2014-2015 Multi-Institutional Study of Leadership Results Report Summary

Between January and April of 2015 1,556 Washburn University students completed the Multi-Institutional Study of Leadership (MSL). The National Comparison Group was comprised of 77,489 and the Custom Peer Comparison Group (from Denison, Drake, Elon, Kalamazoo, Mills, and New Haven) was comprised of 156,082 participants' results. The MSL consists of over 400 variables, scales, and composite measures representing students' demographics and pre-college experiences, experiences during college, and key outcome measures. It is adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which measures the eight core values of the social change model (HERI, 1996). Other leadership-related outcomes studied in the MSL include complex cognitive skills, leadership efficacy, social change behaviors, seeing alternative social perspectives, spiritual development, racial identity, resiliency, and agency.

- Consciousness of Self: WU average score (4.09) significantly higher than that National Comparison Group, and significantly higher than the Custom Peer Comparison Group (4.05 and 4.04, respectively); both effect sizes were categorized as trivial.
- Resiliency: WU average score (3.95) significantly higher than both the National Comparison Group (3.88), and the Custom Peer Comparison Group (3.85) although the effect size was trivial.
- Social Perspective Taking: WU average score (3.92) was higher than the National Comparison Group (3.88), and significantly higher than the Custom Peer Comparison Group (3.84) with a trivial effect size.
- Private Collective Racial Esteem: WU average score (5.63) significantly higher than the National Comparison Group (5.52) with a trivial effect size, and significantly higher than the Custom Peer Comparison Group (5.38) with a small effect size.
- Public Collective Racial Esteem: WU average score (5.02) higher than both the National and Custom Peer Comparison Groups at 4.94 and 4.91, respectively.
- Hope Pathways: average WU score (6.54) was slightly higher than both the National and Custom Peer Comparison Groups (both at 6.50).
- Congruence: WU average score (4.26) slightly higher than the National Comparison group (4.24), and the same as the Custom Peer Comparison Group (4.26).
- Commitment: WU average score (4.42) slightly higher than the National Comparison Group (4.40), and the same as the Custom Peer Comparison Group (4.42).
- Hope Agency: average WU score (6.67) slightly higher than the National Comparison Group (6.62), and slightly lower than the Custom Peer Comparison Group (6.69).
- Collaboration: WU average score (4.18) was the same as the National Comparison Group (4.18), and slightly lower than the Custom Peer Comparison group (4.19).
- Omnibus SRLS: WU average score (4.17) was the same as the National Comparison Group (4.17), and slightly lower than the Custom Peer Comparison Group (4.19).
- Complex Cognitive Skills: WU average score (3.17) slightly lower than the National Comparison Group (3.18), and also lower than the Custom Peer Comparison Group (3.21).
- Importance of Identity: WU average score (3.50) slightly lower than both the National and Custom Peer Comparison Groups (3.59 and 3.55, respectively).
- Leadership Efficacy: Average WU score (3.08) slightly lower than both the National and Custom Peer Comparison Groups (both at 3.12).
- Controversy with Civility: WU average score (4.21) slightly lower than the National Comparison Group (4.23), and significantly lower than the Custom Peer Comparison Group (4.26) with a trivial effect size.
- Citizenship: WU average score (3.91) slightly lower than the National Comparison Group (3.94), and significantly lower than the Custom Peer Comparison Group (4.00) with a trivial effect size.

Multi-Institutional Study of Leadership 2014-2015: Comparison to National Benchmark

Mean Composite Scores Range from 1= Strongly Disagree to 5= Strongly Agree				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Consciousness of Self	4.09	4.05	Signif	Trivial
Congruence	4.26	4.24		
Commitment	4.42	4.40		
Collaboration	4.18	4.18		
Controversy with Civility	4.21	4.23		
Citizenship	3.91	3.94		
Resiliency	3.95	3.88	Signif	Trivial
Omnibus SRLS	4.17	4.17		
Mean Composite Scores Range from 1= Not at all Confident to 4= Very Confident				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Leadership Efficacy	3.08	3.12		
Mean Composite Scores Range from 1= Not Grown at All to 4= Grown Very Much				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Complex Cognitive Skills	3.17	3.18		
Mean Composite Scores Range from 1= Does Not Describe Me Well to 5= Describes Me Very Well				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Social Perspective Taking	3.92	3.88		
Mean Composite Scores Range from 1= Definitely False to 8= Definitely True				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Hope Agency	6.67	6.62		
Hope Pathways	6.54	6.50		
Mean Composite Scores Range from 1= Strongly Disagree to 7= Strongly Agree				
Mean Composite Scores	Washburn University	National Benchmark	Significant	Effect Size
Private Collective Racial Esteem	5.63	5.52	Signif	Trivial
Public Collective Racial Esteem	5.02	4.94		
Importance to Identity	3.50	3.59		

Washburn University N=1556 and National Benchmark N=77489

Green= higher than comparison group; Yellow= equal; Red= lower than comparison group

The mean scores for WU were significantly higher than the National Benchmark for Consciousness of Self, Resiliency, and Private Collective Racial Esteem with trivial effect sizes. WU had higher mean scores than the National Benchmark for Congruence, Commitment, Social Perspective Taking, the Hope Scale (both Agency and Pathways), and Public Collective Racial Esteem. For Collaboration and the Omnibus SRLS, WU mean scores were equal to the National benchmark. WU scored lower than the National Benchmark for Controversy with Civility, Citizenship, Leadership Efficacy, Complex Cognitive Skills, and Importance to Identity but none of these differences were significant.

Multi-Institutional Study of Leadership 2014-2015: Comparison to Custom Peer Group

Mean Composite Scores Range from 1= Strongly Disagree to 5= Strongly Agree				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Consciousness of Self	4.09	4.04	Signif	Trivial
Congruence	4.26	4.26		
Commitment	4.42	4.42		
Collaboration	4.18	4.19		
Controversy with Civility	4.21	4.26	Signif	Trivial
Citizenship	3.91	4.00	Signif	Trivial
Resiliency	3.95	3.85	Signif	Trivial
Omnibus SRLS	4.17	4.19		
Mean Composite Scores Range from 1= Not at all Confident to 4= Very Confident				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Leadership Efficacy	3.08	3.12		
Mean Composite Scores Range from 1= Not Grown at All to 4= Grown Very Much				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Complex Cognitive Skills	3.17	3.21		
Mean Composite Scores Range from 1= Does Not Describe Me Well to 5= Describes Me Very Well				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Social Perspective Taking	3.92	3.84	Signif	Trivial
Mean Composite Scores Range from 1= Definitely False to 8= Definitely True				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Hope Agency	6.67	6.69		
Hope Pathways	6.54	6.50		
Mean Composite Scores Range from 1= Strongly Disagree to 7= Strongly Agree				
Mean Composite Scores	Washburn University	Custom Peer Group	Significant	Effect Size
Private Collective Racial Esteem	5.63	5.38	Signif	Small
Public Collective Racial Esteem	5.02	4.91		
Importance to Identity	3.50	3.55		

Washburn University N=1556 and Custom Peer Group N= 156082

Green= higher than comparison group; Yellow= equal; Red= lower than comparison group

The mean scores for WU were significantly higher than the Custom Peers for Private Collective Racial Esteem with a small effect size and for Consciousness of Self, Resiliency, and Social Perspective Taking with a trivial effect size. WU had higher mean scores than the Custom Peers for Public Collective Racial Esteem and Hope Pathways, and mean scores equal to the Custom Peers for Congruence and Commitment. WU mean scores were significantly lower than the Custom Peers for Controversy with Civility and Citizenship with trivial effects sizes. WU scored lower than the Custom Peers for Collaboration, the Omnibus SRLS, Leadership Efficacy, Complex Cognitive Skills, Hope Agency, and Importance to Identity but none of these differences were significant.

Delta Measures for Overall Scores

	MSL Constructs	Washburn University				National Benchmark				Custom Peer Group			
		Prior to College	Senior Year	Signif	Effect Size	Prior to College	Senior Year	Signif	Effect Size	Prior to College	Senior Year	Signif	Effect Size
MSL Delta Measure-Change Over Time	Consciousness of Self	3.48	4.16	Signif	Mod	3.45	4.13	Signif	Large	3.45	4.14	Signif	Large
	Congruence	3.94	4.30	Signif	Small	3.92	4.29	Signif	Mod	3.88	4.29	Signif	Mod
	Commitment	4.12	4.44	Signif	Small	4.13	4.43	Signif	Small	4.13	4.45	Signif	Small
	Collaboration	3.86	4.23	Signif	Mod	3.84	4.24	Signif	Mod	3.84	4.24	Signif	Mod
	Controversy with Civility	3.81	4.24	Signif	Mod	3.86	4.27	Signif	Mod	3.90	4.31	Signif	Mod
	Citizenship	3.65	3.97	Signif	Small	3.73	3.98	Signif	Small	3.79	4.05	Signif	Small
	Resiliency	3.57	4.02	Signif	Mod	3.53	3.95	Signif	Mod	3.45	3.90	Signif	Mod
	Omnibus SRLS	3.81	4.22	Signif	Mod	3.82	4.22	Signif	Mod	3.83	4.24	Signif	Large

Green= Large effect size, Yellow= Moderate effect size, and Red= Small effect size

The delta measures or change over time for all constructs measured on the MSL were significant for Washburn University, the National Benchmark, and for the Custom Peer Group. A moderate effect size was achieved by all three groups for Resiliency, Controversy with Civility, and Collaboration; and a small effect size was achieved by all three groups for Commitment and Citizenship. For the Omnibus SRLS, moderate effects sizes were attained by WU and the National Benchmark, and the Custom Peers attained a large effect size. A moderate effect size was achieved by WU for Consciousness of Self, but the National Benchmark and the Custom Peers both achieved a large effect size. WU attained a small effect size for Congruence, but the National Benchmark and the Custom Peers attained moderate effect sizes. For the Hope Scale (Agency and Pathways) all three groups achieved large effect sizes, and moderate effect sizes were achieved by all three groups for Social Perspective Taking and Leadership Efficacy. For Complex Cognitive Skills, WU attained a small effect size and the National Benchmark and Custom Peers attained moderate effect sizes.

Delta Measures for Overall Scores

	MSL Constructs	Washburn University				National Benchmark				Custom Peer Group			
		Prior to College	Senior Year	Signif	Effect Size	Prior to College	Senior Year	Signif	Effect Size	Prior to College	Senior Year	Signif	Effect Size
MSL Delta Measure-Change Over Time	Leadership Efficacy	2.79	3.21	Signif	Mod	2.83	3.24	Signif	Mod	2.82	3.26	Signif	Mod
	Complex Cognitive Skills	2.99	3.29	Signif	Small	3.01	3.34	Signif	Mod	3.02	3.42	Signif	Mod
	Social Perspective Taking	3.45	3.94	Signif	Mod	3.52	3.94	Signif	Mod	3.47	3.91	Signif	Mod
	Hope Scale- Agency	3.87	6.75	Signif	Large	3.89	6.70	Signif	Large	3.90	6.75	Signif	Large
	Hope Scale- Pathways	3.87	6.63	Signif	Large	3.89	6.57	Signif	Large	3.90	6.58	Signif	Large

Green= Large effect size, Yellow= Moderate effect size, and Red= Small effect size

2014-2015 Multi-Institutional Study of Leadership Results: Custom Questions

Washburn University chose to add custom questions at the end of the MSL, and these items were to directly assess Global Citizenship and Diversity. The first three of these items asked the respondent to compare their current status with when they first entered college, and report the level of change regarding their knowledge of people from different races/cultures, ability to get along with people of different races/cultures, and understanding of global issues.

Compared with when you first entered college, how would you now describe your…
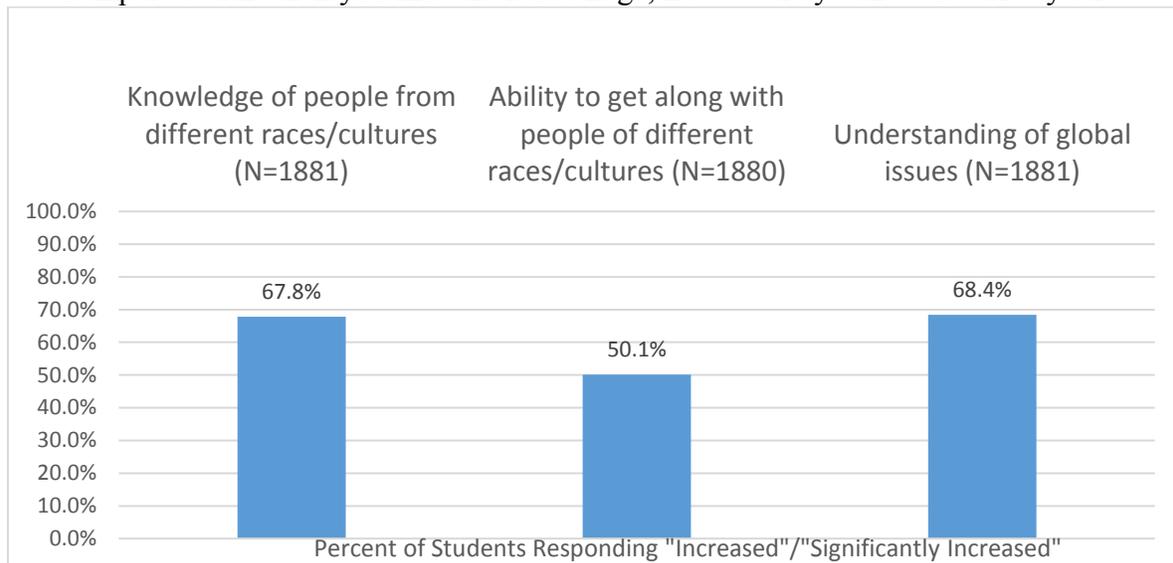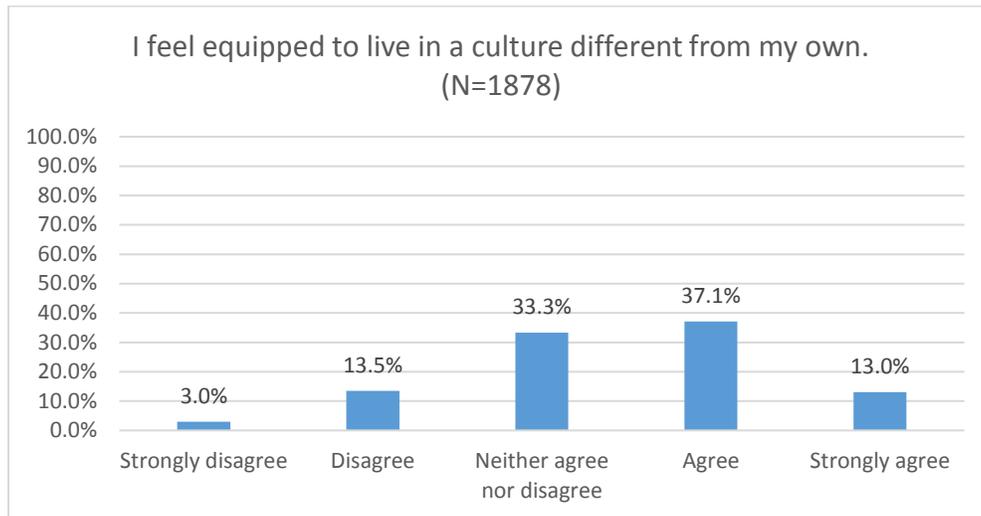

Over 68% of WU students reported that their understanding of global issues had increased or significantly increased since they had first entered college. Almost 68% indicated that their knowledge of people from different races/cultures had increased or significantly increased, and 50% reported that their ability to get along with people of different races/cultures had increased or significantly increased compared to when they first entered college.
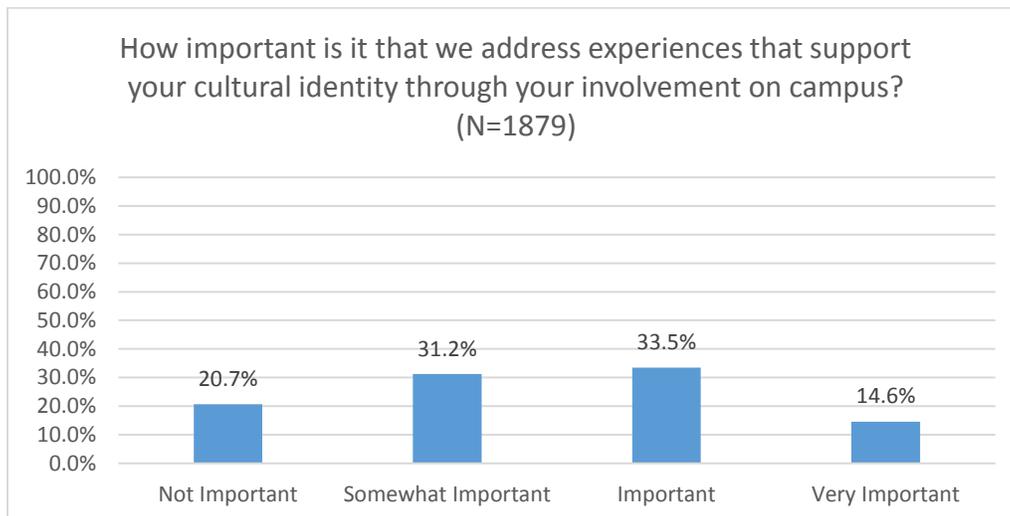
Another custom question pertaining to Global Citizenship and Diversity asked respondents how informed they felt about current world issues. Approximately 56% of WU students participating in the MSL agreed or strongly agreed that they felt informed about current world issues, 33% neither agreed nor disagreed, and 11% indicated that they did not feel informed about current world issues.
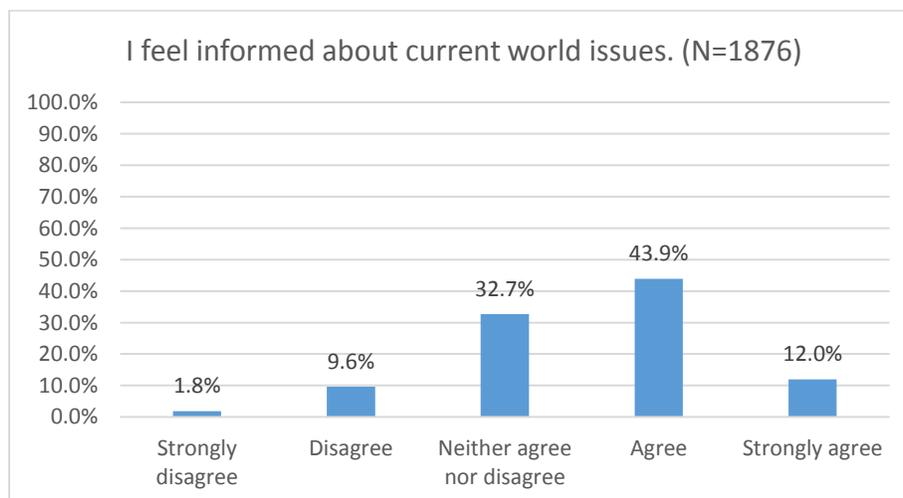
When asked how equipped they felt to live in a culture different from their own, 50% of respondents agreed or strongly agreed they felt equipped. One-third of respondents neither agreed nor disagreed, and almost 17% reported that they did not feel equipped to live in a culture different from their own.

I feel equipped to live in a culture different from my own.
(N=1878)

|	
Strongly disagree	3.0%
Disagree	13.5%
Neither agree nor disagree	33.3%
Agree	37.1%
Strongly agree	13.0%

Another custom-added item on the MSL asked respondents how important they felt it was that Washburn University support their cultural identity through experiences and involvement on campus. Approximately 48% of participating students indicated they felt it was important or very important that WU address experiences that support their cultural identity through involvement on campus, 31% indicated it was somewhat important, and 21% indicated it was not important to them.

How important is it that we address experiences that support your cultural identity through your involvement on campus?
(N=1879)

Not Important	20.7%
Somewhat Important	31.2%
Important	33.5%
Very Important	14.6%

When asked how knowledgeable they felt about the Washburn Transformational Experience (WTE) program, 27% of respondents either agreed or strongly agreed that they felt knowledgeable about the program. Almost 25% indicated that they neither agreed nor disagreed that they felt knowledgeable about the program, and 48% disagreed or strongly disagreed that they felt knowledgeable about the WTE program.

Students participating in the MSL were also asked about the opportunities provided by WU to become involved in the community and whether or not those opportunities had influenced respondents' decisions to express interest in attending WU, enrolling classes at WU, or continuing to attend WU until graduation. "None of the Above" and "Other" were also provided as response options, and respondents could choose Yes or No for each of the five different response options.

The opportunities Washburn University provides to become involved in the community influenced my decision to: (N=1880)
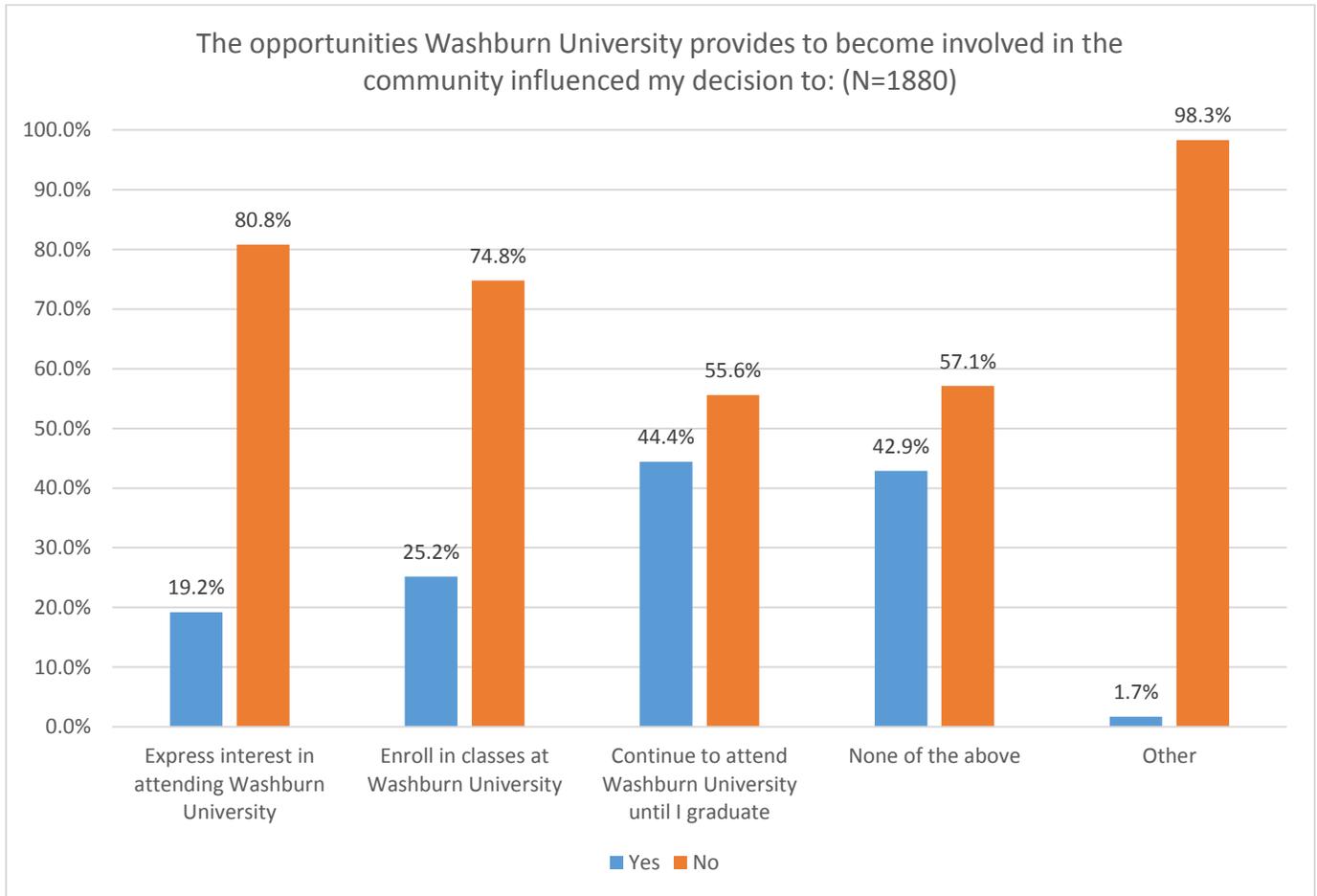
The opportunities provided by WU to become involved in the community influenced 44% of respondents' decisions to continue to attend WU until graduation, 25% indicated an influence in their decision to enroll in classes at WU, and 19% reported an influence to express interest in attending WU. Forty-three percent of respondents answered "None of the Above" indicating that the opportunities WU provides to become involved in the community did not influence their decision to express interest in attending WU, to enroll in classes at WU, or to continue to attend WU until graduation.

Almost 2% of respondents indicated that the opportunities WU provides to become involved in the community influenced "Other" decisions. These other 30 comments included Washburn being a short distance from home, that they grew up in Topeka, or that family members encouraged them to study at WU. Other respondents reported that the opportunities provided by WU to become more involved in the community encouraged them to find out more about WU, transfer to WU, or stay in Topeka to seek employment after graduation. Several respondents mentioned the Bonner Leadership Program, several others mentioned the Washburn Transformational Experience (WTE) program, and one respondent mentioned studying abroad. Multiple respondents stated that they had "become more involved in the community" due to the opportunities provided by WU, and other respondents encouraged students to "take those opportunities."

Eighty-one percent of respondents reported that the opportunities WU provides to become involved in the community did not influence their decision to express interest in attending WU, 75% indicated no influence on their decision to enroll in classes at WU, and 56% reported no influence on their decision to attend WU until graduation. Fifty-seven percent of WU students participating in the MSL responded with "No" to "None of the Above" and 98% provided a "No" response to "Other."

The Multi-Institutional Study of Leadership Summary

The Multi-Institutional Study of Leadership (MSL) research program focuses on understanding the influences of higher education in shaping social responsible leadership capacity and other leadership-related outcomes such as efficacy, cognitive skills, and resiliency. The MSL goal is to be an international movement toward more effective, evidence-based college student leadership development. A team of colleagues at the University of Maryland recognized the significant gaps between theory and research as well as research and practice in the paradigm of college student leadership development, which sparked a dialogue surrounding the limitations imposed by the lack of national data against which student development and institutional effectiveness could be benchmarked. MSL's first iteration emerged in 2006 as a means to specifically address questions regarding students' educational needs and to identify elements of the higher education environment that contribute most significantly to leadership outcomes. The conceptual framework for MSL is adapted from Astin's 1993 "input-environment-outcome" (I-E-O) college impact model which involves the collection of data about students' knowledge and experiences prior to college as well as their experiences during college. To date, data collection has occurred at more than 250 institutions with over 300,000 student participants.

Instrument The MSL survey questionnaire was designed specifically for this research. It is adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which measures the eight core values of the social change model (HERI, 1996). The 2006 questionnaire was updated for use in 2009 based on findings from the original research as well as feedback from institutions that previously participated. Based on research findings and consultation with a team of scholars, the 2012 questionnaire was again updated to keep up with more nuanced understandings of leadership. The 2015 questionnaire was updated further to reflect continuing evolutions in leadership studies. The MSL is comprised of over 400 variables, scales, and composite measures representing students' demographics and pre-college experiences, experiences during college, and key outcome measures. Other leadership-related outcomes studied in the MSL include complex cognitive skills, leadership efficacy, social change behaviors, seeing alternative social perspectives, spiritual development, racial identity, resiliency, and agency. The MSL survey instrument also relies on "sub-studies." These are sets of questions that are randomly administered to 50% of the student sample at each institution. The use of sub-studies allows for the inclusion of a larger number of questions on the survey instrument without significantly increasing completion times. The MSL Codebook provides information on scaling and value labels for all variables in the study. The section on psychometrics provides an overview of the reliability and validity of key outcome variables.

Accuracy of Self-Report Data The MSL instrument relies largely on student self-report data. Student self-reports have received considerable attention with regard to their accuracy and ability to adequately measure educational gains, despite the fact that researchers suggest that they can produce accurate results under specific conditions (Anaya, 1999; Astin, 1993; Bauer, 1992; Gonyea, 2005; Pace, Barahona, & Kaplan, 1985; Pike, 1995). These conditions include rigorous methodological standards as well as ease of participant use (Gonyea). The participant component is characterized by the ability to comprehend questions, the ability to retrieve necessary information, perceived value of the questions being asked, and clarity of response options (Gonyea). When the above is in place, self-reports can generally be considered appropriate. This study was consistent with these considerations given that the primary outcome measures have undergone field testing in a variety of studies (Dugan, 2006a, 2006b; Dugan & Komives, 2007; Gehrke, 2008; Humphreys, 2007; Meixner, 2000; Morrison, 2001; Ricketts, Bruce, & Ewing, 2008; Rubin, 2000) as well as multiple pilot studies. Additionally, the Crown-Marlowe measure of social desirability was employed as a means to remove items in which the responses appeared to be biased. Furthermore, a study of self- and peer-reported leadership behaviors and the quality of those behaviors found self-reports of leadership to be generally accurate (Turrentine, 2001).

Cross-Sectional Designs This study employs a cross-sectional research design in which students were asked to reflect retrospectively on past knowledge and experiences as a means to capture input data. Researchers indicate that when measuring leadership development as an educational outcome, retrospective questions may provide a stronger indication of student gains due to concerns associated with response-shift bias that emerge in traditional time elapsed studies (Howard, 1980; Howard & Dailey, 1979; Rohs, 1999, 2002; Rohs & Langone, 1997). The inherent assumption in measurement of change is a common metric at each point in time and that: A person's standard for measurement of the dimension being assessed will not change from pretest to posttest. If the standard of measurement were to change, the posttest ratings would reflect this shift in addition to the actual changes in the person's level of functioning. Consequently, comparisons of pretest with posttest ratings would be confounded by this distortion of the internalized scale. (Rohs & Langone, p. 51). Researchers suggest cognitive dimensions associated with understanding leadership may cause a shift in the standards of measurement and as such cross-sectional designs offer an appropriate approach in addressing the effect (Howard; Howard & Dailey; Rohs, 1999, 2002; Rohs & Langone).