discussions with students whose personal values were very different from your own	Diversity Discussions Scale
ENV7c	Q16.3	Discussed major social issues such as peace, human rights, and justice	Diversity Discussions Scale
ENV7d	Q16.4	Held discussions with students whose religious beliefs were very different from your own	Diversity Discussions Scale
ENV7e	Q16.5	Discussed your views about multiculturalism and diversity	Diversity Discussions Scale
ENV7f	Q16.6	Held discussions with students whose political opinions were very different from your own	Diversity Discussions Scale
ENV8a	Q17a	Short Term Leadership Experiences	
ENV8b	Q17b	Moderate Term Leadership Experiences	
ENV8b1	Q17b.1	Moderate experiences with courses YES/ NO	
ENV8b2	Q17b.1a	How many leadership courses completed	
ENV8b3	Q17b.1b	How many other courses that contributed to your leadership development	
ENV8c	Q17c	Long Term Leadership Experiences	

ENV8c1	Q17c.1	Types of long-term leadership experiences	
ENV8c1.1	Q17c.1a	Emerging or new leaders programs YES/ NO	
ENV8c1.2	Q17c.1b	Peer Leadership Programs YES/ NO	
ENV8c1.3	Q17c.1c	Leadership Certificate Program YES/ NO	
ENV8c1.4	Q17c.1d	Multi-Semester Leadership Program YES/ NO	
ENV8c1.5	Q17c.1e	Senior Leadership Capstone YES/ NO	
ENV8c1.6	Q17c.1f	Residential Living Learning Leadership Program YES/ NO	
ENV8c1.7	Q17c.1g	Leadership Minor YES/ NO	
ENV8c1.8	Q17c.1h	Leadership Major YES/ NO	
ENV8c1.9	Q17c.1i	Other YES/ NO	
SRLS1	Q18.1	I am open to others' ideas	Controversy with Civility Scale
SRLS2	Q18.2	Creativity can come from conflict	Controversy with Civility Scale
SRLS3	Q18.3	I value differences in others	Controversy with Civility Scale
SRLS4	Q18.4	I am able to articulate my priorities	Consciousness of Self Scale
SRLS5	Q18.5	Hearing differences in opinions enriches my thinking	Controversy with Civility Scale
<i>SRLS6</i>	<i>Q18.6</i>	<i>I have low self esteem</i>	<i>Consciousness of Self Scale</i>
<i>SRLS7</i>	<i>Q18.7</i>	<i>I struggle when group members have ideas that are different from mine</i>	<i>Controversy with Civility Scale</i>
<i>SRLS8</i>	<i>Q18.8</i>	<i>Transition makes me uncomfortable</i>	<i>Change Scale</i>
SRLS9	Q18.9	I am usually self confident	Consciousness of Self Scale
SRLS10	Q18.10	I am seen as someone who works well with others	Collaboration Scale
SRLS11	Q18.11	Greater harmony can come out of disagreement	Controversy with Civility Scale
SRLS12	Q18.12	I am comfortable initiating new ways of looking at things	Change Scale
SRLS13	Q18.13	My behaviors are congruent with my beliefs	Congruence Scale
SRLS14	Q18.14	I am committed to a collective purpose in those groups to which I belong	Common Purpose Scale
SRLS15	Q18.15	It is important to develop a common direction in a group in order to get anything done	Common Purpose Scale
SRLS16	Q18.16	I respect opinions other than my own	Controversy with Civility Scale
SRLS17	Q18.17	Change brings new life to an organization	Change Scale
SRLS18	Q18.18	The things about which I feel passionate have priority in my life	Consciousness of Self Scale
SRLS19	Q18.19	I contribute to the goals of the group	Common Purpose Scale

SRLS20	Q18.20	There is energy in doing something a new way	Change Scale
<i>SRLS21</i>	<i>Q18.21</i>	<i>I am uncomfortable when someone disagrees with me</i>	<i>Controversy with Civility Scale</i>
SRLS22	Q18.22	I know myself pretty well	Consciousness of Self Scale
SRLS23	Q18.23	I am willing to devote the time and energy to things that are important to me	Commitment Scale
SRLS24	Q18.24	I stick with others through difficult times	Commitment Scale
<i>SRLS25</i>	<i>Q18.25</i>	<i>When there is a conflict between two people, one will win and the other will lose</i>	<i>Controversy with Civility Scale</i>
<i>SRLS26</i>	<i>Q18.26</i>	<i>Change makes me uncomfortable</i>	<i>Change Scale</i>
SRLS27	Q18.27	It is important to me to act on my beliefs	Congruence Scale
SRLS28	Q18.28	I am focused on my responsibilities	Commitment Scale
SRLS29	Q18.29	I can make a difference when I work with others on a task	Collaboration Scale
SRLS30	Q18.30	I actively listen to what others have to say	Collaboration Scale
SRLS31	Q18.31	I think it is important to know other people's priorities.	Common Purpose Scale
SRLS32	Q18.32	My actions are consistent with my values	Congruence Scale
SRLS33	Q18.33	I believe I have responsibilities to my community	Citizenship Scale
SRLS34	Q18.34	I could describe my personality	Consciousness of Self Scale
SRLS35	Q18.35	I have helped to shape the mission of the group	Common Purpose Scale
<i>SRLS36</i>	<i>Q18.36</i>	<i>New ways of doing things frustrate me</i>	<i>Change Scale</i>
SRLS37	Q18.37	Common values drive an organization	Common Purpose Scale
SRLS38	Q18.38	I give my time to making a difference for someone	Citizenship Scale
SRLS39	Q18.39	I work well in changing environments	Change Scale
SRLS40	Q18.40	I work with others to make my communities better places	Citizenship Scale
SRLS41	Q18.41	I can describe how I am similar to other people	Consciousness of Self Scale
SRLS42	Q18.42	I enjoy working with others toward common goals	Collaboration Scale
SRLS43	Q18.43	I am open to new ideas	Change Scale
SRLS44	Q18.44	I have the power to make a difference in my community	Citizenship Scale
SRLS45	Q18.45	I look for new ways to do something	Change Scale
SRLS46	Q18.46	I am willing to act for the rights of others	Citizenship Scale
SRLS47	Q18.47	I participate in activities that contribute to the common good	Citizenship Scale
SRLS48	Q18.48	Others would describe me as a cooperative group member	Collaboration Scale
SRLS49	Q18.49	I am comfortable with conflict	Controversy with Civility Scale

SRLS50	Q18.50	I can identify the difference between positive and negative change	Change Scale
SRLS51	Q18.51	I can be counted on to do my part	Commitment Scale
SRLS52	Q18.52	Being seen as a person of integrity is important to me	Congruence Scale
SRLS53	Q18.53	I follow through on my promises	Commitment Scale
SRLS54	Q18.54	I hold myself accountable for responsibilities I agree to	Commitment Scale
SRLS55	Q18.55	I believe I have a civic responsibility to the greater public	Citizenship Scale
<i>SRLS56</i>	<i>Q18.56</i>	<i>Self-reflection is difficult for me</i>	<i>Consciousness of Self Scale</i>
SRLS57	Q18.57	Collaboration produces better results	Collaboration Scale
SRLS58	Q18.58	I know the purpose of the groups to which I belong	Common Purpose Scale
SRLS59	Q18.59	I am comfortable expressing myself	Consciousness of Self Scale
SRLS60	Q18.60	My contributions are recognized by others in the groups I belong to	Collaboration Scale
SRLS61	Q18.61	I work well when I know the collective values of a group.	Common Purpose Scale
SRLS62	Q18.62	I share my ideas with others	Controversy with Civility Scale
SRLS63	Q18.63	My behaviors reflect my beliefs	Congruence Scale
SRLS64	Q18.64	I am genuine	Congruence Scale
SRLS65	Q18.65	I am able to trust the people with whom I work	Collaboration Scale
SRLS66	Q18.66	I value opportunities that allow me to contribute to my community	Citizenship Scale
SRLS67	Q18.67	I support what the group is trying to accomplish	Common Purpose Scale
SRLS68	Q18.68	It is easy for me to be truthful	Congruence Scale
DEM6	Q19	Political Views	
OUT1a	Q20.1	Ability to put ideas together and to see relationships between ideas	Cognitive Development Scale
OUT1b	Q20.2	Ability to learn on your own, pursue ideas, and find information you need	Cognitive Development Scale
OUT1c	Q20.3	Ability to critically analyze ideas and information	Cognitive Development Scale
OUT1d	Q20.4	Learning more about things that are new to you	Cognitive Development Scale
OUT2a	Q21.1	I have learned a great deal about other racial/ethnic groups	Appreciation of Diversity Scale
OUT2b	Q21.2	I have gained a greater commitment to my racial/ethnic identity since coming to college	Appreciation of Diversity Scale
<i>OUT2c</i>	<i>Q21.3</i>	<i>My campus's commitment to diversity fosters more</i>	

		<i>division among racial/ethnic groups than inter-group understanding</i>	
OUT2d	Q21.4	I have become aware of the complexities of inter-group understanding	Appreciation of Diversity Scale
OUT3a	Q22.1	Leading others	Leadership Efficacy Scale
OUT3b	Q22.2	Organizing a group's tasks to accomplish a goal	Leadership Efficacy Scale
OUT3c	Q22.3	Taking initiative to improve something	Leadership Efficacy Scale
OUT3d	Q22.4	Working with a team on a group project	Leadership Efficacy Scale
OUT4a	Q23.1	It is the responsibility of the head of a group to make sure the job gets done	Not used
OUT4b	Q23.2	A person can lead from anywhere in the organization	Not used
OUT4c	Q23.3	I spend time mentoring other group members	Lid filter
OUT4d	Q23.4	I think of myself as a leader only if I am the head of the group	LID Stage Three Scale
OUT4e	Q23.5	Group members share the responsibility for leadership	LID Stage Four Scale
OUT4f	Q23.6	I am a person who can work effectively with others to accomplish our shared goals	LID Stage Four Scale
OUT4g	Q23.7	I do not think of myself as a leader when I am just a member of a group	LID Stage Three Scale
OUT4i	Q23.8	Leadership is a process all people in the group do together	LID Stage Four Scale
OUT4j	Q23.9	I feel inter-dependent with others in a group	LID Stage Four Scale
OUT4k	Q23.10	I know I can be an effective member of any group I choose to join	LID Stage Four Scale
OUT4l	Q23.11	Teamwork skills are important in all organizations	LID Stage Four Scale
OUT4m	Q23.12	The head of the group is the leader and members of the group are followers	LID Stage Three Scale
ENV9	Q24	Campus Climate	
PRE9	Q25	High School Grades	
Pre10	Q26	High School requirement for community service	
DEM7	Q27	Age	
DEM8	Q28	Gender	
DEM8.1		Gender (Without Transgender)	
DEM9	Q29	Sexual Orientation	
DEM9.1	Q29.1	Heterosexual YES/ NO	
DEM9.2	Q29.2	Bisexual YES/ NO	
DEM9.3	Q29.3	Gay YES/ NO	
DEM9.4	Q29.4	Rather not say YES/ NO	
DEM10	Q30	Citizenship/ Generation Status	

DEM11	Q31	Race/ Ethnicity	
Dem11.1		Race (with Multiracial Unidentified)	
Dem11.2		Race (collapsed)	
DEM11.1	Q31.1	White YES/ NO	
DEM11.2	Q31.2	African American, Black YES/ NO	
DEM11.3	Q31.3	American Indian, Alaskan Native YES/ NO	
DEM11.4	Q31.4	Asian American, Asian YES/ NO	
DEM11.5	Q31.5	Native Hawaiian, Pacific Islander YES/ NO	
DEM11.6	Q31.6	Mexican American, Chicano YES/ NO	
DEM11.7	Q31.7	Puerto Rican YES/ NO	
DEM11.8	Q31.8	Cuban American YES/ NO	
DEM11.9	Q31.9	Other Latino American YES/ NO	
DEM11.10	Q31.10	Multiracial YES/ NO	
DEM11.11	Q31.11	Race, ethnicity not shown YES/ NO	
DEM12	Q32	Disability Identifier YES/ NO	
DEM12a	Q32.1	Deaf, Hard of hearing YES/ NO	
DEM12b	Q32.2	Blind, Visual Impairment YES/ NO	
DEM12c	Q32.3	Speech, language condition YES/ NO	
DEM12d	Q32.4	Learning disability YES/ NO	
DEM12e	Q32.5	Physical, muscoskeletal YES/ NO	
DEM12f	Q32.6	ADD, ADHD YES/ NO	
DEM12g	Q32.7	Psychiatric, psychological YES/ NO	
DEM12h	Q32.8	Neurological YES/ NO	
DEM12i	Q32.9	Medical YES/ NO	
DEM12j	Q32.10	Other YES/ NO	
DEM13	Q33	Religious Affiliation	
DEM13.1	Q33.1	None YES/ NO	
DEM13.2	Q33.2	Agnostic YES/ NO	
DEM13.3	Q33.3	Atheist YES/ NO	
DEM13.4	Q33.4	Buddhist YES/ NO	
DEM13.5	Q33.5	Catholic YES/ NO	
DEM13.6	Q33.6	Hindu YES/ NO	
DEM13.7	Q33.7	Islamic YES/ NO	
DEM13.8	Q33.8	Jewish YES/ NO	
DEM13.9	Q33.9	Mormon YES/ NO	
DEM13.10	Q33.10	Quaker YES/ NO	
DEM13.11	Q33.11	Protestant YES/ NO	
DEM13.12	Q33.12	Other YES/ NO	
DEM13.13	Q33.13	Rather Not Say YES/ NO	
DEM13.14	Q33.14	Other Christian YES/ NO	
DEM14	Q34	College Grades	
DEM15	Q35	Parents' Education	
Dem15.1		First Generation College Student Status	
DEM16	Q36	Income	
ENV10	Q37	Living Situation	

ENV10.1		Living Situation (On vs. Off)	
Self		Consciousness of Self Scale	
Congru		Congruence Scale	
Commit		Commitment Scale	
Collab		Collaboration Scale	
Common		Common Purpose Scale	
Civil		Controversy with Civility Scale	
Citizen		Citizenship Scale	
Change		Change Scale	
Precog		Pretest Scale for Cognitive Development	
Preeff		Pretest Scale for Leadership Efficacy	
Prediv		Pretest for Appreciation of Diversity	
Pasact		Passive Activism Scale	
Actact		Active Activism Scale	
Divdis		Diversity Discussions Scale	
Outcog		Outcome Scale for Cognitive Development	
Outdiv		Outcome Scale for Appreciation of Diversity	
Outeff		Outcome Scale for Leadership Efficacy	
Lid3		LID Stage Three Scale	
Lid4		LID Stage Four Scale	
Prinon		Pre-Involvement Scale- On Campus	
PRinof		Pre-Involvement Scale- Off Campus	
Preant		Pre-antecedents for leadership Scale	
Qend		Any feedback or comments about the survey	

Appendix F

MSL Syntax

WHY SYNTAX?

There are two core reasons to use syntax when conducting analyses using SPSS. First, syntax allows for a greater number of types of analyses. There are features associated with SPSS that are only available for use through syntax. Second, syntax is a much better choice pragmatically than the traditional point-and-click method. Syntax allows you to create “scripts” for particular types of formatting and use of data. In cases where you will be repeating your analysis multiple times it significantly reduces your time and work load.

GENERAL TIPS

1. Each command prompt must start on a new line and must end with a period. If a prompt extends for more than one line you should indent each additional line.
2. Comments can be inserted between commands and are extremely useful when constructing long or repeat use scripts. They allow you to track what each command prompt is actually doing. It is important, though, that you always begin each comment with an asterix and end it with a period.
3. Syntax often, but not always, allows for abbreviations of key commands. This means that it often only interprets the first three letters of a command prompt.
4. SPSS syntax will now recognize variables names of up to 64 characters. However, for the purposes of the study we will only use 8 characters. This is to accommodate schools that may be using older versions of the software.

GETTING SYNTAX

It is recommended that you change the preferences on your SPSS software to automatically generate syntax for your procedures prior to providing the output. This code can be copied and pasted into the SPSS syntax editor to be saved and/or modified later. To make this change: From the Data Editor window click on Edit, then Options, and then on the View tab. In the lower left-hand corner, check the option that says "Display commands in log," and you will see all of the commands issued from then on in your output window immediately above the corresponding output.

ELECTRONIC SYNTAX RESOURCES

http://www.lrz-muenchen.de/~wlm/ein_spss.htm

http://www.ats.ucla.edu/stat/spss/seminars/spss_syntax/default.htm

http://www-unix.oit.umass.edu/~statdata/software/handouts/SPSS%2010_12Syntax.pdf

SYNTAX FOR SCALES

*** Syntax for computing SRLS-R2 Scales. You can cut and paste these into your syntax window to recalculate the primary outcomes after adding or removing cases.**

```

COMPUTE self = (srls4 + srls6 + srls9 + srls18 + srls22 + srls34 + srls41 + srls56 + srls59) / 9 .
VAR LAB self 'Consciousness of Self' .
COMPUTE congru = (srls13 + srls27 + srls32 + srls52 + srls63 + srls64 + srls68) / 7 .
VAR LAB congru 'Congruence' .
COMPUTE commit = (srls23 + srls24 + srls28 + srls51 + srls53 + srls54) / 6 .
VAR LAB commit 'Commitment' .
COMPUTE collab = (srls10 + srls29 + srls30 + srls42 + srls48 + srls57 + srls60 + srls65) / 8 .
VAR LAB collab 'Collaboration' .
COMPUTE common = (srls14 + srls15 + srls19 + srls31 + srls35 + srls37 + srls58 + srls61 + srls67) / 9 .
VAR LAB common 'Common Purpose' .
COMPUTE civil = (srls1 + srls2 + srls3 + srls5 + srls7 + srls11 + srls16 + srls21 + srls25 + srls49 + srls62) / 11 .
VAR LAB civil 'Controversy with Civility' .
COMPUTE citizen = (srls33 + srls38 + srls44 + srls46 + srls47 + srls55 + srls66) / 8 .
VAR LAB citizen 'Citizenship' .
COMPUTE change = (srls8 + srls12 + srls17 + srls20 + srls26 + srls36 + srls39 + srls43 + srls45 + srls50) / 10 .
VAR LAB change 'Change' .

```

*** Syntax for computing all other scales in the MSL instrument. Most of these are already created for you in the data, but do not forget to use the syntax here to recalibrate the sales should you make any changes in the data.**

```

COMPUTE precog = (pre1a + pre1b + pre1c + pre1d + pre1e + pre1f) / 6 .
VAR LAB precog 'Pre-test for Cognitive Development' .
COMPUTE preeff = (pre2a + pre2b + pre2c + pre2d) / 4 .
VAR LAB preeff 'Pre-test for Leadership Efficacy' .
COMPUTE prediv = (pre5a + pre5b) / 2 .
VAR LAB prediv 'Pre-test for Appreciation of Diversity' .
COMPUTE pasact = (env3a + env3b + env3c) / 3 .
VAR LAB pasact 'Passive Activism' .
COMPUTE actact = (env3d + env3e + env3f + env3g) / 4 .
VAR LAB actact 'Active Activism' .
COMPUTE dividis = (env7a + env7b + env7c + env7d + env7e + env7f) / 6 .
VAR LAB dividis 'Diversity Discussions' .
COMPUTE outcog = (out1a + out1b + out1c + out1d) / 4 .
VAR LAB outcog 'Cognitive Development' .
COMPUTE outdiv = (out2a + out2b + out2d) / 3 .
VAR LAB outdiv 'Appreciation of Diversity' .
COMPUTE outeff = (out3a + out3b + out3c + out3d) / 4 .
VAR LAB outeff 'Leadership Efficacy' .
COMPUTE lid3 = (out4d + out4g + out4m) / 3 .
VAR LAB lid3 'LID Stage Three' .
COMPUTE lid4 = (out4e + out4f + out4i + out4j + out4k + out4l) / 6 .
VAR LAB lid4 'LID Stage Four' .
COMPUTE prinon = (pre3b + pre3c + pre3d) / 3 .
VAR LAB prinon 'Pre-College Involvement On-Campus' .
COMPUTE prinof = (pre3a + pre3e + pre3f) / 3 .
VAR LAB prinof 'Pre-College Involvement Off-Campus' .
COMPUTE preant = (pre8a + pre8b + pre8c + pre8d + pre8e) / 5 .
VAR LAB preant 'Pre-Antecedents to Leadership' .

```

SYNTAX FOR DESCRIPTIVE STATISTICS
--

*** Syntax to generate the means and standard deviation for the entire sample across the SRLS scales.**

DESCRIPTIVES

VARIABLES=self congru commit collab common civil citizen change
/STATISTICS=MEAN STDDEV .

*** Syntax to generate means, standard deviations, n, and percents for the SRLS items by key demographic variables .**

MEANS

TABLES=self congru commit collab common civil citizen change BY dem1
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem2
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem3.1
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem4
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem5
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem6
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem8
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem9.1
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem11_sm
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem12
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem14
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY dem15.1
/CELLS MEAN STDDEV COUNT NPCT .

*** Syntax to generate means, standard deviations, n, and percents for the SRLS items by key environmental variables .**

MEANS

TABLES=self congru commit collab common civil citizen change BY env1
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env2.1
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env2.2
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env2.3
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env2.4
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env4a
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env4b
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env5a env5b
env5c env5d env5e env5f env5g env5h env5i env5j
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env5k env5l
env5m env5n env5o env5p env5q env5r env5s env5t env5u
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env6a env6b
env6c env6d env6e
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env8a env8b Env8c
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env8c1.1
env8c1.2 env8c1.3 env8c1.4 env8c1.5 env8c1.6 env8c1.7 env8c1.8 env8c1.9
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env9
/CELLS MEAN STDDEV COUNT NPCT .

MEANS

TABLES=self congru commit collab common civil citizen change BY env10
/CELLS MEAN STDDEV COUNT NPCT .

SYNTAX FOR SIGNIFICANCE TESTS

* Syntax to generate significance test results for key variables using MANOVAs

GLM

```
self congru commit collab common civil citizen change BY dem3.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = dem3.1 ( TUKEY )
/EMMEANS = TABLES(dem3.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
```

```

/CRITERIA = ALPHA(.05)
/DESIGN = dem3.1 .
GLM
self congru commit collab common civil citizen change BY dem8.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = dem8.1 ( TUKEY )
/EMMEANS = TABLES(dem8.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = dem8.1 .
GLM
self congru commit collab common civil citizen change BY dem9.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = dem9.1 ( TUKEY )
/EMMEANS = TABLES(dem9.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = dem9.1 .
GLM
self congru commit collab common civil citizen change BY dem11_sm
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = dem11_sm ( TUKEY )
/EMMEANS = TABLES(dem11_sm)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = dem11_sm .
GLM
self congru commit collab common civil citizen change BY dem15.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = dem15.1 ( TUKEY )
/EMMEANS = TABLES(dem15.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = dem15.1 .
GLM
self congru commit collab common civil citizen change BY env2.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env2.1 ( TUKEY )
/EMMEANS = TABLES(env2.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env2.1 .
GLM
self congru commit collab common civil citizen change BY env2.2
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env2.2 ( TUKEY )
/EMMEANS = TABLES(env2.2)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env2.2 .
GLM

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self congru commit collab common civil citizen change BY env2.3
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env2.3 ( TUKEY )
/EMMEANS = TABLES(env2.3)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env2.3 .

GLM
self congru commit collab common civil citizen change BY env10
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env10 ( TUKEY )
/EMMEANS = TABLES(env10)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env10 .

GLM
self congru commit collab common civil citizen change BY env2.4
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env2.4 ( TUKEY )
/EMMEANS = TABLES(env2.4)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env2.4 .

GLM
self congru commit collab common civil citizen change BY env4a
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env4a ( TUKEY )
/EMMEANS = TABLES(env4a)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env4a .

GLM
self congru commit collab common civil citizen change BY env4b
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env4b ( TUKEY )
/EMMEANS = TABLES(env4b)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env4b .

GLM
self congru commit collab common civil citizen change BY env8a
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8a ( TUKEY )
/EMMEANS = TABLES(env8a)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8a .

GLM
self congru commit collab common civil citizen change BY env8b
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE

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/POSTHOC = env8b ( TUKEY )
/EMMEANS = TABLES(env8b)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8b .
GLM
self congru commit collab common civil citizen change BY env8c
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c ( TUKEY )
/EMMEANS = TABLES(env8c)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c .
GLM
self congru commit collab common civil citizen change BY env8c1.1
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.1 ( TUKEY )
/EMMEANS = TABLES(env8c1.1)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.1 .
GLM
self congru commit collab common civil citizen change BY env8c1.2
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.2 ( TUKEY )
/EMMEANS = TABLES(env8c1.2)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.2 .
GLM
self congru commit collab common civil citizen change BY env8c1.3
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.3 ( TUKEY )
/EMMEANS = TABLES(env8c1.3)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.3 .
GLM
self congru commit collab common civil citizen change BY env8c1.4
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.4 ( TUKEY )
/EMMEANS = TABLES(env8c1.4)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.4 .
GLM
self congru commit collab common civil citizen change BY env8c1.5
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.5 ( TUKEY )
/EMMEANS = TABLES(env8c1.5)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY

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/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.5 .
GLM
self congru commit collab common civil citizen change BY env8c1.6
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.6 ( TUKEY )
/EMMEANS = TABLES(env8c1.6)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.6 .

GLM
self congru commit collab common civil citizen change BY env8c1.7
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.7 ( TUKEY )
/EMMEANS = TABLES(env8c1.7)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.7 .

GLM
self congru commit collab common civil citizen change BY env8c1.8
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.8 ( TUKEY )
/EMMEANS = TABLES(env8c1.8)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.8 .

GLM
self congru commit collab common civil citizen change BY env8c1.9
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/POSTHOC = env8c1.9 ( TUKEY )
/EMMEANS = TABLES(env8c1.9)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN = env8c1.9 .
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Appendix G Suggested Additional Analyses

It is important that you pose your own questions of the data to obtain findings of interest to your campus. This chart may give you some ideas of how you might conduct some of these simple analyses using SPSS and the data disk you have received. Be sure you have a sufficient number of cases for any of your calculations.

SAMPLE RESEARCH QUESTION	VARIABLES	VARIABLE LABEL	POSSIBLE ANALYSIS
What college experiences contribute to the development of collaboration for male students after controlling for pre-college experience?	Population: Men Dependent: Collaboration Independent: <ul style="list-style-type: none"> • Block 1: pre-college involvement; pre-college leadership education experiences • Block 2: pre-test SRLS Collaboration • Block 3: select college experiences such as: <ul style="list-style-type: none"> • Involvement in college organizations • Held a leadership position • Mentoring by faculty • Mentoring by student affairs staff • Short term leadership experiences • Moderate term leadership experiences • Long term leadership experiences 	DEM8 Collab PRE3a-f (or Prinon); PRE5c PRE6d ENV4a ENV4b ENV6b ENV6a ENV8a ENV8b ENV8c	Multiple regression
Is there a relationship between perception of campus climate and amount of involvement?	Indep: Campus Climate Dep: involvement in college organizations	ENV9 ENV4a	Pearson Correlation
Is there a difference in current level of citizenship for students who are engaged in any level of community service?	Indep: engage in any service? Dep: citizenship	ENV1 Citizen	t-test

Is there a difference in leadership efficacy by gender and race?	Dep: Leadership Efficacy Indep: gender race	Outeff DEM8 DEM11	2 way ANOVA
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Appendix H
School Classifications Table

INSTITUTION	CARNEGIE TYPE	PUBLIC/ PRIVATE	SIZE
Auburn University	Research Extensive	Public	Large
Brigham Young University	Research Extensive	Private	Large
California State University, Northridge	Masters	Public	Large
California State University, San Marcos	Masters	Public	Medium
Claflin University	Baccalaureate	Private	Small
Colorado State University	Research Extensive	Public	Large
DePaul University	Research Intensive	Private	Medium
Drake University	Masters	Private	Medium
Drexel University	Research Intensive	Private	Medium
Elon University	Masters	Private	Medium
Florida International University	Research Extensive	Public	Large
Florida State University	Research Extensive	Public	Large
Franklin College	Baccalaureate	Private	Small
Gallaudet University	Masters	Private	Small
George Mason University	Research Intensive	Public	Large
Georgia State University	Research Extensive	Public	Large
John Carroll University	Masters	Private	Medium
Lehigh University	Research Extensive	Private	Medium
Marquette University	Research Extensive	Private	Medium
Meredith College	Masters	Private	Small
Metro State University	Baccalaureate	Public	Large
Miami University of Ohio	Research Intensive	Public	Large
Monroe Community College	Associates College	Public	Large
Montgomery College	Associate College	Public	Large
Moravian College	Baccalaureate	Private	Small
Mount Union College	Baccalaureate	Private	Small
North Carolina State University	Research Extensive	Public	Large
Northwestern University	Research Extensive	Private	Medium
Oregon State University	Research Extensive	Public	Large
Portland State University	Research Intensive	Public	Large
Rollins College	Masters	Private	Small
Simmons College	Masters	Private	Small
St. Norbert College	Baccalaureate	Private	Small
State University of New York at Geneseo	Masters	Public	Medium
Susquehanna University	Baccalaureate	Private	Small
Syracuse University	Research Extensive	Private	Large
Texas A & M University	Research Extensive	Public	Large

Texas Woman's University	Research Intensive	Public	Medium
University of Arizona	Research Extensive	Public	Large
University of Arkansas	Research Extensive	Public	Large
University of California, Berkeley	Research Extensive	Public	Large
University of Illinois at Urbana-Champaign	Research Extensive	Public	Large
University of Maryland Baltimore County	Research Extensive	Public	Medium
University of Maryland College Park	Research Extensive	Public	Large
University of Maryland Eastern Shore	Research Intensive	Public	Medium
University of Minnesota	Research Extensive	Public	Large
University of Nevada Las Vegas	Research Intensive	Public	Large
University of New Hampshire	Research Extensive	Public	Large
University of North Carolina, Greensboro	Research Intensive	Public	Large
University of North Dakota	Research Intensive	Public	Large
University of Rochester	Research Extensive	Private	Medium
University of Tampa	Masters	Private	Medium