MSL

MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP
2012

MSL Insight Report Supplement:
Leadership Program Delivery

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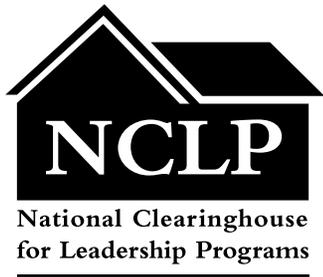
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Recommended Citation:

Dugan, J. P., & Correia, B. (2014). *MSL insight report supplement: Leadership program delivery.* College Park, MD: National Clearinghouse for Leadership Programs.

Layout and design by:

Un-ravel, LLC
www.un-ravel.com

This publication is available in PDF format at www.nclp.umd.edu.

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Introduction Letter

Since its launch in 2006, the Multi-Institutional Study of Leadership (MSL) has evolved from an instrument based solely on the Socially Responsible Leadership Scale to one that now assesses a broader range of leadership and college outcomes and the experiences that influence them. These efforts and the collective work of MSL is a result of the shared commitment and investment made by leadership educators across the world. To date we have collected data from over 250 colleges and universities in the US, Canada, Mexico, and Jamaica. Various components of the MSL have also been used in Italy, Columbia, Kenya, Japan, China, Lithuania, and Turkey.

What is the Supplement?

The MSL Supplement serves as a companion piece to the *Insight Report: Leadership Program Delivery* (IReport) publication released last year. While the IReport was written for a general audience of leadership educators, the Supplement is designed specifically for use on campuses that have participated in MSL. The Supplement is designed to help schools "drill down" on the concepts presented in the IReport using specific institutional findings.

How Do I Use the Supplement?

The Supplement is designed as an interactive PDF in which you can insert data from your MSL report and/ or data file and generate additional findings related to leadership program delivery.

Layout: The layout of the supplement follows the same flow of the IReport walking through findings associated with 1) high-impact practices in leadership development, 2) leadership efficacy, and 3) developmental readiness and sequencing in leadership education.

Generating New Findings: Each section will point you to elements of your original campus-based MSL report or data file. Following the simple instructions provided will allow you to generate information to insert into the Supplement fields. The interactive PDF will then create results for you including tests of significance to more easily compare data and examine findings.

Use of Results: The additional findings provided through the Supplement tie directly to the delivery of leadership education programs. A few prompt questions are provided to aid in working with results. However, you are encouraged to use the IReport and Supplement in tandem as questions posed in the IReport will inform the translation of Supplement results to professional practice.

Finally, we hope you will consider participating in the next administration of the MSL, which will take place in 2015. Participation contributes not only to your institution's effectiveness, but also the evolving knowledge-base on leadership development. Recruitment begins in March of 2014 and information can be found on our website (www.leadershipstudy.net). Note that for MSL 2015 we will be limiting registration to 100 campuses with enrollment being processed on a first-come, first-served basis. You can also stay in touch with the MSL through Facebook or Twitter (@mslconnection).

John P. Dugan
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Principal Investigator, Multi-Institutional Study of Leadership

Preparing To Work With The Supplement

What You'll Need

- A copy of your original MSL dataset

- Access to SPSS or an equivalent program

- A copy of the MSL Insight Report

At every step of the way you will see the yellow preview icon, you can click on this icon to see a screen capture for each step.

Preparing To Work With The Supplement

Initial Steps

To maximize your use of the Supplement as well as your time, you'll want to complete the following tasks first:

Create New File

- Open your MSL data file in SPSS

- Click File > Save As and then save the file under a new name to avoid over-writing your primary file.

Remove Comparative Sample Cases

- Click Data > Select Cases

- In the box marked Select, Click on the bubble "If condition is satisfied" and then the "If" button.

- From the box on the left find the variable PRE_6: Sample Type and highlight it. Click on the arrow button to move it to the box to the right. Click on "=". Click on "1". Click on "|". Click on "3". Click Continue. Note that you should not enter any spaces between the clicks.

- In the Output box Click on the bubble labeled "Delete unselected cases."

- Click Okay

- Click File > Save

Remove International Students

- Click Data > Select Cases

- In the box marked Select, Click on the bubble "If condition is satisfied" and then the "If" button.

- From the box on the left find the variable DEM9 and highlight it. Click on the arrow button to move it to the box to the right. Click on "<". Then Click on the number "6". Click Continue.

- In the Output box Click on the bubble labeled "Delete unselected cases."

- Click Okay

- Click File > Save

Choose Only Completed Cases

- Click Data > Select Cases

- In the box marked Select, Click on the bubble "If condition is satisfied" and then the "If" button.

- From the box on the left find the variable CORE_100 and highlight it. Click on the arrow button to move it to the box to the right. Click on "=". Then Click on the number "1". Click Continue.

- In the Output box Click on the bubble labeled "Delete unselected cases."

- Click Okay

- Click File > Save

Interpreting Effect Sizes

The Supplement uses effect sizes as a tool to interpret analyses. Effect sizes offer estimates of the magnitude of statistical differences and are critically important when working with very large and very small samples sizes as tests of significance are sensitive to this. In other words, rather than simply asking "are these two things different or does this experience/ intervention have an impact" effect size calculations shift to asking "how meaningful are these differences or what is the relative impact of this intervention?" This allows for greater comparison across analyses and the ability to more accurately determine where to invest resources.

So, how should you interpret the effect sizes? In the tables in this report, effect size will be calculated and interpreted using procedures associated with Cohen's d and provided for you automatically when you enter a set of means and standard deviations. Results will appear in word format as described below:

Trivial: Associated with scores of less than .2. These effects have no meaning and differences between means should be ignored.

Small: Associated with scores of at least .2. Small effects indicate meaningful differences unobservable to the naked eye. Think of small effects as important "nudges" in terms of impact.

Moderate: Associated with scores of at least .5. Moderate effects indicate meaningful differences often noticeable through study or observation.

Large: Associated with scores of at least .8. Large effects indicate meaningful differences that are likely readily noticeable.

In social science research we are typically pleased when we get at least a **small** effect as it indicates practically meaningful results we should attend to in our work.

CAUTIONS

When examining results by racial group membership, be careful regarding the number of cases you have within any given group. If the total number is less than 15 we do not recommend you consider the results.

You also should examine to see to what extent the percentages from each racial group match you institutional profile. This will help you understand the degree of representativeness of your data.

? FAQ

What if I don't have my original dataset?
All materials from institutional participation are archived with Survey Sciences Group. You can contact them directly to re-access your data. Note that there is typically a retrieval fee.

What if I don't use SPSS?
All instructions are provided for use with SPSS, but can be easily adapted to other software programs such as SAS. If you are simply unfamiliar with SPSS, the Supplement is written with step-by-step directions so that you can generate the necessary information quickly and easily.

Why should I remove international students?
International students tend to represent a smaller percentage of the sample and may skew results given the socially constructed nature of leadership and country-specific context for your institution. This may be particularly problematic when looking at racial group differences, which is a focus of the Supplement. You are encouraged to examine international student data separately.

Should / can I collapse Student of Color data into one category?
If you have only minimal cases (N < 15) in a given racial group or across multiple groups it may seem ideal to collapse all of the Students of Color data into a single category for comparison with white students. The MSL researchers strongly discourage doing this as results from the study demonstrate significant variation in results across racial groups. These important influences may become masked should data be collapsed into a single category.

Why are some of the national/ institutional values different from what appears in my original Institutional Report?
The Supplement uses smaller subsets of data for analyses. It also does not incorporate weighting. Therefore, you may see variations in some results between the Institutional Report and the findings generated here.

HIGH-IMPACT PRACTICES IN STUDENT LEADERSHIP DEVELOPMENT

MSL research identifies a variety of high-impact practices as influential in shaping college students' leadership capacities (i.e., the knowledge, skills, and attitudes associated with the ability to engage in leadership) with specific effects often varying across racial groups. However, four student experiences demonstrated broad influences across demographic groups:

1 **socio-cultural conversations with peers**

2 **mentoring relationships**

3 **community service**

4 **memberships in off-campus organizations**

The sections that follow provide a platform to examine these four high-impact practices more closely by examining specific results for your campus and comparing them with those from the US national data.

1 socio-cultural conversations with peers

Formal and informal dialogues with peers about differences (i.e., topics which elicit a wide range of perspectives) as well as interactions across differences (e.g., with people who have different backgrounds and beliefs than oneself). Topics include, but are not limited to, race/ethnicity, lifestyles and customs, social issues, political values, and religious beliefs.

Instructions

- Open your data file in SPSS

- Calculate the overall rate of sociocultural conversations

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Socio-Cultural Discussions – Raw Scale [SOCCUL_RAW]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

Calculate the rate of socio-cultural conversation by racial groups

- Click Data > Split File

- Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

- Click Okay

- Click Analyze > Descriptive Statistics > Descriptives

- In the left-hand box scroll down and highlight the variable "Socio-Cultural Discussions – Raw Scale [SOCCUL_RAW]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

- Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

- Click Okay.

- Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
OVERALL RESULTS	**69848**	**2.63**	**.78**				
AFRICAN AMERICAN / BLACK	**2980**	**2.68**	**.82**				
ASIAN AMERICAN / PACIFIC ISLANDER	**4158**	**2.62**	**.75**				
LATINO	**3473**	**2.69**	**.83**				
MIDDLE EASTERN	**426**	**2.88**	**.79**				
MULTIRACIAL	**6160**	**2.78**	**.78**				
NATIVE AMERICAN	**110**	**2.65**	**.81**				
WHITE	**51735**	**2.60**	**.77**				

RESULTS BY RACE

Table 1. Comparison of Socio-Cultural Conversations

Prompt Questions

The results generated here offer two important ways to drill into your data.

? To what extent do students on your campus report overall rates of engagement in socio-cultural conversations that are consistent with national norms? Do your students report more or less engagement with socio-cultural conversations? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report rates of engagement in socio-cultural conversations that are consistent with national norms for members of their group? Do your students report more or less engagement with socio-cultural conversations based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in engagement in socio-cultural conversation across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 2. Comparison between racial groups in socio-cultural conversations.

2 mentoring relationships

Mentoring relationships were defined as occurring when someone intentionally assisted the student's growth or connects the student to opportunities for career or personal development. Mentors include academic faculty, administrative, academic, and student affairs staff, employers, family members, community members, and peers. MSL research identified mentoring by faculty members, staff, and peers as particularly powerful influences on the development of leadership capacity.

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Run the following syntax on your data file

  - Copy following text:

```
DO IF (ENV8A1=2).
RECODE ENV8B1 (SYSMIS=1).
END IF.
EXECUTE.
DO IF (ENV8A2=2).
RECODE ENV8B2 (SYSMIS=1).
END IF.
EXECUTE.
DO IF (ENV8A6=2).
RECODE ENV8B6 (SYSMIS=1).
END IF.
EXECUTE.
```

  - Click File > New > Syntax

  - Click on the box on the right and paste

  - Click Run > All

  - In the Syntax window Click File > Exit

  - In the SPSS Data window Click File > Save

- Calculate the overall rate of mentoring by faculty, staff, and peers

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "ENV8B1: Faculty/ Instructor." Highlight it and click on the arrow to move it to the Variable Box on the right side. Do the same thing for variables "ENV8B2" and "ENV8B6."

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of mentoring by faculty, staff, and peers by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "ENV8B1: Faculty/ Instructor." Highlight it and click on the arrow to move it to the Variable Box on the right side. Do the same thing for variables "ENV8B2" and "ENV8B6."

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
FACULTY OVERALL RESULTS	69865	2.62	1.19				
AFRICAN AMERICAN / BLACK	2983	2.39	1.26				
ASIAN AMERICAN / PACIFIC ISLANDER	4157	2.47	1.18				
LATINO	3472	2.57	1.22				
MIDDLE EASTERN	425	2.52	1.21				
MULTIRACIAL	6164	2.56	1.20				
NATIVE AMERICAN	110	2.74	1.25				
WHITE	51748	2.66	1.18				

FACULTY BY RACE

Table 3.1. Comparisons of Mentoring Relationships

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
STAFF OVERALL RESULTS	**69870**	**2.02**	**1.15**				
AFRICAN AMERICAN / BLACK	**2984**	**2.23**	**1.24**				
ASIAN AMERICAN / PACIFIC ISLANDER	**4158**	**2.09**	**1.15**				
LATINO	**3473**	**2.19**	**1.21**				
MIDDLE EASTERN	**426**	**2.04**	**1.19**				
MULTIRACIAL	**6163**	**2.03**	**1.15**				
NATIVE AMERICAN	**110**	**2.20**	**1.26**				
WHITE	**51751**	**1.99**	**1.14**				

Table 3.2. Comparisons of Mentoring Relationships

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
PEERS OVERALL RESULTS	69861	2.53	1.27				
AFRICAN AMERICAN / BLACK	2982	2.37	1.28				
ASIAN AMERICAN / PACIFIC ISLANDER	4157	2.64	1.24				
LATINO	3472	2.51	1.26				
MIDDLE EASTERN	426	2.48	1.27				
MULTIRACIAL	6162	2.50	1.27				
NATIVE AMERICAN	110	2.62	1.23				
WHITE	51746	2.54	1.27				

Table 3.3. Comparisons of Mentoring Relationships

Prompt Questions

The results generated here offer two important ways to drill into your data.

?	To what extent do students on your campus report rates of mentoring from the three identified groups (i.e., faculty, staff, and peers) that are consistent with national norms? Do your students report more or less mentoring? Are there meaningful effect size differences when comparing with national norms?
?	To what extent do students from various racial groups on your campus report rates of mentoring that are consistent with national norms for members of their group? Do your students report more or less mentoring based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in rates of mentoring across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 4. Comparison between racial groups on mentoring.

3 community service

The MSL collects data on whether students participate in community service, how often, and through what venues. Students may be engaging in community service on- or off-campus and with varying frequency from one-time events to ongoing commitments. The variable employed here examines the general frequency of participation in community service experiences during college.

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of community service participation

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "ENV5A." Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of participation in community service by racial groups

    - Click Data > Split File

    - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

    - Click Okay

    - Click Analyze > Descriptive Statistics > Descriptives

    - In the left-hand box scroll down and highlight the variable "ENV5A." Highlight it and click on the arrow to move it to the Variable Box on the right side.

    - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

    - Click Okay.

    - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
OVERALL RESULTS	69879	2.63	.97				
AFRICAN AMERICAN / BLACK	2984	2.63	1.03				
ASIAN AMERICAN / PACIFIC ISLANDER	4158	2.63	.97				
LATINO	3474	2.52	1.04				
MIDDLE EASTERN	427	2.51	1.07				
MULTIRACIAL	6163	2.63	.98				
NATIVE AMERICAN	110	2.52	.98				
WHITE	51757	2.63	.96				

RESULTS BY RACE

Table 5. Comparisons of Community Service Experiences

Prompt Questions

The results generated here offer two important ways to drill into your data.

? To what extent do students on your campus report community service participation rates that are consistent with national norms? Do your students report more or less community service participation? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report community service participation rates that are consistent with national norms for members of their group? Do your students report more or less service experiences based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in rates of community service participation across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 6. Comparison between racial groups on community service participation.

4 memberships in off-campus organizations

Off-campus involvement is defined as engaged membership in community-based or work organizations unaffiliated with the college or university. Examples of off-campus organizations include unions, church groups, parent-teacher associations, and community action groups.

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of participation as members in off-campus organizations

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "ENV6C." Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of participation as members in off-campus organizations by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "ENV6C." Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the appropriate row. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

RESULTS BY RACE		NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
		N	M	SD	N	M	SD	
OVERALL RESULTS		69878	1.96	1.32				
	AFRICAN AMERICAN / BLACK	2984	2.29	1.47				
	ASIAN AMERICAN / PACIFIC ISLANDER	4159	1.98	1.35				
	LATINO	3472	1.96	1.33				
	MIDDLE EASTERN	427	2.19	1.35				
	MULTIRACIAL	6162	1.96	1.33				
	NATIVE AMERICAN	110	2.15	1.39				
	WHITE	51759	1.93	1.30				

Table 7. Comparisons of Membership Rates in Off-Campus Organizations

Prompt Questions

The results generated here offer two important ways to drill into your data.

? To what extent do students on your campus report rates of membership in off-campus organizations that are consistent with national norms? Do your students report more or membership in off-campus organizations? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report rates of membership in off-campus organizations that are consistent with national norms for members of their group? Do your students report more or less rates of membership in off-campus organizations based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in rates of membership in off-campus organizations across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 8. Comparison between racial groups in membership rates in off-campus organizations.

LEADERSHIP EFFICACY

Leadership self-efficacy (LSE), one's internal belief in the likelihood that they will be successful when engaging in leadership, is a key predictor of gains in leadership capacity as well as a factor in whether or not students actually enact leadership behaviors. The purposeful cultivation of LSE is critically important to the leadership development process. MSL research identifies a range of experiences influencing LSE with differential impacts based on racial group membership. However, two experiences do emerge as having a significant impact across groups: socio-cultural conversations with peers and positional leadership roles in college organizations.

The previous section provided information about rates of student participation in socio-cultural conversations on your campus. The material below examines overall LSE scores as well as variation by racial groups. Note that this information already appears in your Institutional Report in the section labeled "Inputs by Outcome Measures." However, instructions on how to run it in a matter consistent with the rest of the Supplement are provided as well. Additionally, information is provided to examine and compare students' rates of participation in positional leadership roles in college organizations given the strong influence on LSE.

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of LSE

    - Click Analyze > Descriptive Statistics > Descriptives

    - In the left-hand box scroll down and highlight the variable "Leadership Efficacy [OUTEFF]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

    - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

    - Click Okay.

    - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of LSE by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Leadership Efficacy [OUTEFF]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
OVERALL RESULTS	**69884**	**3.14**	**.65**				
AFRICAN AMERICAN / BLACK	**2984**	**3.22**	**.65**				
ASIAN AMERICAN / PACIFIC ISLANDER	**4159**	**2.95**	**.68**				
LATINO	**3474**	**3.12**	**.66**				
MIDDLE EASTERN	**427**	**3.19**	**.65**				
MULTIRACIAL	**6164**	**3.13**	**.67**				
NATIVE AMERICAN	**110**	**3.20**	**.69**				
WHITE	**51760**	**3.15**	**.64**				

RESULTS BY RACE

Table 9. Comparison of LSE

Prompt Questions

The results generated here offer two important ways to drill into your data.

? Do students on your campus report overall rates of LSE that are consistent with national norms? Do your students report higher or lower LSE? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report LSE levels that are consistent with national norms for members of their group? Do your students report higher or lower levels of LSE based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in levels of LSE across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 10. Comparison between racial groups on LSE.

Positional Leadership Roles in Student Organizations

Positional roles (e.g., treasurer, president, captain) in college organizations allow students to practice "being a leader" and thus develop more confidence for future engagement. They are a primary vehicle for developing LSE across most racial groups.

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of participation in positional leadership roles in student organizations

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable ENV6B. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of participation in positional leadership roles in student organizations by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable ENV6B, which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

RESULTS BY RACE		NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
		N	M	SD	N	M	SD	
OVERALL RESULTS		69875	2.16	1.49				
	AFRICAN AMERICAN / BLACK	2984	2.16	1.52				
	ASIAN AMERICAN / PACIFIC ISLANDER	4159	2.36	1.53				
	LATINO	3474	2.03	1.45				
	MIDDLE EASTERN	427	2.11	1.44				
	MULTIRACIAL	6162	2.13	1.47				
	NATIVE AMERICAN	110	1.93	1.37				
	WHITE	51754	2.15	1.49				

Table 11. Comparison of Positional Leadership Roles in Student Organizations

Prompt Questions

The results generated here offer two important ways to drill into your data.

? To what extent do students on your campus report overall rates of participation in positional leadership roles that are consistent with national norms? Do your students report more or less participation in positional leadership roles? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report rates of participation in positional leadership roles that are consistent with national norms for members of their group? Do your students report more or less participation in positional leadership roles based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in rates of participation in positional leadership roles across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 12. Comparison between racial groups in positional leadership roles.

DEVELOPMENTAL READINESS AND SEQUENCING

Developmental readiness and sequencing reflect the need to purposefully design educational interventions in ways that reflect increasing levels of complexity for which students are prepared. They also acknowledge the complex process of leadership development and its roots in developmental constructs. The MSL IReport highlights the specific influences of social perspective-taking (i.e., the ability to take another person's point of view as well as accurately infer the thoughts and feelings of others; SPT) and resiliency (i.e., characteristics that enable one to persist in the midst of adversity and positively cope with stress).

The material below examines overall SPT and resiliency scores as well as variation by racial groups. Note that this information already appears in your Institutional Report in the section labeled "Inputs by Outcome Measures." However, instructions on how to run it in a matter consistent with the rest of the Supplement report are provided here.

Social Perspective-Taking

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of SPT

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Social Perspective Taking [OUTSPT]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of SPT by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Social Perspective Taking [OUTSPT]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

	NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
	N	M	SD	N	M	SD	
OVERALL RESULTS	**69884**	**3.85**	**.75**				
AFRICAN AMERICAN / BLACK	**2984**	**3.96**	**.75**				
ASIAN AMERICAN / PACIFIC ISLANDER	**4159**	**3.88**	**.74**				
LATINO	**3474**	**3.95**	**.74**				
MIDDLE EASTERN	**427**	**3.96**	**.79**				
MULTIRACIAL	**6164**	**3.90**	**.75**				
NATIVE AMERICAN	**110**	**3.87**	**.81**				
WHITE	**51760**	**3.82**	**.75**				

RESULTS BY RACE

Table 13. Comparison of SPT

Prompt Questions

The results generated here offer two important ways to drill into your data.

? Do students on your campus report overall rates of SPT that are consistent with national norms? Do your students report higher or lower SPT? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report SPT levels that are consistent with national norms for members of their group? Do your students report higher or lower levels of SPT based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in levels of SPT across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 14. Comparison between racial groups on SPT.

Resiliency

Instructions

- Open your data file in SPSS. Note if you are continuing your analyses from the previous section you should start by resetting the data. Click Data > Split File. Click on the bubble for Analyze all cases, do not create groups. Click Okay.

- Calculate the overall rate of resiliency

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Resiliency [RESIL]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

- Calculate the rate of resiliency by racial groups

  - Click Data > Split File

  - Click on the bubble for Compare Groups. In the left-hand box scroll down and highlight the variable "Racial Groups [DEM10C]. Highlight it and click on the arrow to move it to the Groups Based On Box on the right side.

  - Click Okay

  - Click Analyze > Descriptive Statistics > Descriptives

  - In the left-hand box scroll down and highlight the variable "Resiliency [RESIL]," which appears near the end of the list. Highlight it and click on the arrow to move it to the Variable Box on the right side.

  - Click Options and make sure that the boxes for Mean and Std. Deviation are checked. Click Continue.

  - Click Okay.

  - Take the value under N and type it into the table below under the column for Institutional Results and the row for Overall. Do the same for Mean and Standard Deviation. Note that you only need to report values for two decimal places.

RESULTS BY RACE		NATIONAL RESULTS			INSTITUTIONAL RESULTS			EFFECT
		N	M	SD	N	M	SD	
OVERALL RESULTS		69884	3.96	.63				
	AFRICAN AMERICAN / BLACK	2984	4.07	.65				
	ASIAN AMERICAN / PACIFIC ISLANDER	4159	3.80	.66				
	LATINO	3474	4.03	.64				
	MIDDLE EASTERN	427	3.95	.75				
	MULTIRACIAL	6164	3.99	.65				
	NATIVE AMERICAN	110	4.07	.70				
	WHITE	51760	3.96	.62				

Table 15. Comparison of Resiliency

Prompt Questions

The results generated here offer two important ways to drill into your data.

? Do students on your campus report overall rates of resiliency that are consistent with national norms? Do your students report higher or lower resiliency? Are there meaningful effect size differences when comparing with national norms?

? To what extent do students from various racial groups on your campus report resiliency levels that are consistent with national norms for members of their group? Do your students report higher or lower levels of resiliency based on racial group memberships? Are there meaningful effect size differences when comparing with national norms?

You may wish to see whether there are meaningful effect size differences in levels of resiliency across racial groups within your institution. Simply input the means and standard deviations for any two groups into the table below and it will generate an effect size to help you determine whether or not there are meaningful differences.

GROUP 1			GROUP 2			EFFECT
N	M	SD	N	M	SD	

Table 16. Comparison between racial groups on resiliency.

Recommended Citation:

Dugan, J. P., & Correia, B. (2014). *MSL insight report supplement: Leadership program delivery.* College Park, MD: National Clearinghouse for Leadership Programs.

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